

ANNUAL REPORT | 2013-2014

OFFICE OF THE PRESIDENT



TABLE OF CONTENTS

01	President’s Message
02	Mission Statement
03	Evolution of Planning, as a Process (2000-2012)
03	A. Visions and Dreams (2000-2002)
04	B. Mission – Vision – Values (2004-2006)
05	C. Strategic Plan (2007-2012)
06	2013 – 2014 In Review
06	A. Bridging Institutional and Academic Planning
07	1. Libraries: Building Upon Strengths and Opportunities
07	2. Physical and Technological Infrastructure: Sustaining and Expanding Resources
09	3. Finances: Relating Financial Resources to Academic Planning
10	4. Regional Campuses: Developing Capacities
10	a. North Lebanon Campus
11	b. Shouf Campus
12	B. Enhancing Mission Values
12	1. Infusing Values Across the Curriculum
13	2. Building Community in Diversity
16	3. Enhancing Students Services
16	a. Financial Aid Program
16	b. Student Life
17	c. Housing Facilities
18	d. Placement Office
18	e. Internship Office
19	C. Promoting Shared Governance
20	D. Expanding Institutional Visibility and Transparency
21	Forging Ahead

“ IN THE WORLD TODAY, CHARACTERIZED BY SUCH RAPID DEVELOPMENTS IN SCIENCE AND TECHNOLOGY, THE TASKS OF A CATHOLIC UNIVERSITY ASSUME AN EVER GREATER IMPORTANCE AND URGENCY. SCIENTIFIC AND TECHNOLOGICAL DISCOVERIES CREATE AN ENORMOUS ECONOMIC AND INDUSTRIAL GROWTH, BUT THEY ALSO INESCAPABLY REQUIRE THE CORRESPONDINGLY NECESSARY SEARCH FOR MEANING IN ORDER TO GUARANTEE THAT THE NEW DISCOVERIES BE USED FOR THE AUTHENTIC GOOD OF INDIVIDUALS AND OF HUMAN SOCIETY AS A WHOLE. IF IT IS THE RESPONSIBILITY OF EVERY UNIVERSITY TO SEARCH FOR SUCH MEANING, A CATHOLIC UNIVERSITY IS CALLED IN A PARTICULAR WAY TO RESPOND TO THIS NEED: ITS CHRISTIAN INSPIRATION ENABLES IT TO INCLUDE THE MORAL, SPIRITUAL AND RELIGIOUS DIMENSIONS IN ITS RESEARCH, AND TO EVALUATE THE ATTAINMENTS OF SCIENCE AND TECHNOLOGY IN THE PERSPECTIVE OF THE TOTALITY OF THE HUMAN PERSON.

IN THIS CONTEXT, CATHOLIC UNIVERSITIES ARE CALLED TO A CONTINUOUS RENEWAL, BOTH AS “UNIVERSITIES” AND AS “CATHOLIC”. ”

POPE JOHN PAUL II'S APOSTOLIC CONSTITUTION
ON CATHOLIC UNIVERSITIES (AUGUST 15, 1990)

PRESIDENT'S MESSAGE

Planning for an Era of Transformation

Notre Dame University-Louaize (NDU) was built upon an ambitious dream; a dream that reverberated the aspirations of its founding fathers. Although the dream played a central role in helping NDU to flourish in the early years of its founding, it became imperative to ground that dream in practical terms to ensure strong, sustainable, and balanced growth in the face of globalization and a rapidly changing world of cutting-edge technology. Such sustainability could only be achieved through a Mission-based strategic planning policy.

In 2005, when I first became President of NDU, one of my first acts in office was to work closely with my colleagues and establish a strategic plan of action to help the University set priorities and focus all energy and resources toward common goals with our Mission serving as its basis.

We decided to use effective strategic planning as a measure to articulate where we were heading and the actions needed to make that progress while relying on a viable yardstick to gauge our success within a given period. Cognizant of the fact that achievement in all its forms hinges upon solid planning, we, nevertheless, remain true to our Mission and Core Ethical Values in everything we do.

The various strategic plans put into place over the last decade accelerated our growth, as the pages in this Annual Report attest, and represented a mosaic of interconnected intents, which we followed up continuously and modified in light of changing circumstances. Thus far, we have made great strides in enhancing and developing the educational programs, infrastructure, and services across our three Campuses.

To further solidify our standing as a University of the Third Millennium, we are currently in the process of gaining full accreditation status from the New England Association of Schools and Colleges (NEASC). Our main aim is to redefine excellence in education so that we can venture into the future with even greater confidence.

Like our founding fathers, we continue to dream big, but we must remember that in this day and age, big dreams go nowhere fast without careful planning. We still, however, intend to stay persistent in pursuing our dreams while keeping our expectations in check and being realistic about the possibilities. As we move from the planning to the implementation phase of the new five-year Strategic Plan 2015-2020, we will not only establish an unprecedented benchmark in our history but also innovatively shape our future in the years to come.

Innovation and growth go hand in hand, they say. There remain 'planning' and 'will,' the preconditions for overcoming difficulties and obstacles. As president of NDU, I believe we have had the will to exceed initial expectations. What is needed today is the proper plan that would propel NDU to reach the next level of success we all yearn for.



Father WALID MOUSSA
President

MISSION STATEMENT

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**.



EVOLUTION OF PLANNING, AS A PROCESS (2000-2012)

Rooted in the mission of the Maronite Order of the Holy Virgin Mary, Notre Dame University-Louaize (NDU) continues to grow while its Core Values and Vision remain constant.

