King Abdulaziz University
English Language Institute

ELI Faculty Handbook
2013/2014

www.eli.kau.edu.sa
Enhancing Learning interest
The Mission of the English Language Institute (ELI) at King Abdulaziz University (KAU) is to provide intensive instruction of English as a foreign language, delivered by qualified instructors using an internationally-oriented curriculum, to Foundation Year students in order to enhance their English language skills and facilitate their academic progress.
Message from the Dean

Dear Faculty,

Welcome to the English Language Institute!

The ELI is part of the wider King Abdulaziz University (KAU) learning community, playing a vital role in equipping students with the level of English proficiency necessary for them to fully participate in, and benefit from, their undergraduate studies in various KAU colleges. The English language proficiency achieved by ELI students will also undoubtedly help prepare them for their lives and careers following graduation from the University.

Full support is extended to all faculty, both inside and outside the classroom, and I have high expectations and confidence that your contributions to our program will be of great benefit in aiding us to optimize the ELI’s efforts toward the achievement of its goals.

In this two-sectioned Faculty Handbook 2013/2014, ELI hopes to provide a comprehensive guide to its people, and academic system. It is also intended to give a detailed outline of the responsibilities and duties of faculty, the terms and conditions of employment and the services available to them, and to detail ELI academic and operational policies and procedures.

ELI is dedicated to achieving excellence in the quality of the English language instruction delivered to our learners. All faculty are expected to be dedicated and active participants in the ELI team, and to demonstrate wholehearted commitment towards the achievement of our Mission.

ELI courses and methodology are constantly being reviewed, modified and improved, with the learners and their educational needs always the main priority. Full participation of all faculty in this ongoing process is requested and expected. The ELI team works together, and all faculty, coordinators, and administration cooperate fully on all operational issues. The ELI learners and their English language proficiency are our prime concern, and I trust that your work here will have a positive and profound impact upon our learners and their academic progress.

Thank you for joining our team.

Dr. Omar Nasseef
Dean, The English Language Institute
http://eli.kau.edu.sa
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The ELI Organizational Scheme
The English Language Institute is managed by the Dean and six Vice-Deans, who oversee the administrative and academic operations at the following campuses:

- Men’s Campus (Dean and four Vice-Deans)
- Women’s Main Campus (one Vice-Dean)
- Women’s Colleges Campuses: Salama and Sharafiya satellite campuses (one Vice-Dean)

ELI is supervised by the ELI Council whose membership is composed of the Dean, the Vice-Deans, and three guest KAU faculty members. The ELI Council's decisions must be approved by the KAU President in order to be valid and effective.

- The Dean, Dr. Omar Nasseef, supervises all administrative and academic operations on the ELI campuses, providing strategic leadership to the academic program. Being the only authorized contact person with the KAU Higher Administration, the Dean reports to the KAU President and concerned Vice-Presidents for the successful management of ELI. Dr. Nasseef holds a PhD in Management Information Systems (2002) from New Castle University, UK and an MSc in Computing Based Information Systems (1997) from the University of Sunderland, UK. Dr. Nasseef’s office is located in ELI Building 30 on the Men's Campus, Room 200. Contact: onasseef@kau.edu.sa, +966 (2) 695-1095.

- The Vice-Dean for Development and ELI Council Secretary, Dr. Abdullah Al-Bargi, holds an MA in Teaching English as a Second Language TESL (2002) and a PhD in Linguistics/Rhetoric and Composition (2006) from Arizona State University, USA. He is in charge of ELI strategic planning, quality assurance, curriculum, academic coordination, academic accreditation, and professional development. Dr. Al-Bargi’s office is located in ELI Building 30, Room 213. Contact: aalbargi@kau.edu.sa, +966 (2) 695-1609.

- The Vice-Dean for the Men’s Main Campus, Dr. Khaled Al-Harthi, holds an MA in TESL (2002) from Arizona State University, USA and a PhD in Applied Linguistics and Education (2012) from New Castle University, UK. Dr. Al-Harthi is responsible for ELI administrative operations, including day-to-day administration, finance, staff, student support, recruitment of non-Saudi faculty and IT support. Dr. Al-Harthi’s office is located in ELI Building 30, Room 212. Contact: kalharte@kau.edu.sa, +966 (2) 695-2468.

