

## Report of ACEJMC Evaluation

### Undergraduate program 2022-2023

Name of Institution: University of Sharjah

Name and Title of Chief Executive Officer: Prof. Hamid M. Al Naimiy

Name of Unit: College of Communication

Name and Title of Administrator: Prof. Jairo Alfonso Lugo-Ocando

Date of 2022-2023 Accrediting Visit: February 5 – 8, 2023

Date of the previous accrediting visit: February 21 – 24, 2016

Recommendation of the previous site visit team: Accreditation

Previous decision of the Accrediting Council: Accreditation

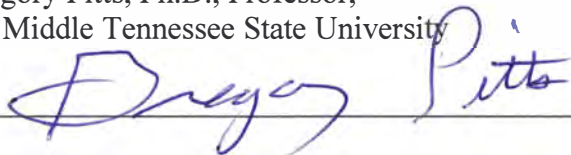
Recommendation by 2022-2023 Visiting Team: **Reaccreditation**

*Prepared and submitted by:*

#### Team Chair

Name and Title: Gregory Pitts, Ph.D., Professor,  
Organization/School: Middle Tennessee State University

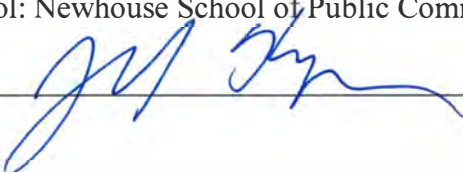
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#### Team Member

Name and Title: Joel Kaplan, Professor and Associate Dean  
Organization/School: Newhouse School of Public Communications, Syracuse University

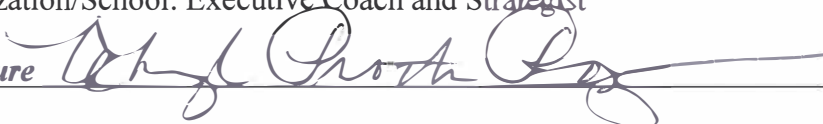
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#### Team Member

Name and Title: Cheryl Procter-Rogers, MCC, APR, Fellow PRSA  
Organization/School: Executive Coach and Strategist


Signature \_\_\_\_\_



#### Team Member

Name and Title: B. William Silcock, Ph.D., Assistant Dean and Associate Professor (retired),  
Organization/School: Arizona State University

Signature \_\_\_\_\_



**Part I — General Information:**



Name of Institution: **University of Sharjah**

Name of Unit: **College of Communication**

Year of Visit: **2022-2023**

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- Western Association of Schools and Colleges

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

**Commission for the Academic Accreditation, Ministry of Higher Education, UAE.**

<https://www.caa.ac/>

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

- Private
- Public
- Other (Semi-Private)**

**3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level. It is not necessary to include entire authorizing**

**documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.**

The University is fully licensed by the UAE Ministry of Higher Education and Scientific Research, which issued the latest re-licensure decision in December 2021.

<https://www.caa.ae/Pages/Institutes/Details.aspx?GUID=23>

**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: **February 21 – 24, 2016**

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

2016

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

### **College Vision**

The College of Communication at the University of Sharjah seeks to become the main provider of higher and professional educational programs in mass communications and public relations in the Middle East and North Africa region and a reference for world-class researchers because of its contributions to these fields. It wants to provide its graduates with the knowledge, skills and ethical character necessary to fulfill their potential and serve society at large. It seeks to do this by bringing into the United Arab Emirates the highest standards, promoting creativity and fostering innovation in teaching and research in these fields.

### **College Mission**

The College provides educational programs in mass communications and public relations, which are informed by scholarship and professional experience while meeting the highest international standards. The College is committed to a diverse learning environment that is safe and that encourages mutual respect and inclusion. The faculty and students are encouraged to explore, create and innovate while learning. The College embraces research-led teaching and active learning that is grounded on best practices. It is committed to generating world-class research in the field of communication and media studies.

## Core Values

1. **Quality in Education:** Education is not just a commodity but a life investment that prepares individuals for the challenges ahead and gives them the tools and principles to succeed in life. The most important objective of our program is to transform each and every individual into lifelong learners who can face and adapt to the constant changes in society.
2. **Ethical and Social Responsibility:** We are committed to values that enable students to work ethically in pursuit of fairness, accuracy, openness, and diversity and to think critically and creatively. The North of our ethical compass is the formation of the moral character and true leadership of our students. The creation of knowledge by means of research is directed towards serving the community while providing public service to advance social goals. The College promotes accessibility, transparency and accountability as core values in education, training, administration and leadership.
3. **Student-Centered Learning:** We value student-centered learning based on active participation and engagement. We believe in both independent study and team-based work. Hence, we promote individual assessment and group projects that promote personal involvement, collaborative work and independent thinking while fostering a sense of individual and collective responsibility.
4. **Creativity and Innovation:** We recognize the centrality of creativity in scholarship and professional excellence. Hence, our programs promote innovation and change by opening spaces for criticality and self-reflection in which there is horizontality and true dialogue in the exchanges between Faculty and students. We believe in a learning environment that is driven by knowledge creation and that sees disruption as an opportunity.
5. **Internationalism and Cosmopolitanism:** Our programs and research reflect the contributions of all sources of knowledge and incorporate truly international and cosmopolitan perspectives. We believe that in this day and age it is impossible to disentangle the local from the global and high-quality education and research are informed by both.
6. **Diversity and Inclusion:** We believe in an education that promotes the universal values that are shared by humanity and that understand that cultural heritage and multiculturalism are two sides of the same coin. Our programs are about openness to intercultural exchange and tolerance and respect to all forms of thinking. We promote intellectual openness, cultural diversity and inclusion.

Revised in February 2022.

### 7. What are the type and length of terms?

**Semesters of 16 weeks**

**Summer sessions of 6 weeks**

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

**Four-year program leading to bachelor's degree**

Graduate work leading to Master's degree

\_\_\_ Graduate work leading to Ph.D. degree

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

*B.A. in Communication (Electronic Journalism) in Arabic*

*B.A. in Communication (Radio & Television) in Arabic*

*B.A. in Communication (Digital Media Design) in Arabic*

*B.A. in Mass Communication in English*

*B.A. in Public Relations in Arabic*

**10. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit.**

**129 credit hours for the bachelor's degree for the following degrees:**

*B.A. in Communication (Electronic Journalism) in Arabic*

*B.A. in Communication (Radio & Television) in Arabic*

*B.A. in Communication (Design for Digital Media) in Arabic*

*B.A. in Public Relations in Arabic*

**123 credit hours for the bachelor's degree in the Mass Communication Program in English for the following degree:**

*B.A. in Mass Communication in English*

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

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

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

**Table 1: Degrees and Person in Charge**

Name of Degree	Specialty	Person in Charge
Bachelor of Arts in Mass Communication - Electronic Journalism	Electronic Journalism (Arabic)	Dr. Thouraya Snoussi
Bachelor of Arts in Mass Communication - Radio and Television	Radio and Television (Arabic)	"
Bachelor of Arts in Mass Communication - Design for Digital Media	Design for digital media (Arabic)	"
Bachelor of Arts in Mass Communication	Mass Communication (English)	"
Bachelor of Arts in Public Relations	Public Relations (A) (Arabic)	Dr. Ahmed Farouk Radwan

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

The total number of students at the University of Sharjah in the following years:

**2020-2021 = 17,064 2019-2020 = 15,959**

**14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.**

**Table 2: Enrolled Students at Undergraduate Programs (Fall, 2021)**

College	Campus	Levels	Programs	TOTAL
Communication	Main	Undergraduate	<u>Mass Communication (A) : (**)</u>	
			Radio and Television (M) (***)	58
			Radio and Television (F) (***)	82
			Design for Digital Media (M)	31
			Design for Digital Media (F)	164
			Electronic Journalism (M)	0
			Electronic Journalism (F)	1
			<u>Mass Communication (E) (**)</u>	
			Mass Communication (M)	28
			Mass Communication (F)	72
<u>Public Relations (A)</u>				

			Public Relations (M)	122
			Public Relations (F)	144
<b>KO (*)</b>	Undergraduate		<u>Mass Communication (A):</u>	
			Radio and Television (F)	67
			Design for Digital Media (F)	3
			Electronic Journalism (F)	0
			<u>Public Relations (A):</u>	
			Public Relations (M)	7
			Public Relations (F)	63
<b>KU (*)</b>	Undergraduate		Mass Communication (A):	
			Radio and Television (F)	1
			Design for Digital Media (F)	2
			Public Relations (A):	
			Public Relations (M)	21
			Public Relations (F)	44
<b>DH (*)</b>	Undergraduate		Mass Communication (A):	
			Radio and Television (F)	1
			Design for Digital Media (F)	5
			Public Relations (A):	
			Public Relations (M)	14
			Public Relations (F)	40

(\*) KO: College Branch at Khorfakkan city, KU: College Branch at Kalba city, Al-Dhaid College

Branch at Al-Dhaid city

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

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

**Table 3: Enrolled Students at Undergraduate Programs (Spring, 2022)**

College	Campus	Levels	Programs	TOTAL
<b>Communication</b>	<b>Main</b>	Undergraduate	<u>Mass Communication (A): (**)</u>	
			Radio and Television (M) (***)	52
			Radio and Television (F) (***)	77
			Design for Digital Media (M)	28
			Design for Digital Media (F)	152



		Electronic Journalism (M)	2
		Electronic Journalism (F)	3
		<u>Mass Communication (E) (**)</u>	
		Mass Communication (M)	26
		Mass Communication (F)	69
		<u>Public Relations (A)</u>	
		Public Relations (M)	105
		Public Relations (F)	136
<b>KO (*)</b>	Undergraduate	<u>Mass Communication (A):</u>	
		Radio and Television (F)	58
		Design for Digital Media (F)	4
		Electronic Journalism (F)	1
		<u>Public Relations (A):</u>	
		Public Relations (M)	8
		Public Relations (F)	51
<b>KU (*)</b>	Undergraduate	<u>Mass Communication (A):</u>	
		Radio and Television (F)	0
		Design for Digital Media (F)	3
		Electronic Journalism (F)	1
		<u>Public Relations (A):</u>	
		Public Relations (M)	17
		Public Relations (F)	33
<b>DH (*)</b>	Undergraduate	<u>Mass Communication (A):</u>	
		Radio and Television (F)	1
		Design for Digital Media (F)	4
		Electronic Journalism (M)	1
		<u>Public Relations (A):</u>	
		Public Relations (M)	13
		Public Relations (F)	33



**Table 4: Enrolled Students at Undergraduate Programs (Fall, 2022)**

College	Campus	Levels	Programs	TOTAL		
Communication	Main	Undergraduate	Mass Communication (A): (**)			
			Radio and Television (M) (***)	48		
			Radio and Television (F) (***)	70		
			Design for Digital Media (M)	27		
			Design for Digital Media (F)	160		
			Electronic Journalism (M)	5		
			Electronic Journalism (F)	10		
			Mass Communication (E) (**)			
			Mass Communication (M)	23		
			Mass Communication (F)	58		
			Public Relations (A)			
			Public Relations (M)	103		
			Public Relations (F)	152		
	KO (*)	Undergraduate	Mass Communication (A):			
			Radio and Television (M)	1		
			Radio and Television (F)	48		
			Design for Digital Media (F)	2		
			Electronic Journalism (F)	0		
			Public Relations (A):			
			Public Relations (M)	5		
			Public Relations (F)	46		
			KU (*)	Undergraduate	Mass Communication (A):	
					Radio and Television (F)	0
					Design for Digital Media (F)	0
Electronic Journalism (F)	0					
			Public Relations (A):			
			Public Relations (M)	17		
			Public Relations (F)	38		
	DH (*)	Undergraduate	Mass Communication (A):			
			Radio and Television (F)	0		
			Design for Digital Media (F)	1		
			Electronic Journalism (M)	0		