Over the course of its history, NDU has always been guided by the social, spiritual, and educational values of the Order. These values have been repeatedly and explicitly expressed since 1987 in the different versions of the evolving Mission Statement of the University. The emphasis on these values sustains the legacy of service and principles adopted by the founding fathers who firmly believed that serving others should be regarded as a 'sacred trust.' They also believed that the purpose of education was (and always should be) to help students acquire knowledge, to be constructive members of society, and to live their spiritual life with love, peace, and respect for others.

Over its 27-year history, the evolving Mission Statement of NDU has given rise to new strategic initiatives and plans, a fact that has provided the primary impetus to its dynamic growth for close to three decades.

A. Visions and Dreams (2000-2002)

Beginning around the year 2000, a University Development Committee, under the guidance of the Vice-President for Academic Affairs, drafted a document titled, *NDU 2010-Visions and Dreams*. The aim was to help the University develop a shared vision and use it to derive a plan to achieve its potential by building on the key elements of its Identity, Mission, Role, and the American standards of higher education. In March 2002, the Committee published a *Summary of Recommendations*, which are central to the Vision, and proposed ideas about the initiatives NDU should pursue within the next decade (in this case, up to 2010).



Several major issues were raised and addressed; of these are:

- NDU as a Catholic University adopting the American standards, what must NDU do in order to become the center of creativity, in the search for truth, it is called to be?
- For NDU to be more engaged with its country and region, what actions should NDU consider to strengthen its Lebanese identity?

- As a University adopting American standards, what could help shape the future of NDU? What commitments must it continue to meet?
- As a contemporary University, planning for the 21st century, what role is expected of NDU? What concerns should NDU consider in planning for the future?

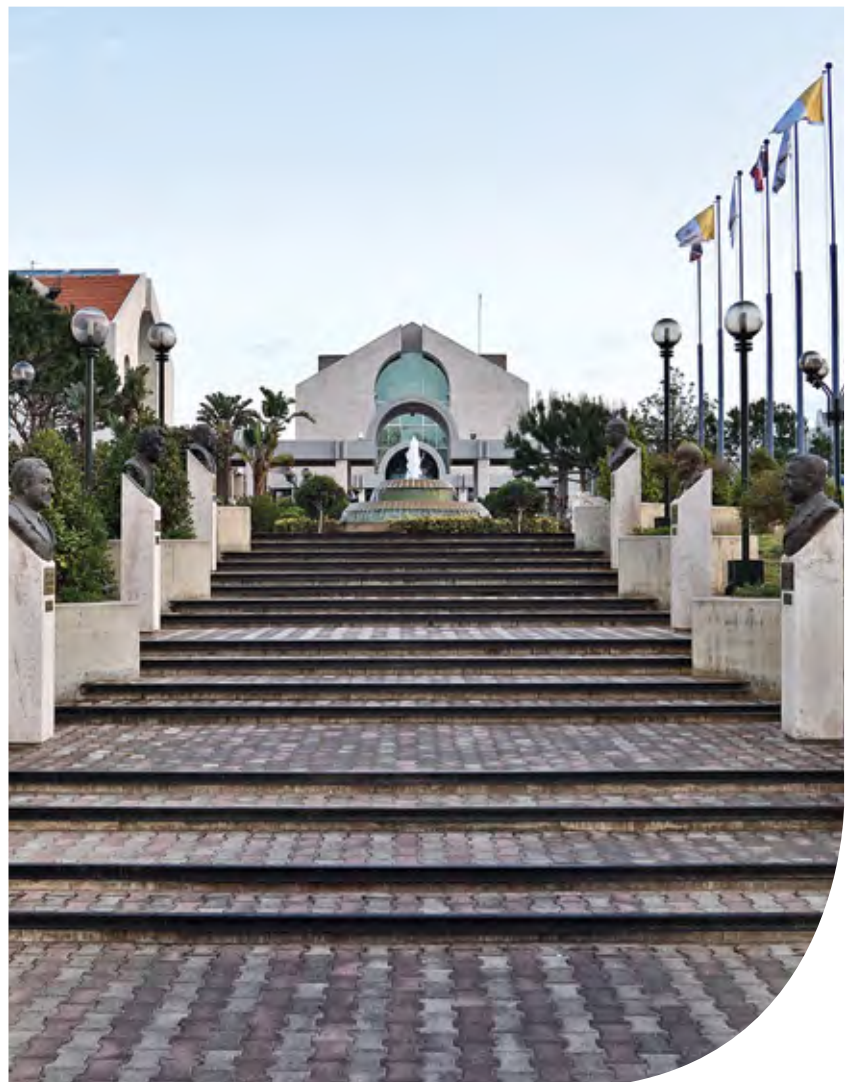
Summarizing the above, the document closes with a set of goals and objectives necessary to shape NDU's future and "enable excellence at all levels."

B. Mission – Vision – Values (2004-2006)

In the Spring of 2004, the planning process was continued with the Commission for Future Planning, and the completion of the document titled, *Notre Dame University - Lebanon; Characteristics, Mission and Role*. Building from the strategic work begun in the year 2000 and the collective institutional past (up to 2004), the Commission members and the President collaborated to articulate their Vision for NDU's future and its Core Values as an academic community.

