

Zayed University Self-Study Report

**Prepared for
Middle States Commission on Higher Education**

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جامعة زايد
ZAYED UNIVERSITY

Zayed University

Self-Study Report February 2008

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Zayed University

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Executive Summary

Zayed University was established in 1998 by the federal government of the United Arab Emirates as an English-medium university based on a U.S. educational model, with campuses in Abu Dhabi and Dubai led by a single administration. The University currently enrolls approximately 3,300 female Emirati undergraduates, approximately half on each campus. The University's Dubai campus, opened in fall 2006, has a current capacity of 4,000 students. Enrollment in Abu Dhabi is limited by campus size, and funding has been approved for a new Abu Dhabi campus, expected to open in fall 2010. Four master's programs are offered to primarily mixed-gender cohorts of national and international graduate students, and six additional master's programs have been approved to begin in 2007-2008.

Zayed University is organized academically into five colleges — Arts and Sciences, Business Sciences, Communication and Media Sciences, Education, and Information Technology — and each college offers similar programs on each campus. The University expects its graduates to be proficient in the English and Arabic languages and in the use of computing technology. They should be skilled in critical thinking and analysis, knowledgeable about their own culture and history, and global in their understanding and perspective. They should be well-prepared to become leaders in government, business, and civil society. The graduates of Zayed University are expected to help shape the future of the United Arab Emirates.

Since it opened in 1998, the University has progressed remarkably toward achieving its vision to become the leading university in the region, embodying the same rigorous standards and intellectual elements found in major universities throughout the world. It has graduated five classes from its undergraduate programs and a total of seven cohorts from its master's programs. It has established and refined an efficient administrative structure and effective academic and operating policies and procedures. It has instituted academic programs that focus on learning outcomes and are dedicated to increasing educational effectiveness through the assessment of student learning. Recent developments include the opening of undergraduate programs to international female students and the admission of a first cohort of national males in a temporary facility in Abu Dhabi. Zayed University has also launched research and outreach programs designed specifically to serve the needs of national development, and it will expand its graduate offerings for that purpose. The University continues to improve the quality and rigor of both the undergraduate and graduate educational programs, to expand research activities, and to increase continuing and professional educational programs needed by the United Arab Emirates.

Chapter One: The Institutional Context

The United Arab Emirates is a modern, dynamic, international country that has a strongly cosmopolitan character but is firmly rooted in its Arabic and Islamic traditions. Zayed University reflects this character and is a remarkable synthesis of Arab and Western

worlds. Government patterns, the establishing laws of the University and the undergraduate students come from the U.A.E. The University's philosophy, pedagogy, faculty, and administration reflect experiences in the United States and the West. A U.S. model of higher education is being adapted to fit and serve the country, and at the same time the style and substance of that model is influencing higher education in the U.A.E. and is contributing to national development. The University's faculty and staff share in the excitement and the challenge of creating a new type of university that has the potential to change the country and the region.

Zayed University's development has been greatly influenced by the institution's position in an economic and social system that is one of the most rapidly changing environments in the world. The U.A.E. was established in 1971 by the federation of emirates under the leadership of the late Sheikh Zayed bin Sultan Al Nahyan, who became the country's first President. Educational systems were in the very early stages of development at that time, and Sheikh Zayed consistently linked national development and education. The University was named for Sheikh Zayed and continues to represent the forward thinking and far-sighted vision of the country's leaders, including the current U.A.E. President, His Highness Sheikh Khalifa bin Zayed Al Nahyan. The country continues to develop at a rapid pace, and the dynamism of the U.A.E. is reflected in the University's growth and its ability to manage rapid change and take advantage of emerging opportunities.

Although Zayed University is based on a U.S. model, it stands apart from the increasing number of international universities offering programs in the Gulf region in that Zayed University is a federal university and is not under the control of an overseas institution. Aligned with the academic standards and intellectual elements of western higher education, the University has developed a distinctly Emirati model. The University's practices address the specific needs of its students and focus on preparing graduates to become a new generation of leaders in the U.A.E. While promoting openness in its students, the institution also encourages sensitivity on the part of the faculty to Islam and to the religious values and practices that shape students' sensibilities and form the national cultural context.

It is in this context that the University has initiated its first process of self-study, using a comprehensive model, as part of its request for institutional accreditation by the Middle States Commission on Higher Education. The self-study process and its emphasis on the principles reflected in the Middle States standards have helped the campus community review the significant aspects of ZU's first nine years, identify and address needs for improvement, and plan strategies and timelines for the University's further development.

Chapter Two: Mission and Planning (Standards 1 and 2)

Founded as a new, multi-campus university, Zayed University was envisioned to be a high-quality, student-centered, and comprehensive institution designed to educate leaders and contribute to the nation's economic and social development. During the first stage of ZU's development, the administration and faculty charged to implement the vision began to develop its learner-centered, outcomes-based undergraduate programs. The University committed itself to high-quality undergraduate learning by developing a number of structures, most notably the Academic Program Model. That system of learning outcomes, performance criteria, and indicators for institutionalized learning assessment and continuous improvement defines the core of Zayed University.

During the second stage of ZU's development, a mission statement and University goals were developed, expanding the institution's commitment to national development, research, and outreach. Widely published in electronic and print formats, the mission statement and University goals have formally and informally guided ZU's activities and planning since 2003. Beginning in fall 2000, the University initiated its first formal strategic planning process, which has produced a series of three strategic plans. Preparations for the fourth planning period were initiated during the 2007-2008 academic year. The formal strategic planning processes, using ZU's mission and goals statements to orient the planning activities, have acted as a catalyst for developing strategic objectives aligned with University goals in each of the units and have assisted the leadership in making decisions about the allocation of resources.

Chapter Three: Institutional Resources (Standard 3)

Zayed University receives primary funding from the federal government of the United Arab Emirates and significant additional support, especially for physical facilities, from the emirate-level governments of Abu Dhabi and Dubai. On the basis of a budget allocation made every three years, ZU presents a detailed budget proposal in the fall of each year to the U.A.E. Ministry of Finance and Industry. A performance-based budgeting process requires that the University accompany its annual request with reports on Key Performance Indicators aligned to ZU's mission. The University's internal process of allocation and expenditure is managed and monitored by systems that include strategic planning, financial reporting, and audits.

The University's objective to provide the people of the U.A.E. with U.S.-style, English-medium education requires the hiring and support of expatriate faculty and staff. The University is resourced with a student to faculty ratio of 11.7 to 1. The faculty is supported with an extensive benefits package that enables its members to relocate to the U.A.E. comfortably.

The University's physical resources are expanding, with the fall 2006 opening of a new campus in Dubai, current planning for a new campus in Abu Dhabi, and an additional Dubai location for graduate education, outreach, and possible future programs for international students. The University is also preparing to open a program for male undergraduates that will begin with pre-baccalaureate study and the Colloquy on Integrated Learning at a new location near Sweihan in the Emirate of Abu Dhabi.

Chapter Four: Leadership and Governance (Standard 4)

Zayed University's leadership and governance system is a productive synergism that advances the adaptation of U.S.-style university governance in an Emirati national university within a legal and political environment characterized by both rapid modernization and traditional systems of political consensus-building. The institution's foundational legislation established specific roles for a ministerial-level President and a Vice President/CEO. The enabling legislation also provided for the establishment of the University Council, a board made up of prominent leaders in the United Arab Emirates. Western-style governance proceeds within that institutional environment.

Zayed University has also established mechanisms for obtaining faculty input on programs and operations through a system of standing committees and a number of ad hoc task forces. An institutional culture is emerging that naturally seeks and respects

advice from students on issues of importance. A thriving relationship among the University's key constituencies is growing and maturing.

Chapter Five: Administration (Standard 5)

Just as the governance system requires communication between national community leaders and Zayed University's westernized institutional practices so ZU's administrative system establishes a partnership between leading U.A.E. nationals and expatriate senior administrators. Zayed University's President is the nation's Minister of Higher Education and Scientific Research, and the University's Vice President is its Chief Executive Officer. The Vice President/CEO is an academically qualified national citizen with a nuanced understanding of the U.A.E.'s political, economic, and social context. An expatriate leader thoroughly acquainted with U.S. institutions, the Provost is the chief academic officer to whom the deans and student affairs administrators answer. The Chief Administrative and Financial Officer is charged to manage the University's financial, human, and physical facilities resources in support of the University's academic mission. The units headed by the University's deans, directors, and supervisors answer through those two administrators.

In the nine years of the University's operation, the internal administrative structure and its decision-making processes have been refined, most recently during the spring and summer of 2007. The adjustments have sought the proper balance between building an institution responsive to the national environment and managing the institution internally with appropriate levels of efficiency and academic autonomy.

Chapter Six: Integrity (Standard 6)

A critical dimension of ZU's commitment to Western-style education is the development of an operational culture characterized by clearly fashioned policies and information access that render the institution accountable to its constituencies. The University has created policies and practices that promote equitable treatment of students and employees; academic honesty and rigor; academic and intellectual freedom; compliance with copyright and fair use guidelines; and respect for the perspectives and cultures of all community members. The University strives to disseminate accurate and timely information about its operations to its internal and external constituencies.

The self-study process has supported the development of an institution committed to equitable administration and transparency of policies. In communication with the Middle States Commission on Higher Education, the University has pledged itself to a policy of full disclosure of all relevant information.

Chapter Seven: Institutional Assessment (Standard 7)

To ensure that it is on track for realizing its vision, the University has engaged in a number of assessment practices that monitor the institution's overall effectiveness. Managed through the Office of the Provost and the Office of Institutional Research and Planning, assessment practices have included reviews of academic programs and service units; key performance indicator data reported annually to the University's management groups and to the Ministry of Finance and Industry as part of the budget process; reports on academic standards and teaching effectiveness; and generation of data in support of strategic planning. The University Assessment Plan of March 2004 has provided a framework and schedule for those assessment practices. The full-fledged engagement

with assessment indicates an institutional leadership committed to using both reported information and expert review for institutional improvement.

Chapter Eight: Student Admissions, Retention, and Support (Standards 8 and 9)

At the core of Zayed University's mission is the delivery of high-quality baccalaureate degree programs for traditional-age students. During the first nine years of the University's operation, the core mission has been fulfilled by educating national women. Emirati women are admitted to ZU according to the University's admissions criteria by the National Admissions and Placement Office (NAPO), an office that processes all applications and placement testing for national students wishing to attend tertiary institutions in the U.A.E.'s federally-funded system of higher education. ZU has developed highly intentional mechanisms for socializing and supporting these young women in achieving academic, professional, and personal success. The mechanisms include academic skills evaluation and curricular placement; orientation and ongoing advising; majors exploration and career education; professional internships and career services mentoring; and academic and personal support offered through learning centers, family liaison officers, and counseling services. The University also supports a rich array of co-curricular and extra-curricular student activities pertaining to student government, leadership, and foreign study.

While the University has developed its programs to support the undergraduate education of national women, it has also expanded its services to other student populations whose education is critical to ZU's mission. Activities include the institution's graduate programs for both male and female students, its new plan for educating national men, and its emerging opportunities for international students.

Chapter Nine: Faculty (Standard 10)

Zayed University's faculty is made up of 265 full-time faculty members who deliver undergraduate and graduate programs. The faculty can be categorized in three different groups, each with an educational mission and an appropriate relationship between qualifications and roles. The roles and responsibilities for teaching, research, and service are defined by University policy. The 163 faculty members with appointments in the University's five colleges have primary custodianship over the University's degree programs, and 75 percent of them hold doctorates or terminal degrees appropriate to their disciplines. Eighty-five faculty members are appointed to the English Language Center, a unit charged to deliver the Academic Bridge Program (the pre-baccalaureate English-development curriculum). The standard qualification for an appointment in this unit is a Masters in Teaching English as a Second Language or its equivalent. Thirteen faculty members have appointments in the University Seminar, a student support unit staffed with master's-qualified instructors charged with student development, careers education, and general education advising.

Teaching is clearly defined in University policy as the primary responsibility of all faculty. Faculty members have principal responsibility for developing and delivering their segment of the curriculum. The basic teaching load and non-teaching obligations assigned to the three groups vary. Instructors in the English Language Center have a basic teaching load of 18-20 teaching hours per semester and no obligation to engage in research. Faculty in the colleges have a basic workload of twelve hours per semester that includes obligations to engage in scholarly activity and to contribute to University and community service.

Faculty are employed on renewable three- to five-year contracts, and there are no provisions for tenure. Faculty members, all expatriates, are evaluated during four standardized review processes: first-contract probation, annual merit pay review, contract renewal, and promotion. Steps are being taken to improve transparency and understanding of the policies and processes related to compensation, the faculty role in governance, and the equitable application of policies regulating workload, faculty evaluation, and contract renewal.

Chapter Ten: Educational Offerings (Standard 11)

Zayed University's five colleges offer undergraduate and graduate programs built on outcomes-based learning and aimed at preparing students for professional success. The University Academic Program Model, a system of learning outcomes made up of the Zayed University Learning Outcomes and Major Learning Outcomes (ZULOs and MALOs), promotes curricular coherence. Outcomes mapped across the entire curriculum serve as key elements of curricular design and maturing assessment plans in the undergraduate program. A second important strategy for building curricular coherence is the extension of professional preparation from the career education program in the first semesters to the culminating internships and capstones in the last semesters.

The University is responding to a growing national need for graduate education with programs designed and scheduled for working professionals who wish to enhance their education while continuing to be employed. ZU's approach to graduate education brings together the capacities of a strong residential faculty, well-acquainted with the national context, and the strengths of experienced graduate faculty from quality partner universities in the U.S. and U.K.

Internal and external approval processes ensure curricular quality for all educational programs.

Chapter Eleven: General Education (Standard 12)

The Colloquy on Integrated Learning, Zayed University's core curriculum, is a skills-rich, outcomes-based general education program that systematically develops the skills, knowledge, and values associated with liberal learning so that students reach globally aware academic competence. Using a set of six learning goals that support the Zayed University Learning Outcomes, the Colloquy curriculum prepares students for the academic work of the majors.

The Colloquy curriculum is organized into two sections: the Colloquy core (45 hours) and a set of "Menu" courses (with their associated Arabic Labs) that are delivered by the majors. The Colloquy core in semesters one to three provides all students with a set of common courses that present ZU undergraduates with a shared experience through five course sequences: Introduction to the University and Careers Exploration; Global Awareness; English Composition; Arabic; and Science, Math, and Technology. While students are enrolled in their majors, the courses included in the Menus (either designated by the major or chosen by the student as an elective) continue the work of general education.

The effective mapping and assessing of Colloquy Learning Goals across this two-part curriculum depend on continuous assessment and improvement. The Colloquy aspires to become increasingly sophisticated in both the articulation of program-level and course-

level learning objectives and in the use of data to measure the program's educational effectiveness.

Chapter Twelve: Related Educational Activities (Standard 13)

Zayed University is engaged in several kinds of additional educational activities central to its mission. The Academic Bridge Program conducts pre-baccalaureate programs in English, Arabic, and mathematics designed to improve academic skills and prepare students for a rigorous undergraduate curriculum. Approximately 85 percent of ZU's students first study in that program and move to the baccalaureate level when they have performed satisfactorily on one of the internationally recognized English examinations. Based on University assessments, some students are also determined to be in need of non-credit-bearing developmental mathematics and Arabic courses as they transition into the baccalaureate program. The English, Arabic, and mathematics programs are outcomes-based and subject to ongoing evaluation and improvement.

Zayed University's expanding outreach activities respond to explicit expectations set in the University's mission and goals and consist primarily of non-credit-bearing educational programs. Designed to service the U.A.E.'s professional communities, they are delivered through the University's outreach centers. Supervised by the academic deans and managed by outreach center directors, outreach programs provide consultation and professional education in business, education, information technology, mass media, and English for special purposes. The offerings range from short workshops to multi-module certificate programs. During the 2006-2007 academic year, the University reviewed its processes for assuring the academic quality and integrity of these educational activities and established a new framework for offering credit-bearing certificate programs.

Chapter Thirteen: Assessment of Student Learning (Standard 14)

As part of its vision to become a leading regional university with high academic standards, Zayed University has committed itself since its founding to the effective assessment and improvement of student learning. The Academic Program Model provides a scaffolding of University-wide and major-specific outcomes that extend across the entire undergraduate curriculum. In addition to the University-wide Zayed University Learning Outcomes (ZULOs), Major Learning Outcomes (MALOs) are mapped across the courses in the majors. The Academic Program Model includes matrices to define levels of student accomplishment for each of the ZULOs and MALOs and to provide knowledge about the level of student learning at key points in the baccalaureate program, knowledge that can lead to improvements in the curriculum's educational effectiveness.

The colleges and the Colloquy on Integrated Learning have consistently used data to evaluate their effectiveness in achieving their learning outcomes and to improve student learning. Data have come from program reviews, student internships, and other assessments by the faculty. Assessment methods include the use of the Zayed University ePortfolio, surveys, course-embedded assessments, the evaluation of student performance in internships and culminating capstone projects, and feedback from alumnae and employers.

University-wide assessments designed to gather information on University-level outcomes have included the assessment of language development and information literacy throughout the baccalaureate program.

Chapter Fourteen: The Agenda for Institutional Development

The self-study has demonstrated that the University is developing in accord with its vision and mission, and the University's continual evolution, development, and commitment to outcomes-based education have been highlighted by the careful analysis of the self-study. The studies conducted by the working groups have resulted in several observations with regard to existing priorities for the University as well as possible directions for the future. Some suggestions pertain to issues previously identified by the University and have reinforced continuing actions. Other suggestions call for new priorities and initiatives requiring further study.

Priority areas for University development include: specialized services to students, resource allocation and financial controls, the University Council and University development, technological resources, and strategies for coping with a fixed budget allocation. The self-study process has provided a positive opportunity for the Zayed University community to gain understanding of the University's history and development over its first nine years and to refine its plans for the future.

Chapter One: The Institutional Context

1.1 Zayed University in Perspective

The federal government of the United Arab Emirates established Zayed University in 1998 as an English-medium national university to serve the needs of the country. The government wanted Zayed University (ZU) to become the nation's premier university and to prepare leaders for the United Arab Emirates (U.A.E.). Zayed University has had the opportunity to build upon the best traditions in higher education. Its undergraduate and graduate programs prepare students for success in the academic fields of their choice, enabling them to meet the challenges of a rapidly changing world. Furthermore, it is intended that the University's research and outreach functions will become a major resource for generating and disseminating knowledge in the nation and in the region.

Those ambitions are clearly seen in the vision set for the institution by its founding president, His Excellency Sheikh Nahayan Mubarak Al Nahayan, Minister of Higher Education and Scientific Research and President of Zayed University. The charge expressed in these few words is both clear and daunting:

Zayed University shall become the leading university in the region, embodying the same rigorous standards and intellectual elements found in major universities throughout the world.

(Zayed University Convocation 2002 and 2003; Zayed University Vision Statement)

Since accepting its first undergraduate students in August 1998, ZU has made consistent progress toward this long-term goal. The University has graduated five classes of national women from its undergraduate programs and accepted fifteen mixed-gender cohorts of national and non-national graduate students. It has established and refined its administrative structure and has recently revised its academic and operating policies and procedures. The University has instituted academic programs that focus on learning outcomes and are dedicated to increasing educational effectiveness through the assessment of student learning. It has launched research and outreach programs designed specifically to serve the needs of national development. It has built a new campus in Dubai and is currently planning a new campus in Abu Dhabi that will enlarge its presence in the national capital. It is also, in the current academic year, expanding the reach of its undergraduate programs, to include a limited number of female international students on the Dubai campus, and planning new programs for male students in Abu Dhabi. Zayed University's achievements in all academic and administrative areas match or exceed those of other Arab universities that have had considerably more time to develop and mature. Regionally, ZU is regarded as a standard for measuring innovation and excellence in higher education. It is within the context of those ambitious goals and rapidly expanding programs that Zayed University advances its candidacy for accreditation by the Middle States Commission on Higher Education.

The national leadership, deliberately embracing the values embodied in the best of U.S. higher education practices, has encouraged the University to seek accreditation from one of the U.S. regional agencies. Because the U.A.E.'s national K-12 education system is just over three decades old, key elements of U.S. educational values are particularly important for the U.A.E. A commitment to outcomes-based curricula and to the learner-centered classroom dovetails in important ways with the national educational needs. Since

the majority of ZU's undergraduate students are first-generation students whose primary and secondary education has been conducted in the Arabic language, it is essential that curricula and classroom experiences be designed to provide academic programs that will facilitate student success. Outcomes-based learning is the basis for strategies to align the curriculum to student needs. An emphasis on evidence and accountability assures that high standards will be maintained. Since ZU's vision is to "embody the same rigorous standards and same intellectual elements found in major universities throughout the world," it is essential that the University build assessment mechanisms into its operations to assure institutional accountability. By setting in place practices in harmony with Middle States standards, Zayed University is building a foundation for its future development.

Led by a Provost and deans with extensive experience in U.S. higher education, the University is organized into five colleges: Arts and Sciences, Business Sciences, Communication and Media Sciences, Education, and Information Technology. The colleges are staffed by faculty from around the world, the vast majority of whom have substantial experience as students and faculty members in Western universities. The University favors this profile in its hiring practices so as to fulfill the institutional goal of building a student-centered, outcomes-based teaching and learning culture in touch with progressive educational practices. In fall 2007 the University enrolled 3,364 female Emirati undergraduates in a pre-baccalaureate program, a general education program, and nine baccalaureate majors. The programs are delivered in a gender-segregated environment that permits a Western-style education for those women whose traditional families prefer that they live at home and attend female-only classes. At the same time, the University delivered four master's programs primarily to cohorts made up of men and women, Emirati and non-Emirati, since the graduate environment is designed for mature students who are already integrated into the mixed environments prevalent in the nation's professional workplaces. The University also maintains five outreach centers as well as a research unit dedicated to generating data directly relevant to the nation's economic development.

Although Zayed University is based on a U.S. model, it stands apart from the international universities that are increasingly offering programs in the Gulf region. Unlike those institutions, ZU is a U.A.E. university and is not under the control of an overseas institution. While aligned with the academic standards and intellectual elements of Western higher education, the University has developed a distinctly Emirati model and institutional practices to both address the specific needs of the students in the region and focus on preparing graduates to become a new generation of leaders in the U.A.E. Zayed University has, therefore, unique strengths and credibility in the country and the region.

As this report will make clear in its systematic discussion of compliance with Middle States standards, the building of the University's infrastructure has been and will continue to be a deliberate process of knowledge transfer through which the best practices of U.S. higher education are imported and adapted to a new national context. In this sense, the ZU enterprise should be seen as an important instance of international partnership, in which the accumulated wisdom embedded in U.S. educational practice merges with the needs and ambitions of a new nation determined to preserve the best of its traditional values, while at the same time entering competitively into the global knowledge economy. Guided by Middle States standards, Zayed University will continue improving

and expanding its educational offerings and research activities to realize its vision and mission.

1.2 Education in the United Arab Emirates

The mission and development of Zayed University have been greatly influenced by the institution's position in an economic and social system that is one of the most rapidly changing environments in the world. To understand the relationship between the University and the U.A.E., it is helpful to set the institution's history in the context of the development of the nation. Zayed University bears the name of His Highness Sheikh Zayed bin Sultan Al Nahyan (1918-2004), the founder of the United Arab Emirates. Grasping the relationship between the University and Sheikh Zayed is key to understanding the University's mission. It is difficult to overestimate the esteem in which Sheikh Zayed is held by the people of the country. As leader of the Al Nahyan family of Abu Dhabi, he was successful, before the confederation of the seven emirates in the early 1970s, in consolidating the various kinship groups resident in his home emirate into a single political unit. Then, during the transition period when the United Kingdom relinquished its protectorate over the former Trucial States, Sheikh Zayed forged an alliance among the ruling families of all seven emirates that now make up the country. The confederation of emirates prevented the peoples of the southern shore of the Arabian Gulf from fragmenting into underpopulated microstates, only two of which — Abu Dhabi and Dubai — would have had access to significant petrochemical resources. As the country's first president, Sheikh Zayed consistently advanced the principles of enlightened modernity, providing the political will and moral intelligence to guide the new country's rapid modernization. The development of the education system was always central to his plans. He consistently linked national development and education, as in this oft-cited quotation:

Excellence in education and knowledge is the route to glory. This can only be achieved through continuous efforts and academic progress. Education is the main pillar of progress and development... The state has a dire need of the efforts of all its educated citizens in the development process.
(Zayed University Catalog, 2006-2007, p. 1)

Never used lightly, the Zayed name registers the serious aspirations that the nation's leaders have for the institution.

In addition to recognizing the University's relationship to Sheikh Zayed, it is also important to understand the relationship between the University and the nation's educational environment. At the time of the formation of the U.A.E. in 1971, the Arabic-medium K-12 school system was in the very early stages of development in urban areas and was non-existent outside the cities. The few citizens with secondary or tertiary education up to that point had been educated abroad. The state-funded Arabic-medium K-12 system was built during the 1970s, the first decade of the nation's independence. Staffed at first by expatriate Arabs (mostly from Egypt, Jordan, Lebanon, Palestine, and Syria) who emphasized traditional rote-learning, these Arabic-medium schools were and continue to be extremely uneven in their educational effectiveness. Most of the parents of ZU's current undergraduate students belong to the first generation educated in those schools. During this same period, the first private English- and French-medium K-12 schools were founded, principally for children of Western and Asian expatriate workers who had moved to the country to assist in the nation's development projects. The private

schools, especially the English-medium schools, also have educated Emirati children in increasing numbers.

Although the number fluctuates, approximately 85 percent of ZU's entering students come from the national K-12 system and 15 percent come from the English-medium private educational sector. ZU's entrance assessments and placement programs are designed to accommodate the vast differences among these students. Approximately 85 percent of ZU's students enter through a pre-baccalaureate preparation curriculum, the Academic Bridge Program (ABP), before passing into the baccalaureate program proper. The major objectives of this pre-baccalaureate program are to teach students academic English and to prepare them to do university-level work, a new challenge for ZU students, most of whom belong to the first or possibly second generation of their families to attend university. That socialization process, which continues through the general education program, teaches students what it means to study independently and to take responsibility for their own learning.

1.3 Zayed University's Development

The intention to found a high-quality English-medium university with separate but equal programs in the U.A.E.'s two leading cities emerged from an assessment of national educational needs submitted to the Minister of Higher Education and Scientific Research in November 1996.¹ The report recommended the creation of an English-medium, two-campus university that would supplement the work already underway in the other institutions that made up the existing national tertiary system. The objective was for Zayed University to distinguish itself from both United Arab Emirates University, the national comprehensive university located in Al Ain, and the Higher Colleges of Technology, the national system of technical colleges. The ZU difference would include the new institution's emphasis on developing students' English and Arabic fluency, its emphasis on technological proficiency, and its specific focus on producing graduates capable of providing leadership. The report identified the students to be served and the initial programs. A project office led by Dr. Hanif Al-Qassimi, the University's first Vice President (CEO), was established in 1997 to prepare for the admission of students to Zayed University in the fall of 1998. The objectives embedded in the institution's mission were summarized retrospectively by Dr. Al-Qassimi in 2003: "From the beginning, Zayed University was charged with the responsibility for graduating students fluent in both Arabic and English, able to use the latest technology, capable of doing independent research, having a global outlook, and prepared to demonstrate leadership within their communities" (August 2003 Convocation Address).

During the first two years of ZU's operations (1998-2000), the University was guided by the project office tied to the Ministry of Higher Education and Scientific Research and by Sheikh Nahayan's advisors, a group of senior academic leaders now known as the Board of Visitors. Dr. Al-Qassimi worked closely with Dr. Cecil Mackey, former President of Michigan State University; Dr. Sayed Nour, former Vice President for Planning of United Arab Emirates University; and Dr. James H. Wernst, former Vice Chancellor for Academic Affairs, University of North Carolina at Charlotte, in the hiring of the first academic leaders and faculty. The team of advisors also assisted the President and Vice President in making decisions regarding the organization of the first colleges and in

¹ The Advisory Committee for the Planning of Higher Education in the United Arab Emirates Report, 20 November 1996.

developing the directives that would be given to the Provost. This advisory board, which still guides the development of Zayed University and advises the Ministry of Higher Education and Scientific Research periodically on a range of issues relevant to the entire educational system in the U.A.E., currently includes Dr. Mackey, Dr. Nour, and Dr. Fred Carlisle, former Provost of Virginia Polytechnic Institute and State University, who joined during the 2001-2002 academic year.

Zayed University has been fortunate in having had strong leaders who made significant contributions to the development of an innovative institution in touch with the finest U.S. educational practices. Dr. Harold Eickhoff, former President of the College of New Jersey, served as Deputy Vice President from October 1998 until May 1999. Dr. B. Dell Felder, formerly Provost of California State University at Monterey Bay, served as Deputy Vice President, Academic Affairs, and Provost from September 1999 to August 2003. She set in place foundational policies and procedures, inaugurated the University's colleges and the pre-baccalaureate English program, and presided over the development of the University's system of learning outcomes. Provost Felder also laid the foundation for the University's outreach and research programs, initiated the Executive Masters of Business Administration program, and negotiated the early stages of the relationship with the Middle States Commission on Higher Education. Dr. Lauren R. Wilson, former President of Marietta College and former Provost of the University of North Carolina at Asheville, served as Provost from August 2003 to January 2007. He moved into this position after having been first a consultant to the University for several years and then Dean of ZU's College of Arts and Sciences during the 2002-2003 academic year. During Dr. Wilson's tenure, the University introduced its innovative core curriculum, expanded its graduate offerings, and designed and occupied the new campus in Dubai. It was also during Provost Wilson's tenure that the University Council was appointed and ZU was formally accepted as a candidate for accreditation by the Middle States Commission on Higher Education.

The University's current Provost is Dr. Lois Muir, former Provost of the University of Montana and former Associate Provost of Kent State University in Ohio. Since taking the position in February 2007, she has refined and simplified the University's policies and procedures and streamlined the administrative organization. She is leading ZU's academic mission into its next stage of development through increased emphasis on research and scholarship to meet the needs of the country. Six new master's programs have been approved, and work is continuing on the design of the new campus in Abu Dhabi.

1.4 History of Communication between Zayed University and the Middle States Commission on Higher Education

In late 2001 Provost Dell Felder initiated a request for institutional accreditation when she met with staff members in the office of the Middle States Commission on Higher Education. In January 2002, the University submitted a letter of intent to seek candidacy status with the Commission and provided the required Pre-Application review materials. The Commission agreed to waive the requirement that the University's charter be from a governmental authority within the Middle States region, and in June 2002 the Commission invited the University to submit an application for candidacy. The University submitted its Self-Assessment Document and related materials in support of the request for candidacy in February 2003, but the team visit planned for March 2003 was postponed because of political uncertainties in the Middle East. A fall 2003 visit date

was considered but was deferred at the University's suggestion because of scheduling constraints and the planned implementation of a new general education program.

The Self-Assessment Document was updated and resubmitted in February 2004, and an Applicant Assessment Team visit was conducted in March 2004. The Commission granted the University the status of Candidate for Accreditation in June 2004 and appointed a consultant to work with the University through the first phase of candidacy. After the submission of two semi-annual interim reports and the completion of two consultant visits (February 2005 and October 2005), the Commission invited the University in November 2005 to initiate self-study in preparation for a site visit in spring 2008.

1.5 Zayed University Self-Study Process

The self-study process has allowed Zayed University to review the significant history of its first nine years. As the institution continues to develop new academic programs, construct new campuses, support research and creative activity, and expand continuing education and outreach programs to the community, the self-study will play a positive role. By affording the campus community the opportunity to take a deep look at all aspects of the institution, the University is strengthening its ability to make informed decisions as it progresses into the future.

1.6 Organization of the Self-Study

The self-study process has been organized according to the recommendations of the Commission publication *Self Study: Creating a Useful Process and Report* (2006) and addresses all suggested elements. The organization of the self-study at Zayed University began in October 2005 with the appointment of co-chairs Elizabeth Stanley, Assistant Provost, and Raymond Tennant, Professor in the College of Education, to oversee the planning, design, and implementation of the process. An advisory committee, the Core Group, initially consisting of the two self-study co-chairs, Provost Larry Wilson, Deputy Provost Thomas Cochran, and Director for Institutional Research Thomas Davies, was established for initial planning and for appointing the working group co-chairs, steering committee, and working group members.

In November 2005, the self-study co-chairs participated in the MSCHE Self-Study Institute in Philadelphia. By January 2006, the comprehensive model for the self-study was selected, and the timetable for the self-study was developed. The 14 MSCHE standards were partitioned among ten working groups, each with a primary focus on one or two standards. The following table shows the working groups and their assigned standards.

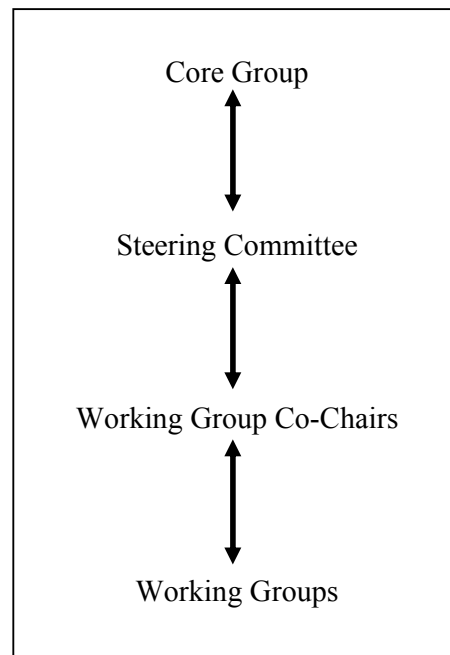
Table 1.1
Working Groups and Their Assigned Standards

Working Group	Standards
Mission and Planning	Mission and Goals (Standard 1) Planning, Resource Allocation, and Institutional Renewal (Standard 2)
Institutional Resources	Institutional Resources (Standard 3)
Governance and Administration	Leadership and Governance (Standard 4) Administration (Standard 5)

Table 1.1 (continued)
Working Groups and Their Assigned Standards

Integrity	Integrity (Standard 6)
Institutional Assessment	Institutional Assessment (Standard 7)
Student Admissions and Support Services	Student Admissions and Retention (Standard 8) Student Support Services (Standard 9)
Faculty	Faculty (Standard 10)
Educational Offerings	Educational Offerings (Standard 11) General Education (Standard 12)
Related Educational Activities	Related Educational Activities (Standard 13)
Assessment of Student Learning	Assessment of Student Learning (Standard 14)

In March 2006, two co-chairs were appointed for each of the ten working groups, typically one administrator and one faculty member. The number of members of the working group and the proportion of faculty members and administrators varied in accordance with the topic areas. Members for each working group were chosen to represent all appropriate academic colleges and administrative units and to provide balanced representation between the two campuses in Abu Dhabi and Dubai. The Self-Study Steering Committee was a 14-member group that included the two self-study co-chairs, an editor, a Web/IT coordinator, and one co-chair of each of the ten working groups. The Steering Committee was given responsibility for providing leadership to the entire self-study process. The flowchart of the committee structure for the self-study is shown below.



The table overleaf lists working group members and denotes Steering Committee members with an asterisk. All members served for the full period of the self-study unless indicated otherwise.

Table 1.2
Self-Study Membership

(Terms of Service March 2006 to present unless indicated otherwise. Titles and unit names given as of September 2007. Asterisk indicates current Steering Committee member)

Working Group	Stds	Co-Chairs	Members, Abu Dhabi	Members, Dubai
Self-Study Co-Chairs		* Elizabeth Stanley , Assistant Provost, Dubai * Raymond Tennant , Professor, Education, Abu Dhabi		
Mission and Planning	1, 2	Jyoti Grewal , Assistant Dean, Professor, Social Sciences, Dubai * Michael Owen , Dean, Business Sciences, Dubai	Abdelrahman Baqrain , Assistant Director Outreach, Office of the Provost Guillermina Engelbrecht , Professor, Education Jacqueline Armijo , Associate Professor, Social Sciences	Danielle Perigoe , Research Communication Specialist Research and Outreach (Mar 06 – Aug 07) Elizabeth Faier , Director, Associate Professor, Sheikha Fatima bint Mubarak Center for Leadership (Mar 06-Oct 07) Jeffrey Belnap , Assistant Provost, Dean, Interdisciplinary Programs
Institutional Resources	3	* Pat Wand , Dean, Library, Dubai Orlando Lobo , Supervisor, Financial Services (Co-Chair from Oct 07) Former Guy Higgins , Assistant Professor, Information Technology, Abu Dhabi (Co-Chair Mar 06 – Dec 06) Selma Limam Mansar , Instructor, Business Sciences, Dubai (Co-Chair Jan 07 – Jun 07)	Andrew Major , Associate Professor, Social Sciences Francoise Drozd , Supervisor, Human Resources (Mar 06 – Nov 06) Jolanta Nozka , Career Counselor and Education Coordinator Student Affairs	Dan Marr , Manager, Enrollment Management Student Affairs Deborah Macadam , Manager, Organizational Development and Recruitment, Human Resources (from Dec 06 Jack Butler , Supervisor, Campus Physical Development Office (Mar 06 – Dec 06) Orlando Lobo , Supervisor, Financial Services (Mar 06-Oct 07)
Governance and Administration	4, 5	Kenneth Starck , Dean, Communication and Media Sciences, Dubai * Peter Stromberg , Chair, Professor, English Language and Literature, Dubai	Hala Thabet , Assistant Professor, Arabic/Islamic Studies Hissa Sultan Al Nahayan (Student), Student Council Jane Bristol-Rhys , Assistant Professor, Social Sciences Keith Van Tassel , Instructor, English Language and Literature	Ian Michael , Assistant Professor, Business Sciences Kate Macfarlane , Manager, H.R. Services, Human Resources Nasr Arif , Chair, Professor, Arabic and Islamic Studies Thomas Smith , Associate Professor, Social Sciences
Integrity	6	* Lisa Isaacson , Associate Professor, English Language and Literature, Abu Dhabi Peggy Blackwell , Dean, Education, Dubai (Co-Chair from Oct 07) Former Dianne Martin , Dean, Information Technology, Dubai ((Co-Chair and Steering Committee Member Mar 06 – Oct 07)	Bridie Farah , Instructor, Seminar Ebtisam AlNaqbi , Reference Technician Library Frank Cibulka , Associate Professor, Social Sciences Maha Shakir , Assistant Professor, Information Technology	Ali Golshani , Instructor, Natural Science and Public Health (Mar 06 – Jun 07) Barbara Harold , Associate Professor, Education Kenton Swift , Professor, Business Sciences Omid Rouhani , Assistant Professor, Art and Design Patricia Robinson , Assistant Dean, Student Affairs

Working Group	Stds	Co-Chairs	Members, Abu Dhabi	Members, Dubai
Institutional Assessment	7	<p>Anthony Rhodes, Assistant Dean, Associate Professor, Information Technology, Abu Dhabi (Co-Chair from Jan 07)</p> <p>*Michael Allen, Dean, Arts and Sciences, Dubai (Co-Chair from Sept 07)</p> <p>Former Maher Khalifa, Associate Professor, Social Sciences, Dubai (Co-Chair Mar 06 – Oct 06) Thomas Davies, Director, Institutional Research and Planning, Provost's Office, Dubai (Co-Chair and Steering Committee Member Mar 06 – Aug 07)</p>	<p>Alma Kadragic, Associate Professor, Communication and Media Sciences</p> <p>Annelise Kachelhoffer, Educational Technology Coordinator Center for Teaching and Learning</p> <p>Dominic Bending, Assistant Dean, Instructor, Student Affairs</p> <p>Fiona Hunt, Information Literacy Librarian, Library</p> <p>Kirk Dowswell, Instructor, English Language Center</p> <p>Sharon Bryant, Assistant Professor, Education</p>	<p>Brian Boire, Assistant Professor, Colloquy (from Dec 06)</p> <p>Declan McCrohan, Assistant Professor, Business Sciences</p> <p>James Chapnevis, Manager, Computing Services (Mar 06 – Jun 06)</p> <p>Michael Bruder, Director, Financial Services</p> <p>Patricia Burlaud, Assistant Dean, Professor, Colloquy (Mar 06 – Nov 06)</p> <p>Rebekah Carlson, Assistant Professor, Natural Science and Public Health</p> <p>Stephen Otzenberger, Director, Human Resources</p> <p>Steven Kitching, Supervisor, Computing Services (from Dec 06)</p>
Student Admissions and Support Services	8, 9	<p>*Denise Gifford, Dean, Student Affairs, Abu Dhabi</p> <p>Kate O'Neil, Instructor, Business Sciences, Abu Dhabi</p>	<p>Jelena Zivkovic, Instructor, Seminar</p> <p>Lolowa AlMarzouqi, School Placement Liaison Officer, Education</p> <p>Khaloud Ali Al-Ha, Student (Student Council)</p> <p>Mariam Moh'd Balfaqeh, Student (Student Council)</p> <p>Reem AlDhaheri, Admissions Officer, Student Affairs</p> <p>Shaikha Al-Muhairi, Curriculum Resources Center Coordinator, Library</p> <p>Suheir Awadalla, Personal Counselor, Student Services</p>	<p>David Gallacher, Assistant Professor, Seminar</p> <p>David Kelly, Senior Coordinator, Career Services and Alumnae Relations, Student Affairs</p> <p>Gloyis Mayers, Associate Professor, Education</p> <p>Muneer Abu Baker, Arabic Cataloger/Librarian, Library</p> <p>Rima Ohan, Personal Counselor, Student Services</p> <p>Robin Dada, Assistant Dean, Professor, Education</p> <p>Selma Tufail, Instructor, Art and Design</p> <p>Wayne Jones, Academic Supervisor, Instructor, Seminar</p>
Faculty	10	<p>*Emil Thies, Assistant Dean, Associate Professor, Business, Abu Dhabi</p> <p>Hamdy Hassan Attalla, Professor, Arabic and Islamic Studies, Dubai</p>	<p>Adel Jendli, Associate Professor, Communication and Media Sciences</p> <p>Christopher Brown, Associate Professor, English Language and Literature</p> <p>Jessica Midraj, Assistant Professor, English Language Center</p> <p>Richard Mapstone, Associate Professor, Business Sciences</p>	<p>Emad Bataineh, Associate Professor, Information Technology</p> <p>Hawa Koshen, Faculty Affairs Specialist, Provost's Office</p> <p>Renee Taylor, Assistant Professor, Education (from Dec 06)</p> <p>Sabah Alnajjar, Associate Professor, Mathematics and Statistics</p> <p>Steve Lydiatt, Assistant Professor, Education (Mar 06 – Jun 06)</p>
Educational Offerings	11, 12	<p>*Patricia Burlaud, Assistant Dean, Professor, Colloquy, Dubai</p> <p>Patricia Weiland, Assistant Director, Instructor, University Language Center, Abu Dhabi (Co-Chair from Jun 07)</p> <p>Former Kathy Jongasma, Associate Professor, Education, Abu Dhabi (Co-Chair and Steering Committee Member Mar 06 – Jun 07)</p>	<p>Aysha Awadh Al-Neyadi, Student Council</p> <p>Brian Hinton, Assistant Professor, Information Technology</p> <p>Federico Velez, Assistant Professor, Social Sciences</p> <p>Marsha Ludwig, Instructor, Business Sciences (from Dec 06)</p> <p>Patricia Weiland, Assistant Director, Instructor, University Language Center (Mar 06 – Jun 07)</p> <p>Paul Abraham, Instructor, Natural Science and Public Health</p> <p>Sarah Al-Haj, Natural Science and Public Health (Mar 06 – Jun 06)</p>	<p>Annick Durand, Associate Professor, English Language and Literature</p> <p>Daphne Selbert, Supervisor, Library (from Dec 06)</p> <p>David Burns, Associate Professor, Communication and Media Sciences</p> <p>Kathija Adam, Assistant Professor, Education</p> <p>Mira Moh'd Al-Marri, Student Council</p> <p>Rahman Haleem, Instructor, Arabic and Islamic Studies</p> <p>Ronald Hawker, Associate Professor, Art and Design</p> <p>Tariq Bhatti, Assistant Professor, Business Sciences</p>

Working Group	Stds	Co-Chairs	Members, Abu Dhabi	Members, Dubai
Related Educational Activities	13	<p>David Goodwin, Assistant Provost, Abu Dhabi (Co-Chair from Jun 07)</p> <p>*Dawn Rogier, Instructor, English Language Center, Abu Dhabi</p> <p>Former David McGlennon, Director, Research and Outreach, Dubai (Co-Chair Mar 06 – Jun 07)</p>	<p>Bruncha Milaszewski, Assistant Director, Center for Business Excellence (Mar 06 – Dec 06)</p> <p>Helen Flegel, Instructor, Library (Mar 06 – Jun 07)</p> <p>Jennifer Orford, Educational Specialist, Instit. Tech. Innovation (Media City) (Mar 06 –Jun 07)</p> <p>Kevin Smythe, Program Manager, English Language Center</p> <p>Saleha AlRomathi, Alumnae Relations Coordinator , Student Affairs (Mar 06 – Jun 06)</p>	<p>Andrew Blackmore, Instructor, English Language Center</p> <p>Fiona Baker, Assistant Professor, English Language Center</p> <p>Gary O'Neill, Acting Director, Instructor, English Language Center</p> <p>James Piecowye, Assistant Professor, Communication and Media Sciences</p> <p>Kenneth Carr, Director, Professor, Center for Professional Development of U.A.E. Educators</p>
Assessment of Student Learning	14	<p>*Jeffrey Belnap, Assistant Provost, Dean, Interdisciplinary Programs (Co-Chair from Sept 07)</p> <p>Lilly Tennant, Associate Professor, Education, Abu Dhabi</p> <p>Former Thomas Cochran, Executive Advisor to the Vice President (previously Deputy Provost), Dubai (Co-Chair and Steering Committee Member Mar 06 – Aug 07)</p>	<p>Abdallah Tubaishat, Assistant Professor, Information Technology</p> <p>Fatme Al Anouti, Assistant Professor, Natural Science and Public Health</p> <p>Kevin Schoepp, Educational Technology Coordinator, Center for Teaching and Learning</p> <p>Mohey El-Din Ahmed, Associate Professor, Arabic and Islamic Studies (Mar 06 – Jun 07)</p> <p>Terence Dowse, Associate Professor, Art and Design</p>	<p>Belkeis Altareb, Assistant Professor, Social Sciences</p> <p>Bradley Young, Assistant Professor, Communication and Media Sciences</p> <p>Daniel Knibloe, Instructor, English Language Center</p> <p>Ivana Adamson, Associate Professor, Business Sciences (Mar 06 – Jun 07)</p> <p>Joyce Choueri, Instructor, English Language Center</p> <p>Marielle Patronis, Instructor, Seminar</p> <p>Susan Jones, Instructor, English Language Center</p> <p>Tofi Rahal, Associate Professor, Natural Science and Public Health</p>
Editors		<p>Jeffrey Belnap, Assistant Provost, Dean, Interdisciplinary Programs (Chief Editor from May 07)</p> <p>Former Susan Swan, Associate Professor, Communication and Media Sciences, Dubai (Chief Editor Mar 06 – Jun 06)</p>		<p>Carli Smithers, Publications Specialist, Publications (from Dec 07)</p> <p>Daphne Selbert, Supervisor, Library</p> <p>Peter Stromberg, Chair, Professor, English Language and Literature, Dubai (from Oct 07)</p> <p>Stephen Brannon, Manager, Publications (Mar 06 – Oct 07)</p>
IT/ Web		<p>Former Peter Birks, Director, Center for Teaching and Learning, Dubai (IT/Web Chair Mar 06 – Sep 07)</p>	<p>Gilles Doiron, Educational Technology Coordinator, Center for Teaching and Learning (from Dec 06)</p>	<p>Brian O'Flynn, , Web Editor, Publications (Mar 06 – Jun 07)</p> <p>Imran Ismail, Database Administrator, Computing Services Dept</p> <p>Mehmet Dogan, Web Strategist, Publications (from Sept 07)</p> <p>Rashid Khan, Web Programmer, Computing Services Dept</p> <p>Steven Kitching, Manager, Computer Systems, Computing Services Dept</p>

1.7 Self-Study Design Document

Each working group was given a charge related to its assigned standards, and by June 2006 each group developed a set of research questions related to the Fundamental Elements for the MSCHE standards. In late spring 2006, the design of the self-study was documented with details of the organizational structure of the self-study and plans for writing the final self-study report. The Self-Study Design included the charges to the working groups, the research questions developed by each group and reviewed by the steering committee, a timetable, a preliminary inventory of support documents, and appendices showing cross-references of research questions with Fundamental Elements. In June 2006, the Self-Study Design was submitted to Dr. Robert Schneider, Vice President, Middle States Commission on Higher Education, and he approved it in August 2006. Bound copies of the Self-Study Design were distributed to all members of the working groups to be used in their deliberations during the following year.