- The Vice-Dean for Graduate Studies, Dr. Tariq Elyas, holds an MA in Applied Linguistics (2001) from Old Dominion University, USA and a PhD in Applied Linguistics (2011) from the University of Adelaide, Australia. He is in charge of ELI recruitment of Saudi faculty, scholarships, MA TESOL program, and research. Dr. Elyas is located in ELI Building 30, Room 215. Contact: telyas@kau.edu.sa, +966 (2) 695-1459.

- The Acting Vice-Dean for Educational Affairs, Dr. Khaled Al-Harthi. See above.
● Vice-Dean for the Women’s Main Campus, Dr. Faiza Al-Johani, holds an MA in English Literature (1995) and a PhD. in English Literature (2006) from King Abdulaziz University. She is in charge of all ELI administrative and academic operations at the Women’s Main Campus situated within KAU’s Main Campus. Dr. Al-Johani’s office is located in Building 40, Room 210. Contact: fmaljohani@kau.edu.sa, +966 (2) 695-2000 ext. 27208/27057.

● Vice-Dean for the Women’s Colleges (Sharafiya and Salama satellite campuses), Dr. Dawla Al-Amri, holds an MA in English Literature (2001) and a PhD. in English Literature (2007) from King Abdulaziz University. She is in charge of all ELI administrative and academic operations at the two satellite campuses. Dr. Al-Amri’s office at Sharafiya Campus is located in Building 5, Room 201. Tel. +966 (2) 665-8240, ext. 5201. She can also be found in the Administration Building, Room 2, at Salama Campus. Dr. Al-Amri can be reached at dalamri@kau.edu.sa.

Faculty members’ primary interaction with the Institute is through the coordination teams that assist with issues or questions concerning curriculum, schedules, exams, and attendance.
Section One
Disclaimer

This section establishes a general guide to the policies concerning the duties and responsibilities of ELI faculty relating to the academic program. From time to time, policies of ELI may change. To be sure of having current information, each faculty member should confer with his/her immediate coordinator.

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Chapter 1
ELI Profile

1.1 Brief History
The English language program at King Abdulaziz University (KAU) in Jeddah, Saudi Arabia, was originally established in 1975 by the British Council, almost eight years after the founding of the University. Initially, the British Council created the English Language Center (ELC) to teach English courses to over 500 male students at the Colleges of Engineering and Medicine. At that time, there were fewer than 100 female students enrolled in the College of Medicine.

By the end of 1980, the program had grown to provide about 30 courses of English for Special Purposes (ESP) to increasing numbers of male and female students at nine KAU colleges. At that time, the ELC was under the supervision of the College of Arts and Humanities at KAU. Since the introduction of the Foundation Year at KAU in the academic year of 2007/2008, the University has made it a prerequisite that all newly-admitted students take, and successfully complete, six credit units of general English before starting their desired studies at one of the various KAU colleges.

As the ELC's responsibilities grew in response to increasing Foundation Year student enrollment, the center received more support directly from the Office of the KAU Vice-President, until it became a recognized independent KAU entity, known as the English Language Institute, in 2008. The transfer to institute status was made with Royal Approval, bestowing on ELI increased national standing and support.

Currently, ELI provides general English language courses to over 13,000 male and female full-time Foundation Year students annually, and employs around 600 qualified faculty across the Men's Campus, the Women's Main Campus, and the Women's Colleges Campuses.

1.2 The ELI Vision Statement
To be the premier, internationally-oriented English language institute of tertiary education in the Middle East, serving to promote both innovative learning and educational core values.

1.3 The ELI Mission Statement
The Mission of the English Language Institute (ELI) at King Abdulaziz University (KAU) is to provide intensive instruction of English as a foreign language, delivered by qualified instructors using an internationally-oriented curriculum, to Foundation Year students in order to enhance their English language skills and facilitate their academic progress.
1.4 ELI Objectives
ELI has a set of objectives to achieve its mission. The Institute strives to:

- Help students in the Foundation Year to achieve an Intermediate Level of proficiency in the use of the English language, equivalent to the Common European Framework Reference for Languages (CEFR) of B1 Threshold level, KAU's defined minimum English language competency, within one year.
- Provide appropriate pedagogical methods, including class size and environment (e.g. classrooms, equipment, resources, and technology), that will lead to student retention and success.
- Value faculty scholarship and service through maximum support for, and participation in, professional development.
- Provide a progressive and structured curriculum, enabling students to graduate, having demonstrated achievement of essential learning outcomes in listening, speaking, reading, and writing.

