

Tips and Guidelines to Avoid Citations in SACSCOC Interim Reports

Sample Narrative from AUD's 5th Year Interim
Report for Group 2

6.2 For each of its educational programs, the institution

- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
(Program faculty)

 X Compliance

 Non-Compliance

Engagement of Full-time Faculty

An analysis by degree program of the engagement of full-time faculty reveals a very high degree of faculty sufficiency with a view to ensuring program quality, integrity and review. Table 1 provides the break-down by program of full- vs. part-time faculty for fall, 2017:

Table 1 – AUD Faculty Profile (Head-count: Fall, 2017)

	Full-time		Part-time		Total	
	Number	%	Number	%	Number	%
Program:						
Bachelor of Business Administration (B.B.A.)	25	69.4	11	30.6	36	100.0
Bachelor of Communication and Information Studies (B.C.I.S.)	9	69.2	4	30.8	13	100.0
Bachelor of Science in Civil Engineering (B.S.C.E)	7	100.0	0	0	7	100.0
Bachelor of Science in Computer Engineering (B.S.COMP.E.)	4	100.0	0	0	4	100.0
Bachelor of Science in Electrical Engineering (B.S.E.E.)	3	75.0	1	25.0	4	100.0
Bachelor of Science in Mechanical Engineering (B.S.M.E.)	6	100.0	0	0	6	100.0
Bachelor of Architecture (B.Arch.)	12	70.6	5	29.4	17	100.0
Bachelor of Fine Arts in Visual Communication (B.F.A.)	7	63.6	4	36.4	11	100.0
Bachelor of Arts in International Studies (B.A.I.S.)	19□	79.2	5□	26.3	24	100.0

Bachelor of Fine Arts in Interior Design (B.F.A.)	9	81.8	2	18.2	11	100.0
Master of Business Administration (M.B.A.)	9*	100.0	0	0	9	100.0
Master of Arts in Leadership and Innovation in Contemporary Media (M.A.)	1	50.0	1	50.0	2	100.0
Master of Science in Construction Management (M.S.C.M.)	2**	100.0	0	0	2**	100.0
Master of Education (M.Ed.)	3	75.0	1	25.0	4	100.0
Middle Eastern Studies Certificate (undergraduate)	5 ^o	83.3	1 ^o	16.7	6 ^o	100.0
Professional Teaching Certificate (P.T.C.)-graduate	3 [□]	75.0	1 [□]	25.0	4 [□]	100.0
Total	100	73.6	33	24.2	136	100.0

□ 5 already counted (1 communication and information studies and 4 in business administration [undergraduate])

* 7 already counted in business administration (undergraduate)

** already counted in civil engineering

^o already counted in international studies

[□] already counted in master of education

Teaching

See [Appendix 1](#) for templates of full and part-time (adjunct) faculty contracts.

Full-time faculty are generally engaged to teach four courses each semester of the academic year and two courses in one of the summer sessions.

In more than one-third of cases, the degree program is delivered entirely by full-time faculty. In all other cases except for one, full-time faculty account for at least two-thirds of head-count; and even in the one case constituting an exception, full-time faculty account for one-half of head-count. (The M.A. in leadership and innovation in contemporary media was launched in fall, 2017. In spring 2018, two-thirds of the head-count is accounted for by full-time faculty.)

Table 2 reveals that the preponderance of full-time faculty is even greater when viewed from the point of view of number of course sections taught:

Table 2 – Course Sections Taught by Full-time Faculty (Fall, 2017)

Program	%
Bachelor of Architecture (B.Arch.)	81.8
Bachelor of Fine Arts in Visual Communication (B.F.A.)	84.4
Bachelor of Fine Arts in Interior Design (B.F.A.)	90.3
Bachelor of Arts in International Studies (B.A.I.S.)	90.1
Bachelor of Business Administration (B.B.A.)	84.9
Bachelor of Communication and Information Studies (B.C.I.S.)	86.1
Bachelor of Science in Civil Engineering (B.S.C.E.)	100.0
Bachelor of Science in Computer Engineering (B.S.COMP.E)	84.6
Bachelor of Science in Electrical Engineering (B.S.E.E.)	86.6
Bachelor of Science in Mechanical Engineering (B.S.M.E.)	100.0
Master of Business Administration (M.B.A.)	100.0
Master of Arts in Leadership and Innovation in Contemporary Media (M.A.)	66.7
Master of Science in Construction Management (M.S.C.M.)	100.0
Master of Education (M.Ed.)	87.5
Middle Eastern Studies Certificate (undergraduate)*	90.1
Professional Teaching Certificate (P.t.C.)-graduate**	87.5

*Same as B.A.I.S.

**Same as M.Ed.

This preponderance holds when the analysis is performed on the basis of credit hours:

Table 3 – Credit Hour Delivery (Fall 2017)

Program	Full-time		Part-time		Total	
	Credits	%	Credits	%	Credits	%
Bachelor of Architecture (B.Arch.)	114	79.2	30	20.8	144	100.0
Bachelor of Fine Arts in Visual Communication (B.F.A.)	81	84.4	15	15.6	96	100.0
Bachelor of Fine Arts in Interior Design (B.F.A.)	92	90.2	10	9.8	102	100.0
Bachelor of Arts in International Studies (B.A.I.S.)	138	90.2	15	9.8	153	100.0
Bachelor of Business Administration (B.B.A.)	240	85.1	42	14.9	282	100.0
Bachelor of Communication and Information Studies (B.C.I.S.)	92	86.0	15	14.0	107	100.0

