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1. Introduction
The Institutional Effectiveness Manual was first developed on 2004 where the University has eight colleges offering around 28 Bachelor programs and one Master program. All these programs followed the traditional credit hour system. The University gradually developed more programs to reach 42 Bachelor, 11 Diploma, and 13 Master programs in 2009. The colleges of Medicine and Dentistry implemented the PBL and TBL approaches, while the Community College Diploma programs implement hands on student experience. The University opened a new campus in Khorfakkan. Also the Community College joined the University in 2006; this college operates in five different campuses. These changes and development required revision and update of the Institutional Effectiveness Manual to ensure institutional quality assurance to all university programs, taking into consideration the nature of these programs.

The Institutional Effectiveness Manual indicates institutional commitment to quality education, explains the role of all university units and governors in the institutional effectiveness process, and shows the University effectiveness cycle. The manual is applied in all university campuses.

The University’s 5-year institutional effectiveness and improvement cycle was approved by the Board of Trustees and was initiated in 2004. Annual evaluation during the implementation of the institutional effectiveness cycle has led to adjustments in order to ensure proper performance and to respond to any emerging conditions. Those evaluations and changes are documented in the colleges’ and University’s annual progress reports.

2. Mission and Institutional Effectiveness

2.1 Vision
The University of Sharjah aspires to be among the leading universities in the Arab World and in its region, renowned and recognized around the globe for offering comprehensive academic and professional programs of the highest quality, for its distinctive style of learning that engages and prepares students for leadership roles in the society, and for being a major international center of study and research in the quest to improve human life.

2.2 Mission Statement
The University of Sharjah is committed to: providing its students with an education and learning experience of the highest quality; offering a comprehensive platform of academic and professional programs; promoting the personal, social, academic, and career growth of all students; adding to human knowledge; contributing to the cultural, social and economic progress of society; preserving fostering and promoting the Arab and Islamic culture, heritage and history; and contributing to the advancement of learning and to the development of human resources in the Emirate of the Sharjah and the UAE.

2.3 Goals and Objectives
The goals and objectives of the University of Sharjah include:

- Providing its students with an education and learning experience of the highest quality in several disciplines and fields, including the humanities and liberal arts, culture and social sciences, engineering and basic science, fine arts, communication, and medical and health sciences,
The emphasis on quality of education and the broad spectrum of programs listed in this goal is a direct manifestation of the mission statement phrase of “… offering comprehensive academic programs of the highest quality …”

- Promoting the personal, social, academic and career growth of all students in a proactive manner to prepare and qualify them to be leaders in their chosen careers and professions,

  This goal capitalizes on the mission statement’s section of engaging the students and preparing them for leadership by targeting both the academic and non-academic facets of a student’s lifestyle at university.

- Adding to human knowledge through discovery and scientific research in full cooperation and collaboration with leading academic and research institutions around the globe,

  This goal leverages the mission statement’s phrase “… being a major center for study and research at the international level in the quest to improve human life” by reaffirming scientific research as both a holistic institutional direction and an attainable goal.

- Contributing to the cultural, social and economic progress of society through social responsiveness and effective engagement and collaborations with public and private organizations and institutions,

  The emphasis on society and social responsibility in this goal contributes to the mission statement’s quest to improve human life.

- Preserving, fostering and promoting the Arab and Islamic culture, heritage and history through strengthening and fostering its educational programs and scholarly research in these fields and maintaining strong links and connections in these disciplines among academic and cultural institutions in the Arab World and all Islamic countries,

  Since its inception, the University of Sharjah has been committed to being a world center for Arabic and Islamic culture and to be a leading major university in these areas, this is also consistent with the vision of the University’s Founder and Supreme President, His Highness Sheikh Dr. Sultan bin Mohammed Al Qassimi, Member of the Supreme Council and Ruler of Sharjah.

- Enhancing the quality and reputation of higher education in the country through cooperation with other institutions of higher learning to promote quality standards and the adoption of best practices in learning and teaching, and

  The University of Sharjah cooperates fully with other institutions of higher learning in the UAE and abroad to promote high quality standards and to promote the reputation of higher education in the UAE at the international level.

- Contributing to the advancement of learning and to the development of human resources in the Emirate of Sharjah and the UAE through linking academic and professional programs to the future needs of the job market and by providing continuous educational
and training programs to update and upgrade the knowledge, professional qualifications, and skills of people in the workforce.

The University of Sharjah works closely and diligently with leading social and economic institutions and government agencies throughout the UAE for the development of highly qualified human resources in all sectors and professions.

3. Institutional Effectiveness

As a comprehensive University with a wide variety of programs, the institutional effectiveness policies and procedures aim at ensuring consistency throughout the institution while taking into account the varied nature of the programs based upon delivery methods and intended outcomes. While all programs offered are outcome-based and student-centered, the University categorizes its programs according to the following:

1. Programs that follow a subject-based credit hour and semester system (the majority of offered programs at the present time) are in this category
2. Programs that implement an integrated curriculum and consider Problem-Based Learning and Team-Based Learning approaches as integrated methods in their curricula; these programs operate on a yearly system (i.e. the College of Medicine and College of Dentistry)
3. Programs that include more studio and exploration or experiential work (i.e. College of Fine Arts and Design)
4. Programs that offer more hands-on student experience (diplomas programs in the Community College).

The University’s institutional effectiveness framework allows for flexibility in each category of programs to properly utilize a variety of program evaluation and student assessment tools; quantitative and qualitative methods are used to assess student performance and program effectiveness. The results of these processes are then used as input that leads to further action and program renewal as shown in Figure 1.

3.1 Principles of Institutional Effectiveness and Assessment

Assessment is the systematic collection, review and use of information about educational programs and support services undertaken for the purpose of improving and supporting student learning and development.

Elaborating on this definition, the following set of principles for assessment and planning are emphasized:

- The central and ultimate goal of institutional assessment is to improve student learning in all programs.
- An institutional effectiveness plan must be simple, doable, and consistent with the UOS mission, objectives and institutional planning processes.
- Assessment is an ongoing and cyclic activity (Figure 1) with assigned responsibility for relevant bodies and a timetable for regular reporting and review.
- Assessment at all levels is continuous, valid, efficient, systematic, appropriate and ethical.
- Taken as a whole, institutional assessment addresses the cognitive, affective, and behavioral aspects of student learning.
- Assessment takes place in all programs that support student learning.
- Faculty members are in charge of the assessment activities in their programs and the results of their assessment efforts must have an impact on planning and budgeting. Responsibilities for each component are assigned to specific person(s) or standing committees.
- Assessment findings are used to strengthen programs in order to improve student learning. They may not be used to evaluate individual faculty members, to determine admissions standards, or to grade students.
- Assessment is integrated into the Administrative and Governance Structure and into institutional planning and budgeting for which administrators, committees, faculty and staff assume specific responsibilities for assessment in the various units.
- Assessment is integrated into academic departments, programs, and academic support services.
- Faculty and staff are educated about assessment on a continuous basis.
- Program review is considered to be vital and meaningful process for faculty and administrators.

