

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2018-2019

Name of Institution: **Qatar University**

Name and Title of Chief Executive Officer: **Dr. Hassan Rashid Al-Derham, president**

Name of Unit: **Department of Mass Communication**

Name and Title of Administrator: **Dr. Noureddine Miladi**

Date of 2018-2019 Accrediting Visit: **Feb. 2-5, 2019**

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

Date of the previous accrediting visit: **Feb. 9-13, 2013**

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

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

Recommendation by 2018-2019 Visiting Team: **Re-accreditation**

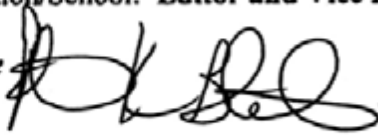
Prepared and submitted by:

Team Chair

Name and Title: **Peter Bhatia**

Organization/School: **Editor and Vice President, Detroit Free Press**

Signature

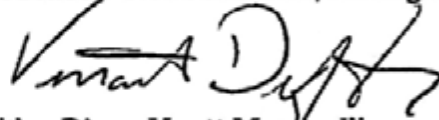


Team Members

Name and Title: **Vincent Duffy**

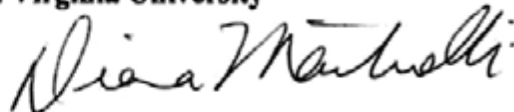
Organization/School: **News Director, Michigan Radio**

Signature



Name and Title: **Diana Knott Marnelli**

Organization/School: **Associate Dean and Widmeyer Professor, Reed College of Media, West Virginia University**



Part I: General Information

Name of Institution: **Qatar University**

Name of Unit: **Department of Mass Communication**

Year of Visit: **Spring, 2019**

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:

Ministry of Higher Education, State of Qatar

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.

Please see Appendix 1: Law No 2 of 1977 for the Establishment of Qatar University. The Law was later amended by Law No 34 for the year 2004, which consists of 19 articles, and stipulates that QU is a scientific institution that has a legal entity of its own.

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

- Yes
- No

If yes, give the date of the last accrediting visit: Feb. 9-13, 2013

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

On May 10, 2013, the Department of Mass Communication was awarded accreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The accreditation status was

confirmed in a letter by the Chair of the Council's Review Committee, following a site visit from 9- 13 February 2013.

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

Mission

The Department of Mass Communication strives to respond to the aspirations of the state of Qatar as a vibrant global media hub by providing up-to-date curriculum which reflects the pace of advances in the field of mass media. The program creates a student-centered learning environment that merges the practical with the theoretical. Students develop their critical thinking abilities and acquire professional competencies by engaging in a hands-on, technologically attuned learning environment which addresses the needs of the mass media industries in the region. The department educates and trains students from the Middle East and beyond in the areas of print and online journalism, broadcast and online journalism, and strategic communication. The faculty and students engage in research, professional development, creative and service activities for the benefit of the multicultural societies in the region.

The statement was last revised by the Department Council in April 2012.

7. What are the type and length of terms?

Semesters of 16 weeks

Quarters of _____ weeks

Summer sessions of 4 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 undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Undergraduate degree: B.A. Mass Communication
Concentrations: 1- Strategic Communication
2- Broadcast and Online Journalism
3- Print and Online Journalism

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

Credit hours: 124 CH

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

Credit hours for internship: 3 Credit hours (semester 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
Concentration: Strategic Communication	Noureddine Miladi
Concentration: Broadcast and Online Journalism	Noureddine Miladi
Concentration: Print and Online Journalism	Noureddine Miladi

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

Number of full-time students: 19065

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

Number of undergraduate majors in Mass Communication

Mass Communication/Concentration	Female	Male	Grand Total
Strategic Communication	164	85	249
Broadcast/ Online Journalism	88	45	133
Print/Online Journalism	29	13	42
Not assigned to concentration	149	84	233
Grand Total	430	227	657

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.)

Number of Students in Skills Courses Fall 2018/201913

Report of on-site evaluation of undergraduate programs for 2018-2019 Visits

Course No.	Course Title	Female							
		L51	L52	L53	L54	L55	L56	L57	L58
MCOM 212	Visual Communication	19	20	20	20	20	20	20	12
MCOM 226	Special Topics in Mass Comm.	20							
MCOM 341	News Reporting Writing & Editing (Arabic)	14	17	20					
MCOM 342	News Reporting Writing & Editing (English)	14							
MCOM 345	Newspaper Design & Production	15	15						
MCOM 350	Multimedia Reporting & Writing II	20	10	17					
MCOM 363	Announcing	8	17	20	18				
MCOM 383	Principles of Advertising	14	20	20	19				
MCOM 386	Public Relations and New Media	14	5	20	19				
MCOM 469	TV Documentary Production	19	20						
Course No.	Course Title	Male							
		L01	L02	L03	L04	L05			
MCOM 212	Visual Communication	17	17	18	20	16			
MCOM 226	Special Topics in Mass Comm.	20							
MCOM 341	News Reporting Writing & Editing (Arabic)	8							
MCOM 342	News Reporting Writing & Editing (English)	5							
MCOM 345	Newspaper Design & Production	10							
MCOM 350	Multimedia Reporting & Writing II	8	15						
MCOM 363	Announcing	8	16						
MCOM 383	Principles of Advertising	20	17						
MCOM 386	Public Relations and New Media	8	9						

MCOM 469	TV Documentary Production								
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16. Total expenditures planned by the unit for the 2018–2019 academic year:

Give percentage increase or decrease in three years:

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

Based on the approved budget of the department the expenditure (chapter two) for the 2018-2019 is QAR 737,280 This budget does not include studios and labs' needs (chapter three). This budget is less than the previous year's budget which was QAR 770,153.99.

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.

Name	Last Name	Rank
Noureddine	Miladi	Head of Department , Professor
Mohamed	Kirat	Professor
Basyouni	Hamada	Professor
Mahmoud	Galander	Associate Professor
Leon	Barkho	Associate Professor
Haydar	Badawi	Associate Professor
Abdulrahman	Al Shami	Associate Professor
Jamel	Zran	Associate Professor
Abdulla	Hidri	Associate Professor
Saddek	Rabah	Associate Professor
Moez	Ben Messaoud	Associate Professor
Saadia	Malik	Assistant Professor
Kamal	Hamidou	Assistant Professor
Hala	Guta	Assistant Professor
Mohamed	Elamin	Assistant Professor
Fayez	Shaheen	Assistant Professor
Mohamed	El-Fatih	Assistant Professor
Chaker	Ayadi	Lecturer.
Rana	Hassan	Lecturer
Eiman	Eissa	Lecturer
Elsayed	Elklany	Lecturer
Nejude	Al Ibrahim	Lecturer
Hind	Al Ibrahim	Lecturer
Fuad	Abdulaziz	Lecturer
Majdi	Al-Khouli	Lecturer
Mohamed	Sadeek	Lecturer
Mohamed	El Kafrawy	Lecturer

Aqsa	Nouri	Lecturer
Afsaneh	Al-Shibani	Lecturer
Mohesn	Alafrnji	Lecturer
Ismail	Ahmed	Teaching Assistant
Dalal	Al Dosari	Teaching Assistant
Buthaina	Al Dosari	Teaching Assitant
Fatema	Doh	Teaching Assistant
Nourhan	El Abbassy	Teaching Assistant
Mohammed	Buhmaid	Teaching Assistant
Hamda	Almohannadi	Teaching Assistant
Fatma	Alremaihi	Teaching Assistant

18. List names of part-time/adjunct faculty teaching at least one course in fall 2018. Also list names of part-time faculty teaching spring 2018. (If your school has its accreditation visit in spring 2019, please provide the spring 2019 adjunct list in the updated information.)

Khalid	Al Shafi	Assistant Professor
Abdalmutalab	Saddiq	Assistant Professor
Ashraf	Galal	Professor
Mohamed	Daoud El Ali	Assistant Professor
Ahmed	Ezzat	Lecturer
Ahed	Al Asemi	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.

Academic Year	Total Graduates	Number	Percent
2017-2018	157	157	100%
2016-2017	120	120	100%

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.

The Department of Mass Communication was created at Qatar University in 1980, initially as a minor in the Department of Arabic Language, College of Humanities. In 1990-91 the Department of Mass Communication developed into a double major (male students only) within the same department. In the 1996-97 academic year a full curriculum and degree were established for both male and female students as well as for non-traditional students.

