



# ANNUAL REPORT

Office of the President

08 | 09



Notre Dame University - Louaize  
Zouk Mosbeh - Lebanon

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## The President's Message

When I took office in October 2005 as President of Notre Dame University-Louaize (NDU), I found myself challenged with how to contribute to the existing rich heritage of the University robustly rooted in the longstanding Maronite ethos of divine love for all people together with the traditions of the Maronite Order of the Holy Virgin Mary which are embedded in our mission, vision, and core values. To address this challenge, I called upon NDU's community to join together with a singleness of purpose, specifically to celebrate the interplay of divine love for all people with our pursuit of intellectual inquiry and lifelong learning as rooted in our adoption and practice of American higher education. To strengthen our shared commitment to the University's mission, vision and core values, I conceived the slogan "From Joining to Belonging" as a framework for my contribution to the University. During my first three years of serving as President of NDU, the slogan became part and parcel of the profound dedication and commitment of our faculty members and administrative staff to provide distinctive educational service to our students and make significant community-based contributions to our society. These contributions could not have been undertaken without our faculty members and administrative staff working in unison as a result of their shared sense of belonging to their University.

Since NDU continues to renew itself and update its programs with vibrancy and hope in the future, last year I adopted the slogan "From Belonging to Development" as yet another contribution to promoting distinctive education through exploring opportunities for involving faculty members and students in innovative research and life-enhancing community service. Our focus was to facilitate training and development for our faculty members in teaching, research, and community service not only to achieve the highest standards of American higher education, but to develop their capacity as productive and committed persons in the community. As rooted in the University's mission, faculty development emphasizes ways to engage and encourage learning among faculty members, students, and the community at large for maintaining a thriving learning environment grounded in exercising reason upon knowledge, shaping a world of truth, justice, love and freedom. To implement plans for faculty development, NDU had to address some areas of concern, such as the need to adjust the salaries of faculty members, reduce their teaching load, render research opportunities, and review promotion and salary increase based on merit. These concerns were addressed by faculty members themselves through their collaborative work in committees. Coterminous with faculty development, NDU made significant strides towards updating its educational programs and launching new ones. Curricula changes were made in the Faculty of Engineering, new minors were added in the Faculty of Humanities, and the Doctorate in Education (Ed.D.) program was launched in collaboration with Saint Louis University in the U.S. Details of these achievements and many others as guided by the Marianist Mission and Philosophy are detailed in this report.

When I consider the strong sense of belonging to NDU that our community has, my hopes for a prosperous future soars. Also, when I consider how our faculty members and students engaged this year in utilizing developmental opportunities for achieving academic excellence, my enthusiasm about cultivating the skills, talents and energy of the whole person rises.

I congratulate our faculty members, administrative staff and students for making NDU a great place to be, and I warmly invite you all to continue living the distinctive experience of belonging to the University and engaging in learning, research and service to the community.

Fr. Walid Moussa, President



## The Marianist Mission and Philosophy

The youth in Lebanon are the offspring of the heritage of social and political divisions of the country and their diverse political and social values are articulated in university campuses. Thus, university campuses are vulnerable to considerable external political clout and turn at times to battlefields that pronounce the disputatious political environment of the country. Against this backdrop, NDU continues to commit itself to re-socializing its students along moral and ethical lines rooted in the University's mission statement which centers, among other things, on promoting human solidarity, moral integrity, and belief in God. During the academic year 2008-09, NDU provided its students numerous opportunities for multi-faith understanding carried out through

the curriculum, activities and spiritual services. These opportunities were guided by our understanding of universal motherhood and the concept of divine maternity in fulfillment of the family meaning and the promotion of the spiritual and cultural belonging to NDU.



### I. Universal Motherhood – Universally Divine Motherhood



When we speak of “motherhood,” we often think of this planet, and of the earth, because the earth we inhabit is considered to be our mother. We are born on this earth, nurtured by it, reared on it, and in it, we fulfill the objective of our existence. However, when we speak of “divine,” we would point toward Heaven, God's abode. Before continuing with elucidating the meaning of motherhood, it is worth citing a prayer recited by the Maronite Church during Christmas:

*“Heaven told the earth, be blessed for you are happy that you have a mother. Give*

*me a mother; I will give you God. That is how God came and took a mother with whom He lived on our earth, and then He took her back and lived with her in heaven”.*

**In the Epistle to the Ephesians, St. Paul said:**

*“In the light of the paternity of God from whom every family in heaven and on earth is named” (3: 14-15).*

Therefore, human fatherhood and motherhood acquire all their meaning, dignity, and greatness. According to our Christian faith, we believe that the Eucharist, which we celebrate at the University every day, is the celebration of the Blessed Sacrament for the good of humanity and the Universe. Glory to God the Creator to whom we offer our universe through prayer. We carry man before Him and carry Him to man. In this salvation, a new birth takes place because who he is in Christ is a newborn.