Figure 1: The Institutional Effectiveness Cycle and its Ongoing Use for Institutional Improvement

Institutional Effectiveness Model

3.2 Relating Institutional Objectives to Unit Objectives

During the second year of the institutional effective cycle, each academic unit identifies its objectives and intended learning outcomes as derived from the University’s mission and objectives. Later, each academic support or administrative unit identifies its goals and outcomes. Units and programs use a variety of assessment instruments to evaluate objectives and assess their effectiveness. Results are regularly assessed to improve the quality of programs and facilities and in order to achieve set objectives.
Table 1.1 maps the various institutional objectives and unit objectives, while Table 2 includes the main assessment tools used by the University, time frame, and utilization therein to improve effectiveness. It should be noted that additional assessment tools may be used as appropriate to specific program categories as described in the attached tables and forms.

3.3 Evaluation Process and Indicators

Table 2 provides a summary of the evaluation processes and the indicators used in each case with respect to the progress and state of the University at large, the evaluation of the academic and research programs and assessment of the managerial, governance and administrative processes and procedures.

There are many ways to view the learning process and the relationship between input and output. Table 2 is organized according to the following IPOO model (Figure 2).

Figure 2: Input – Process – Output – Outcome Model (IPOO) (Multi-Source Feedback “360°” Measurement)
## Table 1: Relating the Institutional Objectives to Unit Objectives

<table>
<thead>
<tr>
<th>Institutional Objective</th>
<th>Academic Unit Objectives</th>
<th>Academic Support Unit Objectives</th>
<th>Administrative Service Unit Objectives</th>
</tr>
</thead>
</table>
| Providing students with education and learning experience of the highest quality in several disciplines and fields, including humanities and liberal arts, culture and social sciences, engineering and basic science, fine arts, communications, medical and health sciences                                                                 | - Conducting periodical assessment of all programs, analyze, benchmark, report and feedback.  
- Acquiring a core of knowledge which is appropriate to the student’s specialty.  
- Demonstrating a reasoning and analytic thinking approach in problem solving.                                                                                                                                                                                                                                                                                                                                                                         | - Acquire various kinds of information resources to support the academic programs in learning, teaching and research.  
- Promote the support and resources among the university community.                                                                                                                                                                                                                                                                                                                                                                               | - Providing the university community with a high quality, innovative and excellent services that fulfill their requirements and meet their high expectations.  
- Equipping students with diverse practical skills including (setting priorities, time management, and work ethics).                                                                                                                                                                                                                                     |
| Promoting the personal, social, academic and career growth of all students in a proactive manner                                                                                                                                                                                                                           | - Working, interacting, and communicating effectively with others.  
- Understanding information technology’s impact.  
- Developing a range of soft skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | - Create a convenient, streamlined and intuitive overall technology to provide a satisfactory user experience.  
- Provide an efficient system for students to access their courses and records.                                                                                                                                                                                                                                                                                                                                                                     | - Provide the needed resources for student’s records and information.  
- Holding career development activities.  
- Providing the necessary social, financial and academic support for students, faculty and staff.                                                                                                                                                                                                                                                                                                      |
| Adding to human knowledge through discovery and scientific research                                                                                                                                                                                                                                                           | - Initiate research projects related to the country.  
- Applying knowledge of research designs and statistical methods.  
- Demonstrating knowledge of the information resources and tools available to support lifelong learning.                                                                                                                                                                                                                                                                                                                                                             | - Maintain quality access to the local as well as external resources using the state-of-the-art methodology.                                                                                                                                                                                                                                                                                                                                 | - Coordinating with academic and research staff to determine the need for specialized equipment, including specification and required resources.                                                                                                                                                                                                                           |
<table>
<thead>
<tr>
<th>Institutional Objective</th>
<th>Academic Unit Objectives</th>
<th>Academic Support Unit Objectives</th>
<th>Administrative Service Unit Objectives</th>
</tr>
</thead>
</table>
| Contributing to the cultural, social and economic progress of society through effective engagement and collaborations | - Developing an appreciation and understanding of the ethical and social issues important to the society.  
- Make a significant contribution to knowledge and understanding in different disciplines.  
- Establishing broad understanding of the importance of economic, environmental and cultural issues. | - Provide information literacy programs / library skills sessions to enable the users identify, search, locate, evaluate and use the information effectively.  
- Build partnerships and consortia with local, regional and international libraries. | - Increase the levels of organizational performance and competitiveness through the provision of consultancy services in various disciplines to public and private sector organizations.  
- Keeping graduates in an on-going contact with the University community to exchange opinions and developing the University’s curriculum through their feedback. |
| Preserving, fostering and promoting the Arabic and Islamic culture, heritage and history | - General education program to deliver relevant courses.  
- Academic programs to integrate these values within curricula.  
- Demonstrating a commitment to ethical principles pertaining to provision. | | |
| Enhancing the quality and reputation of higher education in the country through cooperation with other institutions of higher learning | - Exchanging best practice with similar programs/units.  
- Cooperation with national and international institutes of teaching and research to enhance the quality and reputation of the higher education in the country. | - Promote the support and resources among the university community.  
- Transform UOS into a digital university environment. | - IR unit to implement rigorous institutional effectiveness measures.  
- Organizing job fairs and assisting students in obtaining job opportunities.  
- Using standard performance indicators, related to students, staff, research, finance, to assess and compare the University characteristics and performance; nationally and internationally. |
<table>
<thead>
<tr>
<th>Institutional Objective</th>
<th>Academic Unit Objectives</th>
<th>Academic Support Unit Objectives</th>
<th>Administrative Service Unit Objectives</th>
</tr>
</thead>
</table>
| Contributing to the advancement of learning and to the development of the human resources of the Emirate of Sharjah and the UAE | - Appreciation of the needs of industry and awareness of recent developments in the country.  
- Acting as a focal point and source of expertise.  
- Provide highly qualified professionals. | - Provide information literacy programs / library skills session in different modules, to enable the users identify, search, locate, evaluate and use the information effectively. | - Develop professional partnerships of mutual benefit between the university and various local, regional, and international organizations.  
- Strengthening the relationship between the University and the business community.  
- Offering programs, activities and opportunities by which the gifted students are recognized, students' abilities are strengthened and the university life becomes rich and attractive. |
University Sectors according to Curriculum Structure and Main Delivery Methods

