

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2014– 2015

Name of Institution: **Zayed University**

Name and Title of Chief Executive Officer: **Her Excellency Sheikha Lubna Bint Khaled Al Qasimi**

Name of Unit: **College of Communication and Media Sciences**

Name and Title of Administrator: **Marilyn Roberts, Ph.D.**

Date of 2014 - 2015 Accrediting Visit: **October 19-23, 2014**

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: **NA**

Recommendation of the previous site visit team: **NA**

Previous decision of the Accrediting Council: **NA**

Recommendation by 2014 - 2015 Visiting Team: **Accreditation**

Prepared and submitted by:

Team Chair

Name and Title:

Organization/School:

Signature _____



Team Members

Name and Title:

Organization/School:

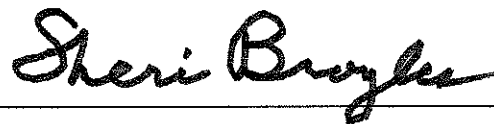
Signature _____



Name and Title:

Organization/School:

Signature _____



PART I: General information

Name of Institution: Zayed University

Name of Unit: College of Communication and Media Sciences

Year of Visit: 2014

1. Check regional association by which the institution now is accredited.

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

Middle States Commission on Higher Education
International Advertising Association

2. Indicate the institution's type of control; check more than one if necessary.

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

A United Arab Emirates (U.A.E.) Federal Decree established Zayed University (ZU) in 1998 as an independent corporate entity to educate national women (See Federal Decree attached at the end of the introduction). It is named after the founding President of the country, His Highness Sheikh Zayed bin Sultan Al Nahayan. It has two main campuses in Abu Dhabi and Dubai, as well as satellite locations in Dubai, and is led by a single administration, offering similar programs on both campuses. Men were admitted to ZU in 2008.

ZU is based on an international model of higher education. It is organized into six degree-granting colleges (Arts and Creative Enterprises, Business, Communication and Media Sciences, Education, Sustainability Sciences and Humanities, and Technological Innovation) and a college that oversees and largely delivers the general education program (University College). The primary language of instruction is English. It is accredited by the **Middle States Commission on Higher Education** (MSCHE), one of six regional accrediting bodies in the United States. The University was first accredited by the MSCHE in 2008 and accreditation was renewed in 2013.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

Yes
 No

5. When was the unit or sequences within the unit first accredited by ACEJMC? N/A

6. Attach a copy of the unit's mission statement. Give date of adoption and/or last revision.

CCMS Vision and Mission Statements

Vision Statement

The College of Communication and Media Sciences at Zayed University shall be nationally recognized as a premier provider of bilingual education, scholarship and outreach in the discipline of communication and its professional fields of study.

Mission*

Communication and information are vital to the development of the United Arab Emirates. The College of Communication and Media Sciences is dedicated to excellence in professional education to serve the nation, the Gulf region and the global community. The curriculum is designed to provide our graduates with written, oral and visual communication vital to the development of private and public institutions and enterprises and to meet the interests of the nation's people and their roles as citizens and family members, clients and consumers.

Our mission is to graduate students who:

- Understand the role of mass communication in Islamic and global cultures;
- Master written, oral and visual skills in English and Arabic;
- Use digital media technologies thoughtfully and appropriately;
- Value truth, accuracy, fairness and diversity;
- Think critically, are innovative and engage in dialogue;
- Contribute to the body of knowledge in mass communication from the Gulf region;
- Assist in the future development of the U.A.E. and the global community.

*Revision approved March 26, 2014

7. What are the type and length of terms?

Semesters of 18-20 weeks

Quarters of N/A weeks

Summer sessions of 4-5 weeks

Intersessions of N/A weeks

8. Check the programs offered in journalism/mass communications:

Four-year program leading to Bachelor's degree

Graduate work leading to Master's degree

Graduate work leading to Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

B.S. in Communication and Media Sciences with specializations in:

- Converged Media
- Tourism and Cultural Communications
- Film and Video Communications
- Integrated Strategic Communications

10. Give the number of credit hours required by the University for Graduation. Specify semester-hour or quarter-hour credit.

126 credit hours (127 credit hours students entering prior to Fall 2012)

11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

3 credit hours

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

Name of Sequence or Specialty	Person in Charge
Converged Media	N/A
Integrated Strategic Communications	N/A
Tourism and Cultural Communications	N/A
Integrated Strategic Communications	N/A

13. Number of full-time students enrolled in the institution:

Fall 2013:	9,234
Spring 2014:	8,595
Fall 2014:	10,574

14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

2013- 2014

Name of Sequence or Specialty	Undergraduate majors
Converged Media	28
Integrated Strategic Communications	426
Tourism & Cultural Communications	91
Film and Video Communication	59
Pre-majors	N/A
Total students	604

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online courses.

Fall 2014

001- = female course sections in Abu Dhabi

501- = female course sections in Dubai

801- = male course sections in Dubai

901- = male course sections in Abu Dhabi

(Courses followed by 00 and 5 denote sections for female students in Abu Dhabi and Dubai. Courses followed by 8 and 9 denote sections for male students.)

Course	Name	Schedule	Current Enrollment
COM-210-002	Media Storytelling I	Lab	20
COM-210-002	Media Storytelling I	Lab	20
COM-210-005	Media Storytelling I	Lab	20
COM-210-005	Media Storytelling I	Lab	20
COM-210-501	Media Storytelling I	Lab	15
COM-210-501	Media Storytelling I	Lab	15
COM-210-502	Media Storytelling I	Lab	6
COM-210-502	Media Storytelling I	Lab	6
COM-210-504	Media Storytelling I	Lab	8
COM-210-504	Media Storytelling I	Lab	8
COM-210-901	Media Storytelling I	Lab	12
COM-210-901	Media Storytelling I	Lab	12
COM-210MD-501	Media Storytelling I	Lab	20
COM-210MD-502	Media Storytelling I	Lab	8
COM-280-001	Applied Digital Communication	Lab	20
COM-280-002	Applied Digital Communication	Lab	20
COM-280-003	Applied Digital Communication	Lab	20
COM-280-005	Applied Digital Communication	Lab	20
COM-280-006	Applied Digital Communication	Lab	20
COM-280-501	Applied Digital Communication	Lab	19
COM-280-502	Applied Digital Communication	Lab	18
COM-280-503	Applied Digital Communication	Lab	11
COM-280-504	Applied Digital Communication	Lab	10
COM-280-505	Applied Digital Communication	Lab	15
COM-280-901	Applied Digital Communication	Lab	15
COM-280MD-506	Applied Digital Communication	Lab	12
COM-280MD-507	Applied Digital Communication	Lab	9
COM-280MD-508	Applied Digital Communication	Lab	18