## The Marianist Mission and Philosophy

### II. The Concept of Divine Maternity

Our University, with its Marian disposition, seeks to illustrate the maternal countenance of God through the features of the Virgin Mary. That is why it celebrates several Marian feasts such as the Evening annually consecrated to the Virgin Mary on December 8, and during the month of May, the procession of the Statue of the Virgin Mary to all the University's offices, faculty members, administrative staff, and students. In addition, subjects related to the Virgin Mary are discussed on campus to encourage believers to worship Her. Through counseling and confession and by the power of the Holy Spirit, a priest may exist in spiritual

motherhood and fatherhood. He may also infuse the image of Mary in the hearts of our youth; hence by venerating and loving Her, we learn to resemble Her more through faith, hope, and love. Thus, we empathize and sympathize with the pain of others and try to help during Christmas and Easter. We also stand by the marginalized (those that cannot speak openly), ease the pain of those who suffer (through prayer and support in all its forms) and instill new life in them (through meeting Christ in evenings of prayer, confession, and counseling).

### III. Fulfillment of the Family Meaning

The family spirit at NDU is strong and present. In fact, as soon as we become aware that any member of the University has been involved in an accident, has become ill, or has even passed on, the entire University, including its administrative body, deans, staff, and students, stands by the person or his/her family. When we have celebrated masses for the souls of our dearly departed students, their families have been deeply touched. Examples demonstrating the family character of our activities, within the University and the community at large, are plentiful. These include inviting everyone to participate in masses celebrated at the University, holding spiritual retreats for

students and employees to allow them the opportunity to contemplate and pray, and celebrating various religious feasts on-campus for the University's family and friends. Our interest in the larger global issues of justice, peace, and the celebration of life from within a Catholic worldview is at the heart of the University's work. For instance, we discuss topics of interest to our youth concerning the moral, human, national, and religious arenas such as mixed marriage, abortion, and artificial insemination, dialogue among religions, and politics in line within the boundaries of the teachings of the Church.

### IV. Spiritual and Cultural Belonging

Working with young Pastoral members in particular, and with all other clubs in general, is aimed, in principal, to help them discover the real meaning of belonging to the University and its Christian identity. On the spiritual level, reading from sections of the Holy Scripture, weekly discussions on spiritual topics, teachings of the Church, and liturgical celebrations, are all aimed at instilling the spirit of the Bible within the University through word, testimonies, and celebrations. On the cultural level, love, dialogue, openness, and collaborative work are

at the root of our cultivation of belonging. We meet with young people of different political affiliations, different religious sects and denominations, and sometimes different religions. This openness, dialogue, and love contribute toward strengthening the spirit of peace and understanding among our youth and intensifying their national belonging toward this country; a country described by the late Pope John Paul II as "more than a nation, it is a message; a message to the whole world".



## Spiritual and Intellectual Integrity

The Student Affairs Office (SAO) perceives the concept of Divine Motherhood as a place where the Gospel is applied and implemented on a daily basis. This is achieved by serving all the students, while being open to all the problems that they might face in their life and on campus. On the one hand, it serves to understand all their needs and requests, to offer them a space where they are welcomed and heard, and to create a healthy environment on campus through the Sports Department and the Activities Office. On the other hand, it also serves to awaken in them the initiative to care for others and the importance of voluntary community service through the Office of Community Service which was established in October 2008. The SAO understands its mission in being, through the different offices related to this unit, a space where the Divine Motherhood is articulated and expressed.

The insight of the Divine Motherly Comprehension of the Universe is expressed in the SAO through all kinds of activities, events, and facilities that are organized and facilitated. For example, the Sports Department, which involved more than 30% of NDU students during the academic year 2008-2009, and the Activities Office, through its activities such as Founders Day, Christmas Fiesta, and Turath day<sup>1</sup>, provided students with opportunities to be more connected to the roots of our Christian and national traditions and our comprehension of the universe. The SAO also pulled all its resources to assist and serve those students who have special needs, such as the hearing, students facing drug addiction-related problems, students with psychological and learning problems, and students experiencing difficulties integrating into University life. On the day of his graduation, student R. K., who had faced severe drug addiction problems and who had received continuous full support from the SAO, suggested an alternative name for the



SAO: the SRO - Student Resurrection Office. These words motivate us to continue to believe in every student, especially those who have specific needs.