- Medical & Health Sciences Sector
  - Integrated curricula
  - PBL/TBL
- Fine Arts & Design Sector
  - Modules
  - Creative work
- Community College Sector
  - Hands on experience
  - Vocational training
- Subject Based Programs Sector
  - Credit hours based lectures and practicals
  - Almost one instructor per subject
Table 2: Examples of Assessment Tools, Time Frame and Utilization for Improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Procedure / Tool</th>
<th>Time Frame</th>
<th>Responsible</th>
<th>Utilization to Improve Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input Academic Programs</td>
<td>Periodic Self-Assessment and Internal Audits</td>
<td>Annually</td>
<td>The Vice Chancellors</td>
<td>Improve Curriculum and Services</td>
</tr>
<tr>
<td>Input Academic Programs</td>
<td>National Accreditation by The Ministry of Higher Education and Scientific Research, UAE</td>
<td>Five years</td>
<td>The Vice Chancellors</td>
<td>Improve Curriculum and Services</td>
</tr>
<tr>
<td>Input Curriculum</td>
<td>External Evaluation / Report</td>
<td>As need</td>
<td>Dean and Chair</td>
<td>Develop Curriculum</td>
</tr>
<tr>
<td>Input Curriculum</td>
<td>Program Advisory Board / Meetings and Reports</td>
<td>Annually</td>
<td>Dean and Chair</td>
<td>Develop Curriculum</td>
</tr>
<tr>
<td>Input Courses</td>
<td>Student Evaluation, Instructor Evaluation, End of Semester Instructor, Review by Reports and Forms</td>
<td>At the end of every Semester</td>
<td>Dean and Chair</td>
<td>To Improve Delivery of Material &amp; Faculty Evaluation</td>
</tr>
<tr>
<td>Input Library</td>
<td>Evaluation Form</td>
<td>Annually</td>
<td>Assessment Committee</td>
<td>Service Improvement</td>
</tr>
<tr>
<td>Input IT Services</td>
<td>Evaluation Form</td>
<td>Annually</td>
<td>Assessment Committee</td>
<td>Service Improvement</td>
</tr>
<tr>
<td>Outcome Academic Programs</td>
<td>International Accreditation (ABET, AACSB, WFME, etc.)</td>
<td>Five years</td>
<td>Chairs and Deans</td>
<td>Improve curriculum and services</td>
</tr>
<tr>
<td>Outcome Graduate Employment Employer satisfaction</td>
<td>Follow-up Survey</td>
<td>Annually</td>
<td>CASTO, IR Unit</td>
<td>Career advising/ Career Service Office</td>
</tr>
<tr>
<td>Outcome Graduate Employment Employer satisfaction</td>
<td>Employer Satisfaction Survey</td>
<td>Annually</td>
<td>CASTO, IR Unit</td>
<td>Revision &amp; Update of Curriculum</td>
</tr>
<tr>
<td>Output The University at Large</td>
<td>Satisfaction of Various Constituencies by Various Surveys (Public opinion, Student satisfaction, Alumni, Employer)</td>
<td>Annually</td>
<td>Colleges</td>
<td>Improve Curriculum</td>
</tr>
<tr>
<td>Output The University at Large</td>
<td>National Certification by The Ministry of Higher Education and Scientific Research, UAE</td>
<td>Five years</td>
<td>Chancellor and VCs</td>
<td>Improve Curriculum and Services</td>
</tr>
<tr>
<td>Output The University at Large</td>
<td>International Certification by International Bodies</td>
<td>Five years</td>
<td>Chairs and Deans</td>
<td>Improve Curriculum</td>
</tr>
<tr>
<td>Output The University at Large</td>
<td>Quantitative Indicators</td>
<td>Annually</td>
<td>Coordinator</td>
<td>Improve Curriculum and Services</td>
</tr>
<tr>
<td>Area</td>
<td>Procedure / Tool</td>
<td>Time Frame</td>
<td>Responsible</td>
<td>Utilization to Improve Effectiveness</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Output</td>
<td>Student retention rates</td>
<td>Annually</td>
<td>IR Unit</td>
<td>Program evaluation</td>
</tr>
<tr>
<td>Output</td>
<td>Faculty retention rates</td>
<td>Annually</td>
<td>Dean and Chair</td>
<td>To Improve Delivery of Material &amp; Faculty Evaluation</td>
</tr>
<tr>
<td>Output</td>
<td>Faculty retention rates</td>
<td>Annually</td>
<td>IR Unit</td>
<td>Program Evaluation</td>
</tr>
<tr>
<td>Output</td>
<td>Alumni</td>
<td>Annually</td>
<td>CASTO, IR Unit</td>
<td>Revision &amp; update of curriculum</td>
</tr>
<tr>
<td>Process</td>
<td>Students’ Files</td>
<td>Every semester</td>
<td>Advisor</td>
<td>For advising &amp; course plan offerings</td>
</tr>
<tr>
<td>Process</td>
<td>Advising services</td>
<td>Annually</td>
<td>Dean and Chair</td>
<td>For Improving Advising Services</td>
</tr>
<tr>
<td>Process</td>
<td>Student Services</td>
<td>Annually</td>
<td>Assessment Committee</td>
<td>Service Improvement</td>
</tr>
<tr>
<td>Process</td>
<td>Instructional delivery</td>
<td>At the End of every Semester</td>
<td>Dean and Chair</td>
<td>To Improve Delivery of Material</td>
</tr>
<tr>
<td>Process</td>
<td>Research Projects and Units</td>
<td>Annually</td>
<td>Chair and Dean</td>
<td>College of Gradate Studies and Research Evaluation, Faculty Promotion</td>
</tr>
<tr>
<td>Process</td>
<td>Website Quality</td>
<td>Annually</td>
<td>Assessment Committee</td>
<td>Service Improvement</td>
</tr>
<tr>
<td>Process</td>
<td>Physical Facility and Infrastructure</td>
<td>Professional Audit, Effectiveness and Integrity</td>
<td>Assessment Committee</td>
<td>Planning</td>
</tr>
<tr>
<td>Process</td>
<td>PR Services</td>
<td>Annually</td>
<td>Assessment Committee</td>
<td>Service Improvement</td>
</tr>
<tr>
<td>Process</td>
<td>HR Department &amp; resources</td>
<td>Annually</td>
<td>Vice Chancellor</td>
<td>Service Improvement</td>
</tr>
<tr>
<td>Process</td>
<td>Financial Dep. Services &amp; Controls</td>
<td>Annually</td>
<td>Vice Chancellor</td>
<td>Service Improvement</td>
</tr>
<tr>
<td>Process</td>
<td>Purchasing and Procurement</td>
<td>Annually</td>
<td>Vice Chancellor</td>
<td>Service Improvement</td>
</tr>
</tbody>
</table>
4. Planning

The University of Sharjah has both short-range (1 – 2 years) and long-term (5+ years) plans. These plans include activities in the academic and administrative units. Each unit or program determines its mission and outcomes as derived from the University's mission, in addition to assessment tools for use in measuring the effectiveness of outcomes. Each department is required to submit an annual progress report that is structured to cover all aspects pertaining to the concerned department. The report includes assessment of the activities, lessons learned during implementation, and plans or changes required for enhancement. These reports will be submitted to the University's administration.

A Comprehensive Annual Progress Report for the whole institution is produced and submitted to the BOT. This report summarizes the University's performance against its plans, the impact of implementation, and recommendations for the future. Assessment of the University's effectiveness involves a plethora of surveys, forms, and reports, which leads to recommendations for both short and long-term improvements. Recommendations may also include changes to the existing plans as appropriate.

The academic departments will regularly perform internal and external environmental analyses, consider the University's strategic directions, and purpose changes to the existing programs or the addition of new programs. The colleges will discuss the proposals and forward them to the University Curriculum Committee, and to the Deans Council. The Chancellor shall forward the proposals to the BOT Academic Committee and finally to the BOT for approval. When a change involves interdisciplinary programs, joint committees shall be formed from the concerned departments or colleges and follow the same procedure.

The University has a clear budget planning process that begins with the Finance Department, informing all academic and administrative units of their financial status and any information that may help in their budget planning. Each department/college prepares their budget plan following feedback and advice from the Finance Department about the available budget and proposed programs and services. All budget proposals are forwarded to the University's Budget Preparation Committee. All proposed budgets are compiled in the University's central budget. Upon approval by the Deans Council, the budget proposed is submitted to the BOT Finance Committee and finally to the BOT for approval. Urgent requirements or changes required during the year will follow the same sequence ending with the BOT Finance Committee's approval. Minor changes are addressed by the University's Executive Committee.