Bachelor of Science in Civil Engineering (B.S.C.E.)	60	100.0	0	0	60	100.0
Bachelor of Science in Computer Engineering (B.S.COMP.E.)	37	92.5	3	7.5	40	100.0
Bachelor of Science in Electrical Engineering (B.S.E.E.)	50	94.3	3	5.7	53	100.0
Bachelor of Science in Mechanical Engineering (B.S.M.E.)	64	100.0	0	0	64	100.0
Master of Business Administration (M.B.A.)	30	100.0	0	0	30	100.0
Master of Arts in Leadership and Innovation in Contemporary Media (M.A.)	6	66.7	3	33.3	9	100.0
Master of Science in Construction Management (M.S.C.M.)	9	100.0	0	0	9	100.0
Master of Education (M.Ed.)	21	87.5	3	12.5	24	100.0
Middle Eastern Studies Certificate (undergraduate)	60	95.2	3	4.8	63	100.0
Professional Teaching Certificate (P.T.C.)-graduate	6	66.7	3	33.3	9	100.0
Total	1,100	88.3	145	11.7	1,245	100.0

* 36 credit hours for computer and electrical engineering curricula are counted in the calculations for both programs. The double counting also applies to 9 credit hours between civil and mechanical engineering; 60 credit hours between international studies and middle eastern studies certificate; and 9 credit hours for master of education and professional teaching certificate.

AUD has benchmarked its faculty to student ratio for the institution as a whole. As reported in the narrative for Requirement 6.1, the university (1:15) is very much in line with a sample of US-based institutions:

Table 4 – Faculty to Student Ratio Comparison (Fall, 2016)

Institution	Faculty/Student Ratios
Arizona State (Tempe)	1:23
Sam Houston State University	1:21
University of Florida	1:20

American University in Dubai	1:15*
Colorado State University	1:18
University of Texas at Austin	1:18
American University of Sharjah	1:14*
University of Vermont	1:17
Montana State University	1:19
American University of Beirut	1:11
American University in Cairo	1:11

Source: IPEDS Common Data Set, web-reported

*Calculated using IPEDS definition

When AUD’s data are disaggregated by degree program, one notices that the ratios by program are in line with the university average. The notable exception to this is the undergraduate program in business administration (B.B.A.). We attribute this to the predominance of lecture-style delivery of the curriculum, thus enabling larger class sizes, resulting in a need for fewer faculty members.

Table 5 – AUD Faculty to Student Ratios by Degree Program (Fall, 2017)*

Total	Architecture	Business (Undergrad)	Communication	Engineering	Interior Design	Visual Communication	International Studies	Business (Grad)	Construction Management (Grad)	Education (Grad)	Media (Grad)	Professional Teaching Certificate	Middle Eastern Studies Certificate
1:15	1:16	1:24	1:19	1:14	1:15	1:17	1:6	1:16	1:19	1:6	1:23	1:4	N/A**

*Calculated using IPEDS definition

**As the certificate is interdisciplinary and involves teaching by nearly all arts and sciences faculty who in the same classes teach non-certificate students, a useful mode of calculation was not identified.

As discussed in the narrative for Requirement 6.1 (specifically, [p.26](#)), the university enforces its class size policy as a means of safeguarding the quality of the instructional experience. See [Appendix 2](#) for this policy.

Curriculum and Program Quality, Integrity and Review

The critical mass of full-time faculty and favorable faculty to student ratios in each of AUD’s educational programs support its contention that it engages a sufficient full-time faculty force throughout the university.

The quality and integrity of AUD's programs and curricula are established in the narrative for Core Requirement 9.1 (pp. 84-90). Specifically, this quality and integrity result from the multi-faceted endeavors of full-time faculty, present with adequate sufficiency in each program and the school of arts and sciences, as this school delivers the university core.

In addition to fulfilling their teaching responsibilities, it is primarily through curriculum review and/or development that faculty impact program quality and integrity. Full-time faculty at AUD "own" program curricula. In the narrative for Core Requirement 6.1, the university asserts that on average, full-time faculty spend two hours weekly on curriculum review and/or development and course assessment. It is significant to note that at AUD, where 95% of faculty also teach one of the summer sessions, these hours are nearly year-round.

AUD's curriculum approval process is outlined on pp. 58-59 of the 2017-2018 *AUD Faculty Handbook*. Each school has a curriculum committee. Curricula (new and revised) must also receive the approval of the university curriculum committee and university's academic council, two bodies comprised of deans and program leadership (with faculty rank). AUD has the faculty force for each of its educational programs to adequately and appropriately staff these committees. See [Appendix 3](#) for listings of committee membership.

Programs and their component courses are assessed yearly at AUD. See the narrative for requirement 8.2 (pp. 54-83) for a description of assessment and continuous improvement processes at AUD. All staff who participate in these assessments within the academic sphere of the university hold a faculty appointment.

Program curricula, therefore, are reviewed on a continuous basis, but holistically and formally on a five-year cycle. This ordinarily coincides with the external review of each program's curriculum by the UAE Ministry of Education – Higher Education Affairs. See [Appendix 4](#) for the table of contents of the *self-study* for one such review.

As demonstrated by the preceding, AUD is in compliance with Core Requirement 6.2(b) on *program faculty*.

Supporting Documentation and Evidence:

- Appendix 1 Templates: full-time and part-time (adjunct) faculty contracts
- Appendix 2 Class size policy
- Appendix 3 Curriculum committee and Academic Council membership
- Appendix 4 Example: program review

Reference

CR 2.8 Number of Full-time faculty in the 2012 Principle

- 2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications. **(Faculty)**

- 2.9** The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning resources and services)**

- 2.10** The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student support services)**

2.11

- 2.11.1** The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.