REPORT OF THE WASC VISITING TEAM
SEEKING ACCREDITATION VISIT 1
For Institutions Seeking Candidacy or Initial Accreditation

To Abu Dhabi University
September 23-27, 2014

Team Roster

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The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution’s status is taken by the Commission and is described in a letter from the Commission to the institution. If the institution is granted candidacy or initial accreditation by the Commission, this report and the Commission action letter will be made available to the public by publication on the WSCUC website.
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SEEKING ACCREDITATION VISIT 1

SECTION I: OVERVIEW AND CONTEXT

A. Description of the Institution and Visit:

1. **Reasons for seeking WSCUC accreditation:** According to the self-study prepared by Abu Dhabi University (ADU), ADU views WSCUC accreditation as a means to achieve comprehensive quality assurance and improvement. ADU is seeking WSCUC accreditation, in part, because WSCUC standards and criteria are compatible with the fundamental tenets of the Institution’s culture - “a culture that prides itself on the promotion of integrity, accountability, transparency, continuous improvement, academic freedom, academic integrity, diversity, and valuing human capital” ([First Visit for Initial Accreditation Report](#), p. 4). Meeting WSCUC CF Rs, they feel, will result in the continuous quality improvement of ADU’s educational programs and will contribute to the overall effectiveness of the institution’s processes and outcomes. Institutional accreditation will bolster the institution’s credibility by demonstrating that ADU has met internationally accepted standards of institutional effectiveness and quality. These include the delivery of high quality, student-centered education; the attraction and retention of high quality students; and the provision of value-added educational student life experiences in an institution that respects accountability, transparency, diversity, academic freedom and integrity. The institution feels that WSCUC accreditation will promote continuous improvement in educational processes; improve mobility of its graduates; and demonstrate that management is committed to professional growth and development of its human capital ([First Visit for Initial Accreditation Report](#), p. 5).

2. **Description of the University:** Abu Dhabi University (ADU) is a for-profit higher education institution regulated through the United Arab Emirates Commission for Academic Accreditation (CAA¹). Abu Dhabi University is a multi-campus (Abu Dhabi city and Al Ain), comprehensive

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¹ The CAA is the officially designated governmental agency of the UAE responsible for authorizing colleges and universities to operate under a license and for approving each degree program offered by licensed institutions. The CAA adopted new policies and procedures for program review and approval in 2011 based in part on the policies formulated by the Southern Association of Colleges and Schools (SACS) in the United States. The CAA policies are complementary to those used by WSCUC.
postsecondary institution, whose goal is to deliver professional programs to meet the workforce needs of the United Arab Emirates (UAE) and the region. The University was chartered as a private, for-profit institution in 2000. The doors opened to 850 students in September 2003. In 2010, ADU began delivering programs to the military at the Zayed Military College and the Joint Command and Staff College, both located in the emirate of Abu Dhabi. The university operates under bylaws that specify the responsibilities of the Board of Trustees, its officers, and the principal university administrators.

Abu Dhabi University’s vision is to be “an internationally recognized university for quality education and applied research that drives economic and social development in the region and beyond.” The mission is “to produce highly qualified career oriented graduates in alignment with regional and global needs through excellence in teaching, student learning, faculty scholarship and engagement in community development.”

The University had a well-developed strategic plan, “Cultivating Excellence 2008-2013,” at the time of the Diagnostic Visit. The recently revised strategic plan for 2014-2019 is in place now. Currently, the strategic goals include to:

- create a student-centered learning environment conducive to intellectual and personal growth of students;
- meet the needs of our stakeholders and be a responsible contributor to our community;
- achieve academic excellence at every level;
- achieve operational excellence by creating a service oriented organization characterized by evidence-based assessment and continual improvement;
- instill a culture of valuing people and create an environment conducive to innovation and professional excellence of faculty and staff; and
- reach a sustainable financial position with ongoing capacity to invest in growth and pursuit of excellence.
ADU's programs, encompassing a variety of different cultures and structures, were designed to mirror the past and present society and to anticipate the emerging future needs of the UAE. ADU offers a range of undergraduate and postgraduate degrees based upon the American model of higher education; in addition, one professional postgraduate diploma program follows the British system of postsecondary education.

In accordance with local custom, ADU is gender-segregated in undergraduate programs and coeducational in graduate programs. Gender distribution is approximately 60% female in non-military offerings and almost 100% male in military programs. Students of all nationalities are welcome at ADU, with 55 different nationalities currently represented. The University workforce is similarly diverse with 178 faculty and 242 staff representing 25 different nationalities. The University currently serves approximately 7,000 students, including 1,600 military students and 1,700 graduate students. These students are enrolled in 24 bachelors programs and ten postgraduate programs (one post-graduate diploma, eight masters and one doctorate). There are four academic colleges led by deans who report to the Provost: arts and sciences, business administration, engineering, and University College. While not organized as a college, the military program has an academic director who reports to the Provost in parallel to the deans. The Director of the Al Ain campus reports to the Chancellor and is delegated the authority of the Provost and the Vice Chancellor for Administration and Finance to provide for effective on-site administration of the Al Ain campus.

There are almost 3,000 women and 2,300 men at the two academic campuses; plus an additional 1,600 (mostly male) students in the military program. Approximately 70% of the students are expatriots, most of whom have lived in the UAE for many years; Emirati citizens are approximately 30% of the current student body, though these figures become approximately 50% when the military cohort is included. In Fall 2014, there were 1,700 students enrolled in the graduate level programs, with 1,200 at Al Ain and 500 at Abu Dhabi. The Al Ain campus is fully integrated with the Abu Dhabi campus and students can take courses at both sites; all students at Al Ain can complete the first two years of all baccalaureate degrees there. Five degrees are offered in their
entirety at Al Ain. Students enrolled in other fields complete their degrees at the Abu Dhabi campus.

The main campus consists of one primary academic building with about 100 classrooms as well as several labs, multi-purpose rooms, faculty and administrative offices, two cafeterias and food courts, a library, an auditorium seating 630, and other facilities appropriate for a university, such as meeting spaces for student activities and relaxation. In addition, there are new mechanical and civil engineering buildings with classrooms, laboratories, and offices. There are separate residences for men and women, each located on opposite sides of the academic building. There also are residence apartments for faculty and administrators and on-campus homes for senior administrators.

As noted, in keeping with its commitment to respect the Arab culture, ADU, like many universities in the UAE, separates undergraduate students by gender in the classroom and in most student activities. Faculty, however, may teach students of both genders. Accordingly, the facilities at both the Abu Dhabi and Al Ain campuses have been divided into two mirrored/equivalent parts with the central administrative offices serving both parts. Many of the offices providing student services, as well as the food vendors, have a single central service space with separate service delivery facing on to the men and women’s sides of the building respectively. The libraries on both campuses have facilities dedicated to men and women, and the stacks are opened on alternate days for men and women to ensure equal access.

The Al Ain campus is small and occupies a rented building renovated to meet the University’s needs. Like the Abu Dhabi campus, the Al Ain campus is segregated for women and men with equivalent facilities and services, except that women have access to a landscaped garden in the center of the building while the men’s equivalent outside space is smaller due to the building’s configuration and security concerns. The classrooms, laboratories, computer equipment, library and other facilities are modern, clean, and appropriate for the programs being offered. Several rooms have been set aside for student recreational, meeting, and study purposes. Faculty members at the Al Ain campus report to the dean of their respective colleges in Abu Dhabi
through an assistant dean or coordinator for the college, and maintain a dotted line reporting relationship to the Al Ain campus Director.

The CAA sets minimum admission requirements for all of its licensed institutions, and ADU accepts all students who meet this qualification into University College. For direct admission into one of the degree-granting colleges, applicants must meet higher criteria. All students enter ADU through University College and subsequently move to a degree-granting college in accordance with their study plans. University College provides general education at the freshman level and now also at the upper division level for all students regardless of major. Academic advising is provided in all four colleges, and career advising is provided in Business, Arts/Sciences and Engineering (not in University College). From fall 2013 onward, English language proficiency has been provided by ADU’s sister organization, ADU Knowledge Group. The University follows an American-style calendar of two semesters averaging 15 weeks with an additional week for exams. Credit hours are based on classroom contact hours, such that a three credit hour course would meet for three periods of about an hour’s duration with laboratory and other courses being prorated, consistent with practices in the United States. The University offers winter and summer terms of four weeks each.

The ADU staff comprises approximately 178 full-time faculty and 242 full-time staff. Academic units are supported by the Human Resources office (HR), which maintains policies for grievances, promotion, hiring, salary, and the like. The CAA has established requirements across the nation for faculty credentials that essentially require that all faculty members—full and part-time—hold the terminal degree appropriate for their field. This means that most faculty members hold the PhD or equivalent. A high percentage of faculty members have been educated in North America and Europe. By law, there is no tenure for faculty, though ADU offers an open, renewable contract, giving most of its faculty more confidence in continuing employment. Visas are, however, granted for two-year periods.

3. Description of the Visit: The five-member WSCUC site visit team (hereafter called the Team), together with the WSCUC staff liaison, conducted the review and site visit to the Abu
Dhabi University main campus in Abu Dhabi and the Al Ain campus from September 23-27, 2014. The Team was welcomed warmly and appreciated the hospitality provided. After a Team organizing meeting over dinner the first night, University leadership hosted a welcome dessert at a nearby hotel. Over the next four days, Team members met with University leadership, full-time and part-time faculty, administrators, various groups of students, advisory committee representatives, and with members of the Board of Directors and Board of Regents, the latter over lunch. In addition to institutional representatives, team members met with the Director of the Commission for Academic Accreditation, representatives from the Abu Dhabi Education Commission, and representatives from the United States Embassy. The WSCUC staff liaison and Team chair were received by current vice-chair of the Board of Regents, His Highness Sheikh Nahyan bin Mubarak Al Nahyan, UAE Minister of Culture, Youth & Community Development, at his residence. On the Muslim weekly holy day of Friday when the University was closed, Team members and University leadership visited landmarks in the city of Abu Dhabi. On Saturday the 27th, the team travelled to the Al Ain campus to meet with faculty, staff, alumni, students, employers, and stakeholders, and returned to the Abu Dhabi campus for the exit report to University leadership. A copy of the visit schedule is attached in the Appendix.

B. The Institution’s Seeking Accreditation Visit 1 Report:

1. **WSCUC Accreditation History:** The Ministry of Higher Education and Scientific Research of the United Arab Emirates through its Commission on Academic Accreditation (CAA) has approved ADU to award higher education degrees. The Board of Trustees approved the mission, vision, and values of ADU in 2008, after careful development by administration and with appropriate faculty input. On July 6, 2012, Abu Dhabi University submitted its initial application to WSCUC for consideration of accreditation. Dr. William Plater, representing WSCUC, reviewed the initial application and notified the University on August 13, 2012, that it had been approved for a Diagnostic Visit. In early December 2012, a team composed of Drs. James Appleton and William Plater completed the ADU Diagnostic Visit. The University was responsive to all requests from the team in preparation for the Diagnostic Visit. ADU’s initial application for WSCUC
accreditation was strong and met all 23 of the criteria to move ADU to the next phase. In late July 2013, the WSCUC Eligibility Review Committee met and granted Eligibility on August 5, 2013, giving the University four years to achieve Candidacy.

WSCUC staff originally scheduled the Capacity and Preparatory Review visit for Candidacy for Abu Dhabi University for September 2014. However, given the new procedures adopted by the WSCUC Commission in July 2013, the CPR visit for Candidacy was changed to a Seeking Accreditation visit. The Seeking Accreditation visit took place September 23-27, 2014.

The institution’s commitment to continuous improvement and quality was evident in the preliminary application for WSCUC accreditation and remains so at this stage of the WSCUC process. Further evidence of this focus on quality is ADU’s commitment to achieving AACSB and ABET accreditation.

2. **Quality and Rigor of the Review and Report:** As stated, the Team was impressed by ADU’s positive view of the WSCUC review process as a vehicle to assist them in developing and sustaining continuous improvement as an institution committed to student learning and success. The Abu Dhabi University self-study report was well organized, clearly written, and supported by appropriate related documentation. The report cited appropriate institutional involvement in the review, which was confirmed during the Team visit. The Team noted the quality, rigor, and candor that characterized this effort. A wide-range of useful data was available to the Team. Additional materials and data were requested for review during the review process and site visit, and those materials were provided expeditiously by the Accreditation Liaison Officer (ALO).