1.5 ELI Values
ELI builds its reputation and success around these core values:

- **Student-centered pedagogy**: The Institute firmly holds the view that the overall success of the students is the core value underpinning and driving its philosophy of education.
- **Commitment**: The Institute considers commitment and social responsibility on the part of its faculty members as the foundation for quality education, innovation, and the continuous drive to raise standards.
- **Communication**: The Institute strives to maintain effective communication among its units, committees, and faculty in order to fulfill its Mission.
- **Code of ethics**: The Institute requires firm adherence to a code of ethics – including professional integrity, intellectual and moral responsibility, respect, cooperation, fairness, confidentiality, and quality performance of duty – which will ultimately stimulate teamwork and generate appropriate work and social behavior.
- **Professionalism**: The Institute seeks to achieve the highest levels of academic professionalism, both in and outside the classroom, recognizing that excellence in instruction involves a life-long commitment to learning and development.
Chapter 2
Academic Program

2.1 Overview
The intensive English language course is an essential part of the Foundation Year courses for all KAU Foundation Year students. The Foundation Year English Language Program is designed to help students achieve an Intermediate Level of proficiency in the use of the English language (B1 CEFR), KAU's defined minimum English language competency, within one academic year. The program has four levels of instruction, correlated with the Common European Framework of Reference for Languages (CEFR), and focuses on developing students’ language skills in general through an integrated skill curriculum, which fosters active and independent learning.

The number of newly-admitted full-time students varies depending on seat availability at KAU, but it is usually from 12,000-15,000 students each year. Unless exempted by a required IELTS (4.5 and above) or iBT TOEFL (57 and above) score, all students must successfully complete the English course requirement before they secure KAU college entry. ELI classroom size has a maximum capacity of 25 students. Classrooms are equipped with the latest technology, including computers and data shows to facilitate interactive teaching and learning.

2.2 Program Design
The four-level intensive English language course is an integrated-skills program ranging from Beginner to Intermediate (A1 to B1) on the CEFR scale. The course is delivered using a system of modules. There are four modules in the Foundation Year, two in each academic semester. The duration of each module is seven academic weeks, at the rate of 18 hours per week. The final exam is scheduled during the seventh week of each module. Each module covers one level of the program and is considered a full and independent course. Students must be assessed as having successfully completed and passed one level in order to proceed to the succeeding level, and proceed through the full course.
2.2.1 ELI Level Progression Overview Chart

The course is intended to take the students from Beginner Level (A1 CEFR) up to the Intermediate Level (B1 CEFR) during the Foundation Year. The ELI ensures that these are reliable and accurate language proficiency standards by correlating ELI levels to internationally accepted proficiency benchmarks. A step of major significance in assessment was taken when 75 female and 75 male students were entered for the International English Language Testing System (IELTS) Examination in April 2013. The results were 4.5 on average providing clear evidence that this sample of ELI students at level ELI 104 are in fact at the CEFR B1 proficiency level.

ELI uses textbooks which are correlated to the CEFR, taking students from the A1 level to B1 throughout the academic year. Students take a placement test upon their admission to KAU to ensure placement in the appropriate level.

2.3 Oxford Online Placement Test (OOPT)

The four levels of English offered at the ELI cater to the general language-learning needs of each student according to their proficiency level, which is assessed using a placement test. The test in use for placement is the Oxford Online Placement Test (OOPT). This test has been
developed by Oxford University Press (OUP) to place students at the appropriate level in courses using the *New Headway Plus Special Edition* textbook series.

The OOPT reliability has been validated by recent research (March 2011) where it was correlated to CEFR, IELTS, TOEFL and TOIEC levels. This mandatory test is only offered once, immediately after admission into KAU, as announced in the University calendar. Students admitted for the second semester of the academic year are given the placement test during the first semester. Upon completion of the admission procedures, students are given a date and time to take the placement test at the ELI.

Students are placed in relevant levels by the Deanship of Admissions and Registration (DAR), according to placement test scores ranging on a scale from 0-120. In case of failure to attend the test, students are automatically enrolled in ELI 101.

