Report of On-Site Evaluation
ACEJMC
Undergraduate program
2015– 2016

Name of Institution: University of Sharjah

Name and Title of Chief Executive Officer: Dr. Hamid Al Nuaimiy, Chancellor

Name of Unit: College of Communication

Name and Title of Administrator: Dr. Abderrahmane Azzi, Dean

Date of 2015 - 2016 Accrediting Visit: February 21-24, 2016

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

Date of the previous accrediting visit:

Recommendation of the previous site visit team:

Previous decision of the Accrediting Council:

Recommendation by 2015 - 2016 Visiting Team: ACCREDITATION

Prepared and submitted by:

Team Chair
Name and Title: Paul Parsons, Dean
Organization/School: School of Communications, Elon University

Signature _____

Team Members
Name and Title: David Boardman, Dean
Organization/School: School of Media and Communication, Temple University

Signature _____

Name and Title: Anne Hoag, Associate Professor
Organization/School: College of Communications, Pennsylvania State University

Signature _____

Name and Title: Merrill Rose, Communications Strategy Consultant
Organization/School: Merrill Rose LLC, New York City

Signature _____

PART I: General information

Name of Institution: University of Sharjah

Name of Unit: College of Communication

Year of Visit: 2015-2016

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:

Commission for Academic Accreditation, Ministry of Higher Education, UAE
(https://www.caa.ae/caa/DesktopDefault.aspx)

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

___ Private
___ Public
_√__ Other (Semi-Private)

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.

The University is fully licensed by the UAE Ministry of Higher Education and
Scientific Research, which issued the latest re-licensure decision on November 1, 2009

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?

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

Revised on April 12, 2014 and adopted by the College Council on May 6, 2014.

Vision

The College aspires to distinction in scholarship, teaching, learning and professional training in mass communications and public relations in the United Arab Emirates. It seeks to prepare graduates with the knowledge, skills and ethical character to help develop and strengthen the communications professions and enterprises of the Arab world and to serve their communities and domestic and global society as educated citizens, professionals and leaders.

Mission

The College strives to develop programs in mass communications and public relations informed by scholarship and professional experience and enabled by up-to-date facilities and technology, all subject to continuous review to ensure their professional and cultural relevance and ethical integrity. The College is committed to a diverse learning environment that encourages faculty and students to explore, think and create freely and to examine and refine professional practice.

Core Values

The College adheres to these basic principles in education, training, scholarship and service to the professional community and society:

- **Quality in Education and Professional Training:** The College seeks to provide current and effective education, training in media and public relations, scholarship and service to the professional community and society.
- **Ethical and Social Responsibility:** The College is committed to values that enable students to work ethically in pursuit of truth, fairness, accuracy, openness, and diversity and to think critically and creatively. The College has a social obligation to benefit the media and public relations community and provide public service to advance social goals.
- **Student-Centered Learning:** The College values student-centered learning based on participation, team-based work and group projects that promote personal involvement and development, independence and competencies to contribute to a changing media and public relations environment in the region and globally.
- **Creativity:** The College recognizes and promotes creativity in scholarship, particularly in audio-visual and graphic design production, in the pursuit of scholarly and professional excellence.
- **International Context:** The College promotes respect for cultural heritage and multiculturalism and openness to global intercultural exchange.
- **Diversity and Intellectual Freedom:** The College promotes intellectual openness, cultural diversity, academic freedom and moral integrity.
- **Leadership and Collegiality**: The College promotes leadership by example, participation, team work, collaboration, respect and tolerance.
- **Accessibility, Transparency and Accountability:** The College promotes accessibility, transparency and accountability as main values in education, training, administration and leadership.

7. What are the type and length of terms?

Semesters of _15__ weeks
Quarters of _____ weeks
Summer sessions of _____ weeks
Intersessions of _____ weeks

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

_√__ Bachelor's degree
___ Master's degree
___ Ph.D. degree

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

    B.A. in Communication (Journalism) in Arabic

    B.A. in Communication (Electronic Media) in Arabic

    B.A. in Communication (Graphic Design & Multimedia) in Arabic

    B.A. in Mass Communication – in English

    B.A. in Public Relations in Arabic

10. Credit hours required by the university for an undergraduate degree:
    (Specify semester-hour or quarter-hour credit.)

    123 semester hours for the bachelor's degree

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

    3 credit hours (minimum of 120 practical training hours) at the site for a period at most six (6) weeks.

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

Name of Degree	Specialty	Person in Charge
Mass Communication	Journalism (Arabic)	Dr. Fawzia Al Ali
	Electronic Media (A)	"
	Graphic Design & Multimedia (A)	"
Mass Communication	Mass Communication (English)	
Public Relations	Public Relations (A)	Dr. Khayrat Ayyad

13. Number of full-time students enrolled in the institution:
The total number of students at the University of Sharjah as of Fall, 2015-2016 is 15,443.

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):

Enrolled Students at Undergraduate Programs (Fall, 2014-2015)

College	Campus	Levels	Programs	TOTAL
Communication	**Main**	**Undergraduate**	**Mass Communication (A) : (**)**	
			Electronic Media (M) (***)	72
			Electronic Media (F) (***)	153
			Multimedia & Graphic Design (M)	15
			Multimedia & Graphic Design (F)	104
			Journalism (M)	4
			Journalism (F)	10
			Mass Communication (E) (**)	
			Mass Communication (M)	17
			Mass Communication (F)	88
			Public Relations (A)	
			Public Relations (M)	159
			Public Relations (F)	386
	KO (*)	**Undergraduate**	**Mass Communication (A) :**	
			Electronic Media (F)	13
			Multimedia & Graphic Design (F)	26
			Journalism (F)	2
			Public Relations (A):	
			Public Relations (M)	25
			Public Relations (F)	164
	KU (*)	**Undergraduate**	**Mass Communication (A) :**	
			Electronic Media (F)	4
			Multimedia & Graphic Design (F)	4
			Public Relations (A):	
			Public Relations (M)	3
			Public Relations (F)	97

(*) KO: College Branch at Khorfakkan, KU: College Branch at Kalba.

(**) A: Arabic, E: English.

(***) M (Males), F (Females).

Enrolled Students at Undergraduate Programs (Spring, 2014-2015)

College	Campus	Levels	Programs	TOTAL
Communication	**Main**	**Undergraduate**	**Mass Communication (A) : (**)**	
			Electronic Media (M) (***)	59
			Electronic Media (F) (***)	125
			Multimedia & Graphic Design (M)	14
			Multimedia & Graphic Design (F)	76
			Journalism (M)	2
			Journalism (F)	7
			Mass Communication (E) (**)	
			Mass Communication (M)	21
			Mass Communication (F)	99
			Public Relations (A)	
			Public Relations (M)	134
			Public Relations (F)	326
	KO (*)	**Undergraduate**	**Mass Communication (A) :**	
			Electronic Media (F)	21
			Multimedia & Graphic Design (F)	22
			Journalism (F)	0
			Public Relations (A):	
			Public Relations (M)	24
			Public Relations (F)	141
	KU (*)	**Undergraduate**	**Mass Communication (A) :**	
			Electronic Media (F)	1
			Multimedia & Graphic Design (F)	1
			Public Relations (A):	
			Public Relations (M)	3
			Public Relations (F)	87

(*) KO: College Branch at Khorfakkan, KU: College Branch at Kalba.

(**) A: Arabic, E: English.

(***) M (Males), F (Females).