The Team found that the self-study report addressed the issues and concerns raised during the WSCUC Diagnostic Visit, though a few issues remained to be addressed further during the site visit. During the visit, the Team returned to these issues and themes in its discussions with Board members, administrators, deans, faculty, staff, and students.
The ADU self-study provides an excellent overview and conveys a clear sense of the mission, vision, objectives, and outcomes of ADU. The data exhibits are effectively cross-referenced to the Standards and CFRs. The self-study provides evidence of the formulation of the expected policies, and includes demographic descriptions of the students, staff, faculty, and administrators, as well as mapping the organizational structures that are in place. From the processes described to complete this undertaking, it seems that the extent of faculty and administrative involvement in the review and report preparation was both effective and appropriate. There appears to have been full participation in discussion of issues and recommendations. The institution appears to have taken this review as a rigorous inquiry with searching questions, appropriate methodology, and effective use of evidence in completing this major undertaking. The institution reported an apparently accurate portrayal of the current status in regard to assessment, program review, and strategic planning.

Several strengths of ADU’s self-study report were noted by the Team, including the commitment to thoughtful, cyclical, and inclusive strategic planning, most recently in its current and prior Five-Year Strategic Plan (CFR 4.1); comprehensive assessment structures, academic program review tools and processes, and alignment of academic and student learning outcomes for most programs (CFRs 2.4, 2.7, 2.10); the inclusive involvement and engagement of faculty and administrators in planning processes (CFRs 2.4, 3.11, 4.1); the beginning phases of transparency of data and robust system for reviews (CFRs 1.2, 1.7, 4.3); and recent programs organized to increase first-year retention, especially through the University College (CFRs 2.10, 2.11, 2.13).

The Team found that the institution embraced the WSCUC review process as an opportunity to improve through inquiry and reflection based on evidence. It is felt by the Team that the institution’s self-review led to a greater understanding of its effectiveness, development of processes for sustainability, quality improvement, and student learning.

C. Responses to Issues Raised in the Eligibility Review Committee (ERC) Letter:

According to the Eligibility Review Committee’s Action Letter dated September 9, 2013, ADU met all
23 criteria at a sufficient level to grant Eligibility with four years to achieve Candidacy; however, a number of items were highlighted for institutional clarification and attention. ADU appears to have considered carefully each of the areas of concern and provided responses in its self-study report. The Team’s review of these issues follows:

1. **Revise academic freedom policy to include restraints on areas of teaching within the cultural context of Abu Dhabi:** ADU’s academic freedom policy was revised and approved by the Board, with another revision made at the Board meeting during the team visit. The Team found the new policy to meet the requirements of CFR 1.3. ADU is compliant with this request. (CFR 1.3)

2. **Change governance processes to come into compliance with WSCUC Independent Governing Board Policy:** Since the Diagnostic Visit, ADU formed a new Board of Directors that provides more direct supervision and communication to University leadership on appropriate governance matters. At the same time, the revised by-laws in the Delegation of Authority and Committee sections make certain that the Chancellor has the responsibility for the day-to-day management of the University, effectively clarifying and scaling back the former management role of the Chair of the Board whose management role had concerned the WSCUC Diagnostic Team. ADU also developed conflict of interest policies for Board Members and Administration, which are included in the Bylaws. The University provided evidence that the Board has begun to have regular meetings, and Team members received minutes from the first two meetings. These minutes state the composition of the new Board/Committees that have been formed and details the issues discussed. Finally, ADU has added a provision to the Bylaws about the Board’s duties to evaluate the Chancellor and this was shared with the Team as well. ADU is compliant with this request. (CFR 3.9)

3. **Inclusion of requirements for expected out-of-class time for credit hours:** Effective Fall 2014, ADU added the following statement to all course syllabi: “Students should be aware that for each hour of in-class time, a further two to three hours (on average) of independent study (out-of-class time) is required. ADU is compliant with this request. (CFR 2.2)

4. **Consideration of more upper division courses for General Education:** ADU completed a self-study on the General Education program that identified the need for inclusion of senior level General
Education courses in all degree programs. These were submitted to the UAE CAA for review, approved in August 2014, and have been implemented. ADU is compliant with this request. (CFR 2.2)

5. **Improvement of student satisfaction results and achievement of better retention and graduation rates:** Since the Diagnostic Team visit, ADU has implemented a number of initiatives and strategies aimed at improving student satisfaction and persistence:

   a) Improvements in communication: the Chancellor, Vice-Chancellor, Provost, and Deans, have established open fora with students to facilitate direct dialogue among students and University leaders. These sessions have resulted in a number of changes being made, including improvements in customer and business services, as well as a wider timetable of course offerings.

   b) Improvements in services: a number of service improvements have been made to address student satisfaction, including online registration, extended IT helpdesk hours on evenings and weekends, and increased open hours in Finance, Library and support services during peak times.

   c) Improvements in student retention: To mitigate student withdrawals due to failures, ADU has changed both the procedures and delivery mechanisms of academic support in a number of ways:

      i. Mentoring and advising: each student is assigned to a faculty mentor who is responsible for regular communication and support, as well as referral to relevant support services where necessary. In addition, each student with a grade point average below 2.5 is required to see an academic advisor for additional support and academic planning.

      ii. Academic success initiatives: An Academic Success Center with several functions has been established. The Learning Support Center provides assistance in all non-language courses and is staffed by faculty and peer mentors. The Writing Center provides support for all oral and written communication in language courses and also supports capstone projects and the nascent “Writing Across the Curriculum” initiative launched in Fall 2014.

      iii. College-specific retention planning: Currently, retention rates in Year 1 are
approximately 80%. To increase these rates, particularly after the first year, each academic college has developed a retention plan specific to its students and programs. Accountability for retention will be placed with a newly-created position of Assistant Provost for Retention, who had not yet been hired at the time of the team visit. Responsibilities of this role include development, coordination and implementation of retention activities across all programs, including co-curricular activities aimed at engaging students beyond the classroom and implementation of problem-based learning. Additional discussion of the Team’s review of retention planning may be found in CFR 2.10.

iv. Academic standing policies: ADU has revised the enforcement of academic standing policies so that practices are applied consistently across the institution.

d) Improvements in graduation rates: ADU is working to improve graduation rates in a number of ways, including more flexible timetabling to support full-time students (the ratio of part-time to full-time students has reversed in the past decade from the majority of students being part-time to the majority being full-time. This will seem to contribute to increased graduation rates as the full-time cohort grows larger). In addition, ADU is working to improve the quality of teaching and learning; as such, each College is developing a comprehensive teaching and learning plan supported by faculty development sessions focused on teaching and learning offered each semester.

ADU is compliant with this request. (CFR 2.11, 2.13)

6. Development and assessment of student learning outcomes for information literacy: Information literacy outcomes are now included in curricula across all programs in coordination with the Library. Specific information literacy learning outcomes have been developed in the new General Education learning outcome proposal, which was approved by the CAA in August 2014. This proposal enforces the use of both direct and indirect assessment strategies. ADU is compliant with this request. (CFR 2.2a)

D. Description of the Team Review Process:

The WSCUC Team reviewed the self-study report and the supporting documents (including all prior
WSCUC documents) prior to the Team conference call and the visit. During email communications prior to the Team conference call, Team chair, Elizabeth Griego, in agreement with Team members, divided the responsibilities for the inquiry and writing that would be conducted, based on the expertise and experience of Team members.

During the Team conference call (August 19, 2014), the Team developed a number of questions and lines of inquiry to extend the review further. The self-study report and supporting evidence provided the foundation for the campus visit, but the onsite interviews and discussions provided the necessary information to answer relevant questions and shape the findings. In addition, ADU provided the available evidence of further institutional progress toward WSCUC Accreditation as it became available. Throughout the process, additional documents were requested by the Team and were provided promptly by University staff.

The Team examined the University’s evidence to support its review and report, conducted extensive interviews, reviewed on-line and on-site documents and exhibits, and authored this report, which represents the consolidated findings of the team. The members of the ADU community uniformly were helpful throughout preparation for the visit. The visit schedule included meetings with key members of the University community and its stakeholders. Senior administrators, faculty, students, and staff were readily available for consultation during the visit, as were members of the Boards, the Director of the CAA, and representatives from the Abu Dhabi Education Commission (ADEC) and the U.S. Embassy. It was evident that the students, faculty, staff, administrators, and board members with whom the Team met were engaged and invested in the accreditation process.

The focus of the site visit was to review the University and discern the extent to which the ambitions of ADU’s plans were being realized by actual operations and resources. The Team reviewed how effectively the institution was developing evidence that could form the basis of on-going reflection in response to the emerging reality of the campus and its intricacies, especially in light of the cultural distinctiveness of a private, for-profit institution in an Islamic culture.
The Team had the opportunity to plan its inquiry ahead of time, before the site visit began. The breadth of professional experiences of the Team enabled the members to explore questions, prepare lines of inquiry, and draft preliminary documents to guide the visit. This preparation enabled the Team to use the time on campus efficiently for interviews and discussions to extend their understanding and confirm or correct preliminary findings. The Team had adequate time to discuss various findings and to shape the conclusions, commendations, and recommendations of the Team report.

The site visit provided the opportunity to understand further the personal and organizational commitments to the University’s mission in ways that extended beyond the initial findings presented in the self-study report and supporting documents. In accordance withWSCUC practice, at the conclusion of the visit the Team chair presented the summative commendations and recommendations confidentially to Chancellor Ibrahim, prior to presenting those statements to ADU’s senior leadership and deans at the exit interview.

SECTION II. EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC STANDARDS:

The heart of the institutional accreditation process is a commitment to educational effectiveness, demonstrated through a rigorous, sustainable plan for on-going assessment and continued enhancement of student performance. ADU has set forth an institutional commitment to outcomes. It has attempted to align institutional resources to support student success through faculty and student engagement in the assessment process, self-assessment, and leadership focus on institutional research. The Balanced Scorecard is just one example. ADU demonstrated to the Team:

- its culture of evidence, including outcomes assessment for curricular and institutional improvement,
- an increased use of critical data for decision making processes,
- its engagement of faculty, students, and staff in reflective analysis, and
- its culture of one university with two campuses, capitalizing on the benefits of collaboration.

Both campuses are young and at an important developmental point in their respective situations. Given the youth of ADU, undertaking the simultaneous accreditation reviews of the WSCUC process, CAA
program and institutional accreditation, the Accreditation Board for Engineering and Technology (ABET), and the Association to Advance Collegiate Schools of Business (AACSB), was very ambitious. Upon completing the visit, the team has a deep appreciation for the sense of how the University's faculty, staff, administrators, students, and Board have embraced the WSCUC process as evidenced by the changes that have taken place in policies, procedures, and practices since the Diagnostic Visit and throughout the review process. Clearly, this is a community committed to demonstrating educational effectiveness in the future as it grows and develops. The energy and excitement on both campuses was pervasive. The positive regard that individuals had for each other and each others’ programs is testimony to the effectiveness of leadership in bringing about the rapid growth and development with minimal growing pains. The key, however, to attaining the laudable goals for the campus is the development of a sustainable financial model that will serve the campus for years to come.

In evaluating ADU’s potential for accreditation, the team reviewed the evidence of ADU’s understanding of the principles and intentions of each CFR to determine if this was at a sufficient level to support continued development. The team felt that for almost all of the CFRs, the core concepts and/or intent of each CFR were understood and articulated clearly as applied to relevant operations. In addition, it was believed that there was thorough and widespread implementation of structures, processes, and forms that operationalize most of the CFRs and that an understanding of these concepts was held at multiple relevant organizational levels.

**STANDARD ONE: DEFINING INSTITUTIONAL PURPOSES AND ENSURING EDUCATIONAL OBJECTIVES**

**CFR 1.1 – Formally approved, appropriate statements of purpose that define values and character.**

ADU has a clear set of documents that set forth its mission, as well as its values and character. The University was founded in 2000 as a for-profit institution with the backing of several members of the Emirates’ royal family. While maintaining many traditional Muslim values, including the separation of men and women at the undergraduate level, ADU seeks to be a world-class institution with a focus on both
teaching and research. In just over a decade, it has adopted many of the formal policies that characterize American higher education.

ADU's governing bodies, administration, faculty and staff provide evidence of subscribing to and supporting the mission, vision, values, and statements of purpose. Curriculum, instruction, co-curricular activities, and university processes and functions all indicate widespread awareness of, and commitment to, the statements. ADU meets WSCUC requirements for this CFR.

**CFR 1.2- Clear educational objectives; indicators of student achievement at institution, program and course levels; retention/graduation data and evidence of student learning outcomes made public.**

ADU has undertaken a thorough approach to establishing and embedding clear objectives at institutional, program, and, especially, course levels. These are more thoroughly implemented in the Colleges of Business and Engineering, as well as in the University College. Further development is in process in the College of Arts and Sciences. The Team found evidence of significant faculty involvement in establishing these objectives, with the assistance and cooperation of the staff of the Office of Institutional Research and Strategy and other relevant leadership.