In Fall 2006, President Fr. Walid Moussa announced his decision to engage NDU in preparing for accreditation by the New England Association of Schools and Colleges (NEASC). Fr. Moussa commissioned the formation of a University Steering Committee to chart a plan for the future. The Committee was composed of administrators, faculty, staff, and alumni representatives. The President's charge included the development of a new Mission, Vision, and an Environmental Scan (SWOT), and recommendations for implementation. A month later, the President also published a document titled, *Notre Dame University-Louaize; Mission-Vision-Values*. Designed as an articulation of Vision, Identity, Mission, and Values, the document underscores several assumptions that are essential for strategic planning. Those assumptions are:

- NDU aspires to be recognized internationally as a leading comprehensive Catholic University;
- The articulation of the Mission Statement may change in the future, whereas the Core Values and the Catholic and Maronite heritage will not;
- Strategic planning will be driven by Vision and Mission, and inspired by possibility, rather than available resources or capabilities;
- Strategic goals and initiatives will be fiscally responsible and will improve the overall financial well-being of the University; and
- The newly-developed strategic goals will represent a mosaic of interconnected intentions that must be addressed continuously and simultaneously in the subsequent years.



C. Strategic Plan 2007-2012

During the academic year 2006-2007, a framework for a five-year strategic plan was prepared. Nine institutional strategies were introduced. Each of these strategies had an impact on most of the ten goals outlined in the document.

To devise these strategies, the Strategic Planning Steering Committee had to analyze needs, challenges, and opportunities. Following the internal and external scans, deans, faculty, staff, students and administrators collaborated to develop the specific strategic initiatives necessary to address the new priorities. Goals, objectives, and actions were derived and well identified to guide and shape the road ahead.

In August 2007, a draft document titled, *Redefining Excellence in Education 2012*, was posted on NDU Intranet and shared with the Board of Trustees (BOT) to become a reference point for much of the University's actions and progress during the subsequent five years.

During Spring 2008, following the NEASC preliminary visit and the adoption of a new Mission Statement, a number of planning initiatives took place. Business plans were devised in 2009 and were supposed to expire in 2012. A Research Strategic Plan 2006-2010 was also devised. Other plans were developed per Faculty and unit for Fall 2012. It was clear that those planning initiatives were partially linked with the new Mission Statement and the Strategic Plan 2007-2012.

Following these developments, the University conducted a comprehensive self-evaluation from April 2011 to January 2013 and produced a Self-study Report that outlined the future trajectory of the University. At the University level, the Report provided faculty, staff, students, members from the BOT, and others the opportunity to learn from each others' experiences, subscribe to evidence as a basis for verifying claims, share information about the University, and set forth evidence-based plans for institutional improvement at all levels.

On February 25, 2013, the University submitted its Self-study Report to the NEASC. On April 14, 2013, a NEASC assessment team visited NDU to conduct a comprehensive evaluation of the University and to verify the projections spelled out in the Self-study Report. The visit concluded on April 17, 2013, with a feedback Exit Report. The final official report was formally received in June, 2013, and was posted on NDU's Intranet for the entire community to read. Among other things, the report identified key issues and concerns related to planning, evaluation, governance, and management; gaps that NDU would need to address through multi-year strategic planning.

Based on the NEASC evaluation report alongside the projections spelled out in the Self-study, the clear need to instigate University-wide reforms necessitated a series of actions to strategize the University's work for achieving both short- and long-term institutional goals and corollary objectives and action plans.



2013-2014 IN REVIEW

A. Bridging Institutional and Academic Planning

In the year 2013-2014, academic planning began in earnest. Following the NEASC *Exit Report* in April, 2013, which provided a comprehensive *Summary of Recommendations*, a Campus-wide discussion took place. Motivated by the concern about how best the University could address these recommendations and its commitment to faculty and students, the President conducted a three-day retreat in Summer 2013. The result was to settle on several initiatives on which the University would focus. Subsequently, work plans were set, all within the framework of the *Self-study* projections and the NEASC recommendations. In Fall 2013, the NEASC granted NDU candidacy status, effective April 2013. In December, 2013, the President formed the Strategic Plan Executive Committee (SPEC) tasked with guiding a new planning process, which was to start at the Faculty level. The pace of progress during the academic year 2013-2014 was, from different perspectives, prudent but stable. The careful supervision by the President and the Executive Officers was effective enough to sustain institutional progress at all levels. The extent of this progress may be captured by highlighting several themes excerpted from the 2013-2014 *Annual Reports* and the updated *Self-study* Reports of the different University units.

In Summer 2014, a draft of a new strategic plan (2015-2020) was produced by the University Strategic Plan Executive Committee, taking into consideration the *Self-study* projections, the concerns spelled out in the NEASC report, and other needs, opportunities, and challenges facing NDU. This draft is currently being reviewed to encompass development academic, physical, and financial plans for the upcoming five years. It is anticipated that the new *Strategic Plan 2015-2020* will be announced in Summer 2015.



1- Libraries: Building Upon Strengths and Opportunities

As part of the overall University commitment to continuous improvement, the Libraries continued to build upon identified strengths and opportunities, and seek solutions to needs and challenges. As such, the Libraries undertook during the year 2013-2014 a number of new strategic, operational, and financial planning initiatives. Based upon the revised University Bylaws, the University Library Committee (ULC) was established with elected members composed of every Faculty, student representatives, and key University administrators. The ULC was active in providing feedback to the Libraries about the needs of the University community and reviewing and approving revisions to existing Library Rules and Regulations related to circulation of Library materials. Work continued on developing plans for a new Cultural Center, which would house among others a greatly expanded and technologically enhanced library facility based upon the recommendations of the University Librarian and the ad-hoc Library Building Committee.