COM-311-001	Zayed Media Lab I	Lab	20
COM-311-002	Zayed Media Lab I	Lab	20
COM-311-003	Zayed Media Lab I	Lab	20
COM-311-501	Zayed Media Lab I	Lab	19
COM-311-502	Zayed Media Lab I	Lab	18
COM-311-801	Zayed Media Lab I	Lab	4
COM-311-901	Zayed Media Lab I	Lab	16
COM-312-001	Zayed Media Lab II	Lab	19
COM-312-002	Zayed Media Lab II	Lab	17
COM-312-501	Zayed Media Lab II	Lab	17
COM-312-502	Zayed Media Lab II	Lab	9
COM-312-801	Zayed Media Lab II	Lab	0
COM-315-001	Media Storytelling II	Lab	19
COM-315-501	Media Storytelling II	Lab	11
COM-320-501	Photojournalism	Lab	18
COM-320-502	Photojournalism	Lab	19
COM-321-001	Video and Audio Production I	Lab	20
COM-321-002	Video and Audio Production I	Lab	20
COM-321-501	Video and Audio Production I	Lab	20
COM-321-502	Video and Audio Production I	Lab	14
COM-380-001	Web Design and Publishing	Lab	16
COM-380-002	Web Design and Publishing	Lab	14
COM-380-501	Web Design and Publishing	Lab	20
COM-380-502	Web Design and Publishing	Lab	19
COM-421-001	Video and Audio Production II	Lab	20
COM-421-501	Video and Audio Production II	Lab	20
COM-421-801	Video and Audio Production II	Lab	1
COM-481-001	Advanced Converged Media	Lab	2

Spring 2014

001- = female course sections in Abu Dhabi

501- = female course sections in Dubai

801- = male course sections in Dubai

901- = male course sections in Abu Dhabi

(Courses followed by 00 and 5 denote sections for female students in Abu Dhabi and Dubai.
Courses followed by 8 and 9 denote sections for male students.)

Course	Name	Schedule	Current Enrollment
COM-210-001	Media Storytelling I	Lab	19
COM-210-001	Media Storytelling I	Lab	19
COM-210-002	Media Storytelling I	Lab	19
COM-210-002	Media Storytelling I	Lab	19
COM-210-003	Media Storytelling I	Lab	18
COM-210-003	Media Storytelling I	Lab	18
COM-210-501	Media Storytelling I	Lab	12
COM-210-501	Media Storytelling I	Lab	12
COM-210-502	Media Storytelling I	Lab	14
COM-210-502	Media Storytelling I	Lab	14
COM-210-503	Media Storytelling I	Lab	5
COM-210-503	Media Storytelling I	Lab	5
COM-210-505	Media Storytelling I	Lab	15
COM-210-505	Media Storytelling I	Lab	15
COM-210-801	Media Storytelling I	Lab	4
COM-210-801	Media Storytelling I	Lab	4
COM-210MD-001	Media Storytelling I	Lab	18
COM-210MD-001	Media Storytelling I	Lab	18
COM-210MD-504	Media Storytelling I	Lab	8
COM-210MD-504	Media Storytelling I	Lab	8
COM-210MD-506	Media Storytelling I	Lab	7
COM-210MD-506	Media Storytelling I	Lab	7
COM-280-001	Applied Digital Communication	Lab	16
COM-280-002	Applied Digital Communication	Lab	16
COM-280-003	Applied Digital Communication	Lab	17
COM-280-004	Applied Digital Communication	Lab	20
COM-280-005	Applied Digital Communication	Lab	17
COM-280-006	Applied Digital Communication	Lab	18
COM-280-501	Applied Digital Communication	Lab	20
COM-280-504	Applied Digital Communication	Lab	10
COM-280-505	Applied Digital Communication	Lab	18
COM-280-506	Applied Digital Communication	Lab	18

COM-280-508	Applied Digital Communication	Lab	18
COM-280-801	Applied Digital Communication	Lab	14
COM-280MD-502	Applied Digital Communication	Lab	18
COM-280MD-503	Applied Digital Communication	Lab	17
COM-280MD-507	Applied Digital Communication	Lab	16
COM-311-001	Zayed Media Lab I	Lab	19
COM-311-002	Zayed Media Lab I	Lab	20
COM-311-003	Zayed Media Lab I	Lab	19
COM-311-501	Zayed Media Lab I	Lab	19
COM-311-502	Zayed Media Lab I	Lab	19
COM-311-503	Zayed Media Lab I	Lab	13
COM-311-504	Zayed Media Lab I	Lab	5
COM-312-001	Zayed Media Lab II	Lab	20
COM-312-002	Zayed Media Lab II	Lab	20
COM-312-501	Zayed Media Lab II	Lab	17
COM-312-502	Zayed Media Lab II	Lab	5
COM-312-503	Zayed Media Lab II	Lab	5
COM-312-504	Zayed Media Lab II	Lab	8
COM-315-501	Media Storytelling II	Lab	16
COM-320-501	Photojournalism	Lab	20
COM-321-501	Video and Audio Production I	Lab	18
COM-321-502	Video and Audio Production I	Lab	14
COM-321-801	Video and Audio Production	Lab	9
COM-380-001	Web Design and Publishing	Lab	18
COM-380-002	Web Design and Publishing	Lab	14
COM-380-501	Web Design and Publishing	Lab	20
COM-380-502	Web Design and Publishing	Lab	12
COM-421-001	Video and Audio Production II	Lab	20
COM-421-501	Video and Audio Production II	Lab	20
COM-421-801	Video and Audio Production II	Lab	1
COM-481-001	Advanced Converged Media	Project	1
COM-481-501	Advanced Converged Media	Lab	6

16. Total expenditures planned by the unit for the 2014 – 2015 academic year:

The total budget for the 2014–2015 academic year is: AED 22,226,414.00 (\$6,051,494.74)

The annual budget, which runs to a calendar year as opposed to a fiscal or academic year, is broken down into what is referred to as Chapter One, Chapter Two and Chapter Three expenses. Chapter One expenses are salaries, housing allowances, schooling fees, vacation tickets, end-of-service payments, Federal Government pensions (for Emiratis), health and social premiums, other allowances. Chapter One expenses are set and relate to the number of faculty and staff within the college. This is the largest sum of money broken down in the budget, the amount for 2014-2015 is AED 21,146,895.00 (\$5,757,428.20). This leaves AED

1,079,519.00 (\$293,906.70) for the remaining expenditures in the college. Each year the budget is fully utilized.

Percentage increase or decrease in three years:

Over the last three years the budget has continually increased. Between 2011-2012 the budget increased by 14%, between 2012-2013 it increased by 23% and between 2013-2014 it increased by 23%.

