



ANNUAL REPORT

Office of the President

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Notre Dame University - Louaize
Zouk Mosbeh - Lebanon

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The President's Message

During 2008, Lebanon witnessed a series of destabilizing political events which have had a strong impact on the Lebanese. Notre Dame University-Louaize (NDU) had to function amidst the formidable political, security, and ballooning national debt of the country and address feelings of uncertainty and lack of hope that permeated, one way or another, our students, faculty members, staff, and the communities we serve.

Our immediate reaction to the deteriorating crises was to continue to adhere to our legacy of beliefs and convictions as a Catholic University that follows the American system of higher education and guided by the teachings and traditions of the Maronite Order of the Holy Virgin Mary that shape our mission, vision, and core values. This legacy calls us once more for a sincere act of divine love for all people, perseverance in work, and hope in the future which are essential components of our educational heritage traceable to the year 1736 when the Monastic Orders started to spread education in Lebanon with a special concern for the poor, and the marginalized despite the dangerous and trying times during which such a remarkable effort was undertaken.



Amidst deteriorating political and economic conditions, our greatest challenge was to offer distinctive education to our students and provide developmental opportunities to our faculty and staff. In fact, the political, economic, and security crises in the country did not deter us from continuing our academic progress. During Fall 2008, the University attracted more students than it did in previous years. At the curriculum level, new General Educational Requirements (GER) was adopted in order to provide a broad base of knowledge across disciplines and to adhere to the philosophy of the liberal arts concept in American higher education. In addition, new majors and minors were developed and, most remarkably, a Doctorate in Education (Ed.D.) program in collaboration with Saint Louis University in the US was established. Moreover, by committing ourselves to the processes of preparing for accreditation, the University submitted the first draft of the Eligibility Report to the New England Association for Schools and Colleges (NEASC). This report was positively received by NEASC following a visit by its Director to the NDU campus.

Part of the institutional progress initiatives undertaken by NDU during 2008 was to offer training to faculty members and staff on the use of Information and Communication Technology (ICT) in teaching and administration. A performance appraisal system was established for staff members to monitor their performance and enhance their clerical and administrative skills within the University's mission and core values that call for improved service provisions, particularly in difficult times.

In modernizing the University's academic structure and operations, new academic articles and University governance by-laws were drafted for discussion, approval, and implementation. Additionally, new access facilities for people with special needs were provided in order to enhance inclusion and diversity at the University. Many development initiatives took place on campus during 2007-08 despite the adverse consequences of deteriorating political and economic conditions in the country. Examples of these are presented in this annual report.

Finally, I extend my personal admiration and appreciation of all the NDU community for their commitment and involvement in the ongoing development and progress of the University despite all the obstacles we faced during the academic year 2007-08. We remain committed to achieving educational and intellectual excellence at the University in which all students, faculty, and staff are encouraged to contribute.

Fr. Walid Moussa, President



Heritage of Leadership

Notre Dame University-Louaize (NDU) is the progeny of a foundational heritage of leadership rooted in the Maronite ethos that accents divine love in the boundaries of learning, free intellectual inquiry, and lifelong learning. This heritage is traceable to roots in the Lebanese Synod held in the Monastery of Our Lady of Louaize in 1736, the motherhouse of the Maronite Order of the Holy Virgin Mary and NDU's sponsoring society. This Synod, which is considered to be the most important Synod in the history of the Maronites, emphasized the provision of education for all (<http://www.omm.org.lb/>). As a result, the Order established the first co-educational, democratic school in Saïdet el-Talle Church in Deir el-Qamar in the mountainous region of the Shouf, 38 years before the French Revolution¹.

True to its heritage of leadership are the spiritual values of the founding fathers who have shaped and guided the University's identity, history, and mission since its founding in 1987. This visionary leadership is embedded in serving the community, shaping its values, educating the community in grasping and using knowledge, and supporting the community in building a sense of attachment to the land, to society, and to the nation as a whole².

A distinguishing trait of this leadership is the conception of learning as grounded in connecting the classroom with community needs woven with a constant search for achieving excellence in education, persuasion of lifelong learning, diversity, moral integrity, and belief in

God. This visionary leadership is committed and faithful to the tradition and essential characteristics of Catholic higher education, particularly *Ex Corde Ecclesiae* "From the Heart of the Church" in 1990, which considers the Catholic university "an incomparable center of creativity and dissemination of knowledge for the good of humanity" committed to "... the service of the people of God and of the human family in their pilgrimage to the transcendent goal which gives meaning to life" (*Ex Corde Ecclesiae*, 17).

Guided by Article 7 on Cooperation of the *Ex Corde Ecclesiae* for institutions' regional, national, and international cooperation between Catholic Universities and other universities, and also by the principles of academic exchange in American higher education, NDU adopts the guiding principles of cooperation through teaching, research, and community outreach locally, nationally, and internationally. In this respect, the University made numerous achievements during the academic



- 1 According to the second 100 years Jubilee of the Maronite Order of the Holy Virgin Mary (1752-1952), by Father Boutros Fahed (1952), and the World Heritage Convention (UNESCO, 2001).
- 2 The Maronite heritage, in the last four centuries, has been recognized for its religious, cultural, social, and national aspects. Theologians, philosophers, and writers have enriched the schools of thought in more than one language, particularly in Syriac, Arabic and French, and lately in English. The NDU Press, during the last decade, has published books related to Maronite and other religious issues such as: *The Maronite, Community, People, Nation*, by Professor Martiniano Pellegrino Roncaglia (1999); *The Book of Divinity*, by Youssef Chamoun Assemani (2003); and *God in Multicultural Society*.



year 2007-08. Particularly, its international presence stressing the global nature of both education and research was strengthened through faculty and student exchange within the Fulbright program as well as by hosting senior researchers from various parts of the world including US, Africa, South America, Europe, and Australia, to name a few, to conduct research at the Lebanese Emigration Research Center (LERC) and benefit from available resources on emigration. Other important Faculty agreements were signed with John Molson School of Business, Concordia University, Canada, with the Faculty of Engineering, Ulm University, Germany, and with Université de Louvaine in France. Furthermore, the University's international presence is well established through its membership in the following:

1. Association of Catholic Colleges and Universities, Washington D.C., USA;
2. Action Chrétienne en Orient, Strasbourg, France;
3. Association of International Educators, Washington D.C., USA;
4. International Association of Universities, Paris, France;
5. Comunità delle Università Mediterranee, Bari, Italy;
6. Council of Independent Colleges, Washington D.C., USA;
7. International Federation of Catholic Universities, France;
8. Association of Arab Universities, Amman, Jordan;
9. International Association of University Presidents;
10. Euromed Permanent University Forum, Tarragona, Spain;
11. European Federation of Catholic Universities.

In accord with the need to cooperate with government and non-governmental organizations for development and progress, NDU established the University International Academic Affairs Office (UIAAO) in 2008. This office, in collaboration with other offices at the University, launched new initiatives to cooperate with higher educational institutions worldwide within the framework of internalization of higher education through signing memoranda of understanding and exchange with a number of universities outside Lebanon and planning to host the International Association of Universities (IAU) conference at NDU in 2009. The aim of promoting these activities was to provide our students, faculty members, and staff with opportunities for cross-cultural understanding and self-development as well as to give



opportunities to academic communities worldwide to learn from the University's experience.