Enrolled Students at Undergraduate Programs (Fall, 2015-2016)

College	Campus	Levels	Programs	TOTAL
Communication	**Main**	**Undergraduate**	**Mass Communication (A) : (**)**	
			Electronic Media (M) (***)	65
			Electronic Media (F) (***)	134
			Multimedia & Graphic Design (M)	17
			Multimedia & Graphic Design (F)	81
			Journalism (M)	4
			Journalism (F)	11
			Mass Communication (E) (**)	
			Mass Communication (M)	22
			Mass Communication (F)	110
			Public Relations (A)	
			Public Relations (M)	144
			Public Relations (F)	353
	KO (*)	**Undergraduate**	**Mass Communication (A) :**	
			Electronic Media (F)	24
			Multimedia & Graphic Design (F)	18
			Journalism (F)	0
			Public Relations (A):	
			Public Relations (M)	25
			Public Relations (F)	153
	KU (*)	**Undergraduate**	**Mass Communication (A) :**	
			Electronic Media (F)	7
			Multimedia & Graphic Design (F)	1
			Public Relations (A):	
			Public Relations (M)	2
			Public Relations (F)	90
	DH (*)	**Undergraduate**	**Public Relations (A)**	
			Public Relations (M)	1
			Public Relations (F)	7

(*) KO: College Branch at Khorfakkan, KU: College Branch at Kalba, DH: College Branch in Al Dhaid.

(**) A: Arabic, E: English.

(***) M (Males), F (Females).

Enrolled Students at Undergraduate Programs (Spring , 2015-2016)

College	Campus	Levels	Programs	TOTAL
Communication	**Main**	**Undergraduate**	**Mass Communication (A) : (**)**	
			Electronic Media (M) (***)	62
			Electronic Media (F) (***)	127
			Multimedia & Graphic Design (M)	18
			Multimedia & Graphic Design (F)	84
			Journalism (M)	2
			Journalism (F)	5
			Mass Communication (E) (**)	
			Mass Communication (M)	36
			Mass Communication (F)	102
			Public Relations (A)	
			Public Relations (M)	125
			Public Relations (F)	299
	KO (*)	**Undergraduate**	**Mass Communication (A) :**	
			Electronic Media (F)	28
			Multimedia & Graphic Design (F)	15
			Public Relations (A):	
			Public Relations (M)	26
			Public Relations (F)	129
	KU (*)	**Undergraduate**	**Mass Communication (A) :**	
			Electronic Media (F)	12
			Public Relations (A):	
			Public Relations (F)	77

(*) KO: College Branch at Khorfakkan, KU: College Branch at Kalba.

(**) A: Arabic, E: English.

(***) M (Males), F (Females).

15. **Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, 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 skills courses, which also must meet the 20-1 ratio.**
(* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Department of Mass Communication
List Enrollment for Each Section of all Courses, Spring, 2014-2015

Spring schedule 2014/2015			
Course Number	**Section**	**Course Title**	**Number of students enrolled**
0800-201	01	Media Writing	26
0800-201	52	Media Writing	19
0800-201	53	Media Writing	19
0800-201	54	Media Writing	18
0800-400	11	Internship A/ E	5
0806-216	11	Online Journalism	2
0806-222	01	Video Shooting	7
0806-222	51	Video Shooting	20
0806-223	01	Video Editing	14
0806-223	51	Video Editing	20
0806-223	52	Video Editing	9
0806-232	51	Internet Website Design	1
0806-233	11	Preparation of Mult. Materials	19
0806-234	11	Computer Assis. Reporting	16
0806-312	11	Journalism Layout & Design	12
0806-321	11	News Writing for Elect. Media	Male : 06 Females : 15
0806-322	01	Program Presentation	5
0806-322	51	Program Presentation	17
0806-323	51	Broadcasting Direction	20
0806-332	01	Appl. in Graphic Des. for Med.	4

0806-332	51	Appl. in Graphic Des. for Med.	9
0806-333	01	Info Graphics	5
0806-333	51	Info Graphics	23
0806-411	11	News Writing and Editing II	4
0806-418	11	Journalism Graduation Project	3
0806-421	11	Documentary Film	Male : 06 Females : 17
0806-425	11	Electronic Media Grad. Proj.	10
0806-425	12	Electronic Media Grad. Proj.	11
0806-425	13	Electronic Media Grad. Proj.	12
0806-425	14	Electronic Media Grad. Proj.	8
0806-431	51	Multimedia Design and Product.	17
0806-435	11	Grad. Project in Multi. Design	3
0806-435	12	Grad. Project in Multi. Design	10
0806-435	13	Grad. Project in Multi. Design	8
0808-101	11	Media Writing (E)	Male : 07 Females : 20
0808-313	51	Layout & Design (E)	20
0808-314	51	Radio & TV Directing (E)	6
0808-402	11	Integrated Communication (E)	19
0808-412	11	Graduation Project (E)	8
0808-415	11	Online Journalism (E)	20

(*) Section 11: mixed sections where theoretical lectures are taught in one group and the practical training is conducted separately in labs.

Department of Public Relations
List Enrollment for Each Section of all Courses, Spring, 2014-2015

Spring schedule 2014/2015			
Course Number	**Section**	**Course Title**	**Number of students enrolled**
0807-211	1	Online Public Relations	15
0807-211	51	Online Public Relations	17

0807-311	52	Writing for Public Relations	23
0807-311	11	Writing for Public Relations	22
0807-313	51	Media Production for PR (1)	20
0807-313	52	Media Production for PR (1)	24
0807-413	1	Media Production for PR (2)	16
0807-413	51	Media Production for PR (2)	19
0807-413	52	Media Production for PR (2)	20
0807-413	53	Media Production for PR (2)	16
0807-415	1	Graduation Project in PR	12
0807-415	51	Graduation Project in PR	9
0807-415	52	Graduation Project in PR	9
0807-415	53	Graduation Project in PR	11
0807-415	54	Graduation Project in PR	10

Department of Mass Communication:
List Enrollment for Each Section of all Courses, Fall 2015-2016

Fall Schedule 2015/2016			
Course Number	Section	Course Title	Number of students enrolled
0800 – 201	1	Media Writing	15
0800 – 201	02C	Media Writing	20
0800 – 201	52	Media Writing	20
0800 – 201	53	Media Writing	20
0800 – 201	54	Media Writing	20
0800 – 201	55	Media Writing	15
0800 – 400	11	Internship A/ E	11
0806 – 222	01	Video Shooting	5
0806 – 222	51	Video Shooting	20

0806 – 223	01	Video Editing	9
0806 – 223	51	Video Editing	20
0806 – 232	11	Internet Website Design	16
0806 – 233	11	Preparation of Mult. Materials	16
0806 – 305	11	Management of Media Instit.	19
0806 – 311	51	Writing for on line Journalism	4
0806 – 321	11	News Writing for Elect. Media	20
0806 – 322	01	Program Presentation	8
0806 – 322	11	Program Presentation	17
0806 – 323	01	Broadcasting Direction	9
0806 – 323	51	Broadcasting Direction	20
0806 – 332	11	Appl. in Graphic Des. for Med.	11
0806 – 333	1	Info Graphics	5
0806 – 401	11	Special Topic in Communication	20
0806 – 403	11	Internat. & Intercultural Com.	1
0806 – 418	11	Journalism Graduation Project	4
0806 – 421	11	Documentary Film	20
0806 – 421	12	Documentary Film	2
0806 – 425	11	Electronic Media Grad. Proj.	9
0806 – 425	12	Electronic Media Grad. Proj.	8
0806 – 425	13	Electronic Media Grad. Proj.	9
0806 – 425	14	Electronic Media Grad. Proj.	2
0806 – 431	01	Multimedia Design and Product.	2
0806 – 431	51	Multimedia Design and Product.	13
0806 – 435	11	Grad. Project in Multi. Design	10
0806 – 435	12	Grad. Project in Multi. Design	4
0808 – 101	11	Media Writing (E)	20
0808 – 212	1	Photography	8
0808 – 212	51	Photography	20
0808 – 311	11	New Reporting	20
0808 – 312	11	Video Shooting & Editing	20
0808 – 313	11	Layout & Design	9

| 0808 – 400 | 11 | Internship | 3 |
| 0808 – 412 | 11 | Graduation Project | 8 |