		Public Relations (A):	
		Public Relations (M)	0
		Public Relations (F)	27

**15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.).**

Department of Mass Communication

Table 5: List Enrollment for Each Section of all skills Courses, Spring 2021-2022

Spring Schedule, 2021-2022			
Course No.	Section	Course Title	Enrollment
800400	11	Internship A/E	12
800201	11C	Media Writing	14
806322	11	Program Presentation	30
806223	11	Video Editing	21
808311	11	News Reporting	10
808415	11	Online Journalism	16
806425	11	Electronic Media Grad. Project	7
806332	11	Appl. in Graphic Des. for Med.	22
806234	11	Computer Ass. Reporting	22
806435	11	Grad. Project in Multi. Design	13
806323	11	Broadcasting Direction	21
806333	11	Info Graphics	22
806232	11	Internet Website Design	19
806431	11	Multimedia Design and Product	16
806233	11	Preparation of Multi- Materials	23
806222	11	Video Shooting	11
806321	11	News Writing for Elect. Media	11
808212	11	Photography	17
806421	11	Documentary Film	21
808314	11E	Radio and TV Directing	23
806425	12	Electronic Media Grad. Project	10
808412	12	Graduation Project	8
806321	81	News Writing for Elect. Media	23

806222	12	Video Shooting	20
806421	81	Documentary Film	12
806425	81	Electronic Media Grad. Project	12
806232	12	Internet Website Design	20
806234	12	Computer Ass. Reporting	20
806431	12	Multimedia Design and Product.	19
806222	81	Video Shooting	17
806435	12	Grad. Project in Multi. Design	12
806223	81	Video Editing	6
808415	12	Online Journalism	1
808400	1	Internship	1

Department of Public Relations

Table 6: List Enrollment for Each Section of all Courses, Spring, 2021-2022

<b>Spring Schedule, 2021-2022</b>			
<b>Course No.</b>	<b>Section</b>	<b>Course Title</b>	<b>Enrollment</b>
807211	11	Online Public Relations	19
807211	12	Online Public Relations	18
807313	11	Media Production for PR (1)	21
807413	11	Media Production for PR (2)	19
807311	11	Writing for Public Relations	21
807313	91	Media Production for PR (1)	10
807311	501	Writing for Public Relations	10
807415	11	Graduation Project in PR	13
807313	12	Media Production for PR (1)	20
807315	13	Public Relations Campaigns	10
807311	91	Writing for Public Relations	15
807413	91	Media Production for PR (2)	12
807413	12	Media Production for PR (2)	21
807311	12	Writing for Public Relations	21
807315	12	Public Relations Campaigns	20
807415	12	Graduation Project in PR	13
807415	13	Graduation Project in PR	13

Department of Mass Communication

Table 7: List Enrollment for Each Section of all Courses, Fall 2021-2022

Fall Schedule, 2021-2022			
Course No.	Section	Course Title	Enrollment
800112	11	Media Writing	19
800112	12	Media Writing	18
800400	81	Internship A/E	3
800400	11	Internship A/E	16
806223	81	Video Editing	20
806322	81	Program Presentation	22
806323	81	Broadcasting Direction	18
806425	81	Electronic Media Grad. Project.	8
806222	11	Video Shooting	16
806223	11	Video Editing	19
806332	11	Appl. in Graphic Des. for Med.	21
806323	11	Broadcasting Direction	23
806234	11	Computer Ass. Reporting	17
806234	12	Computer Ass. Reporting	20
806421	11	Documentary Film	24
806425	11	Electronic Media Grad. Project.	12
806232	11	Internet Website Design	21
806233	11	Preparation of Mult. Materials	19
808400	11	Internship	3
806321	11	News Writing for Elect. Media	20
806321	12	News Writing for Elect. Media	9
806322	11	Program Presentation	21
806333	11	Info Graphics	24
806333	11	Info Graphics	24
806431	11	Multimedia Design and Product.	13
806431	12	Multimedia Design and Product.	15
806435	11	Grad. Project in Multi. Design	31
808412	11E	Graduation Project	4
808412	11	Graduation Project	12
806425	13	Electronic Media Graduation Project	12
806233	12	Preparation of Multimedia Materials	13

806425	14	Electronic Media Graduation Project.	5
808311	11	News Reporting	17
806312	11	Journalism Layout & Design	1

Department of Public Relations

Table 8: List Enrollment for Each Section of all Courses, Fall 2021-2022

Fall Schedule, 2021-2022			
Course No.	Section	Course Title	Enrollment
807225	11	Online Public Relations-E	21
807321	11	Writing for Public Relations	21
807321	12	Writing for Public Relations	20
807423	11	Audio-Visual media prod for PR	20
807323	11	Print media production for PR	16
807323	12	Print media production for PR	17
807325	11	Public relations campaigns	22
807325	12	Public relations campaigns	17
807425	12	Graduation Project in PR	12
807425	13	Graduation Project in PR	12
807225	91	Online Public Relations-E	23
807321	91	Writing for Public Relations	9
807325	91	Public relations campaigns	7
807423	81	Audio-Visual media prod for PR	11
807425	91	Graduation Project in PR	5
807323	501	Print media production for PR	11
807323	81	Print media production for PR	7
807325	81	Public relations campaigns	12
807321	501	Writing for Public Relations	9
807423	12	Audio-Visual media prod for PR	11
807225	13	Online Public Relations-E	21
807325	501	Public relations campaigns	13

Department of Mass Communication

Table 9: List Enrollment for Each Section of all Courses, Fall, 2022-2023

Fall Schedule, 2022-2023			
Course No.	Section	Course Title	Enrollment
806351	11	Program Presentation in R&TV 1	19
806353	11	Radio & TV Editing (1)	18
806353	11	Radio & TV Editing (1)	18
806453	11	Radio & TV Directing (1)	21
806453	11	Radio & TV Directing (1)	21
806355	11	News Writing for R & TV	14
806355	11	News Writing for R & TV	14
806455	11	Grad. Project in R & TV	1
806455	12	Grad. Project in R & TV	7
806421	11	Documentary Film	19
806265	11	Web Design - E	13
806265	11	Web Design - E	13
806265	12	Web Design - E	8
806265	12	Web Design - E	8
806363	12	Info Graphics (1)	20
806363	12	Info Graphics (1)	20
0808102	12	Media Writing and Editing I	3
808214	11	Photojournalism	19
808412	11	Graduation Project	12
806355	12	News Writing for R & TV	9
806355	12	News Writing for R & TV	9
806455	81	Grad. Project in R & TV	12
806355	81	News Writing for R & TV	6
806421	81	Documentary Film	23
806222	81	Video Shooting	7
806455	15	Grad. Project in R & TV	8
806253	11	Video Shooting (E)	11
806253	11	Video Shooting (E)	11
806263	11	Principles of design	7
806361	11	Preparation of Multi Material 1	18
806465	11	Grad. Project in digital M. D.	26

806431	11	Multimedia Design and Product	24
806463	11	Appl. in digital media design	20

Department of Public Relations

Table 10: List Enrollment for Each Section of all Courses, Fall, 2022-2023

<b>Fall Schedule, 2022-2023</b>			
<b>Course No.</b>	<b>Section</b>	<b>Course Title</b>	<b>Enrollment</b>
807225	11	Online Public Relations-E	20
807225	11	Online Public Relations-E	20
807225	12	Online Public Relations-E	5
807225	12	Online Public Relations-E	5
807321	11	Writing for Public Relations	20
807321	11	Writing for Public Relations	20
807321	12	Writing for Public Relations	10
807321	12	Writing for Public Relations	10
807323	11	Print media production for PR	20
807323	11	Print media production for PR	20
807323	12	Print media production for PR	4
807323	12	Print media production for PR	4
807325	11	Public relations campaigns	21
807325	11	Public relations campaigns	21
807325	12	Public relations campaigns	18
807325	12	Public relations campaigns	18
807423	11	Audio-Visual media prod for PR	19
807423	11	Audio-Visual media prod for PR	19
807423	12	Audio-Visual media prod for PR	8
807423	12	Audio-Visual media prod for PR	8
807425	11	Graduation Project in PR	15
807425	12	Graduation Project in PR	17
807425	13	Graduation Project in PR	16
807321	81	Writing for Public Relations	10
807321	81	Writing for Public Relations	10
807323	81	Print media production for PR	6
807323	81	Print media production for PR	6
807423	81	Audio-Visual media prod for PR	12
807423	81	Audio-Visual media prod for PR	12
807225	501	Online Public Relations-E	6



807225	501	Online Public Relations-E	6
807323	501	Print media production for PR	5
807323	501	Print media production for PR	5
807225	91	Online Public Relations-E	8
807225	91	Online Public Relations-E	8
807321	91	Writing for Public Relations	9
807321	91	Writing for Public Relations	9
807323	91	Print media production for PR	12
807323	91	Print media production for PR	12
807423	91	Audio-Visual media prod for PR	3
807423	91	Audio-Visual media prod for PR	3
807425	91	Graduation Project in PR	9
807425	81	Graduation Project in PR	8
807423	501	Audio-Visual media prod for PR	15

**16. Total expenditures planned by the accredited unit for the 2021–2022 academic year:**

During the last three years, the college’s budget has been largely constant for most items. However, the budget fluctuates when the need for equipment arises. The following summarizes the College’s budget for the past few years:

2022-2023

18,392,530 or \$5,007,359.48USD

2021-2022

17,008,078 or \$4,630,442USD

2020-2021

15,886,060 or \$4,324,973USD

2019-2020

15,983,012 or \$4,351,369USD

Expected expenditure on full-time Faculty salaries for this academic year (2022-2023) is 12,000,000 AED or \$3,266,995USD

Table 11: The College’s Budget for 2021-2022

Chapter: Capital Expenditure

Item	Amount
910401 - Capital expenses on laboratory equipment	225,000
910901 - Capital expenses on office equipment	10,000
Total	235,000

Table 12: The College's Budget for 2021-2022  
Chapter: Operational Expenditure

Item	Amount
710101 - Airfare	10,000
710201 - Staff training and professional development	30,000
710301 - Catering	20,000
710401 - Printing expenses	90,000
710501 - Laboratory tools and consumables	2,000
710601 - Phone	5,000
710701 - Software license renewal	5,000
710801 - Consultancy fees	10,000
711601 - Advertising expenses	65,000
<b>Total</b>	<b>237,000 or \$64,524USD</b>