5. Institutionalizing the Process of Educational Outcomes Assessment

5.1 Role and Responsibilities of DQAIEA

The Directorate of Quality Assurance, Institutional Effectiveness and Accreditation (DQAIEA) plays a pivotal role in assessing institutional effectiveness by gathering relevant data from all University units and performing extensive analysis and periodical reporting to facilitate data-driven strategic decisions.

Directorate Responsibilities
1. Coordinate and prepare for national and international accreditation and determine factors that are critical in obtaining institutional accreditation and assure that University of Sharjah implements effective plans to address those factors.

2. Prepare and maintain the University portfolio of programs by developing and implementing an institutional database for University of Sharjah that will integrate data from all sources of information in all colleges of the university.

3. Harmonize the institutional effectiveness activities to ensure that all academic and administrative units achieve their outcomes and ensure consistency in all campus locations.

4. Identify gaps in data; establish procedures to maintain quality of data; ensure the proper use of knowledge and internal / external assessment data.

5. Enhance the implementation of appropriate learning and teaching methodologies suitable for each program.

6. Design and update the evaluation and assessment methods appropriate for each category of programs and verify all development plans.

7. Ensure that all existing and planned curricula meet the required standards and have well defined outcomes.

8. Prepare progress reports at all levels and periodically review and evaluate the implementation of the strategic plan and directions.

The objectives of the IRU include:

- Collecting, analyzing, distributing, and assisting in the use of information about the University’s students, alumni, faculty, and staff.

- Assisting in the analysis, interpretation, organization and maintenance of institutional data for decision-making and planning.

- Distributing standard and customary information in both traditional and electronic formats.

- Providing specific information required for program review as well as studies and reports requested by colleges, departments, and other administrative units.

- Analyzing and disseminating periodical reports on the activities of the University’s units, programs and services.

- Using standard performance indicators, related to students, staff, research, and finance, to assess and compare University of Sharjah characteristics and performance; nationally and internationally.

5.2 Role of the Chancellor

The Chancellor will oversee the whole institutional effectiveness process and will coordinate with the Vice Chancellors and the BOT and its committees to ensure proper quality and planning.

5.3 Role of the Vice Chancellor
The Vice Chancellor for Academic Affairs and Vice Chancellor for Medical colleges will:
- oversee academic assessment activities
- delegate responsibility for establishing the appropriate committees
- develop the annual academic assessment budget

5.4 Role of the Assessment Committee
The University level assessment committee:
- receives assessment reports from the academic and administrative units
- prepares assessment reports at the university level

5.4 Role of the College Dean
- Supervising and following up all the assessment work done in his/her college.
- Evaluating the department heads with regards to their role in the assessment process.

5.5 Role of the College Council
- Coordinating the work of the academic department in the field of outcomes assessment.
- Helping the academic departments to sharing the results of their assessment programs.
- Studying the suggestions of the academic departments to improve the curricula according to assessment results.
- Preparing an annual report, that includes the reports of the academic departments, about the results of the assessment process in the college.

5.6 Role of the Department Council
- Approving the outcomes assessment plan for the department.
- Continuously reviewing the above plan for development and improvement.
- Discussing the mechanism for implementing the outcomes assessment process in the department.
- Studying the results of the assessment process and making the right conclusions about it.
- Using the assessment results to improve the educational process in the department.
Figure 3: Process of Assessing the Institution's Planning

1. University Academic and Administrative Activities
   - Self Assessment Process by Academic and Administrative Units
   - External Assessment Process
   - External Evaluation
   - External Challenges
   - Risks and Opportunities

2. Research and Analyses
   - Determine Need for Change
   - Propose Changes

3. Administrative Units ↔ Academic Units

4. Dean's Council

5. Finance Committee of BOT ↔ Academic Committee of BOT

6. Reflection

7. Board of Trustees

8. Approval for Changes; Decisions
5.7 Role of the Chairperson

- Supervising the preparation and the correct implementation of the outcomes assessment plan for his/her department.
- Assigning an assessment implementation tasks to the faculty members and follow up their performance.
- Matching the program goals and expected outcomes with course goals and expected outcomes
- Using the assessment results to make suggestions for developing and improving the curriculum for her/his department.
- Submitting an annual report about the assessment process to the dean of her/his college.
- Participating in the assessment process in her/his college.
- Fulfilling any other assessment assignments required by the dean or the University Outcomes Assessment Committee.

5.8 Role of the Faculty Member

- Stating the objectives and outcomes for each of the courses s/he teaches or specializes in.
- Doing the necessary outcomes mapping for the courses s/he teaches or specializes in.
- Utilizing the above in his/her classroom assessment.
- Writing the necessary assessment reports to be discussed in the council of her/his academic department.
- Participating in all the assessment activities required by her/his academic department and/or the University Outcomes Assessment Committee.
- Using the coming feedback to improve the academic content of the courses she/he teaches and to develop her/his teaching and assessment methods.
Figure 5: Elements of Higher Education Taken into Consideration while Planning for the Effectiveness of the Education Process
Figure 6: Program Effectiveness Cycle and Using Assessment Results for Program Improvement
7. Coordination between Campuses

7.1 University Campuses
The University of Sharjah operates in four campuses as follows: (Figure 7)
- The Main Campus with two sections for men and women
- The Fine Arts and Design Campus
- The Medical and Health Sciences Campus, and
- The Khorfakkan Campus.

In addition, the community college operates in five locations (Figure 8):
- Khorfakkan Campus (headquarters of the college)
- Sharjah Campus
- Kalba Campus
- Meleiha Campus, and
- Deba Campus.

7.2 Community College Sites
The Community College offers, at the present time, eleven diploma and higher diploma programs in different fields. The Community college coordinates with other colleges in the university to support the technical and educational for these programs.

The Community College has its main campus and administration in Khorfakkan. In addition, the college has four more sites in Sharjah, Kalba, Meleiha, and Deba.

The College sites are connected with the University main campus and follow the University regulations and procedures. The Dean of the college reports to the vice Chancellor for Academic Affairs. Academic support services, such as library and learning resources, IT, admission and registration are planned and implemented in coordination with the deanship of Academic support Services. Student activities are also planned and implemented in coordination with the Deanships of Student Affairs. Evaluation, assessment and effectiveness activities are done in coordination with the IR unit, using instruments and effectiveness measures suitable for the college and its programs.

7.3 Governing of University Campuses
The whole university with all campuses is governed by the same governing body applying the same bylaws and standards (Figure 9).

The Medical Campus has formed an organizational structure to make sure that all curriculum and educational requirements are managed properly (Figure 10).

The Chancellor oversees the performance of the whole university. The Vice Chancellor for Academic Affairs supervises colleges in the main campus and the Community College. The Vice Chancellor for Medical Colleges supervises the colleges of Health sciences, Medicine, Dentistry, and Pharmacy that are located in the Medical campus. The Vice Chancellor for Financial and Administrative affairs supervises these activities in all university campuses and
sites. The academic support services, student affairs, and institutional research are central services that serve all university campuses and sites equally.