Department of Public Relations
List Enrollment for Each Section of all Courses, Fall 2015-2016

Fall Schedule 2015/2016			
Course Number	Section	Course Title	Number of students enrolled
0807 – 211	01	Online Public Relations	14
0807 – 211	51	Online Public Relations	20
0807 – 211	52	Online Public Relations	20
0807 – 311	01	Writing for Public Relations	19
0807 – 311	51	Writing for Public Relations	20
0807 – 311	52	Writing for Public Relations	17
0807 – 311	11	Writing for Public Relations	18
0807 – 313	01	Media Production for PR (1)	21
0807 – 313	51	Media Production for PR (1)	20
0807 – 313	52	Media Production for PR (1)	20
0807 – 313	53	Media Production for PR (1)	20
0807 – 315	01	Public Relations Campaigns	20
0807 – 315	51	Public Relations Campaigns	12
0807 – 413	51	Media Production for PR (2)	20
0807 – 413	52	Media Production for PR (2)	19
0807 – 413	11	Media Production for PR (2)	11
0807 – 415	01	Graduation Project in PR	10

Course Number	Section	Course Title	Number of students enrolled
0807 – 415	51	Graduation Project in PR	9
0807 – 415	52	Graduation Project in PR	11
0807 – 415	53	Graduation Project in PR	9
0807 – 415	54	Graduation Project in PR	9
0807 – 415	11	Graduation Project in PR	9

Department of Mass Communication:
List Enrollment for Each Section of all Courses, Spring 2015-2016

Spring Schedule 2015-2016

Course Number	Section	Course Title	Number of students enrolled
0800 - 201	1	Media Writing	20
0800 - 201	51	Media Writing	18
0800 - 201	52	Media Writing	20
0800 - 205	11	Introduction to Graphic Design	20
0800 - 207	01	Introduction to Electronic Media	9
0800 - 207	51	Introduction to Electronic Media	18
0800 - 400	11	Internship A/ E	5
0806 - 222	11	Video Shooting	20
0806 - 223	51	Video Editing	20
0806 - 232	11	Internet Website Design	7
0806 - 233	11	Preparation of Multimedia. Materials	12
0806 - 321	11	News Writing for Electronic Media	20
0806 - 321	12	News Writing for Electronic Media	1
0806 - 322	01	Program Presentation	14
0806 - 322	51	Program Presentation	20
0806 - 323	01	Broadcasting Direction	7
0806 - 323	51	Broadcasting Direction	18
0806 - 332	11	Appl. in Graphic Des. for Med.	8

Course Number	Section	Course Title	Number of students enrolled
0806 - 333	11	Info Graphics	14
0806 - 421	11	Documentary Film	20
0806 - 425	11	Electronic Media Grad. Projects.	9
0806 - 425	12	Electronic Media Grad. Projects	10
0806 - 431	11	Multimedia Design and Product.	17
0806 - 435	11	Grad. Project in Multi. Design	6
0806 - 435	12	Grad. Project in Multi. Design	10
0808 - 101	11	Media Writing (E)	20
0808 - 210	11	Intro. to Graphic Design	20
0808 - 211	11	Introduction to Journalism	20
0808 - 400	11	Internship	4
0808 - 412	11	Graduation Project	9
0808 - 412	12	Graduation Project	8

Department of Public Relations
List Enrollment for Each Section of all Courses, Spring 2015-2016

Spring schedule 2015/2016			
Course Number	**Section**	**Course Title**	**Number of students enrolled**
0807 - 211	1	Online Public Relations	15
0807 - 211	51	Online Public Relations	20
0807 - 211	52	Online Public Relations	19
0807 - 311	01	Writing for Public Relations	14
0807 - 311	51	Writing for Public Relations	20
0807 - 311	52	Writing for Public Relations	14
0807 - 313	01	Media Production for PR (1)	18
0807 - 313	51	Media Production for PR (1)	20

0807 - 313	52	Media Production for PR (1)	14
0807 - 413	01	Media Production for PR (2)	20
0807 - 413	51	Media Production for PR (2)	19
0807 - 413	52	Media Production for PR (2)	19
0807 - 413	53	Media Production for PR (2)	19
0807 - 415	51	Graduation Project in PR	12
0807 - 415	52	Graduation Project in PR	10
0807 - 415	11	Graduation Project in PR	14

16. Total expenditures planned by the unit for the 2015 – 2016 academic year:
Percentage increase or decrease in three years:
Amount expected to be spent this year on full-time faculty salaries:

The College's budget for 2015-2016 covers the need for 2 new labs; one in main campus and the other in Kalba Branch. The TV and radio studios are maintained by the College while the labs are maintained by the IT Department of the University. The College's requests for equipment are always met by the University. (See Tables 9 and 10 for capital and operational expenditures).

The College's Budget for 2015-2016
Capital Expenditure

Chapter	Item	Amount
Capital Expenditures	Furniture and Fix_Offices	13,200.00
	Furniture and Fix_Laboratories	136,450.00
	Computers H/W (Systems)	767,500.00
	Printers, Scanners and Ploters	65,200.00
	Telephone n Fax Equipment	14,400.00
	Educational Equipment	663,000.00
	Photocopy n Recording Equipment	10,000.00
	Electrical and Mech. Equipment	30,000.00
		1,699,750.00 AED

The College's Budget for 2015-2016
(Operational Expenditure)

Chapter	Item	Amount
Operational Expenditures	Laboratory Tools and Consumables	5,000.00
	Films, Records and Media Material	20,000.00
	Business Trip Tickets	15,000.00
	Visiting Professors and Experts	50,000.00
	International Conf n Seminars	50,000.00
	Local and Intl. Training_Academic	10,000.00
	Local and Intl. Training_Non_Acad	10,000.00
	MemberShip in Int'l. Organizations	500.00
	Scientific and Education Exhibition	40,000.00
	Advertising Expenses	5,000.00
	Hotels Expenses	5,000.00
	Student Training Expense	10,000.00
	Student Projects n Research Support	15,000.00
	Student Sicentific Associations	10,000.00
	Stationery and Office Supplies	17,500.00
	Computer Supplies and Accessories	20,000.00
	Printing Expenses	20,000.00
	Photocopying and Photography Exp.	5,000.00
	Entertainment - Conf. n Meetings	10,000.00
	Newspaper and Magazines	5,000.00
	Entertainment – Office	5,000.00
	Telecommunication and Postage	800.00
	Maintenance_Equipment	30,000.00
	Maintenance_Furniture	5,000.00
	Decoration Expenses	10,000.00
		373,800.00 AED

The budget for the College is mostly constant during the last three years for most items. However, the budget fluctuates when the need for equipment arises.

The amount expected to spend on fall-time faculty salaries for this academic year 2015-2016 is 8,778,093.00 AED.

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.