In general, ADU has begun an increasingly comprehensive collection of key data, including graduation and retention rates, as well as student learning outcomes at a more granular level. However, there is not clear evidence that ADU has managed to make these data broadly available, including in the more public fashion required by this CFR. In addition, further exploration and understanding of the data through such analyses will enable ADU to have a better understanding of student retention and completion.

**CFR 1.3-Academic freedom policies and practices.**

The national context is an essential element in examining ADU's commitment in this regard. ADU has adopted a formal policy and, in fact, a revised version was approved formally by the Board in September 2014 during the Team’s visit. Even with respect to the earlier policy, the team discovered no evidence
that there have been any violations of the policy, no concerns were voiced in various meetings with faculty or staff and, as a result, there is no evidence that the policy was not honored by the ADU administration and Board of Directors. The policy states,

“Faculty members are entitled to freedom in discussing their subject in the classroom, but they should exercise professional judgment to not introduce any controversial matter which has no relation to the subject such as political, social, and cultural issues of sensitivity specific to the UAE. With this caveat, ADU will not impose any limitation on a faculty member’s exposition on their subjects within or outside the university.”

The Team found this policy compliant with CFR 1.3 and consistent with WSCUC practice regarding the review of an institution within its own particular mission and political and cultural context.

**CFR 1.4-Diversity: policies, programs and practices.**

ADU has established clear, appropriate policies related to the establishment and encouragement of every type of diversity within its student body, faculty, and staff. Its practices provide evidence that these policies are taken seriously and are effective. “Respect for all” and “Embracing diversity” are two of eight Institutional Values included in the Strategic Plan. Its “Fair Treatment Policy” commits the University to an equal opportunity working environment for all faculty, staff, and students based on mutual respect and trust, including among those whose status is not covered by existing legislation such as gender, sexual identity, sexual orientation, political or religious beliefs, and others. The University further commits itself to monitoring and review of this policy, including among other actions, developing and publishing statistical information and equality impact assessments.

The diversity of ADU is facilitated significantly by its geographical position, within an exceptionally diverse metropolitan location. The modern crossroads of Abu Dhabi and the UAE more generally provide a population base that represents over sixty different nationalities, with concomitant racial and ethnic
diversity. Economic diversity also appears among the student body, within a reasonably broad range given the setting. Students represent 55 nationalities and faculty and staff 25 nationalities.

The advantages of location with regard to enhancing diversity, however, do not mean that such an outcome is automatic. ADU could have taken a much more closed approach. Instead, ADU appears to have embraced and encouraged diversity consciously, both formally and informally, and in accordance with this CFR.

**CFR 1.5-Education as primary purpose, autonomy from external entities.**

ADU has taken direct action to address the concerns about CFR 1.5 expressed by WSCUC in response to the 2012 Diagnostic Visit. The Board of Shareholders has been separated from the newly-created governing Board of Directors, according to documentation. There does exist a holding company tied to Shareholders that comprises several related companies, all supporting ADU and its work. Adequate safeguards seem to be in place and ADU’s auditors have not raised objections to those arrangements, but have noted the potential issues of related party transactions. The members of the Board of Regents appear to be mostly honorary and not involved in decision-making.

The support of Chairman of the Board of Directors HE Ali Saeed Bin Harmal Al Dhaheri, Honorary President of the Board of Regents, HH Hamdan Bin Zayed Al Nahayan, Vice President of the Board of Regents, HH Sheikh Nahyan bin Mubarak Al Nahyan, and others on the Board of Directors and Board of Regents has been crucial in the creation and ongoing viability of ADU, especially in the context of the more than 100 competing colleges and universities in the UAE. The Team received indications of continued commitment and support from internal stakeholders as well as representatives from the external agencies with whom the Team met, essential to ADU’s continued growth and developing reputation in the UAE. It should be noted that the reorganization of the governmental structure has been recent, so the Team’s observance of the effectiveness of the university’s functioning in its for-profit status under WSCUC standards was primarily relegated to a review of the documentation provided.
CFR 1.6-Truthful representation to students and public; fair and equitable policies; timely completion.

All evidence leads the Team to the conclusion that ADU has been truthful in its representations to students and the public. The only exception noted by the Team relates to the need to qualify the key and often-quoted ADU employment rate of 90% (also seen as 93% and even 96%). Perhaps this figure represents the cumulative percentage of those graduates over the years who seek to be employed as was suggested to the Team. The recent Abu Dhabi Pilot of the Graduate Destinations Survey for 2013 graduates developed by the ADEC indicates an ADU employment rate of 65% employed and 12% in further study six months after graduation. The University should carefully and consistently define such rates in accordance with best practices. The employment rate is higher than the average for the 21 institutions surveyed, and is especially positive given the relatively high number of non-emerati students at ADU.

There is no evidence that ADU has anything other than fair and equitable policies, and that those policies are fairly and equitably applied. The institution has carefully compiled and documented passage of its set of extensive administrative and academic policies. With regard to completion rates, ADU has taken several actions to improve retention and graduation rates with most notable success in the last year of a significant improvement in first year retention rates.

The weakness with regard to this CFR is in terms of how information of student success such as completion rates and employment information is made public by ADU. There is some very basic information on the website, but CFR 1.6 implicitly requires, and WSCUC expects, a more robust, detailed, publicly-accessible presentation of key student outcome data, including completion information.

CFR 1.7-Operational integrity; sound business practices; timely and fair responses to complaints; evaluation of institutional performance.

In terms of operational integrity, evidence supports the institution’s assertions with regard to integrity. Given the youth of ADU, business practices are within the realm of what should be expected. Their
business practices are generally adequate and improvements have been made since the WSCUC Diagnostic Visit. The team has noted some concerns with regard to fiscal risk prevention and management, which are covered in more detail under CFRs in Standard Three.

There is no evidence to assert anything other than timely and fair responses to complaints in general. However, the team did note some dissatisfaction with regard to keeping more general concerns at the forefront of leadership’s attention pending resolution. The Town Hall meetings provide a good open forum, although there is, understandably and not uncommonly in institutions, a hesitance to air all concerns in a public forum. The Team was convinced, though, that leadership is open to hearing and responding to concerns in as transparent a manner as possible. This attitude is positive and could perhaps lead to more creative channels of encouraging and facilitating communication regarding faculty and staff concerns in person. No significant comments were received by the Team through the confidential e-mail account established for the visit.

CFR 1.8-Honest, open communication with WSCUC including notification of material matters and implementation of WSCUC policies.
ADU has been exemplary in its communications with WSCUC and in its responsiveness to requests for information, clarifications, and data, both prior to and during the visit.

STANDARD TWO: ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS
CFR 2.1-Programs appropriate in content, standards, degree level; sufficient faculty.
In the ten years since its founding, Abu Dhabi University has demonstrated a rigorous program design process that incorporates both internal collaboration and review and external assessment. Three colleges offer degree programs: the College of Engineering, the College of Arts and Sciences, the College of Business Administration, and in addition, the Military Program. In addition to the three degree-granting colleges, the University College offers general education courses common among all undergraduate degree programs, offered primarily, but now not exclusively, at the freshman level.
Since ADU’s founding, the University has been under nearly constant review as new programs are created and existing programs are examined for quality assurance. The curricula for all proposed and existing degree programs must follow the standards of the UAE Commission for Academic Accreditation (CAA), and also the accrediting arm of the federal Ministry of Higher Education and Scientific Research. The curricula are evaluated by both agencies on a five-year Renewal of Accreditation basis. The Team reviewed the CAA Reaccreditation Guidelines and the reports produced by ADU for their rigor and appropriateness and met with the Director of CAA to obtain his appraisal. The Team also met with representatives from the Abu Dhabi Education Commission. In addition to the reports for the external agencies, each degree program is evaluated internally on a five-year program review cycle according to the standards of disciplinary accreditation in the matters of curriculum design, learning outcomes, pedagogical delivery strategy, assessment, and the like. The Team reviewed these program review reports and the self-study for University College and found that the programs are appropriate in content, standards and degree level, and the faculty is sufficient in number for current enrollment levels. The University is commended for achieving ABET accreditation for three engineering degree programs, and for being in the final stages of securing AACSB accreditation. Faculty, administration, and staff have worked very hard over the last several years to produce these accreditation reports and to secure accreditation as recognition of program and institutional quality, for which it is to be commended.

CFR 2.2-Clearly defined degrees re: admission requirements and levels of achievement for graduation; processes to ensure meaning, quality and integrity of degrees.

CFR 2.2a-Undergraduate degree requirements, including general education and core competencies.

WSCUC requires that institutions have in place processes to ensure the meaning, quality and integrity of degrees, including degree requirements and regarding general education and core competencies. ADU has clearly defined policies that are accessible to all, including those regarding degrees, admission requirements, and levels of achievement for graduation. Educational objectives and expected student learning outcomes are published for each program in the appropriate Catalogs.
There is comprehensive curriculum mapping including SLOs and a feedback loop to improve offerings. The University College manages the total General Education (GE) process, and they have recently completed a General Education self-study and review with internal and external reviewers. The GE program has been revised to include three upper division courses.

There is a strong focus on key competencies relative to preparedness for the world of work, both locally and internationally, such as diversity, civic responsibility, working with others, engaging in lifelong learning, etc. The Passport to Success program, a learning module that incorporates principles of community development among students, has been recently implemented in University College to further these goals. General Education focuses on comprehensive and important issues of culture, politics, and technological knowledge.

**CFR 2.2b-Graduate degree requirements clearly stated and appropriate.**

Postgraduate programs have appropriate degree objectives and curricula that are more advanced than those for the programs offered at the undergraduate level. Objectives and curricula adhere to the CAA’s Standards. The ADU Workload Policy is aligned with the UAE Commission for Academic Accreditation and ensures that faculty members teaching graduate level courses are assigned reduced teaching loads to ensure time for research activities. Similarly, the CAA graduate-level workload criteria and qualifications for faculty have been implemented at ADU. Graduate admission criteria were reviewed by the Team and found appropriate.

**CFR 2.3-Student learning outcomes (SLOs) and expectations for student learning at all levels; reflected in curricula, programs, policies, advising.**

ADU demonstrates exemplary student learning outcomes and expectations for student learning at all levels of its programs and in every course syllabus. The Team found evidence of robust implementation of this learning outcomes system throughout the Colleges of Business and Engineering, and the University College, which includes many of the courses offered in the College of Arts and Sciences,
where further development is in progress. The Military Program will be the last to receive full implementation. The University's model for the system of learning outcomes is to map every course outcome to one or more program outcomes and then to link the intended program outcomes to the strategic plan in the academic planning process. The Team observed the process of establishing and evaluating learning outcomes to be a collaborative one that includes the deans, chairs, academic directors, and faculty members. The entire process is aligned with both the CAA requirement for learning outcomes and with the UAE National Qualifications Framework. The Team met with the Executive Director of the CAA, who commended ADU on its program planning and assessment work. The team also met with representatives from the Higher Education Sector of the Abu Dhabi Education Council (ADEC), who also commended this work.

The University recently established an assessment unit in the Provost’s Office, which will assist faculty further in the development and evaluation of course and program learning outcomes and with the review of assessment plans. The Assessment Office will work closely with the Institutional Research and Strategy group in centralized reporting and with linkage to the strategic plan. Staffing this important function will strengthen further the already excellent assessment work that is ongoing at the University.

**CFR 2.4-Faculty’s collective responsibility for setting SLOs and standards, assessing student learning, demonstrating achievement of standards.**

ADU faculty members have collective responsibility for setting Student Learning Outcomes (SLOs), assessing student learning, and demonstrating achievement of the outcomes. The Academic Council develops policies and oversees activities relative to mission, reviewing/enhancing program quality, consideration of new programs and changes in existing programs, and recently, in promoting research activities among faculty and students. Input is gathered from faculty, staff, administrators, students, alumni, external constituents, and college advisory boards. Units are required to identify and assess SLOs and map curriculum from individual course to program and institution levels. There is a comprehensive course documentation process each semester, which provides an online repository of course files, including material covered by the instructor, samples of student work, grade distributions,
and course assessment information. This repository is accessible to regular review, the outcomes of which are used to improve courses and student learning, and plan faculty development. Interviews with faculty members confirmed that they are actively engaged in planning, assessment processes, and annual analyses.