In 2004-05, the two separate programs of Mass Communication and Information Science were combined to form the Department of Mass Communication and Information Science. The Department of Mass Communication that year launched a new academic plan with a minor in Arabic Language. In fall of 2011, after a three-year phase-out of the Information Science Program, the Department's name changed from the Department of Mass Communication and Information Science to the Department of Mass Communication.

During 2006-07, the department launched its "2007 Study Plan" which complied with the ACEJMC's then 80/65 curriculum standard. The Mass Communication curriculum and study plan since has undergone revisions and enhancements to include contemporary topics such as multimedia reporting and new media.

These new categories were included in a 2010-11 Mass Communication Study Plan that remains largely in place. The Department of Mass Communication today offers three concentrations: Broadcast/Online Journalism, Strategic Communication, and Print/Online Journalism.

Qatar University was established in 1973 and had about 19,000 students enrolled as of fall 2018. In 2004, a law organizing Qatar University established a council of trustees representing businesspersons, diplomats and personalities with experience and good judgment. It is generously funded by the national government and is a sea of construction cranes and new buildings.

QU currently hosts nine colleges: Arts and Sciences, Business and Economics, Education, Engineering, Law, Pharmacy, Sharia and Islamic Studies, College of Medicine, and College of Health Sciences.

Qatar University is the only national university in the Arabian Gulf nation of roughly 2.5 million people (of whom only about 12 percent are Qatari). In 1973 the Emir of Qatar issued a decree establishing Qatar's first national College of Education. It began with 150 students. Rapid development of the country led to the forming of Qatar University in 1977 with four colleges: Education; Humanities & Social Sciences; Sharia, Law, & Islamic Studies; and Science. By 1985, two additional colleges, Engineering and Business & Economics, had been established.

Recently two undergraduate programs were added in the College of Arts & Sciences (CAS) in Sport Sciences, and Policy Planning and Development, including Masters' programs in Biomedical Sciences and Materials Science and Technology, and a Ph.D. in Environmental Sciences and MA and Ph.D. in Gulf Studies. The Department of Mass Communication resides in CAS.

The department teaches in Arabic. The Mass Communication curriculum designated certain writing courses, especially in the two journalism concentrations, to be taught in both Arabic and English. When ACEJMC first visited QU six years ago, English was the primarily language of teaching. Many classes

were also in Arabic. This changed to Arabic teaching today per government decree.

The university and department student body is roughly three-quarters female. Per tradition, instruction occurs in separate but adjacent facilities for female and male students. In the department, the same curriculum is taught in separate classrooms, lecture halls and labs. Male and female faculty members teach both genders. Qataris attend the university for free. Students come from all over the Arab world to the university.

The department and university have seen meteoric growth since the last site-team visit as the country has opened up its national university to more Qatari students. Student population in the university has more than doubled. The department's faculty has grown from 10 to 36. Eight of the 36 are TAs who are graduated students destined to seek Ph.D.s. elsewhere who are spending time with the department teaching and doing other preparatory work as part of an effort to get Qataris to return to the department faculty after earning their terminal degree. There are no Qataris on the current Mass Communication faculty. The department student body has grown from 422 six years ago to 659. Recent admits and minors have pushed enrollment past 1,000 students.

The department has aspirations to be elevated to college status, perhaps in partnership with appropriate other disciplines. The dean of the College of Arts and Sciences acknowledges the potential benefit and the university's president was supportive of the idea in interviews with the site team, citing a potential three-year time frame. The proposal is pending as is the creation of a master's degree, which was mentioned to the last site team six years ago. The dean sees opportunities to "enhance the streams" within the department and as with other professional disciplines within the university he has a goal of producing students "who are ready to go to work on Day 1."

Students, as always, have their points of view, generally positive, but this statement by one stood out:

"(At my previous school) there was a border on your mind. Here you cross it."

As part of its self-study, the department did a SWOT analysis that puts the unit's current state in perspective:

Strengths:

- o The Department of Mass Communication operates in a very rapidly developing country with one of the highest per-capita incomes in the Arab World.
- o The department is the oldest and the largest department in the country.
- o Qatar is in need of qualified journalists, broadcasters, multimedia professionals and public relations practitioners.
- o The department has a highly qualified faculty from diverse schools of thought and with diverse experience in research, teaching and community service.
- o Both students and faculty members are of diverse nationalities.
- o The department has been active in restructuring its curriculum to cope with the ever-changing nature of the field of mass communication.

- o The department offers excellent opportunities for extracurricular activities and training for students.
- o The department has excellent connections with media and public relations institutions in Qatar through the Mass Communication Advisory Board and through media forum events, student internships, and assessment of students' graduation projects by media professionals.

Weaknesses:

- o Faculty instability: Faculty retention and recruitment may provide more stability to faculty if they go beyond short three-year contracts for full-time faculty.
- o Faculty recruitment can become a challenge for the department for the lack of high quality faculty who fit the criteria. Though our job announcements generate plenty of applications, few generally meet the listed job requirements.
- o Improvement needed in the TV and radio studios: The department has been building and refurbishing labs and studios since 2007; however, the enrollment increase in recent years requires more investment in the audio-visual infrastructure available to students.

Opportunities:

- o The state of Qatar is growing rapidly in all aspects of life: economic, political, social, cultural, sports, etc. The department has an excellent opportunity to invest in such opportunities and become the best in the region.
- o The media industry needs qualified communicators, especially Qatari nationals.
- o Public relations industry needs qualified practitioners to cater to the escalating needs and demands of the market whether in the private or public sector.
- o The department has the opportunity to collaborate with media institutions in Qatar to establish a research unit that conducts research and surveys for the industry.
- o Significant external research funding (up to \$350,000 per project per year) is available through Qatar National Research Fund's National Priorities Research Program grants for qualified research faculty (those having five or more indexed publications). Generous research funding through internal grants and other QNRF initiatives is also readily available.
- o The department has the opportunity to develop a master's degree in Communication. The development of a master's program in Communication would be unique in the country, especially in the absence of real competitors so far.

Threats:

- o Competition from Northwestern University, and Doha Institute for Graduate Studies in Qatar for attracting high-caliber students in both undergraduate and post-graduate studies.
- o Offering the Mass Communication program in Arabic language only may result in a limitation of the learning outcomes and skills required by the job market.

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.

Mission statement: The Department of Mass Communication strives to respond to the aspirations of the state of Qatar as a vibrant global media hub by providing up-to-date curriculum which reflects the pace of advances in the field of mass media. The program creates a student-centered learning environment that merges the practical with the theoretical. Students develop their critical thinking abilities and acquire professional competencies by engaging in a hands-on, technologically attuned learning environment which addresses the needs of the mass media industries in the region. The department educates and trains students from the Middle East and beyond in the areas of print and online journalism, broadcast and online journalism, and strategic communication. The faculty and students engage in research, professional development, creative and service activities for the benefit of the multicultural societies in the region.

The mission statement has been in place since 2011.

The department is in the midst of a 2017-2019 strategic plan. It is revised regularly. It is more a task-driven document than an aspirational plan, but it holds the department accountable for many of the requirements for accreditation and outlines a pathway to continue the improvement of teaching in the department. The current plan calls for increasing interdisciplinary work with other departments, creating opportunity for more research, getting the department better known in the Qatar community, creating more internship opportunities for students, evaluating teaching loads and scheduling, and recruiting more Qatari faculty.

It includes the department's aspiration to create a master's program that potentially could offer additional education to returning professionals and also serve others as a precursor to a Ph.D.

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

The department has a task-oriented committee system, with nearly all faculty members serving on one or more of the six standing committees.

The committees include:

Curriculum and Quality

Communication

Planning, Facility and Budget

Recruitment

Research Enabling

Schedule and Teaching Load

Student Success

Ad hoc: Faculty Promotion and others as needed.

The committees handle academic and educational issues with faculty input. A department council made up of the committee chairs makes decisions on all academic and educational issues, including hiring. The department head assigns the committee chairs. The faculty meets twice a month, sometimes more often. Committees meet four to six times a semester.

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 department head is in his second year. He previously had served in that capacity. The dean states his support, saying there has been improvement in the department the past year, but that the director's performance is being closely watched, given the possibility of the move to a college.

