

University College

Strategy and Business Plan 2021-2023

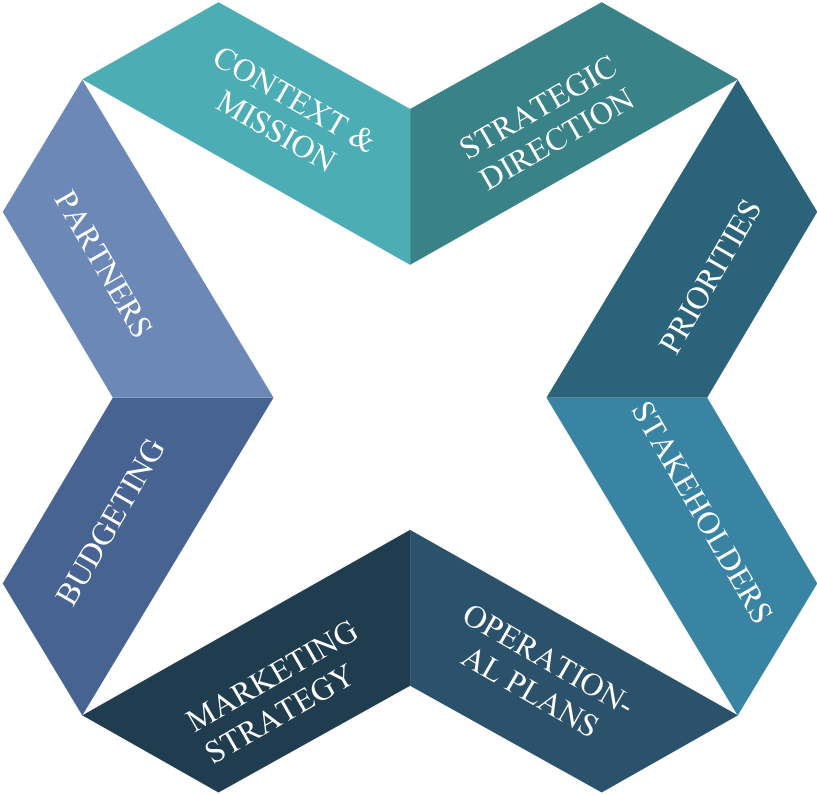


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DESIGNATION	NAME	SIGNATURE	DATE
Provost			
Transformation Program			
Dean of College			
College Strategic Planning Unit			

I. Approvals



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3. Guidelines on College strategy & business planning process

- 3.1 We expect for the University College in the coming period to change its programmatic and operational plan significantly. Especially since the Transformation Program has added new tasks to it. After the General Education program's transition with all its courses, curricula, and operational plans to the University College and establishing the Academic Advising Center for all university students, this means holistic and comprehensive changes at the structural and functional levels. Therefore, our side is expected to provide operational plans for the new tasks to complete them to the fullest.
- 3.2 This new role of the UC will enhance the College's value and importance within the university after its traditional mission has been linked for years, helping conditionally admitted students achieve the college admission criteria in English Language, Mathematics, and Arabic language subjects.
- 3.3 The new assignments will add momentum to the University College's performance in several directions:

A. Retention:

UC plays clear roles in retention rates:

- The Academic Advising Center will play an essential role in supporting students at all colleges in making better choices during their progression through UAEU highly diversified programs and majors, particularly during the vital first year. In addition, this Center will assist the students with their career aspirations at the outset.
- All SSU's activities significantly contribute to increasing retention; conducting one-to-one sessions as well as synchronous and asynchronous workshops, offering tutoring sessions for most courses at the university using peer tutoring and running modules in programming and the use of modern technological tools, and finally advise all students before they declare their major.
- SSU will offer tutoring sessions in Math and Arabic to boost the levels of the students who still need to achieve the required score to continue their enrollments in their colleges. SSU will also offer English tutoring to help the PA students pass their exam.
- Examining the administratively postponed students (AP) due to their inability to fulfill the admission requirements for the UAEU. The UC gives them promising opportunities to return to study in their colleges by giving them various opportunities to enter the English Challenge Exams.
- Holding the Admission Tests for the UAEU students in the five subjects: Arabic, Mathematics, Chemistry, Physics, and Biology for students who did not fulfill the college admission requirements in these subjects, and only fulfilled the English



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language requirement, which means that their college admission is conditional on meeting the rest of the requirements.

- Holding *Tertiary EmSAT* for the administratively postponed Students (AP), which is a clear indication of a contribution to raising retention rates. (*These exams are administered on the authority of the Ministry of Education to educational institutions that have students administratively postponed for not fulfilling university admission requirements. Therefore, we want to cancel it even though we are administering these tests and bear the costs*)

B. Financial Returns:

UC guarantees revenue to the UAEU through already existing partnerships:

- Contributing to the ZMC project and *Engineering Students'* project by participating in teaching 5 subjects: Arabic, Math, English, Emirati Studies, and Islamic Culture.
- Contributing to the IELTS project for ZMC through an actual partnership with CEC, with a revenue of 7.5%.
- Holding the Admission Tests, with fees, for the UAEU students in the six subjects: Arabic, Mathematics, English, Chemistry, Physics and Biology as follows: 150 AED for all subjects except for English which is 250 AED because it needs essay question corrections.
- Examining the administrative postponed students and giving them promising opportunities to return to study in their colleges positively affects the university's budget.
- Holding EmSAT for students wishing to join the UAEU contributes to raising the expected budget for the UAEU from the Ministry of Finance.
- The UC will soon offer an *Online Tutorial Session* for national and international students who need strengthening through the SSU, with fees, 150 AED per hour.
- We aspire to invest in Arabic language courses for native and non-native speakers, English language courses, and the General Education Courses. All of these courses are already on Edx to achieve revenue through students wishing to obtain credit hours certificates from UAEU.
- With the UC's current role, there will be no foundational classes in any subject, Arabic, Math or English. As Arabic and English still have essential tasks to perform, there will be nothing to do for Math, just supervising the Admission Test for new UAEU students who did not fulfill the mathematics admission requirements. However, we guarantee strong presence and representation in the UC when the General Education Program joins the UC. Then the math program Instructors will



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teach all the Calculus courses: MATH 105, 115, 120, 1110. We trust they can do the job well.

- Moreover, we expect that the role of math will increase in the coming period after it becomes clear that math is a challenge for the newly admitted students to the university. This will force us to conduct tutoring sessions through the SSU for these students, and of course, our mathematics lecturers at the UC will take over this task.

C. Graduate students:

- The role of graduate students will be strengthened in the SSU centers, noting that many of them have actual assignments in the SSU centers at present and have a specific hourly wage.
- SSU plays a significant role in the professional development and the improvement of academic performance of the graduate students. The learning centers are frequently delivering workshops and seminars at the College of Graduate Studies.
- We intend that the Ph.D. students will participate in teaching the General Education courses such as Emirati Studies and Islamic Culture, of course, after undergoing a training period.

D. International students:

- We deal with international students through Edx platform, especially the Arabic language course for native speakers, and very soon, the Arabic language course for non-native speakers. In addition, if requested, the English Unit can develop an English as a Subsequent Language (ESL) course equivalent to international standards and not explicitly tailored to Emirati students, as our IAE courses are now.
- SSU Speaking Center employs students of non-Arabic origin to teach their own language to the university community. Presently 6 languages are taught at the Speaking Center other than English.

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4. Executive Summary

The University College Business plan provides the central vision, mission, core values, and analysis related to the University College in 2021 - 2023 academic years.

The UC will be a recognized leader in innovative best practices that promote student development and academic success.

When it comes to the UC's mission, it offers innovative, structured, and student-centered academic support in collaboration with UAEU colleges and units to foster student success throughout the university experience.

The UC's core values include diversity, excellence, collaboration, lifelong learning, and the students' empowerment and success.

The stakeholder of the UC is divided into:

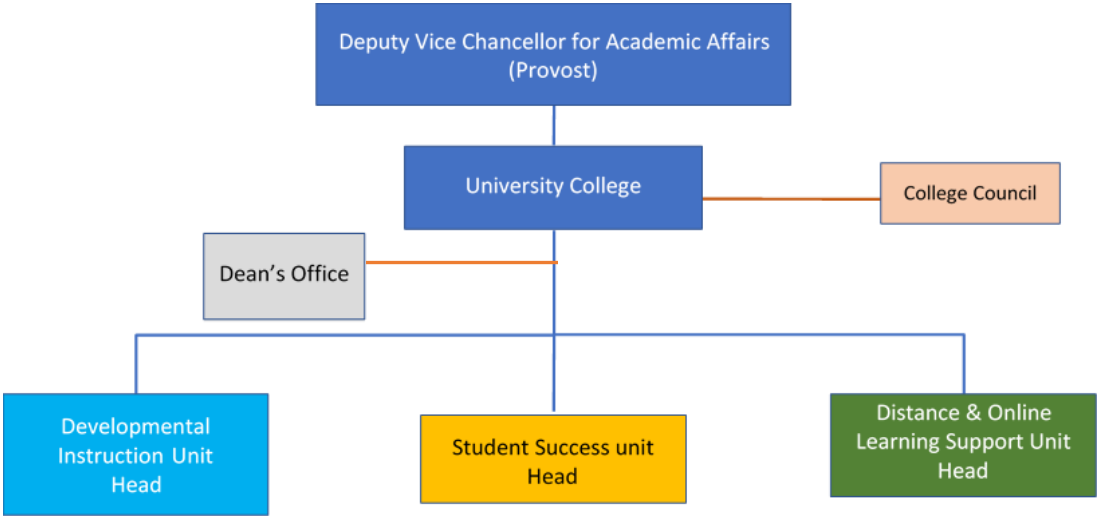
- Internal stakeholders, such as UAEU graduate/undergraduate students, new admission students who are already admitted to UAEU but have not yet passed any admission tests, and University Colleges and Departments.
- External stakeholders, such as high school students, Zayed Military College (ZMC) Cadets, and ZMC Engineering Students.