Table 13: The College's Budget for 2021-2022  
Chapter: Salaries

Item	Amount
610101 - Basic salary	10,321,896
610201 - Cost of living allowance	636,744
610202 - Housing allowance	856,928
610203 - Ticket allowance	524,809
610205 - Social allowance	324,000
610207 - Electricity and water allowance	194,400
610210 - Furniture allowance	150,000
610211 - Management allowance	336,000
610214 - Other allowances	54,000
610215 - Furniture maintenance allowance	54,000
610301 - Medical insurance	851,500
610302 - Schooling fees	1,135,000
610305 - End of Service indemnity	635,181
610306 - Contribution to pension fund	398,620
<b>Total</b>	<b>16,473,078 or \$4,484,862USD</b>

Table 14: The College’s Budget for 2022-2023  
Chapter: Capital Expenditure

Item	Amount
910401 - Capital expenses on laboratory equipment	250,000.00
910901 - Capital expenses on office equipment	0
<b>Total</b>	<b>250,000.00 or \$68,063USD</b>

Table 15: The College’s Budget for 2022-2023  
Chapter: Operational Expenditure

Item	Amount
710101 - Airfare	10,000
710201 - Staff training and professional development	30,000
710301 - Catering	20,000
710401 - Printing expenses	50,000
710501 - Laboratory tools and consumables	2,000
710601 - Phone	5,000
710701 - Software license renewal	5,000
710801 - Consultancy fees	10,000
710804 - Honorarium	25,000
711301 - Maintenance - equipment	50,000
<b>Total</b>	<b>257,000.00 or \$69,969USD</b>

Table 16: The College’s Budget for 2022-2023  
Chapter: Salaries

Item	Amount
610101 - Basic salary	11,223,204
610102 - Casual – part-time salary	144,000
610107 - Supplemental pay	111,000
610201 - Cost of living allowance	698,964
610202 - Housing allowance	918,408
610203 - Ticket allowance	570,066
610205 - Social allowance	324,000
610207 - Electricity and water allowance	201,600

610210 - Furniture and maintenance allowance	150,000
610211 - Management allowance	600,000
610214 - Other allowances	42,000
610215 - Furniture maintenance allowance	60,000
610301 - Medical insurance	955,500
610302 - Schooling Fees	1,305,000
610305 - End of Service indemnity	735,253
610306 - Contribution To pension fund	353,537
<b>Total</b>	<b>18,392,532.00 or \$5,007,441</b>

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

Table 17: Full-Time Faculty (Spring 2021-2022)

Professors			
Jairo Alfonso Lugo-Ocando	Dean	Male	British
Abd El Rahman Azzi	Head of Dept. Mass Communication	Male	Algerian
Tevhide Serra Gorpe	Professor	Female	Turkish
Associate Professors			
Thuraya Al Sanousi	Assistant-Dean – Post-Graduate Program Coordinator	Female	Canadian
Ahmed Farouk Radwan	Head of Public Relations Dept.	Male	Egyptian
Essam Nasr Selim		Male	Egyptian
Khayrat Mohamed Ayyad		Male	Egyptian
Mohamed Ben Moussa		Male	Canadian
Khaled Zamoum		Male	Canadian
Fawzia Al-Ali		Female	Emirati
Bouziane Zaid		Male	Moroccan
Samira Setoutah		Female	Algerian

**Assistant Professors**

Engy Khalil		Female	Egyptian
Ahmed Omer		Male	Egyptian
Shareefa Al-Marzooqi		Female	Emirati
Nawal Al-Naqbi		Female	Emirati
Alaa Makki		Male	Iraqi
Khalid Ibrahim		Male	Sudanese
Emenyeonu Chinyeaka Ogadimma		Male	Nigerian
Mohammed Youssaf		Male	Jordanian
Omer Jawad Abdul Jabbar		Male	Iraqi
Abdullah Kassem		Male	Lebanese

Table 18: Full-Time Faculty (Fall 2022-2023)

**Professors**

Jairo Alfonso Lugo-Ocando	Dean	Male	British
Abd El Rahman Azzi		Male	Algerian
Tevhide Serra Gorpe	Professor	Female	Turkish
Noha Millor (New)	Post-Graduate Program Coordinator	Male	British

**Associate Professors**

Thuraya Al Sanousi	Assistant -Dean – Acting Head of Dept. Mass Communication	Female	Canadian
Ahmed Farouk Radwan	Head of Public Relations Dept.	Male	Egyptian
Essam Nasr Selim		Male	Egyptian
Khayrat Mohamed Ayyad		Male	Egyptian
Mohamed Ben Moussa		Male	Canadian
Khaled Zamoum		Male	Canadian
Fawzia Al-Ali		Female	Emirati
Samira Setoutah		Female	Algerian

**Assistant Professors**

Ahmed Mizhar		Male	Jordanian
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Lecturers		
Emenyeonu Chinyeaka Ogadimma	Male	Nigerian
Mohammed Youssaf	Male	Jordanian
Omer Jawad Abdul Jabbar	Male	Iraqi
Abdullah Kassem	Male	Lebanese
Visiting		
Leon Yousif Barkho	Male	Swedish

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2022. Also list names of part-time faculty teaching spring 2022. (If your school has its accreditation visit in spring 2023, also provide the spring 2023 adjunct list in the updated information.)**

**Table 19: Part-Time Faculty**

Fall 2021	Spring 2022	Fall 2023
0	0	0

**19. For each of the last two academic years, please give the total number of graduates from the unit.**

**Table 20: total number of graduates from the unit**

Year	Semester	Total Graduates (Expected to graduate)	Number In Compliance (Confirmed graduated)
2021-2022	Fall	105	76
	Spring	88	88
	Summer	40	40
	<b>Total</b>	<b>233</b>	<b>204</b>
2020-2021	Fall	76	70
	Spring	67	67
	Summer	74	72
	<b>Total</b>	<b>217</b>	<b>209</b>

## PART II — Standard 1: Mission, Governance and Administration

### Unit performance with regard to indicators:

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

The unit's mission statement and strategic plan are posted in a prominent, easy-to-find place on its website. The college articulates a vision for the academic programs and an educational mission. The college mission and strategic plan have been constructed to align with the university mission. The document notes that, "What drives the University of Sharjah is its SPIRIT (Students, People, Innovation, Research, Industry and Community, and Teaching and Learning)." The unit's mission statement is found here. <https://www.sharjah.ac.ae/en/academics/Colleges/Communication/Pages/default.aspx>

### College vision

The College of Communication at the University of Sharjah seeks to become the main provider of higher and professional educational programs in mass communications and public relations in the Middle East and North Africa region and a reference for world-class researchers because of its contributions to these fields. It wants to provide its graduates with the knowledge, skills and ethical character necessary to fulfill their potential and serve a global society. This in turn will bring into the United Arab Emirates the highest standards, promoting creativity and fostering innovation in teaching and research in these fields.

### College mission

The college provides educational programs in mass communications and public relations, which are informed by scholarship and professional experience while meeting the highest international standards. The college is committed to a diverse learning environment that is safe and that encourages mutual respect and inclusion. The faculty and students are encouraged to explore, create and innovate while learning. The college embraces research teaching and active learning that is grounded on best practices. It is committed to generating world-class research in the field of communication and media studies.

**Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?**

The college operates with an administrative and faculty shared responsibility structure to accomplish its goals. The college's strategic plan covers the period 2019 – 2024 and is found here: <https://www.sharjah.ac.ae/en/academics/Colleges/Communication/Pages/SP.aspx>

The administrative structure of the College consists of the deanship headed by Prof. Jairo Alfonso Lugo-Ocando. The assistant dean is Dr. Mohamed Ben Moussa.

The college has two departments: Mass Communication and Public Relations. The Mass Communication Department is headed by chair of the Department, Dr. Thouraya Al-Snoussi and a department council. Mass Communication in Arabic includes three specializations: Radio and Television, Digital Media Design and Electronic Journalism. Mass Communication in English is a separate program which does not have a specialization.



The Public Relations Department offers the Public Relations Program. The department is headed by the Chair Dr. Ahmed Farouk, and a department council.

The department chairs and council members in each unit supervises the administrative and academic duties in the units. The college's four committees include: Program Effectiveness and Accreditation Committee, Scholarship and Outreach Committee, Curriculum Committee, and the Student Success Committee. This committee size and structure was reduced from 26 subcommittees to five structural committees.

All units in the college have administrative personnel to help faculty support the mission.

Faculty are hired through rolling contracts that could be as short as a year or as long as three years. Deans generally are hired on five-year contracts.

**(b) 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.**

**Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?**

The dean has just completed his first year of what is typically a five-year term. He has strong support from central administration. Both the dean and central administration acknowledge the dean was brought in to change the direction of the college towards greater research output.

Faculty say these things about the dean:

He is a nice guy but he is putting lots of stress on everyone (due to the demand for increased research).

The dean has been good at forging industry partnerships.

The has been excellent for women, research and addressing faculty wants.

The dean sometimes takes over a project and fails to acknowledge the contributions of others.

Some new faculty members are happy so far with the support they have received from the dean.

There is little ability to gain leadership and institutional memory because deans and faculty change often.

"We knew that he did not have administrative experience but we hired him for his research skills" said a member of the search committee.

**(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).**

The College data is up-to-date on the searchable website. There is a clear description of the degrees offered, enrollment numbers that match the self-study, faculty and faculty-to-student ratios, graduate numbers and student retention.

**(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.**

This information is readily available, through the self-study and linked in the program website. <https://www.sharjah.ac.ae/en/academics/Colleges/Communication/Pages/Accreditation.aspx>

**On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.**

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

These are differences in operation for the University of Sharjah, compared to U.S. schools. Faculty are hired as contract employees. They may earn promotion but not tenure. There is shared governance in the unit to suggest faculty engagement in curriculum and personnel. The departments hold regular meetings and minutes are maintained.

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

An established university procedure for identifying and hiring administrators exists. A search committee was involved in the selection of the current dean. Deans are evaluated annually by the faculty but the new dean acknowledges his evaluation is just now starting (he has completed 13 months of employment). Anonymous faculty feedback is sent to the vice chancellor of academic affairs who meets with the dean.

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

There are university procedures for dealing with student, faculty and staff grievances. Some faculty indicate a murkiness in promotion policies but a faculty handbook lists university policies.

#### **SUMMARY:**

The college has a new dean, hired to increase the research output of the unit but with little administrative or accreditation experience. Faculty are both excited about and nervous about the increased focus on research output with no current change to their 4 – 4 teaching loads.

#### **COMPLIANCE**

## PART II — Standard 2: Curriculum and Instruction

### Unit performance with regard to indicators:

Discussions of indicators b, c and f should describe and evaluate individual academic sequences in the unit.

**(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.**

Students in the various majors within the College of Communications are required to take 42 hours outside the college. These are considered “supportive compulsory courses” and include 18 required courses. These courses are generally outside of communications to expose students to a range of other disciplines in liberal arts, humanities and social sciences. Among those courses are English for Humanities; Modern and Contemporary history of Europe, Social Psychology and Constitutional Law and Political Systems. However, it should be noted that several of those 42 hours involve courses that are closely aligned with communications such as Arabic Language and Communication, Graphic Design and Interactive Media though they are taught by faculty outside the college.

In addition, all communications students must take 18 credit hours of university requirements and elective courses worth 6 credit hours. The required courses include Islamic Culture, UAE Society and Introduction to IT. The elective courses come from a list of more than 20 courses in the hard sciences and social sciences.

**(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 values and competencies listed by the Council.**

The college calls theory and practice “two sides of the same coin.” It attempts to strike the balance between theory and skills by offering theoretical courses that provide students with a conceptual grounding that seeks to inform the skills-based courses. As a result, the college says students learn specific and transferable skills within the broader context of theory and ethics.