**CFR 2.5-Students actively involved in learning and challenged; feedback on learning provided.**

The quality of teaching at ADU is evaluated through peer review conducted by other faculty, by annual Student Evaluation of Teaching surveys, and through an active and regular evaluation process conducted by program chairs and deans. The Team found the University’s approach to, and support for, the assessment of teaching and learning to be exemplary. The team met with approximately 250 students over the visit, and student evaluation of the quality of teaching was uniformly praised and appreciated.

**CFR 2.6-Graduates achieve stated levels of attainment; SLO’s embedded in faculty standards for assessing student work.**

Each college at the program level is required to evaluate the assessment of student learning outcomes and make revisions to the Learning Outcome Assessment Plan which, in turn, is reviewed annually by the University Outcomes Assessment committee to ensure that graduates are achieving stated levels of attainment. SLOs are embedded in faculty criteria for assessing student work. The infrastructure for assessment relies on the Course Archive system described in CFR 2.4, the central repository for all course-related information. The longitudinal nature of this archive provides a rich resource for trend analysis. Such analysis is in its beginning stages but will undoubtedly become more sophisticated over time with the assistance of the IRS Office and the new assessment unit in the Provost’s Office.

The University could be more explicit in summarizing the rich evidence of its outcome achievements and making this information more publicly available on its website and through its publications. In addition, more information about alumni achievements would help tell ADU’s story to prospective students, employers, stakeholders, and the general public.
CFR 2.7- Program review includes SLOs, retention/graduation data, external evidence and evaluators.

In the UAE, the CAA is responsible for the initial accreditation of programs and for ongoing review every five years. The CAA program review requirements are very detailed and specific regarding SLOs, retention/graduation data, external evidence, and the process requires the use of a team of international content-expert external evaluators.

ADU follows a five-year internal program review cycle. These reviews are intended to be collaborative processes, starting with a Self-Study report prepared by a Program Review Committee. Both new program proposals and regular program reviews are reviewed by the CAA. The CAA assigns teams of international content experts who visit the university for a period of three to four days and serve as external reviewers to conduct a comprehensive assessment of the programs’ content. Subsequently, the University must develop an action plan to address the external reviewers’ recommendations and file it with the CAA. Per law, once initial accreditation is granted, universities are required to carry out a review of each program as part of an application for re-accreditation every five years.

The Team reviewed the institutional and CAA review reports and found them detailed and thorough. As stated elsewhere in this report, ADU is commended for securing ABET accreditation for three programs, for being in the last stages of AACSB accreditation (anticipated February 2015), and for pursuing NAAB accreditation for Architecture, all concomitant with WSCUC and CAA accreditation self-study and reviews. The Team appreciated how ambitious an agenda the University is achieving in this regard.

CFR 2.8-Scholarship, creative activity, and curricular and instructional innovation for both students and faculty valued and supported.

The 2014-2019 strategic plan is well developed and follows logically from the previous five-year plan. Scholarship, creative activity, and curricular and instructional innovation for both students and faculty are valued and supported through an active schedule of faculty development and seed money and financial support for faculty to attend international conferences. Funds for student research are provided. The
Faculty Development Task Force provided useful recommendations and there is evidence of active presentations and development days on campus. Research and service are requirements for every faculty member and are integrated into the evaluation process and performance reviews that lead to salary increases.

The primary focus of institutional funding is research activities for both faculty and students and the encouragement of collaborative efforts. The new Office of Research and Sponsored Programs provides seed funds and encourages and coordinates conferences and competitions that are peer-reviewed. The faculty retention and promotion policy has criteria for scholarship in teaching, learning, and assessment. Faculty development days to advance teaching and learning are conducted each semester and resources are made available for faculty to expand their abilities. The University Outcomes Committee coordinates and oversees these activities at the institutional level. In addition, ADU annually organizes a UAE Undergraduate Student Research Competition to foster research and entrepreneurship.

The Team commends the University on its development of a biotechnical pharmaceutical incubator, which secured the Sheikh Mohammed Bin Rashid Award for being the best example of university innovation and entrepreneurship in Arab countries.

**CFR 2.9-Faculty evaluation links scholarship, teaching, student learning, and service.**

At ADU, the faculty evaluation process links scholarship, teaching, student learning, and service together. Faculty promotion policy and salary increases are tied clearly to merit. Faculty evaluation reviews include scholarship and service as criteria with outcomes and evaluations required. The expectations for faculty research and scholarship are particularly clear in the Business and Engineering Colleges. New faculty members are evaluated annually and associate and full professors are evaluated every two years after the initial annual evaluations during their first two years. At the institutional level, the University Outcomes Committee coordinates and oversees faculty participation in the design, implementation, and evaluation of the learning outcomes assessment process, while the Faculty Development Committee plans development days that focus on advancing teaching and learning pedagogy.
CFR 2.10-Institution identifies and supports needs of students; tracks aggregated and disaggregated student achievement, satisfaction and campus climate; demonstrates students’ timely progress.

The University is in the beginning stages of tracking student satisfaction, achievement and success. As reported by the WSCUC Diagnostic Team of 2012, retention and graduation rates are a concern. The Team was told that retention data before 2009 is unreliable, but even the most recent data suggest that retention does not compare as favorably with ADU’s peers as the University would wish, as reported in a CAA survey provided to the Team.

Retention will undoubtedly improve as the University becomes better known and more established in the UAE, and as it continues to enroll continually higher percentages of fulltime students -- but ADU is missing the opportunity to develop better data that will allow it to target problem areas directly to improve student satisfaction, address campus climate issues, and support student success and retention to graduation. Developing data to support a deeper understanding of retention is an area where the Institutional Research and Strategy Office, Quality Assurance, and Student Affairs staff could work together to disaggregate leaving student data so the University can understand the demographics of who is leaving the institution and who is being retained. These data would allow ADU to evaluate and act on its recruitment strategies and admission criteria.

In addition, information is needed to help the University understand the reasons students are leaving so that the University might develop strategies to address problem areas and improve campus climate. In our meetings with students, the Team heard of several areas where there was potential to improve support and interaction with the University. Students who are not retained can be injurious to University reputation as ADU seeks to expand its applicant pool and enlarge its share of the applicant market.

In open meetings with students on the Abu Dhabi campus and in another meeting with female students on the Al Ain campus, the Team engaged students in samples of convenience to obtain their feedback to four questions. Forty-nine written responses were received. Answers were informatively convergent on a
number of points. Questions and only the most prevalent responses are listed below. Similar responses have been combined to form categories and a few students gave more than one response.

1. **What one thing do you like best about ADU?**
   Great/well-educated/encouraging/helpful faculty (19 responses)
   Interactive/friendly/engaging/fair/respectful/excellent staff (10 responses)
   Community/social life/second home/relaxed environment (11 responses)
   Cultural diversity and internationalism (5 responses)

2. **Why did you choose ADU over any other university?**
   Strong academic reputation (26 responses)
   Location near home (12 responses)
   Affordability (9 responses)

3. **How would you improve your experience at ADU?**
   More sports and recreation facilities/ cricket field/gaming room/ gymnasium/ and/or pool (22 responses)
   More student-involved events/ trips/ excursions/ interactive events/student gatherings/guest speakers (20 responses)

4. **If you could change one thing about ADU, what would it be?**
   Change gender segregation to coeducation (20 responses)
   More student activities on campus (4 responses)
   Improve student support services (4 responses)

This small sample of 41 is not scientifically determinative; nevertheless, it confirmed other and more extended discussions that the Team had with students who seem to be pleased with their courses and quality of instruction but are asking for more of a campus life experience, especially on the Abu Dhabi campus. In addition to prioritizing the hiring of an experienced student affairs vice chancellor or director, the Team felt the University should consider adding more recreational facilities and co-curricular opportunities to enliven the campuses which are geographically isolated from social, cultural, and other educational opportunities (this is especially true of the Abu Dhabi campus). In a discussion with the Vice President for Administration and Finance, the Team learned that additional facilities have, in fact, been discussed and prioritized, and a cricket field is funded in the budget for the current fiscal year. The students are not aware of these plans, however, and it would doubtless heighten their appreciation of the University’s responsiveness to them if they could be so informed. With respect to the question about coeducation, the Team understood that while the proposal has been under occasional consideration, the Board of Directors is not likely to make a change in the near term.
The efforts to understand and address student retention, improve the student experience, develop University community, and focus on student success are hindered by a very thin student affairs function at ADU. The Vice Chancellor for Administration and Finance, among his other considerable duties, has served as the Acting Director of Student Affairs for some time while a search has been ongoing, and the University is aware that a chief student affairs officer needs to be appointed as soon as possible. In addition, one of the three student affairs department head positions, that which serves university and community engagement, is also currently vacant. The Career Center staff expressed concerns about meeting its strategic planning goals with a staff of five (one just added in the last month) who are stretched between both campuses trying to help place students to meet the high priority ADU has placed on student employment after graduation.

While the Team appreciates the need to keep administrative staff lean as the University is developing academic programs, there is concern that the lack of staff mentorship and guidance has resulted in students feeling that they are not being heard when they have raised concerns about student services and their overall experience at ADU. Student Affairs staff usually are also the point persons to interact with parents about family concerns. Several observations from staff and students suggest that the chief student affairs officer should be the point person to develop effective channels for proactive communication and responsive action to students and also to the parent population that is so active in overseeing their students’ (especially daughters’) university experiences. In addition, while the Student Engagement and Development Office has organized and advised a good number of programs, more could be done to develop programs strategically that will build community, expand learning opportunities in collaboration with faculty, mentor student leadership, and deepen students’ sense of university responsiveness and connection to their needs and interests. The current student level of dissatisfaction with aspects of student services and co-curricular opportunities is a concern for a University with such a strong academic program, and any disaffection has the potential to carry over as students become alumni. The Team heard about alumni who still have negative feelings about the University because of these issues.
Of positive note are the recent actions taken by the Dean and faculty of University College to address first-year retention through the development of an emphasis on wholistic faculty mentorship to support students’ personal and academic issues through intensive advising, including financial issues, academic and personal support, and active referrals. The University College conducts workshops and seminars for faculty to improve teaching and learning. The Learning Support and Writing Centers are worthy fledgling efforts that are in the process of being expanded and there are plans to develop a Math Center within the Learning Support Center. A Writing Across the Curriculum project is also slated to be piloted Fall 2014 within University College. These academic support ventures hold the potential to improve retention, especially for academically underprepared students. Finally, the new position Assistant Provost for Retention and Student Services that is slated to address retention and to work with the Institutional Research and Strategy Office to collect and analyze data, will improve focus on retention efforts. According to the Dean of University College, the combined effect of establishing the academic support services cumulatively have increased first year retention from 65% to 80% in the last two years, initiatives for which the Dean and University College should be commended.

**CFR 2.11-Co-curricular programs aligned with academic goals and regularly assessed.**

As noted above, some attention is being given to the development of co-curricular programs through the Student Engagement and Development Office, Career Development Office, and in the colleges. The Team reviewed the number and range of programs organized through these venues. Of special note in University College, in addition to the academic support initiatives mentioned in CFR 2.10, the new Learning Community pilot and the Passport to Success initiative were developed, the latter with the College of Business Administration. Passport to Success includes a Distinguished Speaker Series, opportunities for community service, an e-newsletter, business competitions, and the establishment of Sigma Iota Epsilon, the management honor society. Still, unfilled positions and the lack of Student Affairs staff to mentor students means that student government and clubs do not have the active advisement from which student leaders at other Universities profit. Student Affairs staff could partner with faculty in broadening and expanding internships and in developing more extensive community engagement opportunities that students seek.
There is currently no program review in place for student affairs programs; thus, the attention and planning that has brought effective focus on learning in the academic programs is missing from the student affairs programs and services. It is recommended that a schedule of program review that includes goal setting, staffing plans, resource requirements, connection to student learning, and service orientation be implemented for all areas of student affairs programs and services. Use of the standards developed by the Council of Academic Standards may be useful to this effort.

**CFR 2.12-Institution provides useful and complete program information and advising.**

Advising offices staffed by full-time advisors in each college have been established to support student learning needs and to track progression to graduation better for each student. Each student is provided with a Plan of Study to help organize his or her course schedule each semester and to discuss progress to degree with his or her advisor. The Team reviewed recruitment materials and found them accurate and appropriate. Some students who were interviewed did express concern that courses they needed for timely progression to graduation were sometimes unexpectedly not available in the semester in which they needed them.

**CFR 2.13-Appropriate student support services planned, implemented, and evaluated.**

Student services are also addressed in CFRs 2.10 and 2.11. ADU offers a range of student services in addition to direct academic support services, including the afore-mentioned Student Engagement and Development Office, medical services, counseling, career development, information technology services, and services for students with disabilities. As mentioned earlier, the vacant Student Affairs staff positions are overloading the work responsibilities of other administrative staff, and it is recommended to fill the positions as soon as possible to proceed with activity and event planning and appropriate advisement of students and clubs. Also, faculty members currently receive a stipend to staff the writing center and academic support center. When finances allow, these academic support positions could improve with a dedicated specialist to support underprepared students in improving their skills.
CFR 2.14-Appropriate information to, and treatment of, transfer students (if applicable).