Further, NDU has substantiated its commitment to community outreach through lifelong learning by establishing a new professional Doctorate degree program (Ed.D.) in 2008 in collaboration with Saint Louis University in the US. Now, eight professional educators are enrolled in the first cohort. Another Ph.D. program in Political Sciences

is under preparation for professionals, with a special concentration on linking academic leadership to community needs. The aim is to train leaders of tomorrow to acculturate and perpetuate the heritage of leadership guiding NDU and the community it serves. The University has furthered its commitment to promoting andragogy and adult learning opportunities by incorporating the broader community into the curriculum of informal higher education through the Division of Continuing Education (DCE). The DCE provides training in languages, business, and computers and offers professional certificates such as Certified Management Accountant (CMA), Certified Public Accountant (CPA), and Chartered Financial Analyst (CFA).





Boutros Sfeir. The aim of this project is to electronically conserve the manuscript collections at the Maronite Patriarchate's archives in the historical Maronite patriarchy in Bkerke.

During the year 2007-08 and in line with NDU's commitment to the community, the University initiated a number of activities and awareness campaigns on car accidents and safety, water resources management, pollution, and environmental protection. Further outreach to community service involving students was the establishment of the Community Service Office (CSO) in 2008 to encourage NDU students to engage in community service activities in their respective communities.

In line with its commitment to community service, NDU has embraced serving community needs through research activities which adhere to the study of "serious contemporary problems" (Ex Corde Ecclesiae, 32). During the academic year 2007-08 two research projects assessing elderly nursing homes in Lebanon were funded by the World Health Organization (WHO) and conducted by NDU researchers besides other funded research projects on ICT use in Lebanese schools. Moreover, within its effort to preserve the Maronite heritage of leadership guiding and inspiring NDU, the Center for Digitization and Preservation (CDP) launched a new project with the agreement and blessing of his Eminence Maronite Patriarch Cardinal Mar Nasrallah

The 2007-08 academic year has witnessed examples of the ways in which the heritage of leadership of NDU has been made manifest in the lives of our students, faculty, staff, and the community at large.



Legacy of Values

As a Catholic University which follows the American system of higher education, Notre Dame University-Louaize commits itself to enriching the lives of its students, faculty, staff, and the community it serves through integrating the dimensions of its Catholic values and the values of freedom in scholarship and intellectual inquiry entrenched in American higher education and reflected in the various sectors of the University's operations. These values center on faith, excellence, scholarship, freedom, integrity, service, diversity, and learning for life which distinguish the University's fundamental Catholic character and its adoption of the American system of higher education. The integration of these values into the various University constituents was manifested in a wide range of academic activities, opportunities, and services rendered to students, staff, faculty members, and the community at large during the academic year 2007-08.

1. STUDENTS

a. Applicants and Enrollees

Over the years, Notre Dame University-Louaize has continued to attract more student applicants (see Figure 1).

The same increase trend is reflected in graduate applicants during the same academic years. The exponential growth of student enrollment at the University is shown in figure 2.

The increase of applicants and enrollees is due to the growing academic reputation of the University (see testimonial 1) coupled with the vigorous strategy of the Admissions Office that seeks to encourage students to consider NDU as a place for their higher education.

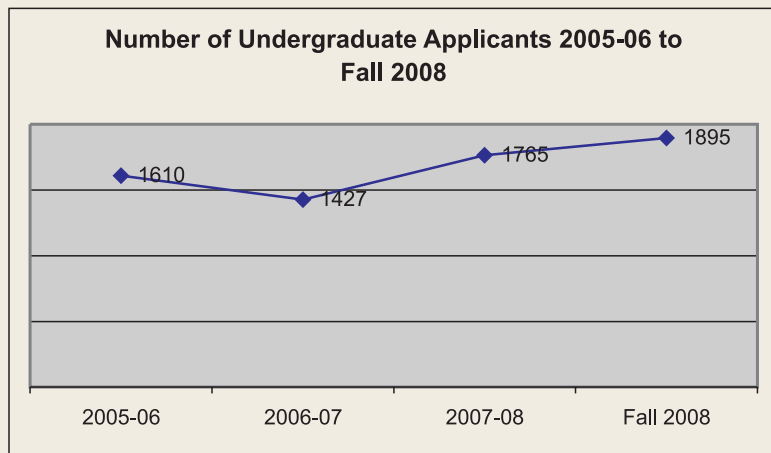


Figure 1 : Trend-line

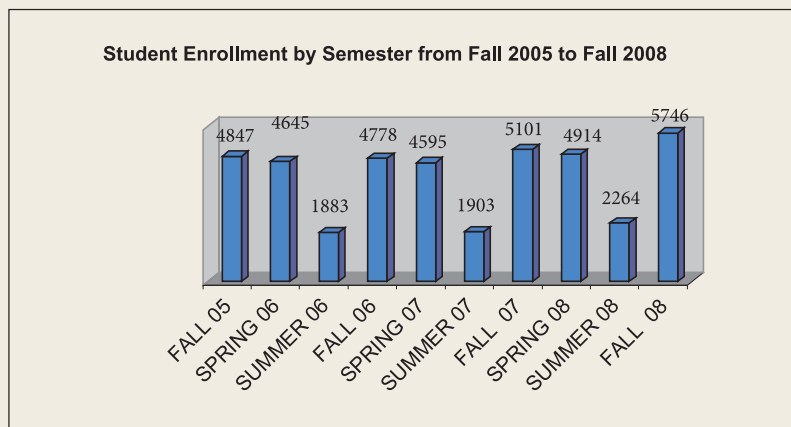


Figure 2: Student Enrollment (Undergraduate, Graduate, and Teaching Diploma) at NDU from Fall 2005 to Fall 2008.

Testimonial 1.

Dimitri Kokarev, student at the Faculty of Humanities

At Notre Dame University, which I have now been attending for three consecutive years, I have not only had the opportunity to be a part of a world-competitive English Studies academic program, but I have come to think of all the professors and students as a family that shares common hopes, views, and the constant ongoing thirst for knowledge. Even though, in a short period of time, I will have to leave it behind and embark on my own into the world, I know that everything that I have learned at this institution I will hold as a shield and compass to guide and protect me in life.

b. Financial Aid

Another incentive for student enrollment at the University is the generous award of financial aid to students reflecting the legacy of education for all enunciated in the Education Declaration of the Lebanese Synod held at the Monastery of Louaize more than two decades ago (see testimonial 2).

Testimonial 2.

Joan M. Farjo, student at the Faculty of Engineering

Having spent, up till now, two years at NDU, I can admit that my relationship with the University is at good, normal standards. Honestly, the main reason that enables me to say so is the great financial support the University is providing me with, as a credit to my high GPA.

Besides this, having the University's recognition of me as being one of the qualified students, had provided me with the opportunity to raise any academic complaint or problem, and to be at least heard by the concerned party, whether the problem has been solved or not.

Figure 3 shows the financial aid distribution for students by campus during the academic year 2007-08 which amounted to a total of US\$ 4,775,570.