Recognizing the pressing need to increase the number of Professional Librarians, the University provided various levels of support for staff members to pursue degrees in Library and Information Science both within Lebanon and abroad. A number of Library staff members benefited from this support in various ways, including flexible work schedules, short-term paid and long-term unpaid leaves of absence and educational loans.

On the other hand, the Library acquisition showed an increase of 6.48% and 39.60% in printed titles (excluding periodicals) and e-books respectively; and while the printed periodical subscriptions was decreased by 39.95%, databases subscription and electronic periodical subscription (perpetual access) increased by 9.47% and 35.90% respectively.



2- Physical and Technological Infrastructure: Sustaining and Expanding Resources

In the academic year 2013-2014, NDU continued to build up its physical and technological resources. Different projects were undertaken, including new constructions, renovations, and upgrades. These and other projects have reshaped the Main Campus.

The addition of a high-tech newsroom and projection room was completed in Summer 2014 to serve the specific needs of students at the Journalism Department in the Faculty of Humanities (FH); thus, alleviating some pressure from the Campus classroom pool.

As of 2013, the Faculty of Nursing & Health Sciences (FNHS) added to its existing structure 14 new offices in the summer of that year, five new offices in 2014. The Faculty of Humanities (FH) office numbers increased by 14, including a shared part-time Faculty office. The Faculty of Law and Political Sciences (FLPS) office numbers increased by 16, including a conference room, and additional classrooms. The construction of the Chemical Petroleum Facility (CPF) at the Faculty of Engineering (FE) building is due to be completed this summer (2015), and will add 30 new offices, two computer labs, 12 engineering labs, a graduate meeting room, Faculty auditorium, a meeting room, and Faculty lounge.

Essential to the University's momentum was the improvement in technology support. The year 2013-2014 achieved a number of successes. These included the following:

The previous University e-mail solution was based on the now-decommissioned older version of Microsoft Exchange 2003, which failed to provide e-mail users with many of the modern services. During Summer 2014, the DCS team successfully migrated to new servers and all student, staff, faculty, and alumni accounts are now linked to the new Microsoft Exchange 2013 domain.

During Spring 2014, the DCS team developed an NDU mobile application and published it on both Google Play (Android Devices) and Apple App Store (iOS devices). This free-of-charge application provides information on Campus activities and events at the University, as well as student course schedules and grades, maps, and directory content. Regular application updates are being posted, as new features and enhancements are developed.

Furthermore, NDU has acquired an Institution License for Blackboard (Bb) Mobile Learn. The new Blackboard mobile application allows students and instructors to view announcements, participate in discussion boards, receive push notifications, update blogs and journals, and check grades. By providing mobile access to Blackboard content, the NDU App is expected to open doors for students and faculty to interact in new and flexible ways. Around 200 computers in the computer labs, computer classrooms, and Faculty offices were five years old. During Fall 2014, these computers were replaced and the old ones decommissioned.

During Summer 2014, the University Council approved a new Social Media Policy and Guidelines. The new policy grants faculty members, students, and staff access to social media sites for educational and University-related business purposes. Access and use of social media are regulated by the Guidelines of the Policy,



which is now published on the NDU Intranet, and access is granted to the NDU community, according to the approved regulations.

In Fall 2014, the Data Access Steering Committee completed the preparation of the Policies and Procedures related to Data Access, and a decision was made to purchase a Business Intelligence Software. The new software will be fully implemented this Spring (2015) and will allow for a number of designated users and administrators to easily create personalized reports and dynamic dashboards so that they can explore vast amounts of data and find meaningful insights.

3- Finances: Relating Financial Resources to Academic Planning

In the academic year 2013-2014, the University developed and approved a Budgeting Process Document, which detailed procedures on preparation, approval, and implementation. To this effect, a Budget Officer was appointed within the Office of the Vice-President for Finance to assist Academic and Administrative Units in planning and modifying the budgets of their respective Units.

The University, furthermore, developed a draft for a five-year plan that is coherent with academic planning and with the University's future outlook. The plan is based on realistic, but conservative assumptions. To ensure that its plan is based on financial reporting that is both transparent and consistent, NDU fully implemented the Generally Accepted Accounting Principles (GAAP).

On the other hand, and in order to constantly improve the educational environment, the University maintained a balanced budget. In 2013-2014, the surplus in the operating budget amounted to US\$ 3.095 million while the total expenses amounted to US\$ 66.907 million.

Furthermore, and in order to attract and retain qualified faculty and staff, salaries were adjusted in line with rising inflation and cost of living in the country. During the academic year 2012-2013, NDU Administration increased the salaries of all full-time faculty members by 10% and the hourly rate by 20%. In 2013-2014, the salaries of full-time faculty members rose by 5% on the first portion of annual salaries up to US\$ 40,000. In addition, staff members across the board received a 5% raise on their salaries.

Table 1 illustrates the expenses and revenues during the academic year 2013-2014 as released by the University External Auditor:

Actual Statement of Activities 2013/2014	
	Actual 13/14 In '000 USD
Faculty Expenses	23,131
Personnel Expenses	7,513
Activities	1,630
President Office	562
SAO	85
Student Aid	7,916
Maintenance	2,381
Supplies, Software and Printing	2,109
Operating Expenses	7,594
Maintenance Boundaries	750
Depreciation	9,471
Provision and Contingencies	3,765
Total Expenses	66,907
Operating Revenues	Actual 13/14
Tuition Fees	62,852
Non Academic Revenues	7,150
Total Revenues	70,002
Surplus / (Deficit) In Operating Budget	3,095

Table 1 - Actual Statement of Activities 2013/2014

4- Regional Campuses: Developing Capacities

a. North Lebanon Campus

The North Lebanon Campus (NLC) is located in Barsa, a quiet village in the Koura District. The academic year 2013-2014 witnessed an increase in the number of both faculty members and students; the student body increased by 15%. On the academic front, a Master's program in Human Nutrition was introduced in Fall 2013. Also during this period, a Cyclic Triaxial Machine (CTM), used to determine the dynamic soil properties, was installed on Campus, making NDU-NLC the only university in Lebanon equipped with a CTM.

