



## **Executive Summary**

### **Renewal of Licensure**

### **University of Dubai**

**June 16-19, 2019**

A Renewal of Licensure Review Team (hereafter RLRT) visited the University of Dubai (UD) from 16 to 19 of June, 2019 to evaluate the *Self-Study* for Renewal of Licensure (hereafter the *Self-Study*). The exit interview was held on 19 June, 2019.

Owned by the Dubai Chamber of Commerce (DCCI), UD is located in Dubai International Academic City (DIAC). Founded in 1997, the institution began offering accredited degree programs in 2001. The name of the institution was changed from Dubai University College to the University of Dubai in 2006. The University offers both undergraduate and graduate degrees through three colleges, Law, Business, and Engineering and Information Technology. The general education program is administered through a separate entity. UD holds licensure and accreditation of its programs through the Commission for Academic Accreditation. Its business program is also accredited through AACSB (since 2009) and the computer science program through ABET (since 2006).

UD reports a total enrolment of 826 students during the spring 2019 semester; of those 44% are UAE nationals. Undergraduate programs enrol 80% of the students; the remaining students are in three graduate programs, *i.e.* LLM, MBA, and PhD in Business. The total number of full-time faculty members in the University during spring 2019 is 39, of which 33 have a terminal degree. Twenty nationalities are represented among the faculty with the largest single number of faculty from India (7) or Jordan (6). The full-time faculty to student ratio is approximately 1:21.

Through its consideration of UD's *Self-Study* submitted for renewal of Licensure, examination of other documentation, tour of university facilities, and interactions with faculty, students and others, the RLRT identified several strengths, including the following:

- The university's excellent facilities with ample space to accommodate current programs and new laboratories for the College of Engineering, along with clear plans for future expansion as enrollments increase.

- The increased emphasis on research, which enhances the university's competitiveness and stature, thereby allowing UD to attract more students and qualified research-active faculty.
- The strong support and active involvement of the Dubai Chamber of Commerce which strengthens the university's connections and ability to attract funding from industry and Government organizations.
- The hardworking, competent, and well-qualified faculty, who are committed to the success of the university and achievement of its long-term Strategic Goals.
- The articulate students with whom the RLRT met, and the enthusiastic alumni who are proud of their continuing association with the university.

However, there are numerous issues which need be addressed to bring the institution into full compliance with the *Standards*. Many of these issues can be grouped into the following four thematic areas:

- Documentation: Numerous errors and inconsistencies have been identified in the *Self-Study* and supporting documentation. Examples include: (1) inconsistent enrolment data presented in various documents including the *Fact Book*; (2) university documents, such as the *Catalogue* and the *Institutional Effectiveness Manual* which do not include all items explicitly specified in the *Standards*; (3) erroneous listing of the Pre-LLM requirements in the *Self-Study*; (4) inconsistent listing of students' grades necessary to qualify for the tuition discount; (5) inconsistent listing of the limits specified in the *Class Size Policy*; and (6) inconsistency between actual practice and the university's Research Ethics Policy. All institute documents must be reviewed and, if necessary, revised to ensure accuracy and consistency.
- Absence of Analyses Explicitly Required by the Standards: Many of the analyses explicitly required by the *PGRL* were not submitted with the *Self-Study*. Examples include: (1) analysis of the effectiveness of the risk management plan; (2) analysis of the effectiveness of the research policy; (3) evidence that the results of institutional research are used to improve programs and services; (4) analysis of the effectiveness and appropriateness of remedial programs, including the Pre-LLM and Pre-MBA requirements; (5) analysis demonstrating that the university adheres to its own *Class Size Policy*; and (6) analysis of the effectiveness of auxiliary services, including those provided by third parties. Future applications for CAA accreditation and licensure must strictly comply with the requirements of the *Standards*.
- Incomplete Application of the Continuous Improvement Cycle: The *Self-Study* provides the results of numerous opinion surveys performed by OIE. However, despite the wealth of information provided by these surveys, there is no evidence that the results have been used to improve the university's programs and services as required by the *Standards*. No examples are provided where the results of the surveys are used to identify issues that need to be corrected or opportunities for improvement (OFIs),

develop corrective actions and timed action plans to correct such issues and/or OFIs, implement the corrective actions, and assess/demonstrate the effectiveness of the corrective actions to resolve the underlying issue, thereby closing the continuous improvement cycle. Opinion surveys are not and should not be viewed as an “*end-to-themselves*,” instead, they are the means to improve the university’s programs and services.

- Inadequate Staffing Levels: There is a clear need to hire additional faculty for many programs as evidenced by the high faculty workloads, and in some cases, the overreliance on part-time faculty. While policies exist for reductions in load based on research output and administrative duties, such reductions are often not realized because of actual class offering needs. Additional faculty must be hired to ensure effective delivery of all programs and research productivity of the faculty, while meeting the limits specified in the *Standards* for faculty workload and fraction of part-time faculty. It is recognized that addressing these shortfalls for all programs will require significant time and resources. Nevertheless, it is CAA’s expectation that all programs will be in compliance with the *Standards* prior to the next re-licensure review. Hence, UD is required to: provide timed and resourced action plans for the hiring of additional faculty over the next five years; demonstrate that such plans will bring all programs into compliance with the *Standards*; and provide to CAA annual progress reports for each of the next five years demonstrating steady progress toward reaching the targets specified in the action plans.

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 the UD to receive Re-licensure. The requirements and suggestions can, and should, be viewed as “Opportunities for Improvement” as UD progresses towards excellence in education, research, and service.