Full-Time Faculty (Spring 2015-2016)

Professors			
Abderrahmane Azzi	Dean	Male	Algerian
Associate Professors			
Essam Nasr	Vice Dean	Male	Egyptian
Khaled Gaweesh	Post Graduate Program Coordinator	Male	Egyptian
Khaled Zamoum		Male	Canadian
Khayrat Ayad	Head of Dept. Public Relations	Male	Egyptian
Assistant Professors			
Ahmed Farouk		Male	Egyptian
Ahmed Omer		Male	Egyptian
Engy Khalil		Female	Egyptian
Fawzia Alali	Head of Dept. Mass Communication	Female	Emirati
Mohammad Chettah		Male	Algerian
Nassir Bou Ali		Male	Algerian
Rahima Aissani		Female	Algerian
Shareefa Al-Marzooqi		Female	Emirati
Suzana Zdravkovska	Coordinator, Mass Communication (E)	Female	Macedonia
Lecturers			
Abdullah Kassem		Male	Lebanese
Amal Anbar		Female	Emirati
Islam Nasib Hasan		Male	Palestinian
Mohammed Al Amine Benhamida		Male	Tunisian
Noura Ahmed		Female	Comorian
Mona Al Hamoudi		Female	Emirati
Visiting Academics			
Ala Makki (Assistant Professor)		Male	Iraqi
Emmanual Ogadi (Lecturer)		Male	Nigerian
Mamdouh El-Meshmeshy (Assistant Professor)		Male	Egyptian
Mohammed Youssaf		Male	Jordanian
Saleh Abu Osba (Professor)		Male	Jordanian

18. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)

Part-Time Faculty (2014-2015)		
Spring 2014	**Fall 2014**	**Spring 2015**
Amal Anbar (Lecturer)	Abdullah Kassem (Lecturer)	Hessa Lootah (Assistant Professor, UAEU)
Faten Al-Jazzar (Lecturer)	Ali Alshuaibi (Assistant Professor)	Humaid Al-Zaabi (Lecturer)
Mustafa Taha (Assistant Professor, AUS)		
Shareefa Al-Marzooqi (Assistant Professor)		
Fall 2015	**Spring 2016**	
Ahmed El Meshmeshi (lecturer)	Abdulrahman Al Jahli (Lecturer)	
Fatima Al Shaer (Lecturer)		
Humaid Al-Zaabi (Lecturer)		
Razan Jadan (Assistant Prefessor)		
Sameer O.A Baniyassen (Lecturer)		

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.

The College has monitored student course enrollment more strictly in 2014-15 so that the graduating class met the 95 percent minimum. We expect the percent of the next group of graduates to reach 100%.

72 or more semester hours outside of journalism and mass communications

Year	Total Graduates	Number	Percent
2014-2015 academic year	266	255	95.8%
2013-2014 academic year	220	198	90.0%

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:

Overview
The United Arab Emirates is a federation of seven emirates on the Arabian Peninsula that collectively became a nation in 1971. The largest emirate is Dubai, the next is Abu Dhabi, and Sharjah is the third largest. Arabic is the official language, although English is widely used.

The University of Sharjah is a young university, founded in 1997. The main campus enrolls more than 12,000 undergraduate students and more than 1,000 graduate students spread across 14 colleges. Another 2,000 students are enrolled in branch campuses of the university.

The College of Communication was launched in 2002 after having started as a department in a college of arts and sciences. Today, the College of Communication is home to about 900 students on the main campus and another 300 at branch campuses. The college consists of two departments. The Department of Mass Communication offers a B.A. in Communication (in Arabic) with specializations in Electronic Media, Journalism, and Graphic Design & Multimedia and a B.A. in Mass Communication (in English). The Department of Public Relations offers a B.A. in Public Relations (in Arabic). The college also offers an M.A. in Communication; the graduate program was not submitted for ACEJMC review.

The college has 25 full-time faculty members, with five of those teaching at branch campuses.

The College of Communication at the University of Sharjah seeks to become the fourth program on the Arabian Peninsula to become accredited by ACEJMC. Others are Qatar University in Doha (accredited in 2013), American University in Dubai, UAE (2015) and Zayed University in Abu Dhabi, UAE (2015).

(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 College of Communication operates with five-year strategic plans, the current one covering 2014-19. The plan sets goals and objectives in seven areas: teaching and learning, scholarship, public service, diversity, technology, international context, and administration/leadership.

The strategic plan flows out of the college's mission statement to "develop programs in mass communications and public relations informed by scholarship and professional experience and enabled by up-to-date facilities and technology, all subject to continuous review to ensure their professional and cultural relevance and ethical integrity. The college is committed to a diverse learning environment that encourages faculty and students to explore, think and create freely and to examine and refine professional practice."

A separate vision statement reads: "The College aspires to distinction in scholarship, teaching, learning and professional training in mass communications and public relations in the United Arab Emirates. It

seeks to prepare graduates with the knowledge, skills and ethical character to help develop and strengthen the communications professions and enterprises of the Arab world and to serve their communities and domestic and global society as educated citizens, professionals and leaders."

The college's mission statement and strategic plan are supported by 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 participate in curriculum discussions and initiatives of the college and report being engaged in the life of the college. The departmental faculty meet monthly, and all faculty in the college generally meet twice a semester. The college operates with 16 committees such as a curriculum committee, diversity committee, promotion committee, and an international accreditation committee. University policies and procedures are outlined in a Faculty Handbook.

(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.

Leadership of the college is strong, and faculty members are positive in their academic environment. The dean took a proactive lead in pursuing ACEJMC accreditation as a benchmark of program quality, hosting a previsit in 2012 that resulted in many changes – especially to the curriculum – in preparation for hosting an ACEJMC site visit.

Conversations with others in leadership positions at the university revealed a high regard for the College of Communication and its leadership, with another dean calling Communication "one of the flagship colleges at the university." The chancellor said the dean is successfully leading the college and receives good evaluations.

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

The university operates with term limits for both deans and department chairs. Deans are appointed by the chancellor, based on recommendations of an ad hoc search committee at the university level. Deans serve for three years and may be renewed for a maximum of three more years. The current dean is in his fifth year, and the process already is beginning to find a successor. Department heads are selected by the faculty in that department. Current procedure requires the dean to nominate two faculty members for the position. Department chairs formally are appointed by the chancellor for two-year terms, renewable for a maximum of two more years. In special situations, an appointment can be extended based on performance and needs.

The dean and department chairs are evaluated annually on seven traits: leadership, administration and management, faculty and program development (or curriculum matters for department chairs), communication, fairness and ethics, student affairs, and university/community service. The most recent evaluation showed that faculty members regard the dean as wise, thoughtful and traditional, and they

desire more access to the dean and more assertiveness on his part in presenting faculty concerns about contract renewal and promotion.

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

Faculty and staff concerns are rare in the college and are usually focused on salary and promotion issues. Student appeals typically concern grades. Students can present evidence of an unwarranted or unfair grade, and the first stage of appeal is to the faculty member. If the situation is not resolved, a special committee can review the case. It is the policy of the college not to have the dean or department chair intervene directly in a grading issue unless extraordinary circumstances warrant.

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.

The college meets the 72-hour rule by having 24 hours of university requirements, 42 hours of liberal arts coursework, and at least 6 hours of electives outside the college. The college closely monitors the credit hours of its students, assuring the required number of units outside the college. The college had long required 72 or more hours except for a brief period in 2010 and 2011. Students who began their studies during that period were absorbed into the recommitment to the 72-hour requirement.

(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.)

Students choose from among five academic programs: Communication-Journalism (Arabic), Communication-Electronic Media (Arabic), Communication-Graphic Design & Multimedia (Arabic), Mass Communication (English), and Public Relations (Arabic).

Each Bachelor of Arts degree requires 123 semester credit hours. Although only one major is taught in English, all students must achieve a minimum TOEFL score of 450 to earn admission, according to the dean. A 500 TOEFL minimum is required for admission to the English program. Once admitted, all students complete 24 credits of university requirements, 42 credits in the liberal arts (the lists of eligible courses vary somewhat between communications and public relations) including Arabic Language and Media, English for Media and two law courses, and 6 credit hours of "free requirements" outside of the college.