1.8 Research Phase

In September 2006 the working groups refined their research questions in consultation with the Steering Committee. Throughout the academic year 2006-2007, the working groups met and conducted research to address the questions related to their standards. Each group developed a methodology to gather the information needed to answer its research questions and to report the findings. Some of the working groups established subgroups to concentrate on specific questions and tasks. Methods used to collect data included the review of historical documents and databases, focus groups with students, electronic surveys of faculty, staff, and students, and individual interviews with administrators, faculty, and staff. The deans and assistant/associate deans on each campus played pivotal roles in responding to questions from the working groups and providing data and resources. A timeline was set for the completion of the research phase of the self-study with reports throughout the year. Some working groups maintained a Blackboard Portal for sharing files and information related to their work.

1.9 Working Group Reports

Each working group made use of the information it had gathered to answer its research questions and address the Fundamental Elements of the standards. The working groups provided periodic reports to the Steering Committee to describe their progress, review their findings, and discuss pertinent issues. Many members of the campus community were involved in the self-study, and regular updates were given at University faculty and staff meetings held on each campus. In May 2007, the co-chairs of the working groups, Provost Lois Muir, and the self-study co-chairs participated in a retreat that afforded the working groups the opportunity to relate their progress and to prepare to write their final reports. The retreat participants discussed the next phase of the self-study including additional documentation and preparation of the penultimate draft of the self-study report, the timeline for the coming year, and the visit by the evaluation team. In June 2007 each working group submitted its final report, which contained the analysis of its research along with recommendations based on its findings.

1.10 Self-Study Report

The first draft of the self-study report was prepared during the summer and early fall of 2007 based on the final reports submitted by the working groups. In fall 2007 a draft of the self-study report was reviewed by the Core Group, the working group co-chairs, and the deans, and then refined and distributed to the campus community with a request for

feedback using a Web-based system. A Self-Study Resource Room has been established to house documents relevant to the self-study. Combined with the documents in the self-study Web site, that will serve as a record of the self-study process. The evaluation team chair visited the University in November 2007, and the final self-study report will be submitted to the Middle States Commission on Higher Education in February 2008, six weeks prior to the visit of the evaluation team scheduled from 30 March to 3 April 2008.

The self-study report represents a comprehensive view of the University. Widespread involvement of the campus community has helped to ensure that the outcome of the self-study reflects a genuine portrait of the University. The knowledge gained from the process of self-study has already led to positive changes in some areas and is contributing to plans for further improvements at Zayed University.

Chapter Two: Mission and Planning

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Summary

Zayed University, founded as the result of a decision by the U.A.E. Ministry of Higher Education and Scientific Research to establish a new, multi-campus university, was envisioned as a high-quality, student-centered, and comprehensive university designed to educate leaders and contribute to the nation's economic and social development. Implementing the vision was left intentionally in the hands of academic leaders and faculty members recruited for that purpose.

During the first stage of ZU's development, the administration and faculty charged to implement the vision began to develop its learner-centered, outcomes-based undergraduate programs. During this stage, the University committed itself to high-quality undergraduate learning by developing a number of structures, most notably the Academic Program Model. This system of learning outcomes, performance criteria, and indicators for institutionalized learning assessment and continuous improvement defines the core of Zayed University.

During the second stage of ZU's development, the range of activities inherent in the vision of becoming a leading national and regional university was expanded. As the result of a University-wide process, a mission statement and University goals were developed that formally enlarged the institution's commitment to national development and included research and outreach. Widely published in electronic and print formats, the mission statement and University goals have formally and informally guided ZU's activities and planning since 2003.

Beginning in fall 2000, the University initiated its first formal strategic planning framework, a process that has produced a series of strategic plans: (1) 2001-2004, overseen by Provost Dell Felder;¹ (2) 2003-2005, overseen by Provost Larry Wilson; and (3) 2006-2008, overseen by Provost Wilson and current Provost Lois Muir. Preparations for the fourth planning period were initiated during the 2007-2008 academic year. After

¹ This first planning phase produced two different plans, 2001-2003 and 2002-2004. The final year of the second of these two plans was replaced by the 2003-2005 plan, also known as the "New University Plan."

briefly describing the evolution of the planning process, this chapter discusses the manner in which the formal strategic planning processes use ZU's mission and goals statements to orient the planning activities that are carried out by each of the institution's planning units. The planning process accommodates a formal oscillation between University goals and unit objectives. Since fall 2003 that process has not only acted as a catalyst for developing strategic objectives aligned with University goals in each of the units but also assisted the leadership in making decisions about the allocation of resources. The chapter closes by describing the current planning process that has been refined and improved as a result of the previous seven years of experience.

2.1 Vision and Mission

2.1.1 Quality Undergraduate Education and the Academic Program Model

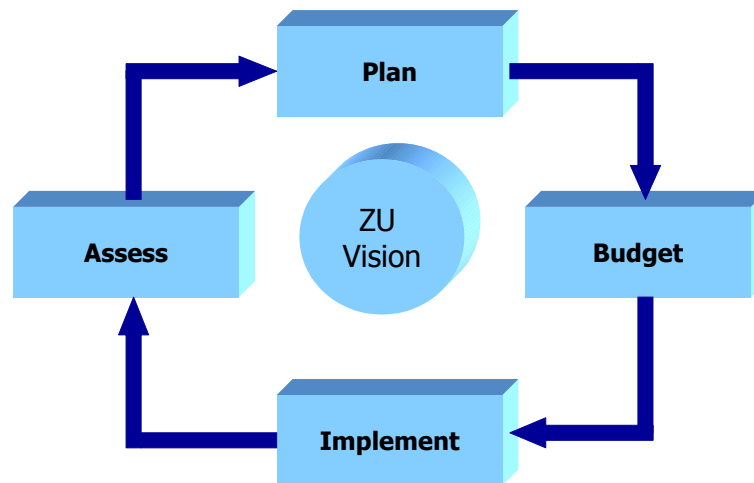
During the first stage of ZU's development, the administration and faculty charged to implement the vision began with the development of learner-centered, outcomes-based undergraduate programs. The University committed itself to high-quality undergraduate learning through the development of a number of structures. These included the description of faculty role (Policy HR -FAC-02) with emphasis on teaching, the establishment of a Center for Teaching and Learning, the designation of the library to include learning support services in its mission, and the development in 2000 and 2001 of the Academic Program Model, a system of University outcomes and assessment criteria that would be adopted across the University for assessing student learning. This final dimension of ZU's foundational organization has been extremely significant. Faculty groups developed the Zayed University Learning Outcomes (ZULOs) in 2000 and 2001, as well as accompanying matrices that included indicators and criteria for assessing student learning.

The institutionalization of ZULOs and learning assessment at the beginning of the University's development was a bold act that has defined the institution and has had permanent impact. When the colleges were founded and the deans and faculty hired, the first deans were asked to place the University outcomes and more specialized outcomes for majors at the core of their work. Although the specifics of ZU's approach to outcomes assessment are discussed in Chapter Ten: Educational Offerings, Chapter Eleven: General Education, and Chapter Thirteen: Assessment of Student Learning, it is important to emphasize at the outset the importance of the Zayed University Learning Outcomes in the institution's development. Indeed, as key elements of the "institution's stated goals," the ZULOs have consistently been "used to shape and develop its programs and practices and to evaluate its effectiveness"(Standard 1).

From the beginning, the development of Zayed University has been based on the idea that planning is a process. The ZU strategic planning model shown below is taken from the Zayed University Strategic Planning Guidelines, December 2001.² This model visually describes a cyclical process of planning, budgeting, implementation, and assessment to guide the University's planning and operations.

² The University Strategic Planning Guidelines, December 2001, are available in the Resource Room.

ZU Strategic Planning Model, December 2001



Principles stated in the Planning Guidelines include:

- Planning drives budgeting. Strategic planning is an ongoing process focused on aligning strategies and budget allocations to achieve priority goals.
- The objectives and strategies proposed in planning-unit action plans should be aligned with ZU strategic priorities. Annual program reviews allow colleges and departments to review progress and discuss program results, needed adjustments, and new opportunities with the ZU administration.
- A comprehensive program evaluation process allows units to identify desired program results and indicate how progress might be assessed. The Office of Institutional Research assists in the collection and interpretation of data for evaluating progress and identifying needed adjustments.
- The planning process should involve everyone at the University. Annually, the University's vision, mission, and strategic priorities are expressed by University administration. Colleges and departments are asked to state their goals in response to the University's strategic priorities and to detail objectives and strategies for achieving those goals.

2.1.2 Vision Statement

Although similar statements about the University were made each year from its founding, the formal vision statement currently in place comes from Sheikh Nahayan's address at the 2003 Zayed University Fall Convocation, an annual event in which the University President speaks to the faculty and staff. The vision statement makes specific assertions about the academic quality that will be expected of students and faculty and the range of activities in which they will engage. Contained in one sentence, the statement envisions an institution that will expect the same academic standards and range of teaching, research, and service that characterize leading universities around the world.

Zayed University shall become the leading university in the region, embodying the same rigorous standards and intellectual elements found in major universities throughout the world.

(ZU Vision Statement)

The vision statement is published in the Zayed University Catalog and in all planning documents and is frequently referenced in other materials.

The vision, as expressed by Sheikh Nahayan, calls for Zayed University to offer world-class education with a student-outcomes-based curricular model, ensuring that graduates have received the best possible education. The University has made great progress in achieving this vision, and many features of institutional practice already address the vision statement's call for quality comparable to leading institutions. The academic leadership and faculty also recognize that the building of a leading university in a country with a new educational infrastructure — no matter how dynamic that country may be — is a process requiring a period of many years to fully achieve this vision of quality (“the same rigorous standards”) and comprehensiveness (“the same intellectual elements”).

The value of maintaining internationally recognized standards has permeated many levels of the University's operations, often governing decision-making through policies and procedures. For example, administrative and faculty appointments require solid credentials and rigorous referencing (Policy HR -ALL-02; see also Chapter Three: Institutional Resources and Chapter Nine: Faculty); faculty promotion standards require rigorous external review to assure that faculty rank is comparable to that of serious institutions in other parts of the world (Policy HR -FAC-01); proposals for new undergraduate and graduate programs undergo a process of external review (Policy ACA-PRO-02); and academic, administrative, and student support units are periodically reviewed by teams of external consultants who evaluate the University's operations against best international practices (Policy ACA-PRO-06; see also Chapter Seven: Institutional Assessment). As these examples indicate, the efforts of faculty members and administrators are regularly ratified through a process of peer review by experts from “major universities throughout the world.” The University's engagement with Middle States and its self-assessment and self-study processes are also aligned with the vision of a world-class university.

2.1.3 University Mission and Goals

Zayed University's mission and goals statements translate the general vision of quality and comprehensiveness into manageable elements. The mission and goals statements were refined in connection with the development of the University Plan³ in 2003. Initiated at the request of the President and the Vice President, an institution-wide process was launched in which the University's strategic direction was reviewed. This process sought extensive input from faculty members, administrators, and academic deans. University-wide face-to-face and electronic discussions in the spring 2003 semester led to an early draft of the mission and goals. This draft was discussed extensively at the August 2003 convocation and was modified significantly as a result. The mission and goals statements were approved by the President and were presented to the University Council at its first meeting in December 2004.

³ The 2003-2005 Strategic Planning Cycle is discussed in detail in Section 2.2.1.

The mission statement, slightly revised since its drafting in 2003, identifies the University's core commitments to developing students holistically, building the nation's economic and social life through innovation in education, research, and outreach, and embracing the technological and social realities of the twenty-first century.

The University seeks to prepare students for meaningful and successful twenty-first century personal and professional lives; to graduate students who will help shape the future of the region and the world; to support the economic and social advancement of the U.A.E.; to lead innovation in higher education through teaching, learning, research, and outreach; and, to do so in a culturally diverse, humane, technologically advanced, and increasingly global environment.
(ZU Catalog 2007-2008; mission as revised June 2007)

The six goals separate the educational, knowledge-generating, and knowledge-disseminating functions into specific statements. The first goal continues to focus institutional attention on quality undergraduate education, a focus that had been emphasized in the development of the Academic Program Model. In addition to continuing the work that had been underway since the institution's beginnings, the goals include specific new emphases on research, outreach, graduate programs, and relationships with external constituencies and partners. The goals illustrate how ZU intends to fulfill the mission of supporting "the economic and social advancement of the U.A.E.... through research and outreach."

1. *The University will continue building and strengthening a distinctive undergraduate education to meet national objectives and which enables students to fulfill their personal intellectual, social, and career aspirations.*
2. *The University will recruit, retain, support, and recognize outstanding faculty and staff with a strong commitment to Zayed University's mission.*
3. *The University will foster research, scholarship and creative activity that address the interests, needs, and concerns of the U.A.E. and the region, as well as contributing more broadly to the activities of the international research community.*
4. *The University will offer graduate programs that serve U.A.E. professionals in the public and private sectors.*
5. *The University will support the development of the U.A.E. by continuing to build strong ties with partners and external constituencies.*
6. *The University will maintain a highly effective organization that supports its mission.*

(Charting the Vision: Zayed University Strategic Plan 2006-2008)⁴

The translation of the mission statement into specific goals has had a direct impact on institutional operations. Through the formal strategic planning process discussed in Section 2.2, planning units align each of their strategic objectives to at least one of these six goals. The administration uses the goals categorically to determine which activities should be emphasized. That practice has allowed the administration the opportunity to promote initiatives, particularly in regard to funding priorities, that are specifically aligned with institutional needs, environmental conditions, and emerging opportunities.

⁴ The University Goals are quoted from the 2006-2008 Strategic Plan, which represents them in their current form and reflects minor changes made in the goals during the 2006-2008 planning cycle. The 2006-2008 Strategic Plan is provided in Appendix 2.1.

The University's mission and goals are periodically reviewed and approved as part of the strategic planning cycles discussed in later sections of this chapter.

2.1.4 New Mission-Critical Intellectual Elements

One of the important outcomes of the adoption of the new vision, mission, and goals statements was the formal inclusion of research, graduate education, and outreach among ZU's core activities. The primary institutional focus for the first four years of operation had been on designing the undergraduate curriculum, a focus that led to the organization of the colleges, the development of the Academic Program Model, the approval of the curricula for majors, and the design of the general education and pre-baccalaureate English programs. Faculty members concurrently developed an understanding of the specific educational profile of the University's student population and designed a curriculum with that profile in mind. It is important to note that during these first years the professional experience of many of the faculty who were hired had not necessarily included research activities or interests. Few faculty members had teaching experience at the graduate level.

The move toward expanding the University's programs to include a more comprehensive range of intellectual elements had actually begun in the 2001-2002 academic year. During that period, the Provost convened a University-wide retreat to discuss the research mission; support for research awarded on a competitive basis was initiated through the Research Incentive Fund; the College of Business Sciences launched its first cohort of Executive MBA graduate students in partnership with the University of Kentucky, Clemson University, and Oklahoma State University; and the colleges initiated outreach activities through the formation of outreach centers. The expansion of the 2001-2002 initiatives in research, graduate education, and outreach into formally adopted goal statements in 2003 set the stage for the institution's development into a comprehensive university.⁵

2.1.5 The Research Mission

Of particular significance in this process of institutional maturation was the emergence of research as a significant dimension of Zayed University's mission. The 2003 mission statement calls for the University to "lead innovation" in the U.A.E. through a number of strategies, one of them being research. University Goal 3 asserts that the institution will "foster research, scholarship and creative activity that address the interests, needs, and concerns of the U.A.E. and the region." ZU has moved deliberately to implement those imperatives. Coordinated and facilitated by the Office of the Provost, the research mission is carried forward on a number of fronts.

First, overseen and managed by the deans, research is integrated into faculty responsibilities in the colleges. Scholarly and creative expectations are built into the description of faculty rank. They are an important element in the processes for annual faculty review, academic promotion, and contract renewal. Although there is no explicit requirement that faculty research address "the interests, needs, and concerns of the U.A.E. and the region," a good deal of faculty work focuses on national issues specific to the country or to regional issues in Asia or Africa. Each college is apportioned 2.25 percent

⁵ Section 10.2, Chapter Ten: Education Offerings, provides a detailed discussion of the expansion of graduate education to include the University's master's degrees. Chapter Twelve: Related Educational Activities provides an account of outreach activities.

of its faculty salary line for professional development purposes, and each college has established its own processes for distributing this support.

The second strategy used to realize the University's research mission is the Research Incentive Fund, a budget line of AED 1.2 million (US \$327,000) available to faculty on a competitive basis for the support of ZU's knowledge-generating mission. Established in 2002, this fund is administered by the Provost's Office with general oversight and strategic direction being provided by the University Standing Committee for Research. That committee has developed guidelines and review processes for one- and two-year grants that are broad enough to support a wide range of faculty interests. In addition, the current cycle has introduced larger grants targeted at research themes that are directly relevant to national and regional interests. The themes currently include investigation into economic development, education, culture and society, and environment and health. Since its inception, the Research Incentive Fund has awarded 121 grants, with a further 22 recommended for funding in 2007-2008.

The third strategy is to increase sponsored research at ZU. As part of that strategy, the University allocated start-up funding for three years to the Economic and Policy Research Unit (EPRU) with the expectation that it would be self-supporting after the start-up period. As is suggested by its title, the goal of the EPRU is "to be the leading center for applied economic research on policy issues relevant to the U.A.E." The research office is developing additional ways to support faculty members in garnering research funding.

2.2 Planning and Development

2.2.1 Strategic Planning Process for Development of 2003-2005 Plan

The first section of this chapter placed the development and evolution of the University's vision, mission, and goals statements in the context of ZU's history and in connection with the 2003-2005 University Plan. The final section of the chapter discusses the strategic planning process wherein planning units formally develop objectives designed to align with University goals. During the two planning cycles that have used the 2003 mission statement and goals, each planning unit has organized strategic initiatives within the framework of these goals and objectives.⁶ ZU has found strategic planning to be an important tool for developing and maintaining institutional self-consciousness in relation to the goals and priorities identified by the strategic plan. Specific strategic initiatives are sometimes reconsidered or revised, however, by the need for the institution to respond to changes in the external environment. The dynamism characteristic of the U.A.E. requires the institution to retain maximum flexibility to manage the impact of rapid change and take advantage of emerging opportunities.

For the development of plans for both 2003-2005 and 2006-2008, a similar process involving four steps was followed: (1) developing, updating, and vetting the University Plan; (2) distributing guidelines to the planning units;⁷ (3) developing and promulgating unit plans and objectives that support University goals; and (4) formulating an administrative response to the plans and objectives, including decisions on budget allocations. This final element, particularly important if additional resources were

⁶ Although significant formal planning activities were undertaken between 2000 and 2002, the current discussion focuses on the process in place since 2003. Planning documents from all of the University's formal planning cycles are available on the Zayed University Intranet and in the Resource Room.

⁷ The Planning Guidelines for both cycles are available in the Resource Room. The formal planning units are listed at the end of the guidelines documents.

requested to carry out specific strategic initiatives, provides evidence of the way in which plans inform and influence budget allocations. Step three provides a basis for an evaluation of the effectiveness of the planning process since the achievement of University goals rests upon unit plans and their alignment with University goals and objectives. The 2003-2005 and the 2006-2008 processes both produced unit-level plans that guided the work of each unit throughout the implementation years.

The 2003-2005 University Plan was developed through University-wide discussions during the 2003 spring semester and was formally approved in the fall. The University's planning units were then invited to develop their own strategic initiatives within the framework of the mission and goals statements.

Deans and directors were asked to initiate a participatory planning process through which the best thinking in their units about future directions might be aligned with the University Plan. Preliminary versions of the unit plans were developed and presented to the University leadership as a whole. Elements including requests for additional resources were more formally reviewed in detail by the Provost's ad hoc Strategic Planning Committee, a group convened to advise the Provost on budget allocations connected with the planning process. This group was made up of the Deputy Provost, the Deputy Vice President for Finance and Administration, and the Director of Institutional Research and Planning. The group's work resulted in the allocation of approximately AED 5.5 million to strategic initiatives.

2.2.2 Strategic Planning Process for Development of 2006-2008 Plan

The 2006-2008 planning cycle generally followed the same four-step pattern as the 2003-2005 cycle. There were, however, significant differences in both process and focus. At an August 2005 retreat, the deans, directors, and officers from the Provost's Office reviewed the 2003-2005 plan, assessed progress toward achievement of the plan's goals, and recommended that its architecture be retained as the formal framework for the next cycle. Rather than developing a new document, participants agreed that the plan should be updated. Modifications included a slight refinement of the University goals, reorganization of the descriptions of outreach and graduate education, and an agreement that a process should be launched to review the Zayed University Learning Outcomes (ZULOs).⁸

Important changes were also made in the methodology for mapping unit plans to the goals established in the University Plan. After assessment of the effectiveness of the 2003-2005 cycle, modifications were made in the planning guidelines. A criticism of the previous planning process was that the units felt compelled to address all dimensions of each of the six University goals. This led to a ballooning of plans to a scale that was neither realistic nor useful in establishing institutional priorities. Furthermore, the planning unit heads had expressed concern that the ad hoc Strategic Planning Committee charged to review the unit plans in light of resource needs had not been clear enough about the criteria to be used in allocating funds.

These concerns led to three modifications. First, the administration identified the dimensions of the University goals that each unit should emphasize: namely, the

⁸ For detailed discussions of the development and modification of the Zayed University Learning Outcomes and their role in the development of curricula and the assessment of student learning, see Chapter Ten: Educational Offerings and Chapter Thirteen: Assessment of Student Learning.

assessment of student learning beneath the rubric of Goal 1 (Quality Undergraduate Education) and increased efficiency under Goal 6 (Organizational Efficiency). Emphasis on efficiency was particularly important because of the growing budgetary concerns caused by increases in benefit costs (discussed below). Although this emphasis did not preclude any unit from developing initiatives to address other goals, it did require that those two goals receive prominent attention. The planning guidelines state:

Each academic unit plan must address the assessment of student learning outcomes as part of pursuing Goal 1. All unit plans must address opportunities for improving operating efficiency as part of Goal 6.

(Zayed University Strategic Planning Documentation Guidelines for 2006-2008 Strategic Plans, 5 September 2005)

The two additional modifications made in the planning process asked that units rank their strategic initiatives and that they provide detailed budget requests for initiatives requiring additional resources.

A review of the strategic initiatives emerging from the 2006-2008 planning cycle reveals that the process was effective in marshalling institutional energies to serve specific institutional goals. This is particularly evident in the manner in which planning was successful in focusing institutional attention on quality undergraduate education (University Goal 1). All of the academic units were asked to expand and intensify their student learning assessment programs. As explained in Chapter Thirteen: Assessment of Student Learning, in 2004 ZU moved from a centralized assessment program toward college-level ownership and management of learning assessment. The 2006-2008 strategic planning process asked each academic program to focus on its outcomes assessment plans and to include mechanisms for collecting evidence for the purpose of improving student learning. The assessment programs currently in their implementation stage grew from the 2006-2008 strategic planning process.

The effects of focusing institutional attention on University Goal 1 (Quality Undergraduate Education) can be seen in other initiatives emerging from unit plans. In addition to the specific development of assessment programs, each academic unit devoted major elements of the planning process to the improvement of its undergraduate programs. For example, the Colleges of Business Sciences, Communication and Media Sciences, and Education used the process to concentrate organizational attention on their respective professional accreditations. The College of Information Technology (then the College of Information Systems) used the process to re-direct formally the emphases in its undergraduate programs and to develop a new undergraduate specialization in information security. The College of Arts and Sciences formulated new initiatives regarding the improvement of undergraduate teaching and initiated a set of environmental scans to gather information on current and future curricular development. The modification of the planning guidelines achieved its objective of keeping the institution focused on those dimensions of its larger mission that were felt to be most important. A listing of 2006-2008 strategic initiatives for the colleges and other planning units is provided in Appendix 2.2.

While the planning process increased attention on learning assessment and other dimensions of undergraduate programs, circumstances beyond the institution's control left the administration unable to make significant resource allocations in the strategic

planning process. In early 2006, housing costs in Dubai and Abu Dhabi rose rapidly, increasing at an average rate of 15 percent per year over a three-year period. Payments for housing absorbed all the institution's discretionary funds, but the University's commitment to provide appropriate housing for its employees mandated the expenditure. Keeping pace with that basic faculty benefit ultimately superseded all other institutional priorities. Despite the lack of new resources, progress reports submitted by the planning units in fall 2007 indicate that the units were able to accomplish or make significant progress on a number of initiatives.

2.2.3 Technology, Physical Facilities, and Finance and Administration

Administrative units responsible for technology, physical facilities, and finance and administration also develop strategic plans relating the objectives of these units to the University's academic goals. During the 2006-2008 planning cycle, the majority of the planning objectives undertaken by the Computing Services Department and Campus Physical Development have been devoted to preparing for the new campuses in Dubai and Abu Dhabi. Although the move to the new Dubai campus took place in fall 2006, the outfitting of the campus continues. The Computing Services Department and Campus Physical Development Office are currently engaged in planning for the new campus in Abu Dhabi.⁹

The 2006-2008 strategic plan for the Division of Finance and Administration concentrates on adapting to ZU's expanding functions and the dynamic external environment. Objectives include adjusting accounting practices to correspond with the new educational, outreach, and research activities in which the University is engaged; setting strategies to enable ZU to cope with an inflationary external environment; and managing its Emiratization Program more effectively. The new accounting system is currently being implemented.

2.2.4 The Next Strategic Planning Cycle

During the early years of Zayed University's history, the faculty, staff, and administration concentrated on developing quality undergraduate programs for female national students. Subsequently, the University community expanded its activities to include graduate education for male and females of all nationalities, outreach activities, and research. This phase included the building of the new campus in Dubai. The expansion is a logical development of the vision set for the University to become a comprehensive university made up of the elements appropriate to a leading national and regional institution. The cycles of strategic planning up to this point have both mirrored and aided the process of expansion.

Future plans for ZU's development include the establishment of degree programs for undergraduate male students, the expansion of graduate education, the development of programs for international students, and the building of the new campus in Abu Dhabi. Committed to making certain that the formal strategic planning process effectively supports and expedites this expansion, Provost Lois Muir has initiated preparations for the next strategic planning cycle. The new process will involve the same four-step process described in Section 2.2.1, with important modifications in its execution. Responding to

⁹ 2006-2008 strategic plans for the Department of Computing Services (then Department of Information Technology), the Campus Physical Development Office, and the Division of Finance and Administration are available in the Resource Room. Documents relevant to the planning for the new Abu Dhabi Campus are also available there.

critiques that the strategic planning process in the last two cycles has been excessively top-down, the Provost is committed to ensuring that the process is open, participatory, and transparent so that the best intellectual energies of the ZU community can be engaged in envisioning the future. Further, it is intended that the strategic plan will have an even stronger influence over future budget allocations than has been the case in previous planning cycles. The development of the new Zayed University Plan will take place during the 2007-2008 academic year. A broad envisioning process invited the entire ZU community to participate in the development of ideas and strategies for achieving the University's mission and goals. That will prepare the groundwork for the 2009-2011 strategic plan and the development of individual unit plans during the 2008-2009 academic year.

Chapter Three: Institutional Resources

Standard 3: Institutional Resources

The human, financial, technical, facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Summary

Zayed University receives its primary funding from the federal government of the United Arab Emirates. The University also receives significant additional support, especially for its physical facilities, from the emirate-level governments of Abu Dhabi and Dubai. On the basis of a budget allocation made every three years, ZU presents a detailed budget proposal in the fall of each year to the Ministry of Finance and Industry. A performance-based budgeting process requires that the University accompany its annual request with reports on its effectiveness as measured by Key Performance Indicators aligned to ZU's mission. The University's internal processes of allocation and expenditure are managed and monitored by systems that include strategic planning, financial reporting, and audits.

The University's objective to provide the people of the U.A.E. with U.S.-style, English-medium education requires the hiring and support of expatriate faculty and staff. The University is resourced with a student to faculty ratio of 11.7 to 1. The faculty are supported with an extensive benefits package that enables them to relocate comfortably to the U.A.E. The University's physical resources are expanding, with the fall 2006 opening of a new, purpose-built campus in Dubai and current planning for a new campus in Abu Dhabi. An additional location is used for graduate education and outreach in Dubai, and a recently completed building may be used for those programs and for future undergraduate programs for international students. The University is also currently preparing to open a program for male undergraduate education, which will begin with pre-baccalaureate study and the Colloquy on Integrated Learning at a new location near Sweihan in the Emirate of Abu Dhabi.

Zayed University Learning Outcomes in Information Literacy and Information Technology are supported by the Library and Learning Enhancement Center and the Computing Services Department. With learning outcomes linked to Information Literacy and Information Technology, the resources allocated to these units are directly aligned with the University's educational mission.

3.1 Sources of Funding and Budget Development

Zayed University's revenue is obtained from three sources: the federal government of the United Arab Emirates, the emirate-level governments of Abu Dhabi and Dubai, and revenues generated by graduate tuition, outreach, and research activities. Before considering the details of the University's funding, it may be helpful to note some of the features of the governmental context in which the University functions.

The introduction in Chapter One: The Institutional Context describes the historical and political context that led to the founding of the United Arab Emirates as a loose federal system made up of seven emirates. Each of the federation members maintains an emirate-level government that has primary authority over its own internal affairs. The combination of petrochemical resources and strong leadership has made two of the seven

emirates, Abu Dhabi and Dubai, particularly powerful. Ruled respectively by the Al Nahyan and Al Maktoum families, both emirates have strong central governments and dynamic private sectors that are engaged in far-sighted economic and social development. While they take the lead in emirate-level affairs, senior members of the ruling families of Abu Dhabi and Dubai also have primary roles in managing the national government. During the past several years, there have been changes in leadership at both the federal and emirate level. In November 2004, the nation's founder, His Highness Sheikh Zayed bin Sultan Al Nahyan, died, and his son, His Highness Sheikh Khalifa bin Zayed Al Nahyan, became both Ruler of Abu Dhabi and President of the United Arab Emirates. In January 2006, the death of Dubai's ruler, His Highness Sheikh Maktoum bin Rashid Al Maktoum, led to the rise of His Highness Sheikh Mohammed bin Rashid Al Maktoum as Ruler of Dubai as well as Vice President and Prime Minister of the U.A.E. This recent change in national leadership combined with a new generation of leaders appointed across the government has resulted in increased scrutiny of all levels of the federal government, with the goal of making all federal ministries (including the federally funded colleges and universities) more accountable and effective.

ZU is accountable to two federal ministries, the Ministry of Higher Education and Scientific Research, which oversees the University's operations, and the Ministry of Finance and Industry (MoFI), which is responsible for the University's annual operating budget. In addition to this basic support from the federal government, the University also receives generous support for its physical facilities from the two emirates in which it is located. The new facilities in Dubai (the Al Ruwayyah Campus and the facility in Knowledge Village) were paid for and partially fitted out by Dubai Municipality; the new Abu Dhabi campus, scheduled to be opened in 2010, will be financed by the Abu Dhabi government. The University also receives ongoing support for the costs of utilities from the Abu Dhabi and Dubai governments, as well as a discounted rate for communications services from Etisalat, the national telecommunications firm.

In response to a formal request made by Zayed University, MoFI determines the basic federal allocation three years in advance (2003-2005, 2006-2008, etc.). Each fall, the University returns a detailed performance-based budget request for the upcoming calendar-based fiscal year which includes a proposal detailing how the federal allocation and all other revenues are to be spent. Further, this budget establishes a fixed number of employees for the upcoming fiscal year and indicates how savings from the previous year that are carried forward will be spent.¹ The budget is organized in chapters (with sub-chapters).² Furthermore, MoFI has implemented a performance-based budget model that requires the University to report systematically on its effectiveness using a series of Key Performance Indicators (KPIs). Originally developed by the University, these KPIs include: two-year completion rates for the Academic Bridge Program; one-year retention rates for the baccalaureate programs; student evaluations of university experience; student satisfaction with course content and instruction in their major; student satisfaction with internship experiences; and six-year completion rates in the baccalaureate programs.³

¹ The carry-over is specifically allowed by ZU's enabling legislation, Article 13 of Federal Decree No. (11) of 1999. Federal Decree No. (11) is included in Appendix 4.1.

² Through 2006, the budget was organized in four chapters: Salaries and Allowances, Supplies and Services, Capital Expenses, and Fixed Investment. Beginning in 2007, MoFI has mandated a new accounting structure based on a new chart of accounts: Revenue, Expenditures, Assets, and Liabilities. This shift in organization is necessary to prepare the way for the introduction of accrual accounting.

³ For further discussion of these KPIs, see Section 7.5, Chapter Seven: Institutional Assessment.

The MoFI budgeting and reporting processes assure that “the institution’s resources are analyzed as part of ongoing outcomes assessment” (Standard 3).

The University’s federal appropriation includes a basic allocation and additional annual allocations. From 2003 to 2005, the University had a fixed basic allocation of AED 210 million per year. For the period from 2006 to 2008, the basic allocation continues at the same level. The Federal government has made additional ad hoc allocations to support increased housing costs, fit-out for the new campus in Dubai, additional expenses for health insurance mandated by statute, and technology refresh. Over the last five years, the federal allocation has provided Zayed University with approximately 94 percent of its total revenues. The MoFI budgetary process does not include an automatic mechanism to compensate for inflation. The AED 3 million supplement for housing that was made for the 2007 and 2008 fiscal years has been allocated by MoFI on a year-to-year basis. The Dubai Municipality (DM) has supplied fit-out costs for the new University center in Knowledge Village. Table 3.1 identifies the federal and emirate contributions to the budget for the 2006-2008 period.

**Table 3.1
Federal and Emirate Contributions to Budget (2006-2008)**

Year	Total (AED Millions)	Allocations
2006	210	Basic allocation (MoFI)
	25	Fit-out Dubai campus (MoFI)
2007	210	Basic allocation (MoFI)
	3	Housing supplement (MoFI)
	15	Fit-out for Dubai campus (MoFI)
	5.4	Fit-out for Knowledge Village (DM)
2008	210	Basic allocation (MoFI)
	10	Fit-out for Dubai campus (MoFI)
	3	Housing supplement (MoFI)
	1	Supplement for Health Insurance (MoFI)
	6	Technology Refresh (MoFI)

Despite the supplemental allocations noted above, the fixed basic allocation during a period of significant enrollment increases and rapid inflation has had a negative impact on core institutional functions. Chapter Fourteen: The Agenda for Institutional Development, includes a discussion of this concern and strategies being considered to deal with it.

For budgeting and accounting purposes, total costs are allocated formally into Programs 1 and 2. Program 1, Educational Delivery, includes University expenditures directly or indirectly supporting undergraduate education and basic faculty research. All University expenses within Program 1 are attributed to the degree-granting programs using a cost allocation formula. Program 2, Research and Outreach, includes sponsored research, graduate education,⁴ and outreach. The activities within Program 2 are expected to

⁴ As is explained in Section 10.2, Chapter Ten: Educational Offerings, ZU’s graduate programs are self-supporting from tuition revenues.

become increasingly self-supporting. Revenues generated by Program 2 activities have increased from 2.4 percent of the total revenues in 2002 to 11.4 percent in 2006.⁵

The University budget is developed and presented to MoFI each fall in preparation for the upcoming calendar-based fiscal year (January-December). The development of the budget is governed by historical patterns of expenditure, initiatives emerging from University strategic planning or other strategic initiatives, and unexpected expenditures (such as the rise in housing costs) that are beyond the University's control. The budget is reviewed by senior leaders and prioritized based on the alignment of proposed expenditures with the University's objectives and the availability of funds.⁶

Financial data are recorded and tracked against the budget and reported monthly to budget unit managers, who are also provided with live access to the financial data in their areas. However, the system reflects a standard financial accounting system and the reports, for some, are not perceived to be user-friendly. To help overcome this perception, efforts are being made to generate financially based information for senior managers that will enable them to monitor financial outcomes for their unit more easily. In recognition of user needs, Financial Services has prepared periodic and ad hoc reports to address specific information requests of managers. It is expected that this service for managers will increase rather than decrease in the future, given its importance for the ongoing management of resources.

ZU employs a full-time auditor and provides for ongoing audits by the State Audit Institution; these audits ensure compliance with governmental and institutional policies as well as adherence to approved budget plans. The State Audit Institution primarily focuses its attention on procedural compliance with the University's bylaws and regulations. Expenses are investigated if they do not meet with the specified policies and procedures or if they appear to be out of line with ZU's stated mission. An independent audit confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter, is conducted annually.⁷

In February 2007 an external consulting firm was commissioned by the Ministry of Presidential Affairs to review funding of federally-funded higher education in the U.A.E. and to examine all relevant financial reports. The consultants' report and recommendations are currently under review.

3.2 Resources

3.2.1 Human Resources

As of October 2006, Zayed University employed 280 faculty members, 39 academic administrators, and 224 staff members. As shown in Table 3.2, 132 faculty members, ten academic administrators, and 66 staff members were based in Abu Dhabi; and 148 faculty members, 29 academic administrators, and 158 staff members were based in Dubai. Some administrators share their time between the two campuses. The total of 543 employees included 68 Emirati employees. The faculty represented 28 countries, with 38 percent from the U.S., 19 percent from the U.K., 16 percent from Canada, twelve percent from

⁵ These figures are derived from the financial summary in Appendix 3.1.

⁶ For a discussion of the use of strategic planning to distribute resources, see Section 2.2, Chapter Two: Mission and Planning.

⁷ Documentation relevant to audits is available in the Resource Room.

Australia or New Zealand, nine percent from Arab nations, and the remaining six percent from other countries.

Staff positions are divided further into a system of “grades” that extend from One to Seven. A grade designation aligns position responsibilities with appropriate levels of qualification and salaries and benefits.⁸

Table 3.2
Employees as of October 2006

	Total	Abu Dhabi	Dubai
Faculty	280	132	148
Academic Administrators	39	10	29
Staff	224	66	158
Total	543	208	335

At this point in the growth of Zayed University, success in providing its students with a U.S.-style, English-medium education depends on the University’s ability to attract and retain properly credentialed expatriate faculty and staff. This requires the University to assume financial responsibility not only for normal benefits but also for housing, children’s education, and annual round-trip travel to home countries for eligible employees and their dependents. Faculty members, for example, receive not only a salary and an end-of-contract benefit equivalent to one month’s salary per year of service but also housing, private school tuition for up to three children, health insurance supplements, and round-trip air travel expenses for themselves and up to four dependents. The impact of this benefits package is that the total compensation cost for expatriate faculty and staff ranges from 150 to 190 percent of salary. The difference depends on both the salary level and the number of dependents. For example, a junior, M.A.-qualified, Academic Bridge Program instructor with several dependents from the United States may be nearly as costly to the University as a single Ph.D.-qualified full professor from the United Kingdom.

3.2.2 Faculty Resources

One of the key dimensions of Zayed University’s deployment of resources is its relatively small class size and its commitment to providing students with individualized attention. The University, in its publicity to incoming students, promises that students “get the attention they deserve.” Responses in the Graduating Senior Surveys for 2002 and 2003 suggest that Zayed University is successful with regard to friendliness and support of students by faculty and staff, and with regard to personal security and degree of concern for students as individuals.⁹ Nearly 90 percent of students responding to the 2006 Graduating Senior Survey said that their entire educational experience at ZU was excellent or good. Approximately 85 percent of respondents indicated that they would definitely or probably recommend ZU to friends or family.

In the Fall 2006 Faculty Survey, 95 percent of faculty members agreed that ZU encourages them to provide personal attention to students, while 55 percent agreed or

⁸ Detailed documentation concerning the grading system and respective benefits packages is available in the Resource Room.

⁹ Graduating Student Survey data are available on the ZU Intranet and in the Resource Room.

somewhat agreed that they could do more to provide personal attention to students. This suggests that the value of personal attention has entered into faculty members' understanding of their roles.

To achieve the objectives of small class size and personal attention to students, the University has maintained a relatively low student-to-faculty ratio. In fall 2006, the student-to-faculty ratio was 11.7 to 1. This overall ratio varies among programs. The ratio for the pre-baccalaureate Academic Bridge Program was 14.9 to 1; for the Colloquy (General Education) the ratio was 17.5 to 1; and in the majors the average was 7.4 to 1. Compared to universities in North America, this student-to-faculty ratio falls in the middle range, and it approximates ratios at large doctoral-granting institutions such as New York University and the University of Washington. ZU, however, achieves this ratio without using graduate students as instructors and with very few adjunct instructors.¹⁰ Although financial constraints may require further efficiencies, as noted in Section 9.6.3, Chapter Nine: Faculty, high quality instruction will be maintained.

While the University has committed itself to relatively low student-to-faculty ratios and to individualized student attention, it has struggled to maintain faculty compensation at acceptable levels. As a result of the increased housing costs referenced above, salary increments during the 2004-2005 and 2005-2006 academic years were smaller than they had been in previous years. This slowing of the rate of salary increases took place during an inflationary period in the U.A.E. Compensation was also negatively affected by the fact that the weakened U.S. dollar, the currency to which the U.A.E. currency is pegged, significantly eroded the value of compensation for employees from Australia, New Zealand, the United Kingdom, Canada, and the Euro-zone. In spring 2007, the Provost initiated a process that led to the reorganization of the University budget so as to implement a ten percent salary increase to all continuing faculty and staff. This advanced the University considerably toward redressing the negative impact of inflation, an eroded dollar, and the lower salary increases at the University for the previous two years.¹¹

The Provost also commissioned a general study of faculty compensation to compare 2006-2007 ZU faculty salaries with those reported in the annual survey conducted by the College and University Professional Association for Human Resources (CUPA).¹² When compared with comparable master's-granting institutions, the salaries for ZU faculty in a number of disciplines were lower than the appropriate benchmark. This finding resulted in additional salary increases for faculty in the Colleges of Business Sciences and Information Technology.