7.4 University Teaching, Learning, and Assessment Approaches
The University of Sharjah is student-centered and put strong emphasis on achieving excellent educational outcomes. A variety of program and course delivery are implemented based of the nature of programs/courses. However, self learning, continuous development and enhancement are central to all these approaches. Assessment instruments and analyses are commonly implemented throughout the whole university, taking into consideration implementing instruments that are suitable for each program or course. In terms of delivery methods, nature of programs and educational outcomes assessment the University of Sharjah has four approaches:

• **Main campus**: Colleges in the main campus generally follow the credit hour and semester system. Delivery methods include mainly lectures, practical sessions, and some tutorials. The College of Health Sciences and college of Pharmacy follow the same approach.

• **Medical Campus**: The college of Medicine and College of Dentistry implement the Problem-based Learning approach and follow the year system. This involves study modules and PBL sessions. Additional evaluation instruments suitable for these activities are implemented.

• **College of Fine Arts**: Programs of this college include studio work, study modules, individual and team projects, portfolios, etc. Additional evaluation instruments are implemented.

• **Community College**: programs of this college are more towards vocational training and hands on experience. Additional evaluation instruments are implemented.

7.5 Institutional Effectiveness in the campuses
The University campuses and sites have both physical and electronic efficient communication system. All campuses and sites are linked to the University main servers. The campuses have electronic access to the university data and resources.

The institutional research unit disseminate evaluation and assessment instruments (surveys, questionnaires, etc.) either physically or as web based.

Evaluation and assessment activities in UoS are integral part of the University policies and procedures and are considered as a comprehensive process that will include all campuses, sites, units and activities.

Assessment covers all academic and administrative units and programs throughout the whole university.

Data collection and analyses are coordinated by the institutional research unit. Results of the assessment are used for quality enhancement, improvements, and decision making. UoS integrates academic assessment into administrative and governance structures, institutional planning and budgeting, academic programs, General Education, and support programs.

The institutional research unit disseminate evaluation and assessment instruments (surveys, questionnaires, etc.) either physically or as web based.
The Institutional Research Unit coordinates with each of these approaches to adopt, implement, and analyze the evaluation and assessment instruments in a way that help quality assurance and enhancement of their programs.
Figure 7: University of Sharjah Campuses

University of Sharjah

- Main Campus
- Fine Arts and Design Campus
- Medical Health & Sciences Campus
- Khorfakkan Campus
- Kalba Campus

- Men's Campus
- Woman's Campus
- Community College

- Khorfakkan Campus
- Sharjah Campus
- Kalba Campus
- Meleiha Campus
- Deba Campus

Figure 8: Community College Branches

Board of Trustees

- Chancellor

- Vice Chancellor for Academic Affairs

- College Dean

- College Council

- Coordinator

- Coordinator

- Coordinator

- Coordinator

- Coordinator

- Khorfakkan Campus
- Sharjah Campus
- Kalba Campus
- Meleiha Campus
- Deba Campus
Figure 9: The University’s Organizational Chart
Figure 10: Organizational Chart of the Medical Campus
8. Examples of the Evaluation Forms used

The University uses a wide variety of evaluation tools for student assessment, program evaluation, student and faculty satisfaction and evaluation of the administrative units (attached).

8.1 University Governances
- Dean evaluation by faculty
- Chairperson evaluation by faculty
- Faculty annual report

8.2 Program Evaluation
- Peer observation
- Course evaluation by student
- Course evaluation by faculty

8.3 Medical Program Evaluation
- PBL student assessment
- Assessment of student portfolio
- PBL – scenario evaluation
- Unit evaluation
- PBL tutor evaluation
- Peer evaluation form
- Faculty response form
- Clerkship student performance evaluation
- Student evaluation of clinical faculty
- Student advisory report
- TBL-based course evaluation by students

8.4 Satisfaction surveys
- IT evaluation by faculty, students, and staff
- Library evaluation by faculty and students
- Admission and registration evaluation by students
- Administrative units' evaluation by faculty and staff
- Exit survey
- Alumni survey
- Employers survey
- Public opinion survey
Attachments:

Appendix I: Status of the Implementation of the Strategic Plan

Appendix II: Academic Program Initiation, Review and Approval Process

Appendix III: Criteria and Template for Program Prioritization

Appendix IV: Framework for Four – Year Rolling Plans

Appendix V: Business Plan for New Program Proposal

Appendix VI: Survey forms

1. Surveys related to the credit hour system
2. Surveys related to the PBL/TBL approach in the College of Medicine
3. Surveys related to the College of Fine Arts and Design
4. Surveys related to the Community College
5. Surveys related to graduates, alumni and employers
6. Satisfaction surveys
Appendix I: Status of the Implementation of the Strategic Plan

Considerable progress has already been made in the implementation of some key components of the strategic plan. The implementation of other key elements is underway or should commence in the near future.

The following table provides a summary of the status of implementation of the various activities and programs identified in the strategic plan.

<table>
<thead>
<tr>
<th>Activity/Program</th>
<th>Status as of May 2009</th>
<th>Start Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges and Academic Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts, Humanities and Social Sciences:</td>
<td>• Evolve existing programs towards concurrent program structures that combine a major subject together with a minor stream that relates closely to practical job market needs – examples include a major in History combined with Museums and Tourism, a major in Sociology combined with Social Work, a major in English literature combined with Translation, a major in Arabic Studies combined with a minor in journalism.</td>
<td>• Proposal for program that combines History with Tourism is under review and is pending agreement</td>
<td>• Fall 2010</td>
</tr>
<tr>
<td></td>
<td>• Bachelor Degree in International Relations and Political Economy (new)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Master Degree in Special</td>
<td></td>
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</tr>
</tbody>
</table>
### Education

**Communications**
- The bachelor degree program will be offered in Arabic as well as English streams
- "All Course" master’s degree program to be offered in Arabic and English streams

### Sciences
- Bachelor Degree in Nuclear Energy Engineering (joint with Engineering and Health Sciences)
- Bachelor Degree in Sustainable and Renewable Energy (joint with Engineering and Health Sciences)
- Three bachelor degrees in IT (multimedia, networks and business streams)

### Engineering
- Bachelor Degree in Nuclear Energy Engineering (joint with Sciences and Health Sciences)
- Bachelor Degree in Sustainable and Renewable Energy (joint with Sciences and Health Sciences)
- Bachelor Degree in