NLC has a bold vision and a long-term plan of what it wants to achieve in the Third Millennium. In August 2014, NLC embarked on major developments to meet the needs of its growing student population, expanding curriculum offerings, and pressing need for new resources and facilities. With five new buildings under construction, the growing Campus will have the following by 2016:

- A fully- and multimedia-equipped, high-tech Auditorium to accommodate 500 participants;
- An ultra-modern Administration Building to house, among others, the offices of the Director, Admission, Registrar, and Business Office;
- A state-of-the-art Academic Building to house modern laboratories with cutting-edge technology and accommodate the Engineering, Business, and Sciences disciplines. The building will also include a sophisticated Library with innovative equipment for study and research, a trendy Cafeteria and a Cutaway Hotel, a Stock Room, Art Gallery spaces, modern Meeting/Seminar Rooms, a Computer Center, and many other resources and facilities designed for optimum space allocation and smart access and interconnectivity;
- A Church that pays homage to the NDU Heritage, its Mission, Values, Belief in God, and the infallible faith of the Maronite Order of the Holy Virgin Mary to which the University belongs; and
- A Residence for the Most Reverend Abbot and Monks, which would allow for spiritual retreats and future activities related to the Order amidst the beautiful site surrounding the Campus.



b. Shouf Campus

The Shouf Campus (SC) is located next to the St. Abda Monastery in Deir el-Kamar in the Shouf District. The academic year 2013-2014 witnessed an increase in the number of both faculty members and students; the student body increased by 25.5%. On the academic front, Human Resources was introduced as a new major in Fall 2013 at the Faculty of Business Administration and Economics (FBAE).

Given the significant increase in both staff and students, the SC Administration embarked on new construction and restoration initiatives to meet emerging Campus needs. These initiatives include the following:

- Redesigning the main entrance hall by adding a helpdesk office and redecorating the ceiling and laying a new floor;
- Painting the entire Campus;
- Expanding the current Conference Room;
- Building a Meeting Room for faculty members;
- Constructing a Waiting Room for the guests;
- Changing the old wooden windows on the ground floor and replacing them with modern ones;
- Redesigning two classrooms (CC 218 & CC 222) to accommodate Architecture students; and
- Building a brand new wing to accommodate four well-equipped classrooms.

The academic year 2013-2014 also witnessed the following:

- Purchase of a new bus to transport students;
- The upgrading of the security system;
- The installation of a new magnetic controlled gate at the Campus entrance;
- New office equipment (scanners, printers, laptops, desktop computers);
- The installation of seven Smart Boards;
- Upgrades of computer and screens in classrooms;
- New Wifi routers;
- New set ups for Architecture courses as well as new MAC Computers;
- Installation of large LCD screens; and
- Purchase of state-of-the-art body composition machine and point machine at the FNHS.



B. Enhancing Mission Values

Building on earlier efforts to enhance the Mission, new educational and administrative initiatives and measures were taken to uphold the University Core Values, which are deeply rooted in the Maronite Catholic and liberal arts traditions. Among these values are: diversity, belief in God, community service, moral integrity, and respect for human dignity and rights.

1- Infusing Values Across the Curriculum

NDU offers 27-33 credits in interdisciplinary courses, called General Education Requirements (GERs) as a foundation for a Liberal Arts and Basic Sciences education.

These courses ensure that every student is exposed to all the values throughout a solid and valuable mapping, as depicted below in Table 2. More explicitly, the mapping of the courses guarantees that "Belief in God and Faith," "Critical Thinking," "Citizenship," "Lifelong Learning," "Moral Integrity," and "Leadership" are being developed and presented repeatedly and in different perspectives, in diverse courses and areas, thus, securing a better inculcation of these values in students' awareness and perception.

Additionally, NDU has further and significantly progressed on this level by devising Course Learning Outcomes (CLOs) stated in all of the GERs syllabi aiming at mapping all of the three aforementioned values. Following a survey administered to assess student learning outcomes in Fall 2014, there was a broad agreement that NDU needed to do a better job of articulating the purpose and goals of the GER curriculum. Accordingly, and in order to keep the Mission alive, vital, and engaging, the President of NDU reinstated the General Education Executive Committee for the academic year 2013-2014. This Committee continued reviewing the GER categories, and courses in their correlation with the Mission Statement. The expected outcome would be a GER program fashioned with the aim of enhancing the inculcation of those values amongst NDU students.