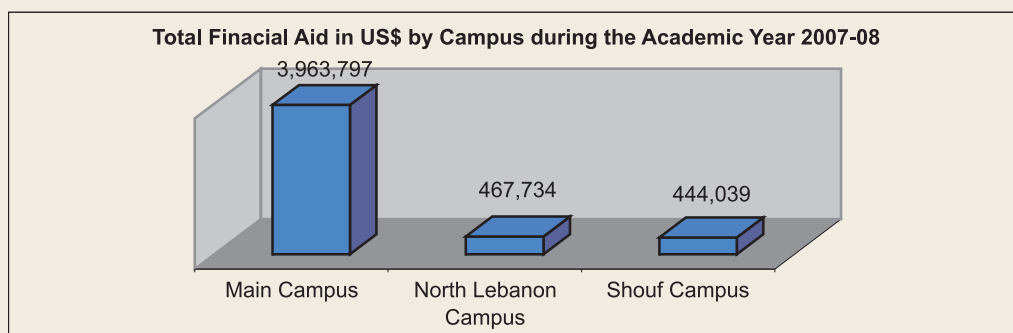


Figure 3: Financial Aid

Financial aid allotments were distributed in the form of in scholarships, study grants, sibling grants, athletic scholarships, and the President's list, schooling for the schoolchildren of NDU faculty members, and full-fledged tuition fees for the sons and daughters of full-time faculty members at NDU.

c. Education and Training

Rooted in the American higher education liberal arts tradition of free intellectual inquiry and NDU's commitment to its Catholic identity and the vision of Pope John Paul II as expressed in *Ex Corde Ecclesiae*, the new General Education Requirements (GER) at NDU developed and adopted by its academic community in 2008 is meant to build a diversified and, whenever possible, interdisciplinary coursework where fostering the students' reflection on fundamental issues and ultimate values builds a paramount role in shaping their comprehensive understanding of past accomplishments, present advancements, and future challenges.



Furthermore, in line with Section 5 of Article 4 of “The University Community” (Ex Corde Ecclesiae, 51), which calls for combining academic and professional development with formation in moral and religious principles and the social teachings of the Church, and the American model of liberal arts education, NDU has provided professional development opportunities for students through training in the form of practicum and fieldwork in companies, schools, and other sectors related to their careers in the Lebanese labor market. These training opportunities were guided by the faculty members who focused on the ethical dimensions of life in all sectors of students’ studies and professional development, particularly by incorporating ethical values and a sense of community service to society. In concert with this, the University has also provided spiritual development opportunities for students through pastoral activities on campus which focused on respect to the dignity of each person, diversity of faiths, religions and cultures.

NDU’s recognition for liberal arts education and practical application through training promoted the continuous dynamic growth of the University during the academic year 2007-08.

2. FACULTY MEMBERS

a. Profile

During the academic year 2007-08, NDU had 151 full-time faculty members and 345 part-timers. The majority of full-time faculty members (66.2%) are Ph.D./Doctorate holders, while 28.5% have a Master's degree, and 5.3% are holders of graduate degrees, including DES and DEA. Faculty members at NDU enjoy a good reputation in local, regional, and international academic circles. As an alumnus mentioned:



Mark Kozah, BE '99, in Mechanical Engineering, currently Head of the Mechanical Department at SEG - Lebanon NDU professors always emphasize the magnitude of teamwork - accomplishing things through working together. They said that there are a lot of good people and a lot of smart people in the work place. From that I grew to identify the good smart people to work with.

b. Professional Development

In line with Ex Corde Ecclesiae, 22 which calls on faculty members to improve their competence, NDU, throughout the 2007-08 academic year, substantiated its commitment of excellence in higher education and lifelong learning through providing opportunities for faculty professional development. Particularly, the University encouraged faculty exposure to research grant agencies and promoted collaborative research with higher educational institutions worldwide through the Office of Sponsored Research and Development (OSRD). A number of faculty members were able to secure research grants and established cooperative links with international researchers. In addition, during the academic year 2007-08, training opportunities on advanced ICT-use were provided by the Division of Computing Services (DCS) and the University e-Learning Center to faculty members in order to facilitate their effective use of technology in teaching and to meet their students' learning needs in an age which is increasingly driven by the use of ICT in the pedagogical practice.

Further, substantiating its commitment to faculty development, NDU has provided many of its faculty members with conference and research grants during the academic year 2007-08. Although the grant allocations for the academic year 2007-08 was limited compared to increasing faculty research and travel needs, the University is currently working on plans for faculty development which will be implemented during the academic year 2008-09 within the wider University's strategic planning process and in line with the University's commitment to preparing for accreditation.



3. STAFF

a. Profile

The total staff population at NDU during the 2007-08 academic year was 194, of whom 150 were in the Main Campus, 17 in the North Lebanon Campus (NLC), and 27 in the Shouf Campus (SC), in addition to 36 co-academics, priests, and external consultants. The majority of staff members and co-academics are holders of BA/BS degrees while others hold MA/MS degrees in a variety of academic disciplines.





b. Training

In tandem with Part I, section 24 of the Ex Corde Ecclesiae which perceives the dedication and witness of the non-academic staff as vital for the identity and life of the University, NDU has provided during the academic year 2007-08 a series of training and professional development opportunities for its staff members in order to ensure the constant growth, development, and professional service of the University and the community it serves. As such, the Division of Computing Services and University e-Learning Center has extensively trained non-academic staff members on ICT-use in performing administrative duties and assuring quality service in the various





administrative offices and units across the University. Besides, a system of appraisal was put in place for assuring the quality of service provided by staff members to students, faculty, administrators, and the community at large.

4. THE COMMUNITY

An essential component of NDU's legacy of values is its emphases on disseminating its Catholic values in the community. As such, in October 2007, the first Marian Conference in conjunction with the International Pontifical Academy was held, under the title "The Annunciation of Mary: The Covenant of Life in the Spirit." The conference was held under the auspices of His Beatitude, Cardinal Mar Nasrallah Boutros Sfeir, and in the framework of the 300-year Jubilee celebrations of the monastery of Our Lady of Louaize, headquarters of the Holy Monastic Order of the Virgin Mary, the sponsoring society of NDU. This event hosted speakers and invitees from different religious backgrounds including Muslim priests and scholars.





A series of activities at NDU were performed during the 2007-08 academic year and reported in the news media, often focusing on academic and community service activities reflecting the values which guide the University's community (see figure 4).

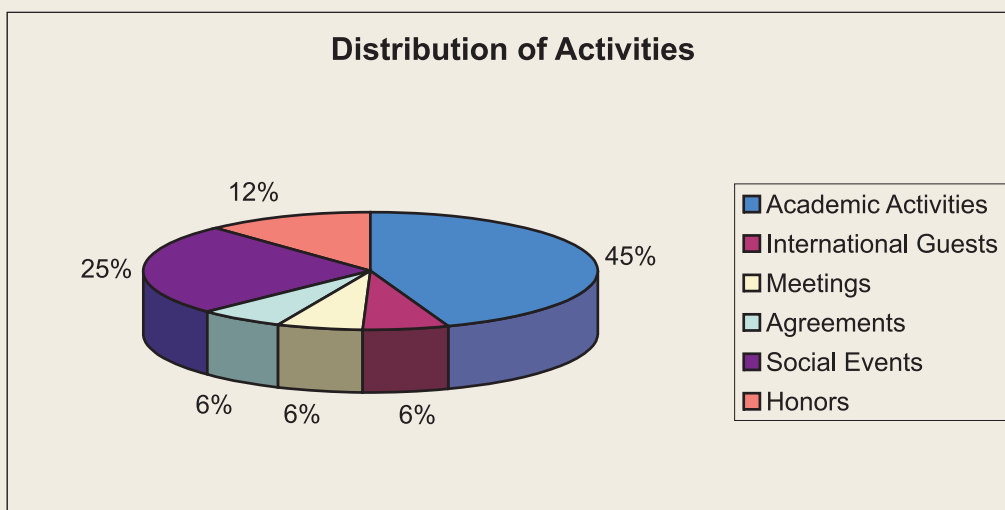


Figure 4: Activities During 2007-2008



Among the various important activities at the University during the 2007-08 academic year was the work of the Alumni Affairs Office (AAO). The University considers it imperative to acknowledge one of its most important stake holders: its alumni. Each year, the AAO (http://electra.ndu.edu.lb/student_area/alumni/index.htm) recognizes those who have distinguished themselves and made particular contributions to NDU community and to society at large, through outstanding achievements. NDU relies on its alumni as ambassadors of the education, values, and mission of the University. As an alumnus put it:

Johnny Ibrahim, Lebanese diplomat. BBA '91, Business Administration; MBA '94, International Affairs and Diplomacy

Studying at NDU is a ritualistic passage during which the faculty and staff transmit personalized knowledge and know-how mixed with the values NDU embraces. Excellence, endurance, responsibility, patriotism, and high ethical principles acquired at NDU endowed in me a competitive advantage in my professional and academic endeavors. To be an NDU graduate is to be different.

The various activities performed during the 2007-08 academic year convey the legacy of values at NDU that seek to promote a community of mutuality, respect, and faith as guiding principles for free intellectual inquiry, faith, lifelong learning, and excellence in higher education.





The University Mission Dimensions

The University Mission

The philosophical framework of the mission statement of Notre Dame University-Louaize has its roots in the Education Declaration of the Lebanese Synod held at Monastery of Louaize in 1736 which enunciated the establishment of schools in cities, villages, and towns to provide education and proper moral upbringing to children, particularly orphans and the needy. The goal of providing education and moral upbringing to all students reveals the Catholic identity and values of the University. As the University grows, periodical review of its mission statement is performed reflecting new directions, strategies, and aspirations. Three mission statements have evolved from 1989 to 2008, accentuating the University's Catholic identity, values, heritage, education system, its non-profit orientation, and commitment to excellence in higher education.

The evolving mission statements of NDU since 1989 have reflected the education and service niche of the University that have given impetus to its dynamic growth over the years (see table 1). The evolving mission statements were reflected in the establishment of new Faculties, branches, offices, majors, and developmental programs engaging the community. Among these major developments was to branch out to the Shouf region and establish a regional campus to serve community needs and provide access to higher education to students from surrounding villages and towns.

Table1 . The Mission Dimensions

Year	Identity	Type	Education system	Educational /intellectual	Moral values and heritage	Citizenship values
1989	Lebanese	Non-profit	—	—	Catholic spirit	—
2000	Lebanese Catholic	Non-profit higher education	American	intellectual inquiry, dedication of thought and expression	human integrity solidarity	solidarity, belief in a unified Lebanon protection against fanaticism and corruption
2008	Catholic	—	philosophy and standards of the American model of liberal arts education	excellence in scholarship, lifelong learning, prepare students to be future leaders, exercise reason upon knowledge	cultural and spiritual heritage of the Maronite Order, moral integrity, belief in God truth, justice, love and freedom, shape a world of truth	citizenship, human solidarity, diversity, respect for human dignity and rights, concern for the common good

An important development that took place at the University during the academic year 2007-08 was the writing of a new mission statement which was approved by the University Council (UC) on March 3, 2008. The new mission states:

As a Catholic institution inspired by the cultural and spiritual heritage of the Maronite Order of the Holy Virgin Mary, Notre Dame University – Louaize (NDU) seeks to provide comprehensive quality education that fosters excellence in scholarship, lifelong learning, enlightened citizenship, human solidarity, moral integrity, and belief in God. In designing its curricula, NDU is committed to the philosophy and standards of the American model of liberal arts education. Conceiving itself as an authentic academic community, NDU promotes diversity, respect for human dignity and rights, and concern for the common good. Its profound aspiration is to prepare its students to be future leaders who can exercise reason upon knowledge and shape a world of truth, justice, love, and freedom.

Across all programs and planning, the hallmark of education at NDU is a conception of learning grounded in values. This conception is reflected in the new mission statement which emphasizes education, moral values, and citizenship values that the University seeks to further promote and integrate into its academic life and community service. The education dimension comprised reference to such terms as education, scholarship, knowledge, and lifelong learning accounting for 33% of the total distribution of terms, moral values which referred to moral integrity, belief in God, respect, dignity, and rights constituted 39% of the distribution, while the remaining 28% went to citizenship values such as enlightened citizenship, future leaders, and diversity (see figure 5). The high emphasis on values (moral, citizenship) in the new mission statement reflects the legacy of values of the Maronite Order of the Holy Virgin Mary which highlights a strong belief in spiritual values and citizenship as a vehicle for promoting a better and more just society.

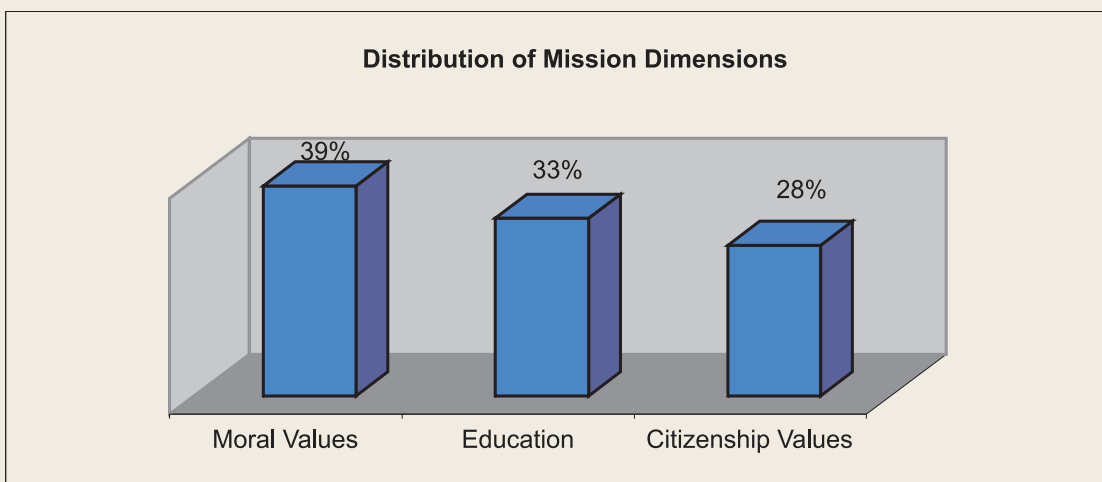


Figure 5: The Distribution of the Dimensions of the Mission Statement

The institutional values woven through the academic life of NDU were expressed in a number of activities that took place during the 2007-08 academic year. Three main areas were reflective of the new mission statement representing future challenges of the University in constant persuasion of achieving excellence in higher education. These areas concern education and diversity.



1. EDUCATION

a. The Curriculum

As a Catholic that follows the American system of higher education, the distinctive Catholic intellectual vision of NDU's mission statement centers on diversity in thinking for the creation of new knowledge as guided by the moral and citizenship values of the University. This new mission statement has guided the academic life of NDU through a practical context for implementation through the General Educational Requirements (GER), which seeks to build a diversified interdisciplinary coursework that fosters the students' reflection on fundamental issues and ultimate values built on the paramount role of shaping their comprehensive understanding of past accomplishments, present advancements, and future challenges. The distribution of GER and selection of courses is shown in figure 6 below.