The SAO's commitment to NDU's family environment was further achieved through the open door policy that allowed us help and support the different cases and different needs

<sup>1</sup> This day was instigated by NDU to offer students opportunities for celebrating Lebanese culture, music, food, and customs.

## Spiritual and Intellectual Integrity



of our students. In addition, our responsibility towards our students' wellbeing has motivated us to launch a series of awareness programs related to drug issues, gambling, smoking on campus and dress code to further help guide them in their pursuit of spiritual and intellectual fulfillment. Last but not least, our student housing on campus provides the shelter, safety, and home environment to those students who are far from their own homes and families.

In 2008-2009 we dedicated the SAO Unit to the late Pope John Paul II, through his prayers and intercessions we believe that we have created a Divine Motherly Comprehension of the students and of the Universe. Student testimonials immediately attest to their celebration of the University's foundation on spiritual and intellectual integrity as an integral part of the mission, vision, and core values of NDU.

### Testimonial 1.

*Joan Farjo, Electrical Engineering, Faculty of Engineering*

*My four years spent at NDU had great influence on my career and my personality. The educational background provided me, besides the engineering knowledge, the most powerful key "the key of proper scientific thinking" earned from the lab courses, projects assigned, seminars, workshops, and international conferences I have attended. Moreover, the campus life has induced some sense of relaxation to my career's stress through friendship, professor-student relationship, and through activities that added a sense of fun and humor to my university life. Actually, all these factors and many more contribute to who I am now, and what I will achieve in the near future.*

### Testimonial 2.

*Mary Maksoud, Computer Graphics and Animation,  
Faculty of Natural and Applied Sciences*

*NDU is a university that combines both a great academic and social life. It is a very structured organization that allows the student to both benefit from a great education as well as a great communication society. The students are well heard, no voice is neglected, the courses are very well covered and every day during the lunch break some event takes place in university allowing students to interact and have fun during their break from the load of studies. Not to mention the days in which the whole university celebrates together when it's a major event to be remembered. Being part of the executive committee of the university's music club has also been a very beautiful experience as to event management and team coordination as well as the fun involved. NDU thus combines everything a student needs, it also offers a lot of extracurricular facilities such as the computer center, the laboratories and the sports center to be accessed by any student at all times.*



## Academic Endeavors

The foundation of our students' success is rooted in the liberal arts curriculum we offer to stimulate their intellectual curiosity and help them respond to changes in employment markets and engage actively in the dynamics of the learning society. Moreover, our emphases on the application of knowledge while leading students to become long-life learners with

career-readiness abilities require the continuous review and update of our educational programs. During the academic year 2008-09, NDU introduced curricula changes in two Faculties, launched its Doctorate in Education (Ed.D.) program in collaboration with Saint Louis University in the U.S., and conducted a series of faculty workshops for faculty development.



### I. Curricula Changes in the Faculty of Engineering

The Civil and Environmental Engineering Department reviewed the prerequisites for some of the major courses in order to insure better outcomes for the students taking these courses and a smoother progress of the students through their degree program. The Electrical Computer and Communications Engineering

Department introduced modifications to some of the course titles and descriptions in order to reflect coverage of the latest technologies in these courses. The Department also introduced an option for Electrical Engineering students to take the engineering graphics laboratories as technical electives.

### II. Curricula Changes in the Faculty of Humanities

Curricula changes in the Faculty of Humanities included adding minors in the following majors: Journalism, Advertising and Marketing, and Radio and Television. This endeavor was part of a larger step to launch minor programs

in each Faculty to give a wider chance for students to complement their studies with another area of learning based on their personal choice.

## Academic Endeavors



### 1. Rationale for a Minor in Journalism

Academicians advocate the idea of a minor in Journalism even for those students who want to pursue careers in the field but who major in areas such as Political Science, English, History, and other disciplines. Those who opt to major in other areas will have an opportunity to do a minor in Journalism at NDU which provides them with the proper Journalism courses and training that should help prepare them for careers in the media industry, be it as writers, reporters, public relations practitioners, or photographers. The Journalism courses that are taught in Arabic will help students improve their journalistic writing skills in their native language and in a market that requires proficiency in Arabic as well as in other languages and skills. The Journalism minor is of particular interest to Advertising/Marketing students and to students in the areas of

Electronic Media, Political Science, English, and perhaps other areas.