The curriculum bears that out with a good split between theoretical courses and practical courses. As part of those practical courses, when students reach their senior year they are required to complete an internship of 120 hours as well as a graduation project that might be a film, campaign or research project with the idea of transforming their theoretical knowledge into a tangible project. Students said they appreciated the balance between skills classes and research/theory classes.

At the College of Communication there are three program study plans:

### **1. Mass Communication Program Study Plan (Arabic)**

This study plan is made up of Electronic Journalism; Radio and Television and Digital Media Design

Students in this program take eight core courses that have a good balance of theory and practice: Introduction to Communication; Media Writing; Principles of Digital Photography; Principles of Visual Production; Government Communication, Communication Theories, Research Methods and Media Law and Ethics

In the Electronic Journalism track, students take an additional 10 courses that include skills/theory classes as well as an internship. They also take 3 elective courses within the track and one elective course within the program (along with the 42 credits outside the unit).

In the Radio and Television track, students also take an additional 10 courses that include skills/theory classes and an internship as well as three elective courses within the track and one elective course within the program (along with the 42 credits outside the unit and two free electives).

In the Digital Media Design track, students also take an additional 10 courses that include skills/theory classes as well as three elective courses within the track and one elective course within the program (along with the 42 credits outside the unit and two free electives).

### **1. Mass Communication Program Study Plan (English)**

Students in this program take six core courses: Introduction to Communication, Media Writing and Editing I; Communication Theories; Media Law and Ethics; Research Methods and Data Analytics and an Internship class. They also must take 21 required credits within Digital Media Studies and Media Production and 12 hours of other required courses within the unit (along with the 42 credits outside the unit).

### **2. Public Relation Study Plan (Arabic)**

Students in this program take eight core courses that are the same as those in the Mass Communication Program Study Plan (Arabic).

Public Relations track students also take an additional 10 courses that are heavy on skills as well as three electives within the track which are more theory and one elective within the program. (They also take 42 credits outside the unit along with two free electives).

**(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.**

Teaching throughout the college is robust, demanding and covers topics and classes that allows students to learn in-depth modern, professional techniques. All three majors, and the tracks within the one major that has tracks, offer a wide range of in-depth coursework culminating in an internship as well as a senior project. These courses align with ACEJMC's professional values and competencies.

Even before the pandemic, the University of Sharjah had pushed for more hybrid learning opportunities. This was particularly true in the College of Communication, where the focus was not so much on distance learning as it was on supporting and enhancing digital and interactive technologies. Faculty make extensive use of both synchronous and asynchronous teaching through Blackboard, Microsoft Teams and the classroom. All classes are recorded and faculty upload lecture notes, presentations and other materials.

### **Mass Communications (Arabic):**

Students in this program can choose among tracks in electronic journalism; radio and television; and digital media design taught by faculty well-versed in those fields. Each track has courses specific to that

concentration though there are currently only a handful of students in the electronic journalism track (as opposed to nearly 200 in the digital media design track). Instruction is current, particularly because of new faculty brought in to teach animation, social media and virtual and augmented reality.

### **Mass Communications (English):**

This is by far the smallest of the three majors with just under 100 students and no tracks. Still, the instruction is up to date and robust and students take a number of required courses in digital media studies and media production including advanced video production and film and video editing and directing though there were complaints about the quality of some of the equipment being used in classrooms.

### **Public Relations (Arabic):**

This program prepares its students to be job ready upon graduation. There is a nice combination of skills and theory with a strong emphasis on oral communications skills, including storytelling.

There is a basic understanding of business models and how public relations fits within business goals. The faculty is committed to students success and are PR scholars more than capable of delivering a rigorous curriculum that will prepare students for success.

**(d) The unit demonstrates efforts 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.**

Faculty meet twice a year with an advisory board that brings together national and international media representatives from industry and leading academic institutions. Faculty use the minutes from these meetings to incorporate new skills into their curricula and syllabi. The college also has a coordinator for media industry relations, who holds regular meetings with a network of local media industry representatives as well as conducting an annual survey of new technological and media developments. Continuing education of faculty is conducted on two fronts: a training program developed in cooperation with the Sharjah Government Media Bureau; and participation in workshops and events for continuing skills.

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

During the self-study year, the college routinely exceeded the 20-1 student teacher ratio for skills courses. According to the self-study:

In the fall of 2021, the Department of Communication offered 34 skills courses (including multiple sections of some courses). Of those 34 courses, nine exceeded the 20-1 ratio, with three having 24 students in the class and one—the graduation project in multimedia design, having 31 students. Of the Department of Public Relations' 22 skills courses, five of the courses exceeded the ratio with between 21 and 23 students.

Likewise, enrollment in the Department of Mass Communication's 34 skills courses in spring 2022 was robust but exceeded the 20-1 faculty-student ratio for 10 classes. While nine of the overenrolled skills

classes had 21-23 students in them (courses like computer-assisted reporting, radio and TV directing and news writing for electronic media), one of the courses, program presentation, had 30 students in it. Likewise of the 17 skills courses listed by the Department of Public Relations, four of those courses had 21 students in them.

College administrators provided two main reasons for why skills courses enrollment exceeded the 20-1 ratio. First, they said a change in study plans for the programs resulted in students needing specific courses to graduate so that they were shoe-horned into courses that were already at the maximum. The second reason was blamed on the university, which administrators said forced them to add students in both theory and skills classes during the pandemic, particularly those classes that became hybrid.

Administrators said they are aware of the skills course ratio and would not be violating it going forward, though during the visit year, that was not quite the case. In the fall, 2022, of the 77 skills courses, seven exceeded 20 students and in the spring, of the 100 classes offered, 10 classes still exceeded 20 though no class had more than 23.

Members of the site team also noticed that in virtually all the labs used by the school, there were 22 or 23 computers and the instructors' work station, which might lead to making over-enrollment of skills classes a standard development.

It should also be noted that following the site team inquiries into overenrolled classes, administrators expressed surprise at the numbers in the self-study and ran a computer program of actual course enrollments. While the new printout of course enrollments no longer included the two classes with 30-student enrollments (perhaps this was an inputting error), the new enrollment data actually showed more classes out of compliance. This is what the university's printout of course enrollments showed:

For fall 2021, the program indicated there were **28 courses** that were overenrolled by one to three students.

For spring 2022, there were **36 courses** that were overenrolled by one to four students.

For fall 2022, there were **26 courses** overenrolled, primarily by one or two students.

For spring 2023, there were **four** courses overenrolled, all by two students.

**(f) 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. Units may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter hours).**

**When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.**

**Students may take up to nine semester credits (or their equivalent) at professional media outlets owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.**

Internships are required in all three majors at the college: Mass Communication (Arabic) major, the Public Relations major and in the Mass Communication (English). The internship class is a 3-credit hour class that calls for a minimum 120 practical training hours for a period of six weeks in a professional workplace during the summer. Though the Career Advising and Training Office (CASTO) at the University of Sharjah is technically responsible for selecting internship sites, in reality it is the college's

faculty and administrators who have forged multiple industry partnerships that provide for fulfilling professional experiences.

The college has a robust internship process that could serve as a model for other programs. It requires weekly check-ins between students and their internship advisors in the college as well as their supervisors on site. Most internships are done during a six-week summer sessions and the forms filled out by students, supervisors and faculty are extensive, often exceeding 10 pages.

**Mass Communications (Arabic):**

Because this major has the most tracks, it also has the most variety of internships, ranging from media organizations in Media City Sharjah, as well as Media City Dubai. Among the sites are Al Sharqiya TV and Al Arabiya as well as working for a variety of municipal government offices.

**Mass Communications (English):**

Students in this major tend to intern at more multi-national companies that have offices in Sharjah and Dubai including CNN, AL AAN TV in Dubai and MBC Group.

**Public Relations (Arabic):**

Students in this major are in high demand since both government and business are looking to hire PR students as interns. Government agencies at all levels are amongst the most eager to hire the college's PR interns. Recent internships were located at Sharjah International Airport, Sharjah Police, Sharjah Roads and Transport Authority and Fujairah Courts.

**SUMMARY:**

Students from all three of the college's majors appear to be well-prepared to enter the workforce. This is due primarily to a requirement that all students participate in internships as well as complete a graduation project. Instruction is mostly current and students are appreciative of faculty knowledge and accessibility.

Nevertheless, the college has consistently disregarded the 20-1 skills class ratio even after the height of the pandemic. Whether this was due to university mandates or college scheduling snafus, this appears to be an ongoing problem.

**NON-COMPLIANCE**



## **PART II — Standard 3: Assessment of Learning Outcomes**

*The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another.*

### **Unit performance with regard to indicators:**

**(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.**

The college has developed new approaches to assessment since its initial accreditation, where the site team found the program *gently* (their words) out of compliance on assessment. All courses have been mapped to the ACEJMC values and competencies which are represented by the university through 10 Student Learning Outcomes (SLOs). The unit has a 40-page assessment document identifying direct and indirect assessment approaches. The assessment plan has been developed around academic literature and perspectives for assessment. The plan identifies ethical dimensions of assessment, including fairness, transparency, equity and accommodation.

The college has adjusted the learning outcomes to reflect the recent language changes by ACEJMC for current values and competencies.

The college revised its academic programs to reflect internal findings and guidance from the Ministry of Education.

**The unit posts its assessment plan in a prominent, easy-to-find place on its website.**

The assessment plan is posted on a university web platform for faculty and staff. It is password protected, primarily because the assessment plan discusses some issues of student approaches to learning that reflect confidential discussions among the faculty.

**(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies” of the Council. (See Standard 2: Curriculum and Instruction.)**

In consultation with the U.A.E. Ministry of Education and ACEJMC, the college developed 10 Student Learning Outcomes (SLOs) that mirror the values and competencies of ACEJMC.

The college complies with the Ministry of Education approach to program education within coursework completed by students. This assessment meets required Ministry approaches to assessment through examinations and professional projects. The college goes further in its assessment approach to meet the requirements of ACEJMC.

Since its previous accreditation visit, the unit has mapped SLOs to particular courses for both the Arabic and English programs.

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

The college uses a survey of graduates to indirectly measure attitudes about student learning experiences, including coursework rigor, the SLOs and faculty interaction with students.

Direct measures reflecting curriculum involvement are a highly detailed student internship report and evaluation process and alumni and media professionals involvement with evaluation of student graduation projects.

A media advisory board is active. These members meet with the dean and program heads. In some instances with individual faculty. There is evidence of advisory board members' involvement in classes.

**(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.**

Communication and alumni professionals offer feedback to the program and to students who create graduation projects. There is a public exhibition of the graduation projects. The Vice Chancellor for Institutional Effectiveness and Accreditation praised this as one of the best project exhibitions across the university.

**(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of “closing the loop,” generally and specifically. Multiple examples of “closing the loop” are evident.**

The university has adopted the TaskStream database to manage university assessment across the campus. Of particular concern has been student performance in a required internship or practical experience course. Through TaskStream, the process has closed the loop to provide a richer report of the student experience as well as providing supervisor data and confirmation of student hours, and there is an approach for the unit to review the reports to then adjust class offerings or assignments or other elements of the curriculum.