<table>
<thead>
<tr>
<th>Program</th>
<th>Status</th>
<th>Date</th>
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<tbody>
<tr>
<td>Bachelor Degree in Nuclear Energy Engineering</td>
<td>Under development</td>
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</tr>
<tr>
<td>Bachelor Degree in Sustainable and Renewable Energy</td>
<td>Approved by Board of Trustees</td>
<td>Fall 2010</td>
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<tr>
<td>Bachelor Degree in IT (multimedia, networks and business streams)</td>
<td>Fully Developed</td>
<td>Spring 2009/2010</td>
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<tr>
<td>Bachelor Degree in Nuclear Energy Engineering</td>
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<td>On-going</td>
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<td>Bachelor Degree in Sustainable and Renewable Energy</td>
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<td>Program</td>
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<td>Approval</td>
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<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------</td>
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<tr>
<td>Aerospace Engineering</td>
<td>• Bachelor Degree in Biomedical Engineering (joint with Medicine and Health Sciences)</td>
<td>Approved by BOT</td>
</tr>
<tr>
<td></td>
<td>• Bachelor Degree in Sustainable Infrastructure (joint between Architecture and Civil Engineering)</td>
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<tr>
<td>Business</td>
<td>• Bachelor Degree in Finance (with a stream on Islamic Banking to be offered jointly with the College of Sharia and Islamic Studies)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bachelor Degree in International Business (joint with the College of Law)</td>
<td>Approved by BOT</td>
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<tr>
<td>Fine Arts and Design</td>
<td>• New stream in Ceramics and Arabic/Eastern art design</td>
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<tr>
<td></td>
<td>• Refocusing and enhancing current B.Sc. program</td>
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<tr>
<td>Sharia and Islamic Studies</td>
<td>• Bachelor Degree in Finance (with a stream on Islamic Banking to be offered jointly with the College of Sharia and Islamic Studies)</td>
<td>Approved by BOT</td>
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<td></td>
<td>• Bachelor program to combine Law and Sharia</td>
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UoS - Institutional Effectiveness Manual
Updated 2012
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<th>Program / Initiative</th>
<th>Approval Status</th>
<th>Start Date</th>
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<tr>
<td>New diploma/master’s program in International Aviation Law and Treaties (in cooperation with McGill University of Montreal)</td>
<td>Approved by BOT</td>
<td>Fall 2010</td>
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<tr>
<td>Bachelor program to combine Law and Sharia Medical and Health Sciences</td>
<td>Approved by BOT</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>New stream in the MBA program in Management of Healthcare Systems (joint with the College of Business)</td>
<td>Approved by BOT</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>New diploma in Ambulance Services</td>
<td>Under study</td>
<td>Expected 2012</td>
</tr>
<tr>
<td>Preparation of post-graduate training (internship) for medical students</td>
<td>Under study</td>
<td>Expected 2012</td>
</tr>
<tr>
<td>New master’s program in Molecular Medicine</td>
<td>Under study</td>
<td>Expected 2012</td>
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<tr>
<td>Restructuring of the existing two-year diploma program towards a three-year high diploma program with emphasis on professional skills and hands-on experience in specializations selected to meet current and future job market needs</td>
<td>Under study</td>
<td>Expected 2012</td>
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<td>Status</td>
<td>Progress Details</td>
<td>Estimated Dates</td>
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<td>Approved by BOT</td>
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<tr>
<td>Under Study</td>
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<td>Under study</td>
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<td>Underway</td>
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<td>See College of Business</td>
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<td>Fully developed</td>
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<tr>
<td>Under development</td>
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<tr>
<td>Fully developed</td>
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<td>Under study</td>
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<td>2010</td>
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<tr>
<td>Under study</td>
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<td>Approved by BOT</td>
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<tr>
<td>In progress</td>
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<td></td>
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<tr>
<td></td>
<td>• Expected in Fall 2011</td>
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</tr>
<tr>
<td>Enrolment Management and Academic Advising</td>
<td>New unit is formed and is fully operational</td>
<td>Operational</td>
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<td>Research:</td>
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<td>• Centers of Excellence</td>
<td>• Under development</td>
<td>In progress</td>
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<td>• Research Chairs Programs</td>
<td>• Framework approved by BOT</td>
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<td>Student Learning Experience</td>
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<td>• Career Advising Center</td>
<td>• Operational</td>
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<tr>
<td>• Student Success Center</td>
<td>• Under development</td>
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</tr>
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<td></td>
<td>• Expected to be operational in Spring of 2009/2010</td>
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<tr>
<td>Student Life/Social Engagement</td>
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<td>• Social Clubs</td>
<td>• Operational</td>
<td></td>
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<tr>
<td>• Expansion of Sports Programs</td>
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<td>International Accreditation:</td>
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<tr>
<td>• University Certification</td>
<td>• Under Study: early stages</td>
<td>• Expected to start in 2010</td>
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<tr>
<td>• ABET (Engineering)</td>
<td>• In preparation</td>
<td>• Expected to start in 2010</td>
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<tr>
<td>• College of Business</td>
<td>• Under Consideration</td>
<td>• Expected to start in 2010</td>
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<td>Expected completion: 2011</td>
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Fall 2011
Fall 2012
Fall 2010
Fall 2009

Enrolment Management and Academic Advising

Research:
- Centers of Excellence
- Research Chairs Programs

Student Learning Experience
- Career Advising Center
- Student Success Center

Student Life/Social Engagement
- Social Clubs
- Expansion of Sports Programs

International Accreditation:
- University Certification
- ABET (Engineering)
- College of Business
<table>
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<th>Alumni Relation and Fundraising Campaign:</th>
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<td>• Alumni Association and Chapters</td>
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<td>• Fund Raising Campaign</td>
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<td>• Admission and registration systems: completed</td>
<td>Completed</td>
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<tr>
<td>• Other services: under development</td>
<td>In progress</td>
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<tr>
<td>• Decision support system: Under development</td>
<td>2013</td>
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<td>• New HR development: Under development</td>
<td>2010</td>
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<tr>
<td>• Web-Based Services</td>
<td>2010</td>
</tr>
<tr>
<td>• Decision Support System</td>
<td>2010</td>
</tr>
<tr>
<td>• Human Resources Development</td>
<td>2011</td>
</tr>
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</table>
Appendix II: Academic Program Initiation, Review and Approval Process

The Strategic Plan of the University of Sharjah sets the academic direction of the University for the next five years. The Plan defines a number of new academic program initiatives and a schedule of implementation over the same period.

The development of a new academic program follows three stages:

Stage 1: Informal discussions of the program concept, design and fit within the University and the external environment.

Stage 2: Detailed analysis of the criteria to determine program prioritization and the establishment of a framework for 4-year rolling plan.

Stage 3: The development of a full business plan for the program.

An approval process is completed for each stage and is necessary before the proposal transitions from one stage to the next.

The success of the plan depends also on its ability to make adjustments and to respond to new opportunities and challenges as they arise during its lifetime. Thus as a dynamic entity, the plan accommodates the possibility of additional academic program initiatives that may be initiated by one or more sources. In practice, new ideas can originate from the following sources:

- One or more faculty members
- One or more departments or program coordinators
- One or more Colleges through the Office of the Dean
- The senior administration through the Office of the Vice-Chancellor Academic
- External sources such as employer or community organizations, etc.

Therefore, the processes to initiate, develop, review, and approve new academic programs must allow for a variety of development models so that UOS can benefit from ideas and initiatives for program development that may originate from a number of sources both within and external to the institution.

The following are examples of how new ideas are handled as they arrive from different sources.
Idea Originating from Faculty Members, Departments, or Colleges

1. Initial Informal Discussions:
   a) When a program idea originates from one or more faculty members, they must try to get buy-in from their department or departments. When supported by the department(s), or alternatively originated from the department(s), the idea is taken by Chair/Chairs involved to the appropriate Dean(s). If the initiative does not get department support, the initiating faculty members may take the idea to the appropriate Dean(s), and the Dean(s) can work with the appropriate Chairs to establish the level of support from appropriate departments and to identify the group of faculty members who could develop the proposal.
   b) When a program idea originates from a College or Colleges, or from the senior Administration (see below), the Dean(s) work with the appropriate Chairs to establish the level of support from the appropriate departments and to identify the group of faculty members who could develop the proposal.
   c) The Dean(s) need(s) to assess the extent to which the program idea would complement the Strategic Plan of UOS.