### 2.4 Curriculum

The Foundation Year English Language Program curriculum is comprised of four core language courses. With the beginning of each module, faculty are provided with a detailed curriculum and course description with expected Student Learning Outcomes (SLOs) for courses they are assigned to teach at the ELI.

They are also given a detailed Pacing Guide for each course containing day-to-day lesson planning guides. This details exactly how many textbook units and language items are to be presented and practiced during a specified timeframe. It is an invaluable lesson-by-lesson guide, and can be used along with outlined lesson plans in the Teacher’s Book for each class covered in the syllabi. The 2013/2014 Pacing Guide for each course has recently been modified to reflect the newly instituted SLOs, ensuring its suitability for learners and faculty. It incorporates the results of the ELI formal curriculum review carried out during the academic year 2012/2013.

#### 2.4.1 Student Learning Outcomes (SLOs)

SLOs are descriptions of what students will know or be able to do with the language as a result of instruction. SLOs are written in terms of observable and measurable language skills. The SLOs in the curriculum for the academic year 2013/2014 stem from SLOs originally formulated in close consultation with Oxford University Press (OUP), the publishers of the *New Headway Plus Special Edition*. They are closely correlated with the Common European Framework Reference (CEFR). SLOs and their achievement now form the core of the ELI Curriculum and learning. The SLOs are subject to ongoing review by faculty and students and have been streamlined and improved by the ELI Curriculum Unit in collaboration with the ELI
Testing Unit taking into account the results of the Curriculum Review in the academic year 2012/2013. The new revised 2013/2014 Curriculum contains revised Course Goals, Course Objectives, SLOs, Pacing Guides and Course Syllabi. The complete package is accessible on the ELI website.

Each ELI level has an overarching Course Goal supported by five Course Objectives, which are in turn supported by SLOs for that level. There are SLOs for Listening, Reading, Speaking and Writing. They can be worked on using the Headway materials and faculty are free to supplement this material with other suitable material facilitating SLO achievement. The curricular components are all interdependent. Achievement of SLOs is the benchmark for ELI student language proficiency. In the current academic year 2013/2014, all ELI assessment tools are being continually worked on to increase their levels of accuracy in the measurement of SLO achievement. Ongoing recording of SLO achievement is also emphasized in the ‘Evidence of Learning’ sections in the Revised Pacing Guides.

Great care has been taken to ensure that ELI assessment instruments measure achievement of each level’s SLOs. The Speaking and Writing Examinations are designed to measure specific targeted SLO achievements. Computer-based End-of-Module and Mid-Module Examinations are much broader assessment instruments that cover Listening, Reading, and Use of Vocabulary and Grammar. The ELI Testing Unit works full time on test development and quality control. All SLOs were compiled with close reference to course materials and the Pacing Guides reference each SLO to specific pages/ and exercises in the student books and workbooks. Faculty are free to use any other suitable supplemental materials to facilitate SLO achievement.

2.4.2 ‘Can-Do’ Statements
Students are issued with sets of ‘Can-Do’ Statements for each module/level. SLOs are described in the previous section as ‘descriptions of what students will know or be able to do with the language as a result of instruction. SLOs are written in terms of observable and measurable language skills.’ ‘Can-Do’ Statements are effectively the SLOs in simplified learner-friendly language providing students with a check-list to help them monitor their learning and progress.

These are available from faculty or online via the ELI website ‘Student Resources’ portal at http://eli.kau.edu.sa/Pages-std-resources-en.aspx

They are available in English and Arabic for ELI 101 and 102 for ease of comprehension and are available in English for ELI 103 and 104. They provide students with comprehensible learning checklists for each ELI level with which they can monitor their own progress and
success in terms of SLO achievement. Faculty explain how these lists can be used and they should be referred to regularly throughout each module. The idea behind these statements is to maximize student involvement in learning and to encourage the crucial development of learner autonomy and responsibility.

2.5 Program Incorporation into the Foundation Year

The ELI offers four English language courses in the Foundation Year at KAU as follows:

- ELI 101 (Level 1 – CEFR A1) Beginner: 0 credit
- ELI 102 (Level 2 – CEFR A2) Elementary: 2 credits
- ELI 103 (Level 3 – CEFR A2-B1) Pre-Intermediate: 2 credits
- ELI 104 (Level 4 – CEFR B1) Intermediate: 2 credits

The total number of credits assigned to these ELI courses is 6, the largest allocation of credit units given to a course in the KAU Foundation Year. Detailed course syllabi are available in the Appendices.

