



Executive Summary
Renewal of Licensure
Skyline University College
Sharjah

June 28-30, 2018

The Self-Study for Re-Licensure with supporting Annexures (hereafter referred to as “*Self-Study*”) was received by the CAA in January 2018. The off-site document review occurred in March 2018, and the RLRT’s site visit occurred on June 28-30, 2018.

Skyline University College (SUC) was founded in 1990 as Skyline Institute. It adopted its present name in 2007. Located in University City, Sharjah, SUC was established under the patronage of H.H. Sheikh Dr. Sultan Bin Mohammed Al Qassimi, Member of the Supreme Council of the United Arab Emirates and Ruler of Sharjah. Initially SUC offered certificate and non-degree programs. SUC was licensed by the Commission for Academic Accreditation (CAA) in 2000 and the first SUC degree programs, in business disciplines, were accredited in 2005. The institution currently offers the Bachelor of Business Administration (BBA) with seven majors, and the MBA with seven tracks (known as “emphases”). The first non-business degree, the BS in Information Technology (BSIT), was accredited and inaugurated in spring 2018. In Spring 2018 SUC enrolled 767 students, of whom 204 were enrolled in the MBA program and the balance in undergraduate programs and preparatory courses. SUC has 31 full-time faculty, with the largest single number from the Indian subcontinent. Only four of the faculty listed on the web site are women.

The Renewal of Licensure Review Team (RLRT) notes that the process of Re-Licensure is substantively different from Initial Licensure. The latter is undertaken to determine whether an institution has the capacity to offer a credible educational program. Re-Licensure is a process which centres on whether the institution can demonstrate that it is fulfilling its mission and is, in fact, offering a credible educational program along with affiliated support operations. A Re-Licensure Self-Study offers the opportunity to use the results of institutional effectiveness to demonstrate the success of programs and services. Through an appropriately analytical Self-Study, an institution can also identify weaknesses and document how it is addressing them. Re-Licensure also differs from program accreditation. While applications for Re-Licensure and for program accreditation may proceed in parallel, the former addresses the entirety of institutional operations and the latter addresses more specific program initiatives.

SUC has been in existence for nearly 30 years, and has operated its degree programs for close to 15 years. Over this time, the College has built up a number of strengths that were evident to the RLRT during the visit:

- A highly supportive ethos toward students, which fosters excellent student-faculty relationships.
- A collegial working environment among faculty.
- A strong and meaningful engagement with a wide range of external agencies and individuals, which is mutually beneficial to both the College and the external stakeholders, and has a strong impact on program and curriculum development and the quality of teaching.
- Good self-awareness in the College that contributes to planning.
- Effective local IT support, which extends beyond maintenance into the development of systems and resources.

The Requirements and Suggestions focus on areas where SUC needs to direct its attentions in order to be in full compliance with the *Standards*, or to best leverage its strengths to support its continued growth and development: The most significant of these areas include:

- Declining enrollment in the BBA program. This is partially mitigated by an increasing portfolio of programs, but expanding the number of programs and courses exacerbates the possible issue with small class sizes (see below).
- Persistent overloads of faculty, particularly those who deliver MBA program courses. SUC must ensure that sufficient faculty are appointed to minimize the recourse to teaching overloads, and must also account for administrative duties in workload calculation. This also would permit MBA faculty to devote more time towards their research activities.
- Some key documents (*Handbooks, Catalogs*, parts of the web site) are not of good quality and would benefit from substantial revision.
- Resource requirements need to be more clearly identified to achieve objectives in the Strategic Plan.
- Some class sizes are too small for effective pedagogy. SUC needs to ensure that its class size policy and its practices regarding course delivery both lend support to effective teaching and learning.

The RLRT makes its Requirements and offers its Suggestions in a spirit of constructive engagement, with the aim of ensuring that the *Standards* are met, and to aid SUC in making necessary improvements in order to receive Renewal of Licensure.