Mainly, we at the University College offer Some General Education Courses, e.g., IAE “Introduction to Academic English”, ESAC (English Support across Curriculum), Information literacy. College Requirement Courses are Arabic for Law and ASP (Arabic for Specific Purposes). SSU handles the Pre-Major advising, and the Learning Centers, where the last offer workshops, tutorial sessions, and modules in academic skills such as (Reading, Writing, Speaking, technology, and tutoring on course content). Also, we have the I-Wish Service, which reports to the English Language Program and is responsible for recruiting high school students, receiving inquiries and providing services for them regarding English language to reach the desired score in the EmSAT or the UC English Admission Test.

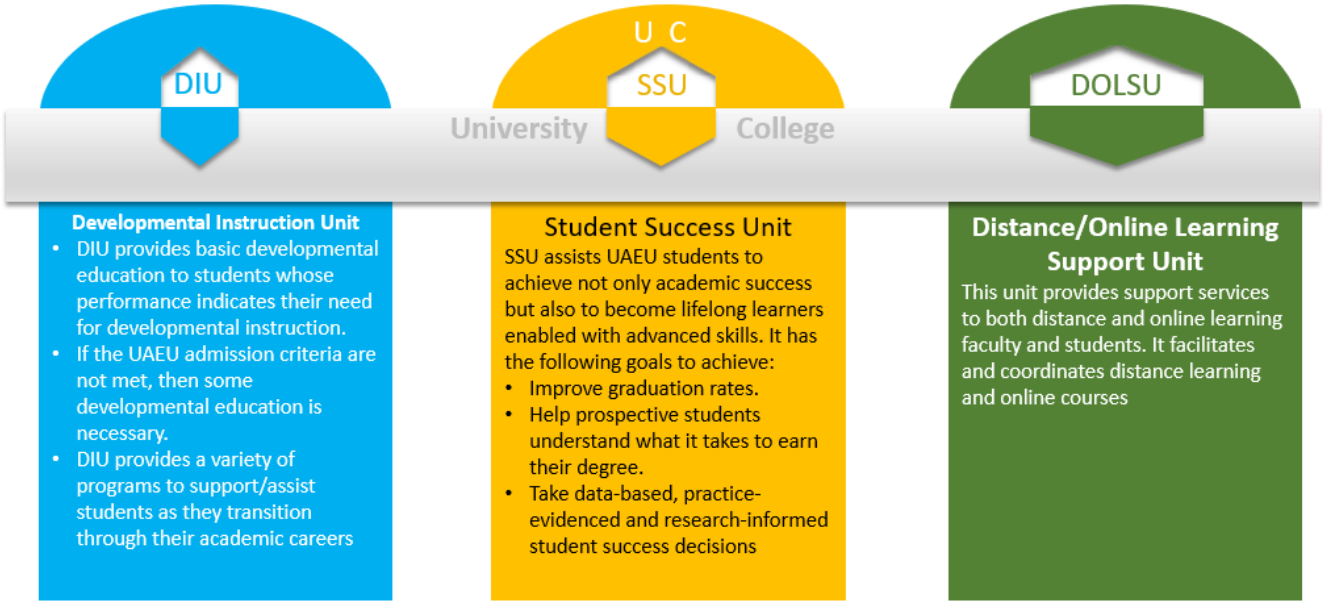
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5. The College Management Team and Roles

5.1 University College Functional Structure

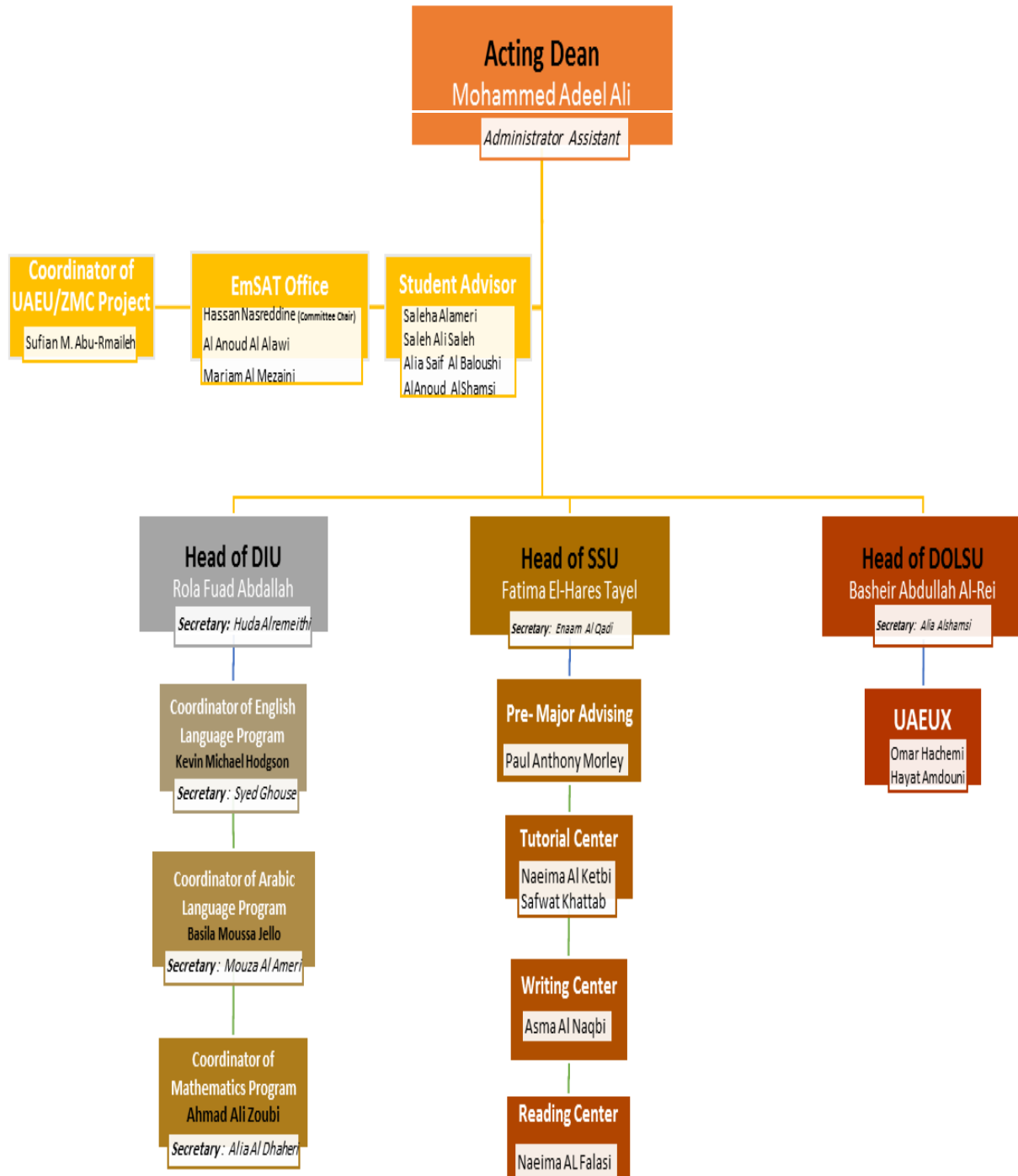


5.2 Functions of the 3 Core Units



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5.3 The College Management Team and Roles





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6. College institutional context

6.1 Mission

The University College offers innovative, structured, and student-centered academic support in collaboration with UAEU colleges and units to foster student success throughout the university experience.

6.2 Vision

The University College will be a recognized leader in innovative best practices that promote student development and academic success.

6.3 Core values

- **Diversity:**
We ensure tolerance and respect for intellectual and cultural diversity in our educational environment by using constructive discourse and making our community welcoming and inclusive.
- **Student Empowerment and Success:**
We engage and support our students in the discovery and pursuit of their own unique paths.
- **Lifelong Learning:**
We encourage the continuous pursuit of knowledge and professional growth, thereby, empowering curiosity for the sake of expanding knowledge and improving our community.
- **Excellence:**
We pursue exemplary outcomes on all levels, including creative and innovative teaching, learning, and research in a 21st-century context.

6.4 Industry Analysis in College discipline

The UC provides many services since it is the students' gate to University life. This gives the University College privileges to lead many projects, programs, and services inside or outside the University campus. Many of the university college services are free services and are mainly presented to the students. UC also provides paid services to students, faculties as well as to the community.

A. **Profit-Projects:**

The University College is handling the UAEU Admission Tests for the new students who did not fulfill the UAEU conditions regarding the EmSAT scores; they can sit for



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paid admission tests and be supported with optional paid tutorial sessions with the supervision of the University College.

- **Current Partnerships:**

1. ZMC Partnership: The University College is providing college-level education to military academies, such as: Students of Engineering Project and IELTS Project.
2. CEC: UC provide teachers to teach specialized course (e.g., IELTS, Arabic)

- **Future Plans:**

1. Provide higher education at professional schools (College in High Schools Programs).
2. Take part in Exchange students' programs by offering General Education courses to international students.
3. Provide Training courses for standardized tests like IELTS, TOFEL, GMAT and GRE.

B. Non-Profit Projects/ Services:

- The University College provides academic and lifelong learning (LLL) services, such as the Writing Center, Reading Center, Speaking Center, Modules in programming, and modern technological tools.
- Support at-risk students: Offer tutoring sessions for most courses at the university using peer tutoring.
- Pre-Major Advising: Advise all students before they declare their majors and plays a vital role in the orientation of newly admitted students.
- I-Wish Service: Recruit high school students, receive inquiries, and provide services for them regarding the English language to reach the desired score in the EmSAT or the UC English Admission Test.
- UAEUX Online Courses in EdX Platform: Offer Online courses (Material and Assessments) in Arabic, English for UAEU students, and non-UAEU students (as self-study courses).
- MOE Partnership (EmSAT): The University College is conducting the EmSAT Exams for UAE high school students. It is considered as the largest EmSAT Center in UAE.
- Future Plans:
 1. University College offers standard courses such as Islamic Culture, English for Academic Purposes, Emirates Studies, etc., which open opportunities to collaborate with other higher institutions regionally or internationally. These courses can be delivered online or on-campus.
 2. UAEUX Online Courses in EdX Platform: Offer Online courses (Material and Assessments) in Mathematics for UAEU students and non-UAEU students (as self-study courses).