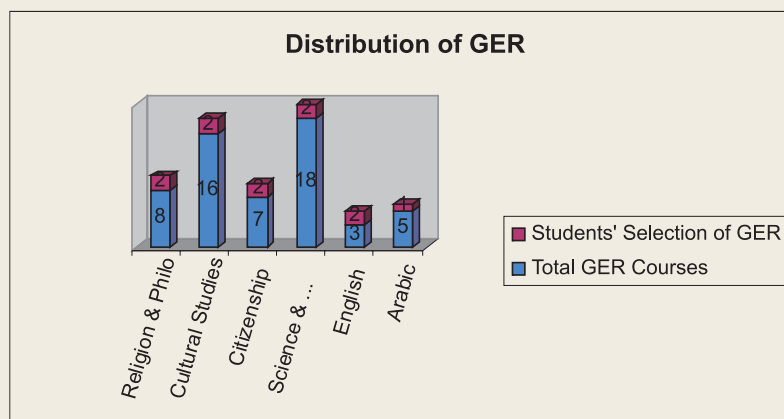


Figure 6: Distribution of GER Courses and their Selection by Students

In addition, in meeting student learning needs as well as meeting emerging societal and economic challenges, NDU has created a number of new minors in six Faculties as shown in figure 7.

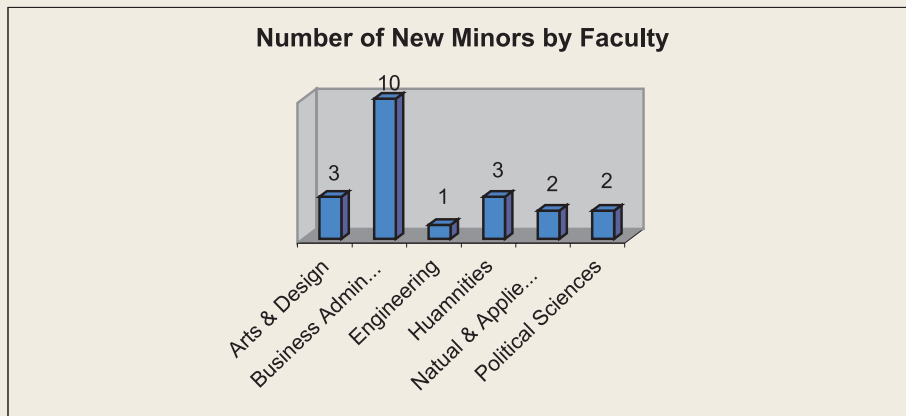


Figure 7: Distribution of Minors by Faculty

The topics of these minors are variegated depending on each Faculty.

b. Teaching

Promoting excellence in teaching among full-time faculty members was performed during 2007-08 through training workshops on ICT-use in teaching and learning in addition to brown bag sessions and faculty development lectures on evaluation and assessment in the classroom. The goal of these training sessions was to encourage the exchange of teaching experiences among faculty members and to provide opportunities for curriculum development.

c. Faculty Research

In its efforts to include the search for truth and exercise reason upon knowledge, NDU's commitment to academic freedom and excellence in education have been evident in faculty publications on issues that concern Lebanese society and academic communities locally, regionally, and internationally. During the 2007-08 academic year, 45% of faculty publications were international conference proceedings, and 37% were peer-reviewed journal articles (see figure 8).

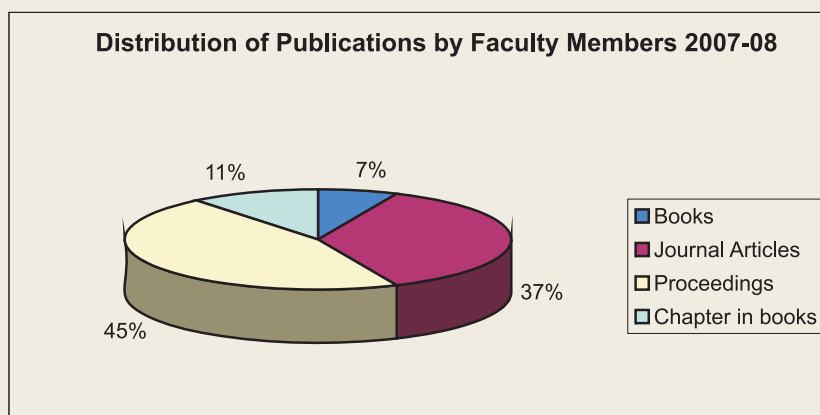


Figure 8: Full-time Faculty Members' Publications 2007-2008

These publications were in the Humanities, the Social Sciences, Natural and Applied Sciences, Engineering, and Health Sciences and appeared in print in Lebanon (40%), USA (11.1%), and U.K. (6.9%), while the rest (42%) appeared in print in Asian, New Zealand, and other European publishing houses.

d. Educational Support Services

During the 2007-08 academic year, new learning and writing facilities were added to the University by establishing the Writing Center in the Faculty of Humanities and increasing the number of reading and research facilities at the library. The University Libraries Collection as of August 31, 2008 was as follows:



Titles:	102, 816
Full-text Journal, Magazine, and Newspaper titles:	27,427
Digitized Manuscripts:	1,476
Total Collection	131,719

Furthermore, additional student dormitories have been added to the main campus to provide residential learning facilities to students and international researchers conducting their internships in the various research centers at NDU. At the same time, ICT facilities have been added and existing services expanded to serve the growing academic community of students at the University.



2. DIVERSITY

NDU attracts students diverse in age, socio-economic background, and educational interests to pursue academic excellence in a range of undergraduate and graduate programs, including a new Doctorate in Education (Ed.D.) program designed for education professionals. These students have made and continue to make significant and valuable contributions to fostering the identity and mission of the University. As one of the dimensions of NDU's identity and mission is its commitment to promoting diversity; various University strategic plans and other various action plans were implemented which encourage multiculturalism by including students and faculty members of different backgrounds in the University's academic life, particularly in research, teaching, and extra-curricular activities that support creativity, flexibility, and innovation among students and faculty members in addition to providing access facilities to students, faculty, and staff with special needs.



The University's diversity profile is reflected in the composition of students based on their school language backgrounds (see figure 9). Although the majority of students (65%) come from schools which use French as the second medium of instruction after Arabic, NDU provides opportunities to these schools to seek American-based higher education for their students as materialized in orientation programs and English language courses offered at NDU. The diversity of students by language background at NDU gives the University its particular character since it is the only Catholic institution of higher education in Lebanon and the Arab world that follows the American system of higher education and teaches in English to serve a diversity of students from different cultural, national, and linguistic backgrounds.

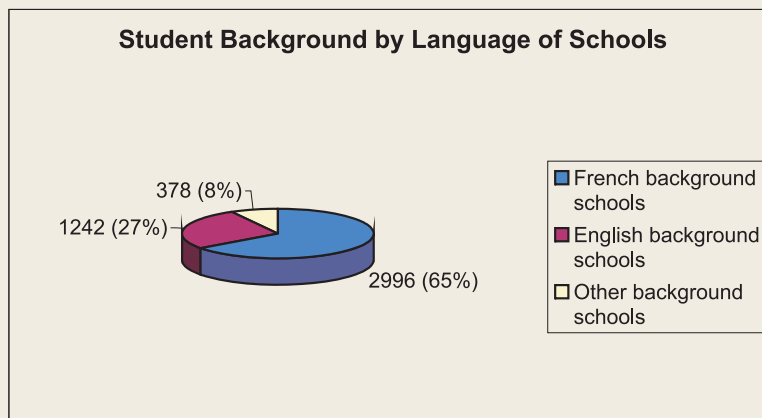


Figure 9: Undergraduate Student Background by Schools' Foreign Language.