2. Notification of the Vice-Chancellor Academic
   a) When a program idea has merit and potential, the Dean(s) will brief the Vice-Chancellor Academic who will bring it for discussion to the Deans Council and to the senior management group (The Chancellor and Vice Chancellors). The program idea is considered in terms of the Strategic Plan of UOS and the opportunities for cross-college/inter-campus collaboration.
   b) Following the preliminary discussions, the Vice-Chancellor Academic will advise the Dean(s) and whether to encourage the development of the program.

3. Formal Development of the Program:
   a) The Dean(s) will establish a formal Program Development Task Force which, under the direction of a Dean or designate, will work on developing the proposal in accordance with the UOS three-stage Program
Development Policy (See Appendix III: CRITERIA AND TEMPLATE FOR PROGRAM PRIORITIZATION). See also Appendix IV: FRAMEWORK FOR FOUR – YEAR ROLLING PLANS

b) All stages of the proposal must be submitted to the appropriate Dean(s) and go through any required procedures of the appropriate College or Colleges involved before being submitted to the relevant curriculum and program planning committee of Deans Council.

c) The Stage 3 proposal will also include the completion of a Business Plan (See APPENDIX V: BUSINESS PLAN FOR NEW PROGRAM PROPOSALS) to identify all of the revenues, costs and resources of the proposed program. The Business Plan involves a full costing analysis of the program in terms of revenues and expenses, projected enrolments, space and equipment needs, service and administrative support, student support, etc. Consultation with the Vice-Chancellor Finance and Administration, the Registrar, Dean of Student Affairs, IT, Library, and other appropriate units within UOS are completed at this time. The Business Plan will be reviewed by the Vice-Chancellor Academic and the Vice-Chancellor Finance and Administration and will be presented for discussions and approval by the Deans Council. The proposed program will then be presented to the Academic Affairs Committee of the Board of Trustees for review and approval. Finally, the UOS internal process is completed once the Board of Trustees provides its approval of the program.

d) If approved by the BOT, any new degree requires preliminary accreditation by the Ministry of Higher Education and Research. Accreditation documents must be developed by the Dean in conjunction with the proponents of the new degree, and submitted to the Vice-Chancellor Academic. The Vice Chancellor Academic submits the application in turn to the Ministry.

Idea Originating from Senior Administration

In the case of an initiative originating from the senior administration of UOS, the Vice- Chancellor Academic will raise the idea with the appropriate Dean(s). If agreed, the Dean(s) will work within their respective areas to establish the level of support from appropriate departments and to identify the group of faculty members who could develop the proposal further. The process then proceeds in accordance with the three steps described above.

Idea originating from an external group such as an employer or a community organization, or a government agency.

In the case of an initiative originating from a source external to UOS, the process will depend on the contact point within the University. The external body may contact a faculty member, a department, a College or the Administration. From that point of contact, the process of program development will flow forward according to the three steps described above.
Appendix III: Criteria and Template for Program Prioritization

Academic staff members proposing a program are asked to complete the template for each new program development that has been proposed under stages 1 and 2 of UOS program planning process. They are then asked to answer the questions for each criterion as it pertains to the proposed program development. The program may be scored against each category and an overall score created to indicate the degree to which the program addresses the priorities of the UOS Strategic Plan. This process may also be used to assess existing programs as they pertain to the UOS Strategic Plan.

A. Academic Fit and Relevance:

1. To what extent does the program fit with UOS’s mix of academic programs?
2. How relevant is this program to the academic activities of UOS?
3. Does this program strengthen the academic offerings of UOS?

B. Inter-disciplinary Aspects:

1. Does this program involve interdisciplinary approaches?
2. Does this program involve two or more departments or program areas? Identify them.

C. Critical Inquiry Initiative (CII):

Does this program involve one or more of the following components of the CII?

(i) Internationalization:

1. Does this program have international content?
2. Does this program provide for students to gain formal international experience as an integral part of the program of studies? Is it mandatory or preferred?
3. Does this program have any particular appeal to international students?

(ii) Service/Experiential Learning

1. Does this program have a formal service learning or experiential learning component?
   If so, what is it?
2. If there is no formal component, is there a way that students can incorporate a service
teaming experience into their program?

(iii) Research Opportunities

1. Does this program have a formal research component for the students? If so, what is it?
2. If there is no formal research component, are there ways that students can incorporate a
direct research experience in their program?

D. External Partnerships:

1. Has this program been developed in partnership with any external groups?
2. If so, how has the partnership been incorporated into the program?
3. How will students benefit from this partnership?

E. Access for Mature Students (students in the workforce who wish to complete university education)

1. Does this program provide any specific ways to attract new mature students?
2. How does this program contribute to increasing access for mature students, or for students who have not attended university in their early years for social and economic reasons?

F. University-Community College Collaboration:

1. Does this program involve any formal collaboration between UOS and its Community College? If so, what is the nature of the collaboration?
2. If not, is there potential for the program to link with the Community College in some beneficial way for the program and the students?

G. Graduate Studies:

1. Is this a graduate level program?
2. If so, is it in an area of established research strength at UOS?

H. Teaching and Learning Excellence:
1. In what ways does this program promote excellence in teaching and learning?

2. Does this program incorporate any innovative approaches or techniques for teaching and learning?

3. Does this program define clear learning outcomes for the students?

I. Local and Regional Need and Relevance:

1. What local or regional need does this program address?

2. How is this program relevant to the community and to region(s)?

3. How is this program unique or distinctive to UOS?

J. Environment and Sustainability:

1. Does this program have content that is directly related the environment and sustainability?

2. Does this program contribute to a better understanding and awareness of the environment and sustainability?

3. How will this program help our students become better citizens in terms of the environment and sustainability?

K. Program Sustainability (Business Plan):

1. Does this program meet a particular demand?

2. Does this program provide students with the credentials and the learning required for successful application in their careers and lives after university?

3. Is there compelling evidence to support the anticipated enrolment in this program?

4. How is this program sustainable over the long term?

It is understood and expected that not all of the strategic criteria will be relevant to a specific program proposal.
## Appendix III cont: Template for Program Prioritization

<table>
<thead>
<tr>
<th>Name and Brief Description</th>
<th>A. Academic Fit and Relevance</th>
<th>B. Interdisciplinary</th>
<th>C (i). Internationalization CII 1</th>
<th>C (ii). Service/Experiential Learning CII 2</th>
<th>C (iii). Student Research Opportunities CII 3</th>
<th>D. External Partnerships</th>
<th>E. Access for Mature or Part-time Students</th>
<th>F. University-Community College Collaborations</th>
<th>H. Teaching &amp; Learning Excellence</th>
<th>I. Regional Need &amp; Relevance</th>
<th>J. Environment &amp; Sustainability</th>
<th>K. Program Sustainability (Business Plan)</th>
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## Appendix IV: Framework for Four – Year Rolling Plans

<table>
<thead>
<tr>
<th>COLLEGE / UNIT / CAMPUS:</th>
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<tr>
<td><strong>Strategic Academic Priorities</strong></td>
<td>Description</td>
<td>2009-2010</td>
<td>2010-11</td>
<td>2011-12</td>
<td>2012-13</td>
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<td>Program Developments:</td>
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<td>Undergraduate Studies</td>
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<td>Program Developments:</td>
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<td>Graduate Studies</td>
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<td>Access for Mature Students</td>
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<tr>
<td>Meeting the Needs of Sharjah, UAE and the Gulf region</td>
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<tr>
<td>Lifelong Learning Interdisciplinary</td>
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<td>Excellence in Teaching and Learning</td>
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<td>Building Research Culture</td>
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<td>Integrating Teaching and Research</td>
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<td>Experiential Learning</td>
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<td>Internationalization</td>
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<td>Sustainable Enrolments</td>
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<td>Community-based Initiatives</td>
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<td>Regional Partnerships and Innovation</td>
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Appendix V: Business Plan for New Program Proposal