### 2. Advertising and Marketing

Advertising and Marketing is one of NDU's largest and strongest academic sequences that attracts hundreds of students who are interested in pursuing a career in this field. NDU has this unique combination of two disciplines that complement each other for widening the students' opportunities for landing a job in any of the following areas: Sales, Marketing, Public Relations, Media Planning, Creativity, Research, Global Advertising, and others. The minor was introduced to help students acquire the practical skills and the theoretical knowledge needed in today's advertising industry. NDU graduates are dispersed throughout the advertising industry both inside Lebanon and in various Arab countries and they all are enhancing our program's great reputation.

### 3. Rationale for a Minor in Radio and Television

In age of information society, particularly in a society that is trying to move forward in re-energizing its film and television productions, NDU's Radio and Television sequence may prove to be the launching pad of the talents and skills needed to invigorate those industries. More than 150 students are currently majoring in Radio, Television, and Film at NDU and there is a growing desire in these fields among students doing other majors. NDU's administrators have been tremendous in responding to our continuous requests to update the Studio's equipment and to make it a state-of-the-art facility that serves both students majoring in Radio and Television and the NDU community at large. A minor in Radio and Television is set to provide students with the technical training and the theoretical framework needed for job opportunities in electronic media production, programming, scriptwriting, directing, and film techniques.

### III. Launching the Doctorate in Education (Ed. D.) Program

During the academic year 2008-09, NDU launched the degree program for the Doctorate in Education (Ed.D.) in collaboration with the College of Education and Public Service at Saint Louis University, St. Louis, Missouri, in the U.S., in accordance with a Memorandum of Understanding signed between Saint Louis University and NDU. The Ed.D. is a professional doctorate that prepares students for academic, administrative, clinical, or specialized positions in education. As are other doctorate degrees, the Ed.D. is a terminal degree. The program consists of 38 credits beyond the Master's degree, including the submission of a doctoral project. Students are required to take 2 courses in Advanced Research Methodology as pre-requisites for joining the program. Ed.D. holders are qualified to hold university faculty

positions, become senior-level educational leaders and government policy makers. Specifically, students enrolling in this program will become a part of a cohort of mature, education professionals whose goal it is to advance their career horizons and enhance education in Lebanon and in the region.

During the academic year 2008-09, NDU enrolled 8 students who were already established as school principals and professionals. The program was well received with much positive reaction from students who acclaimed NDU for the opportunity it provided for life-long learning and professional development as documented in the testimonials below.

### IV. Recognizing Honor Students

Each Faculty organized a special ceremony to celebrate and recognize students on the Dean's list. This activity became a regular event held once each semester in the presence of the concerned Dean and faculty members. As an example, the results of the Dean's list during the Fall of 2008 were as follows: Faculty of Architecture Art and Design: 17%; Faculty of Business Administration and Economics: 8%; Faculty of Engineering: 17%; Faculty of Humanities: 13%; Faculty of Natural and Applied Sciences: 10%; Faculty of Nursing and Health Sciences: 29%; and Faculty of Political Sciences, Public Administration and Diplomacy: 19%.



#### Testimonial 3.

*The cohorts are highly enthusiastic about the learning opportunities provided by the Ed.D program, and everyone shows a very high level of satisfaction. An important point to note is the careful choice of courses which help us notice our own personal effectiveness in education. The challenges we encountered are nothing but gains to the institution we belong to. These gains are the result of the great support from both NDU and SLU doctors, who try hard to facilitate positive interpersonal relations, and minimize the detrimental impact of our diverse needs. Finally, this program is essential to discover our own strengths and develop the skills needed for the continuing growth of our schools and universities.*

## Academic Endeavors

### Testimonial 4.

*Many of us dreamed of having the opportunity to pursue higher education and grow professionally through a respectful program that offers quality education tailored to suit our social and professional commitments and obligations. The Ed.D. program, a joint effort between SLU and NDU, made the dream come true. The doctors' enthusiasm and understanding, at both universities, trigger in us the passion to persevere even in the most difficult circumstances. We are so lucky to be the first cohort in this program and thankful to all those who are making of this adventure a successful and enjoyable one. If you ever get the chance and have the ability to join, do not hesitate.*



### Testimonial 5.

*Saint Louis University has an excellent reputation graduate programs study, and one of the biggest advantages of the Doctorate of Education program at NDU is that you are allowed to get the benefit of SLU graduate study here in Lebanon. The Doctorate of Education (Ed.D.) degree prepares me to be a leader and to understand research, policy, and practice, and the relationships among them. The Ed.D. has given my teaching career a whole new perspective as I have acquired a lot of skills and in-depth knowledge in education.*