Students taking the English program offered by the ELI are also required to study other university courses. These courses are mandatory. Students following the science track are required to take the following courses:

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<thead>
<tr>
<th>Course</th>
<th>Communication Skills</th>
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<tbody>
<tr>
<td>ELI</td>
<td>All ELI Courses</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>Chemistry</td>
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<tr>
<td>STAT 110</td>
<td>Statistics</td>
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<tr>
<td>PHYS 110</td>
<td>Physics</td>
</tr>
<tr>
<td>CPIT 100</td>
<td>Computer Skills</td>
</tr>
<tr>
<td>BIO 110</td>
<td>Biology</td>
</tr>
<tr>
<td>MATH 110</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

Students following the Administration and Arts track are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
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</tr>
<tr>
<td>ELI</td>
<td>All ELI Courses</td>
</tr>
<tr>
<td>IS 101</td>
<td>Critical/Analytic Thinking Skills</td>
</tr>
<tr>
<td>ARAB 101</td>
<td>Arabic</td>
</tr>
<tr>
<td>CPIT 100</td>
<td>Computer Skills</td>
</tr>
<tr>
<td>ISLS 101</td>
<td>Islamic Culture</td>
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<tr>
<td>MATH 111</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
2.5 Exemption from ELI Courses
As a KAU requirement, Foundation Year students must pass the highest level of English offered at ELI, currently the Intermediate, in order to secure college entry. Students who demonstrate a level of proficiency beyond this level by providing an iBT TOEFL score of 57 or above, or IELTS band score of 4.5 or above, are exempt from ELI courses altogether. Scores must be proven to be valid and authentic. Students are not allowed to apply for exemption if they have failed one of the four ELI courses or are still enrolled in it at the time of application.

2.6 Academic Accreditation
In April 2013 ELI received full 5 year academic accreditation by the Commission on English Language Program Accreditation (CEA). The Commission is recognized by the U.S. Secretary of Education as a national accrediting agency for English language programs and institutions. The ELI Accreditation Committee completed the Self-Study report to describe how ELI meets the CEA standards during the summer of 2012. The final report was the culmination of a prolonged effort across all the ELI campuses and was supported by detailed and comprehensive documentation.

The 52 CEA standards in the report deal with the following:
- Mission
- Curriculum
- Faculty
- Facilities, Equipment, and Supplies
- Administrative and Fiscal Capacity
- Student Services
- Recruiting
- Length and Structure of Program Study
- Student Achievement
- Student Complaints

A CEA team of five high-profile ESL educators and practitioners visited ELI in November 2012 to verify and supplement information presented in the Self-Study Report. The team conducted the 5-day visit reviewing all academic and administrative aspects of the program, including curriculum, assessment, administrative structure and fiscal capacity, student services, and facilities across the ELI four campuses. Unrestricted access to all ELI documentation relating to the program was given to the team. During its verification mission, the team also held a series of meeting with faculty and students and all ELI key members, including the Dean, the Vice-Deans, and the Unit Heads. The team also held a round of meetings with the University President, Vice- Presidents, and senior KAU administrators.
In early January 2013, ELI received the team report stating that 50 of the CEA 52 standards were judged to have been fully met, one partially met, and one did not apply. In its April 2013 meeting, the Commission resolved to grant ELI a full 5-year accreditation, confirming its compliance with all CEA standards.

2.7 Affiliated Cooperative Programs

In addition to the body of regular full-time students, KAU provides opportunities for those who are unable to be full-time students, for whatever reason. The University presents these students with the option of two programs: External and Distance Learning Programs.

External students are responsible for their own study outside the University, but they must come to campus or to designated testing locations across the country for their final examinations. KAU enrolls around 15,000 external students each year and all of them are required to take two English courses using the same textbooks required for internal full-time students.

Distance learning students take online English courses designed and provided by ELI faculty, but they must take their final examination on campus or at designated testing locations across the country. KAU enrolls around 1,500 students a year in this program.