3.2.3 Emiratization

One of Zayed University's strategies for contributing to national development is its active recruitment and training of U.A.E. national employees. The University's program for National Development and Emiratization recruits and trains Emiratis for staff positions.¹³ This program is mandated and overseen by the University's Vice President. As of 31 October 2006, ZU employed 68 national staff members, representing 28 percent of the

¹⁰ As a comparison within the U.A.E., the Higher Colleges of Technology have an average student-to-faculty ratio of 15.5:1 and the American University of Sharjah has a 14.8:1 ratio.

¹¹ For a discussion of salary issues in relation to faculty morale, see Section 9.6, Chapter Nine: Faculty.

¹² Documentation regarding comparative faculty salaries is available in the Resource Room.

¹³ There is no mandate to recruit U.A.E. nationals into faculty positions.

total number of staff employees. Of that group, 81 percent (55 employees) were at the entry levels of Grade Five or Grade Six.

Hiring U.A.E. nationals into primarily clerical and entry-level administrative positions has met with mixed success. The University has recruited a significant number of Emirati nationals and has provided them with professional development opportunities. These staff members are able to enhance interaction between students and expatriate faculty and staff members. Some of these positions, however, fail to meet the expectations of educated U.A.E. nationals, who are in high demand in the workforce. In 2005-2006, the turnover rate among Emirati employees was 26 percent. This contrasts with the 13 percent turnover rate for non-national staff and with the 14 percent turnover rate for faculty. Half of the Emirati staff who left that year cited better compensation and benefits as the reason for moving to a different position. Another common reason was the opportunity to secure a position that promised rapid advancement. The effort to employ Emiratis, together with a relatively high turnover rate, places added demands on support units, which sometimes replace qualified and experienced expatriate staff persons with inexperienced Emiratis who require a high level of training. The Department of Human Resources continues to develop training programs and professional development opportunities to address Emiratization needs.

3.3 Physical Facilities

Zayed University's two main campuses are located in Abu Dhabi and Dubai, the two major metropolitan centers in the United Arab Emirates. The two campuses house the University administration and the undergraduate programs for female students.

The current Abu Dhabi campus is located in the center of the city of Abu Dhabi. It consists of three connected buildings (X, Y and Z) that together have a total floor space of 21,315 square meters. It offers 78 teaching spaces, of which 56 are general purpose classrooms. The University occupied a pre-existing facility when it first opened in 1998. The library, an auditorium, administrative offices, and classrooms that comprise the Y building were added in 1999. Buildings X and Z house classrooms, laboratories, and offices; the cafeteria is located in X. A courtyard including an artificial *wadi* with water features separates the X and Z buildings and creates an inviting environment for socializing. During the day, the three buildings house the undergraduate program for females. Beginning in the late afternoon, the facility becomes a mixed-gender environment in which graduate students and clients of the outreach programs attend classes. The expansion of the University's programming in Abu Dhabi utilizes the facility with notable efficiency.

The Dubai campus is located in Academic City, an area in Al Ruwayyah designated by the Dubai master plan for educational institutions. It consists of four large buildings constructed on a 72 hectare site. The total built-up area of the campus covers 100,000 square meters. The facility opened for classes in September 2006 with 138 teaching spaces, of which 83 are general purpose classrooms. The academic building, extending into five wings (B – F) of classrooms, laboratories, meeting rooms, and offices, forms one side of the ring around a temperature-controlled, covered atrium with the library building forming the boundary on the opposite side. An outdoor courtyard with walkways, water features, and an amphitheater is surrounded by the library, the dining hall, the administration building, and a conference center. Both the land and the physical facility were provided by the Dubai Municipality.

Some colleges also deliver graduate and outreach programs at an additional location in one of Dubai's development parks. A facility in Dubai's Internet City/Media City houses outreach centers including the Center for Business Excellence and the Zayed University Media Center that service the business and professional communities. The Dubai Municipality has recently built a new facility for the University in Knowledge Village, a free zone adjacent to Internet City/Media City housing educational institutions from around the world. The University's outreach and graduate programs will have access to this facility for program delivery. The facility will give the University a permanent presence in the heart of Dubai's central metropolitan corridor. Located in a densely developed area easily accessible to the regional headquarters of hundreds of multinational corporations and organizations, the facility consists of 3,580 square meters of assignable space on three floors. The space includes a library, cafeteria, and 15 teaching spaces, of which nine are classrooms. The building also includes two levels of underground parking. Planning is currently underway to determine how this space can most effectively be used to extend the University's undergraduate, graduate, and outreach programming to new sectors of Dubai's rapidly expanding population.

In February 2008, the University will begin delivering its pre-baccalaureate program and the Colloquy on Integrated Learning to a first cohort of 200 male students at a facility near Sweihan in the Abu Dhabi Emirate. This temporary location will house programs for males until the new Abu Dhabi campus opens in 2010.

From 2004 to 2007 an undergraduate program in Art and Design was also offered for a single cohort of female students at an additional location in Dubai. This location is no longer in use since the students have completed their baccalaureate program.

The Campus Physical Development Office is responsible for the ongoing management and long-term planning for all of these facilities. The 2006-2008 Physical Facilities Strategic Plan was devoted primarily to planning for the completion and outfitting of the two new facilities in Dubai. During the next three years, the Abu Dhabi government is working with the University to design and build a new campus in Abu Dhabi with separate areas for male and female students.

3.4 Library and Learning Resources

As described in Section 10.4, Chapter Ten: Educational Offerings, Information Literacy is one of the Zayed University Learning Outcomes. This ZULO asserts that "Zayed University graduates will be able to find, evaluate and use appropriate information from multiple sources to respond to a variety of needs."¹⁴ That outcome is accompanied by a detailed matrix used to evaluate student achievement.¹⁵ The services and programs of the Library and Learning Resources are shaped by the curricular focus that helps all students achieve this ZULO.

The library centers its human resources on planning and delivering targeted information literacy programs and on integrating library instruction across the curriculum. The library Web site, catalog, and InfoOasis (the online information literacy tutorial designed by ZU librarians) are essential components for information literacy skill-building by students.

¹⁴ For a summary representation of Information Literacy throughout the curriculum, consult Appendix 10.4.

¹⁵ The Information Literacy ZULO and its matrix are available in the Resource Room.

Individualized service in the library facilities is increasing as student needs for assistance in research increase.

In 2004 the library established a system of “library liaisons” with each librarian assigned responsibility to select material for the collection, recommend electronic resources, and develop relationships with faculty in a particular college or discipline. That system was reinforced in 2006 with library liaisons helping to assess the need for library resources when new programs are proposed or new courses introduced within their assigned college. Also, library liaisons help deliver instruction to classes in their areas of responsibility.

The library uses the Millennium integrated library system from Innovative Interfaces Inc. and is heavily dependent upon information technology to deliver its services and resources. The online catalog, electronic resources, and InfoOasis are accessed through a library Web site that is continuously being upgraded.

The library collections and electronic resources are expended primarily in support of the undergraduate curriculum for Colloquy and the majors, but demands are increasing for materials for graduate programs and research. The launch in February 2007 of LIWA (Library Information Web Access), the online catalog of the three federal universities of the U.A.E., expands the number of readily available unique titles from 48,000 to over 350,000. Titles requested through LIWA are usually delivered within three working days to the ZU library.

The book and journal collections are further augmented by the international interlibrary loan service, which is tied to the University of Utah Library and the British Library for most journal and book requests on a fee-payment basis that the library budget covers. Forty-six percent of the faculty responding to the Fall 2006 Faculty Survey reported using the interlibrary loan service at least once a semester, and 36 percent reported that it “always or usually” meets their needs. For students, 47 percent of those responding to the Fall 2006 Student Survey reported using it at least once a semester and 35 percent reported its meeting their needs “always or usually.”

Limited budget allocations over the past five years have challenged the library’s ability to keep pace with the growth in enrollment, the increased emphasis on graduate programs and research, and the rising costs of books, journals, and electronic databases. Table 3.5 indicates the proportion of expenditures for salaries and for collections for the past five years.

Table 3.5
Expenditures for Salaries and Collections, Library and Learning Resources 2002-2006¹⁶

Year	Total (AED)	Salaries (AED)	% of Total	Collections (AED)	% of Total
2002	8,504,000	4,947,800	58.2	3,000,700	35.3
2003	9,768,600	5,161,500	52.8	3,372,500	34.5
2004	8,964,400	5,254,100	58.6	3,320,500	37.0
2005	9,451,000	5,642,700	59.7	3,463,000	36.6
2006	9,674,600	6,367,700	65.8	3,034,000	31.4

¹⁶ The Library and Learning Resource Center expenditures are presented in Appendix 3.2.

Library study space in all locations is being developed and receives mixed reviews. Among students, 84 percent use the library study space at least once a semester, and 54 percent reported that it “always or usually” meets their needs. Only 36 percent of the faculty use it at least once a semester, and only 30 percent find it “always or usually” meets their needs.

The Learning Enhancement Center (LEC), which supports the development of English reading skills, is used by 58 percent of the student respondents at least once a semester, and 66 percent report that it meets their needs “always or usually.” Of the faculty respondents, 40 percent use the LEC at least once a semester, and 33 percent find it “always or usually” meets their needs.

3.5 Information Technology

Zayed University is a laptop university that aspires to integrate technology into its teaching and learning environments and to graduate students who are effective users of technology. The University requires students to purchase laptops and use them as an integral part of their academic experience. Faculty receive either a PC or a Macintosh laptop for their use. Both campuses are equipped for wireless access to the Internet and have Windows computer labs, Macintosh labs, and faculty multimedia labs, all fully equipped in terms of hardware, connectivity, and multimedia software applications. The primary users of specialized lab equipment and software are the Department of Art and Design, the College of Information Technology, and the College of Communication and Media Sciences.

All classrooms are equipped with multimedia projectors with a pull-down screen and wired network connection for a projector. A significant number of classrooms have further facilities that support multimedia including media distribution center (Crestron), instructor podium with AV Control system and touch panel (Crestron), audio amplifier, wall and ceiling mounted speakers, wireless microphone system, VCR/DVD, and Smartboards.

The University’s goal is to refresh all ZU-owned laptops and laboratories every three years. Although this target is generally achieved for faculty computers, current levels of funding preclude the achievement of that goal for most labs and the library. In 2006 the most current lab contained dual processor G5 machines, the most current software available, and a high speed, high capacity central disk storage array. All workstations and servers are connected by a one-gigabit network architecture.

Each campus has two video conferences rooms, heavily used for administrative and committee meetings and equipped with video conferencing cameras, codec and monitors, VCR/DVD, and wired and wireless connectivity. ZU provides for distance learning and has two distance learning rooms on the Dubai campus.

Support for computing is provided by the Computing Services Department (CSD) (previously the Department of Information Technology). The CSD Service Desk provides a single point of contact that enables users (students and faculty and staff members) to address any of their information technology and media services needs or concerns. The service desk operates online using a system that tracks requests and ensures that they are resolved within an acceptable time. Reports on numbers of calls, responses, and trends are generated in order to analyze and improve service.

The computing budget for 2006 was AED 15.8 million.¹⁷ Negotiated as part of the Strategic Planning process, the budget is centralized within the Computer Services Department. It is reviewed within the department each month to ensure that spending is within the limits. The budget is divided into five major categories: personnel; infrastructure (network, servers, internet, etc.); desktops, laptops, and individual college needs; consumables (toner cartridges, media, etc.); and software.

The budget covers expenses of maintaining existing systems but is limited for replacement of equipment on a timely basis, for the introduction of new technologies, and for the movement of technology into current or cutting-edge Western standards. Improving Internet access speed is not possible with the current resources. The budget for personnel limits the number of staff trained to support the needs of new technology.

As mentioned above, the budget for information technology is centralized within the Computing Services Department. Colleges have limited funds to purchase some items; all IT and A/V purchases must first be vetted through CSD to ensure compatibility and future support. Between 2002 and 2006, the operating budget allocated to the Computing Services Department has risen and fallen. The decrease in 2006 was due to both the centralizing of new equipment budgets because of the new Dubai campus fit-out and the rise in University expenditures for faculty and staff housing costs. As the total expenditure has decreased, a larger percent of the total has been committed to salaries (Table 3.6). The self-study has focused concerns, discussed in Section 14.3.4, Chapter Fourteen: The Agenda for Institutional Development, that the levels and methods of information technology support are not sufficient for an institution dedicated to incorporating state-of-the-art technology into its programs.

Table 3.6
Computing Services Expenditures 2002-2006¹⁸

Year	Total (AED)	Salaries (AED)	Salaries as % of Total
2002	19,473,360	7,244,000	37.2
2003	23,781,260	7,882,040	33.1
2004	25,676,765	8,683,640	33.8
2005	22,437,989	10,212,380	45.5
2006	15,819,000	8,027,000	50.7

Graduating students are asked to what extent the University contributed to their knowledge, skills, and personal development in the area of computing and information technology. Of the respondents to the 2006-2007 survey, 95 percent confirmed that ZU contributed to it “very much” or “quite a bit.”

¹⁷ Computing Services Department expenditures are presented in Appendix 3.3.

¹⁸ Appendix 3.4 presents Computing Services and Library and Learning Resources expenditures as percentages of the overall University expenditures.

Chapter Four: Leadership and Governance

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Summary

Zayed University's leadership and governance system is a productive synergism that advances the adoption of U.S.-style university governance in an Emirati national university within a legal and political environment characterized by both rapid modernization and traditional systems of political consensus-building. Although Western systems of higher-education governance might be new in the country, the charge to develop ZU according to internationally recognized standards was envisioned from the beginning. The institution's foundational legislation established specific roles for a ministerial-level President and a Vice President/CEO. The enabling legislation also provided for the establishment of the University Council, a board made up of prominent community leaders in the U.A.E.

Zayed University has also established mechanisms for obtaining formal faculty input through a system of standing committees and a number of ad hoc task forces that have been asked to make recommendations involving University-wide concerns. An institutional culture is emerging that naturally seeks and respects input from students on issues of importance. As a result, a thriving relationship among the University's key constituencies is growing and maturing.

4.1 Leadership and the University Council

4.1.1 Enabling Legislation

Zayed University's leadership structure and its system of governance were established in Federal Decree No. (11) of 1999, enabling legislation entitled *Concerning the Establishment and Organization of Zayed University*.¹ Signed by the President of the U.A.E., His Highness Sheikh Zayed bin Sultan Al Nahyan, the decree establishes the formal authority of the University to award degrees and certificates. The decree also outlines the specific authority and responsibilities for the President, the Vice President, and the University Council.

The decree establishes a three-part leadership system in which the minister-level President, a chief executive officer Vice President, and the University Council each have key roles to play. According to Article 3 of the decree,

The University shall be managed hereunder by the following authorities:

1. *President of Zayed University*
2. *Zayed University Council*
3. *Vice President of Zayed University*

¹ A copy of the English translation of Federal Decree No. (11) of 1999 is included in Appendix 4.1.

Article 4 establishes that the President “shall be of ministerial status.” His Excellency Sheikh Nahayan Mubarak Al Nahayan is both the President of Zayed University and the Minister of Higher Education and Scientific Research. The Minister of Higher Education and Scientific Research is the President of all institutions in the federal post-secondary system² and therefore occupies a role equivalent to that of a chancellor of a university system in the U.S.

Article 4 further states that the President “may delegate some of his powers to the Vice President.” The Vice President of Zayed University serves as the Chief Executive Officer. Article 8 of the decree specifies that the Vice President “shall run and manage the University, ensure the implementation of relevant rules and bylaws and represent the University before all judicial and other authorities.” The details governing this delegation of authority are more specifically defined in the University Bylaw.³ The Bylaw delineates the specific responsibilities of the President and the Vice President for policy development and approval.⁴

The final element of the leadership and governance system is the University Council. Federal Decree No. (11) establishes the process for constituting the University Council and selecting its members, the basic procedures of the University Council, and the scope of its authority. The composition of the University Council is described in Article 5:

A university council shall be formed and presided over by the President of Zayed University with the following persons acting as members thereof:

1. *Vice President of Zayed University*
2. *At least seven U.A.E. citizens well known for their experience, balanced thinking and competence to be elected by the Cabinet of Ministers from various sectors of the U.A.E. upon nomination by the university president. The university council shall hold office for a renewable period of three years. Remuneration of the university council members shall be fixed by a cabinet decision.*

Federal Decree No. (11) Article 6 indicates that the University Council shall convene at least twice every academic year upon invitation of the University President or upon request of at least half of its members. The University President presides over all Council meetings. In his absence the Council selects a deputy chairman to preside over the meeting. For a meeting to be valid, a majority of members must be present. Decisions of the Council shall be passed by an absolute majority vote of the members present. In the event of a tie, the chairman shall cast the deciding vote. The President may invite experts to attend the University Council meetings, but they are not allowed to vote. Federal Decree No. (11) Article 7 also describes the authority of the council. It is authorized to:

² These include the United Arab Emirates University in Al Ain and the 14 campuses of the Higher Colleges of Technology.

³ The University Bylaw is provided in Appendix 4.2.

⁴ For a discussion of the roles of the President and Vice President in “assignment of responsibility and accountability for policy development,” see Section 6.1, Chapter Six: Integrity.

1. *Endorse and ratify the university general policies for education, scientific research and community service and follow up implementation of such policies.*
2. *Ratify the bylaws issued in pursuance hereof setting financial and organizational rules including employment procedures for all faculty and non-faculty staff of the university.*
3. *Ratify the annual draft budget and final accounts of the university.*
4. *Ratify admission policies, study systems and graduation requirements.*
5. *Determine study fees and ratify bursary and incentive awards to be granted to students.*
6. *Ratify the establishment of new branches of the university or modification of the already established ones.*
7. *Ratify study programs applied by the university.*
8. *Ratify the granting of degrees and certificates as per applicable rules and regulations.*
9. *Endorse various necessary rules and regulations regarding the investment, management and disposal of university funds in accordance with the university objectives.*
10. *Accept donations, wills, mortmain proceeds, etc., as permitted by the university objectives.*
11. *Any other assignments as delegated by the university president.*
12. *Other assignments as provided for by relevant laws and bylaws. The university council shall draft an internal organizational bylaw.*

The responsibilities specified for the University Council are congruent with those of a comparable governing body in the United States and are consistent with those suggested by the Middle States Commission on Higher Education through Standard 4. The Council is empowered to endorse and follow up on the implementation of policies and regulations, ratify the University budget, approve senior appointments, and certify the granting of the University's degrees and certificates.

The role and operation of the University Council were addressed by the University in the first of two semi-annual interim reports submitted to the Middle States Commission on Higher Education during the initial Candidacy period and were reviewed by the Commission-appointed consultant, Dr. Stephen Briggs, then the Provost of the College of New Jersey. Following visits in February and October of 2005, Dr. Briggs reported

favorably on both the quality of the University Council members and the operation of the Council as a governing body.⁵

4.1.2 Establishment and Operation of the University Council

Although the legal framework for the establishment of the University Council was envisioned in ZU's enabling legislation, the same legislation also allowed a grace period prior to the actual appointment of the Council.⁶ In March 2004 the U.A.E. federal government's Council of Ministers acted to establish the University Council. At the Council's first meeting on 7 December 2004, members were oriented to the University and the Council Bylaws were ratified.⁷ The Council met twice during the academic year 2005-2006 and once during 2006-2007.

Federal Decree No. (11) Article 5 establishes criteria for Council membership. Members should be leading citizens "well-known for their experience, balanced thinking, [and] competence." The Council accordingly includes experienced and prominent government officials, educators, and business leaders who represent the "various sectors of the U.A.E." The prominence and breadth of experience of Council members is evident in their *Curricula Vitae*.⁸ Members are appointed for three-year renewable terms. In December 2007 the federal Ministerial Council of Services approved that the University Council be re-formed for a three-year period, renewable, chaired by the University President with six new members and one continuing member, in addition to the Vice President of the University.

The Council has taken action on matters prescribed by Federal Decree No. (11) as being within its purview. The Council agendas and accompanying documents⁹ indicate that action items have included approval of revised University Bylaws and policies, ratification of undergraduate and graduate degrees, approval of the University's budget, ratification of the appointment of Provost Lois Muir, ratification of the appointments of deans and directors, and ratification of new academic programs.

A conflict of interest policy was approved by the University Council in December 2007. The policy requires Council members to disclose potential conflicts of interest.¹⁰

As a result of the self-study it has been suggested that the governance system could be improved by raising the visibility of the University Council among members of the larger ZU community. Strategies suggested for accomplishing this goal include publishing the biographies and CVs of Council members on the University Web site, inviting Council members to major ZU events such as convocation, and involving members in ZU functions throughout the year.

4.2 Faculty Role in Governance

Mechanisms for shared governance emerged during the early stages of the institution's history. Federal Decree No. (11) does not specify a role for faculty in governing ZU, but

⁵ Copies of the semi-annual interim reports and the consultant's reports are available in the Resource Room.

⁶ Federal Decree No. (11) Article 17 devolved the University Council's authority to the President for "one year only." The delay in founding the council was actually four years.

⁷ The Bylaws of the University Council are available in the Resource Room .

⁸ CVs are available in the Resource Room .

⁹ Agendas and accompanying documents are available in the Resource Room.

¹⁰ The University Council's conflict of interest policy is available in the Resource Room.

internal policies and practices have built a permanent system of faculty consultation. From the early years of the University, the senior administration followed a practice of using University-wide faculty and staff task forces and ad hoc committees to deal with major institutional initiatives. Significant examples include:

- A set of university committees developed the Zayed University Learning Outcomes and their indicator and criteria tables (2000-2001).
- A University-wide task force developed guidelines for the Research Incentive Fund (2001-2002).
- Faculty committees developed the curriculum of the Colloquy on Integrated Learning, the core general education curriculum (2002-2003).
- Task forces thoroughly examined the University's curricular and support structures for technology and language development (2004-2005).
- Three task forces were commissioned to revise the Zayed University Learning Outcomes to focus curriculum and assessment more precisely in the areas of leadership, critical thinking and quantitative reasoning, and Arabic and English (2006-2007).

The recommendations of such groups have led to a number of major institutional initiatives including the establishment of curriculum and assessment activities as well as the revision or development of policies and new administrative practices. Formal faculty governance was established in 2001-2002 with the appointment of five University Standing Committees. The University's 'Guidelines for College and University Standing Committees' define the general purposes of the committees.¹¹ Purposes include facilitating broad academic community dialogue on University matters and formalizing faculty and professional staff participation in University planning and decision-making. The University Standing Committees established in 2001-2002 were Academic Affairs, Faculty Affairs, Student Affairs, Instructional Technology (now Educational Technology), and Special Events (dissolved after one year). Three committees have been added: Research (fall 2002), Graduate Programs (fall 2006), and Staff Affairs (spring 2007).

The Guidelines for College and University Standing Committees describe the process for constituting and carrying out the committees' work. Deans recommend the appointment of members from faculty, staff, and the student body to the standing committees according to a system of apportioned representation. The Provost, in consultation with the deans and directors, appoints members, ensuring a balanced representation between both campuses and among all colleges and appropriate staff units. Most members serve two-year terms, with those terms overlapping to ensure continuity from year to year. The Provost also assigns ex-officio administrative members to promote communication both among the standing committees and between each committee and the administration. The members of each standing committee select a chairperson for the academic year, as well as a recorder. Minutes of each meeting are recorded and distributed to members and are posted on the ZU Intranet.¹²

¹¹ The guidelines were originally approved by the Executive Council on 29 August 2001; these guidelines are revised each spring. Guidelines are available in the Resource Room.

¹² The entire University community can access University Standing Committee minutes on the University Intranet.

Matters considered by the standing committees include items formally referred by the Provost and items brought forward through faculty, staff, or student representatives. Because of the large amount of curricular and academic policy development involved in the foundation of a new university, the Academic Affairs and Graduate Programs committees are particularly central to the University's work. Standing committees present recommendations to the Provost, who generally takes them to the Deans' Council (previously Provost's Council and/or Executive Council) or other appropriate body for consideration. The Provost also meets regularly with the standing committee chairs as a group to discuss committee agendas and other University matters. Each committee presents a report at a University faculty and staff meeting on each campus at least once during each academic year and submits an annual report to the Provost in May.

Annual reviews of the Guidelines for College and University Standing Committees by the committees, the deans, and the Provost consider both effectiveness and the standing committee structure. These reviews have led to the addition of new standing committees, the dropping of one committee, and revisions in both the charge and the membership for several standing committees. The Fall 2006 Faculty Survey, conducted as part of the self-study, indicated varying perceptions of committee effectiveness.¹³ Thirty-eight percent of those responding had been or were current members of a standing committee. Of those who responded to the question, "Were the committee's recommendations considered?" more than 88 percent felt that their recommendations were considered. Some respondents felt that, although their committees met frequently and made a number of recommendations, the committees were acting merely in an advisory capacity that was not necessarily influential. Some respondents believed that the committees do effect changes and have more credibility than many other bodies at the University. On the other hand, some respondents believed that the committees did not really address substantive issues or policies and instead dealt mostly with routine bureaucratic issues. Many respondents believed that the Provost considered and took their recommendations seriously even though the recommendations might not be implemented. On the whole, faculty comments suggest a belief that the ability of standing committees to influence actions and cause change depends on the subject at issue and the degree to which the recommendations fit within administrative processes.

Changes have been put into effect to address this ambivalence by simplifying the interaction between the standing committees and the University administration. Section 5.6, Chapter Five: Administration, describes the streamlining implemented during spring 2007. One of the primary rationales for implementing the changes was that under the previous system the perspectives of academic leadership and input from standing committees could be obscured by the demands of a cumbersome process. Under the former system, input from standing committees on academic matters was reported to the Provost's Council, which made recommendations to the Executive Council, which in turn made final recommendations to the Provost. Under the current process, standing committees make recommendations regarding academic matters directly to the Provost, who consults with the Deans' Council as appropriate. Recommendations from the standing committees on non-academic matters are referred to the appropriate administrator.¹⁴

¹³ The data from the Fall 2006 Faculty Survey are available in the Resource Room.

¹⁴ For discussion of expressions of concern about the effectiveness of faculty governance, see Section 9.6.2, Chapter Nine: Faculty.

Each college has a set of committees interfacing with the University standing committees. The college committees review college proposals and provide advice to the deans on matters of current interest.

4.3 Student Role in Governance

Formalized student involvement with governance occurs through student membership on the University Standing Committee for Student Affairs and through the Student Councils¹⁵ on each of the two campuses. Students are regularly invited to participate in ad hoc committees and focus groups related to specific issues. This student involvement has included membership on several Self-Study Working Groups and participation in formal focus groups that systematically compile information on student perspectives concerning general education. Through those activities, students are given opportunities to lead and influence in areas of concern and interest to them. Students have easy access to the Student Council offices where they may seek information or provide input. In turn, Student Council members have access to appropriate levels of the University administration to address concerns brought forth by students. Routinely, students also respond to formal University surveys, and the results prompt reexamination of University programs, academic curricula, and student services.

Student feedback from these various sources has led to significant changes in University practice and programs. Examples of changes in University practice resulting from student input include: the installation of coffee shops in the libraries on both campuses; the extension of library hours; changes in the attendance policy to permit students to leave campus as soon as their classes are finished; and implementation of a coordinated schedule in the core curriculum that assures the even distribution throughout the semester of examinations and due dates for major assignments.

In the U.A.E., it is a traditional custom for students to seek an audience with their institution's top officials. Individual students or student groups have often arranged meetings with the Vice President, Provost, or college deans to discuss ideas or concerns. Steps were taken during the 2006-2007 year to encourage students and others to address their concerns through appropriate channels of authority and to communicate issues or suggestions to the faculty or administrative person directly responsible for the situation being considered.

¹⁵ The composition of the Student Council is discussed in Section 8.7, Chapter Eight: Student Admission, Retention, and Support.

Chapter Five: Administration

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, fostering quality improvement, and support the institution's organization and governance.

Summary

Zayed University's administrative system establishes a partnership between the U.A.E. nationals who occupy top leadership positions and expatriate senior administrators. As explained in Chapter Four: Leadership and Governance, Zayed University's President is the nation's Minister of Higher Education and Scientific Research. As the system's leader, the Minister is President of all of the federally funded institutions of higher learning. The University's Vice President is its Chief Executive Officer. The Vice President/CEO is an academically qualified national citizen with a nuanced understanding of the U.A.E.'s political, economic, and social context. The Provost and the Chief Administrative and Financial Officer assist the Vice President in leading the University. As an expatriate leader thoroughly acquainted with U.S. institutions, the Provost is the chief academic officer to whom the deans and student affairs administration answer. The Chief Administrative and Financial Officer is charged to manage the University's financial, human, and physical facilities resources in support of the University's academic mission. The units headed by the University's deans, directors, and supervisors answer through these two administrators.

In the nine years of the University's operation, the internal administrative structure and its decision-making processes have been refined, most recently during the spring and summer of 2007. The process of adjustment has sought the proper balance between responsiveness to the national environment and internal management with appropriate levels of efficiency and academic autonomy.

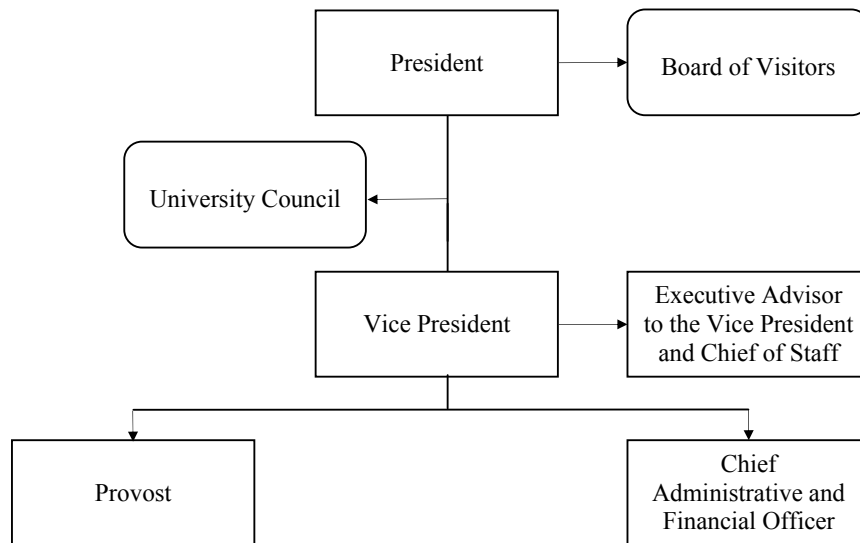
5.1 The President and the Vice President

His Excellency Sheikh Nahayan Mubarak Al Nahayan is the leader of all national universities and colleges, as well as the Minister of Higher Education and Scientific Research. He charts the strategic direction for all federally funded national tertiary institutions. In his role as Minister of Higher Education and the President of Zayed University, he took the lead in expressing the University's vision and in facilitating the implementation of that vision. He continues to play an important role in setting strategic direction, approving senior appointments, and evaluating the leadership's effectiveness in achieving its objectives. He is the University's founder, its leading advocate, and its overseer. As explained in Section 1.3, Chapter One: The Institutional Context, Sheikh Nahayan is advised by a set of senior academic leaders called the Board of Visitors. The Board of Visitors is made up of Dr. Cecil Mackey, former President of Michigan State University; Dr. Sayed Nour, former Vice President for Planning of United Arab Emirates University; and Dr. Fred Carlisle, Former Provost of Virginia Polytechnic Institute and State University. Two of the current members were instrumental in the initial formulation and creation of Zayed University. Through the years the members of the Board of Visitors have continued to play an active part in guiding the development of the University, performing some of the "operational" functions of the President. Since the President is head of all national universities and other Ministry offices, these advisors serve many staff roles found in most systems of higher education in the United States. At

Zayed University, they have oversight responsibility for University directions, strategic approaches, senior level recruitment and approval, policy review, and other operational aspects of University functioning. They visit Zayed University every few months as needed.

The University’s enabling legislation, Federal Decree No. (11) of 1999, mandates that the Vice President be a “U.A.E. citizen holding a doctorate degree and well known [for] his distinguished educational standing.” The national citizen with chief executive authority for the University is Dr. Sulaiman M. Al Jassim.¹ Dr. Al Jassim holds a Ph.D. from the University of Exeter in the United Kingdom. Before coming to Zayed University in 2006, he had a distinguished career as a diplomat, business leader, and college administrator. As Vice President, he takes the lead in managing the University’s external relations. He works closely with Sheikh Nahayan, the University Council, and external stakeholders to build local support for the University and to foster the University’s responsiveness to national needs. The Vice President is assisted in this work by an Executive Advisor and Chief of Staff, Dr. Thomas Cochran, the former Deputy Provost of the University of North Carolina at Asheville. The Provost and the Chief Administrative and Financial Officer answer to the Vice President.

**Organization Chart 5.1
President, Vice President, Provost,
Chief Administrative and Financial Officer**



5.2 The Provost, the Deans’ Council, and the Formal Decision-Making Process

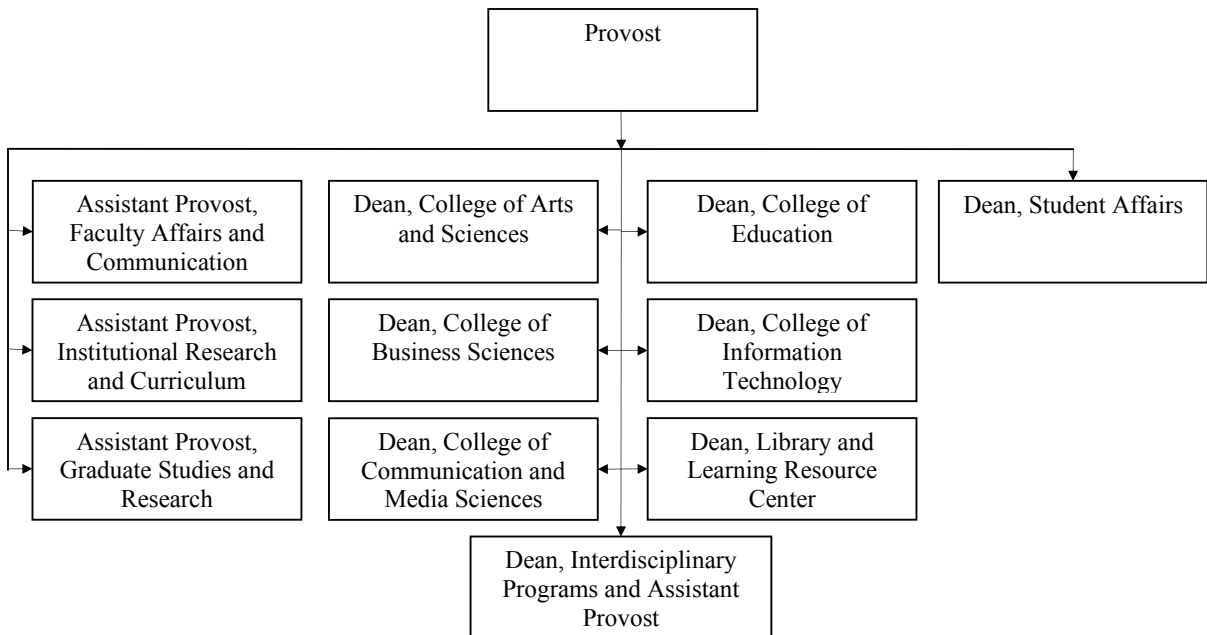
Zayed University’s Chief Academic Officer is Dr. Lois Muir, the Provost. Before joining the University, Dr. Muir served as Provost at the University of Montana, as Associate Provost at Kent State University in Ohio, and as Dean of Graduate Studies and Dean of Arts, Humanities, and Social Sciences at Kennesaw State University in Georgia. Dr. Muir

¹ Vice President Sulaiman Al Jassim was preceded in this position by Dr. Hanif Hassan Al Qassimi, the founding Vice President who oversaw the University from its inception in 1997 until spring 2006. In February 2006, Dr. Al Qassimi was named the Federal Minister of Education, head of the ministry that oversees the K-12 system for all seven emirates.

has had a distinguished career building multi-campus, multi-college universities. As Chief Academic Officer, the Provost has responsibility for all academic matters. She provides oversight for the seven academic deans, the Dean of Student Affairs, and the Provost's Office. The Provost's Office includes Assistant Provosts charged to assist in faculty governance and to support her in the oversight of undergraduate programs, graduate programs, research, outreach, faculty affairs, and institutional research and planning.

The Provost furthers the University's decision-making process through the Deans' Council. The Deans' Council is a formal recommending body through which the University's curricular and academic administrative actions pass. Chaired by the Provost, the Deans' Council includes the University's five college deans, the Dean of Library and Learning Resources, the Dean of Student Affairs, and the Dean of Interdisciplinary Programs. Assistant Provosts also participate in the Deans' Council meetings but are not voting members. This body meets weekly to take actions pursuant to its policy-mandated recommending authority and to discuss issues relevant to the management of the University's programs. The action items reported in the minutes for this weekly meeting are available to the University community on the Intranet. This is also the body that receives formal curricular and policy recommendations from the University's standing committees. As explained in Section 4.2, Chapter Four: Leadership and Governance, those recommendations can originate in a committee's consideration of items formally referred by the Provost or matters brought forward by faculty, staff, or student representatives. Reports come most frequently from the University standing committees for Academic Affairs and for Graduate Programs, the two faculty bodies charged to review all curricular and academic policy proposals coming from the colleges.

**Organization Chart 5.2
Provost, Assistant Provosts and Deans**



5.3 Deans and Academic Administration

An important strategy for aligning Zayed University's educational and administrative practices with the best elements of U.S. higher education is the selection of senior academic administrators who have had significant experience in leading academic programs in the United States. The deans are responsible for all aspects of the institution's educational mission through the management of its faculty and the oversight of quality educational offerings. The University's seven academic deans are a major resource for building quality educational programs and assisting the Provost in building operational structures that support the University's mission. CVs available in the resource room show that all ZU deans have extensive experience at U.S. institutions as college deans, associate deans, or directors of professional schools.

The deans oversee the operation of their programs on both campuses. They divide their time between campuses, following a regular rotation. They are assisted in their work by internal administrative teams. The internal administrative structures of the Colleges of Business Sciences, Communication and Media Sciences, Education, and Information Technology are roughly parallel to one another. Each of the four deans has an assistant or associate dean on each campus who oversees the college's educational activities, concerns for student success, and day-to-day operations. As a group, the assistant and associate deans on each campus also play a major role managing campus-wide activities for the undergraduate programs.²

As explained in Section 10.2, Chapter Ten: Educational Offerings, and Section 12.2, Chapter Twelve: Related Educational Activities, the college deans also manage expanding programs in graduate education and outreach. While the administration of graduate programs is coordinated by the Assistant Provost for Graduate Studies and Research, who answers to the Provost, the deans take complete responsibility for the delivery of programs. Similarly, while the University's outreach activities are coordinated from the Office of the Provost so as to ensure a unified message to external constituencies, each of the deans oversees the development and delivery of continuing and professional education curricula.

The organizational charts for each of the colleges present the lines of authority governing graduate education and the University's four outreach centers: the Center for Business Excellence (administered by the College of Business Sciences); the Zayed Professional Education Center (administered by the College of Education); the Zayed University Media Center (administered by the College of Communication and Media Sciences); and the Institute for Technological Innovation (administered by the College of Information Technology). A fifth outreach unit, the English Language Center, is managed by a director who reports through the Dean of Interdisciplinary Programs, as discussed below.

Because of the multiple undergraduate majors offered by the College of Arts and Sciences (CAS) and the role it plays in delivering general education, internal management of CAS is somewhat more complex. CAS has an associate dean on the Abu Dhabi campus and an assistant dean in Dubai who assist in managing its relationship to the general education program and in overseeing the college's six departments. These departments include Arabic and Islamic Studies, Art and Design, English Language and Literature, Mathematics and Statistics, Natural Science and Public Health, and Social

² Organizational charts for each of the colleges are included in Appendixes 5.1-5.5 .

Sciences.³ Several of these departments are equal in number of faculty to some of the colleges. Like the deans, the six department chairs shuttle between the two campuses. The three CAS departments that deliver majors (Natural Science and Public Health, Art and Design, and Social Sciences) also have assistant chairs on the campus that does not have a resident chair. The table included in Appendix 5.1 presents the administrative organization of the college on the two campuses.

The Dean of Interdisciplinary Programs⁴ oversees the pre-baccalaureate preparation program, general education, academic advising, and language support. This dean is responsible for the Academic Bridge Program, the University Seminar and Advising Center, and the University Language Center. With help from an associate dean, the Dean also coordinates the general education program (the Colloquy on Integrated Learning or COL), taught by faculty members from across the University.⁵ The pre-baccalaureate Academic Bridge Program is directly managed by a director who oversees both campuses, and by two resident assistant directors.⁶ The University Seminar and Advising Center and the University Language Center are each managed by a supervisor or director who travels between the two campuses.

The Dean of Library and Learning Resources manages the University libraries through library supervisors on each campus. In addition to the libraries, Library and Learning Resources provides disciplinary liaisons and information literacy specialists who interact with the academic units and provide both direct classroom instruction and support for the curriculum's information needs. The dean also supervises both the Center for Teaching and Learning (CTL) and the Learning Enhancement Center (LEC); this latter unit houses learning services for the Academic Bridge Program and a drop-in Writing Center for baccalaureate students.⁷

5.4 The Dean of Student Affairs

As explained in Chapter Eight: Student Admissions, Retention, and Support, the Dean of Student Affairs is responsible for three areas: enrollment services, career services/alumnae relations, and student services. Answering directly to the dean, the Supervisor for Enrollment Services oversees the work of registrars on both campuses. Assistant deans on each campus oversee Student Services and Careers Services/Alumnae Services. Each of those two organizations is managed by a supervisor on each campus. Student applications and admissions to the federal system are managed centrally by the National Assessment and Placement Office, and the admission processes for which the University is responsible are carried out by Enrollment Services.⁸

³ Ongoing assessments of both academic programs and administrative efficiency have led to a reorganization of the College of Arts and Sciences departments for 2007-2008. The departments prior to 2007-2008 were Arabic and Islamic Studies, Art and Design, English Language and Literature, Natural and Quantitative Sciences, and Social and Behavioral Sciences.

⁴ See organizational chart in Appendix 5.6.

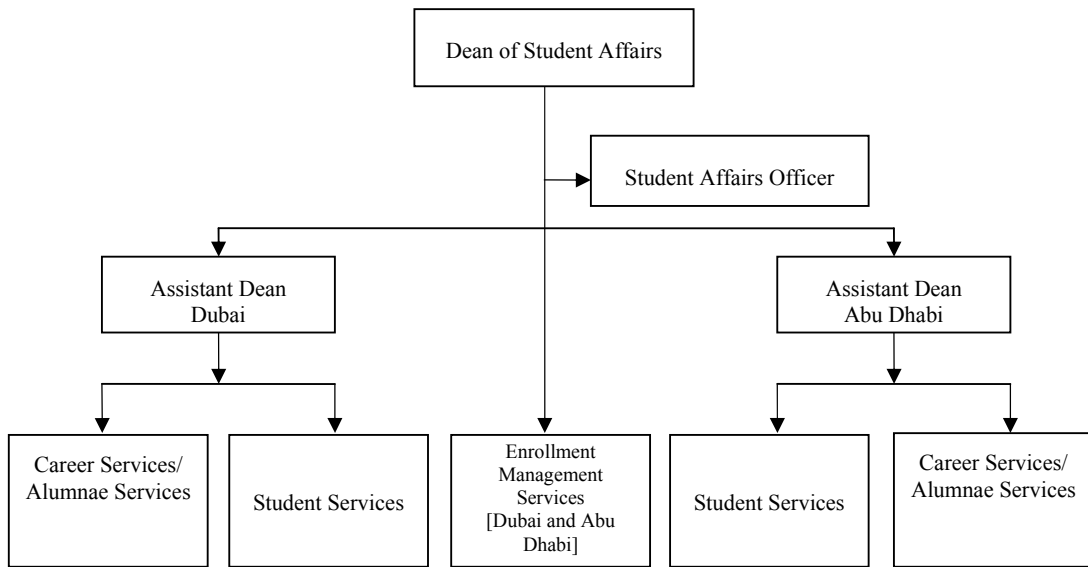
⁵ Although most faculty who teach in the general education program come from the College of Arts and Sciences, significant contributions to COL teaching come from appropriately qualified faculty from the University Seminar; the Colleges, and the Academic Bridge Program. For a discussion of the administration of the Colloquy on Integrated Learning and its relationship with the College of Arts and Sciences, see Section 11.5, Chapter Eleven: General Education.