The department head is a gregarious and dedicated individual, who expresses commitment to a collaborative and open style of leadership, especially around key decisions such as scheduling, appointments, promotion and appraisal, and leveraging the potential of every faculty member. Most acknowledge the positive direction of the department. One faculty member characterized the department head as fair and friendly. Another said the department head could be more humble.

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

The dean of the College of Arts and Sciences appoints heads of departments. The dean evaluates the department head. Faculty members are sent a confidential survey annually to evaluate the department head. The dean reviews the surveys as does the department head.

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

There are formal and informal venues for students to voice concerns and complaints. Complaints on grading are usually resolved by the student and instructor. If the complaint is not resolved at the instructor level, the department head works with the instructor to resolve the issue. Grade appeals and the formal procedure for students to resolve issues are detailed in the student handbook and can include appeals up to the vice president for student affairs.

A faculty member may file a grievance in writing, according to the university's Faculty Handbook. Faculty members have the right to appeal a decision regarding promotion.

SUMMARY: This is a department that has seen tremendous growth and some of the pains that come with it. It is ambitious, seeking college status, and has a department head who is both amiable and persuasive at the same time in pursuit of his goals.

Overall evaluation compliance / non-compliance:

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 required for a (a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution

The department requires 126 credit hours: 33 credit hours in the university general education core, 45 credits from department courses, 24 credits in the student's major concentration area (i.e. strategic communications, broadcast/online journalism, or print/online journalism), and another 24 credit hours for an existing university minor or secondary concentration of their choosing. A minimum of 81 credits must be taken from outside of the department, of which 65 must be in the liberal arts/sciences, thereby assuring compliance with the 72-hour rule. Students may take a minor (24 credit hours) in English, Arabic or International Affairs within the College of Arts and Sciences in which the department is located. If they do not wish to minor in one of these areas, they may choose a secondary area of concentration equal to 24 credit hours that supports their primary concentration. For example, Journalism students can take specific courses in sociology, history, and international relations, while Strategic Communication students can choose from psychology, sociology, management, and marketing courses.

College and department advisers work with students to ensure they complete their plans of study and comply with course requirements; however, the dean admitted that there is a shortage of advisers, owing to a current lack of physical space to house them. Despite this limitation, all 277 graduates (100 percent) from the previous two academic years (2017–2018, 2016–2017) were in compliance with the ACEJMC 72-credit-hour rule and the majority of students were satisfied with and complimentary of the advising they received.

Administrators, faculty and students expressed displeasure at the perceived lack of flexibility the 72-hour rule imposes. More than once comments were made that these additional requirements result in students taking less than 36 percent of their college education courses within their major. In their minds, this thwarts the opportunity to take additional skills courses, which are so desired by students and employers alike. Department faculty may want to consider reducing the 24 minor/external credit hours to 15 credits within an area of emphasis or from selected relevant courses, which is a common credit hours threshold for minors in other accredited institutions.

b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

There is a good curricular balance between conceptual and applied courses. Students across all three concentration areas (print/online journalism, broadcast/online journalism, and strategic communication) are required to complete a 15-credit-hour core of five courses:

- Media and Society
- Visual Communication
- Multimedia Reporting and Writing 1
- Communication Theories, and
- Media Law and Ethics.

All department students are also required to choose a single elective from a selection of four theoretical courses (e.g. Global Communication, Women and Media) and from a selection of six practical courses (e.g. Communication Research Methods, Photojournalism), for an additional six credit hours within the department.

Required courses external to the department include Statistics and Sociology (6 credit hours), plus a choice of two additional courses (6 credit hours) from a list of seven. Examples of these latter courses include Sociology of Law, Change in Contemporary Arab Society, Political Geography and Psychology of Personality.

All students are required to take a three-credit-hour internship course and a capstone course in their specific area of concentration (total of 6 credits). Other specific concentration requirements appear below, bringing each concentration area to 24 required credit hours:

Print/Online Journalism Track

The smallest track, with 42 students, this concentration requires a core of courses that includes the following:

- News Reporting, Writing and Editing Arabic
- News Reporting, Writing and Editing English
- Online Journalism, and
- Multimedia Reporting and Writing 2, plus
- Two skills-based elective courses from the following list: Newspaper Design and Production, Internet-Assisted Reporting, Investigative Journalism, Magazine Writing, Broadcast Production.

Although a newspaper is produced each semester in the newspaper layout design and production courses, students at Qatar University do not have formal student-run media, such as a college radio, television or newspaper. However, a group of 21 students have recently gathered together with the help of several faculty to produce a student newspaper that explores student issues. A local newspaper prints the publication. Other students have produced a magazine, independent of class work. This industriousness and passion for journalism and hands-on activities is indicative of students who want to be engaged in their profession. More formalized opportunities, such as student media outlets and/or student chapters of professional organizations, would help ensure sustainability of these professional experiences for future students.

Because there is less demand for classes in this track, one male student expressed frustration that some

courses, such as Photojournalism, that are “on the books” are not offered; another student also expressed a desire for more visual communications options beyond the one required course.

Broadcast/Online Journalism Track

With 133 students, Broadcast Journalism students are required to take the following core:

- Multimedia Reporting and Writing 2 (the lone course that overlaps with Print Journalism requirements)
- Broadcast News Reporting and Writing 1,
- Broadcast Production, and
- Television Documentary Production, plus
- Two required elective courses from the following options: Announcing, Script Writing, Broadcast Directing, Broadcast News Reporting and Writing 2, and Web-Content for Radio.

Students expressed great satisfaction with their department’s partnership with Al Jazeera and the access the news outlet provides to them through course tours, employment and internships. Students in this track also highly valued real-world work, and some expressed frustration that they do not have hands-on courses earlier in their curriculum.

Strategic Communication Track

The largest track with 249 students, the Strategic Communication sequence requires the following core courses:

- Principles of Public Relations
- Principles of Advertising
- Advertising Copy Writing and Design, and
- Public Relations Writing and Presentations, plus
- Six credits of electives are required from the following: Organizational Communication, Public Relations and New Media, Strategic Communication, Social Marketing, Public Opinion Research, and Broadcast Production.

Students in this concentration also expressed a desire for more real-world opportunities and would like to have additional, more specialized courses available, such as health communication and courses—or course options—in English to make them more professionally competitive in the job market.

Underclassmen in the department who have not yet declared their concentration make up another 233 students. In addition, the department or college also offers a mass communication minor, which is currently being pursued by 230 students, who take 24 credit hours within the department, including media writing, communication theories, and media and society.

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. The unit has an ongoing process in place to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

The curriculum, last updated in 2010–2011, meets the professional values and competencies of ACEJMC and is well connected to assessment. However, there is recognition by faculty and students

that the media world has changed greatly during the past decade and continues to evolve. As such, there is a desire for a more nimble curriculum and a greater focus on digital technologies and theories and the role and influence of social media. One student noted that rather than courses that focus on history and memorization, courses that explore “the future of media” would be more relevant and faculty indicate a desire for more digital and nontraditional approaches to teaching and the profession.

The department has expanded students’ exposure to current practices by sponsoring additional student workshops, seminars and activities relevant to the curricular tracks. For example, in fall 2015, a workshop on trends in social media and online journalism was held; the year prior, one on investigative journalism in the Arab world was held; in summer 2016, a workshop on public relations and image building was conducted. In addition, students had the opportunity for intercultural dialogue with students from Boston College and Holland. In fall 2018, a total of 23 workshops for students were held, with some 262 students taking part.

Students universally expressed great admiration and gratitude for their professors’ professional experience and their personal support and guidance, and they were proud to be students within the department. Both male and female students indicated an openness for dialogue in their courses, where they are “allowed to discuss any point.” They also had a good grasp of different journalism conventions, including Western ones, to which at least several seemed to aspire, and they also expressed an appreciation for diverse cultures, which is perhaps not surprising given the international nature of the university, the city of Doha, and Qatar itself.

Syllabi are thorough, with learning outcomes, assignments, and often grading rubrics, and internships and applied capstone projects offer experiential application of skills with professional feedback. Guest speakers also help extend students’ exposure to professionals and to current communication practice. Examples within the last few years include a producer, a business news head, and a social media manager from Al Jazeera; health care and government public relations professionals; and a newspaper layout and design manager. The department also obtains feedback from a formal advisory board, comprised of eight media professionals who represent all tracks. The board meets once a year with the department head and dean of the college. The department also supports public presentations for its students’ capstone projects and engages alumni in these presentations and assessment evaluation. In addition, faculty have received grants to explore educational issues.