The course delivery and examinations of students in both programs are administered by the ELI Vice-Deanship for Educational Affairs through its External Student Academic Affairs Unit and Distance Learning Unit.
Chapter 3
Course Materials

All necessary books and supplemental materials for assigned courses are made available to faculty and students at the start of each module. The coordination teams on each campus distribute the books to faculty, while students are expected to purchase the books from bookstores on campus or at major bookstores across the city.

Students should bring their books to all classes. Copyright laws are strictly adhered to by ELI, and students are not allowed to photocopy any of the prescribed textbooks.

3.1 Student’s Book
The ELI is currently using the OUP *New Headway Plus Special Edition* (2011) textbook series, which employs an integrated-skills approach. The textbook titles for each level are as follows:

|---|---|

The *New Headway Plus series* is an up-to-date internationally used and acclaimed language learning series with a complete digital solution package. The *New Headway Plus Special Edition* Student’s Book for each level contains an authoritative and integrated syllabus, motivating topics, and clearly focused language-learning tasks.

The edition in use at ELI has been specially adapted for use in Saudi Arabia, with the needs of our learners firmly in mind. Each student book contains material suitable to aid ELI students’ progress up to the required level of proficiency. Material is progressively linked and practiced using the four skills. Reading, listening and writing opportunities are provided in each unit, together with supporting visual aids. Extensive prompting and guidance is provided for speaking practice in every unit. Grammar checks are given for each unit.
3.2 Workbook
The *New Headway Plus Special Edition* Workbook comes with many exercises that can be used to supplement the Student's Book used in class. This provides the learners with extra opportunities to practice and consolidate their English outside the classroom. The Workbook is an important component of the course. It revises the grammatical input of the Student’s Book and provides opportunities for writing work, using the language presented and practiced in the Student’s Book. The Workbook comes with an accompanying DVD-ROM for extra practice, reinforcement, and consolidation.

3.3 Teacher’s Book
A Teacher's Book is provided to the faculty for use at each level. The *New Headway Plus Special Edition* Teacher’s Book describes the rationale for the methodology of the course and offers extensive guidance on using the materials effectively at each level, from Beginner to Intermediate. Detailed notes and ideas accompany each unit. Each Teacher’s Book provides extra teaching ideas, photocopiable activities, and "Stop and Check" sections for review and revision. Faculty are able to make use of the Teacher’s Book Progress Tests as instruments of assessment every few units. These tests are provided at the back of the Teacher’s Book. They are designed for classroom use, and are invaluable for checking on students' progress, review and consolidation instruments.

3.4 Supplemental Speaking Materials
The Pacing Guides and Curricula provided to faculty detail the Speaking SLOs for each level. These are the primary reference source and all supplemental speaking activities should target their achievement by students. The Pacing Guides link Speaking SLOs directly to Speaking Activities in the New Headway Plus Special Edition Course Books. These activities can be expanded upon by faculty depending on the needs of student groups and individuals. Faculty are encouraged to utilize the extensive ranges of digital internet resources to supplement the textbooks and any other suitable printed material that is appropriate. It is important to ensure that any faculty-selected materials for Speaking conform with socially and culturally accepted norms in form and content.

Additional Supplemental Speaking Materials can be accessed via the Teacher’s Resources portal on the ELI Website at [http://eli.kau.edu.sa/Pages-ins-resources-en.aspx](http://eli.kau.edu.sa/Pages-ins-resources-en.aspx). These materials provide students with practice in and feedback on performing speaking tasks similar to the tasks assigned in the final Speaking Examination. Students receive feedback using the same rubric that is used to grade them in the final Speaking Examination so as to familiarize students with the criteria for satisfactory speaking performance at their level.
3.5 Reading Program Graded Readers

The Reading Program materials are a selection of graded readers taken from the ‘Oxford Bookworms Library’ (OBL), which is a series published by Oxford University Press (OUP). The OBL provides enjoyable reading in English, with a wide range of classic and modern fiction, non-fiction and plays. It includes original and adapted texts in carefully graded language stages. Extensive support is available with the OBL. Each reader contains an introduction to the story, notes about the author, a glossary and activities. Additional Tests and Activity Worksheets are also available. The Teacher’s Handbook provides an introduction to OBL, information on its Syllabus and Headwords, and notes on the many ways of using Bookworms in and out of the classroom, and for extensive reading. Activity answer keys are also provided in the handbook.