⁶ For a discussion of the administrative and curricular function of the Academic Bridge Program, see Section 12.1, Chapter Twelve: Related Educational Activities.

⁷ The organizational chart for the Library and Learning Resources is provided in Appendix 5.7.

⁸ For a discussion of the admissions process, see Section 8.2, Chapter Eight: Student Admissions, Retention, and Support.

**Organization Chart 5.3
Student Affairs**

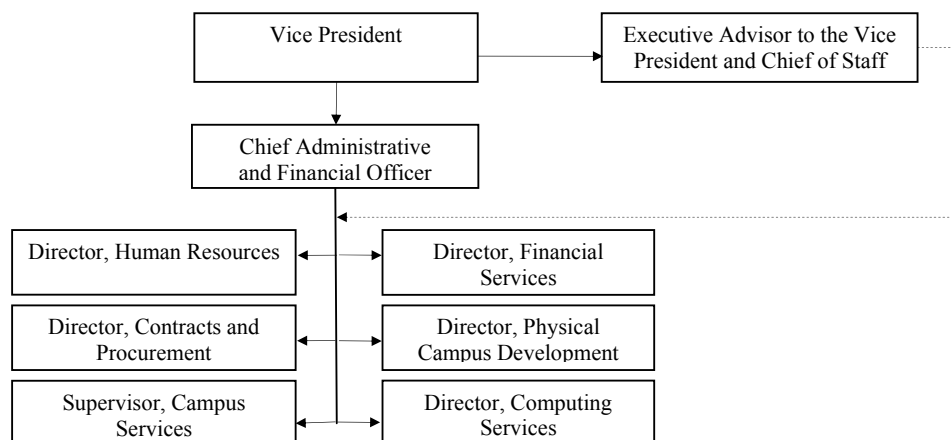


5.5 The Chief Administrative and Financial Officer

The Chief Administrative and Financial Officer (CAFO) reports to the Vice President and oversees administrative units including Human Resources, Computing Services, Financial Services, Contracts and Procurements, Campus Services, and Campus Physical Development. The CAFO also chairs the weekly meetings of the Operations Council, a coordinating group made up of unit heads supervised by this office, the Dean of Library and Learning Resources, and the Dean of Student Affairs.

The CAFO position has been vacant since May of 2006. Until summer 2007, the offices now reporting to the CAFO answered to the Provost. In the summer of 2007, the University’s senior leadership revised the reporting lines, making the CAFO position answer directly to the Vice President. This allows greater focus by the Provost on the quality of the academic programs.

**Organization Chart 5.4
Chief Administrative and Financial Officer**



5.6 Administrative Accountability

Designing a University administrative structure that is both responsive to the U.A.E.'s rapidly changing national environment and administratively integral with proper principles of governance requires ongoing assessment of administrative effectiveness. It is essential that the institution respond quickly to the direction of national leadership to assist the nation in realizing its aspirations. At the same time, administrative decisions need to be properly informed by the perspectives of ZU's constituencies, particularly its faculty and staff members and its students. Achieving effective and efficient administration of two equal campuses 130 km (80 miles) apart represents a significant challenge. However, a survey of faculty conducted as part of the self-study indicated that a total of 66 percent of the respondents felt that the administration of two campuses works very well or moderately well. At the same time, the self-study noted that faculty and staff in Abu Dhabi express feelings of marginalization caused by a perception that the decision-makers in Dubai may be unaware of their concerns.

ZU's success depends on both the skills of its administrators and on sound administrative and decision-making processes. Quite appropriately, assessment activities addressing these two elements include both the assessment of individual administrators and the evaluation of the effectiveness of the institution's administrative practices.

As is clear from the description of ZU's administration, a good deal of confidence is placed in the deans and on their ability to build a team of administrators and faculty capable of the development and delivery of undergraduate, graduate, and outreach programs at multiple sites. Deans play the major role in hiring, evaluating, and renewing faculty, activities that are perhaps the most significant elements of institutional success. Deans are evaluated annually by the Provost; they are also comprehensively reviewed in connection with their three-year contract renewal. This review process includes the formal solicitation of input through a detailed survey circulated to all administrators and faculty reporting to the dean, and to administrative colleagues. This process is taken seriously and has contributed to decisions on the non-renewal of senior administrators. In addition to the deans, all administrators at ZU are subject to the same form of rigorous review. Deans may request annual surveys from faculty asking for feedback on the effectiveness of the chairs, assistant or associate deans, supervisors, or directors who report through them. Those surveys are mandatory at the time of contract renewal.⁹

The University's assessment plan¹⁰ calls for the formal review of all University programs and administrative units; such a review should not only examine performance but also re-examine structure. Administrative structures have been examined within the last year, and alterations have been made to avoid unnecessary duplication, achieve greater efficiency, and clarify responsibilities.¹¹ Recently, the Provost streamlined the structure in order to accelerate a cumbersome and slow decision-making process. The administrative system had evolved to include both a Provost's Council and an Executive Council. The Provost's Council made recommendations concerning all academic matters to the Executive Council. The Executive Council included the same senior academic leaders as the Provost's Council, in addition to other senior leaders from student services, finance, human resources, and computing services. (The specific membership changed over the

⁹ A copy of the survey is available in the Resource Room.

¹⁰ For a discussion of the role of administrative improvement in the University Assessment Plan, see Section 7.2, Chapter Seven: Institutional Assessment.

¹¹ For a discussion of additional changes in administrative practice and their impacts, see Section 4.2, Chapter Four: Leadership and Governance; and Section 9.6, Chapter Nine: Faculty.

years.) As the body that made formal recommendations to the Provost, the Executive Council considered all matters, even those items that most of the members of the Executive Council had already considered in Provost's Council. In addition to consuming the time of senior administrators, this system often led to repeating the discussion of action items brought forward from the Provost's Council. Furthermore, it established an unwieldy process in which academic leaders' voices, as well as input from the University Standing Committees, were too easily ignored.

Three other structural elements tended to impede efficiency. First, 15 offices answered directly to the Provost, a structure that created decision-making bottlenecks. Second, a Human Resources Committee had to approve hiring of all faculty and staff. It reviewed the qualifications of all appointees, even after a dean and the Provost had approved a hire. The process created critical delays during the busy hiring season. Third, a Purchasing Committee, which reviews all major purchases, had veto power over the decisions of University administrators.

Those conditions led the Provost, in March 2007, to replace the Provost's Council and the Executive Council with a single Deans' Council chaired by the Provost. Policies and procedures were revised to reflect the simplified operation. Other structural changes led to increased efficiency in the processing of personnel actions and a reduction in the number of units reporting directly to the Provost. Provost Muir's formation of the Deans' Council met with general approval by the University's senior leadership. The administrative restructuring also appeared to meet with approval by faculty who saw a simpler organizational structure that was easier to understand. Furthermore, it is no longer necessary for the full Human Resources Committee to approve new hires. The responsibility of the Purchasing Committee was changed in spring 2007 to that of oversight of compliance with financial processes.

In the context of administrative assessment, one additional factor has emerged. The self-study identified concern over the role of Sheikh Nahayan's advisors, the Board of Visitors. As explained in the introduction to the self-study, Sheikh Nahayan is advised on higher education policy and strategic direction by this group of trusted, senior academic leaders. The self-study revealed a faculty belief that the Board of Visitors plays a major role in shaping ZU. Furthermore, faculty involved in the self-study process expressed concern that the Board of Visitors is not widely understood. Its unofficial consultative status makes it difficult to assess the Board's effectiveness. In response to those concerns, the University now shows the Board of Visitors on the ZU organizational chart as a group advisory to the University President.

Chapter Six: Integrity

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom.

Summary

One of the most important dimensions of the development of Zayed University as a Western-style institution is its commitment to developing an environment characterized by clearly fashioned policies and widely available information that render the institution accountable to its constituencies. Because the national political environment in which the University is located is governed by a complex mixture of traditional modes of consensus-building and rule-bound administrative practices, the University welcomes the scrutiny of its internal and external integrity through the objective perspective of the self-study. The following chapter describes the ways in which the University has developed policies and practices that promote equitable treatment of students and employees; academic honesty and rigor; intellectual freedom; compliance with copyright and fair use guidelines; and respect for the perspectives and cultures of all community members. It also presents the ways in which the University disseminates key information about its operations to its internal and external constituencies.

The self-study itself has played a key role in nurturing the development of an institution committed to equitable administration and transparency of policies. As indicated in reports filed with the Middle States Commission on Higher Education, the University is committed to a policy of full disclosure of all relevant information to MSCHE.

6.1 The Revision of Policies and Procedures (2003-2008)

Discussion of the key elements of the integrity standard begins with a consideration of the development and structure of the University's policies. In spring 2007, the University completed a multi-year process of policy revision in which the range of policies governing the major elements of administrative and academic practice were systematically evaluated and improved.¹ When the University was founded, a set of bylaws had been put in place, partially adapted from ZU's sister institution in the U.A.E.'s federal system of tertiary education, the Higher Colleges of Technology, and partially based on plans for the new University. Policies and procedures were developed during the first years of operation, and after approval those policies and procedures were made available to the ZU community on the University's Intranet site. Starting in 2003, a process of policy review, revision, and reorganization was initiated in which policies and procedures were examined in light of experience and the emerging needs of the University. That process resulted in a new University Bylaw and policy structure, ratified by the University Council in December 2004, that provided for increased delegation of authority, operating flexibility, responsibility, and accountability. The approval of this structure required the University to refine all policies and procedures within it, a process of development, vetting, and ratification that has led to the final approval of the policies

¹ Most of these revisions to policies were finished in May 2007. Slight modifications were made in September 2007 to further clarify the decision-making authority of the Provost, the Vice President, and the President. The revision of procedures will be completed during 2007-2008.

in 2007. The structure also provided for ongoing administrative and faculty review of policies and procedures. The resulting system has much greater transparency. The University Bylaw and all approved policies and procedures are available on the ZU Intranet, and a list of current University policies and procedures is provided in Appendix 6.1.²

Although the process of policy review has been completed, the structure allows for continual updating and review. Recommendations for new or revised policies and procedures can come from any staff member, faculty member, administrator, or University committee, with those recommendations regarding academic and student matters being reviewed by one of the University standing committees. The current Zayed University Bylaw requires that new policies or revisions to existing policies be approved by the President upon recommendation by the Vice President. The revision of a procedure (developed to implement policy) requires approval by the Vice President. Following approval, the new policies and procedures are posted to the ZU Intranet.

The extended period of policy revision and delays in updating procedures to reflect new or revised policies led to concerns which are now being addressed with the 2007 approval of new and revised policies and the 2007-2008 updating of all associated procedures. The current structure provides greatly increased transparency by clarifying the rules governing University operations and making them more widely available.

6.2 Transparency and Fairness in Dealings with Students

A set of University policies governs undergraduate student responsibilities for academic performance and personal conduct. The development and administration of those policies have been guided by the institution's engagement with a student population made up primarily of first-generation college students. The content of these policies is published annually in a student-friendly format in the Student Handbook, a document available to the entire University in hard copy and on the University's Intranet.³ All students receive a personal copy of this handbook every year, and advisors in the Academic Bridge Program or the Colloquy on Integrated Learning discuss it with their advisees. Key to developing and nurturing students' academic and personal maturity are the Code of Academic Conduct (pages 49-52, 2006-2007 Student Handbook) and the Code of Student Conduct (pages 58-59, 2006-2007 Student Handbook). Advisors orient students to these codes and continue to make reference to them as they guide students throughout their academic programs.

Three areas of policy contained in the handbook are particularly important to the maintenance of institutional integrity: class attendance, academic dismissal, and the prohibitions against cheating and plagiarism. Teaching students to fulfill their academic obligations in an honest and timely fashion is central to the institution's educational mission. Not only does the Student Handbook identify the norms of comportment but it also identifies disciplinary measures attendant on violations and methods for appealing disciplinary decisions.

² A copy of the University's Bylaw is included in Appendix 4.2. The complete set of policies is available on the ZU Intranet and in the Resource Room.

³ Copies of the annual Student Handbooks are available in the Resource Room.

6.2.1 Attendance Policy

Students are required to attend class at Zayed University, and attendance records are maintained by an electronic record-keeping system that faculty members are required to update at every class meeting. If students have more than ten percent absences in a course during an academic term or semester, they automatically receive a grade of Withdrawal/Failing (W/F). A student may petition for an exception to the attendance policy because of illness, disability, or emergency.

University policy also makes provisions for suspension from the University based on failure to comply with the attendance regulations in multiple courses. These policies envision cases when students simply stop attending the University for significant periods of time. The handbook describes the conditions, possible remedies, and the appeals process that may follow disciplinary actions (pages 48-49, 2006-2007 Student Handbook).

6.2.2 Academic Standing, Dismissals, and Appeals

The Academic Bridge Program (ABP) and the undergraduate programs define “academic standing” and “satisfactory academic progress” in ways that are appropriate to their curricula (pages 16-18, 2006-2007 Student Handbook). Students who fail to meet satisfactory progress standards are placed on academic probation. If students fail to make satisfactory progress during the probationary term, they are dismissed from the University. A student who is dismissed may appeal the dismissal and may be granted an additional semester of academic probation. A student who was previously enrolled in the Academic Bridge Program may apply for readmission within a two-year period if substantially higher English proficiency is demonstrated (Policy ACA-ADM-01).

To maintain satisfactory progress in the baccalaureate program, students are required to maintain a 2.0 Cumulative Grade Point Average (CGPA). This average, a “C” grade, is also required for graduation. Students whose CGPA falls below this level and who have attempted a minimum of 15 hours of coursework are placed on a one-semester academic probation before being dismissed from the University. If they achieve a 2.0 GPA in the probationary semester but fail to raise the cumulative average, they are given one more probationary semester to improve their CGPA. Students who then fail to raise their CGPA to 2.0 are dismissed from the University.

Students dismissed from the baccalaureate program who wish to appeal the decision follow one of two courses of action. The first is to appeal the grades they have been given in the previous semester. This grade appeal is carried forward in the academic unit in which the course was taught and is reviewed by the faculty member, the assistant/associate dean, and possibly the dean. If an error has been made in the calculation of the grade and the academic unit changes the grade, this change may allow a student’s marginal CGPA to increase sufficiently to automatically reinstate the student. The second course of action is to make a general appeal based on extenuating circumstances. At the beginning of each semester, a committee made up of the Dean of Students, the Associate Dean of the Colloquy on Integrated Learning, an assistant/associate dean from one of the colleges, and a representative from the Provost’s Office reviews and adjudicates students’ written appeals.

Most of the students who are dismissed from the University for academic reasons are dismissed during their time in the Academic Bridge Program or the Colloquy Program.

Table 6.1 presents data on the number of students dismissed or on academic probation during their first three semesters (Colloquy) or in subsequent semesters (Majors) of the baccalaureate program. Data on probation and dismissals in the Academic Bridge Program are available in the Resource Room.

Table 6.1
Probation and Dismissals in the Baccalaureate Program 2004-2007

	Colloquy		Majors	
	Probation	Dismissals	Probation	Dismissals
Fall 2004	108	8	0	1
Spring 2005	110	12	1	0
Fall 2005	121	5	2	1
Spring 2006	122	14	8	1
Fall 2006	140	26	14	2
Spring 2007	120	17	12	2

6.2.3 Academic Integrity: Plagiarism and Cheating

Plagiarism and cheating are explicitly defined and prohibited in the student handbook and University policy (pages 50-53, 2006-2007 Student Handbook). Despite Islam's rejection of dishonesty and cheating, these concepts have not been prominent parts of many students' previous educational experience. Consequently, considerable care is taken by advisors and by ABP and Colloquy faculty to socialize students to these norms of academic integrity.

The self-study has given rise to important institutional self-consciousness regarding the University's strategy for instilling these values and norms of student behavior with regard to plagiarism. Although there is institutional consensus as to what constitutes plagiarism, there is flexibility in responding to it. The faculty member who discovers plagiarism is given a range of options that includes requesting that the plagiarized assignment be rewritten, failing the student in the assignment or the course, or referring the student to the Office of the Assistant Dean or the Dean of Student Affairs. Although the student is "subject to University discipline through the Office of the Dean of Student Affairs" (page 53, 2006-2007 Student Handbook), the office is not required to become involved. The result of this approach is that no consistent record has been kept of plagiarism cases. The self-study has generated a recommendation that Zayed University develop a standardized set of protocols for dealing with plagiarism cases. Those might include an obligation by faculty to refer all suspected plagiarism cases to Student Affairs, a mandatory documentation process, and potential remedies.

To address concerns regarding academic dishonesty a student honor code is being developed in accordance with the Zayed University Vision calling for the institution to embody the same rigorous standards and intellectual elements found in major universities throughout the world. As discussed in Chapter Fourteen: The Agenda for Institutional Development, a year-long process was initiated in fall 2007 to educate students about the importance of academic honesty and to increase student responsibility for academic integrity.

6.2.4 Student Complaints

Students generally lodge complaints with academic advisors, the office of Student Affairs, the office of the Vice-President of the University (the CEO), the office of the Provost, or the office of their academic program. If a student goes to her academic advisor, the advisor will either assist her in solving the problem or direct the student to the appropriate office or person.

The office of Student Affairs keeps systematic records of complaints made to the Dean and Assistant Dean of Student Affairs. The Assistant Dean deals with non-academic complaints on an individual basis and refers academic issues to the relevant academic office. There are plans to deliver a program to all students on how to make complaints in a professional manner.

One of the features of institutional life in the U.A.E. is the practice among nationals of taking issues to the top of an organization. This practice emerges from the traditional majlis, a cultural institution in which any member of the society can approach a Sheikh or a ruler informally during the open audiences he holds on a periodic basis for all of his constituencies. The tradition of open access may predispose students to take complaints directly to the Office of the Vice President. This tendency is understandably strengthened by the fact that he is the only senior administrator at the University who is a U.A.E. national. The practice of the Vice President is to refer students to the administrative unit where the concern originated. His office often asks for follow-up information on how the issue was resolved. As noted in Chapter Three: Institutional Resources, students and others are being encouraged to address their concerns through appropriate channels of authority.

Complaints relevant to the academic program, whether they concern grade appeals, classroom incidents, or other kinds of student/faculty interaction, are handled by the assistant/associate deans. If the assistant/associate dean is unable to resolve the issue, appeals are made to the relevant dean.

6.2.5 Availability of Required Courses

Students have not been impeded in their progress through the baccalaureate program due to lack of course offerings. The assistant/associate deans in each college work carefully to plan offerings according to student need. Challenges posed by low-enrollment programs have been met by course substitutions or Independent Study courses in order to keep students on track.

6.3 Academic Integrity in the Graduate Programs

With the exception of the specific standards for sufficient progress and cumulative grade point average (CGPA), the same policies regarding academic integrity that apply to undergraduate programs also apply to graduate programs. The policy governing grading and academic progress for graduate students establishes a 3.0 CGPA as a graduation requirement and C- as the lowest acceptable grade for any course. Students whose CGPA drops below the minimum level for graduation are placed on academic probation and are subject to dismissal. (Policy ACA-ADM-17).

6.4 Transparency and Professionalism in Dealings with Faculty and Staff

Review of institutional integrity with regard to Zayed University's dealings with its faculty touches on a range of issues relevant to other MSCHE standards. Faculty issues

were studied extensively as part of the self-study. Working groups charged to study Institutional Resources (Standard 3), Integrity (Standard 6), and Faculty (Standard 10) all investigated integrity issues. Material from the work done by these three working groups has been consolidated into Section 9.6, Chapter Nine: Faculty. That section presents concerns about the execution of institutional policies and practices regarding faculty compensation, governance, workload, hiring, role, evaluation, and renewal. Section 9.6 also discusses institutional plans to increase transparency and efficiency through the development of a faculty handbook.

The working group on Integrity concluded that Zayed University follows its stated policies and procedures. There is, however, often a mismatch between practice and perception among faculty and staff concerning how university policies and procedures are carried out in actions. That concern will be partially addressed through a more thorough communication of policies in the faculty handbook.

To provide additional input from staff, a new University Standing Committee for Staff Affairs was established in spring 2007. This new committee is charged to provide the University leadership with recommendations regarding all University policies and practices regarding the staff at ZU.

6.5 Academic Freedom

Academic freedom at Zayed University is grounded in two principles: the need to create an environment characterized by the free flow of information and ideas, in which students can be exposed to a wide range of unfettered points of view; and the need to be respectful of the principles of Islam and the values of the United Arab Emirates. University policy and other documents ratify both of these principles and prescribe processes for balancing the two values, should tensions emerge between them.

Policy ACA-ADM-09, the policy that deals with challenges to instructionally related materials or activities, holds the institution to a high standard of academic freedom. It references the United Nations Universal Declaration on Human Rights, Article 19, which states: “Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.” The values associated with the free flow of information are affirmed by the University’s access to the Internet, free of restrictions imposed nationally for the general public. Furthermore, there are no restrictions on the acquisition of library materials.

The student handbook translates the rights of freedom of opinion and access to information into clearly expressed educational values. The handbook alerts students that a university education will challenge their conventional attitudes.

In a university, you may encounter ideas or images that fall outside your personal value system or frame of reference. The University’s goal is not to alter your beliefs or values but rather to produce globally aware, responsible graduates with the capacity for independent critical judgment, exhibiting respectful understanding of diverse points of view and a tolerance for perspectives that differ from your own, as Islam promotes.

(page 55, 2006-2007 Student Handbook)

While promoting openness in its students, the institution also promotes sensitivity on the part of the faculty to Islam and to the religious values and practices that shape students' sensibilities and form the national cultural context. ZU policy indicates the University's commitment to freedom within the "context of the culture, mores, and laws of the United Arab Emirates" (HR -FAC-09). The cultural and legal environment is characterized by the imperative to be respectful of Islam, as well as all social groups. Federal law prohibits the publication of materials that cause hatred or disrespect to Islam, the country's law, or the basic system of the country in general. Federal law also prohibits publishing anything that would lead to breaking the law or disrespecting the beliefs of others. It is not legal to publish anything that supports crime or hatred among communities in the society.⁴ Faculty need to promote the free exchange of ideas within this limitation. The self-study working group that investigated the University's compliance with the integrity standard drew a comparison between ZU's balancing of freedom of expression with respect for national culture and the situation facing faith-based institutions in the United States.

The institution balances these values through a number of processes. Faculty are sensitized to the cultural context in which they teach when they first arrive at the University, and administrators and faculty colleagues continue to speak informally with new faculty to help develop effective procedures for dealing with sensitive issues. Experienced faculty concentrate less on establishing taboos around specific topics or ideas and more on introducing students to complex or sensitive issues at appropriate stages in their development and on using respectful approaches.⁵

Students who have concerns about classroom materials or faculty representations use formal and informal processes for registering complaints. The Challenged Materials committee hears formal complaints concerning classroom and library materials (pages 53-55, 2006-2007 Student Handbook; Policy ACA-ADM-09). If the complaint concerns classroom presentations or discussions, students also approach administrators in their academic units or in the Provost's or Vice President's office. If students approach the Provost or the Vice President, the case is referred to the academic unit from which the complaint has arisen.⁶

Evidence gathered from the faculty survey in fall 2006 indicates that most faculty members feel that they are able to exercise academic freedom at the institution. For example, the majority of faculty members responding to the faculty survey felt that principles of academic freedom are embodied robustly or appropriately in the design and delivery of course content (64 percent); classroom discussion (65 percent); discussion with colleagues (79 percent); and research practice (67 percent). Faculty members who feel restricted cited a large number of different reasons. Among negative responses about academic freedom were concerns about student conservatism or lack of intellectual sophistication, and some respondents noted confusion about which matters would be acceptable for discussion and reported self-censorship resulting from uncertainty.

⁴ National Security Council Law 15, articles 71, 72 and 73 (1980).

⁵ For important information relevant to the development of students' ability to reconcile Islamic and academic values, see Section 11.3.2, Chapter Eleven: General Education.

⁶ One particularly difficult case took place during the time of international turmoil generated by the 2006 publication of caricatures of the Prophet Muhammad in a Danish publication. A ZU faculty member was dismissed after presenting these cartoons in an Academic Bridge Program class; the cartoons had no relationship to the course curriculum. Details surrounding the case were disclosed to the MSCHE, including details regarding the actors involved that could not be made public.

Some concerns were expressed in the survey around limitations on academic freedom because of the specific curricular design in the Academic Bridge Program and Colloquy on Integrated Learning. Because these programs are composed of standardized curricula, some faculty members feel that their academic freedom is limited by the fact that they are required to teach according to common syllabi.

6.6 Intellectual Property and Copyright

Policy ACA-RES-03, Intellectual Property, defines the ownership and uses of intellectual property created through the use of University resources or facilities and specifies the allocation of income from intellectual property developed at ZU. The policy is administered by the Assistant Provost for Graduate Studies and Research.

The University has moved aggressively to assure compliance with international copyright standards. Since spring 2006, the University library has taken the lead in facilitating compliance by educating the faculty about the standards and certifying that approvals have been obtained before materials are reproduced. Under the guidelines, copyright clearance requests are to be submitted by the individual faculty member to the Library. The Library is responsible for obtaining the necessary permissions and for assessing fees to the unit for the right to make copies. No course materials are reproduced by the campus business centers until the library has attested to the reproduction's compliance with standards.

The University has a zero-tolerance policy toward the pirating of software. All software used on the campus network or by individual units for instruction must have proper licenses for all users. The campus servers and lab computers are regularly scrubbed to remove any copies of software that may have been downloaded by students.

6.7 Representation of Information to External and Internal Constituencies

The University offices and the individuals charged to represent ZU to its external and internal constituencies strive for accuracy and timeliness in their publications. The Office of the Provost, the Office of the Dean of Students, and the Office of Publications work together to assure that print, internet, and Intranet information services are accurate and reflective of various constituencies' need to know.

Potential students and their families are informed about the University through the National Admissions and Placement Office (NAPO), an organization that disseminates information about federal tertiary institutions and manages applications and admissions through a common, Web-based application form. Students learn about the University through the NAPO Web site, the ZU Web site, word of mouth, visits to campus organized by their secondary schools, and visits to secondary schools made by representatives of NAPO or the University. The University assures that the information on the ZU Web site regarding admissions and its programs is current.

The University Catalog and the Student Handbook are updated every year to reflect the most recent changes in academic programs and University policies. Print copies of the current catalogs are widely available to faculty and students free of charge. Each year, copies of the Student Handbook are given to all students. Two improvements have been made in the wide availability of these two key documents as a result of the self-study. Although electronic copies of the current catalog are available on the University Web site

and print copies are readily available on campus, concern emerged with regard to the difficulty students and faculty have in obtaining copies from past years. As a result of this input, all past catalogs have now been posted on the ZU Intranet.

A second improvement in availability of information concerns the Student Handbook. Although all students are given copies of the handbook every year, the handbook has also been posted on the University Intranet so that it can be immediately referenced by any person at ZU.

University policies and procedures are available on the University Intranet. Section 6.1 discusses the history of their revision and publication. The revision history accompanying each policy indicates which policy was in effect at a particular point.

The Faculty Access Program (FAP) and Banner are two separate but interrelated systems that provide information to faculty and staff on student academic histories and class schedules. The FAP also includes attendance information. Banner information about the student schedules and academic history is regularly updated to the FAP. If there is a change in basic information entered into Banner, it usually takes 24 hours for it to be updated in the FAP.

6.8 Conflict of Interest

Policy HR -ALL-10 provides guidance for faculty and staff regarding outside employment. An employee desiring to engage in outside employment as a consultant or with another employer must have prior University approval before the outside work is undertaken. The Zayed University Code of Professional Ethics (Policy HR –FAC-08) helps to guard against conflict of interest situations. A new policy specifically addressing conflict of interest for university employees is under consideration. Information regarding conflict of interest and the University Council is available in Section 4.1.2, Chapter Four: Leadership and Governance.

6.9 Integrity in Dealings with Middle States Commission on Higher Education

Zayed University is committed to a policy of full disclosure to the Commission. The University initially submitted a Pre-Application providing basic institutional data. This was followed by a more comprehensive Self-Assessment that led to a visit by an Assessment Team. The University's Self-Assessment, the team report, and the University's response were all posted on the University Intranet. During the first phase of the candidacy period, ZU filed semi-annual interim reports in full compliance with MSCHE requirements. The University has completed the online Institutional Profile each year and has regularly provided catalogs and financial reports.

Since its acceptance to candidacy, the University has hosted the Commission staff liaison for a self-study preparation visit and a later informal visit. It has also engaged with a consultant assigned to the University by Middle States to work on strengthening the University's compliance with the governance standard.⁷

⁷ See Section 4.1.1, Chapter Four: Leadership and Governance.

Chapter Seven: Institutional Assessment

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Summary

Zayed University is charged to become a leading university in the region, aspiring to possess the same intellectual elements and rigorous standards as those found in leading universities around the world. To be consistently assured that the organization is on track to achieve this vision, ZU has engaged in a number of assessment practices to monitor the institution's overall effectiveness. Managed through the Office of the Provost and the Office of Institutional Research and Planning, assessment practices have included reviews of academic programs and service units; key performance indicator data reported annually to the University's management groups and to the Ministry of Finance and Industry as part of the budget process; reports on academic standards and teaching effectiveness disseminated to the deans; and generation of data in support of strategic planning.¹ The University Assessment Plan of March 2004 has provided a temporal framework for those assessment practices. They present an overall picture of an institutional leadership committed to using both reported information and expert review for institutional improvement.

7.1 The Office of Institutional Research and Planning

At the start of its second year, ZU established the Office of Institutional Research and Planning, reporting directly to the Provost, to support institutional assessment. The Office of Institutional Research and Planning has been successful in leveraging the technology available at the University and in partnering with others in the University to ensure the relevance of the work done and to develop an interested audience for the results. The office supports the University with annually administered surveys, teaching evaluations, reports on the use of faculty resources, academic information, and data relevant to the strategic planning process. It produces an annual report to the Ministry of Finance and Industry on some of ZU's key performance indicators and will, for the first time during 2007-2008, produce a University fact book. The office also maintains a site on the University Intranet to provide electronic access to a number of standard reports that can assist administration and faculty in planning their programs.

7.2 The University Assessment Plan

Since the first years of ZU's development, the leadership has asked for periodic assessments to assure programmatic effectiveness. The call for accountability led to early deployment of a number of assessment practices including the use of external consultants and advisory boards to assist in program development and review, the development of key performance indicators for benchmarking institutional effectiveness, and the development of University-wide learning outcomes to systematically assess student learning. A policy governing the assessment of academic programs (ACA-PRO-06) was approved in May 2003. A comprehensive Assessment Plan was adopted in March 2004.² The Zayed University Assessment Plan defines a set of analytical activities aimed at

¹ Strategic Planning is discussed in Chapter Two: Mission and Planning .

² The Zayed University Assessment Plan is available on the ZU Intranet and in the Resource Room .

determining the degree to which the institution is aligned with its mission, measuring the institution's efficiency and effectiveness, and assessing the impact of institutional activities on student learning and long-term success. Assessment processes include: a four-year cycle of in-depth reviews of both academic programs and support units; regular reviews in conjunction with strategic planning and budgeting; the use of Key Performance Indicators (KPIs) for benchmarking institutional effectiveness; and the assessment of student learning.³

The self-study has been an occasion to examine the implementation and effectiveness of the Assessment Plan and has confirmed that the elements of the plan that call for formal programmatic reviews and the examination of core functions have been largely implemented. Most of the academic programs have been reviewed at least once prior to or within the Assessment Plan's first four-year cycle. Significant internal review and improvement have been carried forward in connection with formal strategic planning and other administrative streamlining. The Office of Institutional Research and Planning has made significant progress in generating regular reports on most of the KPIs, particularly those associated with student satisfaction, student progress, and graduate success (as measured by employment). However, one of the suggestions for institutional improvement articulated in Chapter Fourteen: The Agenda for Institutional Development, calls for a revision of the Assessment Plan and the policy governing assessment of academic programs and for a more careful adherence to the review cycle for all units.

The balance of this chapter discusses the activities that have been carried out in realizing the Assessment Plan. As an organizational summary, Table 7.1 includes basic information on reviews, strategic planning, and organizational changes that have been carried out within the Assessment Plan's timeline. The left column presents the schedule contained in the 2004 University Assessment Plan. The elements listed in the right column present the external reviews, internal planning processes, and administrative improvements that have actually taken place. Documents relevant to the reviews and the recommendations that emerged are available in the Resource Room. If an institutional element was not formally reviewed within the four-year framework prescribed by the plan, the most recent review, relevant organizational planning activity, or change has been included in the chart.

³ Assessment of student learning is discussed in Chapter Thirteen: Assessment of Student Learning.

Table 7.1
Assessment Plan and Completed Reviews⁴

March 2004 Assessment Plan Schedule of Cyclical Reviews		Reviews Completed (most recent)	
Academic Year Review Scheduled	Area or Unit to be Reviewed		
2004-2005	Vision and Mission	2003-2004 (preparation of 2003-2005 Strategic Plan) 2006-2007	
	Organizational Structure and Effectiveness	2003-2004 College Efficiency Committees (Internal Reviews) 2006-2007 Administrative Streamlining	
	Institutional Integrity	2006-2007 Self-Study Working Group	
2005-2006	General Education	English January 2006; Quantitative Literacy February 2007; Careers Education May 2006; First Year Transitions spring 2007	
	Readiness Program (now Academic Bridge Program)	March 2006	
	Academic Program Model	2005-2006 (Consultancy) 2006-2007 ZULO Revision	
	University Assessment Plan	2006-2007 Self-Study Working Group	
	Student Affairs	April 2001 Enrollment Services October 2003 Careers Education May 2006	
	Financial Services	February 2007	
	Purchasing	February 2007	
	Travel Services	February 2007	
	2006-2007	College of Arts and Sciences (all majors)	April 2002
		College of Communication and Media Sciences	May 2006
College of Information Systems (now College of Information Technology)		June 2000	
Information Technology (now Computing Services Department)		September 2003	
Human Resources		January 2003, February 2007	
Community Relations			
Publications			
Research		March 2002, January 2008	
Institute for Applied Social Research	Discontinued July 2004		
2007-2008	College of Business Sciences	January 2004	
	College of Education	December 2003	
	College of Family Sciences	Discontinued July 2004	
	Library	April 2002	
	Campus Development	February 2007	
	Office of the Provost	Reorganized spring 2007	
	Office of the Deputy Vice President, Finance and Administration	Reorganized August 2007, now Chief Administrative and Financial Officer	
Office of the Deputy Vice President for Research and Outreach	Reorganized August 2007, now Assistant Provost for Graduate Programs and Research		

⁴ This table includes only the most recent reviews. A comprehensive list of consultancies and reviews is available in the Resource Room.

7.3 External Reviews

Zayed University has been charged to base its programs on the United States model of higher education. This connection to U.S. academic practices is advanced and reinforced by the University's extensive use of academic advisors from the United States. These consultants and advisory boards have been asked to assist the various units in developing their initial programs and to review their effectiveness after the programs were underway. They have also assisted some of the colleges in preparing for specialized accreditation. Four of the five colleges have also established National Advisory Councils that supplement the work of international advisors with representatives from national professional communities. In general, the advisory boards, review teams, and consultants have been selected through a process of consultation between the Provost and the relevant unit. The reports and recommendations growing from reviews of ZU's programs are available in the Resource Room.

Advisory visits and external reviews have been conducted for the College of Arts and Sciences (2000, 2002); the College of Business Sciences (1999, 2001, 2002, 2004); the College of Communication and Media Sciences (2000, 2002, 2003, 2006); the College of Education (2000, 2001, 2002, 2003); the College of Family Sciences (1999, 2000, 2003); and the College of Information Systems (now Information Technology) (1999, 2000). These reviews have generally endorsed the work achieved by faculty and staff and have generated improvements to some areas of the colleges' curricula or administrative practices. As is clear from the dates, the frequency of the reviews has decreased as the colleges have matured.

The Colloquy on Integrated Learning, ZU's general education program, began in fall 2003 and has been the focus of a sequence of reviews. Reviews have been carried forward in segments so as to bring consultants whose disciplinary expertise could concentrate on each of the major disciplinary clusters separately. In this way, the reviews could be used to add value to the curriculum and to examine specific connections between general education and the majors.

The careers education curriculum was reviewed in conjunction with career services and the internship program (spring 2006). Student socialization and advising in general education were reviewed in conjunction with corresponding processes in the Academic Bridge Program (spring 2007). English composition was reviewed in connection with language-in-the-disciplines (spring 2005). General education mathematics was reviewed and improved in two stages. First, a team of consultants reviewed the mathematics curriculum and its congruence with the mathematics needs in the majors (spring 2006). In a subsequent visit, two of the three original consultants returned to assist the faculty in developing a strategy for revising the curriculum and incorporating technology (spring 2007). The Global Awareness (social sciences and humanities), Environmental Science, and Arabic curricula have not yet been reviewed by external teams.

ZU has also used consultancies to review its cross-curricular/co-curricular/support areas: information technology (2000, 2001, 2003); leadership (2001, 2003, 2004); assessment of student learning (2002, 2005); research (2002, 2008); the library (2001, 2002); student affairs (2000, 2001, 2003); financial services (2007); and human resources (2003). There were also consultancies on continuing education and outreach (2002, 2005).

The reviews have generally ratified the significant accomplishments of the faculty, staff, and administration. The reviews have provided opportunities for ZU personnel to reconnect with their disciplines and professions, creating a context for sustaining and strengthening relationships with the U.S.-based communities of practice from which the University derives its models. The reviews have also provided opportunities for colleges and other programs to evaluate their options with respect to specialized accreditations, potential areas of specialization, curriculum development, and administrative practice. In some cases, specific recommendations emanating from the reviews have led to immediate improvements; in others, long-term issues raised during the reviews have been addressed through the units' strategic plans. In some cases, the reviews have been important in helping make difficult decisions about the continued viability of majors.⁵

7.4 Internal Reviews

In addition to external reviews, ZU regularly conducts internal reviews in conjunction with strategic planning and budgeting processes and has convened four major internally managed self-assessments: a study of course duplication carried out in spring 2003; a review of the college structure in light of possible shared curricular elements in spring 2004; a review of the ZULOs by four task forces, 2005-2007; and a review of the University's policies and procedures, 2004-2007.

The review of course duplication in spring 2003 sought to discover areas of possible disciplinary overlap. Although the findings from the initial study were inconclusive, the process opened the discussion of increased cross-college cooperation. This subject was taken up again in spring 2004 when the Provost posed questions regarding synergisms that might be developed between the majors in some of the colleges. Four committees were convened to consider the possibility of combining curricula — or even colleges — so as to more efficiently capitalize on faculty expertise. These committees brought together faculty from the Colleges of Business Sciences and Information Systems; the Colleges of Education and Family Sciences; the Colleges of Arts and Sciences (Department of Social and Behavioral Sciences) and Family Sciences; and the Colleges of Arts and Sciences (Department of Art and Design) and Communication and Media Sciences.

Two major curricular and structural innovations flowed from these discussions. First, the Colleges of Business Sciences and Information Systems began to cooperate at the curricular level, developing strategies for sharing some core courses and even developing a joint degree program. Second, cooperation between the College of Education and the faculty then housed in Family Sciences was encouraged by moving five faculty members to the College of Education. The faculty transferred to the College of Education have contributed to the early childhood education curriculum and assisted in the development of the new major in School Social Work. An additional twelve members of the Family Sciences faculty were reassigned to the Department of Social and Behavioral Sciences in the College of Arts and Sciences, and the College of Family Sciences was discontinued.⁶

⁵ For example, three majors in the College of Arts and Sciences were discontinued in spring 2002; majors in the College of Family Science were discontinued in spring 2004. Reviews were only one of several factors taken into account in making these decisions. Other data included: levels of enrollment, student satisfaction, and the extent of career options growing from the field of study. For a discussion of Family Sciences, see Section 7.4. For a presentation of student enrollment data for all majors, including those that have been discontinued, see Appendix 10.2.

⁶ The reports of the committees are available in the Resource Room.

The internal reviews of the Zayed University Learning Outcomes (ZULOs) and of ZU's policies and procedures are discussed in detail in other sections of the self-study. Information regarding the revision of the ZULOs is presented in Chapter Thirteen: Assessment of Student Learning, and in Chapter Two: Mission and Planning. Details regarding the revision of University policies and procedures are presented in Chapter Six: Integrity. Discussions of those internally managed reviews are essential elements of the chapters indicated. The processes are referenced here to provide additional evidence of the institution's overall commitment to self-assessment.

7.5 Key Performance Indicators

Also included in the University's 2004 Assessment Plan is a framework for defining and assessing a set of internally generated and monitored Key Performance Indicators (KPIs). Dating from the third year of ZU's operation, 13 indicators were developed and formally approved by the University's administrative councils. Mostly quantitative and quite comprehensive, they establish a set of objective measurements of ZU's overall effectiveness. Table 7.2 presents the KPI areas.

Table 7.2
Key Performance Indicator Areas

Undergraduate Student Enrollment and Quality	Faculty and Staff Data
Undergraduate Student Progress	Financial Resources and Use
Student Satisfaction	Graduate Success
Employer Satisfaction	Use of Instructional Technology
Community Activities	Space Capacity and Utilization
Research Productivity	Accreditation Status
Instructional Productivity	

Significant steps have been taken to build the system for gathering and using KPI data to assess and improve ZU's effectiveness. Each of the KPIs has from one to six performance measures that are used to collect relevant data each year. Analysis of a range of performance measures will provide a useful picture of institutional effectiveness. Table 7.3 lists some of the instruments and reports used for determining performance data in current and future assessments. Thirty-seven different performance measures have been established for the 13 KPIs. Data have been collected for a total of 28 of the 37 performance measures. Appendix 7.1 includes summary information on those measures.

Table 7.3
Sources of Key Performance Indicator Data

National Admission and Placement Office Records	Graduating Senior Survey
Banner Student Record System	Internship Employers Survey*
Human Resources Information System	Alumnae Survey*
Enrolled Student Survey*	Graduate Employment Database
Employers Survey*	Office of Research and Outreach Records
Faculty Workload Report	College Reports
ZU Annual Budget	ZU Alumnae Association Records

* Under review or development 2007-2008

The KPIs on student progress, student satisfaction, and graduate success also serve as indicators for the performance-based budgeting system of the U.A.E. Ministry of Finance and Industry (MoFI). As explained in Chapter Three: Institutional Resources, MoFI requires the University to report each year on a set of quantity, quality, efficiency, and effectiveness indicators as part of the budget request and approval process.⁷ ZU develops specific targets for the following performance measures:

Student Progress

- Academic Bridge Program two-year completion rate
- Baccalaureate program one-year student retention rate
- From entry to baccalaureate to graduation six-year completion rate
- Average time to complete degree

Student Satisfaction

- Student evaluation of their overall university experience
- Student satisfaction with course content in their major
- Student satisfaction with instruction in their major
- Student satisfaction with their internship experience

Graduate Success

- Employment of the previous year's graduates

Graduate success is a particularly important indicator of institutional success. ZU plays a specific role in contributing to national development by furthering the professional development of its students. A graduate employment database was developed by the Office of Institutional Research and Planning and is maintained by the Office of Career Services and Alumnae Relations to provide information for tracking institutional success in moving students into the workforce. Those data have been used in the development of the career education and internship programs. A summary status report on employment is shown in Table 8.4 in Chapter Eight: Student Admissions, Retention and Support, for graduates through January 2007.

7.6 Reports on Teaching Effectiveness and Academic Standards

As explained in detail in Chapter One: The Institutional Context, an important objective in establishing Zayed University was to build a student-centered university in which the national development of the U.A.E. would be supported through effective teaching and learning. Institutional activities supportive of learning assessment and curricular improvement are discussed in detail in Chapter Thirteen: Assessment of Student Learning. Two systems managed by the Office of Institutional Research and Planning have assisted in the improvement of teaching and learning through the generation, analysis, and dissemination of information to academic leaders.

The first is the Student Evaluation of Learning Environment (SELE). During the closing weeks of each course, all students are invited to evaluate their experience with the faculty member teaching the course and with the course materials. Summary information on student responses is distributed to faculty and stored electronically for use by administrators. SELE data are systematically used in two ways. First, SELE scores

⁷ MoFI's performance-based budgeting process is discussed in Chapter Three: Institutional Resources. Examples of the MoFI reports are available in the Resource Room.

become an element used by deans in the evaluation of faculty for annual review and for contract renewal. Second, SELE data relevant to course materials are also used to revise curricular content. This is particularly important in the general education program, where summary information on student responses to questions concerning course content and materials is systematically incorporated into the triangulated learning assessment methodology.⁸

Second, the Office of Institutional Research and Planning generates a grade distribution report each semester that is used to monitor grading standards. Grade inflation is endemic in the public K-12 U.A.E. system. Because ZU is selective, undergraduate students are often accustomed to receiving only the highest academic marks. Consequently, undergraduate students exert an enormous amount of pressure on faculty to give them high grades. To combat the tendency to yield to this pressure, the academic leadership monitors grading patterns closely. The Office of Institutional Research and Planning supports the leadership in this endeavor by generating summary information each semester. Academic units are then able to compare grading patterns with one another and with the University average. These data are then used by deans in working with faculty.