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6.5 Market and Competitor Analysis

Below is a table which mainly concentrates on ranked University Colleges among International Universities. Nine University models are presented in three categories according to their QS Ranking compared with UAEU rank 284. The universities were chosen because they have a Student Engagement Unit or University College within their structure. They have competitor, peer, or aspirant QS ranking concerning United Arab Emirates University rank. As shown in the table, University College often exists in North America. In addition, not many universities with peers or aspirant ranking have University Colleges in their structure.

University	Location	Rank	Departments/Centers Services
Harvard University	United States	3	<ul style="list-style-type: none"> Harvard College: First Year Center
University of Toronto	Canada	25	<ul style="list-style-type: none"> Summer Programs First-Year Programs (foundation courses) Pre-University Programs
Johns Hopkins University	United States	25	<ul style="list-style-type: none"> Center of Students Success Scholarships Programs National fellowship Program Success Coaching in Academic Advising
Arizona State University	United States	220	University College: <ul style="list-style-type: none"> University Academic Success Program The Learn Explain Advice Design Program (LEAD) First-Year Success Center.
University of Tasmania	Australia	308	University College: <ul style="list-style-type: none"> University Preparation Program. Student Success Program.
University of South Australia	Australia	295	<ul style="list-style-type: none"> Student Engagement Unit: Student Support Services
University of Denver	United States	651-700	University College: <ul style="list-style-type: none"> Enrichment Program for adult education (non-credit courses). Lifelong Learning Center Professional Development Center

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Oklahoma State University	United States	751-800	University College: <ul style="list-style-type: none"> ▪ University College Advising ▪ Student Success and Academic Support Centers ▪ Scholar Development and Undergraduate Research Office ▪ Student Veteran Success Office ▪ Pre-Professional Academic Support Services Center
De Montfort University	United Kingdom	801-1000	<ul style="list-style-type: none"> ▪ Foundation Program

Table 1

The University College has prepared a comparison between its study plan and several Arab universities' study plans including universities within the country, such as, University of Al-Sharjah and Ajman University, and universities outside the country. These universities include Kuwait University and the University of Jordan. The comparison focuses on the courses offered by the university as a University requirement.

The criteria for selecting standard programs

The University of Al-Sharjah and the University of Ajman were chosen from within the country due to their compatibility with the UAE University's general vision, social environment, cultural identity, and it's dependent on the requirements of the university. As for the University of Jordan, it was chosen because of its heritage and prestigious position, in addition to its scientific and research credit, its compatibility with the United Arab Emirates University in the credit hours system, and the provision of compulsory courses within the University requirements. As for Kuwait University, it was chosen for its cultural and social proximity, its compatibility with the vision of the UAE University, and its provision of compulsory and optional courses within the university requirements.

First: College of Humanities and Social Sciences - Department of Arabic Language and Literature - University of Al-Sharjah.

To obtain a bachelor's degree, the students must pass (24) credit hours of university requirements, (12) credit hours as compulsory courses, and (12) credit hours as elective courses, in addition to college and specialty courses.

Course type	Course name	Credit hours	Total
compulsory	Arabic Language	3	12
	Islamic Culture	3	
	Basic English	3	

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	IT in Arabic	3	
Optional	A total of 12 credit hours chosen from the following 3 credit hours list: Civilization and Human Rights, Arabic Literature, History of Science among Muslims, History of the Arab Gulf, History of Medical and Health Sciences, Science and Medicine. In addition, the Art of Writing and Expression course is a compulsory college requirement and has 3 credit hours.		

Table 2

<https://www.sharjah.ac.ae/ar/academics/Colleges/ahss/dept/ad/Pages/Bachelor-of-Arts-In-Arabic-Language-And-Literature.aspx>

Second: College of Education and Basic Sciences - Bachelor of Education in Teacher Preparation in Arabic Language and Islamic Studies - Ajman University.

The department offers several courses in grammar, morphology, philology, Islamic literature, Umayyad literature, Modern literature, rhetoric, prosody, and literary criticism, which are compulsory, with 27 credit hours. Pre-Islamic literature, rhetoric, prosody, rhetoric, and Abbasid literature are optional courses whose total hours are 6 credit hours. Islamic studies courses totaling 27 credit hours, of which include 6 optional credit hours, and compulsory educational science courses are equivalent to 33 credit hours, and optional courses in educational sciences are equivalent to 3 credit hours, and general mandatory education courses such as English language, technologies in education total 6 credit hours, and compulsory university courses, (15) credit hours, which are as follows:

Course Name	Number of the credit hours
Academic Advising	0
Islamic Culture	3
Communication Skills in Arabic	3
Statistics	3
Environment Sciences	3
Computer Applications	3

Table 3

This is in addition to the optional university courses, which are 9 credit hours. This is a link to the College of Education and Basic Sciences, Bachelor of Education in Teacher Preparation in Arabic Language and Islamic Studies - Ajman University



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<https://education.ajman.ac.ae/application/upload/files/ar-teacher.pdf>

Third: College of Arts - Department of Arabic Language and Literature - Kuwait University.

The department offers several courses in language, grammar, morphology, literature and criticism and its theories, rhetoric, and stylistic and Quranic studies with a focus on reading, writing, and listening skills, and developing students' abilities in linguistic, analytical, and expressive skills.

The department also provides teaching services to students at the College of Education (majoring in the Arabic language) and students at the College of Sharia. The teaching services of the department extend to most of the university's colleges; This is done by teaching two compulsory courses: linguistic communication skills and aesthetics of Arabic literature, and each of the previous two courses has three credit hours and two optional courses, namely: Culture and Literature in Kuwait, and Aesthetics of the Qur'anic style, and each course has three credit hours as well.

The department offers a supportive specialization for its students, whereby the student chooses study units from outside the department, or a minor in literature and oriental languages from within it. It also provides a support specialization (Arabic language) for students of other departments at the university. You can review the following link:

<http://kuweb.ku.edu.kw/COAR/ar/Departments/ALLDPT/Aboutthedepartment/index.htm>

Fourth: College of Arts - Department of Arabic Language and Literature - University of Jordan

The student who enrolls in this university must study its requirements, and among the compulsory courses offered by the University of Jordan are communication skills / Arabic language (1), he/she has three credit hours, communication skills / Arabic language (2), he/she has three credit hours, and the text reading curriculum Al-Arabi, which is a compulsory course as well, with three credit hours. Link of the teaching plan of the Department of Arabic Language and Literature (University of Jordan).

<http://arts.ju.edu.jo/ar/arabic/StudyPlans/%D8%AE%D8%B7%D8%A9%20%D8%A7%D9%84%D8%A8%D9%83%D8%A7%D9%84%D9%88%D8%B1%D9%8A%D9%88%D8%B3.pdf>



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By a comparison between the university requirements for Arab universities mentioned in the previous table, we found the following.

University / College	Course	Teaching hours	Credit hours	Notes
UAEU- University College	- Arabic language passing test	32	0	University requirement
	- Arabic language course for law students	32	0	Compulsory course/ University requirement
Al Sharjah University College of Humanities and Social Sciences	- Arabic language	48	3	Compulsory course/ University requirement
	- The art of writing and expression	48	3	Compulsory course/ University requirement
Ajman University College of Education and Basic Sciences	Communication skills in Arabic	48	3	Compulsory course/ University requirement
Kuwait University College of Literature	- Arabic language	48	3	Compulsory course/ University requirement
	- Aesthetics of Arabic literature	48	3	Compulsory course/ University requirement
	- Culture and literature in Kuwait	48	3	Compulsory course/ University requirement
	- Aesthetics of the Qur'anic style	48	3	Compulsory course/ University requirement
University of Jordan College of Literature	- Arabic Language Skills (1)	48	3	Compulsory course/ University requirement
	- Arabic Language Skills (2)	48	3	Compulsory course/ University requirement
	- Arabic text reading	48	3	Compulsory course/ University requirement

Table 4

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The findings of the benchmarking study

We relied on a comparison between universities that offer the university' requirements, and we did not address the subjects of specialization in the Arabic language departments in these colleges because there is a big difference between the Arabic Language Unit at the University College and these departments. As the Arabic language program here has become concerned with testing the students' achievements through tests of their basic skills by subjecting them to a non-specialized test, and this test does not measure the skills of specialists in the Arabic language but rather measures skills in the Arabic language that qualify them to enter the university. Moreover, as for the Arabic language departments in other universities, the student will graduate as a specialist and a teacher in the Arabic language. Regarding the Arabic language course for law students, it is concerned with providing basic skills related to qualifying the students to enter the College of Law by focusing on linguistic and written skills directly related to their major. The United Arab Emirates University is distinguished from its counterparts in that it has a department specialized in university foundation, which is the University College that teaches university requirements.

The following is the classification of the UAE University locally and internationally during the year 2020, according to Qs, and according to the Times Higher Education ranking of universities, compared to some local universities. According to the Qs classification, we notice that the UAE University ranked first according to the Times classification and ranked second after Khalifa University.

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Ranking of the UAEU according to different international rankings:

Times Higher Education Ranking of Universities	Qs Classification
The First ranked countrywide.	284 Globally
Among the best 301 - 350 globally	Second place at the state level.