Within the college, all students in the Communication and Public Relations majors complete a common core of six courses (18 hours). The core includes Introduction to Communication, Media Writing, Communications Theories, Media Law and Ethics, Communication Research Methods, and an internship. Core courses are developed to provide a practical, theoretical and ethical foundation common to all specializations. Finally, students in both Communications and Public Relations complete 33 credits of program requirements – 24 credits of prescribed coursework within their chosen specialization and 9 credits of electives.

Students gain knowledge and skills through a variety of methods – lecture, active learning pedagogies, hands-on assignments, readings and internships. During student meetings, students indicated that they apply theory to their practical coursework and internships.

Communication-Journalism (Arabic)

The Journalism specialization has only seven students – a number that has been in steady decline in recent years. Although the core curriculum in Journalism includes courses in digital journalism and digital photojournalism, students clearly perceive this major as being for students aiming for a career in print journalism. Notably, faculty indicated that this program will soon be merged with the Graphic Design & Multimedia sequence, an action that seems prudent given the trends.

Beyond the 18-credit common core, students take eight prescribed courses (24 credit hours) and 9 hours of communication electives. The prescribed courses are Introduction to Journalism, Digital Photojournalism, News Writing and Editing 1, News Writing and Editing 2, Online Journalism, Layout and Design, Writing for Online Journalism, and a capstone journalism graduation project. For electives, students choose one course from each of three groups: Media in the UAE, Arab Media and Information Society comprise one group; Media Management, Media Translation and Media & Development are the second; and Integrated Communication, Special Topics, and International & Intercultural Communication make up the third.

Students in and out of the Journalism sequence seem pleased with its content and instruction overall, but there is a consistent call for more hands-on training. This might best be offered in co-curricular opportunities beyond what is now available. Compared to most accredited programs, these offerings are quite limited here.

One observation about the Journalism curriculum: It is far more focused on the writing and presentation of news than on reporting, investigating and finding things out. While this is likely a reflection of the media culture in the UAE, it is worth discussion and examination by the faculty as the nation moves to a more mature media environment.

Communication-Electronic Media (Arabic)

The electronic media major has 189 students in Spring 2016, up from 174 the previous spring.

After the six core courses, students in the Electronic Media concentration complete eight prescribed courses: Introduction to Electronic Media, Video Shooting, Video Editing, News Writing for Electronic Media, Program Presentation, Directing for Electronic Media, Documentary Film and a graduation project in electronic media. For electives, students choose one course from each of three groups: Media in the UAE, Arab Media and Information Society comprise one group; Media Management, Media Translation and Media & Development are the second; and Integrated Communication, Special Topics, and International & Intercultural Communication make up the third.

Students are enthusiastic about the quality of production/skills courses and the expertise and personal attention they receive from their professors. Students agree that the commitment, helpfulness and accessibility of their professors is better than their experience of professors outside the college. While many students agree they need more skills practice, others contradicted their classmates by saying that

theoretical and liberal arts education is important and/or that they are free to use equipment, studios and labs to practice and produce media on their own.

Faculty in electronic media are proud of the mission of the sequence to prepare students for television and radio careers and of the curriculum design. Some agree with students that more skills practice would benefit students.

Communication-Graphic Design & Multimedia (Arabic)

The Graphic Design & Multimedia specialization has 102 students as of spring 2016. It is a vibrant program with steady enrollment. As noted above, this sequence soon will be merged with the Journalism sequence, a move that will likely benefit both programs.

Beyond the 18-credit common core, students in this specialization take eight prescribed courses (24 credit hours) and 9 hours of communication electives. The prescribed courses are: Introduction to Graphic Design, Internet Website Design, Preparation of Multimedia Materials, Computer-Assisted Reporting, Applications in Graphic Design for Media, Infographics, Multimedia Design and Production, and a capstone multimedia graduation project. For electives, students choose one course from each of three groups: Media in the UAE, Arab Media and Information Society comprise one group; Media Management, Media Translation and Media & Development are the second; and Integrated Communication, Special Topics, and International & Intercultural Communication make up the third.

Students are enthusiastic about the courses offered and about the quality of their instruction. But, like Journalism students, they crave more opportunities to practice the crafts they are learning; again, this might be addressed through more co-curricular offerings.

The faculty in this sequence are current in their knowledge and enthusiastic about the field.

Mass Communication (English)

Since it was created in 2012, the Mass Communication major taught in English has 138 majors as of spring 2016.

The curriculum cuts across all disciplines of communication, allowing students to pursue their own direction in the world of mass communication. Students select seven courses out of a list of 12: Media in the UAE, Photography, Principles of Public Relations, Information Society, Public Opinion, News Reporting, Video Shooting and Editing, Layout and Design, Radio and TV Directing, Integrated Communication, Online Journalism, and International & Intercultural Communication.

Students appreciate this choice in selecting their courses. In a session with about 30 Mass Communication in English students, they said the curriculum allows them to connect the dots in ways that students in other majors may not. Some said their interest is in journalism, others in graphic design, and others in public relations or electronic media. By having a taste of each in the college's core curriculum, they can go deeper in their areas of interest in the major. Students were highly complimentary of their teachers and the lab staff, said their courses were rigorous, and collectively agreed when one student said "We have fun while learning" — unlike their friends in majors such as engineering who, they said, do not enjoy their courses. Students appreciate the mix of theory and

practical skills, although they would welcome more skills-oriented courses. In terms of outside courses, they particularly praised what they learn in business and English courses.

Faculty who teach in the Mass Communication in English major are enthusiastic about the curriculum. They say students enter this major because they can be creative in a variety of communication fields, plus they already know Arabic and can improve their English by having coursework in a second language. In one faculty office, a group of male and female students had gathered with a teacher to discuss ideas for the next issue of the student magazine in English. The faculty member said students are normal being together in educational settings, even though the custom continues of single-gender courses or mixed-but-separate seating arrangements. Another teacher in the program said it could use more continuity of materials as new faculty join the college.

Public Relations (Arabic)

Public relations is the largest program in the college by far with current enrollment of 424, and the major is located in a separate Department of Public Relations.

After the common core, students in Public Relations complete eight compulsory courses (24 hours): Introduction to Public Relations, Online Public Relations, Writing for Public Relations, Media Production for Public Relations 1 and 2, Public Relations Campaigns, Public Relations Management, and a graduation project in public relations. To complete the 9 elective hours, students choose one course each in three groups. The first group includes The Art of Speech and Presentation, International Advertising and International Public Relations. The second is Crisis Management, Integrated Marketing Communication, and Public Relations and Advertising Research. The third group of courses is Organizational Communication, Specialized Public Relations, and Case Studies in Public Relations and Advertising.

Students are enthusiastic about the program and appreciate its balance of theoretical and practical learning. They said that being required to take courses within their major as well as outside prepares them to live and work in a diverse society. Those who have completed internships said they have been able to learn from their experiences while also bringing skills and knowledge that help their employers better understand the potential contributions of public relations professionals in the workplace.

Faculty members indicate that Public Relations was at one time a popular major because it was perceived as providing a broad communications foundation that could be utilized in multiple careers. Enrollment today is driven more by an appreciation for the public relations profession and career opportunities it offers graduates in the UAE and beyond. The curriculum is current, relevant and rigorous. In fact, some students and faculty indicate that the program is more advanced than much of the field in this region. They are optimistic about the potential for graduates of the college to become leaders in this fast-evolving field.

An Observation

All students in the College of Communication take Media Law and Ethics, which provides students "an understanding of the importance of press freedom in different media systems." The site team applauds such a course while compelled to note that perhaps the most foundational value of ACEJMC, contained in the Council's mission statement, is this: "The Council recognizes that freedom of expression and freedom of the press are indispensible to a free society and that the professional education offered by

accredited programs should encourage dissent, inquiry and free expression….” Reconciling that value in the context of a nation such as the United Arab Emirates – ranked No. 120 of 180 in the 2015 World Press Freedom Index – is especially challenging. While the faculty of the University of Sharjah are clearly making the effort to explain press freedoms and restrictions in their country in a global context, their ability to “encourage dissent, inquiry and free expression” is undoubtedly limited.