⁸ For a discussion of the use of SELE data in faculty evaluation and the assessment of student learning, see Sections 9.2, Chapter Nine: Faculty, and 13.3, Chapter Thirteen: Assessment of Student Learning, respectively .

Chapter Eight: Student Admissions, Retention, and Support

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Summary

At the core of Zayed University's mission is the delivery of high-quality baccalaureate degree programs for traditional-age students. During the first nine years of the University's operation, this core mission has been realized by educating national women. Emirati women are admitted to ZU within the admissions framework prescribed by the National Admissions and Placement Office (NAPO), an office that processes all applications and placement testing for national students wishing to attend tertiary institutions in the U.A.E.'s federally-funded system of higher education. In programs aligned specifically with the academic and social needs of the University's NAPO-assigned students, ZU has developed highly intentional mechanisms for socializing and supporting these young women in achieving academic, professional, and personal success. The mechanisms include academic skills evaluation and curricular placement; orientation and ongoing advising; majors exploration and career education; professional internships and career services mentoring; and academic and personal support offered through learning centers, family liaison officers, and counseling services. The University also supports a rich array of co-curricular and extra-curricular student activities in the areas of student government, leadership, and foreign study. Although ongoing internal assessment and the self-study process itself have identified areas that are in need of improvement, it is clear that ZU's student development and student life programs are closely aligned with the institution's mission.

At the same time that the University has developed its programs to support the undergraduate education of national women, it is also expanding into other student populations whose education is critical to ZU's mission. This chapter includes information about the institution's graduate students, its new plan for educating national men, and its emerging opportunities for international students.

8.1 Zayed University's Female Undergraduate Students

The first chapter of this document discusses Zayed University's mission in relationship to the rapid development of the United Arab Emirates. As described in Chapter Two: Mission and Planning, ZU was founded with the express purpose of building an academically rigorous, U.S.-style, student-centered university committed to becoming a leading institution in the nation and region. Although it was always intended that ZU become a comprehensive university delivering undergraduate and graduate programs to both men and women, it was determined in the early stages of institutional planning that the University be initiated with undergraduate degree programs for women only. This decision to begin with the education of female high school graduates was made for two reasons. First, since young Emirati women are more likely to enroll in higher education in

the U.A.E. and may currently be higher achievers academically than young men,¹ female students might be more readily raised to the academic standards envisioned as hallmarks for ZU's programs. The second reason follows directly from the first. The cultural context of the country dictates that young Emirati women, especially those who are unmarried, be educated in gender-segregated environments. For large numbers of traditional Emirati families, sustained and too-familiar interaction with young Emirati men will prejudice the reputation of a daughter and affect her prospects for marriage. Although the national leadership did not ratify gender segregation as an ideological imperative in its organization of the University, it was recognized that large numbers of qualified and ambitious students would be prevented from attending the institution by family constraints if the University in its early stages were organized otherwise.²

An extension of this protectiveness toward daughters is embodied in the *in loco parentis* role that the University assumes in relationship to the supervision of its female students (Policy STU-ADM-01). University policy dictates that ZU's two main sites function as closed campuses and that student arrivals and departures be monitored. An electronic card system assures that students depart the campus only after their classes are finished, a practice ensuring that parents or guardians know when their daughters will be leaving campus. Only with special permission (obtainable with a legal guardian's consent) may they leave campus between classes.

8.2 Application and Admission

Citizens of the U.A.E. who meet minimum admissions requirements have a right to free tertiary education in one of the nation's three institutions of higher education. The National Admissions and Placement Office (NAPO) manages the application and admissions process for the three federally-funded tertiary institutions: United Arab Emirates University (Al Ain), The Higher Colleges of Technology (14 men's and women's campuses located throughout the emirates), and Zayed University (Dubai and Abu Dhabi). NAPO also manages national examinations that generate information on applicants' English and math abilities. All school-leaving students take the Common Educational Proficiency Assessment (CEPA) in English and math (CEPA-English, CEPA-Math). The CEPA-English examination provides a score that is taken into account in making admissions decisions and in placement of the student, once admitted, in the appropriate educational level.³

NAPO takes the lead in disseminating information about Zayed University and its programs to the national population. NAPO publishes information concerning programs of study at each of the federal institutions and provides a common application form in English and Arabic in both print and electronic formats. On this form, students list their intended area of study and their preferred institution. To help students make an informed

¹ In the 2006-2007 academic year, only 28 percent of the students in federal tertiary institutions were male.

² Sections 8.9 and 8.11 describe the ways in which the University's graduate programs and its emerging plans for male and international students will gradually open the way toward the possibility for gender integration.

³ The comprehensive administration of these two examinations to all secondary school graduates took place for the first time in the spring semester of 2007. Before that point, only students intending to enter one of the three tertiary institutions elected to sit examinations. A CEPA-English score has long been an admissions requirement for the federal tertiary system. The CEPA-Math test was initiated for the first time in spring 2006. Prior to that, the math score was used only for placement purposes rather than as an admissions criterion. For more information on the use of the English and math tests in placement, see Section 12.1, Chapter Twelve: Related Educational Activities.

choice, NAPO arranges presentations in secondary schools, sometimes requesting representatives from the institutions to talk. Students also learn about the University through its Web site, campus visits organized by secondary schools, an annual information night for parents and students held on each campus in the spring semester, and word of mouth (probably the most powerful influence on students choosing an institution).

Students are admitted to Zayed University based on both ZU's admissions requirements and the alignment among a student's preferred institution, her intended area of study, and the university's educational offerings. The University admissions policy requires that a student should have graduated from high school and should have a CEPA-English score of at least 150, a baseline negotiated with NAPO.⁴ The minimum level for a student's secondary school GSC (General School Leaving Score) is reviewed each year. After completing the analysis of admissibility and institutional fit, NAPO presents to the Minister of Higher Education and Scientific Research in July of each year a list of students proposed for admission to ZU's two campuses. After the Minister ratifies these recommendations, the students are admitted to the University.

8.3 Orientation and Placement

New undergraduate students admitted officially to the University in July begin coursework in the fall semester. The Office of Student Services, managed by the Dean of Student Affairs and an assistant dean on each campus, is responsible for communicating with students and their families and assisting students in the transition to university life. Students receive materials by mail in English and Arabic that introduce them to ZU, provide information on the pre-class orientation schedule, and explain the nature of the placement testing that will occur during the first week on campus. The student orientation is managed as a partnership between Student Services and the Academic Bridge Program, the academic unit that takes the lead in testing and placing students as they enter ZU.⁵ During the orientation period, students are introduced to the University's academic programs, academic expectations, and norms of comportment.

Students are also informed during this period about support for financially disadvantaged students. Since national students pay no tuition, University support is for the purchase of students' laptops and other personal expenses associated with being students. Students may apply for support through the Office of Student Services.

During orientation week, students are placed either in one of the levels of the Academic Bridge Program (ABP) or in the Colloquy on Integrated Learning, the general education curriculum delivered during the first three semesters of a student's enrollment in the baccalaureate program. In determining placement, three evaluations are significant: the CEPA-English (the national English test); the IELTS or its equivalent (the standardized test used to admit students to the baccalaureate program); and the Level-8 Equivalency Examination (the ZU examination that determines students' ability to achieve the outcomes of the Academic Bridge Program Level-8 curriculum). Students are placed in

⁴ The University has requested that NAPO raise the minimum CEPA-English score. Institutional data show that students placed at the lower levels of the Academic Bridge Program have a 60 percent attrition rate. This is discussed in Section 12.1.1, Chapter Twelve: Related Educational Activities.

⁵ Copies of the student information packet and the orientation schedule are available in the Resource Room.

one of six ABP levels⁶ based on their CEPA-English score. Students who score 178 or above on the CEPA-English examination are candidates for “direct entry” into the baccalaureate program. If students score a 5.5 on the IELTS and pass the Level-8 Equivalency Examination, they bypass the ABP and enter directly into the Colloquy on Integrated Learning.

Approximately 85 percent of entering students are placed in the ABP and 15 percent enter directly into the baccalaureate program. Table 8.1 presents the placement history for new students for the last four years. Of particular significance is the fact that the number of students placed directly in the Colloquy is rising.

Table 8.1
Placement History Based on English Scores for Entering Students,⁷ Fall 2000 to 2006
Number and Percent of Students Placed

Year	Abu Dhabi				Dubai				Overall			
	ABP		Baccalaureate		ABP		Baccalaureate		ABP		Baccalaureate	
	#	%	#	%	#	%	#	%	#	%	#	%
2000	222	93.3	16	6.7	139	88.0	19	12.0	361	91.2	35	8.8
2001	202	91.8	18	8.2	231	89.2	28	10.8	433	90.4	46	9.6
2002	222	94.5	13	5.5	301	93.2	22	6.8	523	93.7	35	6.3
2003	316	88.0	43	12.0	375	86.0	61	14.0	691	86.9	104	13.1
2004	336	88.7	43	11.3	383	85.1	67	14.9	719	86.7	110	13.3
2005	388	85.1	68	14.9	339	84.1	64	15.9	727	84.6	132	15.4
2006	342	84.4	63	15.6	347	84.2	65	15.8	689	84.3	128	15.7

In addition to being placed at an appropriate level in the curriculum based on their English capacities, students who enter the baccalaureate program are also given specialized placement tests to measure their abilities in math and Arabic. Students’ scores on the CEPA-Math test determine whether they will pass directly into the general education math courses when they enter the baccalaureate program or will need first to enroll in the Developmental Math Program.⁸ Direct entry students are also assessed in their capacities in Arabic. This assessment identifies students who will need developmental work in Modern Standard Arabic before enrolling in the Colloquy Arabic program. The non-credit-bearing developmental math and Arabic programs are discussed

⁶ The English-as-a-Second-Language community has divided pre-baccalaureate English development curricula into eight levels. ZU begins its offerings at Level-3 and ends with Level-8, the last enrollment before transition into the baccalaureate program.

⁷ Transfer students excluded.

⁸ Until fall 2007, ZU administered its own math placement test to determine if students should move directly into the general education math curriculum or enroll first in the non-credit-bearing developmental math courses. In fall 2006, NAPO launched the national CEPA-Math test against which the ZU test and its placement scheme were normed. Because there was an extremely high correlation, the University determined to adopt the national test as a placement tool. ZU faculty were part of the team that developed the national test. Documentation regarding the correspondence between the national test and ZU’s placement test is available in the Resource Room.

in Section 12.1, Chapter Twelve: Related Educational Activities and in Section 11.3, Chapter Eleven: General Education.

8.4 Advising, Student Progress, and Attrition

The progress of students during their enrollment in the Academic Bridge Program (ABP) and the Colloquy on Integrated Learning is facilitated through a course-embedded advising program coordinated out of the Office of the Dean of Interdisciplinary Programs. Students in the ABP are advised by their instructor, a faculty member with whom they spend 20 hours per week in the classroom. During a student's first enrollment in the ABP, the faculty advisor delivers a ten-hour student development curriculum within the context of regular classroom instruction. That curriculum continues the work of building students' understanding of their academic obligations as university students, a process of socialization initiated in student orientation. Faculty advisors monitor students' class attendance, academic performance, and student affect, intervening directly with their students if they begin to show signs of not being successful academically. Furthermore, faculty advisors seek help from the ABP administration or the student development professionals in the University Seminar and Student Services if students begin to fail. Students who have failed a level are deemed at risk and given supplemental instruction and extra support during their probationary enrollment.⁹

Most of the student attrition at Zayed University takes place during the Academic Bridge Program. As Table 8.2 indicates, approximately 30 percent of students placed in the ABP do not make sufficient progress and do not complete the program. Additional details on ABP completions are provided in Chapter Twelve: Related Educational Activities.

Table 8.2
Academic Bridge Program Completion Rates

Academic Year of Entry to ABP	Percent Completed in Two Years or Less			Percent Completed by June 2007 ¹⁰
	Abu Dhabi	Dubai	Overall	
2000-2001	63.4	56.3	60.7	NA
2001-2002	69.8	49.6	59.0	NA
2002-2003	73.9	64.4	68.4	72.6
2003-2004	61.4	60.8	61.1	67.3
2004-2005	63.3	64.1	63.7	69.0
2005-2006	61.3	68.8	64.8	64.8

⁹ The Academic Advising programs in the ABP and the Colloquy have been the focus of a sequence of reviews regarding their student development functions. For discussion of the formal reviews carried out in 2005-2006 and 2006-2007, see the reports by Gore and Evenpeck available in the Resource Room. For the student development outcomes that govern advising in the Academic Bridge Program and the Colloquy on Integrated Learning, see Appendix 11.2.

¹⁰ This figure is updated every semester. It is to be expected that the percentages will increase for several years as students who have suspended return to the University and complete the baccalaureate admission requirement. Students may suspend their enrollment in the ABP for a number of reasons. The period of permitted suspension is not counted against the two-year enrollment limit.

Although the attrition rate in the Academic Bridge Program is high, attrition for students in the baccalaureate program is low. Table 8.3 presents data for one-year retention and four- and six-year graduation rates and shows that six-year graduation rates may exceed 90 percent.

Table 8.3
Retention and Graduation Rates
Fall and Spring Entries to Baccalaureate Program

Entry Type and Year	One-Year Retention Rate (Percent)	Four-Year Graduation Rate (Percent)	Six-Year Graduation Rate (Percent)
Baccalaureate			
1998-1999		33.0	70.7
1999-2000		31.4	74.4
2000-2001		63.9	91.4
2001-2002		63.1	91.0
2002-2003		63.9	
2003-2004		57.7	
2004-2005	96.4		
2005-2006	96.0		
2006-2007	96.0		

During their first two semesters in the baccalaureate program, students receive course-embedded academic advising in COL 120 Colloquium and COL 105 Career Exploration, the two student-development courses offered in the first two semesters of the baccalaureate program. In these two general education courses, faculty from the University Seminar deliver a student development curriculum that introduces students to the disciplines of the University and assists them in making a decision about their majors and their careers. Included in these courses is a specific set of student development objectives and a strong mandate to track students who start to fail academically. Students who are deemed “at risk” because of attendance problems or low academic performance are tracked and supported by the advisor, who is also their teacher. When students pass into the majors in semester four, they are assigned an advisor in their college. Each of the colleges manages its advising program according to its own academic needs.

8.5 Student Support

Academic advisors and faculty rely on a number of learning-support services for ensuring students’ success. Housed in the library on each campus, the Learning Enhancement Center (LEC) provides independent learning support for the Academic Bridge Program. This support is sometimes formally coordinated with faculty and is sometimes arranged between the staff and students on an ad hoc basis. The University Language Center (ULC) provides drop-in support services to assist baccalaureate students in their writing. Furthermore, the ULC manages a one-hour mandatory support program for at-risk Colloquy students, particularly geared toward students who have failed a writing course or who are enrolling in first-semester courses in an accelerated format as they transition

into the Colloquy from the ABP.¹¹ Planning is currently underway to consolidate and coordinate these services within a re-envisioned Learning Enhancement Center (LEC) that will become a “one-stop shop” for student support. Its services will be integrated with academic advising and the curriculum, and will provide support through its expanded programs for mathematics, Arabic, computing, and information literacy and its program for students with specialized learning needs.

Academic advisors and personnel in Student Services also rely on the help of Family Liaison Officers, the Arabic-speaking staff members housed on each campus who communicate with families. These officers work with families on a range of personal and academic issues, encouraging family engagement with students’ learning and other dimensions of student life. Of particular significance is the Liaison Officers’ role in notifying families of students whose attendance or academic performance is slipping.

Each of the two campuses also maintains a personal counselor on the Student Affairs staff. Academic advisors or Student Affairs personnel refer students to the counselor when they determine that a student’s problems extend beyond the scope of academics. The counselors act according to the highest professional standards, guarding students’ confidentiality. Counselors’ perspectives are sought on disciplinary and academic dismissal cases as appropriate.

The self-study has led to an expression of concern about the lack of systematic support for students with learning disabilities. Although a policy on Students with Special Needs (STU-ADM-09) specifies that “The University will endeavor to support students with special needs where resources are available,” no structures have been put in place to identify and diagnose these students systematically, and to develop learning support services aligned with their needs. The restructured LEC will include support for students with learning disabilities (after appropriate diagnosis) within its range of services.

The self-study has also given rise to expressions of concern about limited health support services, especially on the Abu Dhabi Campus. A nurse has recently been appointed to provide health services on the Dubai campus and a similar appointment is planned for the Abu Dhabi campus.

8.6 Career Services and Alumnae Relations (CSAR)

One of the most significant mission-critical support systems that Zayed University provides to its students is housed in the Career Services and Alumnae Relations Office (CSAR). A key element of ZU’s mission is to prepare students to contribute to the future of the U.A.E. by preparing them to move into the world of work when they graduate from the University. As is explained in Chapter Ten: Educational Offerings and Chapter Eleven: General Education,¹² a considerable amount of institutional energy is focused on building student capacity to make informed choices about their careers and to work effectively in professional environments. CSAR’s work cuts across institutional activities

¹¹ A considerable number of ABP students exit from the nine-week terms at mid-semester and enroll in English Composition I (COL 140) and Global Studies I (COL 150), delivered in an accelerated format in the second half of the semester during “Part of Term B (POTB).” Because of the intensity of this delivery mode, students are also required to enroll in a section of ENG 195, a learning support program that assists students with their reading and writing. This program is under review during the 2007-2008 academic year.

¹² For further discussion of the role of Careers Education in the baccalaureate program, see Section 10.1, Chapter Ten: Educational Offerings, and Section 11.3.1, Chapter Eleven: General Education.

in a number of ways. First, CSAR is a partner in the development and delivery of the careers education curriculum. That curriculum extends from the Academic Bridge Program (levels six and eight), through the student development Colloquy courses (COL 120 Colloquium, COL 105 Career Exploration, and the Comparative Professional Systems courses), and into the internship program in each of the majors. Second, Career Services is actively engaged in building and sustaining relationships with the internship sites established by the colleges. Career Services staff members work both with faculty members who coordinate relationships with internship sites and with faculty supervisors who monitor student progress. CSAR consequently builds relationships with the organizations in which interns are placed, connections that often lead to permanent employment.

In addition to working with the curriculum and with the internship programs, CSAR takes the lead for the institution in advancing student employment. CSAR staff members develop relationships with employers in the public and private sectors, and can give informed help to students making applications and preparing for interviews. They also maintain the employment database, a tool that tracks the institution's effectiveness in achieving this key element of ZU's mission. Reports generated from this database are presented periodically to the University's senior leadership. Table 8.4 illustrates the information provided by the graduate employment database and indicates the University's success in moving baccalaureate graduates into the workforce upon graduation.

Table 8.4
Graduate Status Summary as of 6 November 2007
Baccalaureate Graduates June 2005 to January 2007
Percent of Graduates

	Jun 2005	Jan 2006	Jun 2006	Jan 2007	Total
Employed/Accepted job	64.1	74.1	61.7	41.1	58.7
In graduate school	1.1	0	0	0	0.2
Not seeking employment	8.7	7.4	11.9	8.2	9.5
Actively seeking employment	3.3	3.7	6.5	15.2	7.9
Seeking graduate school	1.1	0	0.5	0.6	0.5
Interested in seeking employment	21.7	13.9	18.9	32.9	22.4
Unable to contact	0	0.9	0.5	1.9	0.9
Total	100	100	100	100	100

8.7 Student Government and Student Life

Zayed University's student government and student life programs are key instruments for achieving the institution's mission to prepare students for professional and community leadership. Coordinated by the Office of Student Services and the Student Council, a system of clubs and a series of events have been organized and executed by students. These extra-curricular activities nourish the students' engagement with the public sphere and contribute to a vibrant campus social life. Of particular significance is the way that these programs provide opportunities for students to take leadership roles that require them to weigh the relative significance of varied interests and to take responsibility for diverse constituencies.

ZU's student government, the Student Council, is the umbrella organization for organizing students. The Student Council on each campus provides students with practical leadership experience in representing student perspectives to internal constituencies,¹³ building broad-based programming that reflects student interests, and representing the University to external audiences. The Student Council Charter asserts that the mission of the student government organization is to act as a "voice of the students," assisting ZU in "addressing student concerns." The Council Charter also declares that the Student Council should foster and enhance "communication within and without the University," promoting the University's "growth." Students are appointed to the Council by the Dean of Students, who follows a well-defined process described in the Charter. The Charter also contains bylaws that define the officers' functions and the Council's responsibilities. In the execution of their duties, Student Council officers typically engage in the following activities:

- Orientation of new and prospective students to ZU
- Development and execution of the yearly calendar of student events through a process of formalized student input
- Support of student clubs
- Promotion of national events such as Iftar Day and National Day
- Organization of student contributions to major University events such as the Women as Global Leaders Conference
- Formation of student focus groups on specific issues such as the annual focus groups on the Colloquy program
- Promotion of ad hoc, issue-oriented campaigns such as Breast Cancer Awareness and Disaster Relief

Of particular significance in that list of activities is the role that the Student Council plays in supporting the system of student clubs.¹⁴

8.8 Co-Curricular Programs: Leadership and Foreign Study

Among the most vibrant of ZU's programs for building globally aware student leaders are the co-curricular programs in leadership and foreign study. Both of these programs are tied directly to Zayed University Learning Outcomes and have curricular, co-curricular, and extra-curricular dimensions.

The Shaikha Fatima bint Mubarak Center for Leadership Program is intended to serve as a national, regional, and international model for leadership education, addressing whole student development. The Center's programs triangulate leadership education using curricular, co-curricular, and extra-curricular methods. The program includes: a set of formally structured and sequenced student workshops to which students gain access through an admissions process; a faculty network that guides these workshops and that has engaged in a University-wide discussion about leadership integration into the curriculum; and a major international conference held every two years, 'Women as Global Leaders.'

¹³ For a discussion of the role of the Student Council in resolving student complaints, see Section 6.2.4, Chapter Six: Integrity.

¹⁴ A list of current student clubs at Zayed University is available in the Resource Room.

Similarly influential in the ZU undergraduate student experience is the University's commitment to study abroad. Within a framework that requires these programs to be tied to academic goals,¹⁵ faculty members and students work together to build foreign travel itineraries that encourage interactions between ZU students and the contexts abroad that will enrich their academic experience. The office of the Dean of Students manages the proposals for study abroad.¹⁶

8.9 Graduate Students

Male and female national and international graduate students are admitted to Zayed University based on admission requirements established by each of the master's programs. Students are educated in mixed gender classrooms. The shared admission requirements across programs are a baccalaureate degree and a 550 TOEFL (or its equivalent). Students must maintain a 3.00 CGPA in their graduate coursework to be considered in good standing. If they fall below this level, they are placed on academic warning that may lead to suspension. Grading policies and academic progress are defined in Policy ACA-ADM-17.

8.10 Student Records and the Registrar

Student Records are managed and maintained through the Office of the Registrar on each campus. Data and documents are housed in electronic form in Banner and the Faculty Access Program (FAP), the in-house system that provides information to faculty about their course enrollments and their students. Those data are released only to faculty or administrators who have a legitimate right to know and to students or their guardians. The duties of the Office of the Registrar include maintenance of official student records; auditing records so as to ascertain students' eligibility to continue and to graduate; issuing transcripts and letters of permission; and certifying academic standing or completion of studies. The Office of the Registrar also publishes information about programs and courses, processes petitions, and serves students in person, by phone, and by e-mail.

The Library also receives data from the Banner system to maintain a record of student IDs and contact information for the purposes of managing the circulation of library materials.

The University Seminar and Advising Center is currently spearheading the development of a record-keeping tool that will make student information more easily available to students' academic advisors. The instrument will include personal information, academic records, and a record-keeping format in which advisors will make annotations; it will also have a blocked function to protect confidential information. This tool is being piloted in the 2007-2008 academic year. The Working Group on Student Affairs and Support Services suggested that a set of guidelines should be formalized governing the control of student records.

8.11 New Initiatives: Male Undergraduates and International Students

As mentioned at the beginning of this chapter, Zayed University was, from its foundation, envisioned as a comprehensive university that would serve both men and women in its undergraduate and graduate offerings. During the first years of its development, the

¹⁵ Foreign Study programs are governed by Policy STU-ADM-10.

¹⁶ A list of the 2006-2007 foreign study programs and the academic programs to which they are linked is available in the Resource Room.

University concentrated on the education of female undergraduates. Beginning in 2001, it admitted male and female graduate students. During the 2006-2007 academic year, detailed planning began for the admission of both national men and international students. In February 2008, ZU is opening a program for male undergraduates, delivering the pre-baccalaureate Academic Bridge Program and the Colloquy on Integrated Learning to a cohort of 200 military cadets on a campus near Sweihan in the Emirate of Abu Dhabi. These students will be admitted to both the University and the baccalaureate program according to the same admissions and progress requirements governing current students. Military officials predict the addition of at least 50 new students every year.

This relatively modest beginning for undergraduate males will expand dramatically when the new campus in Abu Dhabi is opened in fall 2010. The facility is being designed so as to accommodate both male and female students in gender-segregated environments. It is envisioned that the males admitted to programs on the new campus may include both military and civilian students.

During the 2006-2007 academic year, ZU also began planning to expand its educational programs for international undergraduates. In preparation for this expansion of its programs, the University admitted a small number of international female students to its campus in Dubai starting in fall 2007.

Chapter Nine: Faculty

Standard 10: Faculty

The institution's instructional, research and service programs are devised, developed, monitored and supported by qualified professionals.

Summary

Zayed University's faculty is made up of 265 full-time faculty members who deliver undergraduate and graduate programs. These faculty can be categorized in three different groups, each with a different educational mission and an appropriate match between qualifications and roles. The roles and responsibilities in each of these groups in relation to teaching, research and service are defined by University policy and embedded in administrative practice. There are 163 faculty with appointments in one of the University's five colleges. These faculty members have primary custodianship over the University's degree programs and 75 percent of them are qualified with doctorates or terminal degrees appropriate to their disciplines. Of the 265 faculty members, 85 are appointed to the English Language Center, a unit charged to deliver the Academic Bridge Program (the pre-baccalaureate English-development curriculum). The standard qualification for an appointment in this unit is a Masters in Teaching English as a Second Language or its equivalent. The third group consists of 13 faculty members who have appointments in the University Seminar, a student support unit staffed with master's-qualified instructors charged with student development, careers education, and advising in general education.¹

Differences in faculty obligations for each of these groups are linked to their roles in fulfilling the University's mission. Teaching is clearly defined in policy as the primary responsibility of all faculty. Moreover, faculty members in each group have principal responsibility for developing and delivering their segment of the curriculum. There are, however, significant differences in the basic teaching load and non-teaching obligations assigned to the various groups. Instructors in the English Language Center have a basic teaching obligation of 18-20 teaching hours per semester and no obligation to engage in research. Assistant, associate, and full professors in the colleges have a basic workload of twelve hours per semester that includes obligations to engage in scholarly and creative activity and to contribute to University and community service. The college deans are given considerable latitude, in consultation with the Provost, to reassign additional elements of the twelve-hour workload to other mission-critical activities important to their colleges or to the University. However, flexibility in managing faculty resources has been constrained by the pressures of increasing student enrollments and expanding educational offerings, combined with a fixed operational budget.

Like many universities around the world, Zayed University is striving to find a proper balance between unit-specific criteria for evaluating and promoting faculty and university-wide standards that will lead to judgments being made based on the principle of equity. Faculty members are evaluated during four standardized review processes: first-contract probation, annual merit pay review, contract renewal, and promotion. These

¹ There are also four faculty appointments in the Library and Learning Resources and the Center for Teaching and Learning. These units are otherwise staffed by personnel who hold a staff designation. The counts in this paragraph do not include adjunct faculty or faculty in administrative units. Data are for fall 2006.

processes are carried out according to the Calendar of Personnel Actions² managed by the Office of Faculty Affairs. Although the general values and documentation requirements governing probation, annual merit increase, and contract renewal are established by University policy and procedure, considerable leeway is given to the deans in specifying evidence that will support their evaluation of faculty work. The University's promotion process is somewhat more standardized with the criteria for faculty rank set out by policy. While some of the colleges have generated documents that provide more detail regarding the ways in which teaching, research, and service will be evaluated for promotion purposes, all candidates for promotion are subject to a thorough review by the University Faculty Promotion Advisory Committee in order to ensure that University criteria for promotion are applied equitably.

In addition to the challenge of balancing unit-specific and University-wide criteria for deploying and evaluating faculty resources, Zayed University faces additional challenges: it is staffed by an entirely expatriate faculty who are working in a new university located in a rapidly developing but still socially conservative country. There are no provisions for tenure, and faculty are employed on renewable three- to five-year contracts. The self-study has recognized ways in which the processes of accelerated development in the nation and the University have resulted in real or perceived inconsistencies. These include concerns about the faculty role in governance; compensation; and the equitable application of policies regulating workload, faculty evaluation, and contract renewal. All these concerns, whether based in fact or perception, have had an impact on faculty morale. The final chapter of the Self-Study Report, Chapter Fourteen: The Agenda for Institutional Development, addresses steps being taken to improve transparency and understanding of the processes.

9.1 Qualifications, Role, and Rank

9.1.1 Faculty Qualifications in the Colleges

Zayed University's five colleges are staffed by 163 full-time faculty. Faculty appointed in a college at the rank of assistant, associate, or full professor must have completed a doctorate or a disciplinary terminal degree (MFA for Art and Design faculty) or must demonstrate significant equivalent professional experience. Thus far, the "significant equivalent professional experience" criterion for appointment at the rank of assistant professor or above has been reserved for professionally qualified faculty in the Colleges of Business Sciences, Communication and Media Sciences, and Information Technology.

The colleges have occasionally also appointed master's-qualified faculty to the position of instructor. Several of these instructors were appointed when the University was founded and have proven themselves to be dedicated and successful teachers while others have been appointed because of institutional need for their specific disciplinary expertise. Some of them are pursuing terminal degrees.

Criteria for faculty rank and promotion are established in Policy HR -FAC-01:

- a. *The rank of **Instructor** will be awarded to faculty who have completed a master's degree or equivalent from an accredited university and who have either demonstrated teaching effectiveness . . . or provided evidence of probable success as an effective teacher. . .*

² A copy of the 2006-2007 Calendar of Personnel Actions is available in the Resource Room.

- b. The ranks of **Assistant Professor**, **Associate Professor**, and **Professor** will be awarded to faculty who completed the doctorate degrees (or equivalent) or a recognized terminal degree in their field of specialization from an accredited university, or can demonstrate equivalent professional experience. Faculty appointed at Assistant Professor rank normally must have a demonstrated promise of advancing the mission of Zayed University through scholarly or creative achievements and professional service. Faculty appointed at Associate Professor or Professor rank must show evidence of progressive professional development in the areas of instruction and instructionally related activities, scholarly or creative activities and professional service.

Table 9.1
College Faculty Qualifications and Rank (2006-2007)
Faculty Highest Degree by College and Rank, Full-Time Faculty

College	Degree	Rank				Total
		Instructor	Assistant Professor	Associate Professor	Professor	
CAS	M.A.	10	0	0	0	10
	M.Arch.	0	1	0	0	1
	M.E.D.	0	1	0	0	1
	M.Ed.	1	0	0	0	1
	M.F.A.	1	12	0	0	13
	M.Phil.	1	0	0	0	1
	M.Sc.	8	0	0	0	8
	Ed.D.	0	0	1	0	1
	Ph.D.	6	25	21	5	57
	Total	27	39	22	5	93
CBS	M.A.	3	0	1	0	4
	M.B.A.	4	1	0	0	5
	M.Ed.	1	0	0	0	1
	Ph.D.	0	8	4	3	15
	Total	8	9	5	3	25
CCMS	M.A.	0	0	1	0	1
	M.Phil.	0	1	0	0	1
	M.Sc.	0	0	1	0	1
	Ph.D.	0	3	7	1	11
	Total	0	4	9	1	14
CED	Ed.D.	0	1	2	0	3
	Ph.D.	0	8	3	2	13
	Total	0	9	5	2	16
CIT	M.B.A.	0	1	0	0	1
	D. Phil.	0	1	0	0	1
	Ph.D.	0	9	3	1	13
	Total	0	11	3	1	15
College Total		35	72	44	12	163

Nearly all courses at Zayed University are taught by full-time faculty members. The University does, when suitably qualified persons can be identified, hire a limited number of adjunct faculty members who primarily deliver courses in the general education program. During the 2006-2007 academic year, the University employed only 14 adjunct faculty. When adjunct faculty are hired, they are given rank and salary commensurate

with their qualifications and are oriented to the University and the curriculum by the dean or by his or her designee. If they are hired to teach in the general education program, they are placed in the department that has primary responsibility for delivering the courses they are to teach. The chair of that department and the course coordinators become their primary points of contact with the University.

9.1.2 Faculty Role in the Colleges

University policy and the processes for evaluation and promotion describe faculty responsibilities for teaching, service, and scholarly/creative activity. The policy describing faculty role affords considerable flexibility to deans in directing faculty energies toward specific institutional needs. The description of role and responsibilities for assistant, associate, and full professors indicates that they support the mission of the University in all three of these areas. The policy also indicates that “the relative contribution” will be adjusted on an annual basis according to “the needs of the University and the College as well as the professional development of the faculty.” Furthermore, this relative weighting “may vary from year to year for individual faculty, and vary between faculty within a College” (Policy HR -FAC-02). The policy provides flexibility that allows deans to align faculty aptitudes, experience, and aspirations with their college’s and the University’s larger objectives.

Teaching. The primary responsibility of all ZU faculty is quality teaching. This primary commitment to teaching is reflected by the workload of twelve credit hours per semester. The responsibility of faculty in teaching is described in the following terms:

The highest priority of all faculty and staff should be the academic success of students . . . Faculty are expected to seek continuous improvement in their teaching and should engage in activities that promote their pedagogical understanding and skills. The quality of teaching will be regularly evaluated and weighted heavily in faculty evaluations.
(Policy HR -FAC-02)

Scholarly and Creative Activity. In addition to the fundamental commitment to teaching, all assistant, associate, and full professors are expected to be engaged in scholarly or creative activity. Whenever possible, the University assists faculty in these pursuits by allocating professional development funds and by workload assignments. The stated purpose of this allocation of resources is to help achieve the college’s or the University’s goals by assisting faculty to remain current in their disciplines, to develop their professional reputations, and to develop the University’s reputation.

Service and Outreach. Because Zayed University is a new institution requiring a large amount of curricular and procedural development, faculty members are expected to “assume their fair share” of service obligations. These can include membership on college or University committees; appointment to ad hoc task forces or working groups; assignment to administrative duties; and design and execution of outreach projects or programs. All faculty members are expected to provide University service in addition to their twelve-hour teaching assignment. Within the framework established by the workload equivalency table,³ deans assign faculty time to support their college’s

³ The 2006-2007 Workload Equivalency Table is available in the Resource Room. This table is discussed in Section 9.6.3.

objectives. Additional assignments can be made with the approval of the Provost, who may also request faculty time from the deans to pursue University-wide objectives.

During Zayed University's early years, resources were sufficient and enrollment numbers low enough to permit deans to routinely reassign faculty time for research and outreach activities. With the growth of the University in more recent years, deans have had to limit their granting of research time, and since 2005-2006 most of the faculty have had teaching loads of 21 credit hours per year. That shift, though in harmony with University policy, led to faculty concerns which are being addressed as discussed in Section 9.6.3.

9.1.3 Faculty Rank and Promotion in the Colleges

The standards governing faculty rank at time of appointment and the criteria for promotion through the ranks are set out in Academic Rank and Promotion for Faculty (Policy HR -FAC-01), the policy cited above in connection with faculty qualifications. In addition to establishing obligations for teaching, scholarly and creative activity, and service, the policy establishes thresholds in each of these areas for appointment and promotion to the levels of assistant, associate, and full professor. As a guideline,

The assigned rank will be based on an evaluation of the faculty member's academic and professional preparation, relevant experience, evidence of scholarship or creative activity, and evidence of teaching effectiveness. In general, faculty who have been awarded academic rank at an accredited university that uses the same rank structure as Zayed University will be appointed at the same rank.

(Policy HR -FAC-01)

Section 1 of the policy specifies the principles used to distinguish among assistant, associate, and full professor at the time of appointment. Assistant professors are expected to have had at least three years of successful teaching and show promise of being able to contribute to the University's mission through scholarship and service. Associate and full professors "must show evidence of progressive professional development in the areas of instruction and instructionally related activities, scholarly or creative activities, and professional service" (Policy HR -FAC-01).

Section 2 of the policy sets the framework for promotion. Eligibility for promotion is determined by a combination of years at rank and continuous achievement in all areas of faculty responsibility. Successful candidates for promotion to full professor must show evidence of scholarly or creative activity that has been "recognized by peers outside the university" and evidence of "leadership . . . in service to the university at all levels."

There are two additional elements of the promotion process at Zayed University. First, the policy governing promotion indicates that colleges "may" establish additional criteria for promotion provided they are not "in conflict with the University policy" and all of the colleges have done so.⁴ Second, because faculty members have no obligation to apply for promotion, an assistant professor can apply for contract renewal as an assistant professor multiple times without seeking promotion to associate professor.

⁴ Copies of these college documents are available in the Resource Room.

Candidacies for promotion pass through both college- and University-level review processes. Deans solicit letters from outside referees who evaluate the scholarly or creative work of candidates. The recommendations of the college committee, the outside referees, and the dean are then sent to the University Faculty Promotion Advisory Committee. Made up of at least one full or associate professor from each college, the University committee reviews the applications. The committee then forwards its recommendations to the Provost who approves or disapproves each recommendation. The candidate is then notified on the status of his or her application before the end of the academic year in which the application was made.

Generally, candidates who have elected to go through the promotion process have been successful. Although faculty are free to put their application forward for promotion regardless of the support they receive from their colleges, the deans discourage candidates from applying if they are not likely to be successful in the processes. The table below provides summary information on candidacy success rates for the past two years.

Table 9.2
Faculty Promotions, 2004-2005 to 2006-2007

College	2004-2005				2005-2006				2006-2007			
	Total Faculty	Requested Promotion	Promoted	Promotion Success Rate	Total Faculty	Requested Promotion	Promoted	Promotion Success Rate	Total Faculty	Requested Promotion	Promoted	Promotion Success Rate
CAS	81	1	1	100%	93	6	5	83%	93	7	5	71%
CBS	14	1	1	100%	24	0	0	n/a	25	1	1	100%
CCMS	12	2	2	100%	15	0	0	n/a	14	1	1	100%
CED	13	0	0	n/a	14	0	0	n/a	16	0	0	n/a
CIT	17	1	1	100%	16	1	0	0%	15	1	1	100%
Total	137	5	5	100%	162	7	5	71%	163	10	8	80%

In addition to reviewing candidates for promotion, the University Faculty Promotion Advisory Committee reviews the entire promotion process each year. Its annual reports to the Provost, combined with additional input from the college deans, have led to significant improvements in procedures. These have included moving the solicitation of outside reviewers from the Provost's Office to the deans; standardizing submission formats; and changing to electronic portfolio submissions.

9.1.4 Faculty Qualifications, Role, Rank, and Promotion in the English Language Center

The 85 faculty members appointed to the English Language Center (ELC) deliver ZU's pre-baccalaureate Academic Bridge Program (ABP); contribute to the teaching of English composition in Colloquy; and deliver English-language instruction as part of the University's outreach enterprise.⁵ Appointment in this unit is at the level of instructor, and the standard qualification is a Master's Degree in Teaching English as a Second

⁵ The English Language Center and the Academic Bridge Program are discussed in detail in Section 12.1, Chapter Twelve: Related Educational Activities.

Language (or its equivalent). The unit currently has two faculty members with doctoral degrees who have appointments at the level of assistant professor. Although ELC faculty are not required to pursue additional qualifications or to engage in research, faculty initiatives to obtain doctorates and perform research may lead to promotion.

The responsibilities of ELC faculty members include high quality teaching and service, and teaching loads for faculty in this unit typically vary between 18 and 20 contact hours per week. In recognition of the 20-hour norm governing teaching loads in pre-baccalaureate programs in other programs in the U.A.E. and the region, the ELC administration began the process of increasing teaching loads in fall 2006. Faculty were offered salary increases if they were willing to increase their teaching loads to 20 hours per week. Contracts for new or renewing faculty were offered at 20 hours per week. By the 2008-2009 academic year, all ELC faculty will be required to have a 20-hour-per-week teaching load.

9.1.5 Faculty Qualifications, Role, and Rank in the University Seminar

The University Seminar and Advising Center delivers a student development and careers-education curriculum to students during their first three semesters in the baccalaureate program. Faculty members in this unit are also academic advisors to the students during their time in the Colloquy on Integrated Learning. They assist students with registration, track their academic progress, and help them prepare their applications to majors. With one exception, the faculty members are master's-qualified instructors who teach twelve credit hours of coursework per semester. Because of their advising role, they have a heavy service obligation and are evaluated on the quality of their teaching and service to students.

Although faculty in this unit have no research obligation, they may be promoted if they meet the qualifications for teaching, service, and scholarly/creative activity. The Dean of Interdisciplinary Programs does not, however, generally authorize the assignment of faculty time for scholarly or creative activity.

9.2 Evaluation

9.2.1 Annual Evaluation and Merit Salary Recommendations

While the overall framework for faculty roles is established by the ranking system that governs appointment and promotion, the annual review process has a much more immediate effect. Near the end of each academic year, the faculty member supplies the dean with a portfolio documenting teaching, service, and scholarly or creative activity (if applicable). This portfolio includes information on the faculty member's teaching (including scores from the Student Evaluation of the Learning Environment, ZU's formal teaching evaluation administered in every course), service, and (if applicable) research. The dean then evaluates the faculty member, summarizing achievements in the areas of faculty responsibility in a review letter that becomes a permanent part of the faculty member's file. The letters are used when considering faculty for annual merit increase, promotion, or contract renewal.

Following the evaluation of individual faculty members, the dean provides the Office of the Provost with recommendations regarding the salary increments for faculty in their units. The following three categories are used in the recommendations.

<i>Exemplary:</i>	<i>Overall performance well exceeded expectation in at least two areas, based on the faculty member's assignments.</i>
<i>Meritorious:</i>	<i>Overall performance met expectations in all areas, based on the faculty member's assignments.</i>
<i>Non-Meritorious:</i>	<i>Overall performance was below expectations based on the faculty member's assignments.</i>

(Policy HR -FAC-06)

Deans are allowed to identify up to ten percent of the faculty members in their unit as exemplary and these faculty members are given an additional increment. Depending on the resources available, percentage or fixed amount increments are given to all faculty in the meritorious category. Faculty members in the non-meritorious category receive no increment.

Because of budget constraints affecting ZU during the 2004-2005 and 2005-2006 academic years, salary increments for meritorious faculty were smaller than in previous years. The discussion of faculty morale at the end of this chapter identifies some of the steps that have been taken to alleviate faculty concerns about salary.

9.2.2 Contract Renewal

Faculty appointments are made within the framework of the general human resources policy Appointments and Re-Appointments (HR -ALL-01), which governs all employment contracts at ZU, including renewals. The policy sets three principles: "regular appointment is normally for a period of three (3) years"; "contract renewal will depend on the University's staffing needs in terms of numbers of employees required and the nature of their particular expertise"; and employees whose expertise is needed and who "have demonstrated competence in their work . . . will be encouraged to seek contract renewal." Contract renewals can be awarded for periods from "one to five years."

During the last three years, an average of 90 percent of faculty whose contracts had expired requested renewal. Of those faculty members who applied for renewal, 87 percent were offered contracts. The table below summarizes requests and contract offers during the last three academic years.

Table 9.3
Faculty Contract Renewals, 2004-2005, 2005-2006, and 2006-2007

College	2004-2005				2005-2006				2006-2007			
	Eligible for Renewal	Requested Renewal	Offered Renewal	Accepted Renewal and Returned	Eligible for Renewal	Requested Renewal	Offered Renewal	Accepted Renewal and Returned	Eligible for Renewal	Requested Renewal	Offered Renewal	Accepted Renewal and Returned
CAS	33	79%	100%	92%	16	94%	93%	71%	31	90%	82%	91%
CBS	6	83%	100%	100%	0	n/a	n/a	n/a	7	100%	86%	83%
CCMS	5	80%	100%	100%	1	100%	100%	100%	4	75%	33%	100%
CED	5	100%	100%	100% *	0	n/a	n/a	n/a	7	100%	86%	83%
CIT	5	100%	60%	100%	7	100%	57%	75%	7	100%	86%	100%
Total	54	83%	96%	95%	24	96%	83%	74%	56	93%	81%	90%

* Includes two faculty members who returned as administrators.