## Faculty Development

In its mission to provide quality education to its students, NDU is cognizant of the necessity to also offer its faculty members the opportunity to engage in professional self-development by participating in workshops relevant to the University's academic needs, attending and organizing academic conferences and engaging in research and corollary developmental activities answerable to community needs. In addition, due to the exponential growth of the student body year after year, NDU embarked upon a policy of recruiting qualified full-time faculty members in order to meet the growing needs of its students. Coterminous with the various

developmental initiatives undertaken during the academic year 2008-09, NDU had to address some pockets of concern among faculty members including monetary incentives and reducing the teaching load to allow for a wider engagement in research.



### I. Addressing Faculty Concerns

Rooted in the University's mission which emphasize the respect of rights and concern for the common good, NDU established the Faculty Concerns Committee (FCC) in June 2008 to address the concerns of full-time faculty members in terms of salaries, salary scale, contract duration, course loads and overloads, fringe benefits such as, insurance contracts, the pension plan and retirement conditions, and other benefits. The FCC began meeting immediately and regularly throughout the summer. The basic tenet for the work of the committee was to achieve "institutional justice" which is founded in the official Catholic magisterial teaching on Catholic Universities (Ex Corde Ecclesia). At least three important outcomes were achieved by the FCC: (1) the establishment of a new salary scale which capitalizes on salary scales of institutions of higher education in the U.S., in particular,

schools of inspiration for NDU that are stated in the University's strategic planning report in 2007-08; (2) reducing the teaching load.

#### 1. Salary Scale

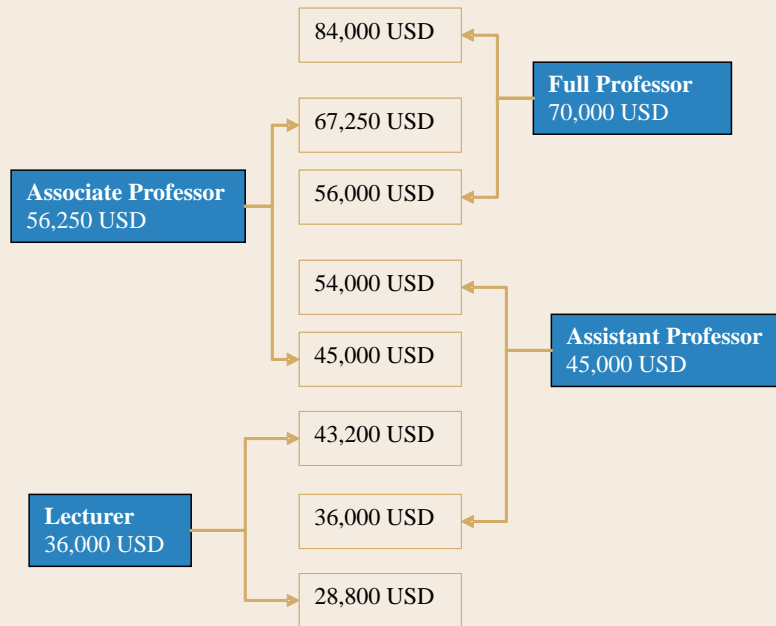
The FCC stressed, as a first step, the need for a transparent salary scale that is clearly communicated to all full-time faculty members. The recommendation which was implemented during the academic year 2009-10 was as follows:

*A salary basis is calculated for each of the four ranks in the following way: if  $x_l$ ,  $x_{as}$ ,  $x_{ap}$ ,  $x_{fp}$ , are the basis for the ranks of lecturer, assistant professor, associate professor and full professor respectively, then  $x_{as} = 1.25 \times x_l$ ,  $x_{ap} = 1.25 \times x_{as}$ , and  $x_{fp} = 1.25 \times x_{ap}$ . The minimum and maximum salary for each rank is calculated by subtracting and adding 20%.*



## Faculty Development

The new salary range is described in the following diagrammatic scale:



### 2. Reducing the Teaching Load

In order to give full-time faculty members latitude for conducting research, the FCC recommended:

*Course loads for professorial ranks should be 9 credits per semester for all*

*ranks, and 12 for one semester and 9 for the other for the rank of Lecturer. Overloads should be excluded.*

Now, this recommendation is under consideration.