Table 5

Ranking of the UAEU according to different international rankings compared to some local universities:

University	Qs Classification	Ranking
Khalifa University	211	1
UAE University	284	2
The American University in Al Sharjah	348	3

Table 6

6.6 Self-Assessment SWOT Analysis

SWOT Analysis Diagram			
Strengths	Program /Unit	Weaknesses	Program/ Unit
S.1 Different channels of student support (ILC, office hours, tutorial sessions in classrooms, Online sessions)	All Programs	W.1 Designing an online course	All Programs
S.2 Ability to develop online courses	All Programs	W.2 Online teaching skills	All Programs
S.3 Ability to assess students' skills and development	All Programs	W.3 Non-cohesive use of technology within Dept. (one note, WordPress, Blackboard, etc.)	English
S.4 Qualified, Experienced, Committed Faculty	All Programs	W.4 Aging technology infrastructure	All Programs
S.5 Redesigned ESPU course focusing more on developing research skills	English	W.5 Long-term planning	All Programs
S.6 Responsive curriculum design tailored to student needs	All Programs	W.6 stability and Motivation	All Programs
S.7 Flexible delivery (Face to face, Online, Blended) (on-site, off-site)	All Programs	W.7 Limited awareness of programs within the university community	SSU
S.8 Ability to work with faculties to provide tailored courses	Arabic and English	W.8 Insufficient number of male students using services	SSU

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S.9 Using the latest technology to support teaching methods and develop assessment	All Programs	W.9 Wide variation in the performance of administrative staff	UC
S.10 Develop customized courses that meet University needs	Arabic and English		
S.11 Ability to develop in house material and assessment	All Programs		
S.12 Supporting student's university-wide (all faculties and academic levels)	SSU		
S.13 Responsive to the learning needs of specific student groups	SSU		
S.14 Strong peer-assisted learning programs (internationally accredited tutor training program)	SSU		
S.15 Qualified and experienced supervisors and teacher tutors	SSU		
S.16 Tutoring services offered online for 14 hours a day, 7 days a week	SSU		
S.17 All services are presently delivered online with full performance	SSU		
S.18 The adoption of a professional online booking system improved performance and reporting	SSU		

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Opportunities	Program /Unit	Threats	Program/ Unit
O.1 Expand online courses and programs	All Programs	T.1 Higher admission criteria	All Programs
O.2 Offer EmSAT training courses to high school students	All Programs	T.2 Reduced number of enrolled students due to military service	All Programs
O.3 Develop specific courses to appeal to students/staff/alumni	English	T.3 Al-Ain might not be as appealing as urban centers for attracting international students	English
O.4 Offer courses/programs to public/high schools and local organizations	All Programs	T.4 Increasing number of online courses worldwide	All Programs
O.5 Support and serve other University Colleges, such as the College of Science and College of Medicine.	All Programs	T.5 High student attrition rate	All Programs
O.6 Develop students' skills in all University Colleges.	All Programs	T.6 English is the language of instructions and communication in HE institutions	Arabic
O.7 Support external Projects (ADEK, MOE, ZMC)	All Programs	T.7 Using standardized tests to measure the skills of students instead of enrolling them in courses	All Programs
O.8 Capitalize on Government/Community increased interest in the Arabic Language	Arabic	T.8 Student Lack of interest to learn Arabic	Arabic

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O.9 Cooperate with stakeholders to use the Arabic language for particular purposes	Arabic	T.9 The skills of new students are poor	Arabic
O.10 Offer instructors to University to teach related courses such as Islamic Culture or Emiratis Studies	All Programs	T.10 Canceling courses in the UC and converting them to online courses	All Programs
O.11 Enhance the students' holistic academic experience with its new collaboration with the library	English	T.11 Reduced Communication between upper management and the units which leads to missing information	UC
O.12 Greater faculty collaboration to meet the needs of specific student groups	SSU	T.12 Inability to recruit own needed staff compromises unit development and planning	SSU
O.13 Improved promotion strategies (upgrade and diversify marketing methods)	SSU		
O.14 Learning Center specific staff PD program (develop as centers of excellence)	SSU		
O.15 Formation of national or regional Learning Center Association	SSU		
O.16 Pioneer school-based or community learning centers	SSU		

Table 7

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6.7 Operational plan and key Activities

- C. Teaching: See Table 8.
- D. Research: NA “It does not apply to the University College, as the requirements for appointing Instructors are limited to a master’s degree, and the Instructor is not required to produce scientific output during his/her tenure at the College, and he/she is not required to be promoted.
- E. Services and partnerships: See Table 8.

Title of Action	Unit in Charge	Details	SWOT Reference (Table 7)
Teaching			
Teaching and Developing General Education Courses	English Program Arabic Program (DIU)	<ul style="list-style-type: none"> • Develop and teach General Education Courses, i.e., ESAC, EAP. • Teach General Education Courses, e.g., Information Literacy and Emirates Studies. 	<ul style="list-style-type: none"> • S.3-S.10 • O.5, O.6, O.10
Teaching College Requirement Courses	Math Program Arabic Program (DIU)	<ul style="list-style-type: none"> • Supporting the UAEU Colleges with UC Curriculums and/or Instructors, e.g., Calculus, Arabic for Law, ARBU 150. 	<ul style="list-style-type: none"> • S.3-S10
Partnerships			
UAEU EmSAT Center	Dean’s Office	<ul style="list-style-type: none"> • Manage and supervise the EmSAT for high school students and UAEU students 	<ul style="list-style-type: none"> • O.7

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Teaching in ZMC	All programs (DIU)	<ul style="list-style-type: none"> Develop and teach courses for the Engineering student project at Zayed Military College (ZMC): Arabic, English and Math. Teach: Islamic Culture and Emirates Studies. 	<ul style="list-style-type: none"> O.7, O.10
Services			
Develop Reading, Writing, and Speaking Skills	Writing & Speaking Centers (SSU)	Conduct one-to-one sessions as well as synchronous and asynchronous workshops to all the university community	<ul style="list-style-type: none"> S.12-S.18
Tutorial Sessions	Tutorial Center (SSU)	Offer tutoring sessions for most courses at the university using peer tutoring	<ul style="list-style-type: none"> S.12-S.18
Develop Technological Skills	Technology Center (SSU)	Conduct modules in programming and the use of modern technological tools. Services are offered to all the university community	<ul style="list-style-type: none"> S.1, S.4, S.12
UAEUX Online Courses in EdX Platform	Arabic Program – English Program (DIU)	Offer Online courses (Material and Assessments) in Arabic, English for UAEU students and non-UAEU students (as self-study courses).	<ul style="list-style-type: none"> S.1, S.2, S.6, S.7 O.1, O.3, O.4 W.1, W.2, W.5, T.1, T.2, T.4, T.10

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Pre- Major Advising	SSU	Advise all students before they declare their major.	<ul style="list-style-type: none"> • S.12, S.15, S.17 • T.1, T.5
Support “At-Risk” students	SSU	Closely follow up with and guide Pre-Major students identified as at risk	<ul style="list-style-type: none"> • S.12 • T.5
UAEU Admission Exams	DIU	Develop, conduct, and supervise the Admission Tests for: <ul style="list-style-type: none"> • English (high school students) • Arabic and Mathematics (UAEU students) 	<ul style="list-style-type: none"> • S.3, S.9 • T.1, T.5
i-Wish Service	English Program DIU	Recruit high school students, receive inquiries, and provide services for them regarding English language to reach the desired score in the EmSAT or the UC English Admission Test.	<ul style="list-style-type: none"> • T.5 • O.4, O.15
Student Registration Services	Staff Advisors	Provide registration services for students who are taking courses under the UC umbrella	<ul style="list-style-type: none"> • S.11, S.18

Table 8

F. Future Plans "According to the transformation program"

Title of Action	Unit in Charge	Details	SWOT Reference (Table 7)
Teaching			
The General Education Program:	English Program Arabic Program (DIU)	<p>We will start the first phase with administering some programs which we have previous experience with, such as:</p> <ul style="list-style-type: none"> • ESPU 102, 103, 104, 106, 107, 1014, 1052, 1081 and GEIL 101 Information Literacy “Instructors are able to teach <u>GEIT 112</u> Fourth Industrial Revolution” • <u>HSS 105</u> and <u>ISLM 100</u>, we have previous experience in teaching and curricula. • MATH 105, 115, 120, 1110 courses, instructors at the Math program have the expertise and can do the job well in teaching these courses. • ESAC Courses we own the materials and deliver it in high-quality teaching services without 	<ul style="list-style-type: none"> • S.4, S.7, S.8, S.10 • W.5, W.6, W.7 • O.1, O.5

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		<p>being counted in the general education courses “now 52 sections”.</p> <ul style="list-style-type: none"> We intend to use the Ph.D. students to participate in teaching the General Education courses such as Emirati studies and Islamic culture. And that, of course, after undergoing a training period. 	
Online Teaching	DIU	<p>Distance teaching has achieved great success in the currently offered UC courses. After joining the general program, we plan to place most of these courses on Edx so that both university students and international students can register on it.</p>	<ul style="list-style-type: none"> S.2, S.3, S.7 W.1, W.2, W.5, W.6 O.1 T.2, T.4, T.5, T.10
Online Admission Exams	DIU	<p>All exams were successfully offered remotely, as it is forming an important part of the educational process.</p>	<ul style="list-style-type: none"> S.3 T.1, T.2, T.5
Developing tailored, remedial, and gateway courses	DIU	<p>Benchmark standard. Take pre-emptive measures by developing tailored, remedial, and gateway</p>	<ul style="list-style-type: none"> S.2, S.3, S.4, S.7, S.8, S.9 W.5, W.6

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		courses to improve student performance.	
Services			
The Advising Centre	SSU	A center for Academic Advising for UAEU students. Its role is to improve their academic performance and university graduation rate. Liaise with colleges to identify students who need academic support before the student GPA drops below the	<ul style="list-style-type: none"> • S.12-S.18 • W.7, W.8 • O.12
Online Services	SSU	All the SSU's centers services are now provided remotely, including the Academic Pre-Major Advising services, and it has achieved great success. Therefore, we intend to continue to provide remote and blended services after the pandemic has passed.	<ul style="list-style-type: none"> • S.12-S.18 • W.7, W.8 • O.12

Table 9



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6.8 Stakeholders description

A. **Students:**

- Prospective, new, and continuing UAEU students (undergraduate and graduate)
- Prospective high school students – possible UAEU English Admission Test and required score: EmSAT \geq 1250 or IELTS \geq 5.5 or TOEFL [IBT (Internet Based Exam) \geq 70 / ITP (International Testing Program – paper based) \geq 525] or University College admission test (Obtained the accreditation of the Ministry of Education).
- High School students from the Irish Program.
- New students are already admitted to UAEU but have not yet passed any admission tests. These students are currently taught online to help them prepare for the tests.