Language diversity is also represented in the language courses offered on the Main Campus during the 2007-08 academic year. Courses offered include French, Italian, Spanish, German, Latin, and Chinese (6 languages) and were attended by 215 students.

Another aspect of diversity at NDU is the composition of its student body and faculty members by religious affiliation. The fact that educational institutions in Lebanon attract students from their immediate geographical vicinity, the distribution of students at NDU reflects the religious affiliation of these students and the regions from which they come from. Figures 10, 11, and 12 respectively show the distribution of students at NDU in the three campuses, by their religious affiliation.

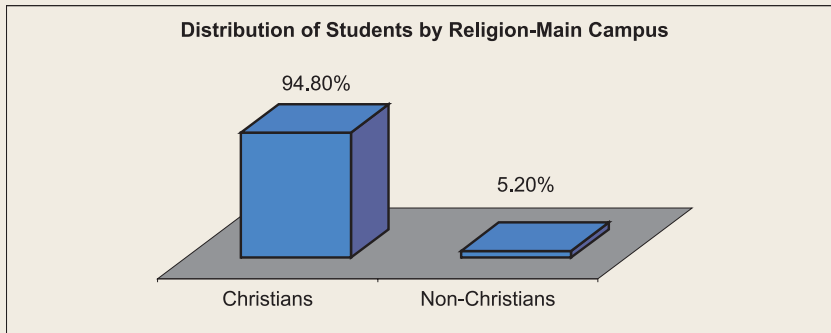


Figure 10: Distribution of Students by Religion, Main Campus

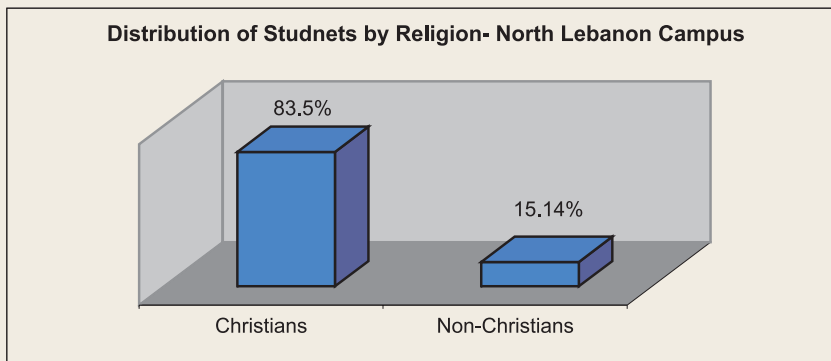


Figure 11: Distribution of Students by Religion, North Lebanon Campus

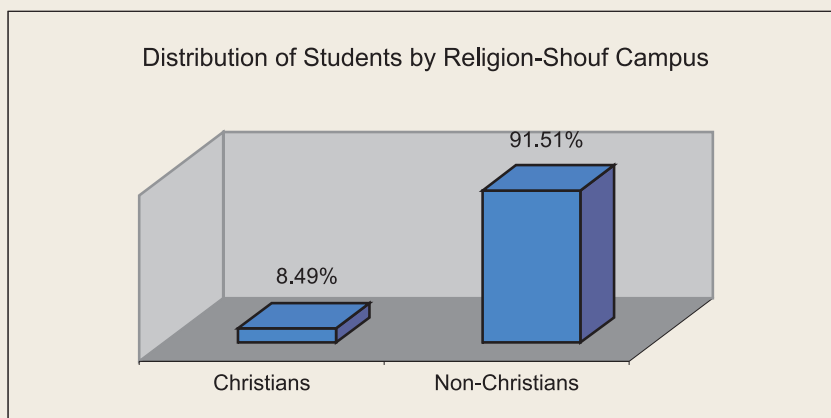


Figure 12: Distribution of Students by Religion, Shouf Campus

Figure 10 shows a majority of Christian students in the Main Campus which is situated in a predominantly Christian area. This Christian majority drops in the Shouf Campus which is situated in a predominantly non-Christian area, as shown in figure 12. A similar distribution applies to full-time faculty members across NDU's campuses.



From the figures at play, immediately discernible is the challenge of NDU to promote wider diversity by religious affiliation in each campus, knowing that the issue of promoting social cohesion and diversity of students in schools and university campuses in Lebanon has always been a national issue and public concern. However, experience has shown that despite the lack of religious diversity within each campus at NDU, the University still provides its students, faculty, and staff with opportunities to share educational ideals and values without necessarily sharing the same religious belief (see testimonial 3).

Testimonial 3.

Sara Moukarzel, student at the Faculty of Natural and Applied Sciences

I cannot summarize my experience at NDU in a few lines, but I can gladly share with you some of the valuable lessons I learned. Not only has NDU provided me with the academic basics to pursue my future profession, it has also allowed me to grow and mature on the spiritual and humanitarian levels. It is because of my dedicated instructors and their constant support that I find myself, each day, more passionate and committed to my field of study than the day before. With NDU students' racial and cultural diversities, I learned that all human beings are equal and that it is not humanitarily acceptable to judge others based on their colour, religion, or cultural background. NDU is an entity of love, a place where I learned patience and humbleness... A place where I became closer to God... A place I can call home!!!

This latter is reinforced by the fact that NDU students of 2007-08 comprised 44 different nationalities despite the fact that international students did not exceed 6% of the total student population. The University, on the other hand, housed full-time faculty members from 10 different nationalities (24.33%), while the remaining 75.6% are Lebanese.

Regarding diversity, NDU seeks from its academic community the appreciation of its Catholic identity and the fostering of its mission and values through teaching, research, and community service.



NDU and the Future

Achieving meaningful involvement in the cause of academic excellence which NDU is strongly committed to, took place under strenuous political and economic circumstances in Lebanon. Particularly, during the 2007-08 academic year, NDU was vibrant in making substantial achievements; to mention but a few, attracting more students, establishing a new General Education Requirements (GER), new minors and a Doctorate degree in education, renewing its mission statement, proposing a new governance framework to modernize the University and meet eligibility requirements needed in the process of preparing for accreditation.

Despite all its achievements during the 2007-08 academic year, there remains colossal work to be done to fulfill the strategic plans of the University for the few coming years, including excellence in education and increasing leadership among graduates for the future, among other challenges. The main strategies the University seeks to achieve focus on education, diversity, students, faculty, and staff.