Amount expected to be spent this year on full-time faculty salaries:

AED 10,155,547.00 (\$2,764,919.11)

17. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Fall 2014

Professors

Badran Badran
Pam Creedon
Serra Gorpe
Lena Jayyusi
Melissa Lee Price
Marilyn Roberts
Charlotte Wien

Associate Professors

David Bulla
Gaelle Duthler
Faye Kotsi
James Piecowye
Nadia Rahman
Alia Yunis

Assistant Professors

Fokiya Akhtar
Najat AlSaied
Gwen Bouvier
Jody Johannessen
Leysan Khakimova
Asim Mian
Noela Michael
Claire Sherman
Nataša Slak Valek
Inka Stever
Lars Weckbecker
Russell Williams

Instructors/Lecturers

James Buie
Matt Dyck
Paul Lowman
William McCarthy
Sascha Ritter

- 18. List names of part-time/adjunct faculty teaching at least one course in Fall 2014. Also list names of part-time faculty teaching Spring 2014. (If your school has its accreditation visit in Spring 2015, please provide the updated list of faculty at time of visit.)**

Fall 2014

Elizabeth Anderson
Amal Eljazzar
Suhaila Hassouneh
Zoe Hurley
Melanie Johnson
Deepa Kumar
David Oldenkamp
Dedra Stevenson
Zelal Wattar
Rochelle Williams

Spring 2014

Elizabeth Anderson
Amal Eljazzar
Suhaila Hassouneh
Zoe Hurley
Deepa Kumar
Linda Marshall
David Oldenkamp
Aicha Rochdi
Dedra Stevenson
Pamela Thompson
Patricia Wardeh
Zelal Wattar
Rochelle Williams

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

	72 or more semester hours outside of journalism and mass communications		
Year	Total Graduates	Number	Percent
2013-2014 Academic year	177	174	98%
2012-2013 Academic year	113	112	99%

Zayed University

The United Arab Emirates is a nation in the southeastern Arabian Peninsula on the Persian Gulf. It borders Oman and Saudi Arabia and shares sea borders with Qatar and Iran. In 2013 the U.A.E. population was 9.2 million, 1.4 million Emirati citizens and 7.8 million expatriates.

On December 2, 1971, the U.A.E. became a federation of seven emirates. Each emirate is governed by an emir who inherits his position. The emirs form the Federal Supreme Council, the nation's highest legislative and executive body. The constituent emirates are Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah and Umm al-Quwain. Abu Dhabi is the capital of the U.A.E.

Abu Dhabi began exporting oil in 1962, and the nation's oil reserves are ranked as the seventh largest in the world. Its natural gas reserves are the 17th largest in the world. The Emirates has a high-income economy, ranking 19th in GDP per capita. Its largest city, Dubai, is the airline crossroads of the world.

During the 1890s the United Kingdom and the Trucial Sheikdoms on the Gulf agreed that no territory on the Gulf would be disposed of except to Britain and no relationships would exist between those Sheikdoms and any foreign government other than the United Kingdom. In return, the British promised to protect them from attack from the sea and to help in case of land attack. The British were able to stop piracy, and pearling fleets began to operate.

The pearling industry thrived during the early 20th century. It was a good economic resource for the local people. The First World War, the economic depression of the late 1920 and 1930s and the invention of the cultured pearl resulted in the decline of the pearling industry.

Oil provided another source of income. It was discovered in the U.A.E. during the 1950s. In 1962 the first cargo of crude was exported from Abu Dhabi. When the revenues increased, the ruler of Abu Dhabi began building the infrastructure of the nation. Dubai began exporting oil in 1969, and Sheikh Rashid bin Saeed Al Maktoum, the emir of Dubai, was able to use oil revenues to improve the quality of life.

Independence (1971)

The nine Gulf sheikdoms were not able to form a union of Arab emirates. Bahrain became independent in August, and Qatar in September 1971. When the British-Trucial Sheikdoms treaty expired on December 1, 1971, the Emirates became fully independent. The rulers of Abu Dhabi and Dubai decided to form a union between their two emirates, prepare a constitution, then call the rulers of the other five emirates to a meeting and offer them the opportunity to join.

In the U.A.E., the Emirs told team members the ruler is available to each citizen. He has a meeting place, and citizens bring their complaints, requests and concerns to their ruler. They make their statements directly because they know the leadership is very responsive.

The first national university, United Arab Emirates University opened in 1976. Later the Higher Colleges of Technology and Zayed University (ZU) were founded. ZU admitted its first students in 1998 as a student-centered, national university dedicated to serving the needs of national development. The university takes pride in being named after the Founder and First President of the United Arab Emirates. It was envisioned as the nation's premier university, preparing U.A.E.'s leaders. The language of the university is English, but Arabic also is taught.

ZU undergraduate and graduate programs prepare students for personal and academic success and enable them to meet the challenges of a rapidly changing world. Its research and outreach functions are a resource for generating knowledge useful to the nation and the region. The university's vision statement reflects the institution's aspirations:

Zayed University will be the leading university in the United Arab Emirates and recognized globally for its participation in educational and cultural achievements and enrichment of economic and social development.

The College of Communication and Media Sciences opened in 1998 as one of the inaugural colleges at ZU. The founding dean had come from a deanship at the University of South Carolina. She was succeeded by three administrators from American universities: A dean from Drake University, a former director from the University of Iowa and the current dean (who had been an administrator at the University of Florida).

Zayed University was accredited by the Middle States Commission on Higher Education (MSCHE) in 2008 and reaccredited in 2013. In 2012, the university graduated its first cohort of national male students who had been admitted to the university in 2008.

The university is six colleges: Arts and Creative Enterprises, Business, Communication and Media Sciences, Education, Sustainability Sciences and Humanities and Technological Innovation; University College, which oversees and largely delivers the general education program; the Institute for Islamic World Studies and Institute for Arabic Language; and Academic Bridge Program, an English-preparatory unit for students who are academically qualified for admission, but whose English language skills are not yet at university standards.

In Fall 2014, the university enrolled 10,574 undergraduates. The programs are delivered in a non-residential, gender-separate environment that permits a Western-style education for those women whose traditional families prefer that they live at home and attend gender-separate classes. At the same time, the university delivers 20 master's programs to cohorts of men and women, Emirati and non-Emirati, since the graduate environment is designed for mature students who already are integrated into the mixed environments prevalent in the nation's professional workplaces. The university also maintains an active outreach unit known as the Institute for Community Engagement as well as a research unit dedicated to generating data directly relevant to the nation's social and economic development.

Although ZU is based on a U.S. model, it is a United Arab Emirates' university and is not a branch of, or 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.

In the context of the Gulf States, a senior faculty member told a site team member, "We teach our students to accept other points of view because we see the madness in the region. We are opening their eyes. We are helping them see things that they cannot see elsewhere. We are teaching them objectivity. If this college does not move forward and get the support we need, it will affect the U.A.E. because we are making a huge difference here. Our graduates are going into significant positions in a broad spectrum of activity."

"What is happening here is important," he said.

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

- (a) **The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.**

The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future. It is supported by the university administration outside the unit.

- (b) **The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.**

Faculty members are engaged in making policy and substantive faculty governance is evident. Indeed, the site-visit team found a fulfilled and happy group of professors and instructors because of the unusually careful leadership of the dean and the quality of the faculty who had been hired.

- (c) **The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.**

The team was told that ZU was conceived to educate the mothers of future leaders. Now ZU is educating the future leaders without regard to gender. The college's authenticity and energy is inspiring and motivational; that translates to the students. Students feel blessed to have a world-class education that is tuition free.

Leadership of the college is strong. The dean protects the faculty and finds them support that allows them to work effectively. The dean is preparing the college for the future. Keeping some of the administration in place during the transition is crucial.