The Team reviewed information materials available to transfer students and found them appropriate. Student handbooks, catalogs, website, portals, etc., detail specific information and include clear policies governing transfer credits. Transfer students report good treatment and seem to blend well with others. Several transfer students at the Al Ain campus spoke very positively about the community at the Al Ain campus when compared with the neighboring university. The Admissions Office is making effective use of contract recruiters, because here again, staffing is quite lean. Currently, there are articulation agreements with a handful of institutions. The University is encouraged to develop such agreements with secondary schools, as well as with other universities.

STANDARD THREE: DEVELOPING AND APPLYING RESOURCES AND ORGANIZATIONAL STRUCTURES TO ENSURE QUALITY AND SUSTAINABILITY

CFR 3.1-Sufficient, qualified, and diverse faculty and staff to support programs and operations.

ADU has brought together a qualified, competent and committed faculty. Faculty members come from many backgrounds and most are well qualified in their fields. More than 77% of the full-time faculty members have appropriate doctoral degrees, as do 62% of the part-time faculty. Part-time faculty represent only 24% of the entire faculty. The faculty is highly diverse, representing numerous national, academic, and experiential backgrounds. Females make up 26% of the total faculty. The quality of the faculty is also evidenced in the College of Engineering and the College of Business through the former’s programmatic accreditation by ABET and the latter’s pending and likely accreditation by AACSB.

Members of the WSCUC Team met with more than 50 full-time faculty members and a small group of part-time (adjunct) faculty. They expressed considerable commitment to ADU, their students, and their colleagues. No significant negative issues were raised.

The academic staff is likewise qualified and effective. A new Provost with considerable experience is joining the University. The Deans are also experienced and, together with the Provost, seem poised to
provide effective academic leadership moving forward. The senior administrative staff members are highly competent in their positions and seem to function well as a team. Members of the WSCUC had direct interviews with most and universally were impressed. The WSCUC team also held an open meeting for other administrative staff. This was well attended by approximately 55 staff members at the main campus and more than 20 at the Al Ain campus who felt comfortable in talking about their role in the institution and the institution’s commitment to them, as well as some specific challenges.

Despite these positive elements, the University faces several challenges in building and retaining high quality faculty and staff. Many such challenges are the result of external conditions over which the University has little or no control. United Arab Emirates government policies impose important visa restrictions. Faculty and staff members hired from outside the UAE must go through a lengthy governmental vetting process, which includes approval by both the Ministry of Education and the Ministry of Labor. A key challenge is the need for approval by the security services of the government. This process can take several months to complete and is not always successful.

The government places strict time limitations on visas for non-citizens of the United Arab Emirates. While visas can be renewed (and often are), this interjects a level of uncertainty. Given these constraints, the University does not provide faculty and staff with long-term contracts. Further, the visas can be withdrawn at any time for a wide variety of reasons. The result of this visa regime is to inject a certain amount of uncertainty into most recruitment and employment matters for expatriates (who comprise almost 90% of the total population of the UAE and, as far as the WSCUC team could determine, represent 100% of the senior administrative team and the full-time faculty).

In addition, as mentioned earlier, the faculty, some staff members, and some members of the Leadership Team seem overstretched in their responsibilities. Several senior people wear multiple hats, the faculty members carry a heavy teaching and service load and the departmental administrative staff is lean by any definition. The Board of Directors, the Chancellor, and the strategic plan all speak of the need for
operational efficiencies and the WSCUC encountered several examples of people feeling somewhat overwhelmed by their duties. In no way is the University overstaffed.

Exacerbating these matters is the fact that faculty and staff compensation is modest by local standards. The Team was given comparative data that revealed that staff compensation is below the midpoint of the relevant employment markets and competitor universities. Further, unlike some competitor institutions, the University does not supply housing or provide housing allowances for most staff. There is housing for faculty and senior administrators and additional housing for faculty is planned. The total compensation plan for ADU is of significant importance to the University in its plan to attract high quality staff and faculty, especially given the high competition in the local labor markets. The existence of 107 other academic institutions in the UAE and the context of the visa policies of the government drive the competitive employment market. There is considerable movement of employees among the various institutions and the Team understood that 41 percent of staff who left ADU in recent years were recruited away by other universities, with this trend accelerating in recent years. Attraction and retention of qualified faculty and staff under these conditions is difficult.

The University clearly recognizes and is discussing these challenges. While staff reported that cost of living has gone up a reported 25% in recent years, there has been no cost of living salary increase for ADU employees for the last four years (although there has been merit pay). Lower paid staff, in particular, report struggling financially. As noted, the cost of transportation to campus was raised as an issue by support staff. Reportedly, pay scales were last adjusted in 2008 and benefits last examined in 2008. A proposal is on the table to increase compensation levels to bring employees to 50% of the relevant markets, but the Board of Directors, thus far, has declined to approve it. Even at 50%, the University will be at a distinct disadvantage in recruiting and retaining quality faculty and staff from the local UAE labor market.

The situation of faculty and staff compensation and retention has particular relevance in light of the University’s stated plans for expansion and the new faculty emphasis on research. In addition to other
financial constraints discussed in the foregoing, these plans will be difficult to implement in the current context. In order to achieve its goals, the University will need to find ways to finance and support highly qualified faculty and staff, and more adequately compensate support staff to ameliorate the financial costs and time constraints imposed by continual employee searches that are being experienced in the current high turn-over environment.

Finally, it is important, given the nature of the employment and visa situation in which the University finds itself, to ensure adequate succession planning for senior leadership, should current incumbents decide to leave or retire.

**CFR 3.2-Faculty and staff policies, practices, and evaluation well developed and applied.**

The University has a highly developed and nicely compiled set of policies with accompanying practices related to faculty and staff employees. There are annual evaluations at all levels. Within the faculty, peers, department chairs, and deans regularly assess professors. In addition, there is student evaluation of classes/teaching. Administrative staff members also go through a regular annual evaluation process with their supervisors. There is a professional human resources operation. The University meets the CFR both on paper and in perceived practice.

**CFR 3.3-Faculty and staff development planned, implemented, and evaluated.**

As with CFR 3.2 and as discussed earlier in this report, the University seems committed to faculty and staff development. Faculty members spoke of their ability to participate in academic conferences and other meetings, and some staff described being able to attend various professional workshops and share that knowledge with their colleagues on their return to campus. The University reports that 2.5% of the compensation budget is devoted to faculty development. The University understands the need to provide such opportunities in the context of the competitive job markets within which it operates.

**CFR 3.4-Financial stability, clean audits, sufficient resources; realistic plans for any deficits; integrated budgeting; enrollment management; diversified revenue sources.**
The University has had unqualified audits for the last nine years. There is in place a good system of committees that ensure broad university input to the budget. Five year operational and capitol financial projections are driven by the Strategic Plan.

Despite these favorable financial outcomes, the University's fiscal situation and capacity must be seen as complex and challenging. The University is a young (10 years) for-profit institution established by a group of leading UAE citizens. While the founders (“shareholders”) provided necessary initial fiscal resources and access to other sources of funds, today, the University is operated essentially as a stand-alone business. In other words, contrary to popular perception, it is not financed through donations or investments of wealthy parties. Instead, the University is designed to be self-sufficient and self-financing (mainly through tuition revenue) and, at the moment, does so.

The University operates within a cluster of related organizations under the aegis of the Abu Dhabi University Holdings, LLC. This provides certain advantages in the form of such things as shared services and access to expertise, but does not alter the fundamental reality that ADU must operate “on its own bottom.” This means that currently, the University largely is dependent on enrollments and tuition income, a situation made more critical by the dependence of the institution on one program (the Military Program) that provides between 30% and 40% of total University tuition revenue. ADU has financed most of its expansion (construction, investment in IT, etc.) out of its own earnings.

Indeed, it is notable that while the investment of the shareholders is carried on the books as an obligation, there seems to be no intention on the part of the shareholders that this be repaid at any time certain. While it is clear the investors seek an eventual return on their investments, to date, most University surpluses have been reinvested in the institution in one form or another. The principal exception to this is the annual payment of a management fee of 10% of net profit to the Board of Directors Chairman in recognition of his efforts on behalf of the University. This amounted to 2.1 million AED (approximately $560,000 US$) in 2013.
The University's capacity for investment and growth is necessarily constrained. This situation is recognized widely within ADU and has been the impetus for aggressive and creative efforts to diversify the sources of revenue, all of which are instrumental in the recently completed five-year strategic plan. These efforts take three principal forms. First is a continued emphasis on increasing enrollments and thus, tuition revenues. The University's goal is to increase enrollment by 7-10%, an increase of 2,000 students by 2018-19. While enrollments have indeed grown steadily and significantly in the last decade, it will take assiduous effort to continue this desired rate of growth. Several new undergraduate and graduate programs have been identified and are being considered for implementation, including Sustainable Architecture (already initiated), Mass Communications, Pharmacy, Project Management, IT, Strategic Leadership, Finance and Law, and a College of Law is being considered. This is an ambitious list. There is evidence that the programs are being carefully considered for feasibility, faculty availability, and market niche. Enrollment growth also is hoped for through a planned expansion of programs at the Al Ain campus and a proposed new campus in Dubai.

Admirably, as expressed by the Chancellor and the strategic plan, the University not only seeks growth in numbers, but also hopes to improve the quality and selectivity of the enrolled students. It will be challenging, however, to continue ADU’s pace of enrollment growth and the addition of these new academic programs, and possibly a new campus in Dubai, in the increasingly highly competitive market of the UAE which now supports over 100 colleges and universities. The University’s approach to being both data-driven and diverse in its strategies to achieve excellence and the reputation that accompanies it will continue to be important. It will be equally important to have the financial resources to build out the University without impacting adversely the quality of the current educational programs, the quality of the student experience, and the achievement of the goals in the strategic plan.

The growth strategy also includes a commitment to restraining the growth of tuition rates. The University's current tuition is in the lowest quartile of UAE institutions, and leadership believes it important to keep tuition manageable to compete for, and attract, more students.
A second type of revenue growth involves forms of fundraising. The University largely is precluded from traditional forms of fundraising by its for-profit status, and the absence of various forms of government tax incentives underscores this difficulty. However, the University has established an Office of Advancement and has staffed it with a senior administrator. This office handles communications and alumni affairs, as well as development.

The recently initiated strategy for development has two principal components. The first is an effort to reach out to corporations for gifts and contracts. The second is to take advantage of the Islamic tradition of zakat, wherein individuals are enjoined to provide gifts of charity and support to those in need. In the University setting, this takes the form of gifts in support of scholarships for individual students. Such support provided approximately 9.8 AED in scholarships and aid ($2.64 million). Roughly half of this amount was external aid and half came in the form of tuition discounts. Many of the students who received aid would not have been able to attend otherwise.

The third effort to increase and diversify revenue takes the form of an increased emphasis on faculty research. While there is no obvious effort to pursue basic research, the University believes there are opportunities for faculty-based applied research that will attract contracts from corporations. Unlike other nations, the UAE does not have a robust governmental research promotion agency or similar government support. Further, it seems likely that if there were to be government support of research by higher education institutions, such support would be confined to public institutions; a for-profit non-governmental university is unlikely to have access to such resources. The University has indicated its interest in developing research centers of excellence in collaboration with international and regional industry partnerships to stimulate research exchanges and partnerships. Such centers will require considerable seed money. The University assumes that expanded research productivity will lead to reputational enhancement in such venues as international rankings, and thus to further enrollment expansion.

It is clear that the University’s powerful and connected Board of Directors, Board of Regents, and Board of Shareholders will not allow the University to fail. However, lack of investment could result in a situation
in which the University continues, but with reduced academic quality and reputation, and without the enrollment base needed for the pursuit of excellence.

The WSCUC team perceives significant potential problems with this strategic and financial plan. Enrollment growth and research enhancement will require investment in faculty, administrative staff, and marketing and enrollment management capacity, as discussed in the foregoing. Current finances produce only modest surpluses (reduced 10% by the aforementioned management fee). The holding company structure includes an annual payment of more than 31 million AED for rental of facilities. In 2013, another 65 million AED was due to offset financing of capital requirements to another related party, Abu Dhabi University Knowledge Group LLC. The net effect of these and other financial interactions is to limit the funds available for investment in enrollment and research growth.