Business Plan for

New Programs at UOS

College Name:----------------------------------

Department Name: ----------------------------

Program Name: --------------------------------

Contact Name:-----------------------------------

Tel. and email: -------------------------------

Instructions

The Dean will work with the program proponents to complete all sections of the Business Plan Template, indicating N/A where the section is not applicable and consult with all associated UOS Offices and Departments (Administration and Finance, IT, Library, Research Services, Registrar's Office, Student Affairs, other Colleges, etc.) to ensure that the information provided is accurate. The Dean must also ensure that the Business Plan is based upon sound and factual information and free from speculations and tentative assumptions. Once completed, the Dean submits the Business Plan and the approved signature page to the Vice-Chancellor Academic.

1.0 Demand for the Program and Graduates

1.1 Market Assessment of Industry/Business/Employment Needs and Trends - 2, 5 and 10 years (attach market analysis report if appropriate)

1.2 Local, Regional, National, International Student Demand for the Program (identify sources of information as appropriate)

1.3 Justification of the Proposed Qualification/Credential (certificate, diploma, degree)

1.4 Demand (if any) for further Studies (e.g. graduate, professional, certification, etc.) for graduates of the program

1.5 Existing Programs (if any) in the UAE, Gulf Region and the Arab World.

1.6 Need and Demand for the Program at UOS and in the Job Market
1.7 Potential Local, Regional, and National Employers

2.0 Clientele and Enrolment (5 year projection)

2.1 Student Enrolment Projections (Years 1 through 5)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of New Students (Full-Time Equivalents)</th>
<th>Continuing Students (Full-Time Equivalents)</th>
<th>Total (FTE)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>5</td>
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</tbody>
</table>

2.2 Potential Source(s) of students (if known)

3.0 Human, Physical and Support Resources Required (5 year projection)

3.1 Human Resources

3.1.1 New College or Department (in case a new college or a new department is established)

<table>
<thead>
<tr>
<th>Year</th>
<th>New College/Department</th>
<th>Costs</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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</table>

3.1.2 Assistants: TAs; Technicians, RAs, Demonstrators
3.1.3 Postdoctoral Fellows
3.1.4 Program Coordinator
3.1.5 Workload Implications for Existing Programs
3.1.6 Support Staff

Physical Resources

3.1.7 Campus Location (Sharjah Campus, Khorfakan, Kalba)
3.1.8 Space Requirements (Labs, classes, offices, student study, and social space) - indicate whether these spaces currently exist or if new space is required.

<table>
<thead>
<tr>
<th>Year</th>
<th>Labs / Classrooms</th>
<th>Offices</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>5</td>
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</table>

3.1.9 Equipment Requirements – indicate if existing or new

<table>
<thead>
<tr>
<th>Year</th>
<th>Equipment</th>
<th>Cost</th>
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<tbody>
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</table>
3.1.10 Computing Requirements (build in expectations for computer renewal where possible)
3.1.11 Student Housing / Residence Requirements (Individual, Family, International)
3.1.12 Any Other Space or Facility Requirements

3.2 Support Services
3.2.1 Technical Support (needs consultation with Director of IT Department)
3.2.2 Student Services, including Service Learning (needs consultation with Dean of Student Affairs)
3.2.3 Registrar and Admission (needs consultation with the Registrar)
3.2.4 Library (needs consultation with Director of Library Services)
3.2.5 Special Needs for other Information Services, such as printing, bookstore, etc.
3.2.6 Any Special Scholarships and Student Financial Support Needs
3.2.7 Other Services Required (needs consultation with Director of Physical Plant and Director of Central Laboratories)

4.0 Program Content Requiring Specific Resources
4.1 Specialized Teaching Resources (e.g. distant-education, video conferencing)
4.2 Theses and Directed Studies (stipends, research support)
4.3 Practicum, Co-op, or Work Placements
4.4 Partnerships Required to Deliver the Program (national and international)
4.5 Support for Student Research
4.6 Support for Service Learning
4.7 Support for International Exchanges and/or Content
4.8 Impacts on other Programs (needs consultation with other Deans as appropriate)
4.9 Other

5.0 Revenues and Costs (5 year projection) - Work with Dean, Registrar, and Finance Office to Develop this Section

5.1 Revenues (Identify all forms of expected revenue associated with this program)

5.1.1 Proposed tuition fees
   5.1.1.1 Nationals
   5.1.1.2 International (if different)
5.1.2 Project Tuition Revenues (Years 1 – 5, plus ongoing): Nationals and International students (at current or proposed rates)
5.1.3 Other Program Related Fees
5.1.4 Application Fees and Other Institutional Fees
5.1.5 Grant and Contract Revenues (if applicable)
5.1.6 Donations/Endowments
5.1.7 Other Revenues

5.2 Costs (identify all forms of expected costs and expenses associated with this program)

5.2.1 Start-up Costs
5.2.2 Scholarships and other Student Support (including TAs)
5.2.3 Library Collections and Services
5.2.4 Capital Equipment
5.2.5 Materials and Supplies
5.2.6 College Travel (including between campuses)
5.2.7 Student Travel Support (e.g. student workplace support)
5.2.8 All other Human, Physical and Support Costs
5.2.9 Anticipated Future Costs (both one-time and continuing) beyond year 5
5.2.10 Other Costs to Students (any special costs such as computers, materials, books and reference materials, equipment, clothing, field trips, travel etc. beyond those normally expected)
5.2.11 Other Costs

5.3 Net Financial Projections (Years 1 - 5, plus ongoing)
5.3.1 Spreadsheets and Summary of Net Revenues/Costs - Surpluses/deficits (use the attached Costing Spreadsheet as a guide and modify is required)

5.3.2 Financial Management Plan

Provide a plan for managing the financial sustainability of the program. Where program deficits are projected, state how such deficits will be managed over time (e.g. will deficits in initial start-up years be offset by surpluses in subsequent years?).

Approvals and Signatures

**College Approval (all programs)**

The program proposal has been approved by the College of ( ) and the Business Plan has been prepared by the Office of the Dean in conjunction with the program proponents and all relevant units of UOS.

-----------------------------------------  
Dean                                                                                        Date

Administration and Finance Approval

This Business Plan has been reviewed and verified by the Office of the Vice Chancellor for Administration and Finance.

-----------------------------------------  
Vice-Chancellor, Administration and Finance                       Date

Once the above approvals have been received, submit the Business Plan to the Vice-Chancellor Academic or the Vice Chancellor for Medical Colleges.

**Vice-Chancellor Academic (or Medical Colleges) Approval**
This Business Plan has been reviewed by the Office of the Vice-Chancellor Academic (or Medical Colleges) and has been verified and approved by all appropriate officers of UOS, all members of the Senior Administration.

-----------------------------------------------------                         ---------------------------------
Vice-Chancellor Academic (or Medical Colleges) Date
Appendix VI: Survey forms