General Education Requirements (GER)			Mission Values										
Category	Subcategory and Number of Credits	Number of Courses Offered	Belief in God	Common Good	Human Solidarity	Faith	Rights	Diversity	Critical Thinking	Citizenship	Lifelong Learning	Moral Integrity	Leadership
Communication Skills in English and Arabic	<i>English (6 credits)</i>	3							•		•	•	•
	<i>Arabic (3 credits)</i>	5											
Philosophy and Religion	<i>Philosophy and Ethics (3 credits)</i>	4	•	•		•	•	•	•	•	•	•	•
	<i>Religion (3 credits)</i>	4	•	•		•		•	•		•	•	
Cultural Studies and Social Sciences	<i>Cultural Studies (3 credits)</i>	9						•	•	•	•		
	<i>Social Sciences (3 credits)</i>	7						•	•	•		•	•
Citizenship	<i>6 credits</i>	7			•	•	•	•	•	•			
Science and Technology	<i>Mathematics/Statistics/Computer Science (3 credits)</i>	7							•		•	•	
	<i>Natural Sciences (3 credits)</i>	11		•				•	•	•	•	•	•

Table 2 - Mapping of GERs vs. Mission Values



2- Building Community in Diversity

As affirmed in the Mission Statement, diversity at NDU is conceived as an essential quality of excellence. Excellence here means a value, which encompasses acceptance and respect among the different Lebanese constituents. It also means recognizing and understanding individual differences along the dimensions of gender, age, socio-economic status, physical abilities, religious beliefs, political affiliation, etc.



The diversity profile at NDU during 2013-2014 was well reflected in the composition of the student body based on nationality, gender and religious affiliation. Table 3 depicts the demographic profile of the newly enrolled students in terms of nationality, since 2010. The analysis confirms that NDU is an acceptable place for foreign and dual nationality holding students since the percentage is constant and set around 8% despite Lebanon's volatile political climate and violent incidents. The breakdown of the enrolled students by gender

(Table 4) reassures the undeniable diversity aspect that has been maintained throughout the past five years. In addition, the slight increase in the percentage of non-Christian students (from 13% to 17%, Table 5) promotes once again the idea that NDU has deployed efforts to enhance diversity during the past couple of years.

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Grand Total
Lebanese	1471	1583	1511	1396	1462	7423
Other citizenships	113	117	129	128	130	617
Total new enrolled students	1584	1700	1640	1524	1592	8040
Percentage foreign nationalities	7%	7%	8%	8%	8%	8%
Out of those who declared a foreign nationality	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Grand Total
Declared they also hold the Lebanese nationality	63	62	52	34	34	245
Do not hold the Lebanese nationality or did not declare their Lebanese nationality	50	55	77	94	96	372
Total	113	117	129	128	130	617

Table 3 - Demographic profile of new students by nationality



Type	Gender	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Grand Total
Graduate/EdD	F	81	54	59	64	53	311
	M	70	39	26	18	29	182
Graduate Total		151	93	85	82	82	493
Undergraduate/TD	F	559	603	631	591	600	2984
	M	874	1004	924	851	910	4563
Undergraduate Total		1433	1607	1555	1442	1510	7547
Grand Total		1584	1700	1640	1524	1592	8040
Percentage Total Female		40%	39%	42%	43%	41%	41%
Percentage Total Male		60%	61%	58%	57%	59%	59%
Percentage Female Graduate		54%	58%	69%	78%	65%	63%
Percentage Male Graduate		46%	42%	31%	22%	35%	37%
Percentage Female Undergraduate		39%	38%	41%	41%	40%	40%
Percentage Male Undergraduate		61%	62%	59%	59%	60%	60%

Table 4 - Breakdown of new enrolled students by gender

Graduate/EdD	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Grand Total
Undefined			1	1	13	15
Christian	139	85	75	71	60	430
Druze	6		2	1	2	11
Muslim	6	7	8	9	7	37
Graduate Total	151	92	86	82	82	493
Undergraduate/TD	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Grand Total
Undefined		3	8	6	120	137
Christian	1247	1359	1260	1127	1144	6137
Druze	100	130	138	177	129	674
Muslim	86	115	149	132	117	599
Undergraduate	1433	1607	1555	1442	1510	7547
Total Undefined	0	4	8	7	133	152
Total Christian	1386	1444	1335	1198	1204	6567
Total Druze	106	130	140	178	131	685
Total Muslim	92	122	157	141	124	636
Grand Total	1584	1700	1640	1524	1592	8040
	0%	0%	0%	0%	8%	2%
	88%	85%	81%	79%	76%	82%
	7%	8%	9%	12%	8%	9%
	6%	7%	10%	9%	8%	8%

Table 5 - Demographic profile of new enrolled students by religion

On another front, diversity was well featured in the works of the Community Service Office (CSO), which brought together students with diverse talents and educational backgrounds to plan, adopt, and work together on projects that would enhance their civic engagement. Rich and diverse were the activities that were planned and driven by the CSO during the academic year 2013-2014. Those activities were in the form of exhibitions, seminars, workshops, orientation sessions, trips, fairs, just to name but a few.

To further reinforce the value of diversity, President Fr. Moussa announced on February 21, 2014, the formation of a Special Committee that was entrusted with the drafting of a policy proposal for diversity in response to the projection spelled out in the *Self-study Report*.

3- Enhancing Students Services

a. Financial Aid Program

Since its inception, NDU established the Financial Aid Program, as a means to help students “regardless of color, race, gender, religion, nationality, or political affiliation” benefit financially through different types of financial aid based on either merit or on need. From Fall 2009 to Spring 2014, the average percentage of accepted students from the total Work Study Grant (WSG) applicants at the Main Campus reached 78.85%. The percentage of WSG-accepted students rose by 12.2% during the last two years. The Financial Aid given on a merit basis is granted automatically (no application is required) if the eligible students meet the conditions. During the academic year 2013-2014, 25% of NDU undergraduate students benefited from at least one of the financial aid types. Actually, 68.2% of Financial Aid applicants agreed that their application was handled efficiently and 80.3% declared that the information provided on the Financial Aid is clear. NDU also offers a Deferred Payment Plan to help students, who have limited resources, cover their tuition. This Plan allows students to conveniently divide their yearly tuition fees into twelve monthly installments with no additional fees.