Professional development for faculty is also valued. In 2016, the department held a workshop in collaboration with Qatar News Agency on Data Journalism for Mass Communication and a workshop titled “Social Media in Public Relations” was held by the department, along with the Arab-European Association for Media and Communication Researchers, Al Jazeera and the Qatar Chapter of the International Public Relations Association. Seventeen workshops were held for faculty and/or students during the fall semester 2017.

The university has a Center of Teaching Excellence and administers workshops and training programs to help faculty remain up-to-date and to enhance their teaching, use of technology, and curricular assessment. Part of the department’s faculty evaluation involves the extent to which faculty develop and incorporate effective teaching. This is assessed through student evaluations and peer review/critique of newer faculty by those more senior, when requested. In addition, faculty engage in pedagogical scholarship, some of which is supported by substantial grant funding. Within the last six years, faculty in the department also have received college awards, including a teaching excellence and outstanding media contribution awards.

Faculty and the department head expressed concern that teaching only in Arabic limits material available to students.

Despite large numbers of sections in foundational courses (including 30 sections alone this semester for Media and Society), faculty work in committees to insure consistency in learning outcomes, textbooks and major assignments.

d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; (b) 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.)

All 10 listed skills courses in fall 2018 and spring 2019 met the required student–faculty classroom ratio of no more than 20:1. Thirteen of 32 (40 percent) of female-designated sections listed 20 enrollees, while only three of 17 male-designated sections did, indicating more enrollment resource challenges for female students, who make up almost three-quarters of the department’s pupils. However, two male students noted that some courses are offered but once a year, and if they cannot get into a section then, they must wait a year, putting them behind in their studies.

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.

The department maintains a well-established internship requirement of three credit hours (requiring 120 hours in a professional organization). A college internship and fieldwork handbook is provided to students and their supervisors. Students submit weekly reports of work conducted during the internship, as well as a final portfolio and reflection to a supervising faculty member, who remains in close contact with the internship supervisor during the students’ internship period. The supervisor completes an evaluation of the student, which makes up 20 percent of the student’s final course grade and is tied to assessment criteria.

Examples of internships include those with Al Jazeera (with whom an MOU exists), Qatar Media Corporation/News Agency, Doha Center for Media Freedom, government agencies, Qatar Airways, Hamad Medical Corporation, Al Rayan Radio and Television, Qatar Television, Doha News Institute, several newspapers, Gulf Voice Radio, and sports channels.

SUMMARY: Although electives and department-sponsored workshops and seminars help round out opportunities for more contemporary classes, the rapid changes of today’s digital environment may require renewed curricular scrutiny across the program to best position students for employment. Students desire more opportunities for experiential learning, where they may practice their professional skills, and faculty expressed a desire for more course flexibility and for courses aligned with today’s digital age. Therefore, the department may want to revisit its decade-old curricular plans of study and consider consulting the newly posted ACEJMC digital competency certificate requirements, their professional alumni, and the department’s advisory board to begin curricular update discussions. In addition, the department might consider establishing formal student media outlets (e.g. a student-produced print and/or digital campus publication) and student organizations that are affiliated with specific professional streams (e.g. broadcast, public relations) to help

students who desire to be more immediately active and networked within their professional area of study.

Overall evaluation (undergraduate program), compliance/non-compliance:

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 diversity 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 department's diversity plan was written in October 2009. No changes, amendments or additions have been made to the plan since that time. As the diversity plan explains, diversity in Qatar is conceptually different from how an American university or other Western societies would define it. While race is often a key lens through which diversity is viewed in the United States, in Qatar the primary demographic marker is nationality, that is, Qatari and non-Qatari. Because so many foreigners make their home in Qatar to meet the needs of a fast-growing economy, Qataris actually represent a minority in their own country.

There is no specific committee in the department dealing with diversity issues. The diversity plan specifies three areas of emphasis when it comes to addressing diversity:

GENDER: Due to the large number of foreign workers, men outnumber women in Qatar by 3 to 1. Qatar University has done well attracting female faculty, administrators and students, and an effort is being made to recruit more male students. The department strives to allow equal access to all regardless of gender. The department also works to make sure course curriculums contain diverse, gender-related examples and learning activities to expose students to issues related to gender and modern society.

RACE: The diversity plan states that there is no historical pattern of individuals being denied jobs or other opportunities in Qatar due to race. Nevertheless, racial awareness and education are key goals of the department and several of the core curriculums contain course material addressing race as an important social issue, particularly as it is portrayed in mass media.

CULTURE AND ETHNICITY: The department employs a large percentage of foreign expatriates on the faculty representing many ethnicities and cultures. Faculty members include Indians, Southeast Asians, Africans, non-Qatari Arabs and one Swede. The university is somewhat limited in who it can hire because all classroom instruction must be in Arabic.

The diversity plan contains numerous goals and action steps, some of which have been achieved such as including diversity as a topic in department courses. Other action steps, such as allocating funds specifically designated to purchase resource materials on diversity or to maintain an archive of diversity related resources for faculty, have not begun, even though the diversity plan is almost a decade old.

b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about 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 department deals with diversity issues by incorporating relevant topics in course syllabi. A random survey of the syllabi found that roughly 80 percent included material to educate students from a diversity perspective.

All students are required to take the introductory course Media and Society, and it specifically tackles issues of ethnicity and gender and the fair representation of minority and marginalized groups. In faculty interviews, faculty members repeatedly stressed the effort placed on including a variety of perspectives in their course work, making an effort to include Western thought and practices in addition to traditional Islamic philosophy. They felt this was especially important in the areas of media ethics, law and culture.

In our meeting with students, both male and female students seemed confused by a question asking about diversity in the curriculum. This may have been a vocabulary issue, but no students reported feeling harassed or unwelcome in the department or the university.

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.

Since the last accreditation, the department has made progress increasing the number of female faculty members. This has happened during a period of rapid growth for the department. Currently there are 13 female faculty and 23 male faculty. This means more than a third of the faculty are female, in a country where only 25 percent of the population is female. (Yes, that number is correct, due to the high number of male foreign workers in the country.) Three female faculty members are enrolled in Ph.D. programs in the USA and UK. Qatari women outnumber Qatari men on the faculty 8:1.

The three administrative staffers in the department are all female.

The majority of the current faculty is international faculty, mostly from Arab speaking countries such as Egypt, Algeria, Tunisia, Sudan, Iraq, Lebanon, Somalia and Palestine.

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.

The student population in the department is overwhelmingly female (70 percent) and majority Qatari (64 percent). The department was majority foreign students at the time of the previous site visit, but a change at Qatar University from instruction in English to instruction in Arabic made it easier to recruit students from the local population. Foreign students in the department represent 28 countries.

If one were forced to identify an under-represented group in the department, it would be male students. The department places an emphasis on recruiting male students when visiting high schools. The department makes an effort to visit high schools and participate in university recruitment efforts to introduce potential students to the Mass Communication program. A special focus is placed on recruiting male students at these events and visits.

e) The unit has a climate that is free of harassment and all forms of 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.

The department is committed to maintaining a climate free from any form of harassment or discrimination, as is the university, whose handbook forbids harassment or discrimination against students, faculty or staff on the basis of “race, age or gender.” The culture and appearance of the university is clearly dominated by Islamic traditions and culture, but this does not prohibit freedom of thought and speech in an academic context. Many of the foreign faculty members describe Qatar University as having the most academic and research freedom among the GCC (Gulf Cooperating Council) universities.

Qatar University does have an official policy of gender segregation, consistent with its Islamic tradition and culture. While some public places on campus are open to both male and female students, courses are segregated, as is much of the campus. Faculty members, however, teach courses for both genders and the curriculum and shared studios, labs and equipment is identical.

Due to the traditional dress worn by Qatari citizens, it is easy to differentiate between Qatari and non-Qatari students. Female students and faculty can be further differentiated by their varying levels of adherence to traditional Arabic dress. But there appeared to be no segregation between these groups of women, who are often seen working and socializing together. The university community appears welcoming to all.

The campus environment appeared to meet the needs of physically disabled students, and department faculty are instructed to accommodate students with special needs.