A further concern voiced within the institution is the current lack of sufficient investment in academic components of the University. Many believe the Board of Directors is not as sensitive to faculty and academic requirements as they need to be, as well as to human resources management and benefits matters, focusing instead on more familiar facility and infrastructure investments. The fact of limited investment resources does mean the Board must make resource allocation choices, further evidence of the constraints affecting the strategic plan and its emphasis on academic excellence and research.

In the absence of a major investment by external sources (large gift(s) or a guaranteed path through enrollment growth in the form of contractual programs like the Military Program), the University may well lack the resources needed for its strategic plan to succeed. Substantial failure of the strategic plan will mean the University’s long-term sustainability could be threatened.

**CFR 3.5-Facilities, services, information and technology resources sufficient and aligned with objectives.**

The University has built an impressive set of facilities for its programs. The main academic and administrative building on the Abu Dhabi campus is effective with ample room for current classroom and
The building on the Al Ain campus is sufficient for current enrollments. Student residence halls (which house about 15% of students) are reasonable, if somewhat utilitarian. Laboratories are well ordered and equipped, and classroom spaces are comfortable and appropriate to teaching and learning requirements. As discussed earlier, the academic areas are divided into male and female sections served by a common academic and administrative core. The University’s decision to hold two class sections for every class, one for each gender, has some undeniable financial and pedagogical implications, particularly when there may be a small number of one gender interested in the class. An example given to the team was six females on the Al Ain campus enrolled in an information technology class section. Usually the two sections are dealt with by offering one section a videotape of the lecture, a solution that most students reported was unsatisfactory for asking questions and interacting. Thus far, the University has decided against offering one class section with a divider in the middle.

The University’s IT operations have been the focus of considerable investment and improvement. In addition to the integrated information management system currently being deployed (see CFR 3.4), the University has recently upgraded its IT infrastructure to provide much greater capacity, effectiveness, and service to accommodate increased student, faculty, and administrative needs. New fiber optic cabling, universal wireless access, and video conferencing capacity have been added. More improvements are in progress. The IT plan is comprehensive. A new help desk operation is being implemented and a new student portal (Looking Glass) is coming on line. Microsoft has taken over cloud storage. A new server farm has been added to provide integrated services and secure backup capacity.

The PeopleSoft integrated enterprise resource planning (ERP) software is coming on line gradually, although modifications are needed for several modules because of particular conditions and needs. IT leadership is experienced and competent, and has the support of the senior leadership, as well as appropriate budget and resource capacity. The University clearly recognizes the importance of IT capacity for all of its operations and seems dedicated to providing such capacity at a high level.
CFR 3.6-Leadership operates with integrity, high performance, responsibility, and accountability.
The Team found the ADU leadership team to be very high energy, strongly committed to fulfilling its
mission, extremely hard working, and imbued with a zeal to make ADU the best institution of higher
education in the UAE, a university with a world class reputation for quality. The new Provost was onsite
for the team visit, and the Team was favorably impressed with his experience and credentials.

ADU instituted the Balanced Scorecard for the evaluation of all staff/operations from the Chancellor to the
support staff, and the Team received many positive comments about the use and effectiveness of this
accountability tool. It is clear that a highly effective staff has been recruited, despite some challenges
related to having in place a truly effective compensation package. Members of the leadership team
accepted responsibility for the need to solve problems, put in place new or improved systems, and create
data reporting methods that are open and transparent.

A challenge to ADU exists with respect to the changing nature of UAE and Abu Dhabi regulatory
authorities that are currently unfolding. Maintaining a strong administrative team is essential. While there
appears to be no threat to the viability or vitality of ADU, the need to navigate through these waters may
consume substantial time and energy.

CFR 3.7-Clear, consistent decision-making structures and processes; priority to sustain
institutional capacity and educational effectiveness.
The WSCUC Team found there to be a well-structured series of councils that spanned the academic
portion of the University and a clear system of moving the examination of issues in a linear process that
proceeds both from the faculty to the Board of Directors, as well as from the Board and Chancellor down
through the institution. There are university-wide structures that link all of the colleges and support
structures, as well as appropriate structures within the various colleges and administrative units. A high
priority appears to exist that focuses on serving students in effective/efficient and cost effective ways. In
addition, the Team was favorably impressed with the clearly written and effectively compiled set of
institutional policies that provide clear description, direction, and mandates for the University’s processes,
structures, capacities, and decision making.
CFR 3.8—Full-time CEO and full-time CFO; sufficient qualified administrators.
ADU has a full-time, highly experienced CEO who has been delegated substantial, but not total, authority over all aspects of the institution. The Vice Chancellor for Administration and Finance, who serves as the CFO, currently divides his time between serving as Chief Financial Officer and as Acting Director of Student Affairs, a situation that has existed for a significant length of time (according to the CFO, for 4.5 years). The Vice President for Administration and Finance not only represents the administration at student events, but also has gone on recruitment visits, is the designated advisor to student council, provides oversight to other student affairs staff, and even conducts interviews for student behavior honor code violations, such as violations of residence hall curfews. The team finds that this situation is neither appropriate nor sustainable, and urges ADU to act quickly to relieve the CFO of these responsibilities.

Many comments were received about the quality and availability of student services, and this surely should be a major issue to resolve as part of the enrollment management strategy. ADU also is highly dependent on tuition and, therefore, sound fiscal management and support for the developing strategic plan will be essential priorities for the CFO. Having a CFO who fills two highly essential/critical positions is not acceptable nor, as noted, sustainable.

CFR 3.9—Independent governing board with appropriate oversight, including hiring and evaluating the CEO.
As a result of guidance provided to ADU following theWSCUC Diagnostic Visit in late 2012, ADU has implemented a series of actions to clarify the roles and responsibilities of the three University boards. The Board of Shareholders is not the governing board and now has one-third, rather than a fifty percent or greater number of votes on the Board of Directors, which now numbers six. In addition, there exists a Board of Regents, which serves to bring a high level of academic and political visibility to the institution. The Board of Directors is the governing board and does use the Balanced Scorecard to evaluate the Chancellor/CEO and has given high marks to his performance. As Dr. Nabil Ibrahim has been the CEO since early in ADU’s existence, there has been no need for the current Board to engage in a search, nor to hire, a CEO. Currently, no succession plan is in place, but having one represents good practice for senior leadership and could benefit the institution.
CFR 3.10—Effective academic leadership by the faculty.

The faculty of each of the colleges appears to be fully engaged in the roles of providing academic leadership. The faculty is extremely diverse and includes people from a large number of nations, both within the Gulf Coast nations and from around the world. English is the language of instruction and business in all of the academic units except for the Military Program. The leadership appears to have done an exemplary job in molding effective teams for the variety of nations represented among the faculty, not an easy task given the varied experiences and learning systems that have been brought to ADU. As the University continues its expansion in its current and potential new locations, maintaining that faculty role across the various colleges and at a university-wide level will continue to be a high priority for ADU. It is also clear that the academic side of ADU must become more directly involved in the budgeting process to assure that resources and academic requirements are aligned.

STANDARD FOUR: CREATING AN ORGANIZATION COMMITTED TO QUALITY ASSURANCE, INSTITUTIONAL LEARNING, AND IMPROVEMENT

CFR 4.1-Quality-assurance processes in place to collect, analyze, and interpret data; track results over time; use comparative data and make improvements.

ADU has a very strong IRS team and commitment. Coupled with responsive leadership and engaged faculty and staff, the result is an ever-improving and farther-reaching process to collect, analyze and interpret data, then to make use of that critical information to institute improvements in the functioning of the University. The sophistication and extent of the IRS function and process are remarkable given the relative youth of the institution.

Tracking results over time will lead to even more effective decision making as ADU accumulates more history and as long as the institution maintains its current IRS and assessment commitments. The most apparent challenges will be in identifying comparative institutions and programs, developing and working with comparative data, and then continuing to make decisions based on the subsequent analysis. Finally,
the dissemination of those data and analyses, internally and externally, will complete the circle that WSCUC expects.

**CFR 4.2-Sufficient institutional research (IR) capacity; data disseminated and incorporated in planning and decision-making; IR effectiveness assessed.**

As noted above, there is sufficient institutional research capacity. The data gathered, analyzed, and presented for WSCUC and other accreditors attest to this. Data are disseminated and incorporated in planning and decision-making processes and are used by the various administrators, councils, and committees in their decision-making. IRS is the centralized reporting arm for internal and external reports and surveys. They maintain the Balanced Scorecard for ADU and provide information and environmental scanning for strategic planning efforts; coordinate institutional program review to help with data-based decision making; coordinate consultants and market research for enrollment planning and development of new programs; and are increasingly involved in learning outcomes assessment.

The IRS Office is well staffed with qualified professionals who are given opportunities for professional development. They attend professional society meetings to keep current, share and learn new information. The IRS Office productively organizes surveys and gathers data, and is tied closely to strategic planning and program review processes. In summary, the IRS appears well-resourced and appropriately involved and integrated.

**CFR 4.3-Commitment to improvement based on data and evidence; systematic assessment of teaching, learning, and campus environment; utilization of results.**

There is a clear commitment to improvement based on data and evidence. There is systematic assessment of teaching, learning, and the campus environment. The results of these analyses are utilized by relevant committees, coordinated by faculty, and have student representation. The Balanced Scorecard is comprehensive and is used to help with planning. There is regular review of goals and objectives, all of which have targets and measures.
Analyses are used to develop remedies to problems, which are based on data and trends, student evaluations, and satisfaction surveys. There appears to be a strong commitment to continuous improvement. The five-year strategic plan will use the Scorecard for targets and actual improvements. There is a strong system for evaluation of teaching in place. Satisfaction and engagement surveys are administered annually or biennially. The Team did not see the results of all surveys but there are survey instruments in place to query employers and community members, as well as internal stakeholders, and the University is encouraged to continue these opportunities for stakeholder input as often as is realistic.

**CFR 4.4-Ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment.**

There is ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment, as discussed earlier in this report. There is a comprehensive Student Evaluation of Teaching process, which is part of the annual faculty performance evaluation. Faculty members are peer-reviewed and evaluated regularly. The course file compilation is very comprehensive, maintained centrally, and reviewed by the relevant committee at the level of each college.

**CFR 4.5-Appropriate stakeholders involved in regular assessment of institutional effectiveness.**

ADU appears to be involving most of the key stakeholders effectively in terms of assessment of key institutional effectiveness data and analysis. The board, administration, faculty, and staff provide evidence of being well-versed in this regard, and effectively so.

Meetings of Team members with alumni and advisory committee representatives during the visit suggest that they might be more completely and intentionally included in this process. They have much to offer and are eager to be involved. This is a significant resource for ADU, as well as provides evidence of the University’s success in cultivating passionate advocates for the institution.
CFR 4.6-Reflection and planning with multiple constituents; strategic plans align with purposes, address key priorities and future directions; plans are monitored and revised as required.

Reflection and input take place broadly throughout University constituencies, as evidenced in multiple planning and budgeting processes. As mentioned above in CFR 4.5, this institutional strength could be augmented by further involvement of alumni and advisory committee members.

The strategic plan grows out of a clear commitment to purposes and progress, and is marked clearly by benchmarks and metrics, as well as widespread use of Scorecards at every level. Key priorities are included. There is evidence that, given careful reflection on data and analyses, plans are modified appropriately and thoughtfully to promote the University’s mission, while improving student outcomes.

With regard to future directions, and the assessment of opportunities and threats, there is some room for improvement. Broader analyses of possible internal and external influences and trajectories, perhaps with additional external expert assistance, could strengthen certain aspects of strategic plan development. The need for careful financial planning and projections is discussed earlier in this report.

CFR 4.7-Anticipating and responding to a changing higher education environment.

This is, of course, one of the greatest challenges facing each and every higher education institution globally. ADU is no exception and some issues, such as faculty and administrator hiring, achieving enrollment growth, and the competition of other colleges and universities, are accelerated for ADU in the environment of the UAE, as discussed in the foregoing pages. The challenge of securing the financial support that will be required to build a research university of international reputation remains especially significant.

The experienced leadership team and thoughtful input from the Board of Directors and other University constituencies provide strong internal resources that can be brought to bear on the prediction of, and response to, changing environments. Participation in key national and international fora in which these discussions take place external to ADU, and perhaps the inclusion of more formal external expert input as
mentioned above, will serve to improve ADU’s ability to anticipate, respond, and adapt to a changing environment.