The renewal process involves four steps, each of which is scheduled on the Calendar of Personnel Action items. First, faculty members notify the dean that they intend to request renewal by a deadline identified in early fall. Second, they submit a portfolio documenting teaching, service, and scholarly or creative activity (if applicable). Third, the dean evaluates each portfolio and other elements of the faculty record and makes a recommendation to the Provost. Fourth, the Provost reviews the applications and makes the final decision. Faculty are notified of the Provost's final decision by November or December of each year. Faculty may appeal a negative decision to the Provost. Several deans have made it a practice to notify faculty members in advance if they are not going to recommend renewal so that the faculty member has the option to withdraw the application for contract renewal.

Considerable authority is given to the deans in making recommendations to the Provost regarding renewal. Deans must evaluate two sets of variables simultaneously. A dean evaluates a faculty member's performance in the areas of responsibility and also assesses the need for the faculty member's "particular expertise" (Policy HR -ALL-01). At times this leads to difficult decisions, for the developmental process of a new University may bring curricular shifts requiring academic expertise different from that which is currently available. Faculty concerns over the renewal procedure have surfaced during the self-study. The view has been expressed that the criteria for renewal need to be more clearly stated and the process needs to be more transparent.

9.3 Faculty Custodianship of the Curriculum

Designing and developing educational curricula is a faculty-centered process at Zayed University. The Academic Affairs Committee for each college and each department in the College of Arts and Sciences (CAS) is charged to develop or review curricular proposals. Recommendations from the college committee may be sent to the entire faculty in the college (or CAS department) for review, discussion, and approval. The proposal is then sent to the dean, who forwards it to the Provost with his or her recommendation. The

Provost submits the proposal to either the University Standing Committee for Academic Affairs or to the University Standing Committee for Graduate Programs for review. The University committee engages in a process of discussion with the college or department in order to make certain that the proposal conforms to University requirements and is of appropriate academic quality. The committee's recommendation is sent to the Provost, who presents it to the Deans' Council for review.

Changes in the Colloquy on Integrated Learning follow a similar process with the impetus for change usually coming from University-wide sources or consultancies. The Dean of Interdisciplinary Programs convenes a faculty committee to develop the details of the proposed change. The proposal is then forwarded to the University Standing Committee for Academic Affairs for consideration.

9.4 Faculty Orientation and Mentoring

Zayed University has a well-structured formal orientation program for all new faculty to orient them to a new country as well as a new place of employment. The first week of the orientation program is designed to assist faculty members and their families in settling into their new surroundings. The second phase is designed to orient the new faculty members to the University and its students, its teaching resources, and its approach to learning outcomes. The orientation is assessed and improved every year. Some academic units have also developed faculty mentoring systems that complement the University-wide program with the assignment of a faculty mentor who assists new colleagues in orienting themselves to the country and the University. In other units, the assistant/associate dean or assistant director (in the case of the Academic Bridge Program) continues the orientation process. The self-study process has given rise to the suggestion that a mentoring process be formalized and rewarded.

The Fall 2006 Faculty Survey suggests that faculty feel relatively well-supported academically in their transition into the institution. In response to a question about their orientation to teaching resources and expectations, 66.9 percent agreed or somewhat agreed that they felt properly oriented. Regarding orientation on the unique nature of the ZU student population, 64.4 percent agreed or somewhat agreed that they were well-oriented.

9.5 Professional Development

Zayed University furthers professional development by the allocation of financial resources to support the development of faculty in their teaching and research roles and by providing in-house workshops and forums for institutional discussions about teaching and research. The general principles governing professional development are set out in Policy HR -FAC-04 Faculty Professional Development.

The major source of financial support for professional development is the budget allocated to each of the academic units. Colleges and the Academic Bridge Program are allocated, respectively, 2.25 percent and 1.5 percent of their total faculty salaries. All academic units have a prescribed process whereby each application is evaluated as to the strength and viability of the proposed professional development. The request can support the development of either teaching or research. Although the processes used to allocate funds vary among the units, all follow the general guidelines of the University Professional Development policy. The self-study has given rise to the suggestion that

some resources should be earmarked specifically for junior faculty to assist them in launching their careers.

Financial support for faculty professional development is also provided through Zayed University's Research Incentive Fund, which is discussed in the section on research in Section 2.1.5, Chapter Two: Mission and Planning.

On-campus workshops and forums are promoted and organized by the Center for Teaching and Learning to support the advancement and development of faculty in teaching. The Zayed University Teaching and Learning Forum provides a series of professional development sessions in Dubai and Abu Dhabi that focus on pedagogical practice and research relevant to teaching and learning initiatives across disciplines. The Center for Teaching and Learning also publishes a communication titled *The BLEND* that shares information on teaching and learning with the University's academic community.

The University also supports a Research Seminar series in which faculty present their current work to colleagues from across the University.

9.6 Initiatives to Improve Faculty Morale

Zayed University is a new institution staffed by an entirely expatriate faculty working in a rapidly changing nation. In addition to being socialized to a new country, faculty join an institution that is itself engaged in a process of rapid development. This development has involved the sequenced implementation of the undergraduate and graduate programs and the gradual extension of the institution's activities to include outreach and research. Expansion has led to shifts in institutional need for faculty expertise, shifts that sometimes lead to non-renewal of contracts with an impact on faculty morale.

The issue of faculty morale has grown more complex during the last three years as a result of the University's flat federal budget allocation and simultaneous enrollment growth. Although the University appears to be well-supported from the standpoint of student-to-faculty ratio, the expansion of its research and graduate missions has required that the institution look carefully at all of its activities. That examination has led to the phasing out of some programs and changes in faculty workload. The University is also operating in an inflationary environment in which housing costs have escalated significantly in recent years. As a result, ZU faculty and staff received relatively low salary increments for the 2005-2006 and 2006-2007 academic years while workloads increased. That has also had an impact on faculty morale.

Faculty concerns about faculty roles and the reward system are also identified in other sources such as reports from the University Standing Committee for Faculty Affairs,¹ faculty survey data,² exit interviews,³ and anecdotal information. Concerns that have affected morale can be grouped into four large categories: compensation; governance; workload; and processes for evaluation, promotion, and renewal. The Provost has taken these matters seriously. Recognizing that cultivating resiliency and engagement within the faculty is a key to ZU's success, she has taken several steps early in her tenure to

¹ Annual Reports from the Standing Committee for Faculty Affairs are available in the Resource Room.

² Results from the Fall 2006 Faculty Survey conducted in preparation for the self-study are available in the Resource Room.

³ A table presenting faculty reasons for leaving the University, as expressed in exit interviews, is available in the Resource Room.

respond to this state of affairs. A brief summary of the concerns and the initiatives appears below.

9.6.1 Compensation

Because of Zayed University's flat budget and the inflationary environment that has caused increases in housing and K-12 education costs in the U.A.E. (costs borne by the University), salary increments have been small for the 2005-2006 and the 2006-2007 academic years. On joining ZU in the spring semester of 2007, the Provost undertook a thorough review of the University budget. Without obtaining additional outside funding, she reallocated portions of the budget to give all continuing faculty, staff, and administration a ten percent salary increment, effective in July 2007. She also initiated processes to bring under-compensated faculty in line with appropriate disciplinary benchmarks.

9.6.2 Governance

Concerns were expressed in the Fall 2006 Faculty Survey about the role of faculty in governance. Some faculty members have called for the creation of a senate that would have more than advisory authority. Others, recognizing the political and administrative environment in which the University operates, have called simply for increased efficiency and transparency in soliciting, processing, and respecting the faculty perspectives emerging from the University standing committees in the administration of the University. In an initial step, the Provost responded to these concerns by reorganizing the University's administrative councils, a reorganization motivated in part by the need to give increased attention to faculty perspectives. These changes are discussed in Section 5.6, Chapter Five: Administration. The Provost meets regularly with the chairs of the University standing committees to improve communication and cultivate engagement with faculty.

9.6.3 Workload

One of the long-term concerns of ZU's faculty has been the 20-week semesters within an academic calendar that taxes the stamina of both faculty members and students and leaves little time during the summer break for faculty to pursue scholarly or creative work. The Provost worked with the Ministry of Higher Education and Scientific Research to reorganize the academic calendar. The changes bring the ZU academic calendar more in line with a typical schedule for most universities in the United States and increase the time available for faculty to pursue scholarly or creative activity and curriculum development.

The Provost also charged the deans to reorganize the way in which faculty work is planned, organized, and evaluated. The deans have been directed to tailor faculty workload to need, and the processes for calculating workload have been reviewed. Rather than requiring all college faculty members to teach a standard number of credit hours per year, new expectations give deans the latitude to develop individualized work plans that will enable them to meet the teaching, knowledge-generating, and outreach goals of their units in ways that conform with the talents and aspirations of their faculty. The Provost has also called for the review of the Faculty Workload Equivalency Table and the workload reporting mechanism.⁴ Increased efficiencies will be sought through increasing

⁴ The self-study process gave rise to an expression of concern about the lack of consultation with faculty on the building of the Faculty Workload Equivalency Table and the equitable application of workload calculations across the academic units.

class sizes, hiring qualified adjuncts, and reassigning faculty whose primary interest is in teaching.

9.6.4 Appointment, Evaluation, Promotion, and Renewal

Faculty have expressed concerns about a range of issues regarding the management of appointments, evaluation, promotion, and contract renewal. For example, in the faculty survey conducted in fall 2006 that had a 50 percent response rate, 67.6 percent of the respondents said they believed that transparency in the hiring process was fair or poor.⁵ Similarly, when faculty were asked about the consistent application of University policies, only 9.4 percent of respondents indicated that they believed that consistency was “very good” while 27.5 percent of respondents indicated that they believed that consistency was “fair” and 38.8 percent indicated that it was “poor.” Comment sections in the survey, as well as anecdotal information noted by the self-study working group on faculty, indicated that these opinions are related to perceptions of a lack of consistency or transparency across colleges in recruitment processes; a lack of clarity in the definition of criteria for the annual faculty evaluation; a weak alignment between the annual evaluation and pay increments; a deficit in equity when it comes to the review of promotion applications; and a lack of clear criteria for renewal decisions.

All of these matters involve complex college processes, deans’ judgment, and equitable administration of University policies. The self-study has suggested that faculty sometimes lack a solid understanding of the University’s policies and procedures. The recent approval of revised University policies and their dissemination on the Intranet should help to increase the transparency of all processes. In spring and fall 2007, the Provost implemented measures to strengthen transparency, administrative accountability, and equity within the contract renewal process.

Additionally, the Provost has commissioned the drafting of a faculty handbook that will present University policies and procedures in straightforward language to make them more readily accessible to faculty members and to the unit heads who administer the policies.

9.7 Grievance, Discipline and Dismissal

Grievance, discipline, and dismissal are discussed in Section 6.4, Chapter Six: Integrity.

9.8 Academic Freedom

Academic Freedom is discussed in Section 6.5, Chapter Six: Integrity.

⁵ Responses to the question regarding transparency in the hiring process were: Very Good (16.9 percent), Fair (33.8 percent), Poor (33.8 percent), Unknown or No Response (15.6 percent).

Chapter Ten: Educational Offerings

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Summary

Zayed University's five colleges are unified in their commitment to deliver high quality undergraduate and graduate programs that prepare students to contribute to the national development of the United Arab Emirates. The undergraduate and graduate programs are united in their approach to achieving this goal through shared commitments to outcomes-based learning and to the preparation of students for professional success. The first section of this chapter presents the ways in which the Zayed University Academic Program Model, made up of the Zayed University Learning Outcomes and the Major Learning Outcomes (ZULOs and MALOs), promotes curricular coherence in the undergraduate programs. Outcomes are mapped across the entire curriculum and serve as key elements of curricular design and maturing assessment plans. The second important strategy for building curricular coherence in ZU's undergraduate programs is the extension of professional preparation from the career education program in the first semesters to the culminating internship and capstone programs in the last semesters.

The second section of the chapter provides an analysis of the way in which the University is addressing a growing national need for graduate education. The programs currently underway, as well as most of those under development, are designed and scheduled for working professionals who wish to deepen their preparation while continuing to be employed. ZU's strategy for graduate education brings together the strong capacities of both a residential faculty, well-acquainted with the national context, and an experienced graduate faculty from quality partner universities in the U.S. and U.K.

The chapter also presents an analysis of the internal and external approval processes that guarantee curricular quality, the structures that support the development of information and computing literacy, and the processes for granting transfer credit.

10.1 Undergraduate Education

10.1.1 Undergraduate Degree Offerings

Zayed University's undergraduate programs are designed to enable students to contribute to the future of the United Arab Emirates. Curricular quality and coherence result from a system of outcomes-based learning experiences embodied in the ZULOs¹ and MALOs. These outcomes are mapped across the curriculum and culminate in a capstone project during the final semester of students' enrollment. Equally important is an intentional program of career education and preparation that begins in the first year of the baccalaureate program and continues through the internship in the final year. In this sequence of experiences, students are assisted in their selection of a major, oriented to career pathways, and prepared to move into the workplace at graduation.

¹ The Zayed University Learning Outcomes and the Academic Program Model are also discussed in Section 2.1.1, Chapter Two: Mission and Planning, and Sections 13.1 and 13.2, Chapter Thirteen: Assessment of Student Learning.

The orientation toward careers is reflected explicitly in the University's mostly professional degree mix. The five colleges offer seven Bachelor of Science degrees and two Bachelor of Arts degrees. Two of the nine programs are jointly offered by two colleges. Six of the majors allow further specializations, a designation created for a program that includes at least four courses in a specific field.² Specializations in the College of Communication and Media Sciences and the College of Education provide additional emphases within specializations. (These are called "teaching fields" in the College of Education.) ZU's majors (with their specializations and emphases) are listed below.

Zayed University Undergraduate Degree Programs

College of Arts and Sciences

Bachelor of Arts (B.A.), Major: Art and Design

Specializations

Design
Painting and Drawing
Photography and Video

Bachelor of Arts (B.A.), Major: International Studies

Bachelor of Science (B.S.), Major: Health Sciences

Specializations

Environmental Health
Health Education and Health Promotion
Nutrition

College of Business Sciences

Bachelor of Science (B.S.), Major: Business Sciences

Specializations

Accounting
Finance
Human Resource Management
Marketing

Bachelor of Science (B.S.), Major: Information Systems and Technology Management

(joint with the College of Information Technology)

College of Communication and Media Sciences

Bachelor of Science (B.S.), Major: Communication and Media Sciences

Specializations

Film and Broadcast Media
Magazine and Multi-Media Journalism
Public Relations and Advertising

Emphases

Creative Public Relations and Advertising
Public Relations and Advertising Management
Tourism and Special Events

² Before the spring semester of 2007, the term "concentration" was used. The term "specialization" was adopted because of difficulties in the translation of the word "concentration" into Arabic.

College of Education**Bachelor of Science in Education (B.S. Ed.), Major:** Education**Specializations**

Early Childhood/Kindergarten/Primary Education

Upper Primary/Preparatory Education

Teaching Fields

Art Education

English Education

Mathematics Education

Science Education

School Social Work

Bachelor of Science (B.S.), Major: Technology and Education

(joint with the College of Information Technology)

College of Information Technology**Bachelor of Science (B.S.), Major:** Information Technology**Specializations**

Information Security

Networking Technologies

Web Technologies

Bachelor of Science (B.S.), Major: Information Systems and Technology

Management

(joint with the College of Business Sciences)

Bachelor of Science (B.S.), Major: Technology and Education

(joint with the College of Education)

Table 10.1 gives a snapshot of the distribution of students among the majors. More detailed information on enrollments by specialization is contained in Appendix 10.1.

Table 10.1
Enrollment by Major, Fall 2007

Degree Program	Fall 2007 Enrollment
Bachelor of Arts in Art and Design (CAS)	132
Bachelor of Science in Health Sciences (CAS)	66
Bachelor of Science in International Studies (CAS)	82
Bachelor of Science in Business Sciences (CBS)	357
Bachelor of Science in Communication and Media Sciences (CCMS)	182
Bachelor of Science in Education (COE)	193
Bachelor of Science in Information Systems/Information Technology (CIT)	145
Bachelor of Science in Technology and Education (CIT and COE)	29
Bachelor of Science in Information Systems and Technology Management (CBS and CIT)	40

This snapshot of programs and enrollments does not present a full picture of the history of ZU's undergraduate offerings. During the nine years of the institution's existence, administration and faculty have engaged with internal and external stakeholders to determine the viability and need for various undergraduate programs within the national environment. This engagement has involved reviews of program quality, graduate employment and employability, and student interest and capacity. This process of review and evaluation has led to the discontinuation of some programs and the modification of others. For more comprehensive information on ZU's degree programs and their enrollments, see Appendix 10.2.

10.1.2 Curricular Coherence

Regardless of discipline, certain key curricular elements are shared by all ZU baccalaureate programs, creating a shared learning experience. This common imprint is accomplished through a core curriculum (Colloquy on Integrated Learning) in the early semesters and through culminating internships and capstones in the student's final year. Discussed in detail in Chapter Eleven: General Education, the Colloquy is made up of a set of 15 core courses (45 credit hours) delivered in the first three semesters of a student's enrollment in the baccalaureate program and a set of six college courses and labs, the "Menus," and the Arabic Labs, that continue the development of the Colloquy-related ZULOs in the majors. The majors themselves are made up of sequenced courses with numbering systems that reflect increasing levels of disciplinary mastery, and the majors conclude with credit-bearing internship and capstone experiences in the final year. Through the shared framework of the Colloquy at the beginning of their programs and the culminating internships and capstones at the end, all ZU graduates are left with a common imprint.

Requirements for undergraduate majors are prescribed by each college and are detailed in the ZU Catalog. Recommended eight-semester curricular plans provided in the catalog serve as models for students and their advisors in charting each semester's enrollment. A sample eight-semester plan showing the integration of the Colloquy and the major is included in Appendix 10.3.

The overall effectiveness and quality of the baccalaureate degree programs are supported by the Academic Program Model, the skills-rich, outcomes-based approach to curriculum development and learning assessment that extends from the Colloquy (core curriculum), through the major coursework, to the internship and capstone. The Academic Program Model is a system of learning outcomes (ZULOs) that are integrated throughout the entire undergraduate educational experience. Major Learning Outcomes are specific to each major. The ZULOs were developed by faculty committees in 2001-2002 and revised by faculty task forces from 2005-2007. The Colloquy Learning Goals are aligned with the ZULOs and are presented in Section 11.2, Chapter Eleven: General Education.

Zayed University Learning Outcomes

Zayed University Graduates will be able to:

Communicate effectively in English and Modern Standard Arabic, using the academic and professional conventions of these languages appropriately. (Language)

Use current information technology to enhance productivity and effectiveness. (Information Technology)

Use both critical and quantitative processes to solve problems and to develop informed opinions. (Critical Thinking and Quantitative Reasoning)

Find, evaluate and use appropriate information from multiple sources to respond to a variety of needs. (Information Literacy)

Understand and value their own and other cultures, perceiving and reacting to differences from an informed and socially responsible point of view. (Global Awareness)

Undertake leadership roles and responsibilities, interacting effectively with others to accomplish shared goals. (Leadership)

In addition to these general outcome statements, each of the ZULOs is accompanied by a matrix that includes indicators (can-do statements) and criteria for evaluating levels of student accomplishment within each indicator.¹

While the ZULOs provide a framework for overall curricular coherence throughout the baccalaureate program, the MALOs present the expected outcomes for specific majors. These outcomes are mapped across the major curriculum and integrated systematically into courses. The current list of the MALOs for each program is presented in Table 10.2.

¹ The matrices for the four ZULOs that were revised between 2005 and 2007 will be completed during the 2007-2008 academic year. For a discussion of this process see Section 13.1, Chapter Thirteen: Assessment of Student Learning and Sections 2.1.1, and 2.2.2, Chapter Two: Mission and Planning.

Table 10.2
Major Learning Outcomes (MALOs)

College of Arts and Sciences		
Art and Design	International Studies	Health Sciences
<p>Graduates will achieve a level of proficiency with the following learning outcomes:</p> <ul style="list-style-type: none"> • Theory and History of Art and Design: <ul style="list-style-type: none"> ○ successfully utilize theories and ideas regarding contemporary issues in their artwork; ○ complete historical and conceptual analysis of social or medium-specific case studies in design traditions; and, ○ knowledgeable of the historical progression of art, including the comprehension of art and design as a cultural system. • Effective Art and Design Practice: <ul style="list-style-type: none"> ○ students are able to apply design fundamentals to the ethical making of art as a vehicle for self expression, as well as for professional results; ○ students are proficient in practical application of art and design skills, as well as in professional business practice of skill set; and, ○ possess a thorough understanding of the principles of design as an effective and informed tool of communication. • Critical Thinking: <ul style="list-style-type: none"> ○ define and analyze a problem, as well as evaluate and judge potential solutions; ○ develop a project and defend the outcome to an informed audience; and, ○ understand the criteria for cultural discussion of the arts and the relationship to the creative process. • Visual Literacy: <ul style="list-style-type: none"> ○ demonstrate the formulation of complex visual and spatial problems as well as responsive development of innovative solutions; ○ engage in analysis and interpretation of visual culture; and, ○ possess an understanding of design principles: color, line, mass, balance, symmetry, perspective, form, shape, space, volume, value, and visual hierarchy. • Information Technology: <ul style="list-style-type: none"> ○ demonstrate proficiency in the use of a number of software applications; ○ display an integrated approach utilizing multiple design technologies in their professional portfolio; and, ○ understand the limitations of different software by choosing appropriate media for design projects. 	<p>Graduates will have knowledge of:</p> <ul style="list-style-type: none"> • the political, social, cultural, and economic relationships within and among global communities; • international diplomacy and the role of international organizations in the world today; • the globalization of socio-economic inequalities, public health challenges, regional conflicts, environmental degradation, and other issues of global concern; • development strategies in the region and the world; • the role and place of the Gulf region in the international system; and, • the politics of gender, race/ethnicity, and class identities. <p>Graduates will have specific skills that include:</p> <ul style="list-style-type: none"> • research and analytical methodologies • presentation skills • problem identification and analysis • the ability to integrate concepts and theory with reality • the ability to work effectively in international and multi-cultural environments within and outside the U.A.E. • the ability to learn what is happening around them and apply it to their own lives • the ability to work effectively in both English and Arabic Languages 	<p>Graduates will be able to:</p> <ul style="list-style-type: none"> • identify and understand community health problems, especially those prevalent in the U.A.E. region; • analyze health information and issues using a wide range of disciplines and perspectives; • effectively communicate professional advice and information relating to health issues, products, policies and plans, in different social, cultural and organizational contexts; • develop strategies and programs to maintain and improve health status in the community; • proceed to specialized professional training or graduate education; and, • apply their versatility and extensive interdisciplinary background in careers both within and outside the health sector as managers and analysts.

Table 10.2 Major Learning Outcomes (MALOs) continued...

College of Business Sciences	College of Communication and Media Sciences	College of Education	College of Information Technology
<p>All graduates will have the ability to:</p> <ul style="list-style-type: none"> • compete successfully in a global business environment; • use business information systems appropriately; • think critically, solve problems, and be creative; • communicate effectively in the business environment; and, • use interpersonal skills in a business environment. 	<p>A CMS graduate will be able to:</p> <ul style="list-style-type: none"> • communicate clearly and effectively in both Arabic and English, appropriately and creatively adapting messages to the needs, knowledge, culture and expectations of target audiences while observing ethical standards; • use a variety of technological tools and skills to create effective media-centered products and messages; • demonstrate leadership and professional skills in their chosen fields as reflected in their behavior and work ethic; • identify appropriate information sources, gather data, and apply critical thinking skills to analyze the information obtained; • be knowledgeable about communication across cultures and critically aware of how media operate in different systems and function in a global environment; and • use critical thinking, including qualitative and quantitative reasoning, to identify appropriate sources, gather data and analyze the information obtained. 	<p>Students will:</p> <ul style="list-style-type: none"> • understand how students learn and develop; • demonstrate the essentials of good teaching; • set high academic standards for themselves and for their students; • understand and appreciate issues of diversity, culture, and global awareness; • use effective communication skills and tools, demonstrating proficiency in Arabic and English, and using technology effectively; • become reflective practitioners, demonstrating professional growth, and using methods of research and inquiry in professional practice; and, • demonstrate qualities of leadership and teamwork, and exhibiting characteristics of social responsibility and professionalism. 	<p>Graduates will have the ability to:</p> <ul style="list-style-type: none"> • use critical thinking and quantitative processes to identify, analyze and solve problems, and evaluate solutions in an IT context; • select existing and cutting-edge IT tools and procedures to develop modules and systems; • assess and determine information resource requirements to develop solutions suitable for IT and business managers operating in a multinational and multicultural environment; • work effectively in individual and group situations, understand how groups interact, be able to assume a leadership role when required, and understand the fundamentals of professional and ethical conduct; • understand and communicate the fundamentals of systems theory in the development of appropriate systems that function in a global environment; and • express themselves effectively and efficiently in both English and Arabic while using the correct IT terms for each language.

10.1.3 Culminating Experiences

In addition to guaranteeing curricular focus through outcomes-based curriculum design, each of the major programs builds coherence into students’ experience through culminating internships and capstones. All fourth-year students must complete both a credit-bearing internship and a capstone project as requirements for graduation. Although each college is responsible for designing and administering its own program, the University has developed shared guiding principles governing internship programs. Discussions will take place during the 2007-2008 academic year that will develop similar shared guidelines for the capstones.

Guidelines for the internship program have been developed in consultations among the colleges and the Office of Career Services and Alumnae Relations.² Although differences exist among the colleges, most of the internships last for nine weeks including one week spent on campus in preparation for the placement, seven weeks spent on site, and one week following the placement to process and reflect on information about the experience. The internship occurs during the final year of matriculation in either semester seven or eight. Internship coordination and supervision are the joint responsibility of Career Services and a designated faculty internship coordinator within each college.

Internships provide students with career-related, experience-centered professional work opportunities. They are particularly important in the U.A.E. because they are the first experiences in the workplace for many ZU students. Internships not only provide an opportunity for students to learn about the routines and obligations associated with professional environments but also allow potential employers the opportunity to see ZU students in action. At the end of the internship, students are required to make presentations to an audience made up of peer interns, other students, and faculty members. In this presentation they report and reflect on their experiences. These presentations are important for enriching the experience of each individual student; they also allow faculty to capture information useful for programmatic improvement.

The internships are particularly important in facilitating the movement of students into the workforce as they graduate from the University. Table 10.3 provides a summary of the distribution of internship placements among the three major employment sectors during the 2005-2006 and 2006-2007 academic years. The success of the program can be noted from the high percentage of internship placements that result in full-time job offers extended to students upon graduation.

Table 10.3
Internship Placements and Job Offers, Fall 2005 to Spring 2007

Internship Sites	Fall 2005		Spring 2006		Fall 2006		Spring 2007	
	Dubai	Abu Dhabi	Dubai	Abu Dhabi	Dubai	Abu Dhabi	Dubai	Abu Dhabi
Governmental Sector	20%	38%	40%	46%	18%	44%	30%	24%
Semi-Governmental Sector	20%	45%	17%	41%	16%	38%	25%	54%
Private Sector	60%	17%	43%	13%	66%	18%	45% ³	22%
Offered job at Internship site	55%	16%	45%	37%	60%	44%	NA	56%

² The Internship Program Guidelines are available on the ZU Intranet and in the Resource Room.

³ In Dubai, the Art and Design majors take their internship in the fall semester only, mostly on private-sector sites. This explains the percentage difference between fall and spring semesters.

In addition to an internship experience, each student also produces a capstone project during her final year in the University. In the culminating capstone, students generate an academic or creative project that provides an opportunity to demonstrate their ability to synthesize the knowledge and skills they have developed in their majors, producing work that can also be used for assessing programmatic effectiveness.⁴ In consultation with the capstone advisors, students take responsibility for planning, managing, and completing the projects. In some colleges, individual projects are the rule while in other colleges students can participate in group projects. At the end of the academic year, capstone projects, as well as internship reports, are showcased for the whole University community at the Academic Festival, a culminating event for the academic year. During the 2007-2008 academic year, the University is engaged in developing University-wide guidelines for the capstone program.

10.2 Graduate Education

Zayed University's approach to graduate education is even more explicitly aligned with the nation's professional environments than are the University's undergraduate programs. The programs currently underway, as well as those under development, are designed and scheduled for fee-paying, working professionals who wish to continue their education while employed. ZU's strategy for guaranteeing that its programs are of high quality has been to develop and deliver the curricula in collaboration with distinguished partner universities, mostly from the United States. This strategy joins the capacities of strong residential faculty, well-acquainted with the U.A.E., to the strengths of qualified and experienced faculty from overseas graduate schools. Designed with ZU's characteristic attention to outcomes-based curriculum development, the programs are also designed and delivered with attention to U.S. standards. Proposals for new graduate programs undergo rigorous internal and external review in order to ensure that programs meet these standards. Coordination and oversight by the Assistant Provost for Graduate Studies and Research provide further assurance of program quality and consistency.

10.2.1 Graduate Degree Offerings

During 2006-2007, Zayed University offered four master's degree programs. One is delivered by the College of Business Sciences, two as partnerships between the Colleges of Business Sciences and Arts and Sciences, and one by the College of Education. Three of the programs are "executive" programs, a designation indicating that they include the stipulation that students have at least three years of professional experience as an admission requirement. Graduate programs are designed to be self-sustaining, relying on student tuition to support operating costs. The programs are listed below, followed by a table that presents summary information on student enrollments.

Graduate Degree Programs (2006-2007)

College of Arts and Sciences

- Executive Masters in Health Care Administration (EMHCA)
(joint with College of Business Sciences)
- Executive Masters in Public Administration (EMPA)
(joint with College of Business Sciences)

⁴ The role of capstones in the assessment of student learning is discussed in Section 13.4, Chapter Thirteen: Assessment of Student Learning.

College of Business Sciences

- Executive Masters in Business Administration (EMBA)
- Executive Masters in Health Care Administration (EMHCA)
(joint with College of Arts and Sciences)
- Executive Masters in Public Administration (EMPA)
(joint with College of Arts and Sciences)

College of Education

- Master of Education (M.Ed.) in Educational Leadership

Table 10.4
Graduate Program Enrollments, 2001-2006

Program	2001	2002	2003	2004	2005	2006
Executive Masters in Business Administration	31	43	48	39	47	45
Master of Education in Educational Leadership				29	24	48
Executive Masters in Health Care Administration				21	33	26
Executive Masters in Public Administration						29
Total	31	43	48	89	104	148

During the 2006-2007 academic year, six new master's programs were approved after internal and external review. Of these, one is in the College of Arts and Sciences, three in the College of Business Sciences, one in the College of Communication and Media Sciences, and one in the College of Education. The initial offerings of these programs are planned to be in 2007-2008 and 2008-2009. The programs are listed below.

Zayed University is also beginning to develop graduate certificate programs. The programs under development are included below. These are discussed in Chapter Twelve: Related Educational Activities.

New Graduate Degree Programs (2007-2008, 2008-2009)

College of Arts and Sciences

- Master of Arts (M.A.) in Design

College of Business Sciences

- Master of Science (M.S.) in Finance
- Master of Science (M.S.) in Innovation and Entrepreneurship
- Master of Science (M.S.) in International Business⁵

⁵ Two cohorts completed an earlier version of this program delivered as a variant of the Executive EMBA program.

College of Communication and Media Sciences

Master of Arts (M.A.) in Mass Communication

College of Education

Master of Education (M.Ed.) in Special Education

Graduate Certificate Programs (2007-2008, 2008-2009)**College of Arts and Sciences**

Graduate Certificate in Healthcare Administration
(joint with College of Business Sciences)

College of Business Sciences

Graduate Certificate in Business Administration
Graduate Certificate of Healthcare Administration
(joint with College of Arts and Sciences)

College of Information Technology⁶

Graduate Certificate in High Technology Crime Investigation
Graduate Certificate in Information Security

10.2.2 Curricular Requirements and Delivery Modes

Each ZU master's program is made up of 36 hours of coursework, generally as twelve three-hour courses delivered to each cohort of students over a period of two years. A cohort typically includes a maximum of 35 students who will progress through the program as a group. All but one of the current programs, the EMBA, include research courses and culminating research projects as program requirements. The College of Business Sciences is developing a proposal to modify the Executive Masters in Business Administration to include a research methodology course and a capstone research component in the curriculum. Faculty are instructed that, regardless of the delivery mode, each course should be equivalent to a course in a U.S. graduate program. This should be true with respect to both the scope and scale of instructional material and the quantity and quality of work required of students.

Because the programs are designed to accommodate the professional needs of the students who enroll, the delivery modes differ among programs. Those working fulltime in the business, health care, and public administration fields have work schedules fundamentally different from those working as educators. The courses in the three Executive Masters and the Master of Science in International Business are delivered using a combination of 28-32 hours of face-to-face instruction and five weeks of off-site computer-based instruction. The first 24 of the 28-32 hours of face-to-face instruction are delivered on three full days held at the beginning of the course, when the whole cohort comes together with the faculty member over a three-day weekend. Attendance at these workshops is compulsory. At the end of the course, faculty meet again with the class face-to-face for at least half a day, longer if they deem it necessary. (If the course is delivered by one of the partner institutions, this final meeting may take place by video conference.) Between the three-day workshop and the culminating day, faculty engage

⁶ The two certificate programs offered by the College of Information Technology require new courses that must be approved through the course approval process.

students in five weeks of online instruction and faculty-facilitated class interaction. During this five-week period, students are able to complete their academic work according to the demands of their own schedules. They are provided with electronic access through Blackboard and supplemental materials are distributed on a CD before the course begins. They also have access to the University's libraries during their enrollment in the graduate program. Students generally enroll in twelve of these blended six-week courses over two years.

Because professional educators all work according to roughly the same academic schedule, the College of Education is able to deliver the Master of Education programs face-to-face. It does this by coordinating its teaching with the public school system's daily schedule and its academic calendar. During the school year, students enroll in ten-week courses delivered in the late afternoon. During school breaks, students enroll in intensive ten-day seminars. Three of these courses include direct instruction on research methodology and production of original research.

10.2.3 Partnerships

Zayed University has required the graduate programs to develop partnerships with overseas institutions thus ensuring that the curricular content, instructional breadth and disciplinary depth are characterized by appropriate international standards of expertise and rigor. Because of differences in delivery mode, the instruction provided by the partner institutions is deployed in different ways. In the M.Ed. programs, faculty members from partner institutions team-teach with the resident faculty of record. After having developed the syllabus in collaboration with the resident faculty, the visitor joins either the ten-week or the ten-day course for a portion of the delivery time. In the Executive programs and the M.S. in International Business, visiting faculty take responsibility for entire courses, visiting the country in order to deliver the three full days of intensive instruction and managing the remaining five weeks of the course electronically and by video conference. In this case, the visiting faculty member becomes the faculty of record.

A list of current partnerships and agreements that are emerging into partnerships is presented in Table 10.5.

Table 10.5
Graduate Program Partnerships

ZU Graduate Program	Partner Institutions
EMHCA	University of Kentucky
	University of Houston – Clear Lake
EMBA	Clemson University, College of Business and Behavioral Sciences
	Oklahoma State University, William S. Spears School of Business
EMPA	UC Berkeley, Goldman School of Public Policy
	Indiana University, School of Policy and Environmental Studies
	University of Utah, College of Social and Behavioral Science
	University of Leicester, UK

Table 10.5 (continued)
Graduate Program Partnerships

ZU Graduate Program	Partner Institutions
M.S. in Finance	Thunderbird School of Global Management (pending)
M.S. in Innovation and Entrepreneurship	Northeastern University (pending)
M.A. in Mass Communication	University of Florida (pending)
M.Ed.	University of Washington (MOU)
	New York University (pending)
	University of Connecticut-Storrs (MOU)

10.2.4 Administration

The college deans are responsible for developing graduate curricula, managing the quality of the instruction, and building and maintaining the partnership relationships. When partners are involved in delivering degrees, management proceeds in close consultation with partner institutions. As a result of the growth of programs and the need to develop internal and external coherence in student recruitment, admissions, tuition, costing, budgeting, and policy development and compliance, the University created the position of an Assistant Provost for Graduate Studies and Research in spring 2007.

10.3 Curricular Quality: the Approval Process

The approval of new undergraduate and graduate programs within the federal system of tertiary education is governed by federal regulations that require two approval phases. In the first phase, the dean of the originating unit forwards from his or her faculty a ‘Request to Plan a New Degree Program’ to the Provost. After seeking appropriate input and determining the program’s suitability, the Provost presents a ‘Request to Establish a New Degree Program’ to the Office of Higher Education Policy and Planning (OHEPP), a unit within the Ministry of Higher Education and Scientific Research. The primary objective of this first level of approval is to determine the alignment of the degree with institutional mission and to evaluate the proposed program in light of national need.

When permission to plan has been obtained, a detailed proposal is developed by the academic unit. Proposals must demonstrate strong evidence of need, sufficient resources to assure quality and sustainability, and consistency between the program and the University’s mission, vision, and strategic plan. After the proposal has been approved by the unit, the Standing Committee for either Academic Affairs or Graduate Programs, and the Deans’ Council, the Provost solicits outside reviews from academic leaders in the relevant field. After those reviews, the proposal receives final internal approval from the Vice President and is forwarded to OHEPP and to the Zayed University Council and the Minister of Higher Education and Scientific Research for final approval. This two-stage approval process generally requires one academic year to complete: it is designed to assure high academic quality and prevent redundancy within the University and across national academic institutions.

The approval of new courses at either the graduate or the undergraduate level requires an internal process, initiated at the college level via the college’s Academic Affairs Committee. After college approval, the dean presents the new course proposal to the Provost with a brief rationale and a syllabus that conforms to University syllabus

guidelines. The college must clearly specify how the course will develop learning outcomes and how assessment will be carried out.

The Provost forwards new course proposals to the Standing Committee for either Academic Affairs or Graduate Programs, as appropriate. Those committees are to ensure academic quality and review the course for duplicate content in the same program or in other programs within the University. The committee makes a recommendation to the Deans' Council, which makes a recommendation to the Provost. The Provost makes the final decision on approval of the course.

Policies and procedures related to the evaluation and approval of new academic programs and courses were submitted by the Provost's Office to the Academic Affairs Committee for revision during the 2006-2007 academic year. The committee consulted with the University's academic deans who presented suggestions to streamline the approval process. More user-friendly forms were created to help colleges easily and successfully navigate through the process. (See University Policies ACA-PRO-02, ACA-PRO-03, ACA-PRO-04 and ACA-PRO-07.)

10.4 Computing and Information Literacy

Information Technology is one of Zayed University's Learning Outcomes and is integrated into ZU's programs. Each student is required to purchase a laptop for use in all University courses. Students also have access to University computer and media laboratories that are equipped with state-of-the-art information and communication technologies. There are six MAC and three Windows labs on the two campuses. These laboratories are extensively used in courses throughout the various colleges as part of the teaching/learning processes. Students also have access to the services of a fully staffed University Service Desk that assists with computer trouble-shooting and maintenance. All classrooms and theaters are equipped with multimedia technologies. The Blackboard course management system is used extensively to enhance teaching and learning. Students build on the technological skills learned in their core courses to access and utilize software applications in the upper-level courses required for their major.

Information Literacy is also one of the Zayed University Learning Outcomes and is systematically mapped across the undergraduate curriculum.⁷ The ZU Library provides numerous instructional resources on both campuses.⁸ The library houses over 100,000 books and provides access to 31,000 online journals and 51 databases. The library provides open stacks and the III Millennium Library management system for access and offers, on each campus, single and group study facilities, electronic classrooms, and computer and multimedia labs. In addition, the library participates in LIWA, a cooperative project of the United Arab Emirates Higher Education Library Consortium, which provides a single searchable catalog for library resources in the libraries of the Higher Colleges of Technology, the United Arab Emirates University, and Zayed University.

The library facilities and staff support faculty members and students in information literacy through a variety of activities. As indicated in the graphic included in Appendix 10.4, faculty and library staff have developed an overall plan for fostering Information

⁷ Appendix 10.4 presents a graphic representation of ZU's Information Literacy program.

⁸ Appendix 10.5 presents the numbers of databases and journals and their relationships to academic programs.

Literacy across the curriculum. The plan targets specific levels and courses to deliver information literacy components embedded in the regular curriculum and envisions a progressive approach to increasingly sophisticated skills up to the end of the majors. The ease of library access through the Intranet, together with the good number of available research databases, the high number of electronic journals, and the tutorial instruction, assists students in achieving high levels of information literacy. For additional information on support for computing and information resources, see Sections 3.4 and 3.5, Chapter Three: Institutional Resources.

10.5 Transfer Students

Zayed University's policies formally spell out the process followed for admission of transfer students and the awarding of credit (Policy ACA-ADM-03). A listing of accredited and accepted institutions is provided and updated by the Ministry of Higher Education and Scientific Research. The Registrar's Office is charged to review transfer student transcripts against this list. The Registrar's Office works with the relevant assistant/associate deans to align the transcript courses with their equivalent ZU courses. The final decision is rendered by the assistant/associate dean after reviewing a course description from the catalog of the external institution and a course syllabus made available for comparison.

The Colloquy program looks very carefully at transfer courses to check their alignment with the Colloquy learning goals before granting any equivalency. If a case is not clear, the Associate Dean of Colloquy consults with the relevant department chairs. In some cases, students are asked to provide evidence of work at previous institutions in support of their requests.

Chapter Eleven: General Education

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Summary

The Colloquy on Integrated Learning, Zayed University's Core Curriculum (also known as "the COL"), is a skills-rich, outcomes-based general education program that supports the institution's overall commitment to prepare students to contribute to the nation's economic and social development. It helps achieve this goal by systematically developing the skills, knowledge, and values associated with liberal learning in order to help all students at the university reach globally aware academic competence. Using a set of six learning goals that support the Zayed University Learning Outcomes, the curriculum builds intentionally on the pre-baccalaureate Academic Bridge Program curriculum and prepares students systematically for the academic work done in the majors. Table 11.1 identifies the Colloquy courses and sequence.

Table 11.1
The Colloquy on Integrated Learning

Year	Semester 1	Credits	Semester 2	Credits
Year 1	COL 120 Colloquium	3	COL 105 Career Exploration	2
			Menu I: Comparative Professional Systems	2
			Two courses chosen from: ART 125, BUS 125, CIS 125, COM 125, EDU 125, HSC 125, SBS 125	2
	COL 150 Global Studies I	3	COL 155 World Humanities	3
	COL 140 English Composition I	3	COL 145 English Composition II	3
COL 130 Arabic Concepts	3	COL 135 Islamic Civilization I	3	
COL 110 Computer Applications ¹	3	Menu II: Mathematics		
		COL 111 Explorations in Mathematics	3	
Year 2	COL 250 Global Studies II	3	Three courses selected from the two menus below:	
	COL 240 English Composition III	3	Menu III: Language and Research Intensive Courses	
	COL 230 Islamic Civilization II	3	Menu IV: Technology Intensive Courses	
	COL 260 Environmental Science	3	Arabic Lab	
Year 3	Menu V: Elective		Menu VI: Professional Language Course (Identified by the Majors)	
			Arabic Lab	
Core Credit Hours²				45

¹ COL 110 is currently a two-credit course. It will become a three-credit course in fall 2008.

² Credit hours for Menu III, IV, V, VI, and Arabic Lab courses are generally counted within the credit hours required by the major.

The COL curriculum is organized into two sections: the Colloquy Core (45 hours) and the “Menu” courses (and their associated Arabic Labs), which are delivered by the majors. The Colloquy Core in semesters one to three provides all students with a set of common courses that present ZU undergraduates with a shared experience. While students are enrolled in their majors, the courses included in Menus III, IV, V and VI (either designated by the major or chosen as an elective) systematically continue the work of general education.

The effective mapping and assessing of COL learning goals across this two-part curriculum depend on continuous assessment and improvement. The Colloquy aspires to become increasingly sophisticated in both the articulation of program-level and course-level learning objectives and in the use of data to measure the program’s educational effectiveness. In addition to mentioning these strengths, this chapter identifies suggestions for improving the program that have emerged from the self-study process.

11.1 The Need for a Core Curriculum

The rationale for the Colloquy’s highly structured approach to curricular delivery evolved from an assessment of the University’s first approach to General Education. The proposal for the Colloquy on Integrated Learning was developed by university-wide curriculum committees during the 2002-2003 academic year. Up to that point, ZU had used a menu-based approach to general education, a program that had its own General Education learning outcomes, the GELOs.³ With the exception of some basic English, technology, and student development courses, the general education program that had been put in place to achieve these outcomes was made up of menus or “domains” populated by college courses from which students could choose. Course certification within a domain, required an acceptable strategy for achieving the GELOs. Although the general concept was in line with higher education practices in the United States, difficulties with the program resulted from a lack of institutional consensus on the level of student development that each course was supposed to achieve as well as a corresponding lack of accountability for curricular effectiveness. The absence of accountability was particularly serious, given the fact that students entered the general education program with relatively low English and mathematics skills. Students sought out easy courses and the least demanding teachers, a situation that made it very difficult for other faculty members to make high demands on general education students.