B. **Student Support Services (SSU) provide:**

- Writing Center provides writing support and advice for all members of the UAEU community. Experienced writing tutors offer one-to-one writing consultations to advise writers on their writing skills and help them become better writers in English. The Center also organizes writing conferences, provides writing and reading workshops, provides writing practice materials, and publishes a popular student magazine, 'Write NOW!'.
● Speaking Center improves students' speaking and presentation skills by working one-to-one, or in small groups, with a Speaking Center tutor. Tutors help students become more fluent and confident in their English-speaking skills and offer advice and feedback on delivering effective oral presentations. Students can also prepare for the IELTS speaking exam and participate in special events, such as workshops and competitions. Interactive workshops on pronunciation skills and live discussions enhance students' speaking skills. Special Interest groups, guided by specialized instructors, have been developed by the Center for Debates and Public Speaking. The Center offers, as well, practice in modern languages other than English.
- Tutorial Center: provides academic support to students from all colleges in the form of one-to-one tutorial sessions with teachers and student tutors. The Center serves faculty students, offering tutorials on most university courses. The Center uses peer tutoring, where peer tutors are selected from "A" students, are locally trained, then certified by the American National Tutoring Association (NTA).
- Technology Center uses academic instructors to offer the students an experience to discover the new technologies available and develop their skills in a practical way. The Center uses **Experiential Learning**, where students are learning by doing



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and practicing while building their skills. They are taught Math and Physics and hand controls by learning how to fly using a real flight simulator. They are introduced to different worlds and learning skills via the use of virtual reality machines. They learn to program using Python and Java. They learn MATLAB and Simulink, SQL, how to analyze Big Data using Excel, etc. They are learning techniques, planning, predictions, and problem-solving through Chess lessons. Classes in water drawing, digital drawing, and character designs are offered as well.

C. **General Education provides:**

- Introduction to Academic English (IAE), English Support Across the Curriculum (ESAC) (which provides approximately one additional teaching hour to support each of the Faculty member's courses), and Information Literacy.

D. **Open Community:**

- Zayed Military College (ZMC): Cadets are taught UC courses & IELTS prep courses to help them better advance in their training/career.
- ZMC: Engineering Student Project (These are students who will continue studies in the Engineering Faculty at UAEU on completion of their military service.)
- CEC: To provide UC teachers to teach specialized course (e.g., IELTS)

E. **Ministry of Education:**

- UC is an EMSAT examination center that deals directly with the Ministry for facilitating the EMSAT exam.

F. **Editing Services “UAEU Libraries Deanship”:**

- University College Instructors are seconded to the University library to review & edit research papers conducted by students. This enables sound, clear, authentic writing, and the avoidance of plagiarism.

G. **University Colleges and Departments:**

- Instructors can, and have been, seconded to University Colleges (e.g., Humanities) to support work done or help when there is a shortage of staff. Instructors can also be seconded to work within departments' upper management (e.g., Provost's Office).

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7. College priorities and strategic direction

7.1 Overview

The University College, since its establishment, by Decree No. 15 of 2014, has been fully efficiently implementing all the tasks assigned to it. However, it has always had many varied functions, linked to its priorities and strategic directions. Now, we are reviewing the development of the College's functions according to the transformation program. We know that significant tasks await us, and accordingly, we are continually reviewing our priorities and re-planning our strategies.

7.2 Enrollment: Expected and Targeted Full-Time Equivalents (FTE) change

- A. Reaching out to high school students is one of our priorities, especially preparing them for the admission requirement at UAEU 1250 at English EmSAT. The establishment of a program like "I-Wish" was for this purpose, but we did not notice a response from the students during the last academic year, so we transferred the supervision to the English Language Program, to be supervised directly. And we intend after the lockdown restrictions are relaxed, to visit high schools in person. Also, preparing two courses, EmSAT 1 & 2, on Edx platform was intended for this purpose.

We intend to be the university's locomotive of the admission; we feel our responsibility for the matter. Therefore, we intend to reach high school students to prepare them for admission requirements at the United Arab Emirates University, not only for the English but also for Math, which has become a challenge for students.

Therefore, we are in the process of completing the upload of the Math courses on Edx after we have finished uploading Arabic and English courses.

- B. During the past years, the University College had clear roles in the proportions of students admitted to the university by preparing them and raising their rates in Arabic, English, and Math. But after changing the UC's mission and canceling the first-year foundation, it no longer had a role in the proportions of students admitted to the university. Now we have other roles that we can talk about:
- Changing the administrative status postponed students into active status after we held the English challenge exam in the summer, which contributed to the success of approximately 421 students out of 800 who could have been dismissed from the university after failing to fulfill the English requirements admission to the university.



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- Conducting Admission Tests for new UAE University students who did not fulfill the admission requirements in other scientific subjects: Arabic, Math, Chemistry, Physics, and Biology. If these students do not fulfill these requirements during one semester, they must change their faculties or transfer to other universities. Therefore, the UC has an exact role in raising the rates of those admitted students.
 - The UC intends to conduct an English Admission Test (EAT) for high school students who missed the English EmSAT, and if they pass it, they will be fully admitted at the UAEU. As for our ambitions, the student's passing English Admission Test (EAT) will be a criterion for admission to all higher education institutions in the UAE.
- C. The University College's role in recruiting students to the UAEU will appear more clearly in the coming period because the College has some initiatives to complete the recruitment mission, including reaching high school students, following up on their performance, and strengthening their skills so that they can meet the university's admission criteria. The English Admission Test will also allow students to enter the UAEU if they do not have the required English EmSAT score.

7.3 Retention: Expected and Targeted

The UC plays clear roles in retention rates:

- A. Examining the administrative postponed students, PA, due to their inability to fulfill the admission requirements for the UAEU. The UC gives them promising opportunities to return to study at the university by giving them various opportunities to enter the English Challenge Exams.
- B. Holding the Admission Tests for the UAEU students in the five subjects: Arabic, Mathematics, Chemistry, Physics, and Biology for students who did not fulfill the college admission requirements in these subjects, and only fulfilled the English language requirement, which means that their admission is conditional on meeting the rest of the requirements.
- C. Holding *Tertiary EmSAT* for the PA students, which is a clear indication of a contribution to raising retention rates.
- D. All SSU's activities significantly contribute to increasing retention; conducting one-to-one sessions as well as synchronous and asynchronous workshops, offering tutoring sessions for most courses at the university using peer tutoring, conducting modules in programming and the use of modern technological tools, and finally advise all



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students before they declare their major, closely follow up with and guide Pre-Major students identified as at risk.

7.4 Graduation and Employment Rate: Expected and Targeted

- A. With the new structure of the UC, we will undoubtedly look at the means and ways that make us a large share in contributing to Graduation and employment rate.
- B. Establishing the Advising Center to be completed in the UC will contribute to raising the graduation rates, especially with closely following up student cases and alerting to cases at risk. There is no doubt that it will increase graduation rates.
- C. SSU projected in its operational plan linked to Goal #1 to organize workshops and training in employability skills. This is in addition to the ones already offered now by the Learning Centers (Communication skills, CV writing, Cover Letters, etc.)

7.5 Research: Expected and targeted

(per faculty stream / per top-ranked journals / per citations)

There has always been an ambition of the UC's instructors to integrate into the scientific research community of the UAEU and get involved in it, but the policies and regulations have always not supported that, on the matter that it will not affect the academic degrees or the literary privileges. For example, many of UC's instructors have a Ph.D., but the university does not grant them any changes in titles or benefits. We have a great ambition, but a step from the university administration must precede the issue.

7.6 Collaborations and industry partnerships: Expected and Targeted

A. The UC's Objectives of Partnership:

- Engaging in the UAE community and providing an outstanding community service for all categories and age brackets.
- Presenting new roles for the university colleges in the region that have not been preceded by any other educational institution.
- Achieving revenue for the university college through which it can accomplish its projects.
- Achieving effective partnerships with reputable institutions, which will have an impact on the classification of the UAEU ranking.

B. Potential and Current Partners:

- Ministry of Education (MoE)



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1. The UC is playing an important role in transitioning high-school students to higher education, which can be utilized to show that the UAEU has its own model that can trigger important partnerships and collaboration with other higher education institutions.
 2. UC is an EmSAT center that deals directly with the Ministry for facilitating the EmSAT, besides offering EmSAT training courses to high school students.
- Zayed II Military College (ZMC)
 1. Cadets are taught UC courses & IELTS prep courses to help them better advance in their training/career.
 2. Engineering Student Project (These are students who will continue studies in the Engineering Faculty at UAEU on completion of their military service.)
 3. Provide UC teachers to teach a specialized course (e.g., IELTS).
 - Embassies and general consulates in the country: Teaching Arabic language and English skills to foreign missions in embassies.
 - Libraries Deanship: University College Instructors are contributing to reviewing and modifying the research papers conducted by researchers & students; to confirm the authentication and avoiding plagiarism.
 - There is already an existing partnership with the College of Law, we teach on their behalf two advanced Arabic courses to law students, namely the Arabic Language 150 course and Arabic Language for specific purposes. These courses are for law students only from university students.
 - After the General Education Program moves to the UC, there is no doubt that the horizon of cooperation between us and the colleges' units will expand and increase, especially we own some courses, including (IAE) courses and Information Literacy.
 - Many lecturers work in various places at the university "Total of 20 Instructors":
 - a. 8 working for ZMC project
 - b. 4 teaching courses for the Faculty of Law
 - c. 1 teaching at CoS
 - d. 1 teaching at CIT
 - e. 1 teaching at CoB
 - f. 1 working at CEC
 - g. 1 supervising Emirates Studies course
 - h. 1 working at Libraries Deanship



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7.7 Hiring plans, staff, and faculty development.

