ISLAMIC AZAD UNIVERSITY

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In 2008, 12,000 students chose to start their university studies in Dubai’s free zones. Today, that number has more than doubled to over 30,000. Thirty thousand students means 30,000 higher education decisions; decisions about choice of university, and decisions about choice of programme to help students get on their preferred career paths.

With the Higher Education Classification (HEC), we hope to give students and their parents the information and data they need to make more confident decisions about their future. Universities, too, will be able to use the HEC to identify and showcase their strengths and institutional, international best practices.

Based around the four core categories of Teaching, Research, Employability, and Internationalisation, HEC will publicly showcase the quality of tertiary institutions to further develop Dubai as an international hub for higher education, as well as a global centre for knowledge creation and innovation across public and private sectors.

Last year was the first cycle of Higher Education Classification. Before launching the second cycle, we consulted with the universities who participated last year and our QS™ partners. Based on those consultations, we have updated the methodology. Updates include creating more flexibility within the Research category and adding a new elective, Arts and Culture. The new methodology is available in the summary report which can be accessed on the KHDA website.

We thank every one of the 30,000 students who have chosen Dubai for their university studies. We’re grateful to universities in Dubai for their continued commitment to quality, and we appreciate the help of our partners at QS™ in joining us in Dubai’s journey to its destination as a world-class, higher education hub.

We are confident that together we will complete that journey, and as a result, create a pipeline of world-class graduates to fuel Dubai’s dynamic, innovative economy for decades to come.
<table>
<thead>
<tr>
<th><strong>ISLAMIC AZAD UNIVERSITY</strong></th>
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**FACTS SHEET FOR 2019**

<table>
<thead>
<tr>
<th><strong>YEAR OF ESTABLISHMENT</strong></th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOME CAMPUS</strong></td>
<td>IRAN</td>
</tr>
<tr>
<td><strong>LOCATION</strong></td>
<td>DUBAI KNOWLEDGE PARK</td>
</tr>
<tr>
<td><strong>NUMBER OF FACULTY</strong></td>
<td>88</td>
</tr>
<tr>
<td><strong>ACCRREDITATION</strong></td>
<td>MOE, IRAN</td>
</tr>
<tr>
<td><strong>NUMBER OF STUDENTS</strong></td>
<td>138</td>
</tr>
<tr>
<td><strong>DISCIPLINES</strong></td>
<td>ARCHITECTURE AND CONSTRUCTION</td>
</tr>
<tr>
<td></td>
<td>BUSINESS</td>
</tr>
<tr>
<td></td>
<td>INFORMATION TECHNOLOGY</td>
</tr>
<tr>
<td></td>
<td>LAW</td>
</tr>
<tr>
<td></td>
<td>TOURISM AND HOSPITALITY</td>
</tr>
<tr>
<td><strong>NUMBER OF GRADUATES</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>NUMBER OF PROGRAMMES</strong></td>
<td>14</td>
</tr>
</tbody>
</table>
A 2-star institution provides a good standard of education to students and has demonstrated progress in HEC Core Criteria categories including Teaching, Research, Employability and Internationalisation.
CORE CATEGORIES
Today’s students expect faculty to contribute to their learning through effective, quality teaching. Universities that can demonstrate teaching excellence will attract students and have a competitive advantage in the higher education sector. We measure teaching excellence through a combination of input and output measures.

### FACULTY STUDENT RATIO

- **50 Points | 50 Points**
- **23.2%**
  - MIN - 2% | MAX - 10%
- **23 Faculty**
- **100 Students**

### COMPLETION RATE

- **0 Points | 40 Points**
- **43.5%**
  - GRADUATED WITHIN THE EXPECTED DURATION OF THE PROGRAMME
  - MIN - 50% | MAX - 90%

### FACULTY WITH TERMINAL DEGREE

- **20 Points | 20 Points**
- **93.2%**
  - OF FACULTY HAVE A TERMINAL DEGREE OR RELEVANT PROFESSIONAL EXPERIENCE
  - MIN - 50% | MAX - 75%

### SATISFACTION WITH TEACHING & LEARNING

- **2.2 Points | 40 Points**
- **62.2%**
  - MIN - 60% | MAX - 80%
  - POINTS AWARDED FOR THIS INDICATOR ARE SCALED BASED ON THE RESPONSE RATE TO THE SURVEY
Students (and parents) consider future employment prospects when selecting universities and academic programmes. Strong employability data gives universities a significant advantage. These data send students a positive signal; namely, that graduates from their university are held in high regard by employers and that they stand a good chance of finding a job after graduation. The 'employability agenda' today is pivotal in the strategic priorities of universities as it has a direct impact on student recruitment, retention and satisfaction.