The dean has had a remarkable tenure. She has indicated that she will leave her position after this academic year. During her years, she has led the unit on an uncommon trajectory. An administrator outside the unit called the dean a strong, dynamic leader. Indeed, he said she has been excellent in developing relationships outside of Zayed University. He said her replacement will be critical for the future of the college. Her leadership was evident in every aspect of the college—even in the students and their behavior.

Her office is on the Abu Dhabi campus, and the associate dean works on the Dubai campus. It is an hour and 20 minutes from one campus to the other.

CCMS ranks on its own among ZU colleges. Its administrative team is strong, and the college functions as an open forum that isn't hierarchical, which is unusual for ZU.

(d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The institution and the unit evaluate administrators in an orderly and deliberate process that results in honoring quality excellence. The site team saw evaluations of the dean and was impressed by their quality and the quality of the administrative performance being assessed. Clearly, it is a fair process, and the assessment has recognized uncommon excellence in the leadership of the college.

(e) Faculty, staff and students have avenues to express concerns and have them addressed.

The site visit team was impressed by the happiness of the faculty and their expression of fulfillment. Nevertheless, faculty, staff and students have avenues to express concerns and complaints. There have been cases in recent years in which the process has been used. We read documentation on some of those cases.

Nonetheless, faculty expressed concern that no Faculty Senate exists at ZU.

Summary

ZU was founded to educate the mothers of future leaders, the team was told. Now ZU is educating future leaders without regard to gender. Clearly, ZU has made a difference for the nation. Students feel blessed to have a world-class education that is tuition free. They described the college's culture as motivational, changing their lives. This affirming environment has been established by strong leadership.

The dean protects the faculty and allows them to work. She is a strong, dynamic leader. Indeed, she has been excellent in developing relationships outside of Zayed University. The site team saw evaluations of the dean and was impressed by the quality of the evaluations in assessing her excellent administrative performance. The site visit team was impressed by the happiness of the faculty and their expression of fulfillment.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

- (a) **The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.**

Following are the four specializations for the unit and the number of hours inside and outside the unit.

<u>Specialization</u>	<u>Hours within CCMS</u>	<u>Total outside CCMS</u>	<u>Total hours</u>
Converged Media	51	75	126
Film and Video Communications	51	75	126
Integrated Strategic Communications	51	75	126
Tourism and Cultural Communications	51	75	126

The college exceeds the ACEJMC expectation of at least 95 percent of the graduating classes having at least 72 or more semester hours outside of journalism and mass communications.

<u>Year</u>	<u>Graduates</u>	<u>Number</u>	<u>Percent</u>
2013-2014 academic year	177	174	98%
2011-2012 academic year	113	112	99%

Alumni were pleased that (as students) they were required to take electives outside the college. One requirement of the college—public speaking courses in both Arabic and English—was highly praised as not only increasing their confidence, but also making them more qualified to work professionally.

- (b) **The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)**

The 29-hour required core for all majors is a mix of five (5) theoretical and conceptual courses, four (4) professional skills courses and two (2) integrated theory and skills courses. There is additional coursework for each of the specializations with the following mix:

Converged Media

Four (4) professional skills and one (1) integrated theory and skills.
Plus two (2) additional courses.

Film and Video Communications

Five (5) professional skills and one (1) integrated theory and skills.
Plus one (1) additional course.

Integrated Strategic Communications

Two (2) theoretical and conceptual, two (2) professional skills and (1) integrated theory and skills.
Plus one (1) additional course, either professional skills or integrated theory and skills.
Plus one (1) theoretical and conceptual course from the College of Business.

Tourism and Cultural Communications

Three (3) theoretical and conceptual, one (1) professional skills and (1) integrated theory and skills.
Plus one (1) additional course, either professional skills or integrated theory and skills.
Plus one (1) additional course.

Overall, students receive a balance between theoretical and conceptual courses, professional skills courses.

- (c) **Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)**

Teaching is given high priority in the college and the university. It is heavily weighted in promotion decisions as well as in annual reviews. Classroom observations and meetings conducted by the site-team provided strong evidence that faculty are good teachers and well regarded by their students.

Students were attentive and engaged in learning in classes visited by team members. Instructors generally were enthusiastic about their subjects and used teaching aids such as PowerPoint. A climate of mutual respect was apparent.

Professionals commented on a strength of ZU graduates is that they learn to think, tell stories and work in teams—all important for when they enter the workplace after graduation. The professionals felt that technology is continually changing and they can teach them the specific technology when they are on the job. A person outside the university noted that written language is an issue in an Arabic nation, and the college is doing a good job.

The college gives students a foundation in digital, technological and multimedia. Three core courses introduce students to a variety of platforms. In **COM 210 Media Storytelling I** – including text, visual, audio and video for print, broadcast, online and social media. In **COM 280 Applied Digital Communication** students learn the tools of digital storytelling, including Photoshop, Illustrator, Final Cut Pro and GarageBand. **COM 311 Zayed Media Lab I** is a professional practicum that allows students to use these technologies. These are continued in

other courses, including COM 312 Zayed Media Lab II, COM 315 Media Storytelling II and COM 481 Advanced Converged Media.

Alumni said students were well equipped by the program to be successful in their careers. They complimented the practical learning opportunities in the program and noted that students in other programs throughout the university are not pushed to practice what they learn. One alumna said the journalism program taught her how to express her thoughts and to be involved.

One concern is the Integrated Strategic Communications specialization. Clearly ISC is PR focused. Of the 30 students from the ISC specialization, 27 saw themselves as PR students, and three saw themselves as a blend of PR and advertising. None identified herself as an advertising student. This may be because PR is more culturally acceptable than the hard sell – that is the “lying, hustling and barter” perception – of advertising. One faculty member said: “These women aren’t going to work in an ad agency. Their Emirati fathers won’t let their Emirati daughters work in advertising.”

Another concern is the lack of copywriting in the curriculum for advertising students. COM 353 Writing for Integrated Strategic Communications is primarily a PR writing course teaching AP Style, news briefs, news releases, fact sheets, feature releases, social media releases, backgrounders, pitches, newsletters, magazines stories and media kits. One of the four sections included one lecture for “Writing in Advertisement.” The Creative Advertising course is essentially a visual/design class. Advertising students do not receive this essential writing skill.

The college may wish to consider whether it wants to invest in advertising, which would require reshaping the curriculum and adding another advertising faculty member (e.g., a copywriter). An alternative would be to drop advertising and focus resources in public relations.

Overall students like their classes and think it is the key to their future success. With the new curriculum, as one faculty member stated, “the easy A’s aren’t so easy any more.” Standards have been raised, and there also was a crack down on plagiarism.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.*

All skills classes had 20 or fewer students. However, COM 357 Advertising Creative, is taught different ways on the two campuses. The class had previously been taught as a skills class on both campuses, which is still the case in Dubai. Nevertheless, because of a faculty shortfall, the Abu Dhabi campus is teaching this class in a lecture format with more than 40 students in the class. This course should be a skills class on both campuses.