A. Hiring Plans:

If things continue as they are, and the University College is not charged with new tasks, then we need the following employment plan.

- Ten academic advisors to participate in the Pre-Major Advising program, especially with the expected replacement plan to raise the program's efficiency.
- Two English language Instructors Specialized in Assessment and Building Tests, especially with the expected target, obtain a benchmark for the UAEU English Admission Test.
- Two Instructors specialized in designing educational materials and curricula for electronic platforms, e.g., Edx, Coursera.
- Two Arabic language Instructors Specialized in Assessment and Building Tests to prepare an international exam in the Arabic language.
- Five administrative assistants with advanced administrative skills to support the College's administrative staff.
- Expert in Data extraction and Statistics.
- One expert in Marketing and Advertising for the centers' activities affiliated with the Student Success Unit 'SSU'.

B. UC Staff and Faculty Development:

- Faculty Development: Instructors are recruited according to advanced capabilities, and therefore they do not need development training in terms of professional or educational aspects.
- Staff Development: Staff needs Professional Development workshops at several levels to function more efficiently and effectively. Allowing them to undertake training will enhance their skills and their ability to contribute to the UC's core business and the new strategic initiatives. These courses are English language skills, Executive Secretarial Training "Report writing, Business Emails, Advanced PowerPoint, E-conferencing/meetings, Minute Taking," and Establishing Positive Working Relationships.
- Specialized Instructors carry out the teaching tasks at the UC with master's degrees in their core specializations. In addition to their teaching duties, they are also allowed

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to hold workshops and attend local and international seminars and conferences. Also, the Instructors are not subject to the controls of promotions and scientific publications at the UAEU.

- For the training and development of the Instructors' skills, there is the CETL, that undertakes exercise on the latest systems and methods in teaching and learning processes, especially in the current pandemic conditions, and the needs of the Instructors' needs to train in teaching methods and remote testing, which the center has carried out to the fullest.
- As for the needs of newly hired to engage in the university society, it is a general matter that specialized departments in the university undertake, not only for university college instructors but also for all new instructors and professors. As for work within the UC there are training courses provided for the new lecturers to become familiar with the methods of work and teaching in the college.
- We currently have an ambitious employment plan, especially after the General Education Program and the Academic Advising Center have moved to University College. We will be in dire need of academic staff to teach and practice academic advising, both of whom are specialists with master's degrees. We also intend to attract lecturers from within the university's colleges to teach these courses. We also plan to attract doctoral students to teach public courses such as Emirati studies and Islamic culture.
- The hiring workload model for UC's instructors' is 15 credit hours per semester, plus service work for the department (creating teaching materials, designing assessments, redevelopment courses and mentoring new instructors).
- Faculty: CETL is responsible for training and developing all UAEU faculties
- Staff: The UAEU's HR communicates continuously with the UC's departments and presents to the officials the proposed areas of development for staff and asks them to nominate staff for these courses according to the needs of departments and units within the College.

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8. College Strategic Goals, targets, and alignment with UAEU's strategy.

College Goal 01: University College							
Enhance Student Success through all activities that promote academic achievement							
Activity	Milestones & dates	Performance indicator	Targets & completion date	Link to UAEU Goals	Alignment with UAEU 25 initiatives	Alignment with UAEU KPIs	Additional costs required
1.1 First-Year Studies	Spring 2021 - onwards	1. Number of registrations in the remedial modules 2. Number of registrations in the University-Ready modules	<ul style="list-style-type: none"> Voluntary registration – ongoing Voluntary registration - ongoing 	Successful future-ready learners	Initiative 1.2 Onboarding & guidance	IKPI 1.2a On-time student graduation rate. IKPI 1.2.b Retention rate (post first year and subsequent years)	5 instructors to be assigned to SSU
1.2 Advising all Pre-major Students	Ongoing	1. Percent of Eligible Pre-Major Students who are advised	Target: All UAEU students who need Pre-Major Advising Completion Date: Ongoing	Successful future-ready learners	Initiative 1.2 Onboarding & guidance	IKPI 1.2a On-time student graduation rate. IKPI 1.2.b Retention rate (post first year and subsequent years)	10 Additional advisors needed
1.3 Identification and Support of Pre-Major academically “at Risk” Students	Spring 2021- Onward	1. Number of supported at Risk Students 2. Percent of Supported at Risk students who raised their GPA after one semester	<ul style="list-style-type: none"> Varies according to the semesters 70% in Spring 2021 75% in 21-22 80% in 22-23 85% in 23-24 	Successful future-ready learners	Initiative 1.2 Onboarding & guidance	IKPI 1.2a On-time student graduation rate. IKPI 1.2.b Retention rate (post first year and subsequent years)	None

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1.4 Improve student academic performance	Ongoing	1. Number of courses supported in the Tutorial Center Number of appointments attended at the Tutorial Center	Ongoing	Successful future-ready learners	Initiative 1.2 Onboarding & guidance	IKPI 1.2a On-time student graduation rate. IKPI 1.2.b Retention rate (post first year and subsequent years)	800,000 Dh student tutoring payments
1.5 Enhance Students Communication Skills	Ongoing	1. Number of appointments attended 2. Number of unique students involved	ongoing	Successful future-ready learners	Initiative 1.2 Onboarding & guidance	IKPI 1.2a On-time student graduation rate. IKPI 1.2.b Retention rate (post first year and subsequent years)	None
1.6 Further develop students' technological skills	Ongoing	1. Number of technological topics developed 2. Number of appointments attended	Ongoing	Successful future-ready learners	Initiative 1.2 Onboarding & guidance	IKPI 1.2a On-time student graduation rate. IKPI 1.2.b Retention rate (post first year and subsequent years)	10,000 Dh for purchasing tools to demonstrate advanced technology
1.7 Academic Olympics	Fall Semester Yearly	1. Number of students involved 2. Percent of student satisfaction	<ul style="list-style-type: none"> ● 500 ● 80% 	Successful future-ready learners	Initiative 1.4 UAEU campus activation & community engagement	IKPI 1.4c % of student participation in developed co-curricular, extra-curricular, wellbeing, and volunteering activities	90,000 Dh per year in expenses and student prizes
1.8 Undergraduate Student Research Conference	Spring Semester Yearly	1. Number of students with an accepted submission 2. Percent of student satisfaction	<ul style="list-style-type: none"> ● 100 ● 70% 	Successful future-ready learners	Initiative 1.4 UAEU campus activation & community engagement	IKPI 1.4c % of student participation in developed co-curricular, extra-curricular, wellbeing, and volunteering activities	50,000 Dh per year in expenses and gifts to student participants

Table 10

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University College - Goal 02							
Implement innovative and effective developmental instruction modules leading to success							
Activity	Milestones & dates	Performance indicator	Targets & completion date	Link to UAEU Goals	Alignment with UAEU 25 initiatives	Alignment with UAEU KPIs	Additional costs required
2.1 Preparing an integrated curriculum for teaching Arabic to non-native speakers through Edx.	Spring 2020	<ol style="list-style-type: none"> Updated Edx statistics. Number of students taking the course and number of students passing exams. Survey for students to identify components that will be most effective online. 	Spring 2023	Priority Area 2: Provide high-quality adaptive program offering	Initiative 1: Adaptive program offering	IKPI 2.1a Number of academic programs newly revised/established in light with job market requirements	Hiring Instruction Designer to adapt scientific content to Edx models
2.2 Create business English courses tailored to UAEU staff to improve their daily practical English skills.	Fall 2021	<ol style="list-style-type: none"> Number of staff taking the course and number of staff passing exams. Survey for staff to measure their rate of performance before and after the course. Follow-up students permanently to measure their progress in achieving distinguished jobs in the labor market 	Summer 2022	Priority Area 2: Provide high-quality adaptive program offering	Initiative 1: Adaptive program offering	IKPI 2.1a Number of academic programs newly revised/established in light with job market requirements	Hiring specialized instructors

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2.3 Alternative IAE (ESPU) courses with varying levels of complexity for higher-level achievers (e.g., pitched at IELTS 6.5-7/7-7.5/7.5-8)	Fall 2021	1. Arbitrating of all materials by a carefully chosen panel of instructors. 2. Provide students with high-level tests periodically to measure their progress	Spring 2022	Priority Area 2: Provide high-quality adaptive program offering	Initiative 1: Adaptive program offering	IKPI 2.1c Graduates employment rate	Hiring specialized instructors
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Table 11

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University College - Goal 03							
Develop and deliver programs that promote Student Success and Engagement in college-level course work							
Activity	Milestones & dates	Performance indicator	Targets & completion date	Link to UAEU Goals	Alignment with UAEU 25 initiatives	Alignment with UAEU KPIs	Additional costs required
3.1 Developing the content of "Arabic for Specific Purposes" and delivering edx to CoL's students.	Spring 2021	1. Arbitrating of all materials by a carefully chosen panel of teachers. 2. Comparison of students' % grade to that same component in 2020. 3. Survey for teachers to identify components that will be most effective online.	Spring 2023	Priority Area 2: Provide high-quality adaptive program offering	Initiative 3: Effective Learning & Teaching Methods	IKPI 2.3a Number of certified professional development ETLMs programs offered	The cost is included in the previous target
3.2 Developing the content of "Arabic for Law" and delivering through edx to FoL's students.	Spring 2021	1. Arbitrating of all materials by a carefully chosen panel of teachers. 2. Comparison of students' % grade to that same component in 2020. 3. Survey for instructors to identify components that will be most effective online.	Spring 2023	Priority Area 2: Provide high-quality adaptive program offering	Initiative 3: Effective Learning & Teaching Methods	IKPI 2.3a Number of certified professional development ETLMs programs offered	The cost is included in the previous target