**EMPLOYABILITY**

18 POINTS | 150 POINTS

Students (and parents) consider future employment prospects when selecting universities and academic programmes. Strong employability data gives universities a significant advantage. These data send students a positive signal; namely, that graduates from their university are held in high regard by employers and that they stand a good chance of finding a job after graduation. The 'employability agenda' today is pivotal in the strategic priorities of universities as it has a direct impact on student recruitment, retention and satisfaction.

**CAMPUS EMPLOYER PRESENCE**

18.1 POINTS | 50 POINTS

1 COMPANY ENGAGED IN CAREER SERVICES

MIN - 0 COMPANIES | MAX - 3 COMPANIES

**GRADUATE EMPLOYMENT RATE**

0 POINTS | 50 POINTS

GRADUATE EMPLOYMENT SURVEY RESPONSE RATE WAS LOWER THAN REQUIRED

MIN - 50% | MAX - 90%

Points awarded for this indicator are scaled based on the response rate to the survey

**CAREER SERVICE SUPPORT**

0 POINTS | 50 POINTS

CAREER ADVISOR

CAREER INTERVIEW TRAININGS OR CV/COVER LETTER WRITING SUPPORT

ON-CAMPUS CAREER FAIR

CAREER ADVISING SESSIONS AVAILABLE FOR STUDENTS

ONLINE CAREER PORTAL / CAREER ADVISOR APPOINTMENT SYSTEM

ALUMNI ENGAGEMENT ACTIVITIES
There is a need for higher education institutions to cultivate a global outlook to offer students the best possible preparation for life and careers in the 21st century. It is important for institutions to develop and articulate their own campus-based internationalisation strategy to meet the expectations of students who increasingly want international experiences while pursuing their university studies.
The research category enables higher education institutions to demonstrate their research assets such as research quality and productivity. Research output should be a recognisable aspect of the strategic priorities and growth-plan of the university, and should be visible in the institution's everyday operational reality. Research outcomes contribute to society’s intellectual knowledge base and create wealth in the community in which the university is located and beyond.

<table>
<thead>
<tr>
<th>PAPERS PER FACULTY</th>
<th>CITATIONS PER PAPER</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 POINTS</td>
<td>40 POINTS</td>
</tr>
<tr>
<td>174 RESEARCH PAPERS</td>
<td>4.6</td>
</tr>
<tr>
<td>BY</td>
<td>MIN - 20%</td>
</tr>
<tr>
<td>32 FACULTY</td>
<td>MIN - 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESEARCH FUNDS</th>
<th>RESEARCH AND DEVELOPMENT SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 POINTS</td>
<td>21 POINTS</td>
</tr>
<tr>
<td>0 %</td>
<td>7 R&amp;D INTIATIVES</td>
</tr>
<tr>
<td>OF FACULTY RECEIVED</td>
<td>MIN - 0</td>
</tr>
<tr>
<td>RESEARCH FUNDING</td>
<td>MIN - 10%</td>
</tr>
</tbody>
</table>
LEARNING ENVIRONMENT CATEGORY
The learning environment category focuses on the physical and technological infrastructure that the university has created to support student learning. Today’s students have high expectations about the quality and variety of learning environments that they expect to find on campus. Institutions that provide high quality learning environments will benefit in terms of recruitment, retention, and student satisfaction.

### Facilities

<table>
<thead>
<tr>
<th>Sports Facilities</th>
<th>Campus Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td>10 points</td>
</tr>
<tr>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>MIN - 0</td>
<td>MAX - 5</td>
</tr>
<tr>
<td>ON CAMPUS</td>
<td>OFF CAMPUS</td>
</tr>
</tbody>
</table>

#### Campus Facilities

- **Swimming Pool**: 0 points (MIN - 0 | MAX - 5)
- **Indoor or Outdoor Fitness Gym**: 0 points (MIN - 0 | MAX - 1)
- **Indoor Sports Court**: 0 points (MIN - 0 | MAX - 1)
- **Outdoor Sports Court**: 0 points (MIN - 0 | MAX - 1)
- **Outdoor Sports Field**: 0 points (MIN - 0 | MAX - 1)

#### Student Accommodation

- **0 points** (MIN - 0 | MAX - 1)