SUMMARY: Qatar University is clearly a welcoming environment for Qatari and non-Qatari faculty, students and staff. While the university adheres to traditional Islamic traditions and cultures, such as separating male and female students, there is an obvious diversity of cultures, ethnicities and nationalities on campus. Topics about diversity, including race and Western practices are included in many courses and assignments. Students seem not to give the issue much thought, more because it is not seen as a problem at Qatar University than from ignorance of diversity issues.

The department’s diversity plan, while still relevant, is about a decade old and some of its specific goals seem to have been forgotten.

Overall evaluation, compliance/non-compliance:

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.

Faculty hires follow a process set by the university, which is outlined in the university's Faculty Handbook. The College of Arts and Sciences dean approves full-time faculty searches for the department. Ads are placed in such outlets as The Chronicle of Higher Education, HigherEdJobs.com, and the Qatar University online recruitment site, among others.

The department head selects a recruitment committee from across the three concentration areas of print/online journalism, broadcast/online journalism, and strategic communication, which reviews applications and prepares a short list of candidates. This list is discussed with a college department council and the college recruitment committee, which is chaired by the dean. The department recruitment committee proceeds with video interviews. University-level administrators make offers to selected candidates. Adjuncts, who may teach up to two courses a semester, do not go through a formal search process; instead, they are typically hired through personal knowledge and connections. The department notes it is fortunate to have a rich media environment in Doha from which to draw.

The university requires full-time faculty have a terminal degree and speak Arabic, the language in which courses are taught, which can limit the hiring pool. Expectations for full-time faculty are uniform across campus, with expectations related to teaching, research and service. Professionals with a master's degree are eligible to be hired as full-time lecturers. The department lists the following 36 full-time faculty: three professors, eight associate professors, five assistant professors, 12 full-time lecturers and eight teaching assistant staff, who primarily teach introductory courses such as Mass Communication and Society. Ten different countries (aside from Qatar) are represented among the faculty, and a third (13) of the full-time faculty are women, although all are at the assistant professor or below, with the vast majority serving as lecturers or teaching assistants. Six part-time faculty are listed in the self-study: one professor, three assistant professors and two lecturers. These numbers reflect a four-fold increase since the last site team visit in 2012, when eight full-time faculty and two visiting professors were employed.

There are different college evaluation rubrics to evaluate the performance of full-time faculty and that of supporting academic staff in terms of teaching, research and community service. Faculty document their productivity and accomplishments in the above areas using the platform Digital Measures; student evaluations of teaching are required as part of this documentation. A four-point scale that ranges from "below expectations" to "exceptional" is used by the Faculty Evaluation Committee, which is appointed by the department head, who also serves on the committee. The promotion process is outlined in the Qatar University Faculty Handbook. Promotion committees at the department, college, and university levels review faculty members' documentation. External reviews are required by the university, and promotions are approved by the university president. Adjuncts are not required to

submit performance dossiers; instead, their performance is determined by student evaluations and periodic visits to their classes by the department head.

Although there is no tenure system, two department professors were promoted in 2018: one to the rank of professor; the other, to associate professor. Full-time faculty work under three-year contracts and may request a four-year contract if they meet promotion criteria; however, none has yet done so. Faculty also are eligible to take sabbaticals, but no faculty within the department has yet done so, probably owing to the generally short tenure of most of its research faculty. The short-term nature of the contracts, without possibility of tenure, creates a sense of uncertainty among many faculty, some of whom have operated at times under one-year contracts.

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

The department has four categories of faculty: full-time faculty, lecturers, teaching assistants, and adjunct faculty. Full-time faculty at the rank of assistant professor and above typically teach six courses per year and have research and service expectations. Full-time lecturers/academic support staff typically teach 12 courses per year with service expectations. Teaching assistants are Qatari natives who have earned at least a bachelor's degree and who are pursuing graduate degrees. They typically teach two intro-level courses a semester, so they may also work on their own studies. Adjunct faculty are usually working professionals who are contracted to teach one or two courses per academic year and thus have no expectations aside from teaching. In addition, the department hired six part-time visiting professors for the current academic year to help meet the department's teaching demands and to infuse the department with professionals who are knowledgeable about current industry practice.

Of the 36 faculty, nine specialize in print/online journalism; six in broadcast/online journalism; 11 in mass communication and 10 in strategic communication. In the three years prior to the site team visit, full-time faculty taught between 96 and 98 percent of courses.

Each faculty member's workload expectations are determined in consultation with the department head. Full-time faculty at the rank of assistant professor and above are typically expected to devote 50 to 60 percent of their effort toward teaching, 20 to 40 percent toward research, and 10 to 30 percent to service at the department, college, university, and professional and community levels. Faculty may receive a course reduction from the department head for administrative service or from the college for research purposes; however, no faculty member has yet received the latter.

Some lecturers with doctoral degrees and several years' experience in the department expressed a desire to conduct research, even if it is not formally required of them through their university contracts, and to have a chance to advance to assistant professor positions. However, in order to be reasonably competitive for such openings, conference funding support and/or a reduction in teaching assignment may be required.

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.

Twenty-five full-time faculty hold a Ph.D. and 10 hold master's degrees. The part-time faculty also hold impressive credentials, and the department has periodically supplemented its teaching ranks with visiting professors. The majority of faculty also have professional experience relevant to the communication professions, including broadcast, newspaper, graphic design and public relations work.

In the last six years, department faculty have secured grants of over \$1.5 million to conduct research, and in 2017 alone, six faculty secured internal or external grants. Vitae show faculty who are engaged regionally, nationally and internationally. Examples include being keynote speakers; founding members of international faculty organizations, journals, and film festivals; members of professional associations, such as AEJMC, ICA and PRSA; conference and session organizers; and reviewers for documentaries, curricula and promotions at other universities, and well-respected international journals.

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

Students evaluate faculty and course content via an online survey. All full-time faculty are required to submit student evaluations as part of a portfolio of productivity to Digital Measures as part of their annual review. The College of Arts and Sciences uses a standard rubric to assess exceptional, above expectation, expected, or below expectations in teaching, as well as in research and service. In addition, experienced faculty serve as peer mentors to newer faculty, attending their classes to provide constructive teaching critiques, when asked. The department head sits in on adjunct-taught courses and reviews these part-time faculty student evaluations before contract renewals are made. In addition, the department head has regularly met with students to hear from them any concerns about the department. As part of the department's assessment efforts, graduating seniors and department alumni also are surveyed.

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

The Department of Mass Communications seems well-respected on campus. In recent years, they have served on university committees, including Faculty Senate and a task force for the establishment of a College of Communication, which was an idea supported by students, faculty and administrators alike to position the college more visibly in a single location and to expand its program offerings (e.g. a digital visual communication track, interdisciplinary programs, and a master's degree). Department faculty also perform service on at least two committees, and many also provide college-level service as well, such as being a member of the Curriculum Committee, Online Course Policy Committee, Strategic Planning Committee, Research Enabling Committee, and Recruitment Committee, among others.

Faculty colleagues in other units, university administrators, and local media outlets and internship organization representatives also spoke highly of the department and its students.

SUMMARY: The Department of Mass Communication has a vibrant and engaged faculty, who are respected across campus and by colleagues internationally. However, despite this fact and the generous start-up grants, research grant availability and travel budgets for full-time professors, faculty longevity is rare. This indicates that expectations for both high-quality research and significant teaching responsibilities, coupled with relatively short contracts and the inability to obtain tenure, could

compromise morale and long-term commitment to the unit. In addition, dedicated teaching faculty with Ph.D.s who desire promotion to the assistant professor rank feel thwarted in their longing to conduct research, which could further compromise morale and department stability.

Overall evaluation (undergraduate program), compliance/non-compliance:

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.

Qatar University continues to grow its research mission. As part of that growth, it has changed full-time faculty teaching loads from seven courses per academic year, which was the standard during the last accreditation review, to six courses per year. Faculty may request a teaching reduction from the college for research purposes and are eligible for sabbaticals. Although no longer available, new research faculty within the department received start-up research grants a couple of years ago, and travel budgets are available for conference presentations both regionally and internationally. Academic advising duties—which were also part of faculty workloads during the last accreditation—have been removed and replaced by a centralized college system, freeing up additional time for scholarship and creative activities.

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

A terminal degree is required by the university for full-time faculty at the assistant professor level or higher, which is noted in job advertisements. Professional experience is also desired. Master's degree candidates with professional experience may be hired as full-time lecturers. Advertisements note expectations of research, creative and/or professional activity, as does the Faculty Handbook and the college rubrics used for annual evaluation and promotion.