## II. Meeting Faculty Development Needs

In order to provide high quality education opportunities and experiences for faculty members and enhance their knowledge and skills, a series of professional development workshops and conferences were organized during the academic year 2008-09. In addition, the research centers under the auspices of the Office of Sponsored Research and Development (SRD) conducted a series of workshops and made substantial community outreach initiatives with the industry and institutions of higher education world-wide.



### 1. Workshops and Scholarly Activities

The workshops sought to encourage a culture of discussion and sharing on the subject of academic best practice and provide an informal setting for faculty members to acquire new techniques in order to improve their teaching outcomes. The Faculty of Humanities sponsored 8 informal 1-hour workshops during the Spring Semester of 2009 as a first step toward the setting up of a Center for Excellence in Teaching at NDU. These workshop themes centered on best practice in the university classroom and included teaching and the assessment of students' learning outcomes. In addition, a series of seminars both local and regional were conducted by the SRD including wastewater in Lebanon, water management awareness, the development of fishing in Chabrouh dam, the development of Lebanese emigration archive and data base besides a number of scholarly activities organized by the Lebanese Center for Societal Research (LCSR) including the production of 100 television seminar about societal research in Lebanon since 1970 and participating in regional and international conferences.



technically co-sponsored by the IEEE Lebanon Section. The aim of ACTEA 2009 was to advance the state of knowledge in engineering computational tools by bringing together researchers and industry, and to provide a common platform for researchers and engineers involved in computational tools to share research results and pioneering views about recent trends and developments. The conference was held on 14-17 July, 2009 on the NDU campus and comprised 130 papers in the technical program chosen from among 240 submitted abstracts and presented in 30 parallel technical sessions. Four distinguished keynote speakers gave presentations about the latest developments in computational tools in the different areas of engineering research. ACTEA 2009 attendees came from 30 different countries and represented more than 70 universities and research centers worldwide. A total of 160 participants registered for the conference with eighty percent from outside Lebanon. The conference included an industrial exhibit by two leading companies from the USA namely; MSC Software and National Instruments who also were the main industrial sponsors for the conference<sup>2</sup>.

### 2. Refereed International Conferences ACTEA 2009



During the academic year 2008-09, the International Conference on Advances in Computational Tools for Engineering Applications (ACTEA 2009) was organized by the Faculty of Engineering at NDU and

### 3. The CTTACS 2008

The Department of Computer Science in the Faculty of Natural and Applied Sciences (FNAS) had its first Conference on the Current Trends in the Theory and Applications of Computer Science (CTTACS 2008) on February 28-29, 2008. A total of 37 papers were submitted from

<sup>2</sup> The proceedings of the conference are available through the IEEE Online Digital Library *IEEEExplore* <http://ieeexplore.ieee.org/xpl/tocresult.jsp?isnumber=5227822&isYear=2009> and photo gallery can be accessed at [www.ndu.edu.lb/actea09](http://www.ndu.edu.lb/actea09)

## Faculty Development

8 countries and the Program Committee selected 24 of these papers for presentation at the conference and inclusion in the conference proceedings. An important part of CTTACS 2008 was the participation of the father of Algorithmic Information Theory, the very distinguished American scientist late Ray J.

Solomonoff, who delivered and gave a two-week short course on his theory and its relation to machine learning in the two weeks following the conference.



Late Professor  
Ray Solomonoff  
(1926-2009)



## Community Service

As a Catholic university and a bridge between the Church and the community, NDU's social, spiritual, and intellectual traditions are rendered to the service of society and this remains true to the mission of community development and reaching the marginalized. NDU students appreciate and respond to the expectations, opportunities and responsibilities of learning not only for their career development, but also to provide community service.



### I. Reaching the Marginalized

The Community Service Office (CSO), under the motto "Believing, Crossing, Achieving", launched the Open Hearts Project whose first phase was successfully achieved in Roumieh Central Prison, by restoring the building's clinic and pharmacy. The project is now in its second phase, which entails making repairs and equipping the prison's shelter which will be inaugurated early next year. In addition, as a sign of openness and solidarity with Non-Governmental Organizations (NGOs) concerned with rendering service and assistance to every human being, the CSO joined forces with the *Offre Joie* organization during its annual campaign to collect basic needs for six

thousand prisoners throughout Lebanon who live in disparaging conditions in congested and unhealthy prisons.



#### Testimonial 6.

*Sarah Dakramanji, Faculty of Humanities*

*After seeing this, I appreciated life more and more and being with these people made me closer to God.*

### II. Students' Projects Reaching the Community

While numerous discourses in Lebanon have chronicled students' declining interest in community service and decreasing civic skills, NDU has vigorously provided opportunities for students to engage in civic action in fulfillment of the University's mission which emphasizes the formation of an enlightened citizen.