Students were not achieving the academic progress desired in their general education experience and there was a feeling among faculty that students were entering the majors in the fourth semester of the baccalaureate program having made little systematic progress in academic ability since leaving the pre-baccalaureate English program. With the support of the Provost, the Dean of the College of Arts and Sciences launched a University-wide process to develop a proposal for a core curriculum. The proposal outlined a rigorous, centralized curriculum made up of courses with common syllabi, in which all students would enroll during the first three semesters of the baccalaureate program. Instead of having its own independent learning outcomes, the program’s learning goals would be more closely aligned, although not identical with, the ZULOs. The curriculum plan and the first-semester courses were approved in spring 2003. As the first-semester courses were being delivered to the COL’s first cohort in the 2003-2004

³ At that point, the University used three different sets of learning outcomes: the Zayed University Learning Outcomes (ZULOs), the Major Learning Outcomes (MALOs) and the General Education Learning Outcomes (GELOs).

academic year, curriculum committees developed and obtained approval for the second- and third-semester courses. All of the courses have been submitted to a system of annual review and improvement since that time.

The University's willingness to reorganize its entire general education curriculum, based on a broad recognition that its previous program was not effective, points to Zayed University's commitment to student learning and program improvement.

11.2 The Colloquy Learning Goals and the Zayed University Learning Outcomes

The Colloquy curriculum is organized using the Colloquy Learning Goals, learning objectives that support the Zayed University Learning Outcomes (ZULOs). The learning goals are:

Students will be able to conceptualize the historical and contemporary impact of global forces on their local contexts while at the same time being able to acknowledge, appreciate, and understand the artistic, cultural, and political values and beliefs of others. (Global Awareness)

Students will understand the range of disciplinary approaches for understanding an issue, a problem or a context. They will be able to use their cognitive abilities to select an appropriate method for conceptualizing issues, defining problems, and developing responses. (Critical Thinking)

Students will be able to make informed choices about appropriate computer applications for various kinds of tasks and will be able to deploy basic skills in accomplishing these tasks. (Information Technology)

Students will be able to analyze the nature and extent of their information needs, locate and evaluate sources critically, and effectively communicate their findings. (Information Literacy)

Students will demonstrate proficiency in written and oral English. (English)

Students will demonstrate proficiency in written and oral Arabic. (Arabic)

Although these goals are now similar to the current ZULOs, they are different in important ways from the original ZULOs that were in effect from 2001 to 2007. The most significant difference between the former ZULOs and this list of the COL's learning goals is the specific inclusion of both Arabic and English as separate goals. Another important difference is the absence of leadership and teamwork from the COL's goals. Furthermore, the language of the learning goals differs from the ZULO language that was in place in 2002-2003.⁴ The primary objective was to focus the program's attention on core academic skills so that each student would have the academic capacities marking successful university students.

⁴ The principal reason at that point in the University's development for not making the general education outcomes absolutely equivalent to the ZULOs was the institution's intention to use a model of individualized assessment. Each student portfolio was to be reviewed multiple times by several faculty members during the course of the baccalaureate program. The intention had been for ZULOs to be assessed within this individualized and very resource-intensive framework. The faculty members who developed the Colloquy learning goals intended that assessment should be programmatic rather than individualized.

As explained in Section 2.2.2, Chapter Two: Mission and Planning, and in Section 13.1, Chapter Thirteen: Assessment of Student Learning, the ZULOs themselves have just gone through a process of revision resulting in the approval of a set of learning outcomes for the whole university that are now aligned closely with the Colloquy's goals. Furthermore, during the 2007-2008 academic year, a proposal will be developed to replace the COL learning goals with the ZULOs. Table 11.2 presents the 2001-2007 ZULOs, the revised ZULOs, and the Colloquy Learning Goals for reference.

Table 11.2
Old ZULOs, COL Learning Goals, New ZULOs

Zayed University Learning Outcomes (2001-2007)	Colloquy Learning Goals (2003-present)	New Zayed University Learning Outcomes (2007)
ZU graduates will be able to: <ul style="list-style-type: none"> • recognize information needs, access, and evaluate appropriate information to answer those needs, and communicate effectively to a variety of audiences in both English and Arabic (Information Literacy and Communication) 	Students will be able to: <ul style="list-style-type: none"> • analyze the nature and extent of their information needs, locate and evaluate sources critically, and effectively communicate their findings (Information Literacy) 	ZU graduates will be able to: <ul style="list-style-type: none"> • find, evaluate and use appropriate information from multiple sources to respond to a variety of needs (Information Technology)
<ul style="list-style-type: none"> • relate to communities beyond the local, perceive and react to differences from an informed and reasoned point of view, and be critically aware of the implications and benefits of cultural interaction (Global Awareness) 	<ul style="list-style-type: none"> • conceptualize the historical contemporary impact of global forces on their local contexts while at the same time being able to acknowledge, appreciate, and understand the artistic, cultural, and political values and beliefs of others (Global Awareness) 	<ul style="list-style-type: none"> • understand and value their own and other cultures, perceiving and reacting to differences from an informed and socially responsible point of view (Global Awareness)
<ul style="list-style-type: none"> • apply information technology tools and skills in an ethical way and demonstrate a depth of knowledge through understanding and ability to use features from defined skill set. Graduates will demonstrate their range of IT knowledge by an ability to make informed choices about basic applications (Information Technology) 	<ul style="list-style-type: none"> • make informed choices about appropriate computer applications for various kinds of tasks and will be able to deploy basic skills in accomplishing these tasks (Information Technology) • understand the range of disciplinary approaches for understanding an issue, a 	<ul style="list-style-type: none"> • use current information technology to enhance productivity and effectiveness (Information Technology)

Zayed University Learning Outcomes (2001-2007)	Colloquy Learning Goals (2003-present)	New Zayed University Learning Outcomes (2007)
<ul style="list-style-type: none"> • use information, reasoning, and creative processes to achieve goals and make responsible decisions (Critical Thinking and Reasoning) 	<p>problem, or a context. They will be able to use their cognitive abilities to select an appropriate method for conceptualizing issues, defining problems, and developing responses (Critical Thinking)</p>	<ul style="list-style-type: none"> • use both critical and quantitative processes to solve problems and to develop informed opinions (Critical Thinking and Quantitative Reasoning)
	<ul style="list-style-type: none"> • demonstrate proficiency in written and oral English (English) • demonstrate proficiency in written and oral Arabic. (Arabic) 	<ul style="list-style-type: none"> • communicate effectively in English and Modern Standard Arabic, using the academic and professional conventions of these languages appropriately (Language)
<ul style="list-style-type: none"> • assume leadership roles and responsibilities in a variety of life situations and accept accountability for the results (Leadership) • work efficiently and effectively in a group (Teamwork) 		<ul style="list-style-type: none"> • undertake leadership roles and responsibilities, interacting effectively with others to accomplish shared goals (Leadership)

When the Colloquy was developed, the system of learning goals was systematically mapped across both the 15 Colloquy Core courses and the Menu courses delivered in the majors. It was envisioned that each course would include COL learning goals aligned with this map as well as additional outcomes specifically linked to each course's discipline. The objective of mapping these outcomes across the curriculum was to identify sequences of courses that would take collective responsibility for the sequential and systematic development of key academic skills. The mapping of outcomes to the courses has been slightly modified since 2002-2003.

11.3 The Colloquy Core: Semesters One to Three

The Colloquy Core is organized into a set of five sequences of courses delivered in the first three semesters of the baccalaureate program. The unity, integrity, and effectiveness of each of the sequences are promoted through four strategies:

- COL learning goals mapped across the sequence⁵

⁵ The Learning Outcomes Curricular Map for the Colloquy on Integrated Learning is provided in Appendix 11.1.

- Common syllabi and text materials
- Common examinations and common key assignments and rubrics
- Direct and indirect assessment protocols for determining educational effectiveness⁶

Detailed descriptions of each course sequence are available in the 2007-2008 ZU Catalog on pages 33-37. The brief descriptions included below are intended to supplement the catalog materials.

11.3.1 The Introduction to the University and Careers Exploration Sequence (IUCE)

Semester One	Semester Two	Semester Three
COL 120 Colloquium	COL 105 World of Work	Advising 201 (non-credit)
	Menu I: Two CPS 125 Comparative Professional Systems courses	

The mission-critical objective of the IUCE sequence is to prepare students to be academically and professionally successful by socializing them to the University, developing their basic study habits and academic skills, and assisting students to make important decisions regarding their majors and careers. In this sequence, students are introduced and supported by the COL 120 and COL 105 instructors who are also their academic advisors. The sequence contributes to the development of students' English, information literacy, and global awareness. Of specific importance is the role that COL 120 plays in providing the forum in which all students are systematically instructed in foundational information literacy and all students receive basic instruction on how to make oral presentations in English.⁷ The two introductory courses in the majors selected from Menu I (Comparative Professional Systems)⁸ build systematically on basic information literacy by requiring students to undertake research assignments. COL 120, COL 105, and the CPS 125 courses all use common rubrics for evaluating writing assignments, a methodology that assures that students' academic English develops in accordance with a common standard.

COL 120, COL 105 and ADV 201 are delivered by the University Seminar and Advising Center. Each of the colleges provides faculty who deliver the exploratory courses in the Comparative Professional Systems (CPS). Library staff members deliver information literacy modules in COL 120 and provide discipline-specific instruction in CPS 125. In addition to supporting the Colloquy learning goals, the IUCE sequence is governed by a group of student development outcomes that are shared with the Academic Bridge Program.⁹ For a discussion of the IUCE sequence's relationship to the University's overall career education strategy, see Section 10.1.2, Chapter Ten: Educational Offerings.

⁶ A matrix that presents the current state of development of each of these elements across the curriculum is available in the Resource Room.

⁷ A copy of the oral English presentation rubric used in COL 120 is available in the Resource Room.

⁸ The Menu I courses are commonly referred to as CPS 125 courses but they actually have prefixes for each of the majors (ART 125, BUS 125, CIT 125, COM 125, EDU 125, HSC 125, SBS 125).

⁹ Discussions are underway to align the IUCE sequence outcomes, as well as a set of student development outcomes, with the University's new Leadership ZULO. The Student Development Outcomes are shown in Appendix 11.2.

11.3.2 The Global Awareness Sequence

Semester One	Semester Two	Semester Three
COL 150 Global Studies I	COL 155 World Humanities	COL 250 Global Studies II
	COL 135 Islamic Civilization I	COL 230 Islamic Civilization II

The Global Awareness sequence is made up of five interdisciplinary courses drawing on the humanities and social sciences to achieve the Global Awareness, English, Arabic, and Information Literacy goals. The first set of courses is comprised of Global Studies I (COL 150), World Humanities (COL 155), and Global Studies II (COL 250). In addition to being aligned with the global awareness goal and its indicators, COL 150 and COL 155 include key writing and research assignments designed to achieve the English and information literacy learning goals. These courses are taught by faculty from the Departments of Social Sciences, Art and Design, and English Language and Literature, as well as by faculty from the College of Communications and Media Sciences.

A significant dimension of the curriculum also assists students to articulate the role of their own religious value system, as it has been historically understood, in this rapidly changing world. Two courses, Islamic Civilization I and II (COL 135 and COL 235), run concurrently with World Humanities and Global Studies II, and are delivered in Arabic. These courses are taught by the Department of Arabic and Islamic Studies.¹⁰

Because of the significance of ethics and values education in the MSCHE General Education standard, it is important to describe the role that the Islamic Civilization courses play in the Colloquy's goal of assisting students to become globally aware, twenty-first century citizens. Traditional Islamic education is characterized by a legalistic approach to Koranic teaching, the interpretive singularity of the version of Islam that is hegemonic in the society in which the teaching takes place, and a triumphant vision of Islam's place in world history. Because of national curricular requirements in both public and private schools, all ZU students educated in the U.A.E. will have been exposed to that kind of curriculum in their secondary school. Striving to be a world leader in Islamic education reform, Zayed University sets aside these traditional approaches. Its Islamic Civilization courses undertake a sequence of modules that emphasize the plurality and parallel legitimacy of Islamic interpretive schools. The courses demonstrate that the Islamic values uniting all Muslims are often shared with other religious traditions. This comparative humanistic approach historicizes the Koranic interpretations that led to the various schools of practice; emphasizes the process of adaptation and mutual influence that characterizes Islam's relations with its neighbors; and underscores the way in which Islam is adapting itself in the contemporary Gulf. In a sequence of research papers that students also present orally in Modern Standard Arabic, students learn to examine received wisdom and to develop nuanced approaches to historical and contemporary issues relevant to Islamic religious, social, and political life.

11.3.3 The English Composition Sequence

¹⁰ The two Islamic Civilization courses pertain to both the Global Awareness and Arabic sequences. The role of the Islamic studies courses in achieving the Arabic objectives is discussed in Section 11.3.4.

Semester One	Semester Two	Semester Three
COL 140 English Composition I	COL 145 English Composition II	COL 240 English Composition III
COL 150 Global Studies I	COL 155 World Humanities	COL 250 Global Studies II

The Colloquy English Composition sequence is the second of a three-part curricular strategy to help ZU's students achieve proficiency in academic and professional English. The English sequence is flanked on one side by the pre-baccalaureate Academic Bridge Program (in which approximately 85 percent of ZU students spend at least some time), and on the other side by the nascent language-in-the-disciplines program. Made up of COL 140, COL 145, and COL 240, the sequence is designed to develop students' capacity to use the conventions and modes of academic writing. Starting in the fall semester of 2007, COL 240 also begins building student's research capacity by incorporating into its course objectives key Information Literacy outcomes. Building on the information literacy instruction carried out in the first two semesters, COL 240 leads all students through an individualized research project that also is a site for collecting evidence of student learning.

The English composition sequence also contributes to the Global Awareness outcome through a loose linkage with the content of Global Studies I and II and World Humanities. The course readings in the English sequence support and expand upon the social scientific and humanistic content of the Global Awareness Sequence. Because some students are out of step with their cohort when they enroll, the courses are designed so that it is not essential that the enrollment be simultaneous.

Courses in the English sequence are taught by faculty from the Department of English Language and Literature, the English Language Center, Seminar, and the Department of Social Sciences. Starting in the fall semester of 2007, responsibility for supervising COL 140 shifted from the Department of English Language and Literature to the University Language Center, a new unit that will take an increasingly important role in the University in supporting language development. Responsibility for the next course in the sequence, COL 145, will move to the University Language Center starting in fall 2008. This change is driven by a 2006-2007 task force report that recommended the integration of standardized benchmarks into the language development program for the baccalaureate degree.¹¹

11.3.4 The Arabic Sequence

Semester One	Semester Two	Semester Three
COL 130 Arabic Concepts	COL 135 Islamic Civilization I	COL 230 Islamic Civilization II

The objective of the Arabic sequence is to develop students' capacities to do University-level work in Modern Standard Arabic (MSA). Although Zayed University is an English-medium university, it also has a solid commitment to improving students' academic and professional abilities in the formal language of the Arab world. MSA is the language of written and spoken academic, political, and media communication. The ability to use this

¹¹ For further discussion of English development, see Section 12.1.1, Chapter Twelve: Related Educational Activities, and Section 13.6, Chapter Thirteen: Assessment of Student Learning.

formal language appropriately is a mark of a university-educated person. But while it is the language of the secondary school education experienced by most ZU students, MSA is not the language of everyday life in any Arab country. That sociolinguistic reality is complicated by the fact that most ZU students are first generation college students whose parents may not use MSA well.

The first step of the Colloquy's curricular strategy for MSA is to build students' general academic language skills in the three Arabic-medium courses taught in the first three semesters of the baccalaureate program. (The second step is discussed in connection with language-in-the-disciplines in Section 11.4, Chapter Eleven: General Education.) This is accomplished through standardized writing assignments in each of the three courses and standardized research and presentation requirements in the two Islamic Civilization courses. In order to develop students' spoken MSA, formal oral presentations are evaluated by a common rubric in the Islamic Civilization courses.¹² During the 2007-2008 academic year, the Arabic faculty is finalizing standardized Arabic outcomes to organize the curriculum and to act as a framework for assessing curricular effectiveness. Those outcomes will be proposed as indicators for the new Language ZULO matrix.

11.3.5 The Science, Math, and Technology Sequence (SMT)

Semester One	Semester Two	Semester Three
COL 110 Computer Applications	Menu II: COL 111 Explorations in Mathematics	COL 260 Environmental Science

The Science, Math, and Technology sequence develops students' mathematical and scientific reasoning abilities, as well as their capacities in basic computing. The sequence is currently organized using the Colloquy's critical thinking and information technology learning goals. In its current format, the sequence includes a basic computing class, an innovative quantitative reasoning class, and a course in environmental science. The mathematics course is organized beneath the designation "Menu II" in anticipation of a time when additional math options will be put in place for majors that have more rigorous mathematics requirements.

During the last two academic years this sequence has been the subject of substantial institutional attention involving two parallel processes. First, the ZULO revision process led to the inclusion of quantitative reasoning as a specific institutional objective. As mentioned above, a proposal will be developed in the 2007-2008 academic year to adopt the ZULOs as equivalent to the Colloquy's outcomes. That action will more explicitly direct the general education curriculum toward the quantitative dimension of critical thinking. The second process that has affected the development of the sequence is the emergence of a proposal to expand the math curriculum. As a result of recommendations growing from a formal review of the general education mathematics curriculum in spring 2006, a proposal has been developed to transform COL 110 and COL 111 into a sequence of two quantitative reasoning courses. The curriculum revision process is being carried forward in the 2007-2008 academic year.¹³

¹² A copy of this rubric is available in the Resource Room. Though adapted to the needs of each program, the rubrics used to evaluate MSA oral presentations in the Islamic Studies courses and the English presentations in COL 120 were developed together so as to ensure continuity in student learning.

¹³ The consultants' reports and the curriculum proposals that resulted are available in the Resource Room.

The SMT sequence also includes basic computing instruction. The current COL 110 introduces students to the foundations of the Microsoft Office suite, concentrating specifically on Word and Excel. The instruction supplements the basic work of the Academic Bridge Program. The proposal for a new approach to math in the core curriculum would establish a set of non-credit, just-in-time training modules that would prepare students for the computer-assisted problem-solving projects that would be embedded in the SMT sequence.

11.4 Colloquy “Menus” and the Majors

The somewhat idiosyncratic use of the term “menu” in the Colloquy denotes sets of courses sharing similar learning objectives that are either prescribed by majors or chosen by students. The roles of Menus I and II are described, respectively, in Sections 11.3.1 and 11.3.5, Chapter Eleven: General Education.¹⁴

Menus III, IV, and VI are categories of courses designed to continue the work of developing academic skills in the majors.¹⁵ As shown in Table 11.1, the courses offered by majors in Menus III and VI (and the Arabic labs or courses affiliated with them) are earmarked for continuing development of students’ language and information literacy skills. The commitment of the colleges to this program was established in the 2004-2005 academic year as a supplement to the original Colloquy proposal. The vision of this program is that each college delivers two sequenced, English-medium courses and two sequenced Arabic labs that are specifically charged to build students’ language capacities within the context of the majors. When the courses in their current form were launched in fall 2005, the deans were charged to develop these courses for their own curricula; this college-level implementation was treated as an interim step on the way to a University-wide set of guidelines, which would be developed after the approval of the Language ZULO. In fall 2006, a subcommittee of the ZULO language task force investigated the work being done in the majors’ courses that had grown from the earlier directive.¹⁶ With the recent approval of the University-wide language ZULO in spring 2007, the institution is now ready to discuss common guidelines for this incipient language- and information-literacy-in-the-disciplines program.

In the same way that courses in Menus III and VI target language and information literacy, Menu IV courses target information technology and critical thinking skills. Development of specific course outcomes has until now been left in the domain of each of the majors. The approval of the new ZULOs has now paved the way for an institutional discussion of the more specific learning outcomes for courses included in this menu.

Menu V is a true elective. All students take at least one elective course outside of the prescribed course of study in their major. This elective affords students the opportunity to explore an interest outside of their college (or CAS department) to diversify their perspectives during their third or fourth year at the University. As major programs have been developed and implemented the spectrum of courses has grown to include offerings

¹⁴ The objectives and requirements for each Menu are described in the 2007-2008 ZU Catalog, page 37. Menu courses are designated in each of the majors’ eight-semester plans.

¹⁵ Appendix 11.3 lists the courses included in menus III, IV, and VI in each of the majors in 2006-2007.

¹⁶ The proposal of the Standing Committee for Academic Affairs that refined the language-in-the-disciplines program, as well as the subsequent 2006 subcommittee report, is available in the Resource Room.

in the fine arts, literature, sciences, social sciences, communication, business, education, and information technology. The curriculum plans and course descriptions in the Zayed University catalog indicate the full range of courses. Table 11.3 lists examples of Menu V courses available in fall 2007.

Table 11.3
Examples of Menu V Courses Available, Fall 2007

Course	Name
ART 201	Principles of Design
ART 205	Art Foundations
ART 223	Arts of the Modern World
ART 251	Basic Graphic Design
BUS 241	Intro to IT and Business Computing
BUS 309	Introduction to Management
BUS 310	Introduction to Marketing
CIT 210	Introduction to Information Systems
CIT 215	Computing Foundations
CIT 245	Web Development
CIT 345	Multimedia Systems
COM 207	Interpersonal Communication
COM 230	Public Speaking
COM 332	Organizational Communication
COM 336A	Media Criticism
COM 336D	Language of Cinema
COM 408	International News Criticism
COM 440	Media Law and Ethics
EDC 202	Human Growth/Development
EDC 207	Early Childhood Development
EDC 324	People with Special Needs
EDC 386	Teaching Children's Literature
EDC 393	Teaching Mathematics I
EDC 460	Learning Technologies
EDC 465	Education of Special Needs Students
HSC 205	Principles of Nutrition
HSC 366	Introduction to Epidemiology
HSC 468	Health and Social Policy
SBS 351	Culture, Identity and Globalization
SBS 375	Comparative Sociology

11.5 Administration, Assessment, Communication of Outcomes, and Professional Development

The Colloquy on Integrated Learning is managed by the Dean of Interdisciplinary Programs. Assisted by an associate dean, the Dean of Interdisciplinary Programs oversees the staffing of the courses, curriculum development and assessment, and the coordination of student support. The dean and associate dean work closely with the administration of the College of Arts and Sciences to coordinate staffing. That administrative relationship is particularly important since 60 to 70 percent of the COL sections are taught by CAS faculty. Teaching contributions to the program are also provided by the University Seminar and Advising Center, the English Language Center, the University Language Center, the Library and Learning Resources, and the Colleges of Information Technology

and Communication and Media Sciences. The curricular content and assessment are managed through the COL Council, an organization that meets monthly and is made up of the coordinators of each course and representatives from the various university support units. This council also includes five sequence-level subcommittees and ad hoc task forces.

The Colloquy's strategy for the assessment of student learning is discussed in detail in Section 13.6, Chapter Thirteen: Assessment of Student Learning. That section describes the direct and indirect assessment processes currently in place as well as those envisioned for the future. Relevant information regarding entry-level placement, student progress, and the COL's curricular relationship with the Academic Bridge Program is presented in Section 8.3, Chapter Eight: Student Admissions, Retention, and Support, and in Section 12.1, Chapter Twelve: Related Educational Activities.

The self-study has given rise to suggestions for improving certain dimensions of the Colloquy program. One suggestion concerns the program's public profile. There is a need to be more aggressive in communicating the Colloquy's general purpose and specific outcomes to students and faculty members. Another suggestion is that faculty members teaching in the Colloquy program be more effectively supported through targeted professional development.

Chapter Twelve: Related Educational Activities

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Summary

Zayed University is engaged in several kinds of additional educational activities central to its mission. The first of these is the University's delivery of pre-baccalaureate academic skills programs that are designed to prepare students for rigorous undergraduate curricula. Pre-baccalaureate English, Arabic, and mathematics courses assure that the degree programs are able to presume a certain skill level in those areas as students begin their University-level coursework. The most extensive of these programs is the Academic Bridge Program, an English-language curriculum into which approximately 85 percent of ZU's students are placed before entering the baccalaureate program. The primary focus of the pre-baccalaureate work in English is to assist students to master academic English, as evidenced by satisfactory performance on one of the internationally recognized English examinations (minimum score of 500 TOEFL or 5.5 IELTS). In addition to this extensive English-language program, some students are assessed and determined to be in need of non-credit-bearing developmental mathematics and Arabic courses as they transition into the baccalaureate program. The English, Arabic, and mathematics programs are outcomes-based and subject to ongoing evaluation and improvement. Students and their families are informed about the assessment and placement requirements as part of the University's application, admission, and orientation processes.

Zayed University's outreach programs consist primarily of non-credit-bearing educational programs. Designed to service the U.A.E.'s professional communities, they are delivered through the University's outreach centers. This expanding area of University activity is explicitly addressed in the University's mission and goals statements. Supervised by the academic deans and managed by outreach center directors, outreach programs provide consultation and professional education in business, education, information technology, mass media, and English for special purposes. The offerings range from short workshops to multi-module certificate programs. During the 2006-2007 academic year, the University reviewed its processes for assuring the academic quality and integrity of these educational activities. The University also established a new framework for offering credit-bearing certificate programs.

This chapter also describes the University's additional locations and the mode of delivery used in Zayed University's Executive Masters programs.

12.1 Basic Academic Skills

12.1.1 English and the Academic Bridge Program

The most extensive of the University's pre-baccalaureate educational activities is the Academic Bridge Program (ABP), housed and delivered within the English Language Center (ELC). With 85 faculty supervised by a director and by assistant directors on each campus,¹ the ELC's primary mission is to deliver the ABP to the 85 percent of incoming

¹ For a discussion of the administration of the English Language Center, see Section 5.3, Chapter Five: Administration. The Director of the Academic Bridge Program reports to the Dean of Interdisciplinary Programs.

ZU students who achieve the University's admission requirements but who have not yet achieved sufficient English proficiency to be admissible to the baccalaureate curriculum. The ABP curriculum, as well as the sophisticated assessment protocols embedded in it, is designed to facilitate students' efficient progress toward the baccalaureate program.

As explained more extensively in Section 8.3, Chapter Eight: Student Admission, Retention and Support, one of the criteria for admission to the University is the score on the Common Educational Proficiency Assessment test in English (CEPA-English). This examination is administered to all national school-leavers by the National Admissions and Placement Office (NAPO) in conjunction with the institutions of higher education. Students scoring 150 or higher on the CEPA-English are eligible for admission to Zayed University. Based on their CEPA-English score, students are placed in the appropriate level of the ABP. New students scoring 178 or higher on the CEPA-English who have also achieved either a TOEFL 500 or an IELTS 5.5 are given the opportunity to take the ABP Level-8 Equivalency Examination during their first week on campus. Students who pass this Equivalency Examination are then eligible for entry into the baccalaureate program.

ABP courses are taught on the Dubai and Abu Dhabi campuses. The program aims to develop both English language and academic study skills, and currently offers courses at six levels of ability, from elementary to upper intermediate (levels three to eight). Each year, four nine-week terms and a summer school are available for admitted under-prepared students. Students may study for up to two years in the ABP if necessary. Special classes or small-group tutorials are often available to students who are at risk of not meeting the requirements within the two-year time period. Students progress through the levels of the ABP on the basis of their performance in the internal ABP course assessments. Students are given a benchmark examination every nine weeks to assure they are making sufficient progress to achieve the score on the externally validated exam which is required to exit ABP and enter the baccalaureate program.

Students exit the program by achieving a 5.5 on the IELTS (or its equivalent). Students progress from one level to the next by achieving a passing mark on the coursework and achieving an acceptable score on each level's "benchmark" examination (the score that marks sufficient progress on a standardized examination). Students who fail a level twice are dismissed from the University. Data on dismissals and academic probation in the Academic Bridge Program are available in the Resource Room. As indicated in Section 8.4, Chapter Eight: Student Admissions, Retention and Support, approximately 30 percent of students placed in the ABP do not make sufficient progress and do not complete the program. Furthermore, the lower students are placed initially, the less likely they are to be successful. ZU studies have shown that students who are placed in level three or four have only a 30 percent chance of entering the baccalaureate program. The University has made sustained efforts in its negotiations with NAPO to increase its admissions requirements to make it possible to enroll only students with higher CEPA-English Scores. Higher entrance requirements would reduce the number of students with a low probability of success and the additional costs of providing low-level English instruction to students who are least likely to matriculate in the baccalaureate program.

Detailed curriculum specifications are available for each level of the ABP program, and these are administered by the Curriculum Supervisors in both Dubai and Abu Dhabi.² The integrated skills curriculum uses content-based teaching materials written by ABP faculty members between 2003 and 2006. The textbook series is entitled *Journeys: Academic English for the Gulf*.

The ABP has a range of facilities, instructional equipment, and instructional resources to support its basic skills and courses. The Learning Enhancement Center (LEC) in the library provides co-curricular support to the ABP faculty. As fully matriculated ZU students, ABP students are required to have laptops that allow them to be integrated into the University's network. The ABP faculty members have access to a faculty resource room containing English language teaching materials. Students and faculty members also have access to software programs and online services that assist in the development of English language proficiency.³ The library on each campus contains a well-developed English language teaching collection.

The Academic Bridge Program was subjected to a comprehensive external review in March 2006 that confirmed its approach and direction. The review suggested that the pre-baccalaureate English program be better integrated with the English courses in the baccalaureate program. Steps have been taken to implement this recommendation.⁴

12.1.2 Mathematics

All graduating secondary students in the U.A.E. take a mathematics examination, the Common Educational Proficiency Examination for Mathematics (CEPA-Math). Although student scores on this standardized test are not considered as an admissions requirement for Zayed University, the scores are used for placement. Students who score below 167 on the CEPA-Math examination⁵ are placed in the non-credit bearing Developmental Math program before they can move into the general education Science, Math, and Technology sequence.

The goal of the developmental math program is to assure that all students have the mathematical abilities that will enable them to be successful in the Colloquy's quantitative reasoning courses and in the quantitative dimensions of their majors. During the last two years, the University has conducted a review of the general education mathematics program, a review that has led to the development of an innovative quantitative reasoning program.⁶ In the 2007-2008 academic year, the University is moving toward implementing this new curriculum by means of a phase-in process to be completed in 2008-2009.

12.1.3 Arabic

Although Zayed University is an English-medium institution, the University is committed to assuring that its graduates can effectively use Modern Standard Arabic (MSA), the

² These materials are available in the Resource Room.

³ Software programs are available on every laptop and desktop computer on campus by accessing the ZU Applications folder.

⁴ The consultant's report is available in the Resource Room. For discussion of the steps that have been taken to integrate the ABP with baccalaureate English, see Section 11.3.3, Chapter Eleven: General Education .

⁵ For more information on math placement, see Section 8.3, Chapter Eight: Student Admissions, Retention and Support.

⁶ For a discussion of this programmatic assessment, see Section 11.3.5, Chapter Eleven: General Education.

formal language of the Arabic-speaking world.⁷ This bilingual goal is embodied in the University's new Language ZULO: "Zayed University graduates will be able to communicate effectively in English and Modern Standard Arabic, using the academic and professional conventions of these languages appropriately." Students are assessed and placed in the appropriate Arabic course as they enter the baccalaureate program.

During the first two class meetings of COL 130 Arabic Concepts, the basic Arabic course delivered in the first semester of the baccalaureate program, students take an Arabic placement examination. Those who are not yet ready for the course are given one of two kinds of developmental work. Students whose formal Arabic is weak but not seriously deficient are placed in ARA 020, a tutorial that is linked to COL 130. They meet an extra two hours per week in a small group tutorial designed to supplement the coursework. Those whose Modern Standard Arabic is seriously deficient are placed in a pre-baccalaureate Arabic class, ARA 010, that instructs them in the basics of the written and spoken language. Most of the students in the latter category, usually from one to three per year, have attended secondary school abroad or in English-medium private schools in which no Modern Standard Arabic instruction was required. Although these students are able to speak the colloquial Arabic of the Gulf, they may be unable to do formal academic work in Modern Standard Arabic.

12.1.4 Communication

Prospective students are informed of the importance of the CEPA-English score for admission to the University and of the required TOEFL/IELTS scores for admission to the baccalaureate program during presentations about Zayed University at their secondary schools, during visits to one of University's campuses, or at University exhibitions. These requirements are also explained on the ZU Web site and in various publications available to prospective students (the University Catalog, Student Handbook, etc.). The National Admissions and Placement Office publicizes the University's admissions requirements in Arabic. Zayed University documents clearly state that remedial and pre-collegiate level courses such as ABP do not carry academic degree credit (page 8, 2006-2007 Student Handbook).

Students who are admitted to the University receive information packets during the summer before they begin their studies. The packets explain English requirements at ZU, describe the process of English tests they will take during the orientation period, explains the use of the CEPA-Math score in placing them in the math program, and describes the Arabic placement examination that they will take when they enter the baccalaureate program.

In reviewing the University's admissions and placement practices, the self-study has drawn attention to the fact that information about the placement processes is not well communicated to students and parents in Arabic. A review of the communication strategy has led to the suggestion that detailed information about placements growing from CEPA-Math and the in-house Arabic test be communicated to students and parents in both English and Arabic.

⁷ For a description of the University's objectives in regards to Modern Standard Arabic, see Section 11.3.4, Chapter Eleven: General Education.

12.2 Outreach Centers

Zayed University offers a range of non-credit-bearing programs that contribute to the continuing and professional education of the U.A.E.'s public and private institutions. Offered mostly through its outreach centers, the activities align with the University's mission to "help shape the future of the U.A.E." and to "lead innovation in higher education through teaching, learning, research and outreach" (ZU Mission Statement).

ZU's outreach programs aim to transfer the intellectual resources of the University's faculty and its overseas partners into the U.A.E.'s professional communities through workshops, short courses, certificate programs, sponsored research, and consultancies. Led by directors and overseen by ZU's academic deans, the centers and their missions are briefly described below.

The Center for Business Excellence (CBEX) (College of Business Sciences)

The mission of the Center for Business Excellence (CBEX) is to promote and assist business and economic development within the United Arab Emirates and the Gulf region and to strengthen the position of the U.A.E. in the Arab world. This is achieved by providing expertise and assistance at both organizational and individual levels. The central CBEX office is located in the ZU facility in Dubai Media City.

The Zayed University Media Center (College of Communication and Media Sciences)

The Zayed University Media Center is a public interface with media professionals and journalists and offers customized courses, research, and consultancy services to various media groups. The ZU Media Center is located in the ZU facility in Dubai Media City.

Zayed Professional Education Center (College of Education)

The mission of the Zayed Professional Education Center, housed in the College of Education, is to assist K-12 teachers and administrators to develop their practices so that they may, by example, participate in the reform of the U.A.E. educational system. The Center provides programs and consultancies and conducts research to accomplish this goal. It sponsors an instructional aids competition to recognize teachers who have demonstrated creativity and dedication to teaching all students through developing and promoting the use of instructional aids that assist learning.

The Institute for Technological Innovation (ITI) (College of Information Technology)

The mission of the Institute for Technological Innovation (ITI) is to offer training and special programs targeting young professionals, corporate managers, educators, and entrepreneurs in the United Arab Emirates and the Gulf region and to cultivate novel solutions that support the economic and human development of the region. ITI is located in the ZU facility in Dubai Knowledge Village. ITI was aligned more closely with the activities of the College of Information Technology in spring 2007 when the dean of that College assumed responsibility for supervising the Center's activities.

The ZU English Language Center (Interdisciplinary Programs)

The Zayed University English Language Center offers English courses to a large range of institutions in the public and private sectors. The ZU English Language Center is known for its innovative methodology and leadership in this area. The Center also subcontracts English-language support to some of ZU's graduate and outreach programs.

Although the College of Arts and Sciences does not currently operate a center, it has made contributions to the University's outreach programs. The Department of Art and Design has developed and delivered short courses through CBEX. Faculty members from the College of Arts and Sciences have also been contracted to deliver disciplinary modules such as public administration or international relations within certificate programs offered by other centers. The College of Arts and Sciences in cooperation with the Library and Learning Resources unit is developing new outreach certificates in Heritage Management that will be managed from the office of the CAS Director of Graduate Studies.

12.3 Non-Credit Offerings and Certificate Programs

During the six years in which Zayed University has been engaged in outreach, its entrepreneurial leadership has fashioned far-reaching relationships with clients and partners. These relationships have led to a number of practices tailored to specific disciplinary and professional contexts. Starting in 2004-2005, the University began a review process in which the administration and consultants examined the range of outreach activities. In light of the prominent role that outreach activities occupied in the University's mission and goals statements, this review called upon the University to examine funding structures, academic oversight, and administration. The object was to put in place policies and practices that were both flexible enough to allow individual programs to move quickly and structured enough to allow appropriate levels of academic and financial oversight. External reviews in 2005 addressed the issues of strategic planning and organizational effectiveness.⁸

This process of review has led to important changes including increased oversight of all centers by the academic deans, development and approval of a new policy (Policy ACA-PRO-09) governing certificate programs, and centralization of controls over contracts.

The University's outreach centers offer various kinds of non-credit-bearing programs.⁹ All of these programs are developed by the center director in consultation with appropriate professionals inside and outside the college to which the center is linked. The programs are then approved by the dean, and the Provost is notified of the program before it is initiated. The programs include:

- Certificates offered in partnership with international professional associations. In these programs, the University center is authorized to certify that a participant has met a professional association's credentialing criteria. Programs have been delivered in partnership with the Institute of Leadership and Management (U.K.); the Society of Human Resource Management (U.S.);

⁸ Consulting reports by Dr. Donald Hanna, Professor of Educational Communications, University of Wisconsin-Extension, are available in the Resource Room.

⁹ Documents containing examples from each of these programs are included in the Resource Room.

and the Chartered Institute of Marketing (U.K.). Those programs have an established curriculum, statement of learning outcomes, and assessment procedures. The programs may be advertised on a scheduled basis or offered to client organizations for specific, in-house development needs. Partner relationships are developed by the center director and approved by the dean and the Provost.

- Non-credit certificate programs developed and delivered by faculty and focused on a specific professional or disciplinary area. Examples of this kind of multi-module program include the Certificate in Information Security, the Executive Management Certificate (in partnership with Yale University), the Certificate in Executive Leadership Program for Abu Dhabi Civil Service, the Certificate in English for the Abu Dhabi Education Council's High School Principals, and the Certificate in Heritage Management, now under development. These assessed certificate programs range from several days to two years in length. Some programs are developed specifically for employees of a client institution while others are developed in response to an emerging need that exists across a range of institutions.
- Workshops and seminars for which a certificate of participation is provided. Offered by all of ZU's outreach centers, these programs cover the full range of subject areas and are generally designed in response to specific client needs.
- Skill development programs that deliver established content designed to help participants to pass an external examination. These programs include exam preparation for Certified Public Accountant, Certified Managerial Accountant, or International Computer Driving License qualifications as well as programs designed to help students prepare for standardized language examinations such as the TOEFL or IELTS.

During the past two years, Zayed University has expanded its outreach programs and refined the processes that ensure proper levels of fiscal and academic accountability. The additional scrutiny occasioned by the self-study process has contributed to this organizational development by calling attention to the need for consistent standards for reviewing and documenting the academic integrity of non-credit-bearing outreach offerings. When the dean notifies the Provost that a new program is being offered, the notification will now include a certification that the program has clearly stated outcomes, expectations of student learning, and a method to assess programmatic effectiveness.

12.4 Credit-Bearing Certificate Programs

Zayed University's policy (ACA-PRO-09) governing certificate programs prescribes standards for academic integrity that are consonant with the University's regular degree programs. Program approvals for credit-bearing certificate programs are appropriately streamlined, however, so that deans and center directors can quickly respond to emerging opportunities. The certificate program must have "clearly stated goals, objectives, and expectations of student learning outcomes," it must include at least twelve credits, and it is subject to periodic review. Students in undergraduate or graduate certificate programs are required to meet the University's minimum requirements for undergraduate or graduate admission. If a student is later accepted to a University degree program as a regular student, the credit granted in the certificate program may, upon review of a

student's overall record, be counted as fulfilling some of the degree requirements. The policy clearly states, however, that applicability to a subsequent degree program is not guaranteed.

The policy for approval of a proposed certificate program is simpler than that for a degree program but requires similar steps to ensure its academic integrity and compliance with academic policies. New courses, if required for the certificate program, must be submitted to the same approval process as any new course in the University.

New certificate programs approved to be offered during the 2007-2008 and 2008-2009 academic years are:

College of Arts and Sciences

Graduate Certificate in Healthcare Administration
(joint with College of Business Sciences)

College of Business Sciences

Graduate Certificate in Business Administration
Graduate Certificate of Healthcare Administration
(joint with College of Arts and Sciences)

College of Information Technology¹⁰

Graduate Certificate in High Technology Crime Investigation
Graduate Certificate in Information Security

12.5 Distance Learning

Zayed University currently offers Executive Masters programs that utilize distance learning methodologies for delivering portions of the programs' content. The overall rationale and methodology for delivering those blended programs is discussed in Section 10.2, Chapter Ten: Educational Offerings.

12.6 Additional Locations

Zayed University has two equal campuses, one in Abu Dhabi and one in Dubai. In addition to these two main campuses, the University delivers graduate programs as well as continuing and professional education programs in centers located in Dubai's metropolitan corridor. Executive Masters programs are offered in Internet/Media City, which is also the location of the Center for Business Excellence and the Zayed University Media Center. The Institute for Technological Innovation is housed in the University's new building in Knowledge Village, the free zone dedicated to education providers from around the world. The University's other outreach centers have access to these facilities for program delivery.¹¹

Starting in February 2008, Zayed University will begin to offer the pre-baccalaureate Academic Bridge Program and the Colloquy on Integrated Learning to its first cohort of male undergraduate students. The facility in which this program will be delivered is located near Sweihan in the Emirate of Abu Dhabi, between the cities of Abu Dhabi and Dubai.

¹⁰ The two certificate programs offered by the College of Information Technology require new courses that must be approved through the course approval process.

¹¹ These facilities are discussed in Section 3.3, Chapter Three: Institutional Resources.

12.7 Other Related Educational Activities

While Zayed University includes experiential learning activities in its academic programs, most notably in the internship required of all students, the University does not award credit for prior experiential learning.

Zayed University does not contract with other institutions or organizations to carry out the University's educational programs. As discussed in Section 10.2.3, Chapter Ten: Educational Offerings, the University's graduate programs develop partnerships with U.S. and U.K. universities, and faculty from those universities assist in teaching courses in the graduate program, but the programs are those of Zayed University.

Chapter Thirteen: Assessment of Student Learning

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Summary

As part of its vision to become a leading regional university with high academic standards, Zayed University has committed itself since its founding to the effective assessment and improvement of student learning. This commitment is grounded in the Zayed University Academic Program Model (APM), a scaffolding of University-wide and major-specific outcomes that extend across the entire undergraduate curriculum. In addition to the University-wide Zayed University Learning Outcomes (ZULOs), each of the majors has established Major Learning Outcomes (MALOs) that are mapped across the courses in the major. The Academic Program Model also includes matrices that define levels of student accomplishment for each of the ZULOs and MALOs. The system is designed so that these matrices can be used to generate knowledge about the level of student learning at key points during students' progress through their baccalaureate programs. This knowledge can then be used to improve the curriculum's educational effectiveness.

This chapter reviews ways in which the colleges and the Colloquy on Integrated Learning have evaluated their academic programs' effectiveness in achieving their learning outcomes. Each of the programs has consistently used data to improve student learning. Input for improvement has come from formal program reviews, evaluation of student portfolios, testing carried out in preparation for student internships and feedback collected through the internships themselves, and course embedded assessments evaluated by faculty. A number of direct and indirect measures are employed, including standardized tests, assignments, examinations, performance evaluations, employer and supervisor evaluations, student survey data, course evaluations, job placement data, and data collected for Key Performance Indicators. In addition to this long-standing practice of assessing educational effectiveness in the majors, the University has, during the last three years, developed a comprehensive assessment program for each major and for the Colloquy. Although the assessment program allows each college to develop its own approach, there are some shared formats and tools. One of the strategies shared by all programs is the use of Zayed University's ePortfolio. Managed and supported by the Center for Teaching and Learning, the ePortfolio allows students to upload and store examples of work targeted for specific learning outcomes in specific courses. This evidence of student learning from throughout the archive can then be sorted by course, outcome, or individual student. Piloted in its current form in 2005-2006, the ePortfolio is becoming a resource of choice for undertaking research on the curriculum's educational effectiveness.

In addition to reviewing assessment in the academic programs, this chapter presents information about University-wide assessments designed to gather information on University-level outcomes. Those activities include the assessment of two ZULOs, language development and information literacy, throughout the baccalaureate program. The chapter discusses a database currently under development—an information tool

designed to archive entry-level and exit-level data relevant to the ZULOs in order to demonstrate the value added by the baccalaureate programs.