- (e) **The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.**

A three-credit internship is required of all students. The internship is the last class students take in their final semester, which is divided into two terms: Term A for 10 weeks and Term B for 10 weeks. In Term A the internship coordinator holds weekly group meetings with between 35 and 50 interns to prepare them for their internship experience. They go over the internship requirements, train them to do internship interviews, bring in former interns to answer questions, discuss issues of working with men and address steps to take should there be issues during the internship.

The internship is taken during the last 10 weeks of a student's final semester and is the only class, allowing her/him to intern full time. The internship is eight weeks and the last two weeks the students complete a final presentation in the classroom in front of students who will be interning in the future. An internship fair with a poster presentation enables students to see internship possibilities.

A full-time member of the faculty serves as the internship coordinator and oversees the internship program, arranging internships and, for students interning with government entities, working through on-campus Career Services to complete required paperwork. Faculty members serve as academic supervisors and receive weekly reports from students. They also receive a midterm report from professional supervisors. At the end of the semester, professional supervisors complete an extensive online survey. In addition, the academic supervisor completes an on-site visit during the semester. At the end of the semester, faculty supervisors turn in all paperwork to the faculty member overseeing the internship program.

Students indicated they would like more practical fieldwork in addition to the required internship. This might be through job shadowing or possibly through an on-campus student-managed advertising and public relations agency that could do work for on- and/or off-campus clients.

It should be noted that the internship is a huge transition for female students as men and women are taught in separate classes. These women, some very shy, evolve from being unable to look unfamiliar men in the eye to being able to engage with them professionally. These internships often instill these young women with a newfound confidence.

Summary

The site-team found the courses, taught by enthusiastic and qualified, student-oriented faculty, delivered quality journalism and communication education that clearly made a positive impact

on students. Required *Media Storytelling* and *Public Speaking & Persuasion* (in both English and Arabic) produces bilingual students who are qualified to work professionally. The public speaking course increases their confidence and is transformational for these students.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

- a) **The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit’s definition of diversity and identify the under-represented groups.**

The college has a diversity plan, which was approved by the faculty and became effective for the 2012-2013 academic year. The plan was revised and approved by the faculty on June 4, 2014.

The self-study quotes ACEJMC: “The Council states that ‘each institution has its unique situation, cultural, social or religious context, mission and resources, and this uniqueness is an asset to be safeguarded.’ Further, ACEJMC ‘will apply its standards and indicators in compliance with applicable laws and regulations and where appropriate, with religious or cultural prescriptions and practices.’ In accord with ACEJMC’s commitment, *Zayed University (ZU) seeks to protect the particular forms of diversity that permeate life in the United Arab Emirates (U.A.E.). These forms include tribal and family structure and tradition, religion, socio-economic class, and gender.*” [Emphasis added.]

While no specific definition of diversity is in the plan, the following statement of diversity and inclusiveness appears on the website.

The College of Communication and Media Sciences *strives to be a 21st century learning community defined by excellence through the affirmation of differences in the composition of its leadership, faculty, staff, and students.* The college’s model for diversity and inclusiveness is within the applicable laws, regulations and cultural norms of the United Arab Emirates. It specifically endorses initiatives aimed at incorporating diversity and inclusion into the academic culture of the college by engaging students, faculty, and staff in learning varied perspectives of domestic and global diversity, inclusion, and social justice; and a commitment to ensuring that all cohorts/communities within the college feel welcomed, supported, included, and valued by sustaining an organizational environment that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations.

http://www.zu.ac.ae/main/en/colleges/colleges/college_comm_media_sciences/accreditation/diversity.aspx

The diversity plan comprises five goals directly in support of this standard, complete with initiatives and key performance indicators.

- (b) **The unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit’s curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

The first goal of the college’s diversity and inclusiveness strategic plan is to “engage students, faculty, and staff in teaching and learning varied perspectives of domestic and global diversity, inclusion, and social justice.” Because of laws and cultural sensitivity of the U.A.E., lectures or content that focus on sexual orientation or displays of nudity are not taught as part of the curriculum.

- (c) **The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.**

The faculty is comprised of 63 percent women and 37 percent males. With a population of primarily young women, these female faculty are role models for these students.

The dean of the college told a site-team member, “If our students can’t go to the world, we’ll bring the world to them.” That’s evident in the diversity of the faculty. They represent 17 nations including Australia, Belgium, Canada, Denmark, France, Germany, Greece, Jordan, India, Palestine, Pakistan, Slovenia, Russia, Saudi Arabia, Turkey, U.K. and the United States.

It should be noted that the university became a fully federal entity in 2013, and the faculty recruitment and hiring policies were revised. The university observes the requirements of the Federal Department of Immigration and Residency regarding educational qualifications being verified and security clearances being granted. This procedural change has affected the number of applicants to be interviewed and cleared for hiring. Applicants must now provide significant documentation to be considered, which has significantly affected the number of applicants.

- (d) **The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

Zayed University was established in 1998 as an institution to educate national women. Men were admitted to the university a decade later in 2008. Because of this, men are an underrepresented group, and the university is working to increase the male population. In addition, the university campuses are in Abu Dhabi and Dubai, and those two emirates dominate with 72 percent of the student population. Therefore the college is seeking to bring in more students from the other five emirates.

- (e) **The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

This university was established specifically to educate young Islamic women. The students and faculty were welcoming and engaged. The students were passionate about the education they are receiving. In keeping with the acceptable cultural practices of the population it serves, any discussions of sexual orientation and nudity were excluded.

Summary

The college is a model of faculty diversity. The dean of the college told a site-team member, “If our students can’t go to the world, we’ll bring the world to them.” Male and female faculty members come from 17 nations. Most students are female and reflect diverse backgrounds, including tribal origins. Moreover, the student body is from many different Emirati ethnic groups.

COMPLIANCE

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

(a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

The college's selection of all faculty follows Zayed University's specific guidelines. For example, not all faculty from the United States, Europe or Asia are equipped to function effectively in the United Arab Emirates.

For those replying to an advertised job opening, the selection process includes, (a) initial screening by college search committee; (b) video or Skype interviews; (c) submission of recommendations to the dean; (d) recommendation of employment by the dean's office; (e) review of salary recommendation by the provost's office; (f) certification by the employment office of the authenticity of the candidate's degree; (g) security clearance/background check done by Ministry of Interior; (h) and finally approval of appointment by the provost.

After arrival in the U.A.E., new faculty members attend an intensive two-week orientation on the region, the nation, local culture and preparation for the ZU classroom.

Full-time faculty members are evaluated annually by the dean. Items relevant to the evaluation process are: (a) a faculty member's portfolio addressing teaching, scholarship, and service; (b) a meeting between the faculty member and dean (c) and, finally, a formal letter from the dean concerning the evaluation.

The college has 30 full-time faculty members. Nineteen are females, and 11 are males. Six of the college's seven full professors are female, four of the six associate professors are female, and nine of the 12 assistant professors are females. All five instructors are male.

(b) Full-time faculty have primary responsibility for teaching, research/creative activity, and service.

The percentage of courses taught by full-time faculty has decreased slightly during the last three years. The slight decrease in the previous three years was because of a 20 percent increase in students and the addition of male sections. Thus, more adjuncts were needed while more full-time faculty were being recruited.