#### Library Resources

- **0 Online Databases** (MIN - 0 | MAX - 10)
### HEALTH AND ENVIRONMENTAL IMPACT

| ACCESSIBILITY TO HEALTH INSURANCE | MIN: 0 | MAX: 2 |
| ENVIRONMENTAL POLICY | 5 | 10 |
| ACCESSIBILITY TO HEALTH SERVICES | | |

#### Student Clubs

<table>
<thead>
<tr>
<th>0 POINTS</th>
<th>10 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

**MIN: 0 | MAX: 10**
SPECIALIST CATEGORY
This category gives institutions the opportunity to showcase their flagship academic programme(s). Institutions are required to select a specialist programme area. All indicators below are applicable to the discipline of choice.
The UAE has placed happiness and wellbeing on its national agenda, as witnessed by the appointment of a Minister of State for Happiness and Wellbeing. This category serves as the impetus to officially recognising happiness across the Higher Education sector in Dubai. This indicator captures data on how institutions are facilitating environments which nurture and encourage the personal wellbeing and professional development of students. Institutions should also facilitate processes and activities to support staff development and wellbeing.

### HAPPINESS AND WELLBEING

11 POINTS | 50 POINTS
1 STAR

The UAE has placed happiness and wellbeing on its national agenda, as witnessed by the appointment of a Minister of State for Happiness and Wellbeing. This category serves as the impetus to officially recognising happiness across the Higher Education sector in Dubai. This indicator captures data on how institutions are facilitating environments which nurture and encourage the personal wellbeing and professional development of students. Institutions should also facilitate processes and activities to support staff development and wellbeing.

### STAFF DEVELOPMENT AND WELLBEING ACTIVITIES

5 POINTS | 10 POINTS

- **5**
  - MIN - 0 | MAX - 10

### STUDENT WELLBEING ACTIVITIES

3 POINTS | 10 POINTS

- **3**
  - MIN - 0 | MAX - 10

### VOLUNTARY WORK

0 POINTS | 10 POINTS

- **0**
  - VOLUNTARY INITIATIVES
  - MIN - 0 | MAX - 10

### OVERALL STUDENT SATISFACTION AND HAPPINESS

3.3 POINTS | 20 POINTS

- **3.3**
  - MIN - 60% | MAX - 80%
  - POINTS AWARDED FOR THIS INDICATOR ARE SCALED BASED ON THE RESPONSE RATE TO THE SURVEY

### STAFF DEVELOPMENT AND WELLBEING ACTIVITIES

5 POINTS | 10 POINTS

- **5**
  - MIN - 0 | MAX - 10

### STUDENT WELLBEING ACTIVITIES

3 POINTS | 10 POINTS

- **3**
  - MIN - 0 | MAX - 10

### VOLUNTARY WORK

0 POINTS | 10 POINTS

- **0**
  - VOLUNTARY INITIATIVES
  - MIN - 0 | MAX - 10

### OVERALL STUDENT SATISFACTION AND HAPPINESS

3.3 POINTS | 20 POINTS

- **3.3**
  - MIN - 60% | MAX - 80%
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### STAFF DEVELOPMENT AND WELLBEING ACTIVITIES

5 POINTS | 10 POINTS

- **5**
  - MIN - 0 | MAX - 10

### STUDENT WELLBEING ACTIVITIES

3 POINTS | 10 POINTS

- **3**
  - MIN - 0 | MAX - 10

### VOLUNTARY WORK

0 POINTS | 10 POINTS

- **0**
  - VOLUNTARY INITIATIVES
  - MIN - 0 | MAX - 10

### OVERALL STUDENT SATISFACTION AND HAPPINESS

3.3 POINTS | 20 POINTS

- **3.3**
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### STAFF DEVELOPMENT AND WELLBEING ACTIVITIES

5 POINTS | 10 POINTS

- **5**
  - MIN - 0 | MAX - 10

### STUDENT WELLBEING ACTIVITIES

3 POINTS | 10 POINTS

- **3**
  - MIN - 0 | MAX - 10

### VOLUNTARY WORK

0 POINTS | 10 POINTS

- **0**
  - VOLUNTARY INITIATIVES
  - MIN - 0 | MAX - 10

### OVERALL STUDENT SATISFACTION AND HAPPINESS

3.3 POINTS | 20 POINTS

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  - MIN - 60% | MAX - 80%
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### STAFF DEVELOPMENT AND WELLBEING ACTIVITIES