A meeting with the vice chancellor for institutional effectiveness and accreditation included a demonstration of the TaskStream system and confirmed the presence of assessment data and steps to close the loop.

In a country with limited press freedoms, student media—newspapers, radio and TV/YouTube—are available for students, faculty and communications alumni and professionals to review as indicators of student competencies. The dean encourages student content production through these outlets.

Minutes of faculty meetings and an annual retreat suggest that the unit has taken steps to close the loop. Minutes of meetings for the two departments indicate a review and discussion of graduate projects following public exhibitions of students work. Feedback from media professionals indicated a need for the college to increase its presence in the media community. Steps have been taken to enhance the unit's standing through a regular series of contacts by the dean. The reaccreditation process and evaluation of assessment was made more difficult by the dean's lack of familiarity with ACEJMC accreditation, along with a history of faculty turnover preventing institutional continuity. Enough evidence suggests the college is assessing its programs but the unit was not always clear as to specific actions taken to close the loop through assessment.

**SUMMARY:**

The college has mapped all courses to ACEJMC competencies and values and created 10 SLOs. There are indirect and direct measures of assessment. Involvement of alumni who offer feedback on senior projects and provide suggestions through the advisor board is present. Clearer explanation of the use of assessment data by the college is needed but sufficient explanation was found to suggest compliance.

**COMPLIANCE**

## PART II — Standard 4: Diversity and Inclusiveness

### Unit performance with regard to indicators:

**(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.**

The university uses the term multiculturalism and diversity, equity and inclusion interchangeably. The written plan is “anchored in the U.A.E. legislation, Law No. (2) from 2015 on Combating Discrimination and Hatred (the ‘Law’). This law prohibits discrimination on the basis of religion, belief, sect, faith, creed, race, color, and/or ethnicity. From all indications and observations, the college is complying with general and universal principles of inclusion, social mobility and respect for diversity in the context of the U.A.E legislation. Upon further research, several U.A.E. laws are in place that aim to prohibit discrimination and hatred based on caste, race, religion or ethnic origin. Further, there are laws to protect the rights of people of determination (those with special needs) and laws for equal pay to women.

The University of Sharjah’s diversity, equity, and inclusion (multiculturalism) statement outlines the important context in which the DEI strategic plan is to be viewed and implemented:

*While rooted in Islamic and Arabic traditions, the University of Sharjah promotes an international outlook and respect for individuals from other cultures. UOS takes pride in being a major international center for learning, culture and education where east meets west and north meets south. We look at learning from an international perspective, and our educational programs are linked through agreements with universities in Australia, Canada, Japan, the UK and USA.*

*The University employs renowned faculty from around the world and hosts a significant number of international students. It also sends its students to various international destinations on internship programs and accepts a large number of visiting international students. This unique mix of cultures and nationalities helps student expand their horizons and learn from the individual uniqueness of the diverse student body and faculty.*

On more than one occasion, faculty and administrators typically define the primary diversity focus as gender based. One can certainly observe compliance in other areas as there are ample ramps, automatic doors, low positioned doorknobs and other accommodations for the disabled. The diversity of faculty is confirmed in the spring 2022-2023 employee reports. Given that the university has a Muslim-religious denomination, there is gender separation in particular classes. A few students experience some challenges with the separation of men and women in the classroom and other areas, as do some faculty. The gender policies for the medical and fine arts programs conflict with the College of Communication in that they allow gender separation. Beyond the context of the religious and governmental restrictions, the plan follows the norm for DEI documents of this type. What is missing in the plan are Key Performance Indicators (KPIs) that create an opportunity for the university to evaluate and measure the outcomes of their efforts. Also missing are areas for improvement and further development.

**The unit posts its diversity plan in a prominent, easy-to-find place on its website.**

The College of Communications diversity plan could not be found on its website. The university's diversity statement can be found using the "At a Glance" and scrolling down to multiculturalism.

**(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.**

A thorough review of the curriculum finds the courses are rigorous and combine both practical and theoretical applications using diverse scenarios and case studies. After observing a dozen classes, the team observed the integration of local, regional and global concepts and perspectives during lectures. Professors reported that they feel free to integrate diversity themes as part of their curriculum and are using credible examples from the news and other sources. In addition, the college has graduation projects that focus on many areas, including diversity. However as a religious institution some topics are not allowed, for example sexual orientation.

**(c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.**

From 2019 to the present, faculty have written papers, attended or been a presenter on more than 70 occasions, including topics on diversity. It was noted that professors believe they could gain more professionally and personally from faculty diversity if there was more time for socializing and collaboration.

**(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.**

After observing 12 classes, it was evident that there is more diversity in the English-speaking classes than the Arabic classes. The college works with the Marketing and Student Recruitment Department to attract diverse students. The college offers scholarships, makes accommodations for disabilities, and on a case-by-case basis, provides laptops and other resources for students. There are a variety of student activities and clubs available to keep engagement and motivation high. As a result, the retention rates are high.

**(e) The unit demonstrates that it has an inclusive climate, 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.**

Protecting faculty, staff and students is embedded in the operations of The University of Sharjah. There are clear statements on the University website with a process for reporting noncompliance.

**Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.**

**SUMMARY:**

The College has laid a solid foundation for integrating diversity throughout all aspects of its operations, though many faculty members were not aware of the diversity plan. It might be useful to remind everyone of the plan regularly.

## COMPLIANCE

\*Updated after hiring a new faculty member in January 2023 and transferring one lecturer at Khorfakan University

Table 18 B: Full-Time Faculty (Spring 2022-2023)

<b>Professors</b>			
<b>Jairo Alfonso Lugo-Ocando</b>	Dean	Male	British
<b>Abd El Rahman Azzi</b>		Male	Algerian
<b>Tevhide Serra Gorpe</b>	Professor	Female	Turkish
<b>Noha Mellor (New)</b>	Professor	Female	British
<b>Associate Professors</b>			
<b>Thouraya Snoussi</b>	Acting Head of Dept. Mass Communication	Female	Canadian
<b>Ahmed Farouk Radwan</b>	Head of Public Relations Dept.	Male	Egyptian
<b>Essam Nasr Selim</b>		Male	Egyptian
<b>Khayrat Mohamed Ayyad</b>		Male	Egyptian
<b>Mohamed Ben Moussa</b>	Assistant Dean	Male	Canadian
<b>Khaled Zamoum</b>		Male	Canadian
<b>Fawzia Al-Ali</b>		Female	Emirati
<b>Samira Setoutah</b>		Female	Algerian
<b>Mokhtar H Mohamed Elareshi</b>		Male	British
<b>Assistant Professors</b>			
<b>Engy Khalil</b>		Female	Egyptian
<b>Shareefa Al-Marzooqi</b>		Female	Emirati
<b>Nawal Al-Naqbi</b>		Female	Emirati
<b>Alaa Makki</b>		Male	Iraqi
<b>Khalid Ibrahim</b>		Male	Sudanese
<b>Noora Al-Houti</b>		Female	Emirati
<b>Wafa Khalfan Rashid Al-Ali</b>		Female	Emirati
<b>Ahmed Mizhar</b>		Male	Jordanian
<b>Lecturers</b>			
<b>Emenyeonu Chinyeaka Ogadimma</b>		Male	Nigerian
<b>Mohammed Youssaf</b>		Male	Jordanian

<b>Omer Jawad Abdul Jabbar</b>	Male	Iraqi
<b>Visiting</b>		
<b>Leon Yousif Barkho</b>	Male	Swedish
<b>Part time</b>		
<b>Mohamed Abd Alzaher</b>	Male	Egyptian

<b>RANK</b>	<b>NO.</b>
<b>Professors</b>	<b>4</b>
<b>Associate Professors</b>	<b>9</b>
<b>Assistant Professors</b>	<b>8</b>
<b>Lecturers</b>	<b>3</b>
<b>Visiting</b>	<b>1</b>
<b>Part time</b>	<b>1</b>
<b>TOTAL</b>	<b>26</b>

## PART II — Standard 5: Faculty

### Unit performance with regard to indicators:

#### **(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.**

The college has 26 full-time faculty members, with 22 on the Sharjah main campus and four others on three branch campuses that operated during the accreditation period. The faculty members include four professors (one a visiting academic from Sweden, an expert in Arabic linguists), nine associate professors, eight assistant professors, and three lecturers.

Two new faculty members joined in January 2023 after the college wrote the self-study. One was hired initially part-time, but during the site-team visit, it was learned this was being transitioned to a full-time position. There are no other part-time faculty. The dean expressed deep respect for adjuncts (he has a professional journalism background) but stated a College of Communication goal is for all contract faculty to be full-time. “Meaningful working conditions allow people stability, he said. “We believe that full-time contracts provide a better condition for faculty.”

During the site team’s visit, a search was underway for four new faculty lines whose specialties are on the cutting edge of mass communications research, theory, and practice, including critical data studies, social media, and virtual and augmented reality.

#### **Curricula:**

The faculty handbook indicates faculty are responsible for contributing to curriculum development and participating in improving the effectiveness of individual courses through assessments. Evidence was seen of dedicated faculty involvement. For example, a faculty committee responded to the dean’s request for a new strategic communications degree designed with benchmarks and a business plan.

The teaching load is 4-4, which is considerable give that the faculty is also charged with high research expectations.

#### **Research expectations:**

Since the previous self-study, the university has shifted from a teaching focus to a greater emphasis on research, according to faculty and central administrators. One describes the sea change as “if people don’t publish, they have no place.”

Ranked the top research school in the U.A.E. by the *Times Higher Education*, the university expects each faculty member to publish two articles annually. Since 2017 the Ministry of Education has demanded that the university utilize the Scopus journal ranking system. To publish in journals recognized by the Scopus index can present a hardship for faculty who research and publish in Arabic. There is only one Arabic language journal in media and communication in Scopus. Fifty percent of the college faculty traditionally publish in Arabic.

The university and the college have made available translation services from Arabic to English so journal articles can be submitted. However, many faculty indicate frustration with the new research mandate. Still, they have found solutions, including co-authoring with bilingual colleagues to make it easier to publish in English.

**Creative activity:**

The previous site team noted a “prohibition of creative activity being valued for promotion.” That remains a frustration for some faculty. For example, some faculty members produce documentaries, animations, and websites, but the university doesn’t fully recognize these efforts unless accompanied by a written paper.

**(b) The unit’s faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.**

Across the college, there is high engagement by the faculty in professional development opportunities. However, some classroom visits and laboratory observations did indicate a few faculty are not as current with equipment knowledge, use, and instruction as they could be.

The college conducted interviews with 12 media and communication specialists in Sharjah Media Bureau in spring 2022 to ascertain the current skill set needed for graduates to be competitive in the job market.

**(c) The unit requires, supports, and rewards faculty research, creative activity, and professional activity. Expectations for promotion and tenure are clear.**

There is no tenure at the university. Several faculties, from new assistant professors to senior faculty, describe the promotion process at the university as fair but challenging. Promotion unfolds similarly to the U.S. tenure process, where a central university committee ultimately approves a promotion using external letters that look at research, teaching, and service. An assistant professor must have a Ph.D. and, after 10 years, must be evaluated for promotion to associate professor. After 12 years, an associate professor must apply for full professor, and if unsuccessful, is terminated.

Hired with a mandate to grow the research reputation of the college, the dean provides ample funding from his office for faculty to participate in conferences.