Full-Time Faculty

Academic year 2011-2012, Fall:	98%
Academic year 2011-2012, Spring:	97%
Academic year 2012-2013, Fall:	94%
Academic year 2012-2013, Spring:	92%
Academic year 2013-2014, Fall:	94%
Academic year 2013-2014, Spring:	84%

- (c) **Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations and appropriate supplementation of part-time and visiting faculty.**

A balance exists between faculty with Ph.D. degrees and those with professional experience and no Ph.D. Several with earned doctorates also have professional experience. However, the professional credentials and experience of two of the college's faculty were devalued and reduced in rank. This is ironic because they had been hired for their professional expertise. This raises concerns that professional expertise may be seen as less important (than academic credentials). Standard credentials in the United States show a balance between professional and scholarly experience. In order to ensure that professional expertise remains strong, the college might consider hiring only faculty with significant experience—whether or not they have doctorates.

Universities in the U.A.E. do not grant faculty members sabbatical leaves. College faculty members have taken advantage of generous travel grant opportunities to attend professional meetings and to present papers at academic meetings. They also have attended meetings with the aim of updating professional knowledge and teaching skills and to represent Zayed University regionally and internationally.

- (d) **The unit regularly evaluates instruction, whether on site or online, using multiple measures that include student input.**

The college follows the university policy of having students evaluate each class each semester. Students use the Student Evaluation of the Learning Environment (SELE) online form, the university's formal process of gathering feedback about courses and the quality of teaching. Additionally, the dean, an associate dean or one of the assistant deans meets with faculty members before issuing a written evaluation.

- (e) **The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.**

The involvement of faculty in campus-wide service committees is impressive. The team's discussions with a variety of faculty and administrators on both campuses reveal a level of faculty commitment and dedication beyond the college. Faculty members have reached out to university units in order to foster and collaborate on research and instruction.

Summary

The university does not offer tenure. Nonetheless, even without the prospect of tenure, the college has been able to recruit and retain an impressive cadre of international faculty members with significant professional and academic credentials. Faculty members are to be commended for professional service within the university.

COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

(a) **The unit requires, supports and rewards faculty research, creative activity and/or professional activity.**

Zayed University is a teaching-oriented school. It expects and financially supports research and creative activity with grants. The school's vision and mission statement declare: “. . . to build a vibrant research culture at Zayed University, by assisting and enhancing the research process for all faculty members.”

(b) **The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.**

As noted earlier, the university does not offer tenure to faculty. However, the college expects faculty to meet the following requirements, especially regarding promotion from assistant to associate and full professor:

- Engage in research, creative and professional activity
- Develop connections and collaborations with the professional community
- Participate in professional development activities for the professional community
- Produce scholarly activity that integrates the discipline and teaching
- Maintain current knowledge of their discipline
- Relish intellectual challenges
- Pursue research that advances knowledge in the discipline
- Apply specialized research to the needs of the U.A.E.
- Engage students in scholarly activity
- Share scholarship with faculty colleagues, professionals and the community

(c) **Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.**

The college embraces a broad definition of scholarship and creative activities. Between 2007 and 2013 college faculty have impressive achievements:

- 6 scholarly books
- 3 textbooks
- 7 edited books
- 34 book chapters
- 8 monographs
- 39 articles in refereed journals
- 19 invited journal articles
- 37 articles in non-refereed journals
- 97 refereed conference papers
- 40 panels and poster sessions at academic and professional meetings
- 7 juried creative works

- (d) **Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.**

Faculty members are encouraged to attend international conferences to present research and creative works. Many are involved in organizing conferences. The university is an affluent school; the financial support the administration provides faculty for professional travel would be the envy of all but a few U.S. universities. As a point of reference, it is a 7000-mile flight from the U.A.E. to New York City.

- (e) **The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.**

Both Dubai- and Abu Dhabi-based faculty appeared congenial. They support the differences each brings to the college. Faculty regularly travel between campuses to teach and interact with other faculty. State-of-the art teleconference facilities enable all faculty to attend all meetings, even when some faculty are in Dubai and some in Abu Dhabi.

Summary

The university and college actively support a wide understanding of research. Faculty members seem to respect the scholarly strengths and the approaches each brings to the creation of knowledge. A top administrator said that any faculty member who has a paper accepted will be supported in travel.

COMPLIANCE

PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

Unit performance with regard to indicators:

(a) **Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.**

Advising is a vital element in higher education in the United Arab Emirates (U.A.E.) because many students are first-generation college students. ZU advising has three dimensions.

First, an office staff member on each campus assists students by providing instructions regarding registration procedures, course scheduling, faculty office hours. The office staff member also keeps student records under lock and key.

A faculty adviser is appointed for each student based primarily on a student's specialization. Faculty advisers serve as mentors and make recommendations of which courses to take. Each full-time faculty member, the associate dean and the assistant deans advise between 20 and 30 students. These numbers vary from semester to semester.

In Fall 2013 all colleges had a new position, the college adviser. The College of Communication and Media Sciences has an adviser on each campus. Both advisers are Emiratis with specific responsibilities--to advise at-risk students. The advisers also serve as support for faculty advisers. The college adviser on the Abu Dhabi campus meets male students once a week and female students the other days of the week. She also makes appointments with students of either gender during office hours.

(b) **Faculty are available and accessible to students.**

In addition to the advising week each semester, faculty members are required to have a minimum of six office hours each week during the semester. If faculty members cannot keep their set hours, they are to notify the main college office. The associate and assistant deans and administrative staff also are available daily to answer questions and address concerns.

Male student advising is slightly different on each campus. The Abu Dhabi campus has a separate facility for male students, and male classes are taught during the traditional academic day. The Dubai campus was built in 2006 as a female university without a separate male facility. Thus, Dubai faculty members keep later office hours to assist male students, whose classes are from mid-afternoon through evening; the classes are in a separate wing. The Dubai facilities are not considered adequate for male students. The University Council decided that the Dubai male program should be placed on hiatus while further study could determine its direction. After the current male students in Dubai are graduated, Abu Dhabi will be where the university's male students study. There will be no male students on the Dubai campus.

(c) The unit keeps students informed about the activities, requirements and policies of the unit.

The central offices in Abu Dhabi and Dubai maintain hard copies of student documents. These documents also are maintained electronically. A folder is created for each student and hard copies of documents placed into these folders are secured using filing cabinets that are locked.

Each student is assigned a faculty adviser who requests meetings with each student at least twice a semester.

Faculty advisers, as well as instructors, receive email alerts when advisees' class attendance drops and when advisees receive academic warnings, or are in danger of withdrawing or failing a course. Advisers as well as instructors contact students to inquire or address problems students might be experiencing. Advisers discuss career and internship opportunities. Advisers suggest students visit offices of instructors whose courses they are having difficulty with and let students know there are university resources available for help.