SECTION III. PREPARATION FOR REAFFIRMATION UNDER THE 2013 HANDBOOK OF ACCREDITATION

A. Degrees Programs: Meaning, Quality, and Integrity of Degrees:

The self-study report and evidence provided by ADU include general definitions of the degrees indicating expectations for each level. Additional information from the catalog, assessment documents, and other materials demonstrate that the expected outcomes are appropriate to each level. (CFR 2.2a-b, 2.3) ADU has used an inclusive process to determine the learning outcomes for all programs. Program learning outcome statements are reflective of core disciplinary standards, high level cognitive and critical thinking skills appropriate to the particular discipline and level of degree awarded. (CFR 2.4) Each of the programs has developed a curriculum map indicating which outcomes are introduced, reinforced, or mastered by individual courses. This is an important tool for ensuring that outcomes are well integrated throughout the courses in a program and lead to exit level competencies. The outcomes also serve as the basis for assessment and program evaluation. (CFR 1.2, 4.1-3)

As might be expected, there is a range of specificity and completeness in both the outcomes and the curriculum maps across departments, with the College of Arts and Sciences somewhat lagging behind the Colleges of Business and Engineering. The assessment reports and program review plans indicate that continuing attention is being paid to updating outcomes and refining rubrics, including program and course outcomes on all syllabi, and revising course sequences and program designs, as needed. As faculty continue to develop the outcomes and maps for both the undergraduate and graduate degrees, they are improving consistency in quality and rigor by comparing standards to external tools such as are available through specialized accreditation, e.g., ABET and AACSB. (CFR 4.1-4) The outcomes, curriculum maps, and the process for assessment are made available to both internal and external constituencies and demonstrate the institution’s commitment to quality processes, though not currently easily accessible through the institution’s website. Additional attention to internal and external distribution
and communication of findings as appropriate to various audiences would help the process mature. One option is to include more information on career opportunities, alumni data, and specialized accreditation results on program websites, as this information would give both a fuller meaning and a positive view of the degrees at each level. (CFR 1.2, 1.7, 2.3, 4.3)

**B. Educational Quality: Core Competencies, and Standards of Performance at Graduation**

ADU, through its various assessment processes, documents that baccalaureate programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. (CFR 2.2a) The institution fully describes how the curriculum addresses each of the five core competencies, explains their learning outcomes in relation to those core competencies, and demonstrates, through evidence of student performance, the extent to which those outcomes are achieved. ADU regularly analyzes the evidence, reports on student achievement of its learning outcomes, contextualizes the findings according to the mission and priorities of the institution, and formulates its own plans for improvement. Regular program review, as well as the various accreditation processes in which ADU is engaged (CAA, WSCUC, ABET, AACSB), plays an integral role in assessing and improving the quality of learning. (CFRs 2.7, 4.1)

ADU has set expectations for learning outcomes that are appropriate to the institution’s mission, programs offered, student characteristics, and other relevant criteria (especially in relation to professional programs with separate professional accreditation, e.g., ABET and AACSB). These identified learning outcomes and standards of performance are appropriately ambitious, and it was clear during the visit that faculty and students are proud of the system. (CFRs 4.1,4.3-5)

The standards of performance have been set through internal discussion among faculty and relevant academic support personnel. (CFR 4.5) Graduate programs have clearly defined intellectual competencies that are foundational in their field. Expectations are clearly differentiated from and more advanced than undergraduate programs in terms of standards of performance and student learning outcomes. (CFR 2.2b) Graduate programs also set standards of performance, choose assessment
methods, interpret the results, and act on findings in ways that make sense for the program and institution. (CFRs 2.4, 2.6, 4.3, 4.4)

C. Sustainability: Preparing for the Changing Higher Education Environment

The institution shows evidence of being a learning organization through thoughtful processes of planning for the future. (CFRs 4.6-7) ADU has processes in place, infrastructure available, and mechanisms to demonstrate accountability and educational effectiveness (ISO, Balanced Scorecard, etc.). ADU has done an excellent job in gathering and analyzing data and using these data and information to improve educational practices and programs; however, making the data and information publicly available (transparency) could be more effective. These efforts will help position the University to address the challenges it faces as a for-profit, higher education institution in the UAE, given the changing higher education environment.

This report has discussed the number of challenges facing ADU as it pursues its future intentions of becoming an internationally known, research-intensive university. These include maintaining financial sustainability; growing enrollments; diversifying revenue streams through building new programs and the possibility of adding a new campus in Dubai; engaging faculty and students in applied research; forming alliances with industry and partnerships with other universities; and demonstrating transparency in its governance, finances, and outcome practices and reporting.

In the Team’s discussions with University leadership, they evidence awareness of these challenges, they are gathering useful data, and they are taking proactive steps to meet the challenges. Given that the institution’s strategic plan is visionary and aspirational, the next steps will be to plan for the future in greater detail. In particular, University leadership will need to discuss which of the above-mentioned threats is most relevant, to what extent the challenges are currently being felt, and what strategies will be invoked to meet the challenges. This would be a very useful exercise and would help shape not only policy but also help identify the sequencing activities to meet the most pressing challenges.
The strategic planning process is designed to lead the University in the right direction. The possibility for expanding programs in applied fields and in other locations meets a clear future demand for students and for workers in these fields. ADU has looked closely at potential demands for education in these fields and the potential of students to afford tuition. ADU has also discussed its plans with local employers regarding the provision of internships and jobs. (CFRs 4.6-7)

As discussed elsewhere in this report, the University has elevated research to a primary academic component. ADU has begun to contribute more substantial resources to support research relevant to the region and has made it part of faculty members’ evaluation; however, it will be important to track the number of students and faculty involved, the quality of the research and the subsequent publications, and other outputs over time, and to realign resources to support the endeavor. (CFR 2.8)

In summary, there are a number of strategic directions that will impact Abu Dhabi University over the next five years as it prepares for the challenges of and changes in higher education:

   a) The consideration of several new undergraduate and postgraduate programs in the fields of Sustainable Architecture (already begun), Mass Communications (in Arabic), Pharmacy, Project Management, IT, Strategic Leadership, Finance and Law; and the potential establishment of a College of Law.

   b) The consideration of a University branch in Dubai, which represents a significant opportunity to compete favorably for international students and expand ADU’s market in the Emirates. Market research already conducted by the University has identified a number of undergraduate and postgraduate offerings feasible for this campus. It was not clear to the Team, however, whether the University will be able to obtain the appropriate permissions to start this project. It was also not clear whether available funding will be sufficient, given competing priorities for University resources.

   c) A new campus in Al Ain is included in the 2014-19 Strategic Plan to allow for enrollment growth, to expand degree offerings, and to enhance student satisfaction in regard to facilities and campus life. Start-up funding for a new campus has not been fully identified yet.

   d) ADU intends to begin development of research centers of excellence in collaboration with
international and regional industry partnerships. Key deliverables will include publications, conferences, research fellowships, student and faculty research exchanges and partnerships with other research centers.

e) ADU has developed an e-learning strategy to build capacity in development and delivery of e-learning and hybrid courses. Over the coming semesters, ADU plans to develop in-house expertise, identify best practices, and begin to build repositories of course materials to support an e-learning infrastructure. In addition, ADU will explore opportunities for e-learning partnerships with international universities.

f) ADU has targeted in its strategic plans an increase in enrollment of 7% to 10% each year. It hopes to reach 8,000 students (an increase of 2,000 students) by 2018-19. This aspirational growth is dependent on success in three areas: 1) the expanded capacity in Al Ain, 2) the proposed new Dubai campus, and 3) new program offerings.

SECTION IV. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

WSCUC’s core commitment to educational effectiveness provides an opportunity for institutions to explore holistically approaches to educational effectiveness and to assess whether institutional systems, such as course and program design, faculty support, and program review are linked effectively to evidence of student learning and are consistent with educational goals and academic standards of the institution. In this regard, ADU has made conscientious and varied efforts to develop learning outcomes for educational programs. There are numerous structures and systems that provide evidence of student learning outcomes assessment, from individual classes to degree programs. As evidenced in the WSCUC Self-Study, and in individual meetings with University leadership, as well as in the group meetings with faculty and students and the various University councils, the campus community has identified the value of assessment and it is evident that the campus community shares the responsibility of establishing, reviewing, fostering, and demonstrating the attainment of these expectations at the course and program level. (CFRs 4.3-5, 4.6)
ADU has worked diligently in developing and measuring learning outcomes and is working on refining rubrics for all programs. This has been due, in large part, to the active faculty and IRS leadership in this area. Data are collected regularly, with the goal of achieving consistent, clear, concise information on student learning as a priority. (CFRs 2.3-4, 2.6-7) Professional external program accreditations (AACSB and ABET) have fostered further the requirement of programs to provide specific information regarding student learning and graduate attainment.

The evidence of general education assessment was examined in the self-study. The University College and its leadership are to be applauded for the thoughtful plan for general education, which has enhanced the first-year experience and the retention of students. The process of evaluating the general education program plan is extensive and thorough with results of reviews being turned into best practices. (CFRs 2.2a-b)

Institutional learning was evident in the use of the results of the assessments: when units discovered issues in course design and/or the curriculum, they have acted quickly to address them. Sometimes those problems stem from the predictable uncertainties associated with setting up new programs. At other times, assessments have revealed characteristics of the students that were not a good fit with faculty expectations or the curriculum as originally planned. The reports from the units distinguished among those different kinds of insights and described corrective actions focused directly on the source and nature of the problem.

In summary, ADU has been successful in establishing outcomes and assessing student learning for its academic programs at the undergraduate and the graduate levels. At the time of the visit, all degree programs had developed program learning outcomes and all programs had assessed outcomes and acted on the results. There is an impressive degree of participation in these processes, and the quality and effectiveness of the outcomes and assessment procedures were consistently high. Outcomes were concrete and specific, and they correlated closely with individual courses and the curriculum for each unit. The assessment procedures were effective, and the analyses of the results were especially impressive in
their insight and sophistication, particularly as to the connection among disciplinary expectations and standards, the specific characteristics of the students taking the courses, and curricular design and requirements. (CFR 1.2, 2.3-7, 2.10, 2.11, 3.8, 3.11 4.1-7) The Team encourages the institution to make such findings public and invite feedback on these findings from all of their constituents. (CFR 2.4)

SECTION V: FINDINGS AND RECOMMENDATIONS

A. Commendations:

The TEAM:

1. recognizes and appreciates the commitment and efforts of the faculty, staff, students, administration, and the Boards who have brought ADU to its present level of quality. This same level of University-wide commitment has produced an outstanding WSCUC self-study that is clear, concise, and evidentiary, serving as a model for institutions applying for initial WSCUC accreditation. The University is commended for this excellent report and also for its participation in all aspects of the review process. ADU engaged thoroughly in all aspects of the WSCUC review and responded appropriately to the Commission’s recommendations from the WSCUC Diagnostic Visit and Eligibility Review Panel recommendations. (CFR 1.8)

2. commends ADU’s comprehensive planning process and detailed strategic plan. The plan has objectives that should provide a clear roadmap for the next five years and by which the institution can measure its progress toward its ambitious goals. We applaud ADU’s creation of a culture of evidence, including use of ISO and Balanced Scorecard. (CFR 4.2, 4.6)

3. recognizes ADU for the achievement of ABET accreditation in engineering programs and on being in the final stages of review for AACSB accreditation for business programs. The achievement of program accreditation provides further evidence of the University’s aspirations for excellence.

4. acknowledges that ADU has developed clear and measurable student learning outcomes at the course, program, and institutional levels, establishing the necessary institutional research and strategic planning infrastructure to support the achievement of the goals for student learning. ADU has adopted the WASC Core Competencies as its institutional outcomes. The mapping of
Program Learning Outcomes to the Core Competencies is underway but not yet complete for all programs. (CFR 2.3-7)

5. recognizes the contributions of the Institutional Research and Strategy staff, whom we deem to be highly professional and effective. This IRS staff, through data gathering, surveys, analysis, and dissemination activities and through the support of student learning outcomes and other relevant assessment activities, provides information and tools to facilitate effective decision-making.(4.1-3)

6. commends ADU’s faculty members for their facilitation of student learning, and commitment and dedication to their students.

7. recognizes ADU’s commitment to academic integrity and to the steps the institution has implemented to promote standards appropriate to an effective academic environment. This commitment has improved ADU’s reputation among stakeholders and is being recognized beyond the institution. (CFR 2.1, 2.4)

8. applauds ADU’s well developed, clearly written, and effectively compiled set of policies.