All OBL materials can be accessed online via the ELI website ‘Teacher Resources’ at http://eli.kau.edu.sa/Pages-ins-resources-en.aspx and ‘Student Resources’ portals at http://eli.kau.edu.sa/Pages-std-resources-en.aspx

3.6 Supplemental Writing Pack

The Supplemental Writing Pack has been selected by ELI to follow a process approach to writing, in order to familiarize students with the transferable skills they will need to function as effective writers in future academic studies. Students are guided through all the stages in the writing process and have ample opportunity to practice concepts that they have learned. Such an approach is intended to build students’ confidence in writing.

There is also a focus on genre features. The genres of text chosen were selected due to their perceived importance to students’ communicative needs and because of the way in which each genre builds upon the language features and discourse competencies acquired at previous levels. Using the course objectives and SLOs along with the overall program goals as a starting point, the Curriculum Unit carefully selected, using a best practice approach, materials it felt best addressed the present and future needs of ELI students.

The material utilizes level-appropriate writing conventions and strategies. Units are designed in such a way that they provide structured build up to, and the necessary tools for, shaping coherent and cohesive writing products that adequately respond to set writing tasks. A range of pre-writing activities and various stages of drafting and feedback are completed before final writing tasks are produced. The Supplemental Writing materials assist students in the construction and crafting of written samples of work that can be kept as records of progress.
3.7 Digital Material
ELI strives to bridge the gap between traditional instruction methods and cutting-edge technology to facilitate interactive teaching and learning. This effort includes:

3.7.1 iTools
ELI is in the process of piloting the use of the *New Headway Plus Special Edition* iTools package using data projectors, regular whiteboards, and computers. This new technology uses different media and integrates new and extra resources in the lesson. It works in conjunction with the course book for each level, complementing the way faculty currently teach. All the contents of the iTools can be projected onto whiteboards and used to enhance the lesson’s impact and effectiveness. The iTools DVD features all course content in one place – Student’s Book, Workbook and Audio – providing immediate access to all answer keys and interactive audio scripts. Activities provided by iTools include full-screen images for head-up discussion, reading text in audio form, language games, pronunciation and vocabulary activities and end-of-unit quizzes.

With this package, ELI faculty have a broad range of material to facilitate classroom learning. Faculty are encouraged to make as full use as possible of the complete Headway package to give maximum variety and interest to classes. Faculty have been trained on the use of iTools prior to the start of the 2011/2012 academic year.

3.7.2 Learning Management System (LMS)
Students can access an online management system that provides new content and practice activities for every unit. Each *Headway Plus Special Edition* Student’s Book contains a password enabling students to access the system. Students must use the password to proceed with registration at www.headwayplusonline.com. The system allows teachers to assign additional practice and review student performance. Exercises and assignments in the system can be automatically graded and timed. Learners are able to check their progress and work at their own pace and at their own convenience.

3.7.3 Oxford Teachers' Club
As a publisher of textbooks used at ELI, OUP has developed a huge amount of resources, ideas, and activities online for faculty. The faculty site includes a wide selection of extra practice activities that go with OUP textbooks. This site is located at: http://elt.oup.com/teachersclub/?cc=global&selLanguage=en&mode=hub
## Chapter 4
### Student Assessment

### 4.1 Methods of Assessment

ELI assesses students based on their performance over the duration of the module, which is six to seven weeks for each level. Assessment is conducted from a variety of perspectives. The following table illustrates the various methods of assessment and their weight in determining the course grade based on 100%.

<table>
<thead>
<tr>
<th>Method</th>
<th>Format</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative Continuous Assessment</td>
<td>• Formative Speaking Tasks</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>• Formative Speaking Tasks</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>• Formative Writing Tasks</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>• Learning Management System (LMS)</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>One Speaking Examination</td>
<td>Range from basic interviews with leading questions (lower levels) to extended turns and discussions (higher levels). Time allowed: 3-5 minutes.</td>
<td>10%</td>
</tr>
<tr>
<td>One Writing Examination</td>
<td>Range from constructing simple sentences and short paragraphs (beginner level) to more comprehensive, cohesive paragraphs at Elementary and Pre-Intermediate level, to writing short, coherent essays (Intermediate level). Time allowed: 40 minutes.</td>
<td>10%</td>
</tr>
<tr>
<td>Computer-based Mid-Module Examination</td>
<td>Multiple choice questions with focus on reading and listening comprehension, and use of vocabulary and grammar from units covered in the first three weeks of the module. Time allowed: 90 minutes.</td>
<td>20%</td>
</tr>
<tr>
<td>Computer-based End-of-Module Examination</td>
<td>Multiple choice questions with focus on reading and listening comprehension, and use vocabulary and grammar from units covered in the entire module. Time allowed: 105 minutes.</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