(d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

The college oversees activities on both campuses: Zayed University Middle East Film Festival (ZUMEFF) reviews films and videos from students at universities throughout the Middle East. The Middle East Public Relations Association (MEPRA) has student chapters on both campuses and the Society of Professional Journalists (SPJ) has a student chapter in Abu Dhabi. Launched in 2012, students on both campuses have an opportunity to post their work on the college's student media outlet, Zajel. Student groups, Hala and GlobCom, involve international projects and philanthropy.

ZUMEFF

In Spring 2014, more than 100 films were submitted from 13 Middle East nations and 30 participating universities and film institutions. Forty-eight films were selected to appear in the festival from U.A.E., Egypt, Iraq, Jordan, Lebanon, Morocco, Palestine, Qatar, Syria, Tunisia and Yemen. Students at American university campuses in these nations also enter the competition: Northwestern University in Qatar, American University in Sharjah, University of California, Berkeley in Morocco, London Film Academy in Yemen, New York University in Abu Dhabi, and American University in Dubai. Awards are presented in five categories: Best of the Best, Best Narrative, Best Documentary, Best News Story and Best Animation. In 2014, the festival accepted submissions from students of Middle Eastern descent who were studying abroad.

ZU students do all the press, publicity, marketing, design and film curating and take part in several social networking sites.

MEPRA

The Student Chapter of the Middle East Public Relations Association (MEPRA) is a professional organization for students interested in public relations and communications. The goal of the chapter is to complement students' education through projects, workshops and lectures. The MEPRA Chapter at the Abu Dhabi Campus was established in August 2012 and

is the first of its kind in the Middle East. The chapter at the Dubai campus was established in April 2014.

ZAJEL

Zajel is the student media outlet. It is a WordPress website that is run by students and has a staff member who is the managing editor. This is a good outlet for students to post their work – including articles, news, photos and multimedia. The full university has access to it so all students and faculty can participate. Zajel also is posted on the university's website for external audiences.

SPJ

The Society of Professional Journalists (SPJ) Abu Dhabi chapter helps students develop their journalist skills and promotes journalism as a profession through outreach to several high schools. Starting in 2011, CCMS shares workshops and celebration of World Press Freedom Day each year. Students get involved with guest speakers and field trips to local media outlets, outreach and serve the community. A Dubai chapter is under consideration.

Hala Student Ambassadors

This is an exclusive group of students in Dubai who have high academic achievement and show leadership skills. They act as ambassadors for the college, assisting with college-wide activities like Majors' Day, CCMS Awards Ceremonies and other related activities. They also plan at least one philanthropic event each semester.

GlobCom

GlobCom is an international project run by 12 universities in 12 nations on five continents. The students of the universities study public relations/communications. Seven or more virtual international student teams are formed and each act like an international public relations agency. The teams receive the same public relations brief and have to develop and submit a public relations strategy as a real agency pitch. The students of the virtual teams communicate and cooperate with each other via email, Internet, phone, Twitter and Facebook. The GlobCom experience ends with students traveling to compete and meet their team members in person. ZU has hosted GlobCom and regularly send students to the final competition presentations. The common platform of the project is: <www.globcom.org>.

- (e) **The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit regularly publishes retention and graduation information on its website.**

The retention and graduation information is published on the college's website.

Summary

Zayed University academic advisers help students progress through the general education program requirements. A university-wide Majors' Day each semester enables students with undeclared majors to decide on a major. Once students declare their majors, they are assigned a faculty adviser from their chosen college. College of Communication and Media Sciences (CCMS) majors meet on each campus toward the beginning of the semester to learn about

changes in curriculum, upcoming events, new and old student organizations, student media options and any other information deemed necessary.

Each faculty member is granted access to his or her list of advisees. The tool functions primarily as a scheduling and contact portal with a centralized database for advising information about students as they progress through their university program. It allows CCMS advisers to see information about a student before and after they were enrolled in the college.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Unit performance with regard to indicators:

- (a) **The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.**

All colleges are provided data from the Office of Institutional Research to develop a budget based on student growth. CCMS has grown faster than the other colleges at the university. The college and university try to look ahead to forecast increases so that it has sufficient equipment to teach students successfully in multimedia and film production courses.

The college's long-range strategic plan 2014--2017 articulates a number of goals and key performance indicators that align with the university's mission and that of the Prime Minister's Office. In setting the annual budget, the dean is required to make sure that funding requests satisfy the goals and key performance indicators of the college and university.

- (b) **The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.**

All college budgets are the same in terms of line items. Some line items, such as professional development funds, are distributed on a percentage of the total faculty. Colleges also can request additional funding for college specific events and needs.

- (c) **The facilities of the unit enable and promote effective scholarship, teaching and learning.**

The CCMS and the College of Arts and Creative Enterprises are production intensive. These two colleges work together with the College of Technological Innovation to provide a bachelor's degree program in Multimedia Design. The CCMS and the CACE have equivalent allocations of digital technology and laboratory space.

- (d) **The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.**

Most recently, the college received a significant increase in computer and AV lab equipment funding. The increase is attributed to growing enrollment in the film and video communications specialization, as well as a new laboratory on the Abu Dhabi campus.

2014	AED	1,424,075	(\$387,724.36)
2013	AED	8,340	(\$2,270.68)
2012	AED	319,037	(\$86,862.29)
2011	AED	79,853	(\$21,741.10)

Three primary laboratory classrooms are in Dubai and five in Abu Dhabi. Each lab contains 20 iMac desktop computers (with Adobe and Apple software programs). Additional university

equipment can be used for work and research. Faculty also can sign out hardware for photographic, multimedia and audio/video production at the media center.

Corporate sponsors have supported cutting-edge new multimedia production labs on each campus by donating more than 8 million dirhams (\$2.218 million). In Dubai, the du Multimedia Lab (a television studio, live audience area, audio facilities and the Sharaf DG Photography studio) provide real world experiences for students. In Abu Dhabi, a du Multimedia Studio, Zajel room and a twofour54 multimedia newsroom provide needed facilities.

(e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

The library is spacious, and ample computer access and resources are available for faculty and student development.

Summary

Zayed University's (ZU) funding is obtained from several sources: the federal government of the United Arab Emirates (U.A.E.), the emirate-level governments of Abu Dhabi and Dubai and revenues generated by outreach, contracts, graduate studies and research activities. In 2008, the university began philanthropic outreach, which has resulted in contributions to assist students with financial need, as well as to support college programs and initiatives.

The college has received sponsorship funding to support and equip computer, video and digital media labs.

In addition to salaries, faculty and staff benefits include: cost of housing allowance, school fees for faculty and staff children, health and dental insurance, an annual round-trip airfare for an employee and three additional family members to their home nation, and an end-of-service benefit equivalent to one month's salary for every year worked during a contract. Additional benefits for U.A.E. nationals are provided as part of a comprehensive government policy to ensure a desired quality of life for its citizens.