## Community Service



Examples of opportunities for involvement in innovative research projects and life-enhancing community service were evident during the academic year 2008-09.

In line with mission statement, students from the Civil and Environmental Engineering Department (CEE) have participated in a project conducted by the Association of Volunteers for International Service (AVSI), an international non-profit, non-governmental organization (NGO) and the Water Energy and Environment Research Center (WEERC) at NDU. The project's aim was to study the water quality in the Nahr El Kalb Watershed. Four groups from the Civil and Environmental Engineering Department at NDU were working as volunteers with AVSI and



WEERC on the Nahr El Kalb (NEK) project from 17 August till 26 September 2008. Students had training sessions on needed skills where specialists were invited to teach them on how to use the Global Positioning System (GPS). They were also trained on the use of the Geographic Information System (GIS) to enter the data and map them. After almost three weeks of collecting data, they started water testing in the CEE Department Laboratory at NDU.

One of the students participating in the project said:

“We went to all the water sources and we took a lot of samples from the Nahr el Kalb River and carried them to the NDU lab to test them for coliform”. Another student said: “The Nahr el Kalb project is a very important project and it was a really great experience for all of us especially that it was the first outside exposure in our major. Also, it taught us how to communicate with people and how to ask them for information, because most people are reluctant to give information on how they dispose of contaminated water. The NEK project helped us to see what is wrong with the sewage system in Lebanon and helped us to think about a lot of ideas to solve this problem”.







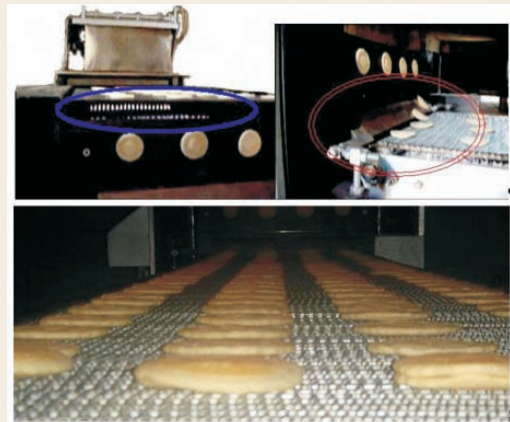
Moreover, students engaged in Water Distribution System Simulation and Development which focuses on the analysis and simulation of the water distribution system in a coastal town situated in the vicinity of NDU. Further, students from the Faculty of Engineering engaged in a cultural-scientific innovative project designed to invent a machine that would bake “Atayef”, which is a Lebanese traditional cookie served during Halloween. This project was described by the two students working on the project as:

Throughout the years, “Atayef”, which became part of our Halloween tradition, were hand-made, a process which necessitated more capital, more staff, more time, thus more money. Bakeries and sweet factories spread all over the country had no other alternative for the hand-making of these cookies. The present project aims at solving these problems by designing a machine that would bake the cookie, fill it in with special dough and finally wrap it, thus converting the whole process of hand-making into a mechanical and electrical one.

In addition, a number of students worked on Mobile Bitumen Heater. Their part as mechanical engineers was to produce a

mechanism for heating and spraying bitumen in the most efficient and controlled way. Students achieved substantial results which is yet another contribution to laying the foundation for an academic institution that would contribute to the development of the country and the region at large.

Overall, students enjoy learning by doing, by applying knowledge to real life situations, particularly situations that involve community service and development.



### Testimonial 7.

*Sarah Mghames, Actuarial Science, Faculty of Natural and Applied Sciences*

*NDU is a university that grants each student the valuable ways to improve knowledge and integration in society through communication, social activities.*

## Community Service

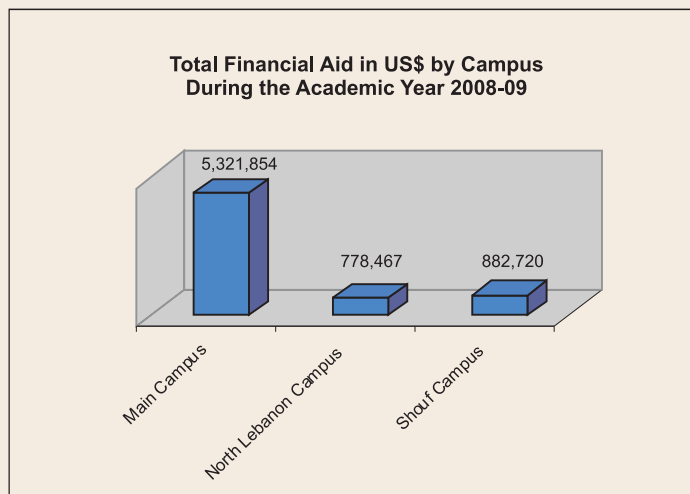
### Testimonial 8.