The “Annual Bonus Award for Outstanding Faculty” recognizes academic faculty that have distinguished themselves through outstanding academic achievements. Since the last site team visit one college faculty member was recognized by the university for exceptional teaching.

**(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.**

Despite the challenges of a heavy teaching load, this is a highly productive research faculty -a “research machine” by many standards. For example, academic papers published increased by 73% from the previous self-study, and participation at conferences is up by 65%.

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

Interviews with academic leaders across campus indicate that members of the college faculty are highly respected and known for their willingness to collaborate.



**SUMMARY:** A hard working community of scholars, the faculty is research focused. The heavy faculty workload has not hindered a genuine sense of belonging and a total commitment to their research, teaching and student advising.

**COMPLIANCE.**

**Table 6. Scholarship, research, creative and professional activities**

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (XX)
		Full Professors (XX)	Associate Professors (XX)	Assistant Professors (XX)	Other Faculty** (XX)	
Awards and Honors	14	1	32	9	12	54
Grants Received Internal	10	3	10	1	1	15
Grants Received External	9	5	8	3	0	16
Scholarly Books, Sole- or Co-authored	5	11	5	1	0	17
Textbooks, Sole- or Co-authored	3	1	3	0	0	4
Books Edited	6	4	3	2	0	9
Book Chapters	15	28	27	2	2	59
Monographs	1	1	0	0	0	1
Articles in Refereed Journals	20	48	92	39	10	189
Refereed Conference Papers	18	45	63	11	3	122
Invited Academic Papers	2	2	2	0	0	4
Encyclopedia Entries	0	0	0	0	0	0
Book Reviews	5	2	9	1	0	12
Articles in Non-refereed Publications	2	0	4	0	0	4
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	0	0	0	0	0	0
Other such as: Moderating sessions in conferences	5	26	17	0	0	43

## PART II — Standard 6: Student Services

### Unit performance with regard to indicators:

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

The college supports and promotes learning in two ways: First, both departments hold a general meeting for students every semester to explain the study plan and listen to concerns. A second level of meetings unfolds one-on-one as students meet with their advisor. Both have access to a university platform called Panner that tracks student progress toward graduation. One faculty member demonstrated how easy it was to access the student data, become alerted to concerns, and track progress if the student is on probation.

The college has a student success committee with faculty coordinators from both departments in the following four areas: student issues, student engagement, training and development, employment and mapping alums. The student issues coordinator pays close attention to those on probation because of poor grades.

#### **(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.**

There are no professional advisors. Instead, each student is assigned a faculty advisor who ideally remains with them until graduation. Faculty and students meet once or twice a semester or additionally as required. Each captures key takeaways from the meetings in a short report. One student indicated answers to questions from advisors came back within 48 hours.

The college's strategic plans indicate an essential part of students' services is to "provide professional academic and administrative support to students. To accomplish these goals, the college will provide student advisory, group workshops, and peer-to-peer assistance, available to all achievement and study levels." Evidence indicates this is being fulfilled.

The college has a "College Advising Responsibilities" document defining faculty responsibilities. In addition, since the last accreditation visit, three faculty members from the college joined the Advising Champions program, which included a series of workshops on how to support student success. One faculty Advising Champion shared how this additional training helped him realize that the stress behind a student's issue with registration, for example, could be masking a more profound need related to family concerns or mental health issues. The training workshops, which the Advising Champions are now sharing with their fellow faculty advisors across the college, bring awareness to campus resources. Two examples are the Counseling and Psychological Services and the Career Advising and Student Training Office (CASTO). The Advising Champion describes this as moving from advising to mentoring students, which is a goal of the college.

#### **(c) The unit keeps students informed about its policies, activities and requirements.**

There are no social media accounts currently used /permitted in the college, but there are robust ones at the university level. Students indicated they keep informed by email alerts, Blackboard announcements, Microsoft Teams, and colorful, professional signs and posters throughout the large and spacious building, which includes its own impressive print shop. In addition, students use WhatsApp groups to share events and faculty often join in on this channel.

The college is multicultural and driven by two languages, Arabic and English. To help foster unity, the college acquired AI-based software that allows immediate translation and transcription of videos and audio to enable the community to appreciate the work of their peers.

**(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.**

In many public relations and mass communication courses, the faculty encourages student participation in many media events outside the university. For example, the Global Media Congress was held in Abu Dhabi, 90 minutes away, while the Arab Media Forum was held in Dubai, an hour away. In addition, the International Government Communication Conference was held nearby in Sharjah. Faculty encourage students to participate in workshops, produce media coverage, and volunteer for the event.

On campus, student-driven events come from The Student Club, or SMCE, with leaders nominated and selected by the student body. Student leaders indicate the club is for all students, Arabic and English speaking, and across all majors. In addition, they have their own dedicated office where both genders can collaborate on extra-curricular activities such as a speech competition or bring in guest speakers for workshops such as a recent one with a well-known Arabic podcaster. This physical student space for both genders is the first of its kind at the university.

The college produces three publications focused on university news. Primarily driven by classes, other students can volunteer and become published in them. The oldest (2004) *Al Etisal* gives students experiences with a print platform, a YouTube channel, a phone app, and, most recently, podcasting. The newest, *UoS Times*, is for English students in the mass communication program, providing them an ‘a news day’ practical experience in media writing and news reporting.

For public relations majors *Akhbar El Jamia (University News)* is a newsletter issued by students of the Department of Public Relations in Arabic.

SPARK is an annual, highly successful showcase of senior capstone projects held each spring for the past 15 years. It provides students from both departments with a chance to present their work in a professional setting. For example, two public relations students collaborated with two from mass communication on a project focused on sustainability. Another student created a project focused on the wise use of electricity and water, which resulted in her being hired by the Sharjah Electricity Water and Gas Authority. Increasingly, college students collaborate on their capstone projects with students from other university colleges, such as Fine Arts and Design. SPARK'S prestige has grown so it will move from campus to the Expo Centre Sharjah this year showcasing 135 student capstone projects.

**(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.**

While there is variation by specialization and year, the retention rates for first students during the last six years (2016-2021) are between 85% and 98%. Retention for sophomores is between 75% and 96%. There are no significant differences in retention rates across the degree programs.

The average time to graduate ranges from 4.13 to 4.32 years across all programs. Students who need to work can take longer than four years to complete their degrees.

College leadership drilled down on the data and learned some of the stories behind the numbers:

- Students who transfer from other colleges, such as medicine or engineering, often enter with lower grades.

- Rates could vary because students enter programs and then drop out for marriage and later return
- 25% of the students live in the U.A.E. but are not Emirati citizens. International students returned to their home countries, such as Egypt or Lebanon when their parents' work contracts were terminated.
- Some students returned to their home country because of the COVID19 pandemic. This may be reflected in the data over the next few years.

The college makes retention and graduation information available on its website.

**SUMMARY:** Dedicated faculty serve as well-trained faculty mentors. Students benefit from extra-curricular programs that directly connect their classroom learning to professional experiences.

## **COMPLIANCE**

## PART II — Standard 7: Resources, Facilities and Equipment

### Unit performance with regard to indicators:

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

The college has a detailed annual budget that covers operational expenditures, salaries and capital expenditures. Each department within the college identifies their needs and proposes its own budget. The dean meets with the department heads and coordinators in a series of meetings to coordinate the budget. Funding aligns with the university's strategic plan and university administrators say if the college needs more money to update equipment all they have to do is ask for it.

#### **(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.**

The self-study says that lab and studio resources are considered to be above average relative to other units on campus and that salaries are also comparable to other schools with the exception of medicine, dentistry and engineering. However, while there is plenty of dedicated studio and lab space much of the equipment in the television and radio labs is quite old and obsolete. Students were particularly vocal that the equipment in the studio as well as what they use for class is outdated. "The studios are good but when you go to any internship we find there is a big difference in equipment. All of our equipment is old," said one student.

The university administration acknowledges the older equipment and said it would gladly fund newer equipment. The vice chancellor placed part of the blame on a faculty that was hesitant to embrace the newer equipment because it would also mean updating their skillsets. One of the reasons the new dean was hired was "to modernize the college."

#### **(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.**

The College of Communication is hosted in two buildings on its main campus as well as additional facilities at its branches. The first building, called W7, is where most of the teaching takes place and where faculty have offices. The second building, called M7, hosts the radio and television studios and other classrooms. There are production facilities in both buildings, which are about a 20-minute walk between them. There are two television and three radio studios which contain a wide range of equipment including both linear and non-linear editing. The facilities are adequate to promote scholarship, teaching and learning but need updating.

It should be noted that during this accreditation period, the college had three remote campuses: Khorfakkan, Kalba and Al-Dhaid where students were considered part of the College of Communications and where college faculty instructed them, either remotely or in-person.

However, due to a restructuring at the University of Sharjah, Khorfakkan became an independent college in fall 2022; Kalba will become an independent college in fall 2023 and Al-Dhaid, which has approximately 50 public relations students is scheduled to become independent in fall 2024. Site team members visited the Al-Dhaid branch, which is about 40 minutes away from the main campus, and found adequate facilities made up of labs and a small studio. If students need more resources they can

take a shuttle bus to the main campus or visit nearby professional studios.

**(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty**

Students have adequate resources to produce videos, podcasts, social media content and publish newspaper, magazines and online publications. There is a year-round 24/7 online radio station, Etisal FM, a YouTube channel where students distribute their work, two student newspapers and one magazine. These resources assist an experienced faculty who have extensive international experience and can help deliver the radio, television, print and online production skills that the students need. Students have their own space managed by the Society of Mass Communication in English.

And while much of the equipment, particularly in the labs and studios, are dated, both faculty and students say it is adequate to develop their professional skills. As one student said: “We do have the facilities. They are outdated but they still work.”

The college plans to add another newsroom for the production of international news as well as a production facility for metaverse, virtual reality and augmented reality. This ambitious, and innovative plan, called the Multimedia Integrated Lab (MIL), is designed to bridge the gap between the virtual world and the real world. While the space currently exists, it has not yet been activated.

**SUMMARY:**

The college has above-average facilities including several large studio spaces and is in the midst of creating a state-of-the-art Multimedia Integrated Lab. Still much of the equipment in the studios is quite dated. While the equipment is adequate to support faculty research, curriculum and student learning, industry-standard resources would allow students to feel more comfortable upon entering the workforce.

**COMPLIANCE**

## PART II — Standard 8: Professional and Public Service

### Unit performance with regard to indicators:

**(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.**

Many alumni give back to the college in a variety of ways. The advisory board is made up of 12 alumni from the media industry, government entities and nonprofit organizations. The board is chaired by Dr. Khalid Al Midfa, chairman of Sharjah Media City. It is a Free Zone Authority that has over 10,000 registered media companies that operate in Sharjah. This is an example of the caliber of leaders that serve on the advisory board. Members of the board often engage with students through internships, student events and other ways. They provide feedback that has informed curriculum changes and enhance faculty learning.

There are more than 75 professional associations, media outlets, government entities and companies that partner with the college. These partnerships include providing internships, employment for graduating students, as speakers, and sponsors. In some cases, there are MOUs that formalize the relationship.

The University of Sharjah's Media Center is also an internal partner that provides internships and support to the college. The Center's director estimates that more than 35% of her staff are graduates from the college.