Funds for facilities and equipment are more than adequate to support instruction and student needs. Most U.S. schools would see what is here as an abundance of riches.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

- (a) **The unit consults and communicates regularly with its alumni and is actively engaged with its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.**

The college's National Advisory Council meets semi-annually in Dubai. Members assist with evaluation of student electronic portfolios, offer guidance regarding industry needs and are updated about the college curriculum, faculty and programs. The 12-member board's membership is diverse and professionally impressive. Members include the editor at large of the U.A.E.'s oldest and most successful daily, English-language newspaper; the managing director of the Middle East News Agency; the managing director of Dubai's Media City; the Strategic Planning Director, Ogilvy & Mather, U.A.E.; and the managing editor of CNNArabic.com, Dubai. One member is a graduate of the college.

The college stays in touch with graduates via newsletters that were printed in 2013 and 2014. These are made available electronically via the college's website and emailed to alumni. The Gulf culture embraced by the primarily female student body does not permit many types of gatherings often associated by graduates of communication and journalism programs in the West.

- (b) **The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.**

There is an expectation that college faculty are to become involved in "public engagement." It seems clear that faculty do their share while living in the U.A.E. The self-study provides an extensive list of faculty involvement in public service and professional groups. These include the organization of the fourth meeting of Middle East Public Relations Symposium, the Zayed University Roundtable and the Abu Dhabi Film Festival.

- (c) **The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.**

College faculty members play a role by serving on university committees. The self-study offers an extensive list of such involvement. Examples include: university faculty affairs committee; university curriculum committee; university educational technology committee; university research council; student affairs, and promotion committee.

Noted earlier is faculty involvement in local and international academic, public service and professional organizations.

- (d) **The unit contributes to its communities through *unit*-based service projects and events, service learning of its students, and civic engagement of its faculty.**

The college is involved with and sponsors a number of activities to promote involvement of journalism and mass communication professionals. For example, the college received a training grant from the federal government to offer courses in campaign planning, writing for public relations and social media for civil servants. A faculty member has created within the college the first-ever U.A.E. Film Library to preserve video material about the country. Also, the college hosted a two-day Global Media Ethics Roundtable.

- (e) **The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.**

Many of the activities noted in the above sections included upper-division students from the college. Both faculty and students from the college's chapter of the Society of Professional Journalists have been in scholastic media outreach. The chapter worked with both the Canadian International and American Community School to hold J-Days. Outreach to other schools is underway for future J-Day events.

Summary

College faculty meet their responsibilities to advance the profession, work with alumni and assist with helping to meet the communication needs of the greater community. In place is a system to communicate effectively with alumni. Faculty are involved with the greater university community. The college takes a lead in promoting scholastic journalism.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

(a) **The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.**

The college adapted ACEJMC’s Professional Values and Competencies (PVCs) into what they called the Pearls of Wisdom by building a cultural relationship. Culturally, the 12 Pearls of Wisdom provide an historical reflection on the national economy and pearling. The pearl oyster was the source of income in the area that became the U.A.E. long before the discovery of oil.

Each course syllabus lists the college’s 12 Pearls of Wisdom. These learning expectations also are aligned with the university’s requirement that colleges assess Zayed University Learning Outcomes (ZULOs) and serve as the college’s Major Learning Outcomes (MALOs).

(b) **The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.**

The college’s Student Learning Outcomes Assessment Plan includes ACEJMC’s Values and Competencies. It also has an illustration of the assessment cycle clearly showing the process of “closing the loop.”

The plan includes two direct measures: the e-portfolio and quizzes and exams. The portfolio includes work from 12 courses, two of which are media storytelling courses in Arabic.

Indirect measures in the plan include the internship assessment, the graduating senior survey and the alumni survey. The graduating senior survey is produced and analyzed by the Office of Institutional Research. The alumni survey is administered three years after graduation.

It also should be noted that learning assessment is a central aspect of Zayed University’s undergraduate education.

(c) **The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.**

The college systematically collects and analyzes data as part of its assessment process. The self-study identified specific results and changes that were made based on the data. For example, the college’s Advisory Council raised concerns about the completion of e-portfolios. An e-portfolio now is a requirement for graduation. Another example was the previous low mean on the Graduating Student Survey regarding student confidence in Arabic language ability. CCMS collaborated with the Institute for Arab Language courses. The current increase from the previous lowest mean on the survey to the second highest mean indicated that this specific concern was addressed effectively.

However, it wasn't always clear that the college had "closed the loop." For example, an analysis of the e-portfolio showed that students struggle with writing clearly and effectively in English, and understanding numerical and statistical concepts also is problematic. However, CCMS is testing the tutorial software Newsroom 101 to increase English language skills. The college also is in preliminary discussions with the university's Academic Bridge program to develop assistance in improving the writing skills of at risk students. Another example was the college purchasing data from the Pan Arab Research Center (PARC) and piloting the improvement of understanding numerical and statistical concepts. Preliminary usage in a communication research methods and a media-planning course resulted in more engagement and motivation by students in using local data. Wider use and expansion of the pilot for PARC data is under faculty discussion.

(d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.

Graduates automatically become members of the University Alumni Association, and the alumni association provides the email addresses to the college for distribution of newsletters to alumni. The university maintains the alumni database and has found it a challenge to maintain an up-to-date database of alumni names, addresses, e-mails, and places of employment. The university has expanded its staffing and outreach significantly. In 2014, an Alumni Association Board was created on both campuses.

(e) The unit includes members of journalism and mass communication professions in its assessment process.

Professionals from journalism and mass communications evaluate both e-portfolios and internships. These are crucial in assessing the quality of work produced by students at the end of their academic program.

Professionals use the same form as faculty in evaluating e-portfolios. Thus, evaluations by faculty can be compared with evaluations by professionals.

Professionals supervise internships in the workplace. The professionals give feedback in a midterm report as part of the student's evaluation. At the end of the semester professional supervisors complete an online survey using a five-point Likert-like scale from strongly agree to strongly disagree. This survey is based on the college's 12 Pearls of Wisdom (ACEJMC's Professional Values and Competencies).

Summary

The college has established an assessment plan and, while there have been feedback loop results in the curriculum, they have not been clearly stated. To ensure a successful cycle, the college should be clear in describing how it made changes based on its collection and analysis of the data.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Effective dean and associate dean who have created a senior leadership team of administrators and faculty for well-managed and collaborative governance.
- Collegial faculty who work hard at teaching, service and scholarship.
- Great students who are enthusiastic about doing something with their lives; they are bright, articulate, polite, energetic and want to learn. They get jobs.
- University resources are made available for the college to meet objectives and goals.
- A peaceful nation that effectively addresses challenges of life in the region—a place where young Arabs want to come to work.

Weaknesses

- Students speak better than they write.
- A great deal of administrative turnover above the college level.
- A heavy teaching load, given a vision of increasing published scholarly productivity.
- Devaluation of professional experience.
- Only two faculty in Dubai teach Arabic-language courses, and students sometimes cannot get in those courses.

2) List the standards with which the unit is not in compliance.

NA

3) Summarize the problems or deficiencies that must be addressed before the next evaluation (i.e., related to non-compliance with standards).

NA

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be addressed before the provisional status can be removed.

NA

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

NA

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

NA

- 7) **The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.**

The report was organized well and provided essential information. It arrived later than self-studies usually arrive. This made the days before the visit quite hectic, especially considering the team had one member fewer than was originally indicated.