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3.3 Developing the content of “Trigonometry” and delivering it through Edx	Summer 2021	1. Developing all materials by a group of expert teachers. 2. Survey for teachers to identify components that will be most effective online.	Spring 2023	Priority Area 2: Provide high-quality adaptive program offering	Initiative 3: Effective Learning & Teaching Methods	IKPI 2.3a Number of certified professional development ETLMs programs offered	Hiring Instruction Designer to adapt scientific content to Edx models
3.4 Developing the content of “College Algebra & Statistics” and delivering it through Edx	Summer 2021	1. Developing all materials by a group of expert teachers. 2. Survey for teachers to identify components that will be most effective online.	Spring 2023	Priority Area 2: Provide high-quality adaptive program offering	Initiative 3: Effective Learning & Teaching Methods	IKPI 2.3a Number of certified professional development ETLMs programs offered	The cost is included in the previous target
3.5 Developing the content of “Algebra” course and delivering it through Edx	Summer 2021	1. Developing all materials by a group of expert teachers. 2. Survey for teachers to identify components that will be most effective online.	Spring 2023	Priority Area 2: Provide high-quality adaptive program offering	Initiative 3: Effective Learning & Teaching Methods	IKPI 2.3a Number of certified professional development ETLMs programs offered	The cost is included in the previous target

Table 12

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9. Financial Plans and Projections

BUDGET	2020	2021	2022	2023
College Revenue (?? AED cost rate per non-lab student)				
Student FTE by program and funding category	???	???		
FTE cat A				
FTE cat B				
FTE cat C	???	???		
Non-student related revenue				
For CEC IELTS and the correct income is 7.5% two-time a year Avg. 29,000 AED	58,000.00	580,000.00	58,000.00	58,000.00
Consulting fees				
Endowments				
Donations				
College Strategy Project (a)				
College Strategy Project (b)				
Total revenue	58,000.00	580,000.00	58,000.00	58,000.00
College Expenses				
Academic payroll				
FTE cat C (Development Instruction Unit - UC Annual Salary)	13,734,876.48	13,734,876.48	13,734,876.48	13,734,876.48
FTE cat C (Development Instruction Unit - UC Annual Allowances)	3,386,300.04	3,386,300.04	3,386,300.04	3,386,300.04
FTE cat C (Distance & Online Learning Support Annual Salary)	597,879.36	597,879.36	597,879.36	597,879.36
FTE cat C (Distance & Online Learning Support Annual Allowances)	144,900.00	144,900.00	144,900.00	144,900.00
FTE cat C (Student Success Unit - UC Annual Salary)	4,643,106.00	4,643,106.00	4,643,106.00	4,643,106.00
FTE cat C (Student Success Unit - UC Annual Allowances)	1,097,700.00	1,097,700.00	1,097,700.00	1,097,700.00



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FTE cat C (University Foundation Program Annual Salary)	483,858.00	483,858.00	483,858.00	483,858.00
FTE cat C (University Foundation Program Annual Allowances)	128,300.04	128,300.04	128,300.04	128,300.04
FTE cat C (University College Annual Salary)	606,294.00	606,294.00	606,294.00	606,294.00
FTE cat C (University College Annual Allowances)	144,900.00	144,900.00	144,900.00	144,900.00
Administrative payroll				
FTE cat C (Administrative Payroll Annual Salary)	3,120,896.04	3,120,896.04	3,120,896.04	3,120,896.04
FTE cat C (Administrative Payroll Annual Allowances)	2,730,500.95	2,730,500.95	2,730,500.95	2,730,500.95
Academic payroll College operations (ongoing and new)				
College Strategy Project (a) New Instructors Payroll Annual Salary for (10 Academic advisors, 2 English language, 2 Specialized. 2 Arabic language)	-	3,194,880.00	3,194,880.00	3,194,880.00
College Strategy Project (a) New Instructors Payroll Annual Allowances for (10 Academic advisors, 2 English language, 2 Specialized. 2 Arabic language)	-	772,800.00	772,800.00	772,800.00
Administrative payroll College Strategy Project (a)				
College Strategy Project (a) Payroll Annual Salary for New (5 Administrator I, 2 Senior Administrator)	-	612,000.00	612,000.00	612,000.00
College Strategy Project (a) Payroll Annual Allowances for New (5 Administrator I, 2 Senior Administrator)	-	833,663.00	833,663.00	833,663.00
New project Math & English courses from Restricted fund	317,877.00			
Overheads				
Stationary, telephone, IT	4,698,448.65	4,435,585.00	4,435,585.00	4,435,585.00
Total college expenses	35,835,836.56	40,668,438.91	40,668,438.91	40,668,438.91
College contribution (revenue - college expenses)	35,777,836.56)	(40,088,438.91)	(40,610,438.91)	(40,610,438.91)
University expenses allocated				
Central services				
Space costs				

Table 13

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10. Appendices

10.1 Self-Assessment SWOT Analysis (With Details)

Strengths		Program/ Unit
S.1. Different channels of student support (ILC, office hours, tutorial sessions in classrooms, Online sessions)		All Programs
S.2. Ability to Develop online courses	S.2.1. English Program has developed its foundation courses (ENG 120 & 130) for UAEUX S.2.2. Developed Arabic Course on UAEUX S.2.3. Other Arabic courses are under development for UAEX S.2.4. Three mathematics courses are under development for UAEX	All Programs
S.3. Ability to assess students' skills and development	S.3.1. The English Program is in the process of developing an English Admissions Test (EAT) S.3.2. Arabic and Mathematics Programs have developed an online Admission Tests for colleges admission purposes	All Programs
S.4. Qualified, Experienced, Committed Faculty	S.4.1. Most instructors with more than 15 years of experience S.4.2. The majority of Arabic Program Instructors are Ph.D. holders S.4.3. About 40% of Mathematics instructors are Ph.D. holders	All Programs
S.5. Redesigned ESPU course focusing more on developing research skills	S.5.1. These changes put our ESPU course more in line with our competitors, such as Zayed University, and will help students write academic essays at a more international level.	English
S.6. Responsive curriculum design tailored to student needs	S.6.1. The curriculum is developed to meet student college/Career needs	All Programs



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S.7. Flexible Delivery (Face to face, Online, Blended) (on-site, off-site)		All Programs
S.8. Ability to work with faculties to provide tailored courses	S.8.1. Arabic Program offers ARBU 150 for College of Law students S.8.2. Arabic Program offers Arabic for Special Purposes for college of Law students	Arabic and English
S.9. Using the latest technology to support teaching methods and develop assessment	S.9.1. Smart Boards, Blackboard, MS Teams, Safe Assign (for plagiarism), eBooks, Tablets S.9.2. Online teaching S.9.3. Online Assessment	All Programs
S.10. Develop customized courses that meet University needs	S.10.1. The curriculum is developed to meet student college/Career needs	Arabic and English
S.11. Ability to develop in house material and assessment		All Programs
S.12. Supporting student's university-wide (all faculties and academic levels)	S.12.1. The Student Success Unit offers its services to all the University community, including the students from when they are admitted until they finish their graduate degrees. S.12.2. The Unit offers advising services and development of students' academic, technical, and communication skills.	SSU
S.13. Responsive to the learning needs of specific student groups	S.13.1. The Student Success Unit is frequently contacted by specific programs at the University to deliver targeted services to their students. The delivery could be done either by announcing a workshop or a series of workshops to be attended by these students, or by a visit of one of the instructors of the Unit to the class of the students.	SSU
S.14. Strong peer-assisted learning programs (internationally accredited tutor training program)	S.14.1. The Tutorial Center of the Student Success Unit presently offers academic support on many courses distributed among all colleges and all levels.	SSU

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	<ul style="list-style-type: none"> This support is delivered through peer tutoring monitored by the Center supervisor and administrators. According to rigorous criteria, the peer tutors are carefully selected and trained using international training to get certified by the National Tutoring Association of USA. We are the only university in the region to offer such training and certification to its tutors. 	
S.15. Qualified and experienced supervisors and teacher tutors	<p>S.15.1. The Writing, Speaking, and Technology Centers of the Student Success Unit have each one Supervisor and two instructor tutors; all are specialized in their domain to serve the whole university.</p> <p>S.15.2. The Tutorial Center has a supervisor heading the student peer tutoring.</p>	SSU
S.16. Tutoring services offered online for 14 hours a day, 7 days a week	<p>S.16.1. Once our services were made available online, all centers could broadly extend their working hours to become day long.</p> <p>S.16.2. The Tutorial Center extended its services to run from 9:00 am to 11:00 pm all days of the week, including weekends</p>	SSU
S.17. All services are presently delivered online with full performance	<p>S.17.1. To cope with the changes caused by the pandemic, the Student Success Unit was able to transform all its services to be delivered online without any reduction in performance</p>	SSU
S.18. The adoption of a professional online booking system improved performance and reporting	<p>S.18.1. The booking system for the services in the centers used to be manual.</p> <p>S.18.2. The Student Success Unit adopted a specialized booking system software for Learning Centers, which tremendously improved performance and statistics reporting</p>	SSU