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

There is no evidence continuing education courses are offered. Over the last two years, faculty members have served as speaker or panelist for more than 13 workshops that reach audiences outside academia and elevate the brand of the university and college.

**(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.**

Students can participate in a variety of projects through the college and the university. The Student Communication Society provides students in the college an opportunity to collaborate with their peers in a safe space. The society addresses issues and opportunities when they meet with the dean and department chairs regularly. In addition, the students plan and execute events for students, run the radio station Etisal FM, the YouTube Channel and publishes a student newspaper in Arabic and English as well as the magazine.

**(e) The unit supports scholastic journalism.**

The college participates in the university-wide annual event when high school students are introduced to the various programs in the college.

### SUMMARY:

The college has established close ties to alumni, industry professionals and the larger UAE community. The mandate to increase research and add to the list of professional partnerships are going a long way to favorably impact all stakeholders. Faculty and students are appreciative of the opportunities for knowledge sharing and new learning,

## **COMPLIANCE**



### **PART III: Summary by site visit team**

#### **1) Summarize the strengths and weaknesses of the unit.**

##### **Strengths:**

- A committed and diverse faculty invested in teaching and research.
- Highly attractive physical space for instruction and conducting research.
- New leadership that wants to grow the prestige of the college.
- A model internship program that produces job ready graduates.
- Engaged students identify the faculty as nurturing and encouraging.
- Strong support staff to assist with labs and classroom technology.

##### **Weaknesses:**

- Routinely fails to meet the 20:1 student to teacher ratio in skills classes.
- High turnover among faculty due to employment contracts and perceived lack of clarity among faculty over promotion expectations.
- Demanding teaching load contrasted with a new demand for high-levels of research output.
- Obsolete and dated equipment that puts their students at a disadvantage in the professional marketplace.

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

STANDARD 2.

#### **3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.**

Need to ensure that skills courses do not exceed the 20:1 ratio.

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

The unit was found in noncompliance on assessment in 2016. Site team leader Paul Parsons called it a “gentle noncompliance” and noted the college needed to do a better job mapping the programs and curriculum to values and competencies and tied with assessment.

The College has now mapped all courses to ten Student Learning Outcomes that reflect ACEJMC values and competencies. Assessment measures, both direct and indirect, are used to measure the program. The

university has implemented TaskStream to track assessment measures and compile supporting information.

**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 failed to fully tell the story of the college; “glittering generalities” in the document made the self-study less effective and required the team to search for data and facts. This was likely due to a new leadership team unfamiliar with the accreditation process.



كلية الاتصال  
COLLEGE OF COMMUNICATION

# Response to ACEJMC Evaluation Team Report

For Reaccreditation of the  
College Undergraduate Programs  
2022-2023

Submitted to the  
Accrediting Council on Education  
in Journalism and Mass Communications

College of Communication  
University of Sharjah, U.A.E



## **Visiting Team**

Professor Gregory Pitts, Team Chair  
Middle Tennessee State University

Professor Joel Kaplan  
Associate Dean  
Newhouse School of Public Communications, Syracuse University

Cheryl Procter-Rogers  
Executive Coach and Strategist

Dr. Bill Silcock  
Arizona State University

### **Introduction**

The international accreditation team visited the College of Communication at the University of Sharjah during the period from 5 to 8 February 2022, where the team visited the college facilities, laboratories, and studios. The team had conversations with the dean, heads of departments, and faculty. The team also held a meeting with a sample of college students, as well as a meeting with the vice-chancellor of institutional effectiveness and accreditation. An exit meeting was conducted with the chancellor on the visit's last day.

**Standard 2: Curriculum and Instruction**

**ACEJMC Team Comments**

Students from all three of the college’s majors appear to be well-prepared to enter the workforce. This is due primarily to a requirement that all students participate in internships as well as complete a graduation project. Instruction is mostly current and students are appreciative of faculty knowledge and accessibility. Nevertheless, the college has consistently disregarded the 20-1 skills class ratio even after the height of the pandemic. Whether this was due to university mandates or college scheduling snafus, this appears to be an ongoing problem.

**Decision: NON-COMPLIANCE**

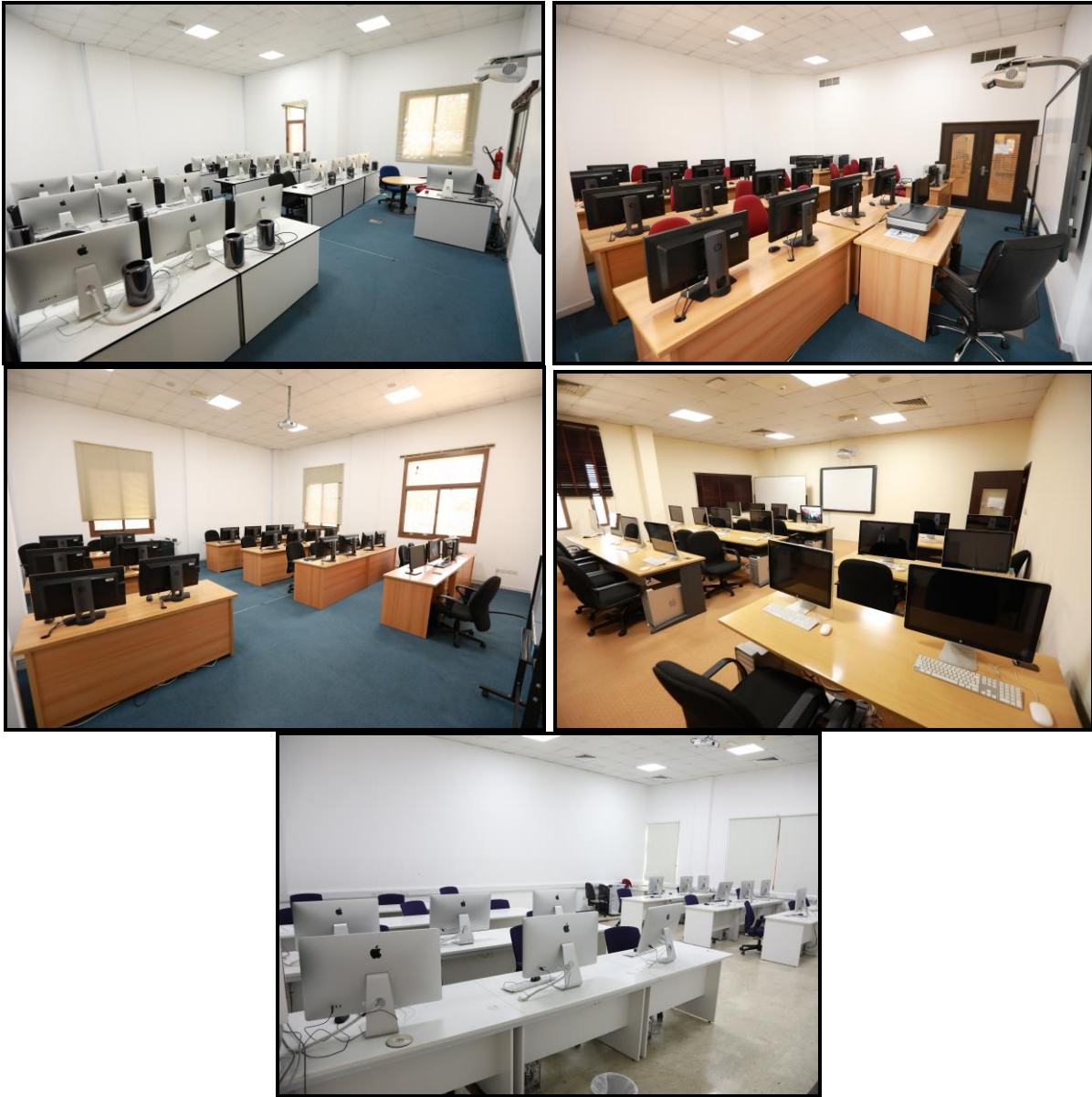
**College Response**

We thank the committee for this comment and would like to use the opportunity to reiterate that the College is committed to applying the standard strictly starting from the next semester Fall 2023/2024. The College fully acknowledges that it has fallen short in this standard as registration system shows:

Term	Courses numbers	Over-enrolled ( 1-4 students)	%
Fall 21/22	34	9	26%
Spring 21/22	58	9	15%
Fall 22/23	56	8	14%
Spring 22/23	54	4	7.4%

We have been addressing this problem. Our over-enrollment is in fact limited to a few cases this academic year, but nevertheless inexcusable. Therefore, we have communicated ourselves in the most emphatic and clear terms to the University of Sharjah registrar that no over the limit courses will be accepted. In addition to this, all labs now have a seating capacity for exactly 20 students as recommended by the committee. The College makes the assurance that the 20-1 skills class ratio will be enforced and strictly adhered to from now on.

(Pictures of the labs with only 20 computers each)



### **Standard 3: Assessment of Learning Outcomes**

#### **ACEJMC Team Comments**

#### **SUMMARY:**

The college has mapped all courses to ACEJMC competencies and values and created 10 SLOs. There are indirect and direct measures of assessment. Involvement of alumni who offer feedback on senior projects and provide suggestions through the advisor board is present. Clearer explanation of the use of assessment data by the college is needed but sufficient explanation was found to suggest compliance.

**Decision: COMPLIANCE**

## College Response

The college appreciates the team's comments. The college is committed to continue enhancing the assessment procedures. The College uses the E-portfolio platform provided by the university to document course and program assessments. The College will go further now and provide a clear and accessible explanation of the use of assessment data in its reports and make it available in our website. The screenshots below show the actual tools used routinely and regularly by the college at the program and course level.


The screenshot displays the 'Bachelor of Arts in Mass Communication' workspace. The main content area is titled 'Program Evaluation, Principles and Implementation' and features a yellow banner stating 'No Submission Required'. Below this, there are sections for 'Directions' and 'Review Method', both of which also indicate that no work submission is required. The interface includes a sidebar with a navigation menu containing items such as 'General Information', 'Supporting Guides' (with sub-items like 'Responsibility of Program e-file Completion', 'Program Evaluation. Principles and Implementation', 'Student Assessment. Strategies and Implementation', 'Evaluation of Teaching. Strategies and implementation', 'Teaching and Learning Methodologies. Strategies and Implementation', 'Guide to Completing Program e-file', 'Video Tutorial', and 'Request for Program Change'), and 'Standing Requirements' (with sub-items for '2022-2023 Assessment Cycle', '2021-2022 Assessment Cycle', and '2020-2021 Assessment Cycle'). The top right corner shows buttons for 'Edit Content', 'Discussion', and 'Submission & Re'. The bottom right corner of the main content area features the University of Sharjah logo and the text: 'Deanship of Quality Assurance, Institutional Effectiveness and Accreditation', 'Program Evaluation and Continuous Improvement', 'Principles and Implementation', and 'February 2020'.