1. EDUCATION

Planning in the area of education at NDU includes teaching, the curriculum, research, and education support services.

a. Teaching

As part of NDU's commitment to achieving excellence in higher education, the University continues to evaluate and update existing styles of pedagogy and teaching methodologies through setting plans to further promote student-centered teaching performed through training and development to be undertaken by a faculty development office that will be established based on the current feasibility study efforts initiated by the Faculty Development Committee (FDC). Further, NDU has set plans to recruit new and highly qualified faculty at all levels and ranks.

b. The Curriculum

At the curricula level, NDU will continue to develop academic programs which provide fundamental "theory to practice" education in order to prepare students for the labor market locally, regionally, and worldwide. Like its Ed.D. program in Education established in 2008, NDU will actively pursue the creation of targeted professional and graduate programs that can achieve regional excellence, and that are based on market needs and NDU's strengths.

c. Research

The University will continue to facilitate and sponsor research projects that are directly related to its mission, identity, and values. NDU will continue what it has already started vigorously during the 2007-08 academic year in setting policies for sponsored research, seeking research grants and achieving better productivity in research among faculty and students emphasizing inter-disciplinary scholarship. In practice, the University, through the Office of Sponsored Research and Development (OSRD), has already set plans for implementation by

providing release research time for full-time faculty, allotting seed money, and matching research funds seeking links to other universities to establish collaborative agreements for faculty exchange through the newly established University International Academic Affairs Office (UIAAO).

d. Education Support Services

The University plans improved infrastructure support for faculty and staff research by providing partial reallocation of indirect costs generated by funded projects and seed money, in addition to deploying technology across the University and providing more opportunities for faculty and student research by enriching the library and other research sources at the University.



2. DIVERSITY

Given the importance of promoting diversity at NDU as an essential part of its mission statement and core spiritual and citizenship values, the University is committed to increasing diversity among students and faculty members.

a. Students

The University will foster programs and activities that encourage free-thinking, freedom and expression, and diversity within the context of the University's mission and Maronite heritage by providing awards and scholarship opportunities for students who excel in the areas of studies and topics directly related to diversity. NDU will also establish new policies and practices that reflect "accepting the other," respecting and encouraging free expression of all ideas, and recognizing internationally-established human rights. Moreover, recruitment policies will target more international students to join NDU, bearing in mind that the main factor determining international students' enrollment at the University is the political situation and security in the country.

b. Faculty

NDU is committed to hiring and recruiting new faculty members to increase diversity on campus by religious affiliation, gender, and minorities, particularly people with special needs. Physical diversity will be strengthened with cultural and cross-cultural research diversity by promoting more collaborative research and scholarship involving NDU faculty members with other faculty members and researchers from regional and international universities and research centers worldwide.



3. DEVELOPMENT

Planning for development at NDU is directed towards students, faculty members, staff, and the community at large.

a. Students

NDU continues to support students in many aspects described earlier. Current planning focuses on the cultural, spiritual, and professional development of students. Some of these plans were implemented over the last few years and NDU will continue its commitment to further pursue these developmental plans including the following:

1. pursue international scholarship programs, such as Fulbright and EU programs;
2. assign Research Assistants to faculty members well-placed with research centers;
3. sponsor and support greater student participation in local and international conferences.

b. Faculty

Faculty development occupies a central position in the planning process at NDU. New plans for faculty development are in preparation by the Faculty Development Committee (FDC) to be presented before the community, Faculties, Departments, and various units for discussion and approval. The new plans seek to strengthen faculty performance assessment methods, develop guidelines and policies for an annual "Teaching Excellence Award" for full-time faculty members, and provide more funds for faculty participation in international conferences, academic leaves (allowance for faculty participation to one relevant conference per academic year).

c. Staff

Development plans for staff members include the implementation of the appraisal system which seeks to monitor staff performance and

provide them with professional training and developmental opportunities in concert with the University's mission, identity, and core values.

d. The Community

At the community service level, NDU has recognized in its various strategic planning phases and workshops the need to implement the following during the 2008-09 academic year:

1. cooperate with peer institutions in Lebanon and abroad on common projects that support and highlight the Catholic mission, identity, and values of NDU;
2. build cooperative partnerships with leading industries and companies;
3. develop outreach programs in order to proactively understand the needs of society and hence support the application of NDU's teaching and applied research;
4. expand the services offered by NDU to the community;
5. enhance funding resources to continuing education;
6. target the industry sector for training needs.



Table 2 summarizes the dimensions of the University's strategic planning.

Table 2 . Dimensions of NDU's Strategic Planning

Title	Sub Section	Explanation
Education	The Curriculum	NDU will aspire to attain national and regional renown in higher education based on a continuously updated and rigorous undergraduate program and a student-centered teaching faculty.
	Teaching	NDU will insist on enhancing and continuously updating the University's undergraduate and graduate program.
	Education Support Services	Increase library and ICT facilities
	Research	NDU will facilitate and sponsor ongoing research projects that are directly related to the University mission, identity, and heritage.
Diversity	Students	create student awards and scholarships for students who excel in the areas of studies and topics directly related to the University mission, identity, and heritage.
	Faculty	NDU will fund and support its faculties by funding them for research development and will create a suitable environment to promote a sense of belonging.
Development	General	NDU will develop itself in all fields by giving each section the amount of materials and funds needed.
	Faculty	NDU intends to develop its Faculties by empowering departments for better research productivity and by adopting a recruitment strategy that will attract excellent faculty members in all ranks.
	Staff	A targeted employment of part-time faculty to achieve a better full-time to part-time balance and a professional and efficient staff will be one of the targets of NDU.
	The Community	NDU will work on coordinated and centralized public relations and efficient communication with external constituencies.

Financial Statement

During the 2007-08 academic year, NDU has endeavored to implement its academic strategic plans and serve its students and the community under severe economic and political conditions characterized by ballooning foreign debt, inflation, and political instability. These conditions have dissuaded entrepreneurs and business firms to invest in the country's economy resulting in a reduction in Lebanon's competitive edge in the regional and international markets. Further, while governmental and non-governmental entities tend to provide grants to research and related activities in higher educational institutions, NDU did not receive gifts or grants that would contribute to its survival in an economically degenerating country (see figure 13).

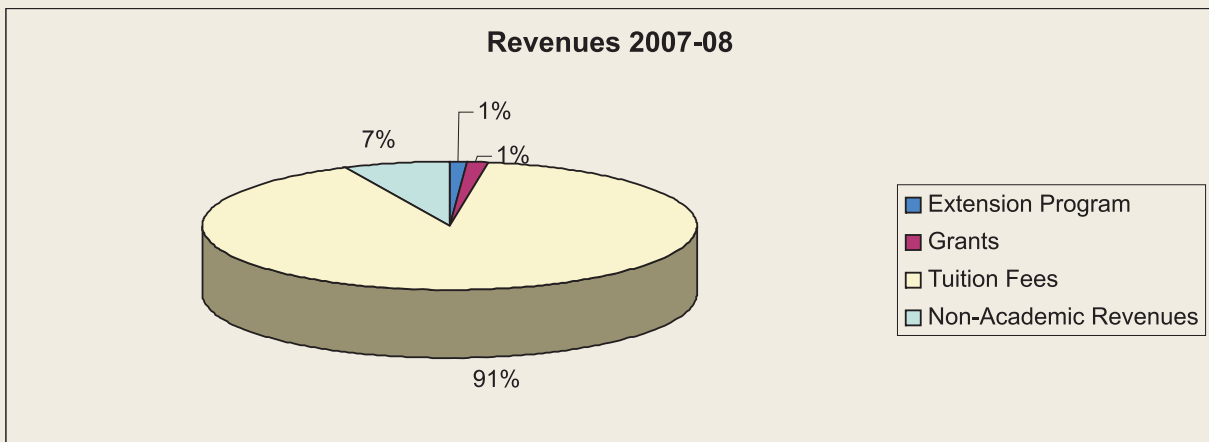
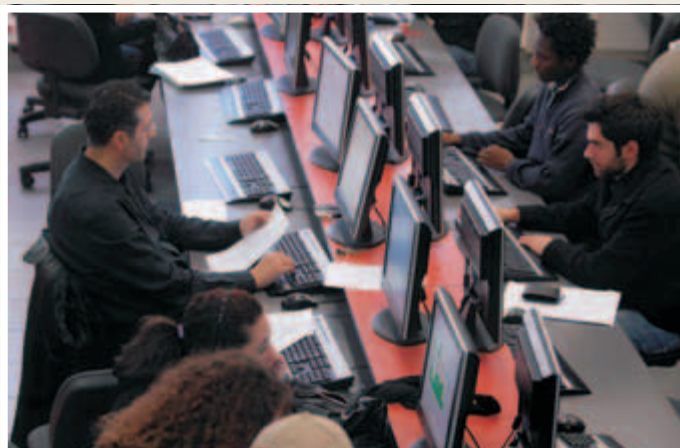