(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.)

Communication-Journalism

The curriculum is up to date, offering several classes with a digital focus. Students describe it as demanding, yet there is a consistent complaint about it being too heavily weighted to the theoretical over the practical. While course descriptions would not necessarily indicate this, the overall program does lack the level of hands-on opportunities seen in other accredited programs. As mentioned before, the curriculum is short on instruction in reporting techniques and heavy on writing and presentation.

Communication-Electronic Media (Arabic)

The set of required and elective courses required in this major meet expectations for rigor and currency. The quantity and quality of the modern post-production labs, studios, cameras and other equipment meet and in many respects exceed expectations. Students are enthusiastic about the quality of instruction, the care and attention they receive from their professors, and the high expectations they are held to.

Communication-Graphic Design & Multimedia (Arabic)

The curriculum is up to date and the technology used in classes is state of the art. The faculty in this area, particularly the lecturers who carry a lot of the course load, have come directly from the profession.

Mass Communication (English)

The curriculum consists of a number of introductory courses, but students say they appreciate the breadth that the curriculum offers. Following the core requirements, students can select courses that go deeper into their preferred areas. Students report a high degree of rigor in courses and say that faculty are current in discussing the growing role of online, web and social media.

Public Relations (Arabic)

Public Relations faculty use a variety of teaching styles to keep students engaged. Classroom discussion is actively encouraged. Students describe many public relations classes as “student-centered” rather than “instructor-centered.” In these classes, instructors serve more as facilitators and students work in teams to review and discuss topics, complete assignments and present information to their peers. This style may also carry over to examinations; rather than asking students to report information they have memorized, instructors ask them to express ideas in their own words.

(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. (Campaigns classes are exempt from the 20-1 ratio.)

Student-to-teacher ratios are well within ACEJMC limits, with skills classes enrolling 20 students or less. In fact, the skills courses we observed enrolled between six and 15, well below the limit.

The college guarantees maintaining the 20:1 student-faculty ratio in all skills and laboratory classes by carefully monitoring enrollments and, in some cases, limiting the number of computer work stations in the class/lab to about 16.

(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. Colleges 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 are required to pass a 3-credit internship, which equates to a minimum of 120 work hours at a professional site over a period of six to eight weeks. The system for monitoring internship quality and supervising students is comprehensive and thorough. Students say they clearly understand the process for obtaining an approved internship, are confident of their ability to land internships in their chosen field, and are satisfied with the quality of learning. The head of career advising and student training for the university said students commonly receive offers of permanent employment at the conclusion of their internships.

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 written diversity plan adopted in June 2014. The seven overarching objectives relate to the special culture of diversity in the UAE: faculty diversity, student diversity, curricular focus, more women and Emirati in leadership roles, students with special needs, and a climate free of harassment and discrimination. The college defines diversity to refer to nationality, gender, place of graduation, and individuals with disabilities or special needs.

(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.

Diversity has a special connotation in the UAE. Since there are no ethnic groups among the local population called Emiratis, the term refers to the diversity of nationalities that reside in a multiracial and multicultural UAE, a nation comprised largely of immigrants. Faculty and students alike indicate that matters of gender and nationality play prominent roles in the academic environment. Because of laws and cultural sensitivity in the UAE, sexual orientation is not addressed. In the past year, the college devoted a special issue of its lab publication in English to the topic of diversity.

The college offers a selection of courses with a global focus such as International and Cultural Communication, International Public Relations and The Arab Media.

(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 United Arab Emirates is experiencing rapid cultural change, and the position of women has significantly improved in status, education and economic opportunity in recent years. The College of Communication has doubled the number of women on the full-time faculty in the last four years, from 4 to 8, and each current department chair and program coordinator is a woman. The current percentage of faculty is 68 percent male and 32 percent female. The college has a stated goal of reaching 50 percent female faculty by 2019-20.

The concept of domestic faculty is a reversal from common understanding in the United States. In the UAE, universities are aggressively trying to hire more domestic faculty, and the college has increased the number of Emirati faculty in the last four years, from 1 to 4. However, meeting salary expectations is a significant challenge. The college says Emirati media and public relations practitioners find university careers unattractive in terms of financial and other privileges.

As a result, 84 percent of the college's faculty members come from other countries, particularly Egypt, which accounts for almost half that percentage. The Egyptian presence is strong because Egypt was a forerunner of schools of journalism and public relations with doctoral programs and because of Egypt's population compared to other Arab nations. Non-Arab faculty come from Macedonia, Nigeria and Canada.

(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.
Almost two-thirds of the college's student body is Emirati, with students from other Arab nations such as Saudi Arabia (6 percent), Jordan (5 percent), Syria (5 percent) and Egypt (4 percent). The college is the academic home to students from 36 nationalities. The college says the presence of many nationalities enriches the educational experience and allows for more exposure to the global environment in keeping with the university's self-description that it is "where civilizations meet."

Almost 80 percent of the college's students are female; fewer males in the immediate region are attending college, and when they do, they are choosing other fields.

In sync with many other Arab universities, the University of Sharjah has separate and adjacent campuses for females and males. In the classroom, females and males sit on opposite sides in "mixed classes," and many classes are single-gender because they are held on one campus or the other.

(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.
In 2014, the college formed a Diversity Committee consisting of faculty and students to assess the college's diversity climate. Of the 16 faculty surveyed at the time, 15 said they believed everyone in the college was treated the same regardless of gender, culture and nationality. In 2015, the college surveyed fourth-year students on ACEJMC's values and competencies, with 87 percent indicating a high level of awareness on the topic "communicate well with diverse audiences."

The University of Sharjah has facilities and programs for individuals with disabilities who, in the caring words of the College of Communication, "require special attention as equals."

COMPLIANCE

FACULTY POPULATION (full-time faculty members, academic year 2015-16)

	Female %	Male %	Total
UAE faculty (Emirati)	5 (20%)	0 (0%)	**5 (20%)**
International faculty	3 (12%)	17 (68%)	**20 (80%)**
TOTAL	**8 (32%)**	**17 (68%)**	**25 (100%)**

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 and university have extensive and specific criteria for selection and evaluation of faculty. In fact, the hiring and promotion criteria are more restrictive than in most Western universities For example, a full professor coming from outside the university must have spent at least 15 years teaching and must have supervised master's and Ph.D. theses.

The college has clear expectations of each faculty member to teach, conduct research, supervise student research, supervise student activities, perform academic advising, participate on college and university committees, and perform service to the community.

The university handbook specifies criteria for rank and the path to promotion:

➢ Anyone with a degree other than a Ph.D. (even a terminal degree such as an MFA) cannot be other than the rank of Lecturer. Lecturers must hold at least a master's degree.

➢ An Assistant Professor must have a Ph.D. After 10 years of service, he/she must be evaluated for promotion to Associate Professor. That evaluation is similar to U.S. tenure evaluation, with a review of research, teaching and service that includes external reviews. If that application is unsuccessful, he/she is terminated.

➢ An Associate Professor must also apply for promotion, after 12 years at that rank. If he/she is unsuccessful, he/she is terminated.

Unlike in many Western programs in journalism and mass communication, the University of Sharjah considers only academic research as scholarship. Creative production is not considered in hiring, except at the Lecturer position, and is not a factor in promotion.

Currently, the college has 25 full-time faculty members: two full professors (one a visiting academic), four associate professors, nine assistant professors, six lecturers, and another four visiting academics.