The Faculty Handbook states research expectations, which are consistent across academic units. The head of the department employs a faculty evaluation committee, on which he sits, to determine department-level annual reviews and promotion. Faculty and the department head note that criteria for such evaluations are transparent.

Qatar University does not have a tenure system; instead, full-time faculty are on renewable three-year contracts. If full-time faculty meet promotion criteria, they may apply for a rolling contract, which is four years. Faculty over the age of 60 receive one-year renewable contracts, as have other faculty who may not have performed to the level expected or desired by the college.

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 university recognizes scholarship of different types; however, refereed, indexed journal articles seem to be the most discussed and desirable in terms of progress toward promotion. The Faculty Handbook says: "For promotion to full professor, the candidate must show excellence in scholarly endeavor and publication of articles in refereed journals. For associate professor, the candidate must demonstrate continuous productivity in scholarly research and creative work, publication of articles in referred journals and must have established him or herself as an authority in the field."

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 within the department are active in scholarship and professional activity. The list of scholarship activity within the last six years, which includes both current and former faculty, notes 400 total scholarly/creative activities, including 100 refereed journal articles, 140 refereed conference papers, 14 internal and external research grants received; 18 books; four textbooks, 11 edited books, 40 book chapters, five juried creative works, and three news video reports, among others. Vitae reflect respected international conference presentations, well-respected journal publications, membership in well-known international associations, and significant creative works. Their work is supported by generous university travel funds.

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

Since the last accreditation, the university hosted the 20th Arab-U.S. Association of Communication Educators Conference for which scholar David Weaver was the keynote speaker. The department engages an advisory board, made up of eight professionals. In addition, the department has hosted a number of media forums, including one on “Social Networking and Change” in spring 2018 and another called “Siege on Media: The Devil’s Lawyer and the Truth Seeker” in 2017. The latter aimed to raise awareness about media ethics and professionalism.

The department partners with other organizations and professionals to offer workshops and organized a “Meet Boston College students” event, where students from both institutions interacted and discussed media portrayals of the Middle East and Arab women. Professionals—often alumni—also serve as student capstone reviewers as part of the department’s assessment work. For the last couple of years, the department has hosted a Media Day, where students present their capstone projects to the public.

Faculty are assigned to committees and work collaboratively to accomplish department goals, including development of the self-study. The diverse nature of the department’s culture, with faculty from multiple countries and educational backgrounds, is valued by many for its richness.

SUMMARY: The department has a rich intellectual and professional culture, comprised of various classifications and expectations of full-time instructors, which are made clear in job ads and university documents. While this diversity in assignment type can be advantageous, there is some faculty discontent among lecturers with terminal degrees who desire to conduct research and advance to assistant professor status. Short-term contracts create some anxiety for professors overall. However, faculty feel supported overall and research faculty enjoy generous travel funds and access to research grants.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Table 5.1: Faculty Scholarship Productivity

Scholarship, Research, Creative and Professional Activities	Totals by Unit	By Individual (previous six years; not all faculty are still with the department)					
		Full Professors (3)	Associate Professors (10)	Assistant Professors (5)	Lecturers (12)	Teaching Assistants (8)	Totals by Faculty (38)
Awards and Honors	2	0	0	0	0	2	2
Grants Received Internal	9	1	4	3	1	0	9
Grants Received External	5	1	2	1	1	0	5
Scholarly Books, Sole or Co- Authored	18	6	9	2	1	0	18
Textbooks, Sole- or Co- Authored	4	0	2	1	1	0	4
Books Edited	11	5	4	2	0	0	11
Book Chapters	40	5	24	11	0	0	40
Monographs	0	0	0	0	0	0	0
Articles in Refereed Journals	102	27	37	24	1	13	102
Refereed Conference papers	140	44	32	23	28	13	140

Report of on-site evaluation of undergraduate programs for 2018-2019 Visits

Invited Academic Papers	16	7	6	2	1	0	16
Encyclopedia Entries	2	0	0	2	0	0	2
Book reviews	10	0	3	3	4	0	10
Articles in Non- Refereed Publications	26	0	10	5	9	2	26
Juried Creative Works	5	0	4	0	1	0	5
Non-Juried Creative Works	9	0	0	0	9	0	9
News Video Reports	3	0	0	0	3	0	3
Total	400	96	137	79	60	28	400

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 for students in the department is done at the college level, under the direction of the assistant dean for student affairs of the College of Arts and Sciences. Curriculum and graduation requirements, frequently referred to as “the plan” by students, faculty and administrators alike, are easily accessed online, and some students even demonstrated having it on their cellphones.

Students are advised almost exclusively at the college level until they are admitted into the Mass Communication program, at which time they will often seek additional advice from trusted faculty members. Recently admitted students to the department attend an orientation session where “the plan” is presented and explained and they are assigned a specific academic adviser. Students report faculty members are also readily available and willing to assist informally with advising.

Students and administrators reported no consistent concerns with the advising process, which appeared fairly straightforward. Faculty members credit quality advising to department retention rates that are significantly higher than overall university rates.

The department does not have a formal program for student employment placement. A growing media market in Qatar means many students are able to turn their internships into full-time employment, especially if they are Qatari. At the university level, the Center for Career Services assists all graduates in finding employment.

b) Faculty are available and accessible to students.

All faculty members are required to hold regular office hours at what, for most, is an assigned cubicle. Office hours are included on course syllabi, listed on bulletin boards, available online and even emailed to students. Faculty also make themselves available to students outside of normal office hours and students say with rare exceptions, faculty are readily available to them for questions or help.

The assistant dean for student affairs reports that if a student is having trouble in a course, he or she will usually get tutoring from the faculty member teaching the course.

One faculty member commented that student concerns are always addressed quickly, and if the complaint comes from a Qatari student, it is addressed “very quickly.”

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

The department makes excellent use of Blackboard software and most university and departmental

communication is delivered via Blackboard and emails. Students report they are kept adequately informed about activities, requirements, policies and events.

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.

There are no professional organizations or chapters for students to join in the department. Mass Communication students do have a “Media Club” which is really more responsible for organizing events such as the Media Day and Capstone Projects Presentation Day than anything involving media production. State restrictions on broadcasting limit the ability to create a student radio or television station.

An official student newspaper called Afaq Qataria (Qatari Horizons) is published in Arabic and English once a semester, containing the work students have produced in news-writing courses. A group of students began publishing a small, independent newspaper in cooperation with the local Al-Sharq daily newspaper. Their first and only (to date) issue was published in December 2018.

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 annually publishes retention and graduation information on its website.

The Strategy and Development Office for Qatar University collects, maintains and analyzes enrollment, retention and graduation rates for the entire university. The department has this information available at the department level, but it is not available on its website. It was included in the self-study.

Most Mass Communication majors graduate within four years (63 percent) and the department has one of the highest retention rates in the university (90 percent fourth-year return).

In 2013 the language of instruction at Qatar University changed from English to Arabic. This was done to improve retention and academic performance, particularly among Qatari students. English language proficiency was a major academic barrier for many students.

SUMMARY: Student services are strong at Qatar University. The faculty and administration are clearly student focused and the students are generally satisfied with the services available to them. An adequate college-level advising program is supplemented well by departmental faculty, who are available to students. Academic assistance is available to students having difficulty in courses and student concerns are quickly addressed. The students could benefit from more organized extra-curricular activities, especially those that would allow them to get practical experience using broadcasting equipment or producing media material.

Overall evaluation, compliance/non-compliance:

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 of the funds for the department come from the College of Arts and Sciences budget at the university level.

The department does have a three-year strategic plan, but it is more operational and task-oriented as opposed to a long-range plan with aspirational goals and objectives. There is a widely understood goal for the department to eventually become a college. This was voiced by the students, faculty, the department head and acknowledged by the dean in an interview with the site team.

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 department budget does not include faculty and staff salaries, which are handled by the Qatar University HR department for all employees. For departmental budgets, the university provides roughly the same amount of resources per student on the campus. This can be troublesome for the department. While it is among the largest departments on campus, it is also a capital-intensive department.