b. Student Life

The Student Affairs Office conducted a Student Satisfaction Survey (SSS) for the second time during Fall 2014 to evaluate students’ knowledge and satisfaction with the University programs and services. The SSS results showed that NDU students are, in general, satisfied with the services provided to them. NDU students indicated in the SSS that they value activities organized by the various NDU Clubs and Societies. The survey found that 85.7% of the students agreed that being on Campus was as an enjoyable experience.





c. Housing Facilities

The Student Housing facilities encompass 424 bedrooms (on and outside Campus) and are managed 24/7 by full-time personnel and resident student assistants. During Spring 2014, new dorms facilities were opened. Today, 95.7% of the resident students have access to social media, following the approval of the Social Media Policy and Guidelines by the University Council in Spring 2014.



d. Placement Office

This Office provides employment opportunities to NDU graduates by acting as a liaison between local and international companies, and between undergraduates and alumni. The main goal of the Placement Office is to provide students and alumni with the tools and skills they need to successfully manage employment searches leading to fulfilling careers. With a growing network of more than 2,000 local, regional, and multinational companies, the Placement Office aided 200 fresh graduates during 2013-2014 to land promising jobs in reputable companies.



e. Internship Office:

The Internship Office provides students with practical experience in their major before graduation. For this purpose, the Internship Office continues to add to a contact database of over 500 leading companies, embassies, banks, and other institutions in and outside Lebanon. Personal and professional growth is fostered through the proper balance of guidance, independence and the acceptance of responsibility. The Internship Office provided internship opportunities for more than 150 students in the academic year 2013-2014 alone.

C. Promoting Shared Governance

At the outset of the 2013-2014 academic year, a new governance framework emerged at NDU. The efforts of a variety of committees finally produced three new documents: The Constitution and Bylaws of the Board of Trustees (hereafter referred to as the Board or BOT); a Constitution for the University; and new Bylaws for the University. All three documents were approved by the Board Executive Committee in preparation for final approval by the full Board.

The transition to the new governance framework prompted several changes in the institutional organization and governance at all levels. New administrative positions, entities, policies, and reporting relationships altered some of the previously existing ones. At the University level, for instance, the senior leadership is now comprised of the President and four Vice-Presidents instead of three, in addition to a President's Cabinet and Assistant Vice-Presidents. As for the Faculty, the new Bylaws created multiple avenues for a more active participation in governance.

In Fall 2013, an Assistant to the President for Policies and Procedures was appointed. A number of policies governing integrity were promulgated in Spring 2014. The University Council (UC) approved on May 23, 2014, a Code of Ethics, Conflict of Interest, Confidentiality, Non-Discriminatory Policy, and Sexual Harassment policy. Additionally, the UC approved on May 23, 2014 the Transition Policy of Academic Officers and Administrators to capitalize on best practices of institutional productivity and integrity. These Policies are freely disclosed to the public through the NDU Website and relevant University publications.





D. Expanding Institutional Visibility and Transparency

In the academic year 2013-2014, NDU engaged in significant investment and planning efforts to facilitate the transparent flow of information to the internal and external communities. To ensure consistent and information sharing, the Office of Public Affairs and Communication (OPAC) witnessed a radical restructuring action. In February, 2013, the President announced the establishment of the Design and Brand Guardian Office (DBGO), as a major unit within the Office of Public Affairs and Communication. The DBGO has been successful in communicating a uniform image and identity of NDU in all print and digital materials. Its efficiency is evidenced by the number of publications (over 2000) which have been produced since Spring 2013.

On September 2, 2014, the President also announced the establishment of the Office of Communication Strategy (OCS), as part of the Office of Public Affairs and Communication. The OCS is responsible for developing and implementing a unified Communication Plan for NDU through different types of media. Being the hub for the University's external and internal communication, the Office has actively engaged in promoting the University, its Faculties, programs, activities, news, and events to a variety of audiences. Today, NDU's visibility and reputation have been enhanced. Increased staff with advanced skills has helped improve results and reduce costs.

On the other hand, transparency in decision making was given serious consideration. Minutes of councils such as the Council of Deans (COD) and committees, were made available to the University community via the Intranet. Faculty and students had access to all decisions and/or recommendations issued by those entities.