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

Full-time faculty teach most of the classes in the college – 91 percent in 2014-15. That is down from 99 percent in 2012-13, as more part-time faculty have been added.

The teaching load on full-time faculty is rather astounding, with nearly all professors carrying a 4-4 course load and lecturers at 5-5 or even 6-6. That is mitigated somewhat by the fact that typically, a

4-4 load means teaching a male section and a female section of the same two classes. Still, it is a very heavy load for a faculty charged with performing research. The university recognizes this, and the chancellor indicated that a move to a 3-3 and ultimately 2-2 load for research faculty is in the planning stage.

Notably, few faculty members complain about the teaching load, even when prompted. Many of them hasten to point out that the burden is lightened significantly by the fact that they all live in University City, within five minutes of the college, in university-provided (and paid-for) housing. This is part of a rather remarkable package of benefits for all full-time faculty (including lecturers) that includes housing, utilities, full medical and dental care, private primary and secondary school tuition for children, and even gardening.

(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.

Because of the university's rules on faculty hiring, most of the faculty are of primarily academic background, although several do have professional experience. Notably, some of the lecturers – positions that in the United States are largely reserved for people coming from the profession – are young people who have come directly from a university (and often, this one). Also, because the university does not recognize creative production in consideration for promotion, it is especially challenging for faculty here to stay as current as they should on the fast-changing professions for which they are preparing students.

The faculty do regularly participate in conferences and training in the effort to keep abreast of tools, trends and techniques.

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

All faculty are required to submit an annual report that details his/her activities in teaching, research and service. That self-report is then evaluated and augmented by the department chair and then by the dean. The complete review also includes student course evaluations and peer observation.

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

The college and its faculty appear to have strong respect among others at the university. The dean of the College of Business Administration referred to the College of Communication as "one of the jewels of the University of Sharjah."

Students, meanwhile, are effusive in their respect and regard for the faculty, praising their dedication and citing them as role models.

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.

The University of Sharjah aspires to be a world-class research institution. It requires its faculty to be engaged in research, and its second-level promotion requirement – compelling associate professors to apply for full professorships after 12 years at that rank – ensures continued academic production.

A counterweight to this, however, is the heavy teaching load explained above in Standard 4: a 4-4 teaching load for research professors. The university recognizes this, and the chancellor said a move to a 3-3 standard – already adopted in the College of Business Administration – is imminent.

There is another significant obstacle for research faculty: The university requires that faculty publish in the language of the university from which they obtained their doctorate. For many of this college's faculty, that means publishing in an Arabic-language journal, and there are only six such journals in the field of communication. Of those six, only one has what Arab-world academics call an "A" rating. Thus, it is especially challenging for the college's faculty to publish consistently in quality publications.

Against that backdrop, this faculty's performance is adequate if not stellar. In the six-year period, there were 69 refereed journal articles, 15 scholarly books, 6 textbooks and 3 book chapters. Notably, in several cases, faculty members authored Arabic-language textbooks where none existed.

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

The university is explicit in its expectations for research production and is clearly working to raise the bar. As noted above, creative activity and professional activity are not credited in this regard, although they are seen as contributions in service.

According to records and to the dean, about half of the applicants for promotion have achieved it.

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

While there is a general expectation of staying current with industry developments, this aspect of faculty activity could be a stronger, clearer expectation.

(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.

The college is fully supportive of faculty members attending domestic, regional and international conferences and provides adequate funding.

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

This was difficult to gauge due to language and cultural conditions, but appears to be the case.

The titles of some faculty publications – "How Women Perceive Their Portrayal Depicted by TV Commercials: An Arab Perspective," "Human Rights Organizations' Use of the Internet as a Communication Medium in Egypt," "Free Access to Public Information – More Transparency, Less Corruption: The Case of the Republic of Macedonia" – suggest so. And the college's students – most of them females in traditional Islamic dress – defied expectation with their openness and expression.

COMPLIANCE

Scholarship, Research, Creative and Professional Activities; 2010-2015

Scholarship, Research, Creative and Professional Activities	By Unit	Individuals				
		Full professors (2)	Associate Professors (4)	Assistant Professors (12)	Other Faculty (7)	Totals
Awards and Honors Grants Received Internal	12	3	2	2	5	12
Grants Received External	0	0	0	0	0	0
Scholarly Books	15	6	0	8	1	15
Textbooks	6	0	3	3	0	6
Books Edited	0	0	0	0	0	0
Book Chapters	3	0	0	3	0	3
Monographs	1	0	0	1	0	1
Refereed Journal Articles	69	3	8	53	5	69
Refereed Conference Papers	65	5	8	50	2	65
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	1	0	1	0	0	1
Book Reviews	0	0	0	0	0	0
Non-refereed Publications	0	0	0	0	0	0
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	0	0	0	20	0	0
Other (specified)	0	0	0	0	0	0

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.

Faculty are assigned to advise all students. Academic advising is supported by an online system that both parties say is accessible and easy to use. As one student put it in a group meeting, their course requirements within the college and the university are "crystal clear." Career advising is more informal, with faculty assisting their advisees and other students with identifying job and internship opportunities. Internships are closely supervised by faculty, who receive weekly reports from employers and make site visits twice during the internship period. In the course of working with students on their internships, faculty members also are providing career counseling.

Students in the college benefit from services provided to all students by the university to help them succeed. All first-year students, for example, are provided training on such topics as taking notes, thinking independently and time management.

(b) Faculty are available and accessible to students.

Students indicate that they respect the faculty and seek them out for advice and assistance outside of class. Faculty members get to know students personally. In labs, studios, editing and other facilities where students are producing work, they are supported by a large and capable staff of technical experts who spend time working with them one-on-one to help them master the skills required to use available equipment and software. Scheduling time with faculty and staff appears to be easy.

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

Students are kept informed about the activities of the unit through multiple means including posters and banners in its facilities, email alerts, and announcements on its Blackboard system. Although no social media accounts are maintained by the college, numerous faculty members are connected to groups of students via social media and may use these vehicles to communicate with students about college activities.

(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 produces three regular publications covering communications and university news to which students contribute articles developed largely in classes. *ElEtisal*, an Arabic newsletter, is produced up to three times a semester by and for communication students. *Akhbar El Jamia*, also in Arabic, is produced up to two times a semester for public relations students. A new English magazine, *UoS Times*, is produced once a semester and distributed across campus. Student boards select articles and design the publications with assistance from staff.

Student associations offer extra-curricular opportunities for Public Relations and Mass Communication in English programs. Separate associations exist for male and female students interested in public relations (Public Relations Association) and all other disciplines (Media Association), plus a mixed association for those studying Mass Communication in English (Mass Communication Society). Group activities include site visits to employers in media industries, attendance at conferences and workshops, and hosting speakers and guest lecturers.

(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 college tracks and analyzes data related to student services. While there is variation by specialization and by year, the average retention rates for first- and second-year students have been improving (as of 2013, 80 percent for first year and 75 percent for second year). The college points to several factors that affect retention at this and other universities in the region, including the fact that international students may return to their home country when their parents' work contracts end, and Emerati men who are able to easily find good jobs in the region may choose to work rather than complete their academic studies.

Graduation rates are more consistent across majors, as reflected in the data for the class of 2010, which shows 86 percent of students graduated in Electronic Media, Graphic Design & Multimedia and Journalism along with 88 percent of those in Public Relations. The college makes retention and graduation information available on its website.

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.

The college does have a detailed annual budget. The process of establishing the budget is highly collaborative and decentralized, with each department identifying its needs and proposing an allocation that is then considered by the faculties of the departments and the college. The dean, department chairs and administrators design a final college budget that is approved by the college council before being sent to the university. The dean is responsible for ensuring the budget reflects the priorities expressed in the strategic plan. Our review found that to be the case.