**Bachelor of Arts in Mass Communication | PREVIEW**  
 Workspace :Academic Program Workspace (E) Edit Content VIEW LOG

2022-2023 Assessment Cycle  
 2021-2022 Assessment Cycle  
 Student Success Rate

- Student Success Rate
- Students Transfer
- Grade and GPA Distribution
- Academic Probation
- Freshman Survey
- Student Satisfaction Survey
- Faculty Satisfaction Survey
- Senior Exit Survey
- Graduate Employment
- Alumni Survey
- Employer Survey
- Practical Training (Internship)
- Graduation Project
- Capstone Course (If Applicable)
- Student Portfolios (If applicable)
- Program Advisory Board
- External Evaluator Feedback
- Other Program Assessment Tools
- Instructor(s) Feedback
- Program Outcome Assessment Plan
- Program Outcome Assessment Findings
- Additional Recommendations for Program Improvement
- Action Plan for Implementing the Recommendations
- Closing the Loop (to be Completed Next Cycle)

2020-2021 Assessment Cycle



Retention and Graduation Rates  
 College of Communication  
 Bachelor of Arts in Mass Communication

Printed on: 8/29/2022

**Retention Rates**

Batch	Newly Enrolled 1st Year	End of 1st Year		End of 2nd Year		End of 3rd Year		End of 4th Year **	
		Retention Rate	Attrition Rate	Retention Rate	Cumulative attrition rate	Retention Rate	Cumulative attrition rate	Retention Rate ***	Cumulative attrition rate
2012	27	27 100%	0 0%	25 93%	2 7%	18 67%	4 15%	7 26%	5 19%
2013	30	25 83%	5 17%	23 77%	7 23%	19 63%	10 33%	1 3%	13 43%
2014	43	42 98%	1 2%	39 91%	4 9%	35 81%	6 14%	13 30%	7 16%
2018	28	27 96%	1 4%	24 86%	4 14%	23 82%	5 18%	7 25%	6 21%
2016	37	35 95%	2 5%	31 84%	6 16%	30 81%	7 19%	8 22%	11 30%
2017	31	30 97%	1 3%	26 84%	5 16%	26 84%	5 16%	7 23%	9 29%
2018	26	24 92%	2 8%	19 73%	7 27%	19 73%	7 27%	10 38%	7 27%
2019	15	14 93%	1 7%	13 87%	2 13%	12 80%	3 20%		
2020	11	10 91%	1 9%	9 82%	2 18%				
2021	20	19 95%	1 5%						

\* Students who entered the program directly or after completing Intensive English Program(IEP)  
 \*\* For a any year of a specific cohort, the Retention Rate = Cumulative Attrition Rate + Cumulative Graduation rate = 100%  
 \*\*\* The retention rate of the 4th year is lower than those of the previous years due to graduation.

**Graduation Rates**

Batch	Newly Enrolled 1st Year	Graduated by end of 1st Year	Graduated end of 2nd Year	Graduated end of 3rd Year	Graduated end of 4th Year	Graduated end of 5th Year	Total Graduated	Graduation Avg Time	On-Time Graduation
2012	27	5 19%	10 37%	6 22%	0 0%	0 0%	21 78%	4.39	21 78%
2013	30	1 3%	15 50%	0 0%	0 0%	0 0%	16 53%	4	16 53%
2014	43	2 5%	21 49%	10 23%	0 0%	1 2%	34 79%	4.38	33 77%
2018	28	0 0%	15 54%	5 18%	2 7%	0 0%	22 79%	4.41	21 75%
2016	37	0 0%	18 49%	3 8%	1 3%		22 59%	4.23	21 57%
2017	31	0 0%	19 61%	5 16%					
2018	26	0 0%	9 35%						
2019	15	0 0%							
2020	11								
2021	20								

Retention Rate: The number and percentage of students from a specific cohort who stayed in the program at the end of an academic year (fall, spring and summer).  
 Attrition Rate: The number and percentage of students from a specific cohort who left the program at the end of an academic year (fall, spring and summer).

**COMM 0808101 Media Writing (E) | PREVIEW**  
 Workspace :Academic Course Workspace (E)\_Until 2021-2022 Edit Content Discussion Submit

Supporting Guides

- Responsibility of Course e-file Completion
- Course Evaluation. Principles and Implementation
- Student Assessment. Strategies and Implementation
- Evaluation of Teaching. Strategies and Implementation
- Teaching and Learning Methodologies. Strategies and Implementation
- How to write Learning Outcomes
- Guides to Completing Course e-file
- Video Tutorial
- Guide on Course Changes
- Request for Course Change


Standing Requirements

- Spring 2021-2022 Assessment Cycle
- Fall 2021-2022 Assessment Cycle
- Fall 2020-2021 Assessment Cycle
- Fall 2019-2020 Assessment Cycle

Course Evaluation. Principles and Implementation

No Submission Required

Directions



Deanship of Quality Assurance, Institutional Effectiveness and Accreditation  
**Course Evaluation/Assessment and Continuous Improvement**  
 Principles and Implementation  
 January 2019

Review Method

No work submission is required for this area



- Supporting Guides
- Standing Requirements
- Spring 2021-2022 Assessment Cycle
  - Course Syllabus & Teaching Methods and Material/ Online
  - Student Enrollment & Grade Distribution
  - Assignments & Exams
  - Student Feedback
  - Instructor Feedback
  - External Evaluator Feedback
  - Course Outcome Assessment Plan
  - Course Outcome Assessment Findings
  - Additional Recommendations for Course Improvement
  - Action Plan for Implementing the Recommendations
  - Closing the Loop (to be Completed Next Cycle)
- Fall 2021-2022 Assessment Cycle
- Fall 2020-2021 Assessment Cycle
- Fall 2019-2020 Assessment Cycle

Course Syllabus & Teaching Methods and Material/...

Files :

- [AP style.pptx](#)
- [Components of a news story.pptx](#)
- [Exercise for broadcast news.pdf](#)
- [Grammar practice.pdf](#)
- [Headlines.pptx](#)
- [Media law regulation.pptx](#)
- [Presentation 1.pptx](#)
- [Study guide Final exam Spring 2022.pdf](#)
- [Study guide midterm Spring 2022.pdf](#)
- [Syllabus Dr Zaid Media Writing Spring 2022.docx](#)
- [The interview.pptx](#)
- [Writing for Broadcast. 2.pptx.pptx](#)

Web Links Section

- [Lecture 14](#)
- [Lecture 17](#)
- [Lecture 2](#)
- [Lecture 4](#)
- [Lecture 8](#)
- [Lecture 9](#)

Text and Image Section

## **Standard 4: Diversity and Inclusiveness**

### **ACEJMC Team Comments**

The College has laid a solid foundation for integrating diversity throughout all aspects of its operations, though many faculty members were not aware of the diversity plan. It might be useful to remind everyone of the plan regularly.

**Decision: COMPLIANCE**

### **College Response**

The College appreciates the team's comments. All the college's strategies and policies are now available on the college website, and we have sent a reminder to the faculty and staff to read the diversity policy and provide recommendations and feedback to constantly improve it. Indeed, we have now included annual revisions of diversity policy as part of our away days, plus making sure that we send once a semester a written reminder for faculty of the need to implement diversity policy in their teaching, research, and administrative duties. In addition, we have requested from the Institute of Leadership in Higher Education (ILHE) to set up a course for faculty and staff about inclusion and diversity in teaching, learning and research. We have suggested that this course is delivered every year for existing and new staff to raise awareness about the substantial centrality of this issue within the ethos of the College.

## **Standard 5: Faculty**

### **ACEJMC Team Comments**

A hard working community of scholars, the faculty is research focused. The heavy faculty workload has not hindered a genuine sense of belonging and a total commitment to their research, teaching, and student advising.

**Decision: COMPLIANCE.**

### **College Response**

The college appreciates the team's comments. The University is working, as we speak, on a new workload allocation system that will recognize the intangible demands of doing research under a heavy

teaching load, hence facilitating reductions. The College is wholly committed as a principle to make sure that faculty and staff achieve a well-rounded work-life balance without affecting delivery or student experience; one where wellbeing is put at the center of its activities. The Dean has already enforced that faculty do not send emails on weekends to other colleagues on work-related matters and the College is working on strategies to make sure that all its community has a good balance load allocation.

## **Standard 6: Student Services**

### **ACEJMC Team Comments**

Dedicated faculty serve as well-trained faculty mentors. Students benefit from extra-curricular programs that directly connect their classroom learning to professional experiences.

### **Decision: COMPLIANCE**

#### **College Response**

The college appreciates the team's comments. We are now working hard to enhance extra-curricular programs and therefore broaden student experience. This includes linking students to the industry in more effective ways, delivering classes outside the university in places such as exhibitions and events, increasing the number of guest speakers from the industry and making sure that students' work and assessment speaks to the outside world. We have also started to organize activities and allocate resources for this end. We open our student society offices, where students can come in at any time and use the facility as they please. We have also made sure that labs, studios, and equipment can be used by students for extra curriculum activities. In addition, the Student Society has received support and resources to organize activities such as inviting guest speakers. During Ramadan and after evening prayer and sunset, the Dean and faculty broke their fast with Iftar in the College, an event we will be doing every year now. We also organized the Fall Festival in October 2023, an event in which students from several countries offered a variety of dishes and set up stands. The point of all these activities is to consolidate the sense of community.

## **Standard 7: Resources, Facilities and Equipment**

### **ACEJMC Team Comments**

The college has above-average facilities including several large studio spaces and is in the midst of creating a state-of-the-art Multimedia Integrated Lab. Still much of the equipment in the studios is quite dated. While the equipment is adequate to support faculty research, curriculum and student learning, industry-standard resources would allow students to feel more comfortable upon entering the workforce.

**Decision: COMPLIANCE**

### **College Response**

The college appreciates the team's comments. We fully acknowledge this point and recognize the urgency in addressing this point. As this is the first budget that the new Dean has been able to draw up himself, the College has now allocated a sum of US\$ 75,000 for 2023-2024 to spend on broadcasting and multimedia equipment. This is in addition to the budget the University has allocated for the refurbishment of all the studios and labs. We have requested the University to attend the National Association of Broadcasters in Las Vegas on April 23, 2023, for a first-hand look at the state-of-the-art equipment in the field.

### **Standard 8: Professional and Public Service**

#### **ACEJMC Team Comments**

The college has established close ties to alumni, industry professionals and the larger UAE community. The mandate to increase research and add to the list of professional partnerships are going a long way to favorably impact all stakeholders. Faculty and students are appreciative of the opportunities for knowledge sharing and new learning,

**Decision: COMPLIANCE**

### **College Response**

The college appreciates the team's comments.

## Summary by site visit team

### 1) Summarize the strengths and weaknesses of the unit.

#### Strengths:

A committed and diverse faculty invested in teaching and research.

Highly attractive physical space for instruction and conducting research.

New leadership that wants to grow the prestige of the college.

A model internship program that produces job ready graduates.

Engaged students identify the faculty as nurturing and encouraging.

Strong support staff to assist with labs and classroom technology.

#### Weaknesses:

- Routinely fails to meet the 20:1 student to teacher ratio in skills classes.

**College Response:** The college is committed to strictly apply the standard starting from the next semester Fall 2023/2024.

- High turnover among faculty due to employment contracts and perceived lack of clarity among faculty over promotion expectations.

**College Response:** Promotion's regulations and procedures are published in the faculty handbook.

- Demanding teaching load contrasted with a new demand for high-levels of research output.

**College Response:** Some chances are given to the faculty member to get a teaching load deduction. The college will act to help faculty benefit from these chances.

- Obsolete and dated equipment that puts their students at a disadvantage in the professional marketplace.

**College Response:** The college has a plan to regularly update the equipment, including computers, cameras, and software.