FORGING AHEAD

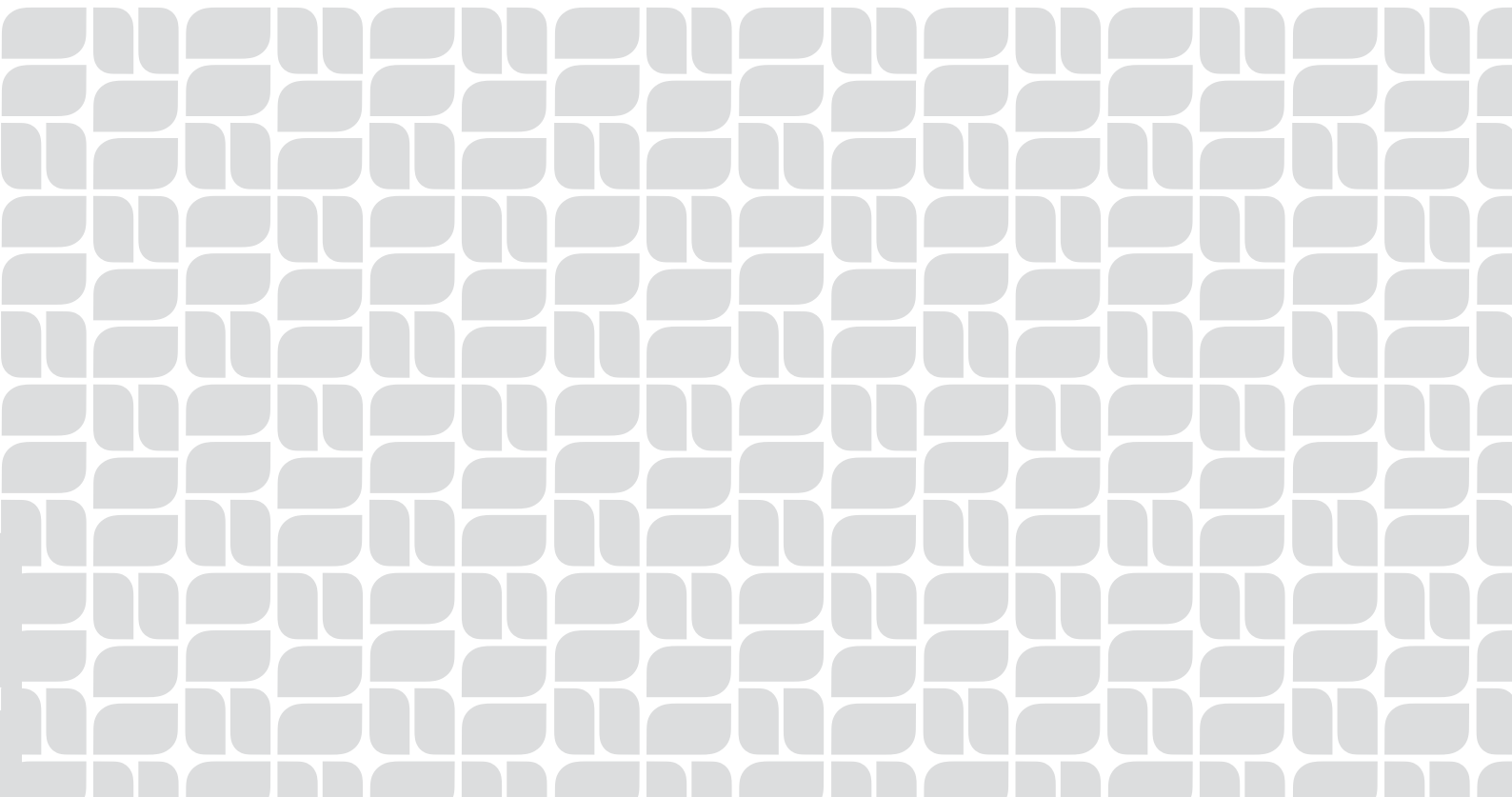
In a message published in the NDU e-Chronicle (issue #23), Fall 2014, President Fr. Moussa explicitly set forth some guiding principles, which the University should consider in planning for an era of transformation. He said, "The task of NDU through the Strategic Plan 2015-2020 is not to reinvent itself; rather, the task is to remain true to its rich heritage and history, to honor its achievements to date, and to secure a sustainable future environment conducive to excellence in education and scholarship." In his view, "NDU community will soon find itself working within an educational ecosystem that is even more internationally inclusive, active and responsive." As such, the resulting strategic plan must be designed as an articulation of Vision, Mission, and Values. It must encourage opportunities for growth and advancement that are essential for continued success. To fulfill its education pledge and subsequently "maintain its reputation as a selective and prestigious University of the Third Millennium," NDU has to consider the following strategic directions:

- I. Institutional distinctiveness as a Catholic university, with a focus on enhancing the spiritual, social, and educational values, consistent with the religious heritage of the Maronite Order of the Holy Virgin Mary.
- II. Commitment to the positive evolution of students' abilities that nurture social responsibility and service in the immediate environment and beyond.
- III. Integration of international/intercultural dimensions and principles in the curricula and co-curricula to embrace diversity and pluralism, and to provide opportunities for global competencies.
- IV. A holistic learning experience that enhances students' leadership, professional, and communication competencies.
- V. Sustainable education foreseeing the national and regional needs and placing the University' Goals and Objectives within the development dynamics of those needs.
- VI. Concentrated effort on faculty development to foster professional expertise and innovation in teaching and learning.
- VII. A highly personalized academic institution of scholarship and research to engage students, faculty, and staff in a knowledge discovery process.
- VIII. Provision of updated Information Technologies (IT) conducive to a better University teaching and learning environment.
- IX. Compliance with the highest academic standards of governance characterized by efficient, effective, and transparent management.
- X. Adherence to a culture of continuing assessment, feedback, review, and improvement of all matters pertaining to quality education at all levels to meet the evolving challenges and needs of students.

With its current Human Resources, the University is well-positioned to pursue such initiatives. Work is underway to effect meaningful changes, and such work requires not only continuous planning but also the will and determination to overcome barriers and exceed all expectations.



www.ndu.edu.lb



MAIN CAMPUS

ZOUK MOSBEH,
LEBANON

T: +961 9 208 000

NORTH LEBANON CAMPUS

BARSA - KOURA,
LEBANON

T: +961 6 416 101/2/4

SHOUF CAMPUS

DEIR EL KAMAR - SHOUF,
LEBANON

T: +961 5 511 202

WASHINGTON DC OFFICE

SUITE 300, 1629 K STREET, NW,
WASHINGTON, DC 20006

T: +1 202 349 1705

www.ndu.edu.lb