5 POINTS | 10 POINTS

- **5**
  - MIN - 0 | MAX - 10

### STUDENT WELLBEING ACTIVITIES

3 POINTS | 10 POINTS

- **3**
  - MIN - 0 | MAX - 10

### VOLUNTARY WORK

0 POINTS | 10 POINTS

- **0**
  - VOLUNTARY INITIATIVES
  - MIN - 0 | MAX - 10

### OVERALL STUDENT SATISFACTION AND HAPPINESS

3.3 POINTS | 20 POINTS

- **3.3**
  - MIN - 60% | MAX - 80%
  - POINTS AWARDED FOR THIS INDICATOR ARE SCALED BASED ON THE RESPONSE RATE TO THE SURVEY

### STAFF DEVELOPMENT AND WELLBEING ACTIVITIES

5 POINTS | 10 POINTS

- **5**
  - MIN - 0 | MAX - 10

### STUDENT WELLBEING ACTIVITIES

3 POINTS | 10 POINTS

- **3**
  - MIN - 0 | MAX - 10

### VOLUNTARY WORK

0 POINTS | 10 POINTS

- **0**
  - VOLUNTARY INITIATIVES
  - MIN - 0 | MAX - 10

### OVERALL STUDENT SATISFACTION AND HAPPINESS

3.3 POINTS | 20 POINTS

- **3.3**
  - MIN - 60% | MAX - 80%
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### STAFF DEVELOPMENT AND WELLBEING ACTIVITIES

5 POINTS | 10 POINTS

- **5**
  - MIN - 0 | MAX - 10

### STUDENT WELLBEING ACTIVITIES

3 POINTS | 10 POINTS

- **3**
  - MIN - 0 | MAX - 10

### VOLUNTARY WORK

0 POINTS | 10 POINTS

- **0**
  - VOLUNTARY INITIATIVES
  - MIN - 0 | MAX - 10

### OVERALL STUDENT SATISFACTION AND HAPPINESS

3.3 POINTS | 20 POINTS

- **3.3**
  - MIN - 60% | MAX - 80%
  - POINTS AWARDED FOR THIS INDICATOR ARE SCALED BASED ON THE RESPONSE RATE TO THE SURVEY

### STAFF DEVELOPMENT AND WELLBEING ACTIVITIES

5 POINTS | 10 POINTS

- **5**
  - MIN - 0 | MAX - 10

### STUDENT WELLBEING ACTIVITIES

3 POINTS | 10 POINTS

- **3**
  - MIN - 0 | MAX - 10

### VOLUNTARY WORK

0 POINTS | 10 POINTS

- **0**
  - VOLUNTARY INITIATIVES
  - MIN - 0 | MAX - 10

### OVERALL STUDENT SATISFACTION AND HAPPINESS

3.3 POINTS | 20 POINTS

- **3.3**
  - MIN - 60% | MAX - 80%
  - POINTS AWARDED FOR THIS INDICATOR ARE SCALED BASED ON THE RESPONSE RATE TO THE SURVEY
Engagement between the university and the community is an important pillar in an institution’s operations, since it defines the way it is embedded in the society it serves. Providing opportunities for all segments of society to have the opportunity to access higher education comes under the umbrella of inclusion. This category gives universities the opportunity to demonstrate their level of inclusion in three specific categories: inclusiveness for people of determination; gender balance; and scholarships and bursaries.

**INCLUSIVENESS**

18 POINTS | 50 POINTS

**SUPPORT SERVICES FOR MENTAL HEALTH CONDITIONS**

**MAP IDENTIFYING WHEELCHAIR RAMPS, DISABLED TOILETS AND PARKING ACCESS**

**BUILT-IN ACCESSIBILITY COMPUTER SYSTEMS FOR VISUALLY IMPAIRED**

**SIGN LANGUAGE INTERPRETER OR NOTE-TAKERS FOR HEARING IMPAIRED**

**DEDICATED ACADEMIC SUPPORT FOR STUDENTS WITH LEARNING DISABILITIES**

**INCLUSIVENESS**

0 POINTS | 10 POINTS

**GENDER BALANCE**

69.6% MALE STUDENTS

30.4% FEMALE STUDENTS

MIN - 40:60 | MAX - 50:50

**SCHOLARSHIPS AND BURSARIES**

14 POINTS | 20 POINTS

1 STUDENT RECEIVED 50% SCHOLARSHIPS OR BURSARIES

MIN - 0% | MAX - 1%

DISCLAIMER: SCHOLARSHIPS AND BURSARIES ARE SUBJECT TO UNIVERSITY APPROVAL AND POLICY