*Georges Skaff, Accounting, Faculty of Business Administration and Economics*

*As a senior student at NDU, I consider the two past years as being very fruitful in both academic and social bases. Academically, the courses provided at NDU provide all the necessary background to pursue a successful future career. The many educational projects required in most courses, supply us with the essential experience along with the theoretical learning. In parallel, the social life promoted by NDU clubs, allows a smoother university life.*

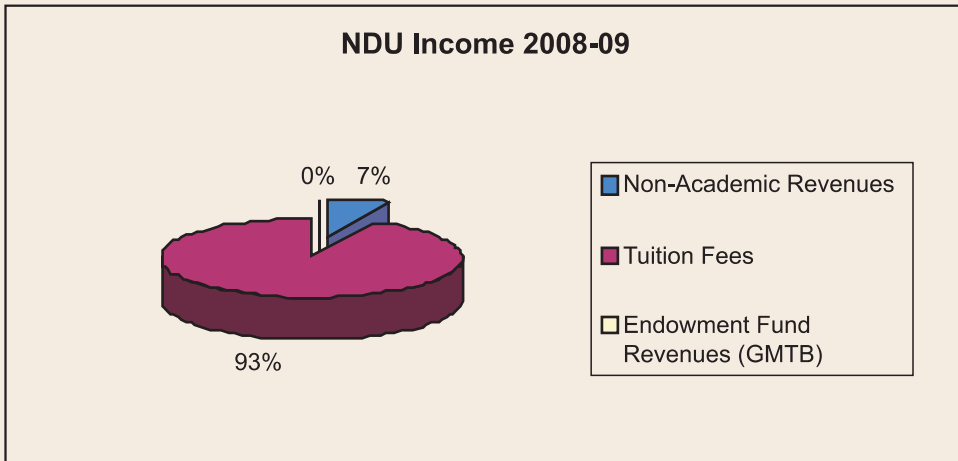
### III. Financial Aid

As part of NDU's community service, a special focus is given to students who suffer the hardships of the ballooning national debt, the continuous rise in living expenses and the torpid national economy which has been partly affected by the international financial crisis. Rooted in its legacy of values that give special concern to the needy, NDU granted generous financial aid allocations to students. Financial aid aims to alleviate the financial burdens on students and their families and help them pursue their education. The figure below demonstrates the distribution of financial aid to students.

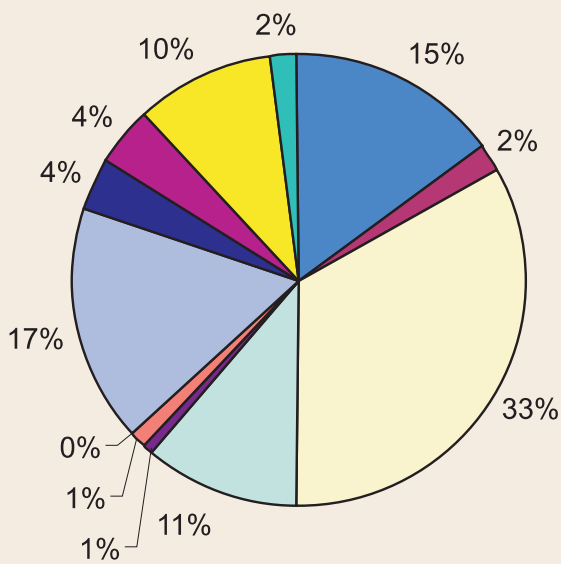


## Financial Statement

During the 2008-09 academic year, NDU endeavored to serve its students and the community in spite of the burden of the nation's ballooning foreign debt that has been further aggravated by the international financial crisis. NDU continues to challenge the degenerating national economy and its ramifications on the quality of life of the community it serves despite the fact that the University did not receive gifts or grants that would contribute to its survival in a degenerating economy. The main source of income at NDU is from student tuition fees (see figure below).



### NDU Expenses 2008-09



- Acquisition
- Provision & Contingencies
- Faculty Expenses
- Personnel Expenses
- Activities
- President's Office
- SAO
- Student Aid
- Maintenance
- Supplies & Printing
- Operating Expenses
- Maintenance Boundaries