13.1 Zayed University Academic Program Model

A major objective of the undergraduate experience at Zayed University since its founding has been that students develop skills necessary for lifelong learning and prepare to contribute to the further development of the country. The Academic Program Model is designed to further this objective. Over a period of several years, the University community has developed and refined a set of six student learning outcomes integrated across the four years of the baccalaureate program. The six learning outcomes, as shown in Section 10.1.2, Chapter Ten: Educational Offerings, are in the areas of Language, Information Technology, Critical Thinking and Quantitative Reasoning, Information Literacy, Global Awareness, and Leadership. Each of the ZULOs is accompanied by a matrix that includes a set of specific indicators (can-do statements). In their mature form, each of the indicators will include criteria for evaluating the full range of student achievement in each of the indicators.¹

13.2 The Revision of the Zayed University Learning Outcomes

Faculty committees finalized the first version of the ZULOs (and their matrices) in the Academic Program Model (APM) during the 2001-2002 academic year.² After three years of experience working with the APM to build curriculum, there was wide recognition among faculty and administration that adjustments were needed in four of the six ZULOs. As explained in Sections 2.1.1 and 2.2.2, Chapter Two: Mission and Planning, the University initiated the review of the ZULOs in connection with the formal 2006-2008 strategic planning cycle.³ Zayed University's willingness to undergo this process of refinement in response to faculty's maturing understanding of student needs is one example of its building an organization committed to student learning.

That process led to the development of a new Language (English and Arabic) learning outcome, as well as major revisions of the ZULOs for Information Technology, Critical Thinking and Quantitative Reasoning, and Leadership. It also resulted in the approval of new sets of indicators for three of the four new or revised outcomes. Indicators for the newly approved Information Technology outcome are still under discussion. The wording of the remaining two ZULOs, on Information Literacy and Global Awareness, was revised to bring all six outcomes into a parallel grammatical form. These grammatical changes, however, altered neither the substance of these two ZULOs nor their 2002 matrices.

The ZULO review process is continuing in the 2007-2008 academic year. New groups will be charged to propose indicators for the Information Technology ZULO, propose criteria for each of the ZULOs, and revise the general education outcomes, aligning them with the new ZULOs.⁴ The new groups will consider whether the University should

¹A sample Information Literacy matrix is available in the Resource Room.

²The first version of the Academic Program Model was published in a hardbound volume known colloquially as "the Blue Book." A copy of the Blue Book is available in the Resource Room.

³The reports and recommendations growing from these task forces, as well as the records of their subsequent review and modification through the governance process, are available in the Resource Room.

⁴Section 11.2, Chapter Eleven: General Education discusses the relationship between the new ZULOs and the Colloquy Learning Goals. This section includes a table comparing the new ZULOs, the original ZULOs, and the Colloquy Learning Goals.

modify the criteria for Global Awareness and Information Literacy in order to bring the matrices into structural harmony with the other ZULOs. Table 13.1 presents information on the status of the ZULOs and their matrices.

Table 13.1
Status of ZULOs and their Matrices

ZULO	Indicators Approved	Criteria Approved
Language (new 2007)	Spring 2007	TBD
Information Technology (revised 2007)	TBD	TBD
Critical Thinking and Quantitative Reasoning (revised 2007)	Spring 2007	TBD
Information Literacy (2002; grammatically revised 2007)	2002	2002
Global Awareness (2002; grammatically revised 2007)	2002	2002
Leadership (revised 2007)	Spring 2007	TBD

13.3 Major Learning Outcomes and Assessment in the Majors

Zayed University's majors have been learning-outcomes-based since their beginnings.⁵ In addition to the Zayed University Learning Outcomes (ZULOs), each of the degree programs has developed focused, program-specific objectives identified as Major Learning Outcomes (MALOs).⁶ These outcomes are distributed across the major courses, culminating in the internship and capstone experiences. The colleges and departments build into their plans assessments of both ZULOs and MALOs for their majors and thus take ownership of major-specific and University-wide learning.

Each of the colleges is responsible for educational quality in general and the achievement of learning outcomes in particular. In Sections 13.3.1 to 13.3.5, material is presented from each of the major programs to show the history of program review and data gathering that has led to program improvement. Although colleges have followed different timelines and used different methodologies of evaluating effectiveness, three common elements are present in each college in somewhat different proportions.

First, all colleges have been the subject of systematic program reviews that have provided input on student learning. As noted in Section 7.3, Chapter Seven: Institutional Assessment, all of the majors have been formally reviewed by teams of internationally recognized authorities. These reviews involved in-depth analyses of the curricula and the programs' educational effectiveness.⁷

⁵ For a discussion of the place of learning outcomes in the early stages of ZU's development, see Section 2.1.1, Chapter Two: Mission and Planning.

⁶ A table containing all MALOs is contained in Section 10.1.2, Chapter Ten: Educational Offerings.

⁷ For a more comprehensive discussion of program reviews, see Section 7.3, Chapter Seven: Institutional Assessment. A complete set of these reviews is available in the Resource Room.

Second, all majors have improved their curricula as the result of information gathered from the student internships required for all majors. Because Zayed University has a robust internship program in each major, feedback on student success in the professional communities is constant. This input has resulted in major curricular change in all programs, through both course and program modification.

Third, all majors have developed formal assessment plans as part of the 2006-2008 strategic planning cycle.⁸ Although these plans are diverse, certain elements are shared across all of the majors. As explained in Section 2.2.2, Chapter Two: Mission and Planning, one of the primary features of the 2006-2008 strategic planning cycle was the focusing of institutional energies on the assessment of student learning. Deans and faculty in each of the majors were asked to map the MALOs and ZULOs across their curricula with a greater degree of specificity than they had done in the past. They were also expected to design assessment plans using a standardized grid linking ZULOs and MALOs to specific courses. These plans include the mapping of outcomes to courses;⁹ the use of course-embedded assessments linked to specific ZULOs and MALOs, archived and analyzed using the ePortfolio; and the use of the culminating experiences in the internships and capstones as sites for systematically assessing student learning. The colleges are now developing two-year to three-year rotation plans in which all of the program's MALOs and ZULOs will be assessed.

The Colleges of Business Sciences, Communication and Media Sciences, and Education are also involved in specialized accreditation. These colleges are therefore addressing the assessment-related requirements of the specialized accreditation agencies in their assessment plans.

13.3.1 The College of Arts and Sciences¹⁰ **Art and Design**

Improvements in the Art and Design curriculum have grown from feedback received from the art and design communities in which more than 110 interns and graduates have been placed. Some recent improvements that have resulted from this feedback include: increasing students' professional Arabic skills, changing the software used in design classes to the programs currently being used in the industries, and building more advertising and marketing skills into the curriculum.

The Art and Design program has always required students to create portfolios and faculty members to engage in systematic critique of students' work. This practice builds a community in which faculty and students regularly gather information on graduates' strengths and weaknesses, and feed this information back into improving the curriculum. The Art and Design Department is augmenting the normal review of portfolios with a robust assessment plan in which work from core courses linked to outcomes is systematically uploaded to the ePortfolio for analysis. The initial sampling of work from the core courses is in process.

⁸ A summary of assessment plans and the assessment activities that have taken place in each major is available in the Resource Room. These are briefly described in Section 13.3.

⁹ Curriculum grids that emerged from this process are available in the Resource Room.

¹⁰ The majors in the College of Arts and Sciences were reviewed in spring 2002, and three of the college majors were discontinued: English Language and Literature, Islamic Studies, and Natural and Quantitative Sciences.

Health Sciences

Housed in the new Department of Natural Science and Public Health, the major in Health Sciences was developed after extensive consultation with the professional health communities in Abu Dhabi and Dubai to determine which specializations should be offered and what knowledge and skills graduates should possess. The resulting acquaintance with local conditions has influenced the major's three specializations and the MALOs around which the curriculum is organized.

Because Health Sciences is a new major, the first professional internships and employment placements have just been completed. The faculty has gained significant feedback from students and employers about the program's effectiveness and the improvements that need to be made. The feedback indicates that students need better quantitative skills, more practical knowledge of human biology, and better research abilities, particularly in their capacities to use statistical software such as SPSS. As a result of this input, modifications are being made in the curriculum to increase students' knowledge of health-related issues early in their programs, strengthen quantitative abilities by requiring statistics for all students, and strengthen the research component by improving the capstone seminar and expanding students' skills in SPSS.

International Studies

International Studies is an interdisciplinary field oriented toward the study of globalization in the contemporary world. Student interns and graduates are placed in a range of public and private institutions, including federal ministries, emirate-level departments, cultural institutions, and private sector companies. As a result of the first three years of internships and graduate placements, the Department of Social Sciences reorganized its curriculum in 2004-2005, redesigning the program's core courses to stress the outcomes relevant to writing and research. The reorganization lengthened the capstone project so that all students produce a more substantial research project. As a response to feedback about specialization, the faculty is currently adjusting the curriculum to establish specializations in International Affairs and in Culture and Society. A proposal is under discussion to modify the curriculum using a new set of MALOs, including a plan for assessing their achievement.

Graduates of the International Studies program upload their capstone research projects into the ePortfolio so that it can serve as a source of information on student learning.

13.3.2 The College of Business Sciences

Even before the development of the ePortfolio and centralized approaches to program assessment, the College of Business Sciences had processes in place for evaluating the impact of its curriculum on student learning. The MALOs were identified as discipline-specific versions of the ZULOs and mapped across the core curriculum that is shared by all of the college's specializations. On an annual basis, the college discusses faculty perceptions of the strengths and weaknesses of students as they progress through the program, particularly in terms of the learning outcomes. These discussions, as well as employer and internship supervisor feedback, led to two significant curriculum changes.

The first of these major curriculum changes related to students' language abilities in English and Arabic. Feedback from internship placements and employers confirmed faculty concerns that graduates had not developed their communication

skills to the level required to be successful in the workplace. Consequently, two one-credit Writing Labs and one three-credit course in Professional Communications were added to previously existing courses in order to provide an integrated sequence of courses developing writing and speaking skills in English and Arabic. These culminate in a four-credit Senior Seminar, an integrative course in which students complete a creative or research capstone project that demonstrates their proficiency in the College of Business Sciences Learning Outcomes. Students present their work, both written and oral, to a panel of faculty for feedback and assessment. Their reports are uploaded to the electronic portfolio and are central to assessing their performance in the major.

The second curricular change to result from learning outcome assessment was the development of a quantitative applications course (BUS 209, Management Decision Sciences) designed to strengthen student decision-making and quantitative skills. Students have an opportunity to develop stronger quantitative skills, but, more importantly, they begin to develop their ability to structure a situation in order to make sound business decisions. This course will be aligned with the University's new Critical Thinking and Quantitative Reasoning ZULO.

The College of Business Sciences has developed a systematic program assessment process that maps all of the MALOs/ZULOs across the college's core courses and identifies assignments for representative outcomes. These assignments are uploaded to the ePortfolio. Using material randomly selected from the ePortfolio, a faculty group studies one outcome each semester and makes recommendations to the college for improving the curriculum based on its findings. Starting in fall 2007, the college is rotating through all of its MALOs and will complete the first cycle by fall 2009. The college anticipates that this assessment cycle will become shorter as the faculty groups gain experience with the process.

The College of Business Sciences is preparing itself for specialized accreditation by the Association to Advance Collegiate Schools of Business (AACSB) and will address the AACSB standards for the assessment of student learning.

13.3.3 The College of Communication and Media Sciences

The College of Communication and Media Sciences was reviewed by its International Advisory Committee in 2003 and 2006. The 2003 review led to a number of suggestions that the college successfully implemented; the 2006 team ratified the college's efforts.

The college is continually fine tuning its program to accommodate student needs and professional demands based on information from a variety of sources, including worksite supervisors' evaluation of performance by student interns (e.g., learning outcomes related to professional competency and language competency), and feedback from the college's National Advisory Councils. Programmatic changes have included increasing Arabic language instruction; encouraging students to participate actively outside of class in special events in the community; and inviting a series of professional photographers to assist in the instruction of a photography course.

The learning outcomes have been reviewed and refined to accommodate changes in professional requirements and to coincide with University-wide learning outcomes. The college has developed a comprehensive assessment plan that uses the ePortfolio and has

now collected a sufficient amount of material in the ePortfolios to begin the systematic evaluation of student work. The college's academic affairs committee is charged with this task. The college also requires all students to produce a professional portfolio as a requirement in the Senior Seminar.

The College of Communication and Media Sciences has sought and obtained specialized accreditation for Marketing Communication from the International Advertising Association (IAA). Accreditation criteria addressed by the college's self-study and accepted by the IAA included assessment of student performance in individual classes as well as the program as a whole.¹¹

13.3.4 The College of Education

Following a major strategic planning activity in fall 2005, the college faculty began to review the curriculum and assessments used in all its programs. The review was influenced by U.S. standards for teacher education as identified by the Interstate Teacher Assessment and Support Consortium (INTASC), a report from the college's International Advisory Committee, which was critical of aspects of the college's programs, and a report on a pre-visit by consultants with the International Recognition of Teacher Education (IRTE).

Intensive discussions resulted in the adoption of the conceptual framework theme, "Leaders for Learning." The faculty adopted backward mapping as the overall strategy for review and began by studying the INTASC standards which would be the base for a later International Recognition review. The college's Academic Affairs Committee, in consultation with college alumnae, identified what teachers in the United Arab Emirates should know and be able to do upon graduation and entry into the profession as leaders for learning. The new conceptual framework includes a new set of guiding statements, a new vision statement, a revised mission statement, new core values, and new MALOs aligned to ZULOs and INTASC standards.

This work led to a complete revision of the college's undergraduate program to provide a coherent and cohesive curriculum addressing the knowledge and skills that teacher candidates must be able to demonstrate. The college reduced its number of programs from nine to four and reduced the number of credit hours required for graduation. The dean asked that all courses be reviewed, and a curriculum audit was conducted by the college's Academic Affairs Committee using gap analysis as one strategy, along with identification of overlaps and redundancy that students had identified in their feedback about curriculum. Using student learning outcomes and the conceptual framework as the benchmarks, faculty then developed new syllabi for each course, including course learning outcomes, assessments aligned to MALOs, and assessments to be posted to the ePortfolio. As the courses are taught with the new syllabi, learning outcomes data will be reviewed by the Academic Affairs Committee, and revisions will be made if necessary.

In conjunction with curriculum renewal, program assessments for the purpose of program evaluation were developed at transition points as required by international recognition standards. The College of Education's assessment plan has two components: student assessment benchmarked against college Major Learning Outcomes (MALOs) and

¹¹ A copy of the College of Communication and Media Science's self-study for IAA accreditation is available in the Resource Room.

program assessment based on data from transition points that have been identified as the place where faculty members evaluate overall student progress against the MALOs. Thus, student assessment focuses on the progress of each student in each course and at each transition point until graduation. Program assessment evaluates the collective performance of a cohort of students with regard to the learning outcomes.

The ePortfolio is one of many tools used in assessing and improving student learning. As of fall 2007, about half of the College's faculty has uploaded assignments into the ePortfolio. Starting in spring 2008, all assignments that have been specifically identified in the assessment plan will be uploaded into the ePortfolio, and the faculty is considering the levels of student accomplishment that should be expected in each assignment.

The College of Education is pursuing International Recognition by IRTE as noted above.

13.3.5 The College of Information Technology

During the past three years, a growing understanding of the market need for graduates has led the College of Information Technology to shift the focus of its curriculum from computer science to information technology. As part of that process, and as a result of faculty contacts with professional communities in the country, the college has also developed a new specialization in information security.

Feedback from students and employers has also led to increased curricular emphasis on both communication skills and general business skills. The college is committed to ensuring that all students have a solid command of professional English and Arabic, and it has developed a languages-in-the-disciplines program that includes new courses and the refinement of existing courses. The college has also improved students' capacity to work in the business environment by including courses from the College of Business Sciences in its core curriculum.

The College of Information Technology has a refined assessment plan in which key assignments in core courses contain course-embedded assignments exemplary of key learning goals. The college's program is discussed in Section 13.5 as an example of the way the ePortfolio is deployed as a resource in assessing student learning in the majors.

13.4 Assessment in the Internship and Capstone

The internship and capstone courses are important sites for gathering evidence relevant to program effectiveness. Although the colleges are free to develop their own methods of assessing the culminating experiences, most have built processes of written and oral reporting into these programs. Most programs require students to make formal presentations and oral reports on both internships and capstones to faculty and students, thus creating a public space in which students' culminating work contributes to a broad discussion about learning effectiveness. Feedback from internship employers on students' preparation for their internships adds an additional source of assessment for improving the curriculum in several programs.

One of the positive contributions of the self-study has been the collection of information on the common outcomes, assessment strategies, and feedback loops for the internships and capstones in each of the majors. As is noted in Section 10.1.3, Chapter Ten: Educational Offerings, the University's internship and capstone programs provide

coherence to all of the undergraduate degree programs and are important in achieving institutional and program objectives.

13.5 Zayed University's ePortfolio

As is indicated by the description of assessment plans in each of the majors, the ePortfolio is an important resource in college assessment activities. The ZU ePortfolio is a searchable, electronic storage tool into which earmarked examples of student work are uploaded from across the curriculum. In contrast to ePortfolios being developed on many U.S. campuses, the ZU ePortfolio is designed to serve the needs of both individual students and programmatic assessment. Student work identified by the program as exemplifying a specific outcome or outcomes is uploaded into the portfolio as a course requirement. Faculty members comment on the work within designated portfolio fields, evaluating both the assignment's general effectiveness and its level of accomplishment with respect to the designated outcomes. Students are able to access all of the work that has been uploaded during their undergraduate program, as well as the faculty comments, in read-only files. The portfolio enables students to reflect on their own learning.

In addition to being an efficient way to accumulate a body of work representative of individual students' development throughout an entire undergraduate experience, the ePortfolio is designed to function as an archive for research on the effectiveness of programs in achieving learning outcomes. Because student work exemplary of specific outcomes is uploaded to the portfolio, research into levels of student achievement of outcomes in courses or sequences of courses can be easily carried out. This student work can then be sorted and studied by course or by outcome through many courses. Piloted in its current form in 2005-2006, the ePortfolio has been widely used since its implementation to archive student work that is used in assessing the curriculum's educational effectiveness.

The College of Information Technology's assessment plan provides a good example of how the electronic portfolio functions. The College completed its mapping of outcomes across the curriculum during the 2006-2007 academic year; it chose the "alignment" model, making most of its MALOs discipline-specific versions of corresponding ZULOs. After matching courses with learning outcomes, the faculty developed key assignments in the earmarked courses to epitomize targeted learning. The assignments include a careers paper, a lab exercise, a design for building a network, and a case study. Assignments for all courses will be uploaded to the ePortfolio by the end of fall 2007. During the spring 2008 semester, a faculty team appointed by the dean will study the progress of the Critical Thinking and Quantitative Reasoning MALO through the entire curriculum and make recommendations to improve the curriculum. The team will also look at the distribution of the outcomes and the assignments themselves to see if the assessment architecture and its corresponding assignments produce valid assessment results. This process will be repeated annually, studying one or two outcomes each year.

Several areas within the Colloquy on Integrated Learning (COL) have used the electronic portfolio to improve curricular effectiveness. Starting in 2005-2006, the English composition sequence in the Colloquy was the first program within the University curriculum to use the tool systematically. In-class final examinations were uploaded to the portfolios. Samples of these examinations were then extracted and studied by the faculty to determine if the grading patterns were using the program's rubric consistently and if the rubric itself was effective. In addition to these final examinations, other

assignments from the writing program are being uploaded and analyzed by faculty in order to improve the program's rubrics and to develop greater faculty consensus about grading standards. Global Studies II also has used the portfolio over a three-semester period to refine its major research assignment.

The ePortfolio has been used to assess the effectiveness of the Comparative Professional Systems 125 sequence, the set of careers exploration courses delivered by the colleges to introduce students to majors before they make their application to a college in the third semester. Although these courses are diverse in content, they share some objectives and assignment guidelines. This regularity is maintained to assure that each course contributes to Colloquy learning goals and that the workload requirements of the courses are generally similar. Each of the courses includes a writing and research assignment that fulfills the English and Information Literacy Colloquy Learning Goals. These assignments are graded using rubrics that have similar elements reflecting the learning goals and are uploaded to the electronic portfolio. During the 2006-2007 academic year, a faculty team met in two retreats to review large samples of these assignments and to evaluate the alignment with the shared guidelines, the effectiveness of the rubric, and the levels of student achievement in academic English and information literacy. The findings from these retreats were broadly disseminated to faculty teaching in the program and are being used to improve the courses during the 2007-2008 academic year.¹²

These examples of the electronic portfolio's use for program assessment are the beginnings of what is envisioned as an endemic feature of ZU's academic life: a robust electronic portfolio that can be used for both the assessment of programs and the assessment of individual students. The assessment plans for the majors and the Colloquy on Integrated Learning indicate that they have built ePortfolio use into their strategies for analyzing program effectiveness. Table 13.2 presents summary information on portfolio usage since fall 2005. Although not sufficient in itself as evidence of closing the assessment loop, the information does give an indication of how much progress has been made in implementing the assessment plans.

Table 13.2
Zayed University ePortfolio Usage
Number of Course Sections Uploading Student Work to ePortfolio¹³

College/CAS Major	Fall 2005	Spring 2006	Fall 2006	Spring 2007
CAS-Art and Design	2	25	32	37
CAS-Health Sciences	2	12	4	5
CAS-International Studies	2	16	7	4
Colloquy on Integrated Learning	86	82	96	74
College of Business Sciences	0	7	30	25
College of Communication and Media Sciences	0	5	9	14
College of Education	12	21	25	27
College of Information Technology	0	7	4	19
Total	104	175	207	205

¹² Reports and recommendations growing from these assessment retreats are available in the Resource Room.

¹³ The proper levels of comparison are from fall to fall and spring to spring. Students enter the University in the fall semester and transition from the three-semester Colloquy program into the majors in the spring semester. Total Colloquy enrollments, and therefore portfolio usage in the COL, are 30 percent higher in the fall semester.

13.6 Assessment Activities in the Colloquy on Integrated Learning

As explained in Section 11.1, Chapter Eleven: General Education, the design and implementation of the Colloquy on Integrated Learning in the 2002-2003 academic year was the result of an institution-wide assessment of program effectiveness. The program was developed and approved through the governance process as the result of the recognition by University faculty and administration that the previous general education program was less effective than desired in building foundational academic skills. The core curriculum is taught using common syllabi, reading materials, examinations, and (in some cases) grading rubrics. All faculty are asked to engage in ongoing reflection on their students' learning in light of the development of shared examinations.

When the program was launched, an annual course assessment program was designed to systematically collect information and make it available to faculty for the purpose of course improvement. A report is generated each year to aid course coordinators in the annual course review process. The annual improvement cycle is coupled with other learning assessments for ongoing improvement.¹⁴ The annual reports given to each course coordinator include:

- a summary of findings from an extensive survey on the course filled out by faculty to give an overall picture of faculty analysis of the course effectiveness;
- grade-distribution information presented in aggregate and section-specific formats to assist the coordinator in determining the effectiveness of the common syllabus in maintaining rigor;
- summaries of the Student Evaluation of the Learning Environment (“SELE”) data relevant to the course content to evaluate the testing process and course materials; and
- an annual report on student attitudes and experiences in the course collected from student focus groups.

The coordinators combine information from these reports with other information gathered from faculty in order to develop action plans to improve the courses.¹⁵

The ePortfolio has been used to investigate the Colloquy curriculum's educational effectiveness and the effectiveness of the English and Information Literacy Learning Goals in the Comparative Professional Systems courses and the English Composition sequence. This annual review is supplemented by ongoing reviews of the five-course sequences that make up the curriculum and by reviews of policies that govern the program. As discussed in Section 7.3, Chapter Seven: Institutional Assessment, external reviews of the Colloquy's curriculum for three sequences—Science, Math and Technology, English Composition, and Introduction to the University and Careers Education—have led to significant curricular improvement.¹⁶

¹⁴ The combination of direct and indirect assessment measures is presented in Appendix 13.1.

¹⁵ Records of the course reports, detailed documentation on the student focus groups, grade distribution information, and the action plans themselves are available on the Colloquy Administration Blackboard site and in the Resource Room. A sample action plan is available in the Resource Room.

¹⁶ Summary information on all of the Colloquy's assessment activities is provided in Appendix 13.2.

13.7 Assessing Language in the Baccalaureate Program¹⁷

The most mature aspect of Zayed University's learning assessment activities relates to its ongoing commitment to graduate students who are academically and professionally competent in the English language. As noted in previous chapters, the English abilities of all ZU students are evaluated as they enter the University. Those who are able to achieve a 500 on the TOEFL or a 5.5 on the Academic IELTS pass directly into the baccalaureate program. Those who do not, approximately 85 percent of the entering students, are placed in one of the six levels of English instruction offered by the Academic Bridge Program. They progress into the baccalaureate program after completion of the Academic Bridge Program and achievement of satisfactory scores on a standardized English examination.

During the 2003-2004 academic year, the University focused on ways to continue the systematic development of students' language throughout the four years of the baccalaureate program. This effort led to a cycle of institutional data-gathering and curricular improvement processes that has produced a maturing academic English and English-in-the-disciplines program. There were initial concerns that students in the majors were not able to read and write at sufficiently high levels and that the first graduating classes were not as competent in English as they should have been.

These concerns had begun to be addressed when the Colloquy on Integrated Learning started in fall 2003. In consultation with the Language Development Task Force, a University-wide committee convened by the Provost in fall 2004, the Provost implemented additional strategies to evaluate and improve the institution's effectiveness. During the 2004-2005 academic year the University approved an English-in-the-disciplines program in each major that would continue the work of language development after students leave the Colloquy. Two courses in each major (Menus III and VI) were charged to continue the development of English in the disciplinary context. Table 13.3 shows the integration of the academic English program in the Colloquy with the English-in-the-disciplines program in the majors.

Table 13.3
Language in the Baccalaureate Program

Language	Year One		Year Two		Year Three	
	Semester One	Semester Two	Semester One	Semester Two	Semester One	Semester Two
English	COL 140 English	COL 145 English	COL 240 English			
	English-Intensive COL courses: COL 120, CPS 125, COL 150, COL 155			Menu III Professional English		Menu VI: Professional English
Arabic	COL 130 Arabic	Islamic Civilization I	Islamic Civilization II	Menu III Arabic Lab		Menu VI: Professional Arabic

¹⁷ For additional information on English and Arabic in ZU's curriculum, see Sections 12.1.1 and 12.1.3, Chapter Twelve: Related Educational Activities, and Sections 11.3.3, 11.3.4 and 11.4, Chapter Eleven: General Education.

Beginning in spring 2005, TOEFL examinations have been administered to all graduating students to measure their development during the four years of the baccalaureate program. Additional proposals are under discussion to respond to data indicating continuing needs to strengthen ZU students' English. The indicators and criteria being developed to accompany the new Language ZULO will assist course developers by assuring that a significant dimension of the coursework targets the English skills necessary for academic and professional success.

Zayed University's Arabic Language Center (ALC) has, since the University's beginnings, employed innovative approaches to teaching and assessing Arabic language development. Table 13.3 shows the coherence of the students' learning of Arabic from placement through the Colloquy on Integrated Learning and into the Arabic Labs and courses in the majors. Because there is no generally recognized standard for Arabic learning equivalent to TOEFL or IELTS, the Arabic Language Center has developed tools for placing and benchmarking students' progress through the six-semester program. During the 2005-2006 academic year, the ALC developed outcomes for levels of achievement faculty expect of students in the first, second, and third semester of the baccalaureate program. During the 2006-2007 academic year, ALC faculty began to develop similar shared guidelines for Arabic standards in the majors. With the approval of the new Language ZULO in spring 2007, the ALC is now preparing a proposal for University-wide outcomes that will benchmark student development throughout the four years of the academic program. These discussions are based on archives of student work collected for the last five years.

13.8 Assessing Information Literacy in the Baccalaureate Program

As partners with the faculty, Zayed University Library staff members have made important contributions in assessing the effectiveness of the University's Information Literacy Program. This work has included assessment of the effectiveness of the foundational Information Literacy program delivered in the Colloquy on Integrated Learning and of the attitudes of graduating senior toward their learning experience. The information gathered has been used to improve the quality of the foundational information literacy program and to modify the delivery modes of library services. A report regarding this work is available in the Resource Room.

Graduating seniors in surveys over the past four years report that ZU has contributed to their knowledge, skills, and personal development significantly in the area of information literacy. Over 94 percent of the respondents report that their academic experience at the University has contributed "very much or quite a bit" to their ability to assess and evaluate information, think critically and analytically, use computing and information technology, and learn effectively on their own. Those responses provide strong evidence that the library, the faculty, and the curriculum are helping students develop skills essential to life-long learning through the information literacy program.

13.9 Assessing, Archiving, and Using Academic Skills Data

Section 12.1, Chapter Twelve: Related Educational Activities describes the processes through which the University places students in courses based on examinations in the basic academic skills of English, Arabic, and mathematics. Pre-baccalaureate developmental curricula are prescribed for those students who are not prepared for the baccalaureate-level coursework in the Colloquy on Integrated Learning. As a result of this process, the University has entry-level information on key skills areas for all students,

including standardized scores on an internationally recognized English examination. Some of these basic skills are specifically aligned with ZULOs. Plans are underway to develop a centralized data archiving tool housed in the Banner system that will provide systematic quantitative information on entry-level scores in key skills; this will be usable for all programs as baseline data for student learning. The Assessment Database will provide specific information on any student or group of students, thus helping the University determine the value that the baccalaureate curriculum has added to student learning.¹⁸

¹⁸ An outline of the database is provided in Appendix 13.3.

Chapter Fourteen: The Agenda for Institutional Development

14.1 The Self-Study Process and the Agenda for Institutional Development

This Self-Study Report prepared for the Middle States Commission on Higher Education has chronicled the development of a new university. It has told the story of an institution committed to fulfilling a specific mission: to graduate students empowered to lead the United Arab Emirates into the twenty-first century, to contribute to national economic and social development through the generation and dissemination of knowledge, and to lead innovation in higher education in the U.A.E. with regard to teaching, learning, research, and outreach. As described earlier in this document, there is an explicit relationship between the University's history and the governing values of U.S. higher education. The University's academic leaders, as well as a large percentage of its faculty, are experienced in the U.S. system. These academic leaders and faculty members have developed an institution with values and practices aligned with U.S. accreditation standards, a commitment to general education, the preparation of students for careers, and learner-centeredness. The founding of a new national university using the template of U.S. accreditation standards is an example of knowledge transfer in which the accumulated wisdom of U.S. higher education serves the development of one of the world's most dynamic young nations.

Zayed University's development, including its relationship with the Middle States Commission on Higher Education, can be considered in three stages. In the early years (1998-2002), the University's administration and faculty designed the undergraduate programs for its first cohorts of national women, organized the colleges, established a system of faculty governance, and took the first steps toward graduate education and outreach. During this initial period, the University established its first contacts with the MSCHE. Between 2003 and 2006, Zayed University laid the framework for its expansion into a comprehensive university by reviewing its mission and goals statements, expanding graduate education for men and women, designing and building a new campus in Dubai, and expanding its outreach activities. During this second period the University was accepted as a candidate for accreditation by the Commission on Higher Education and initiated the process of self-study. At the present time (2007-2008), the University is initiating programs for national men and international undergraduates, consolidating its approach to graduate education, expanding its engagement with the public and private sectors through outreach and research, and designing and building a new campus for men and women in Abu Dhabi. During this period, the University is completing the self-study and preparing for the MSCHE team visit in March and April 2008.

Throughout its development, the University has focused on the principles embodied in the MSCHE standards. Those principles have helped the leadership consolidate successes, address areas in need of improvement, and plan new strategies and timelines for the institution's development. Because Zayed University is a new national university within a dynamically changing nation in a significant region of the world, demands are often placed on its leadership to become identified with important national and international initiatives. The emphasis of the Middle States standards on core academic functions, processes, and values has helped the ZU leadership in maintaining its attention on issues central to academic quality and integrity.

14.2 Continuing Developments

Throughout this Self-Study Report, references have been made to suggestions for improvement that have emerged from the self-study process. Emphasis has been placed on the identification of areas for improvement that relate to the institution's compliance with the Middle States standards and their Fundamental Elements. Several suggestions confirmed a need for improvement that the University had already identified but had not yet fully addressed. This section discusses those suggestions and the actions in process or completed to implement them.

14.2.1 Policy Development

Section 6.1, Chapter Six: Integrity summarizes the history of the development of Zayed University's system of policies and procedures. When the University was founded in 1998, a set of detailed operational bylaws from the Higher Colleges of Technology was adopted to manage the University's operations. To these bylaws was added a set of preliminary policies and procedures. Subsequently, the University Council developed and approved a new framework that reapportioned the relationships among the University Bylaw, Policies, and Procedures. The University Bylaw identified the appropriate approval authority of the President, the Vice President, and the Provost for policy-making and implementation. The policies were to establish the general guidelines for the operation of the University's administrative areas. Internally developed and approved procedures were to outline the implementation of policy. Included in this new system was a policy modification process, a policy on policies, under which any person or unit in the University can propose a modification of a policy or a procedure. The objective of the new framework was to establish a regulatory system that is transparent and subject to continuous improvement.

The framework for the Bylaw, Policies, and Procedures was approved by the University Council in 2004. The process of review, revision, and approval of all policies and procedures has required great effort on the part of the administrative and governance system. The approval of the policies and most of the procedures was completed in spring 2007. A further revision of the University Bylaw and further associated policy revisions were approved in fall 2007. During 2007-2008, additional procedures are being finalized. The policies and procedures are made available to the entire University community on the ZU Intranet as they are approved.

14.2.2 Institutional Communication

The University has identified improving organizational communication as one of the key areas for institutional improvement. A need for this improvement is manifest in the calls for greater transparency in administrative processes that emerged from a number of the working group reports. Successful learning organizations continuously expand their capacity to share information among their members. All types of organizational communication at Zayed University — horizontal, vertical, and diagonal — will be strengthened. Information delivery systems will be added to existing ones, utilizing both group and electronic communication. The goal is to share timely, accurate, and contextual information to enhance organizational effectiveness through better informed and shared decision-making. Both the Vice President's and the Provost's offices have taken the lead to send periodic e-mail updates regarding University events and changes.

The self-study working groups investigating Institutional Resources, Integrity, and Faculty all suggested that the University needs to increase the transparency of its operations, particularly as they affect the faculty. A perceived lack of transparency is at

least partially related to a lack of understanding that the University's operations have themselves been subject to the process of review described above. The working group charged to investigate Integrity noted that although the institution's practices generally conform to its policies and procedures, some members of the University community lack a clear understanding of what these policies actually are. One of the positive outcomes of the policy review process is that the University has been able to initiate the development of a faculty handbook that will present the policies relevant to faculty in a user-friendly format, thus helping to correct this lack of understanding insofar as faculty are concerned.

Major steps toward improving effective communication with staff were taken by the Provost in spring 2007. A University Standing Committee for Staff Affairs was created, and many of the recommendations by this group were immediately implemented.

14.2.3 Refining the University's Strategies for Assessing Student Learning

As is clear from Chapter Thirteen: Assessment of Student Learning, Zayed University has emphasized the importance of learning assessment since its beginnings. The self-study has occasioned a review of the University's learning assessment program, a program that includes University and major learning outcomes, university-level matrices for schematizing student achievement of outcomes, an electronic portfolio designed for both programmatic and individual assessment, entrance-level placement data in core academic skills, assessment plans in each of the colleges, culminating internships and capstones, and a practice of external review. The self-study process has emphasized that the University needs to examine carefully the effectiveness of this range of approaches in order to strike the correct balance between institution-wide processes and program-specific responsibilities. The institution also needs to consolidate its recordkeeping and communication processes relevant to the use of data for programmatic improvement. The development of an assessment Web site, housed on the University Intranet, will facilitate this consolidation.

14.2.4 Increasing Student Responsibility for Academic Integrity

A second element of institutional improvement that intersects with working group findings relates to the institution's strengthened commitment to increasing students' sense of integrity. As has been noted at various points in the self-study, most of Zayed University's undergraduates are first-generation university students whose secondary education has been uneven. Part of the institution's responsibility is to build into students' experience formative processes that emphasize the significance of academic honesty and the impropriety of plagiarism and cheating. Early in the 2007-2008 academic year, the Provost initiated a project on academic integrity that will include the development of an honor code system, in which all students will sign a formal statement affirming their understanding of their obligations as students as well as consequences for violating those obligations. Students' induction into the honor code system will take place during their first semester in the University and be reaffirmed each year. Led by the Dean of Student Affairs, this year-long plan to focus on academic honesty is aimed at a cultural change of student attitudes.

14.2.5 Graduate Programs

Chapter Three: Institutional Resources, Chapter Four: Leadership and Governance, Chapter Five: Administration, Chapter Ten: Educational Offerings, Chapter Twelve: Related Educational Activities, and Chapter Thirteen: Assessment of Student Learning have all touched on elements of Zayed University's emerging graduate programs. The

chapters contain discussions of the current master's programs in the Colleges of Arts and Sciences, Business Sciences, and Education, as well as new programs (including graduate certificates) under development in all colleges. The relevant chapters have included information about the partnership arrangements with U.S. and U.K. universities; the delivery modes (including blended delivery) that allow working students to remain in their professional communities; the University Standing Committee for Graduate Programs, charged to review all curricular matters and to develop policies regulating academic progress and grading; and the naming of an Assistant Provost for Graduate Studies and Research. Although overall responsibility for the academic programs remains vested in the deans of the colleges to which the programs pertain, the Assistant Provost is charged to provide institutional assurance of graduate quality.

During the 2007-2008 academic year, the Provost has launched a process through which graduate programs will consolidate, where appropriate, shared approaches to admissions processes, recordkeeping, academic progress monitoring, budgeting and accounting, academic integrity, and partnership arrangements. From the outset of the University's graduate offerings, academic quality has been guaranteed by the deans' careful supervision and by accessing the expertise of partner universities. The partner universities have been particularly important in both the development and delivery of curriculum, for close relationships with partners have assured Zayed University's adherence to high international standards. As the graduate programs mature, internal processes are being strengthened to supplement expertise from partnerships. The review occasioned by the self-study has helped the University to establish an agenda that includes the building of consensus concerning research, admissions processes, academic quality (particularly with regard to research expectations for graduate students), and the assessment of student learning.

14.2.6 Evolution of Faculty Roles

Chapter Nine: Faculty describes the relationship between Zayed University's rapid development and the University's expectations of its faculty. As the University's programs have expanded beyond undergraduate education to include graduate programs, research, and outreach, it has become clear that the University requires a more diversified and flexible approach to faculty role and responsibilities. Chapter Nine: Faculty describes a set of initiatives that the Provost has taken to clarify communication with the faculty regarding University policies and procedures as well as other issues identified by the University Standing Committee on Faculty Affairs. Initiatives have also been launched to look at the fundamental definitions of faculty role expressed in University policies. As its activities continue to diversify, the University will develop policies and practices relevant to faculty role that allow units the flexibility to match individual faculty responsibilities with specific elements of the institution's mission.

14.2.7 Institutional Research, Planning, and Assessment

Four chapters in the Self-Study Report have emphasized Zayed University's commitment to ongoing assessment and the use of information to improve institutional effectiveness. Chapter Two: Mission and Planning discusses the formal strategic planning process and its relationship to the allocation of resources; Chapter Three: Institutional Resources outlines the way in which the budgeting process is formally linked to institutional reporting of Key Performance Indicator data; Chapter Seven: Institutional Assessment describes the cycle, outlined by the University Assessment Plan, of review and improvement of unit activities; and Chapter Thirteen: Assessment of Student Learning focuses on the institutional strategies in place to gather and use data to improve student

learning. The institutional activities described in the Self-Study Report show an institution highly committed to ongoing improvement.

While the review of assessment activities occasioned by the self-study has confirmed Zayed University's commitment to ongoing improvement, it has also produced suggestions to refine and coordinate these processes. In preparation for the next strategic planning cycle, the Provost has acted to consolidate and build upon an obvious institutional strength. Her initiatives include: an inclusive strategic planning exercise that will broaden input for the next strategic plan; recommitment of the institution to an assessment cycle in which each unit is reviewed according to a specific calendar; and strengthening of the Office of Institutional Research and Planning to provide information tailored to end-user needs, as well as data to assist in management decision-making.

14.2.8 Student Access to Information

The self-study has led Zayed University to improve the immediate availability of information to students. First, the Student Handbook has been posted on the ZU Intranet. Although all students are given a copy of the Student Handbook every year, the self-study gave rise to the suggestion that immediate access to the Student Handbook through the ZU Intranet would increase the University community's access to information regarding student responsibility. Second, catalogs from previous years have been posted and remain on the University Intranet to assure that all faculty, staff and students have immediate access to any information needed. The self-study revealed that academic advisors and students have had some difficulty accessing information from past catalogs. This is particularly important for students who have suspended registration for a period of time and returned to the University; in these cases, earlier catalogs continue to govern their academic requirements.

14.2.9 Oversight of Outreach Programs

The self-study also led to increased attention to the University's outreach programs. Consequently, a certification process has been developed in which deans affirm to the Provost that outreach programs comply with academic quality expectations. During spring 2007, a new academic policy was approved governing credit-bearing and non-credit-bearing certificate programs, with a correlated procedure for assuring and documenting that requirements for non-credit-bearing programs meet the policy's requirements. When a dean notifies the Provost of the initiation of a new program, the notification specifies a program's outcomes and its modes of assessment.

14.3 Priorities for Development

The self-study has assisted Zayed University in concentrating on new institutional priorities and looking at existing practices in a new light. New priorities have emerged from suggestions of the working groups, subsequent review and analysis of working group reports, and broadly-based reviews of the early drafts of the self-study chapters. The action items described in this section document the value-added impact that the self-study has had on the University's agenda for institutional improvement.

14.3.1 Specialized Services to Students

Planning has been initiated to serve students with special needs and to more effectively provide for emergency medical services on both campuses. The self-study has pointed to the institution's obligation to develop a unified strategy for meeting those needs. Although some assistance for special needs students has been available through qualified student development professionals on staff, assistance has been ad hoc. Planning is

underway to regularize the assistance that the University will provide. Furthermore, the self-study process has pointed to the need to implement student use of a new sports facility that has become available to the University on the Dubai campus.

14.3.2 Resource Allocation and Financial Controls

The self-study has presented the formal processes that assure that the allocation and expenditure of Zayed University's resources align with its mission and goals. Chapter Three: Institutional Resources presents details of the federally mandated performance-based process through which the University budget is developed, including reports on institutional performance on selected Key Performance Indicators. Chapter Two: Mission and Planning details Zayed University's strategic planning cycle, an internal process designed to identify and fund institutional priorities linked to the University's goals. Chapter Three: Institutional Resources also presents information on how the University monitors expenditures through an accounting system that provides ongoing information to decision makers and audits the system to assure its integrity. The self-study process has led to a recognition that these processes need to be strengthened on the sides of both budgeting and accounting. The new strategic planning cycle will focus on rendering the processes already in place more effective in developing the entire budget, in line with a comprehensive institutional strategy. The financial reporting system will be improved so as to allow decision makers to manage resources more effectively. Those improvements will become particularly important as the activities of the University's tuition-funded graduate programs and outreach activities expand.

14.3.3 The University Council and University Development

As discussed in Chapter Four: Leadership and Governance, Zayed University's relationship with its external constituencies is facilitated through the Vice President, the President, and the University Council. Chapter Four: Leadership and Governance noted the working group's suggestion that the Council's engagement with the University community be strengthened. As the University Council matures, it could also expand its role in developing external support for University initiatives.

14.3.4 Technological Resources

Zayed University is facing a challenge to find resources to support the technology essential to achieving the University's vision and mission. As a laptop institution, the University has, since its inception, maintained as one of its primary objectives the graduation of students who are prepared to use innovative technologies in their disciplines and professions. At the same time, faculty members are expected to integrate technology into their teaching and learning. In spite of the University's sustained and serious commitment to those objectives, shrinking resources have made it virtually impossible to maintain acceptable levels of support, let alone the levels necessary for technological leadership. The institution's ability to maintain even a basic technology-refresh program has been seriously curtailed. Internet access speed is limited, and the University's access to bandwidth has dropped below acceptable levels, especially for off-campus access. This makes it increasingly difficult to support advanced student and faculty work. Zayed University's leadership takes this challenge seriously and is investigating potential ways of accessing additional resources.

14.3.5 Federal Fixed Budget Allocation

Chapter Three: Institutional Resources, Chapter Nine: Faculty, and Chapter Ten: Educational Offerings discuss some of the challenges that Zayed University faces in delivering high quality, student-centered programs with shrinking resources. The self-

study has drawn attention to the fixed federal allocation and its negative impact on core institutional functions. While the federal allocation has been fixed for the last six years, student numbers have increased dramatically. In 2003 the University received the equivalent of AED 95,000 per student; in 2007 it received AED 65,000 per student. Furthermore, rapid inflation has led to the erosion of the purchasing power of the institution and its employees. The University is developing a range of strategies to deal with this situation; those strategies have included an increase in class size and an increase in teaching loads. Those coping strategies lead, however, to a fundamental contradiction with the University's founding vision. The lack of sufficient funding may erode Zayed University's founding commitment to become a leading university in the nation and the region. The University will be challenged to maintain standards for faculty and students equivalent to those of major universities throughout the world.