Figure 13: Revenues During the Academic Year 2007-08



As a result, NDU had to rely on student fees as main revenue for the University. Although NDU has mainly survived on students' tuition fees, as a Catholic institution of higher education which is committed to the guiding principles of aiding the needy as entrenched in the traditions of the Maronite Order of the Holy Virgin Mary, the University strove to help students and their parents survive and succeed amidst economic crises during 2007-08 through generous financial aid allocations (see figure 14). It made further significant contributions to the geographic area the University serves by creating job opportunities for hundreds of families in the community.

Despite the financial constraints the University faces, NDU continues to plan, prosper, and work hard towards

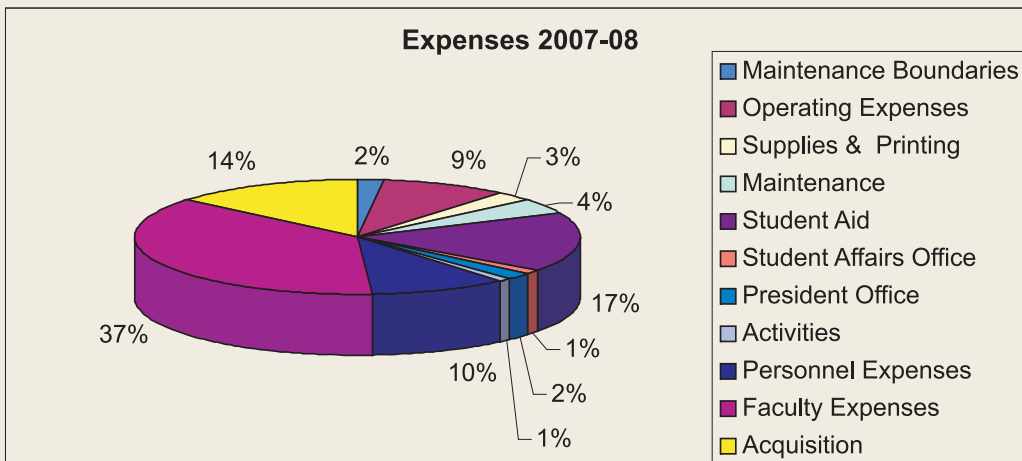
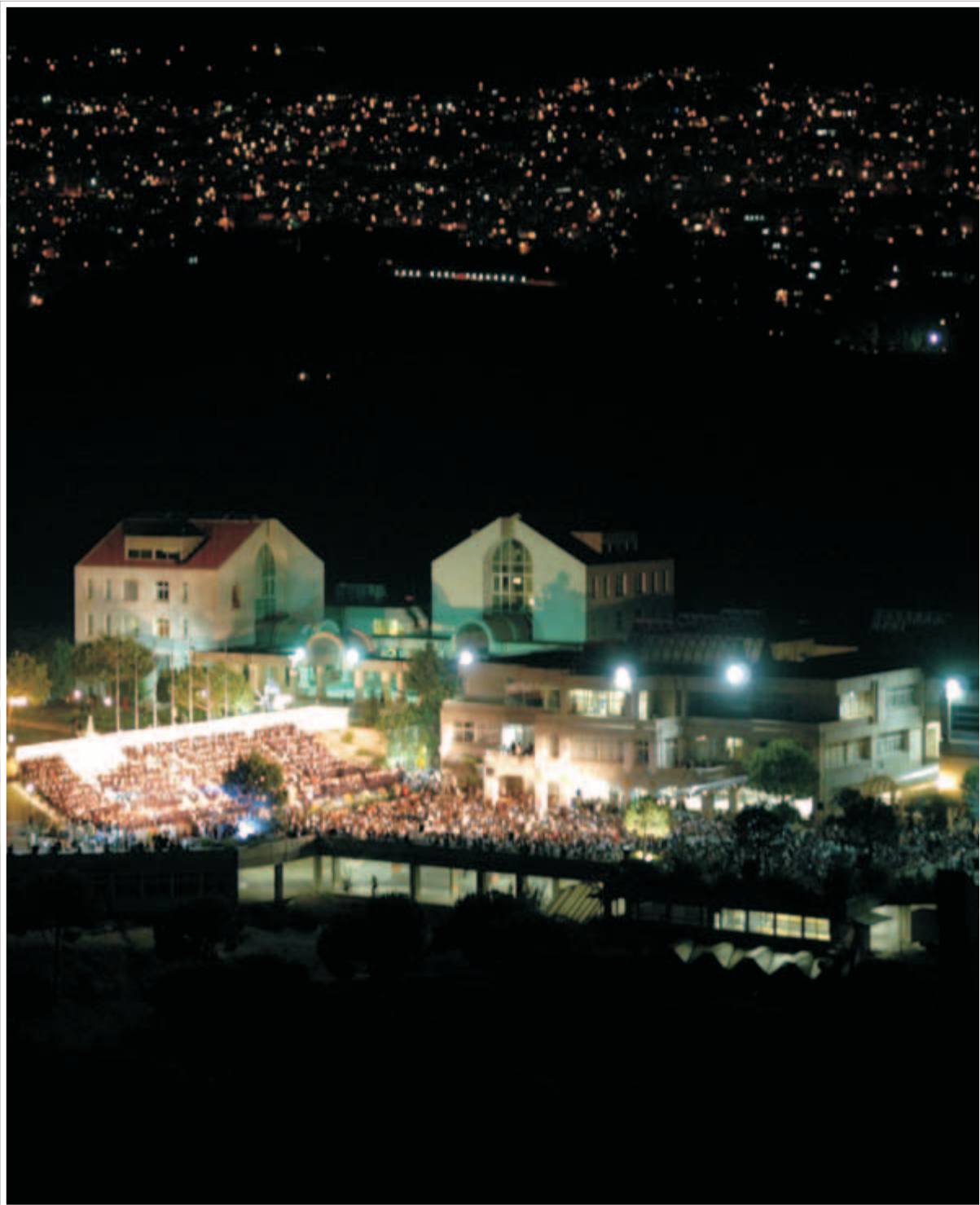


Figure 14: Expenses During 2007-08

achieving distinction in education, research, and community service. The years to come will bear witness to NDU's hard work and commitment to its mission, vision, and core values which will hopefully bear fruit along the way.







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UNIVERSITY FOR THE THIRD MILLENNIUM