Table 14

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Weaknesses		Program/ Unit
W.1. Up-to-date Designing online course skills	W.1.1. Instructors need training in online course development W.1.2. Professionals are needed for online course designing and development	All Programs
W.2. Up-to-date Online teaching skills	W.2.1. Instructors need training on online course teaching	All Programs
W.3. Non-cohesive use of technology within dept (one note, WordPress, Blackboard, etc.)		English
W.4. Aging technology infrastructure	W.4.1. Smartboards are over 10 years old W.4.2. Ipad is over 4 years old	All Programs
W.5. Long-term planning	W.5.1. Continuous change in college plans and structure	All Programs
W.6. stability and Motivation	W.6.1. one-year contract W.6.2. cancellation of courses W.6.3. Large Size classes	All Programs
W.7. Limited awareness of programs within the university community	W.7.1. The Student Success Unit services are attended voluntarily by the students. An excellent promotional and marketing campaign should be implemented by specialized personnel to reach the maximum number of students. The Unit has been requested to hire such a staff member for years but was never approved. This resulted in the fact that still until today and despite all Unit members' efforts, we find students and faculty members who are not aware of the services offered.	SSU
W.8. Insufficient number of male students using services	W.8.1. This is a general concern with male students not seeming interested in female students with university activities and services.	SSU
W.9. Wide variation in the performance of administrative staff	W.9.1. Staff needs professional Training	UC

Table 15

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Opportunities		Program/ Unit
O.1. Expand Online Courses and Programs		All Programs
O.2. Offer EmSAT Training courses to high school students		All Programs
O.3. Develop Specific Courses to appeal to students/Staff/Alumni	O3.1. Practical Business English courses for UAEU staff O3.2. Continuing Education English Courses for Alumni (either with some specific goal – i.e., for achieving higher IELTS scores for workplace promotion or more casual purposes) O3.3. ESL courses for international students equivalent to internationally recognized programs O3.4. Create an advanced EPU course for students with higher English proficiency skills (over IELTS 6 or 6.5), as the gap between English levels has been increasing exponentially in recent years	English
O.4. Offer courses/programs to public/high schools and local organizations	O4.1. EmSAT or IELTS prep courses for senior high school students	All Programs
O.5. Support and serve other University Colleges, such as the College of Science and College of Medicine.	O5.1. Offer more specialized EPU courses for each faculty. O5.2. Provide English editing and proofreading services for faculty or graduate students' research articles. O5.3. Offer Arabic courses to the faculty of Law O5.4. Conduct Admission exams for colleges	All Programs
O.6. Develop students' skills in all University Colleges.	O6.1. Offer creative writing to students in the Arabic Writing center in SSU	All Programs
O.7. Support external Projects (ADEC, MOE, ZMC)	O7.1. Offer Math, English & Arabic Courses in ZMC Projects O7.2. Participate in the Emsat testing	All Programs
O.8. Capitalize on Government/Community increased interest in the Arabic Language		Arabic

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O.9. Cooperate with stakeholders to use the Arabic language for particular purposes		Arabic
O.10. Offer instructors to University Colleges to teach related courses such as Islamic Culture, or Emiratis Studies		All Programs
O.11. Enhance the students' holistic academic experience with its new collaboration with the library	O11.1. The English Unit has been working with the library to improve the students' overall knowledge of good research practices and how the library can assist them with their assignments (i.e., how to use the library database and other services). This term, we initiated a pilot project in which the library took over about 40 minutes of one of our ESPU sections to discuss these issues. The timing of these "library sessions" coincides with ESPU	English
O.12. Greater faculty collaboration to meet the needs of specific student groups	O12.1. Conduct college targeted meetings with upper colleges administrators to explore ways of offering academic services directed to their students	SSU
O.13. Improved promotion strategies (upgrade and diversify marketing methods)	O13.1. If SSU has the appropriate personnel, this would be an excellent means to serve and reach more students, improve their well-being and performance, improve retention, and shorten graduation time.	SSU
O.14. Learning Center specific staff PD program (develop as centers of excellence)	O14.1. Special professional development programs could be developed and implemented for the University staff by the SSU Learning Centers	SSU
O.15. Formation of national or regional Learning Center Association	O15.1. The SSU Learning Centers could form national or regional Centers Associations where UAEU is the leader. Lack of personnel prevents this for the moment	SSU
O.16. Pioneer school-based or community learning centers	O16.1. The Learning Centers could contribute to community services by offering their services to the schools and the community. Lack of personnel prevents this for the moment	SSU

Table 16



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Threats		Program/ Unit
T.1. Higher admission criteria	T.1.1. EmSAT English of 1250 reduces the # of admitted students.	All Programs
T.2. Reduced number of enrolled students due to military service	T.2.1. students once enrolled in military service; they cancel their higher education plans.	All Programs
T.3. Al-Ain might not be as appealing as urban centers for attracting international students		English
T.4. Increasing number of online competitor courses worldwide		All Programs
T.5. High student attrition rate	T.5.1. Support with numbers	All Programs
T.6. English is the language of instructions and communication in HE institutions	T.6.1. This influences students' interest to improve their Arabic language skills	Arabic
T.7. Using standardized tests to measure the skills of students instead of enrolling them in courses	T.7.1. Tests like EmSAT, IELTS and TOFEL affect the number of students who need UC services	All Programs
T.8. Student Lack of interest to learn Arabic		Arabic
T.9. The skills of new students are poor		Arabic
T.10. Canceling courses in the UC and converting them to online courses	T.10.1. UC courses are converted to Edx courses	All Programs
T.11. Lack of communication between upper management and the units which leads to missing information	T.11.1. Communication and diffusion of information are not at its best between upper management and the concerned parties.	UC
T.12. Inability to recruit own needed staff compromises unit development and planning	T.12.1. The Student Success Unit (SSU) has its own needs and specifications for the instructors it employs. So far, the Unit is prevented from hiring its qualified personnel to conduct the needed services. Instead, it is requested to use any additional instructor who does not have a full teaching load from the Developmental Instruction Unit (DIU).	SSU

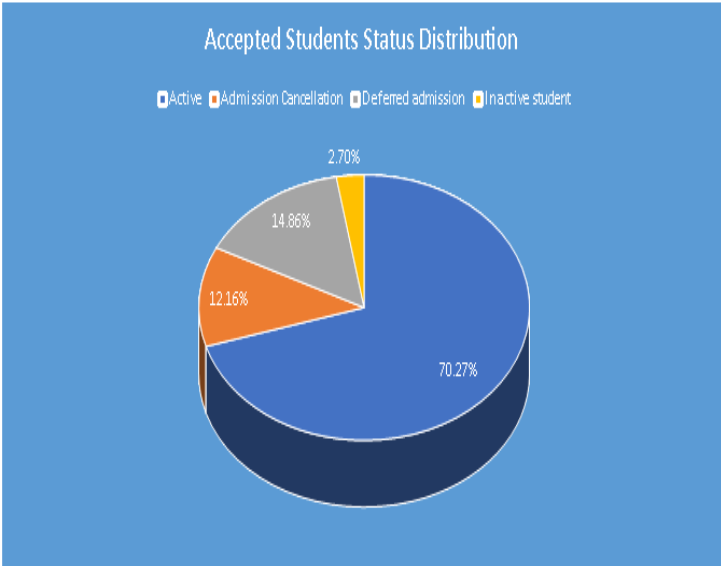
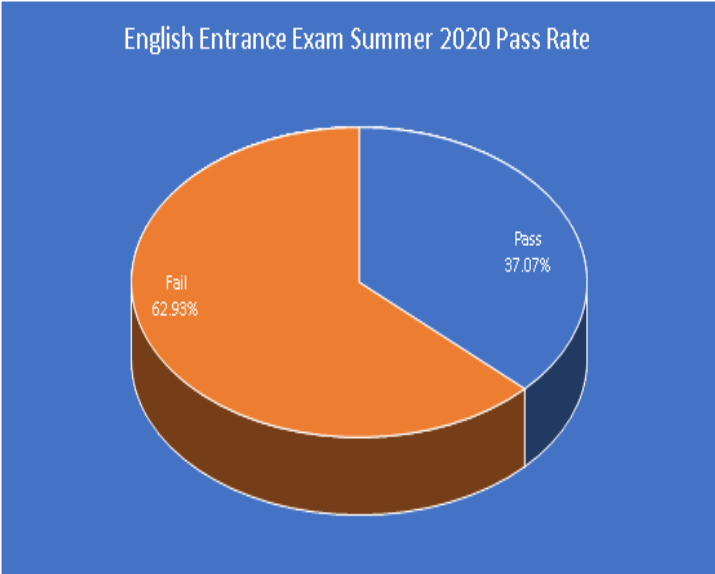
Table 17

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10.2 English Entrance Exam Summer 2020

Accepted Students Status Distribution		
Status	Student Count	Percent
Active	104	70.27%
Admission Cancellation	18	12.16%
Deferred admission	22	14.86%
Inactive student	4	2.70%
Total	148	

Entrance Exam 2020				
	Students	Percent	Accepted	Percent
Pass	192	37.07%	148	77.08%
Fail	326	62.93%		
Total	518			



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10.3 PA Students English Challenge Exam Summer 2020

PA Students	Student Count	Percent from Total
Took Exam	536	64.04%
Passed PA	396	47.31%
No Exam	301	35.96%

PA Students Who Took Challenge Exam During Summer 2020		
Current Students Status Distribution	Student Count	Percent
Active	374	94.44%
Dismissed due to Failure in UGRU	2	0.51%
Reg. Postpone (Administrative)	12	3.03%
Registration Postponed (not registered)	5	1.26%
Registration Postponed (Student Request)	3	0.76%
Total	396	

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10.4 PA Challenge Exam Summer 2020

PA Students	Student Count	Percent from Total
Took Exam	536	64.04%
Passed PA	396	47.31%
No Exam	301	35.96%
Total	837	

PA Students	Student Count	Actual Pass Rate
Passed PA	396	73.88%
Fail PA	140	26.12%
Took Exam	536	