(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.

The resources of the college appear to be quite bountiful and fairly allocated. In fact, the College of Communication has an advantageous arrangement relative to other colleges in the university, in that its students actually take more credit hours outside their college than students in other majors do, yet the budget process does not penalize the college.

The budget of the college is about $4 million in U.S. dollars, for a college of 1,200 students (counting those at the three branches) and 25 full-time faculty. Additionally – and this is truly an extraordinary expenditure – the university provides permanent, on-campus housing for all faculty and their families, as well as private-school tuition for two children per faculty member.

Overall, as we heard repeatedly all the way up to the university chancellor, when it comes to money needed to fulfill the goals and strategies of the university, "Money is not a problem." There appears to be unwavering support in that regard from the University of Sharjah President, Sheikh Dr. Sultan bin Mohammed Al Qasimi, who is also the Ruler of the Emirate of Sharjah and is referred to by administrators, faculty and students as "His Highness." He is himself a Ph.D. and highly supportive of higher education, as evidenced by his spearheading construction of the 24-square-kilometer "University City" that houses the University of Sharjah and seven other academic institutions.

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

The facilities of the College of Communication rival the best found in the United States. The college is a grand, octagonal, rotunda-topped, marble-floored building constructed in 1997 when the University of Sharjah opened. It is bright, modern and exquisitely equipped, and its design fosters interaction among students and faculty.

Particularly impressive are the technological resources of the college. There are two digital television studios, four radio studios, six computer labs and many "smart" classrooms.

The facilities specifically for male students in the college are not as impressive as those for females. They are housed in the basement of another building and the equipment is not as state-of-art. That said, both the male and female facilities and equipment exceed much of what site-team members have observed elsewhere.

The site team did not visit the three branch campuses, but they are described as similarly equipped, with even newer facilities.

(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.

The college is well equipped, with up-to-date computers and software and state-of-the-art video and audio studios. Studio time does not appear to be an issue for students, and equipment is available for out-of-class use. In fact, this visit stands out as the only time members of this site team have not received complaints from interviewed students about equipment availability.

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

The university maintains four libraries on the central campus. Two of those are general libraries – one for men and one for women – that contain all of the specialized library resources required to support the college. Their holdings, according to the director of libraries, are identical.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

<u>Unit performance with regard to indicators:</u>

(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.

An advisory board of professionals, The College Consultative Council, meets an average of once a semester. Alumni are invited to speak to classes and attend an annual Alumni Day sponsored by the university and an every-semester exhibition of student graduation projects. The college alumni database is maintained by the university alumni association. The college has begun to produce a newsletter exclusively for communication alumni that it expects to be issued once a semester.

(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.

The college contributes to the understanding of critical issues facing the professions by hosting seminars and symposia, conducting training, and inviting noted speakers to campus to share their expertise. Among the topics it has addressed during recent conferences and lecture series are media coverage of crises, media law and media ethics. With the public relations field evolving in the region, the college recognized an opportunity to help educate professionals about advances in the field. Through the university Center for Continuous Learning, it now offers a professional diploma in public relations taught by public relations faculty. Faculty members also regularly conduct training sessions for private and governmental organizations on communication topics.

(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.

Faculty receive considerable support, including funding, to participate in professional societies and attend conferences for academics and professionals within their disciplines. While some conferences take place within the region, faculty also are able to attend international conferences in other areas of the world.

(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 operates two centers that serve the dual purpose of providing learning opportunities for students and providing high-quality professional services for clients in the community. Under faculty leadership, the Public Awareness Research Center (PARC) gives students practical experience conducting and analyzing research for various communications planning and evaluation purposes, often for actual clients. For the Abu Dhabi Police Department, for example, PARC conducted an analysis of the effectiveness of traffic awareness campaigns. The Media Production Center produces broadcast and

print materials and provides media training to help clients with education and training. This center provides media support to numerous campus organizations and events, helping the college earn its reputation as a leader in service to the campus community.

Students also have opportunities for service learning through their internships and through their graduation projects. Every student must complete a graduation project, which may be a campaign, video/film, publication, exhibition or other tangible creative product reflecting their learning. These projects often are conducted with a university or other organization as the "client." Alumni are invited to help assess the projects, which then are showcased for all on campus to view.

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

Although the college has conducted outreach activity to attract qualified high school students, there is no tradition of scholastic journalism in the UAE.

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 University of Sharjah and the College of Communication are doing so much right in terms of student learning assessment, including extensive assessment of every course in the college. Yet, the assessment plan, the self-study and other materials reviewed on site did not provide the consistency needed to show that ACEJMC's 12 values and competencies have clearly been adopted, that the values and competencies have been mapped to the curriculum in each major and specialization, and that direct and indirect measures were implemented to measure student learning in the 12 values and competencies. We did see evidence that students are exposed through the curricula to an interpretation of many of the 12 values and competencies that substantially but not completely match those of the accrediting body. More clarity is necessary for ACEJMC.

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

The college adopted its assessment plan in October 2011, although an assessment process has been in place since 2002. The current plan was updated Fall 2012 to add a statement regarding ACEJMC's "standards and core values and competencies" and to include a process for involving alumni. However, the plan lacks required elements and general expectations for an assessment plan, per the 2012 ACEJMC document "A Guide to Assessment of Learning Outcomes for ACEJMC Accreditation."

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

Without question, the college has a high-quality, systematic and ongoing process for collecting data and using results of analysis to improve curriculum and instruction. It has been in place for years, with assessment occurring at both the course and program levels. It is clear that all faculty are involved in learning assessment. The assessment program measures a range of outcomes beyond those required by ACEJMC. A real strength of assessment is the completeness of the process – there is a clear connection between measurement, identification of areas for improvement, and implementation of improvements.

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

The college has limited engagement with alumni and has begun to seek their input on college affairs. Six alumni were interviewed in 2014 about their satisfaction with their education. In 2015, the university alumni association undertook an alumni survey (n=17).

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

The College Consultative Council is composed of representatives from the ranks of UAE media professions and enterprises. The site team was not able to meet with or contact any members of this council. However, the council reportedly has contributed to learning assessment in two ways. The self-study describes a 2011 event where the council influenced changes in the curriculum to add more practical training. During the site visit, the dean noted that council members view student work and provide feedback at the graduate project exhibitions.

Summary

While learning assessment is valued and practiced in the college and there is substantial support for learning assessment at the university level, the policy and practice does not align sufficiently with ACEJMC requirements. The site team believes that improvements necessary to meet the standard for future compliance are entirely achievable with focused effort.

NON-COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- ❖ Serious students who are eager to learn and begin communication careers

- ❖ A responsive faculty that enjoys student respect and admiration

- ❖ A clearly articulated curriculum with a strong capstone course project

- ❖ A comfortable multiracial and multicultural environment for students and faculty

- ❖ Facilities that bring splendor to a College of Communication

- ❖ Abundant financial resources to support the college and its faculty

Weaknesses

- ❖ A demanding teaching load that may be negatively impacting scholarly productivity

- ❖ A prohibition on creative activity being valued for promotion

- ❖ The assessment plan and the evidence of assessment do not address the full set of ACEJMC values and competencies

- ❖ An imperative to educate journalists and media professionals in a society where media freedoms are less than ideal

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

Standard 9: Assessment of Learning Outcomes

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

The assessment plan is inadequate because it fails to describe policy and practice in accordance with ACEJMC guidelines, and the record of assessment needs to address all 12 values and competencies.

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

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

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.

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 self-study was delivered in a timely manner and merits commendation for clarity and forthrightness. Many supporting documents were provided in translation, although some were in Arabic, resulting in the team being unable to verify the evidence presented. Nevertheless, the site team found the self-study to accurately reflect the college's reality.