(CFR 1.3-4, 1.6)

B. Recommendations:

1. Abu Dhabi University’s five-year strategic plan is designed to assure the long-term financial stability that will affirm and increase academic excellence, faculty research achievements, and international recognition. The WSCUC team is concerned that the current financial model and results will restrain the University’s capacity to implement this plan fully. The University currently lacks a fully articulated faculty research plan and the resources necessary to achieve these goals. Resources needed to grow enrollments, attract the research faculty the University desires, and fund faculty research will require concerted planning, careful decisions, and substantial investment. Current levels of funding are not sufficient to achieve the goals to which the University aspires. ADU must craft and implement practices and procedures to ensure the availability of financial resources necessary for institutional sustainability and success. (CFR 3.4)

2. The Team further recommends that the University concentrate its corporate and governmental outreach efforts in developing new educational and training programs based on cohorts along the
lines of the currently successful UAE Army programs and the Etihad Airlines aviation program. (CFRS 4.6-7) Significant government or corporate direct research support appears unlikely within the time frame of the strategic plan.

3. The Team recommends the development of a faculty hiring plan in concert with the plans for University expansion so that the cost of, and commitment to, faculty excellence may be planned for appropriately. External factors such as government security and visa policies, the existence of government universities, the extreme competitiveness of the local academic and student markets among the UAE’s more than 100 colleges and universities, and the University’s financial limitations will challenge ADU’s ability to attract, develop, and retain the faculty needed to make enhanced research productivity and research contracts a reality. (CFRs 3.1-3)

4. The current compensation packages of ADU’s academic and non-academic employees must be more competitive for ADU to have the number and quality of employees to achieve its strategic goals. (CFRs 3.1, 4.7)

5. Further to the goals of the strategic plan, the Team recommends that the University devise, fund, and implement an enrollment management strategy that includes expansion and greater professionalization of the recruiting and admissions operations, significantly greater marketing and communication activities, and an evidence-based understanding of retention factors that include such student-identified issues as improved student services and a more engaging student life experience on campus. Increasing new enrollment and improving retention must be pursued in tandem if ADU is to increase its net tuition revenue sufficiently. (CFRs 2.2, 2.7, 2.10-14)

6. Academic programs must be the center of the University. The University needs to ensure effective input from the academic leadership and faculty in helping shape budget priorities. Issues such as class size, availability of classes, duplicate services for males and females, videoconference technology, and appropriate research support all need to be addressed. (CFRs 2.4, 3.6-7, 3.10)

7. WSCUC standards require a complete university leadership team. This includes a full-time, solely dedicated CFO. We recommend that the University take appropriate steps to comply. In addition, given the constraints under which the University operates within the UAE government,
including the visa situation, it is recommended that a succession plan be developed for senior leadership. (CFR 3.8)

8. It is recommended that the University bring the same level of expectations for excellence that it employs for its academic programs to its co-curricular environment, especially on the Abu Dhabi campus. An experienced student affairs professional should be hired as soon as possible to provide university-wide leadership for faculty support and partnership, co-curricular learning, and the enhancement of campus life, all of which have the potential for improvement of student retention and success. The University should also proceed to develop a planned schedule of program review for its co-curricular programs. (CFRs 2.11, 2.13)
### Appendix

Abu Dhabi University VISIT SCHEDULE
FINAL VERSION (Version 12, 9-25-2014)

#### Tuesday, September 23, 2014

<table>
<thead>
<tr>
<th>TIME</th>
<th>Chair</th>
<th>Assistant Chair</th>
<th>Team Member</th>
<th>Team Member</th>
<th>Team Member</th>
<th>WASC Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 – 6:00 pm</td>
<td>Elizabeth Griego</td>
<td>Suellen Crano</td>
<td>Barry Ryan</td>
<td>Chet Haskell</td>
<td>Chris Cross</td>
<td>Richard Winn</td>
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<td></td>
<td>Team members arrive at Hotel as arranged by ADU</td>
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<td>6:00 – 7:30 pm</td>
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<td></td>
<td>Initial team meeting: Members meet over dinner, review schedule and assignments – (Marco Pierre Restaurant, Fairmont Hotel)</td>
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<td>7:30 – 8:30 pm</td>
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<td></td>
<td>Dessert/coffee/drinks with ADU leadership &amp; Deans – (Chocolate Gallery, Fairmont Hotel)</td>
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#### Wednesday, September 24, 2014

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<tr>
<th>TIME</th>
<th>Chair</th>
<th>Assistant Chair</th>
<th>Team Member</th>
<th>Team Member</th>
<th>Team Member</th>
<th>WASC Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30- 8:00am</td>
<td>Elizabeth Griego</td>
<td>Suellen Crano</td>
<td>Barry Ryan</td>
<td>Chet Haskell</td>
<td>Chris Cross</td>
<td>Richard Winn</td>
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<td></td>
<td>Team breakfast at Hotel (Afya Restaurant)</td>
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<td>Transport to ADU</td>
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<td>8:30-9:45am</td>
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<tr>
<td></td>
<td>Team meeting with Chancellor Nabil Ibrahim (D1F20)</td>
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<tr>
<td>9:45 – 11:00 am</td>
<td>Incoming Provost Richard Gibb &amp; Interim Provost Aly Nazmy (D1F20)</td>
<td>Terry Motiuk, Vice Chancellor for Administration and Finance (BSF office)</td>
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<tr>
<td>11:00-11:30 am</td>
<td>Meeting with ALOs Heather &amp; Sreethi: Orientation to Team Room (technology resources, final logistical arrangements and schedule adjustments, etc.)</td>
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<tr>
<td>11:30-12:40 pm</td>
<td>Coffee break in executive session and team briefing (Team room)</td>
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<tr>
<td>12:40 – 1:00 pm</td>
<td>Campus tour – conducted by Jeet from HR</td>
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<td>1 – 1:30 pm</td>
<td>Meeting with the WASC Steering Committee (D1F20)</td>
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<tr>
<td>1:30 – 2:30 pm</td>
<td>Lunch with Board of Directors and Board of Regents (AG07)</td>
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<tr>
<td>2:45-3:30 pm</td>
<td>Open Meeting with any Interested Students (AG03)</td>
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<tr>
<td>3:30-4:15 pm</td>
<td>Meeting with male and female students (AG03)</td>
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<tr>
<td>3:45 Meeting with Sheikh Nayhan</td>
<td>M/F students cont’d</td>
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<tr>
<td>4:30-5:15 pm</td>
<td>WASC team meeting with Dr. Badr Aboul-Ela, Director CAA (Writing Center)</td>
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<tr>
<td>5:30-6 pm</td>
<td>Team debriefing in executive session in team room (Writing Center)</td>
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<tr>
<td>TIME</td>
<td>Chair</td>
<td>Assistant Chair</td>
<td>Team Member</td>
<td>Team Member</td>
<td>WASC Staff</td>
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<td></td>
<td>Elizabeth Griego</td>
<td>Barry Ryan</td>
<td>Chet Haskell</td>
<td>Chris Cross</td>
<td>Richard Winn</td>
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<td>(UC meeting room)</td>
<td>(COE meeting room)</td>
<td>(COBA meeting room)</td>
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<tr>
<td>7:30-8:00 am</td>
<td>Breakfast at Hotel</td>
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<tr>
<td>8:00-8:30 am</td>
<td>Team is transported to the ADU Campus</td>
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<tr>
<td>8:30-9 am</td>
<td>Document review</td>
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<tr>
<td>9 – 9:45 am</td>
<td>Sreethi Nair Dean, UC</td>
<td>Radwan Al Jarrah Dean,</td>
<td>Aly Nazmy Dean of Engineering</td>
<td>Jacob Chacko Dean of Business</td>
<td>Gameel Hussein</td>
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<td></td>
<td>Dean, UC</td>
<td>College of A&amp;S (CAS room)</td>
<td>(COE room)</td>
<td>(COBA room)</td>
<td>Director, Military College</td>
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<td>(UC room)</td>
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<td>(Dr. Gameel’s office)</td>
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<tr>
<td>10 - 11 am</td>
<td>Open meeting, FT Faculty (AG03)</td>
<td></td>
<td>Meeting with Alumni (BG10)</td>
<td>Open meeting, FT Faculty (AG03)</td>
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<tr>
<td>11 -11:30 am</td>
<td>Representatives from College faculty councils (BG03)</td>
<td>Advisory Committee Representatives (AG03)</td>
<td>Mazen Chilet Director of IT (Writing Center)</td>
<td>Academic Council (BG10)</td>
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<tr>
<td>11:30-12:15 am</td>
<td>Heather Friesen, Director IR &amp; Steve D’Cunha, QA Mgr (UC Room)</td>
<td>Rachid Benchekroun Controller (Writing Center)</td>
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<td>Heather Friesen &amp; Steve D’Cunha, IR &amp; QA</td>
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<tr>
<td>12:30-1:30 pm</td>
<td>Lunch with University Council (Senior leadership, Deans, Directors and Managers) (AG07)</td>
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<tr>
<td>2-2:45 pm</td>
<td>Laila Kroma</td>
<td>Authors of program reviews (Vlad, Charles Diab Director, Advancement (COBA Room)</td>
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<td>Richard Gibb &amp; Aly Nazmy, Provosts</td>
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<td>TIME</td>
<td>Sr Admissions Manager (UC room)</td>
<td>Sreethi, Osama (CAS room)</td>
<td>(COE room)</td>
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<tr>
<td>2:45-3.30 pm</td>
<td>Open Meeting with Staff (BG10)</td>
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<td>3:30-4:15 pm</td>
<td>Terry Motiuk, Acting Director Student Affairs (UC room)</td>
<td>Bassam Murra Registrar (CAS room)</td>
<td>Omar Abbas Library Director (COE room)</td>
<td>Sherif Mousa Director of Finance (COBA room)</td>
<td>Jeff Uhlich, Director of HR (Writing Center)</td>
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<tr>
<td>4:30-5:15 pm</td>
<td>Hanadi Khalil, Manager Careers (UC room)</td>
<td>Learning Outcomes Committee &amp; Chair Qureshi (D1F20)</td>
<td>Hanadi Khalil, Manager Careers (UC room)</td>
<td>Jeremy Jewett &amp; Nadia Ibrahim US Embassy (Writing Center)</td>
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<tr>
<td>5:30 pm</td>
<td>Team transported to dinner at hotel</td>
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<td>6 pm</td>
<td>Team dinner in private meeting room – food to be ordered through Room Service/Afya</td>
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<tr>
<td>7:30 pm</td>
<td>Team members drafting sections of the report on their own</td>
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**Friday, September 26, 2014**

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<tr>
<th>TIME</th>
<th>Chair Elizabeth Griego</th>
<th>Assistant Chair Suellen Crano</th>
<th>Team Member Barry Ryan</th>
<th>Team Member Chet Haskell</th>
<th>Team Member Chris Cross</th>
<th>WASC Staff Richard Winn</th>
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</thead>
<tbody>
<tr>
<td>8 am – 12 pm</td>
<td>Breakfast at Hotel /Team meeting</td>
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<tr>
<td>12:00 – 6pm</td>
<td>Sheikh Nahyan’s palace, Emirates Palace, Saadiyat Island and Grand Mosque</td>
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<td>7:00 pm</td>
<td>Team dinner in private meeting room – food to be ordered through Room Service/Afya</td>
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**Saturday, September 27, 2014**

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<th>TIME</th>
<th>Chair Elizabeth Griego</th>
<th>Assistant Chair Suellen Crano</th>
<th>Team Member Barry Ryan</th>
<th>Team Member Chet Haskell</th>
<th>Team Member Chris Cross</th>
<th>WASC Staff Richard Winn</th>
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<tbody>
<tr>
<td>7:30 am</td>
<td>Breakfast</td>
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<td>8:00 – 9:45 am</td>
<td>Team members transported to Al Ain campus</td>
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<td>9:45 – 10:15 am</td>
<td>Tour of campus</td>
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<td>10:15 – 10:45 am</td>
<td>Meeting with Ali Azad, Director of Al Ain campus</td>
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<tr>
<td>Time</td>
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<td>10:45 – 11:30 am</td>
<td>Open meeting w/female students</td>
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<td>Open meeting w/FT faculty</td>
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<td></td>
<td>Meeting with alumni</td>
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<td>Open meeting w/male students</td>
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<td>Meeting w/stakeholders, employers</td>
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<tr>
<td>11:30 – 12:15 pm</td>
<td>Open meeting with Al Ain Staff</td>
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<tr>
<td>12:30 – 2:00 pm</td>
<td>Team’s concluding deliberations and lunch (Al Ain Rotana)</td>
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<td>2:00 – 3:30 pm</td>
<td>Travel back to Abu Dhabi campus</td>
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<tr>
<td>3:30 – 4:00 pm</td>
<td>Griego meets with Chancellor Ibrahim (AG07)</td>
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<tr>
<td>4:00 – 4:30 pm</td>
<td>Exit Report delivered to ADU Leadership and Deans – (AG07)</td>
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