But a cause for concern for the site team was that the non-salary budget has been significantly reduced during the last three budget years -- down 90 percent from its 2015-16 high. Much of this can be attributed to the purchase of computers and educational equipment for new journalism labs built over the last two years that no longer have a line in the most recent budget. But even removing these one-time capital expenses demonstrates a roughly 50 percent cut in the non-salary budget over the last three years. The head of the department said some of this reduction has been university wide and can be attributed to the reduction in state funds because of the economic blockade against Qatar.

While these cuts look alarming on paper, the head of the department assured the committee that adequate funds remained available to achieve the unit's mission. Paradoxically, faculty members during interviews frequently expressed how abundant resources were at the university.

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

The departmental offices, classrooms, studios and labs are currently spread across the campus. While this does not deter effective teaching and learning, it certainly hinders efficient teaching and learning. Faculty and students alike say the department would benefit from being housed in a centralized location, preferably its own building. Faculty members have desks in open cubicles around the campus rather than private offices, and sometimes have only 10 minutes between classes to drive across campus and try to find a parking space in time to teach their next course.

Classrooms, while dispersed, are well equipped with whiteboards, large video monitors and up-to-date technology and software. All classrooms also have Wifi connections.

The department recently upgraded its journalism/digital media labs, and now has six labs with 20 Macintosh computer work stations each equipped with Final Cut Pro and/or other appropriate, up-to-date software for video and audio editing, and website layout. These rooms are only available to students when they are not being used for classroom instruction. The department reports this can create situations where students may have difficulty finding free lab time to complete their projects.

The television and radio studios are adequately equipped, with technology that is about a generation old. The television studio has a three-camera production floor and a separate control room. One camera is equipped with a teleprompter.

The radio studio contains three separate recording and editing stations, with three different audio software computers depending upon student ability, but all of them are in the same room with no sound barriers between them. This would make it impossible for three people to utilize the radio studios for voice tracking at the same time.

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.

Due to a lack of space, the department equipment available to students is housed in a number of locations on campus. This can create confusion among the students about where to go to sign-out equipment to work on class projects. Students report the equipment must be reserved a week ahead of time and can be checked out for one week.

The equipment available to students are older Canon SLR and video cameras, and older JVC digital cameras with Canon lenses for HD video. Many students say they prefer to use their own DSLR cameras, which they feel are superior, and some students will even rent high-end cameras for major class projects and capstone assignments.

Some faculty members pointed out in interviews that the future is digital, and argued students are getting excellent training producing for a digital, multi-media audience. Some students complained, however, that they did not feel they had adequate experience operating broadcast equipment when they arrived at internships.

Faculty expressed no concerns about not having the equipment they needed for creative and professional activities.

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

The university has an expansive new library on the campus, and the department does not have its own. Faculty report that the university library is excellent and if there is a book or journal article they want, it can usually be acquired through inter-library loan within 24-48 hours.

Students report that they rarely need the library for research or course work, and that everything they need can be found online.

SUMMARY: The situation with resources, facilities and equipment presents a challenge to the department. Some of this has been caused by the rapid growth of the department as it outgrew its space and equipment inventory. The faculty are to be commended for continuing to provide what students report is an excellent education under these conditions. The continued drop in non-salary funding, even when adjusting for expensive equipment purchases, was a concern for the site team. Faculty and students, however, did not share, or at least voice this concern. The new digital/journalism labs are laudable, but equal attention needs to be paid to broadcast studios and equipment. A more detailed and long-range strategic plan with the goal of becoming a college may help.

Overall evaluation, compliance/non-compliance:

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 with 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 has existed since 2009 and meets annually with the dean and department head. The department regularly invites media professionals and editors-in chief of Qatar newspapers to forums with students about skills needed in the media job market in Qatar and about job opportunities available to them. The department last year sponsored a Media Day, showcasing student photography and multimedia work that included alumni discussing how their undergraduate experience prepared them for the professional world.

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.

Here are some recent examples of departmental leadership:

-- In 2018, the department held a media forum, themed “Social Networking and Change,” aimed at highlighting the role of social media in driving social change and the experiences of youth with social networking.

-- In 2017, the department organized a media forum titled “Siege and Media: The Devil’s Lawyer and the Truth Seeker.” The forum brought together media professionals to discuss the role played by traditional and social media in informing/misinforming the public on the blockade imposed on Qatar by Saudi Arabia, United Arab Emirates, and Bahrain. The program included discussions on six themes: “Propaganda and Psychological Warfare,” “Disinformation and Manipulation of Media,” “Media Coverage of the Qatar Blockade and the Conflict between Truth and Lies,” “Crisis Reporting and the Absence of Professional Ethics,” “The Problem of Objectivity and Commitment in Covering the Qatar Blockade,” and “The Qatar Blockage and Blockading Integrity, Commitment and Media Responsibility.” The forum was aimed at raising student and community awareness about media ethics.

-- In 2016, the department joined with the Arab–European Association for Media and Communication Researchers, Al Jazeera, and the International Public Relations Association - Qatar Chapter organized a workshop titled: “Social Media in Public Relations.”

-- In 2015, the department organized and hosted the 20th annual international conference of the Arab-U.S. Association of Communication Educators on the theme of “Global Trends and Prospects in Mass Communication.” It was the first time for the conference to be held in Qatar and brought together

specialists, practitioners and academicians in the fields of communication, mass communication and journalism from more than 20 countries to re-examine existing trends, chart future directions, and to assess current scholarly endeavors and communication practices in the Arab world. The keynote speaker was Indiana University Professor Emeritus David Weaver, who spoke on “Journalism and Mass Communication Research in an Age of Globalization: What Do We Know and What Should We Know?”

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 members serve as editors of mass communication journals, site-visit members and chairs to review mass communication programs regionally, as manuscript reviewers, and as editorial board members of mass communication associations.

Faculty are members of the Association for Education in Journalism and Mass Communication, the European Communication Research and Education Organization; International Communication Association; Arab-U.S. Association of Communication Educators; Association of Women in Communication; the African Council of Communication Educators; Sudan Journalist Union; Global Congress of Muslim Public Relations Practitioners; Women’s Media Studies Network; International Association of Media & Communication Research, Media, Communication and Cultural Studies Association; Centre for Arab and Muslim Media Research; Centre for Media & Democracy; World Association for Public Opinion Research, and Global Communication Research Association.

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.

Faculty are engaged in the community through teaching efforts, work with the arts and in other ways.

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

In 2014, the department organized a visit to Ahmed Bin Hanbal High School for Boys to speak to students about the two tracks of print/online journalism and broadcast/online journalism offered by the department. Since 2015, the College of Arts and Sciences began inviting high school students and parents to Open Days that are held on campus twice a year. The department has actively participated in CAS Open Days each semester since they were begun.

SUMMARY: Service is an important part of the departmental mission and is interestingly represented by some innovative and timely conferences.

Overall evaluation, compliance/non-compliance:

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 the Council.

The department and university have a rigorous, consistent and creative approach to assessment. The department has long had an assessment coordinator and committee, charged with getting new faculty up to speed on assessment requirements and with analyzing assessment results. In 2016, the committee was expanded to become the Academic Quality Assurance Committee, with additional responsibilities for making sure syllabi and course work adhered to learning outcomes and objectives.

Per the university, assessment is done on three-year cycles with measures rotating. The department analyzes the results on a yearly basis, and compares the results of each cycle to the previous one. Two assessment cycles were completed during the past six years, with a third under way to complete in spring 2020. Each cycle looks at specific direct and indirect measures as mapped to the department’s learning objectives and outcomes, which tie well to ACEJMC’s values and competencies:

To fulfill its mission, the Department of Mass Communication has established the following objectives:

1. Provide students with strong and current conceptual and professional practices of the field of mass communication.
2. Enhance students’ writing and editing skills.
3. Enable students to conduct research related to communication and mass media including collecting, analyzing and reporting data.
4. Prepare students for careers in public relation, radio/television broadcasting, advertising, and print/online journalism.
5. Create an intellectual climate for students to think critically creatively and independently on issues related to mass communication at the national, regional, and global levels.
6. Promote professional and ethical values related to the mass communication field.
7. Develop professional ties with media institutions and Alumni.
8. Respect cultural diversity.

The department assesses the following twelve learning outcomes, which are aligned with ACEJMC accreditation criteria:

- 1: Understand and apply media law and principles of freedom of speech and of press appropriate to professional practice.
- 2: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- 3: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

- 4: Comprehend concepts and apply theories in the use and presentation of images and information.
- 5: Demonstrate technical skills in writing and reporting correctly and clearly for different audiences.
- 6: Conduct research and evaluate information by methods appropriate to the communications professions in which they work, including the application of basic numerical and statistical concepts.
- 7: Think critically, creatively and independently.
- 8: Acquire and apply an ethical framework for the practices of mass communication and journalism.
- 9: Demonstrate an understanding of the diversity of groups in a global society in relationship to communication.
- 10: Analyze and interpret media messages.
- 11: Apply tools and technologies appropriate for the communications professions in which they work.
- 12: Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

The SLOs, as the department calls them – student learning outcomes -- are gridded and mapped in a novel and logical matrix against the curriculum using these terms: introduced/awareness, developed/understanding and mastered/application. The former, for example, is common in introductory classes. The latter is most often found in capstone classes.

Table 9.1.1: SLO/Courses Matrix: Journalism

	SLO 01: Law	SLO 02: History/Professions	SLO 03: Grammar & Style	SLO 04: Presentation of Images/information	SLO 05: Writing	SLO 06: Research	SLO 07: Critical/creative thinking	SLO 08: Ethics	SLO 09: Diversity-global	SLO 10: Analyze/interpret media messages	SLO 11: Technology	SLO 12: Diversity-domestic
Core Courses												
MCOM 103: Media and Society	I	I							I			I
MCOM 212: Visual Communication	D		D	I	I		I	I		I	I	
MCOM 215: Multimedia Reporting and Writing 1	D	I	I	I	D	I	I	I	I		I	I
MCOM 222: Communication Theories	I	D				I				I		
MCOM 317: Media Law and Ethics	M							D	D	D		D

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

Direct measures:

Capstone course: A graduation project showing an area of interest (e.g. public relations news releases, advertising graphics and design, stories for print or broadcast journalism) is submitted by the student by the end of the semester to be assessed by the Graduation Projects' Committee with media professionals according to a prepared rubric.

Employers' internship evaluation: An evaluation of the students' work during the internships, conducted by the field supervisors (professional).

Internships final report (portfolio): A final report that students submit is assessed. This portfolio includes samples of student work throughout the training, a journal of their experiences and their feedback on the institution that trained them.

Writing assignment: Writing assignments are assessed in two 300-level courses, "Multimedia Writing and Reporting II" for the students specializing in Journalism and Broadcasting, and "Public Relations Writing and Presentation" for the students specializing in Strategic Communication.

Exam question: SLO2 (History and Role of the Professionals) is assessed in a 200-level course. The same question is included across sections of "Media Theories" to examine the students' knowledge of the SLO.

Indirect measures:

Internship student survey: Each student is required to complete a three-credit hour internship. As part of the requirements for completion, students must submit a portfolio, which includes a printed survey evaluating their experience throughout the internship. The survey mainly evaluates the students' experience and the learning outcomes that students feel they achieved during their internship.

Senior exit survey: An online survey sent to graduating seniors to assess their perception of their attainment of program outcomes.

Alumni survey: An online survey sent to alumni to track employment and evaluate program outcomes relative to industry expectations.

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

The department has an admirable commitment to collecting assessment data and "closing the loop." Data are collected each semester and reported annually. The self-study includes year-by-year summaries of findings and actions taken over the past six years. Generally, targets for specific learning assessments are met, but details within the reports reveal opportunities to improve teaching and the student experience. Here are excerpts from the self-study showing what was found and actions proposed in the most recent year:

In the academic year 2017-18 nine learning outcomes were assessed using four assessment methods (capstone projects, senior exit surveys and internship employer evaluations and internship surveys). The overall scores showed that all of the SLO achievement targets were met, 94.33 % of the students met the target for SLO 1 (Law), 85.10% met the target for SLO 2 (Role of the professionals), 100% met the target for SLO 3 (Grammar and style), 89.57% met the target for SLO 4 (Concepts/theories of images), 95.76% met the target for SLO 5 (Writing and reporting), 87.09% met the target for SLO 6 (Research), 88.98% met the target for SLO 7 (Critical thinking), 91.94% met the target for SLO 8

(Ethics), 90.32% met the target for SLO 9 (Global diversity) and 94.95% met the target for SLO 11 (Technology).

The senior exit survey results showed that students saw that they have fulfilled SLOs and that they are ready to join the professional workforce. All of the SLOs being assessed had at least 85% of the respondents saying that they “agree” or “strongly agree.”

Capstone projects were assessed for SLOS 1 (Law), 3 (Grammar and style) and 4 (Concepts/theories of images). Overall, the capstone project assessment results showed that all of the SLO achievement targets have been met. Yet some of the scores were close to the achievement target, for example the “Strategic Communication” students scored 75.76% in the criterion “freedom of speech” in the “media law” rubric. This score is a reflection of the nature of the strategic communication capstone projects is that most create a PR campaign, so some topics may not have a strong “freedom of speech” component.

“Journalism” students scored a 75% on the “sentence structure” and “spelling” criteria in the “grammar and style” rubric. These scores show that the “Journalism” students need to get more practice on their writing skills. This can be done by adding more assignments that require several drafts so that the students can learn from their mistakes and avoid them in the future. Also, the department is working on making Media Writing a compulsory course, to make sure that all of the students learn the writing basics early on. The department is working on making the communication research methods course compulsory in the modifications being proposed to the college in 2018-19. The assessment coordinator and the broadcasting capstone instructors agreed to move the assessment of SLO 3 (Grammar and Style) from the broadcasting capstone to the television documentary production course in the next assessment cycle because its requirements will better reflect the SLO.

Assessment in other years has led to more writing rigor and more emphasis on global diversity for broadcasting students, more teaching of media and law-related issues outside the course of the same name, and more teaching of media literacy.

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

Professionals play an important role in the assessment process. Feedback is used as a direct assessment tool in internship evaluation. Professionals, including alumni, take part in assessing capstone projects on a regular basis. This feedback is used in “closing the loop.” Newspaper, broadcast, public relations professionals, including alumni, participate regularly.

The department’s Advisory Board also provides feedback on job skills, such as writing, storytelling techniques and student skills needed outside the classroom. The department has worked to enhance these skills through a large number of workshops outside the classroom. Local professionals also teach in the department.

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

See answer to d) above.

SUMMARY: This is a strong and committed assessment program that properly uses ACEJMC's learning outcomes as guidance. Direct and indirect measures are regularly used on a rotating basis and opportunities to use assessment to improve and shape instruction occur annually.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

STRENGTHS:

- Dynamic, growing department with high aspirations in a nation with equally high aspirations. (World Cup 2022)
- As part of a national university, funding and resource issues are perceived as minimal – especially given recent faculty growth -- despite recent budget cuts attributed to the economic blockade of Qatar by some other Arab nations.
- Dedicated students committed to journalism and strategic communication and making a difference.
- International faculty bring a striking diversity of experience and nationalities to the department.
- Adoption of a “grow-your-own” future faculty plan that brings promising Qatari graduates back to the department and university to prepare for their Ph.D. studies.

WEAKNESSES:

- As was the case six years ago, short-term contracts for faculty discourage stability and create unhelpful turnover. Lecturer-rank faculty with Ph.D.s seek opportunities to advance to assistant professor.
- Dramatic growth of department has resulted in labs scattered across campus. The need for more, contiguous space is real.
- Labs have state-of-the-art equipment, but broadcast equipment is a generation or so behind.
- Curriculum is solid, but it’s time for an update given the rapid changes in media.

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

N/A

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

- Some accommodation for space for the department must be achieved. While faculty have grown comfortable with going all over campus, centralizing the department’s scattered parts is essential.
- The faculty contract system, while a university policy, works against faculty stability. Further clarity as to why some faculty members are kept and others are let go is needed.
- Six years ago, the department was talking about developing a master’s program. A formal proposal has been waiting for some time. Even allowing for the inevitability of university bureaucracy, a decision is needed, though may be timed to the decision about whether the department becomes a college.

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

N/A

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

N/A

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them.

“The advising system needs to be overhauled to reduce the burden on faculty and to make sure students are consistently getting the guidance they need to enroll in the classes required to graduate on time.”

A move to centralized advising in the College of Arts and Sciences as well as faculty mentorship has largely eliminated this concern, although some students reported some inevitable inconsistency in advising.

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 complete, thoughtful and packed with useful detail. The site team appreciated the team approach by the department and bilingual efforts in preparing the self-study.