The exams are written, designed, and prepared by the ELI Testing Unit, either online or in print. All faculty are expected to contribute their talents in assisting the Testing Unit in preparing and administering examinations. All efforts are greatly appreciated and noted by ELI. In addition, faculty are required to give regular short progress quizzes to classes to show evidence of learning as mandated by the Student Learning Outcomes (SLOs). These SLOs are
specified in the Curriculum and Pacing Guide. Quizzes can be faculty-generated or taken from the *Headway Progress Tests* at the back of the Teacher’s Book. These assessment instruments can be tailored to suit individual classes and class needs.

**4.2 Formative Continuous Assessment:**
Continuous Assessment includes four main assignments per module:

- Formative Speaking Tasks
- Reading Circles Tasks
- Formative Writing Tasks
- LMS Practice

Students are required to compile and submit completed graded assignments in a well-organized folder at the end of each module. The grading allocation for Continuous Assessment is 20% of the module total.

**4.2.1 Formative Speaking Tasks**
Formative speaking assessment is measured against a set of Speaking Progress Rubrics to be applied by faculty in the awarding of formative Speaking Assessment grades for all levels. The rubrics are accessible via the Teacher’s Resources portal on the ELI Website at [http://eli.kau.edu.sa/Pages-ins-resources-en.aspx](http://eli.kau.edu.sa/Pages-ins-resources-en.aspx)

The rubrics cover Mark Descriptors dealing with:

- levels of attendance
- the relevance, quality and quantity of peer evaluation and feedback
- the level of improvement in Speaking shown during the module

Speaking formative assessment accounts for 5% of the total 20% grade given for Continuous Assessment.

**4.2.2 Formative Reading Program Tasks**
Reading Program assignments are intended to foster a real taste for extensive reading among students. They are intended to create real learner interest in the proffered materials and to act as a catalyst for learner autonomy and exploration. They are intended to provide students with relaxed learning forums providing opportunities for unself-conscious communication in English.

Texts are provided in the form of the ‘Oxford Bookworm’ Series of Graded Readers. Three readers are selected for each ELI level and are posted on the ELI website. Each reading assignment is level-specific and is carefully selected for content and suitability. Each class
looks at the three particular readers on the site with their faculty member and chooses the one they find the most interesting as the circle material for that level.

The responsible faculty member’s main role in the program is to act as a facilitator helping with reading strategies whilst actively encouraging and engaging in discussion of the assigned material.

Reading Program sessions are held regularly during the module and students are given a formative grade of 5% for their degree of progress and participation in these sessions. This 5% forms part of the overall 20% grade weighting currently allocated to Continuous Assessment.

4.2.3 Formative Writing Tasks

The writing component represents writing as a process that contributes to the growth of the individual writer through identifiable steps. The final product of the writing task is developed through a writing process, including pre-writing activities, planning the writing, and drafting and revising. The student is required to submit three drafts for each writing task: first draft (reviewed by peers/and the faculty member), second draft (reviewed by the faculty member, with feedback provided), and third and final draft. This drafting/revising process is intended to allow student writers to develop their conventional writing skills throughout the module.

Students are given a formatively assessed writing grade which makes up 5% of the grade awarded for Continuous Assessment. The structure of the writing tasks reflects the key writing learning outcomes for each level and ranges from short paragraphs for the Beginner Level to multi-paragraph short essays for the Intermediate Level.

The writing tasks also reflect the student’s own development in terms of grammatical range and accuracy and lexical range and accuracy. Students are encouraged to incorporate newly-acquired lexis and grammar in their writing.

4.2.3.1 Layout and Organization

The student is required to present all Writing Tasks materials based on the following:

- Materials, including drafts, notes...etc should be neatly arranged in a folder with a cover page and table of contents.
- Materials should be divided into separate sections for tasks with a section cover.
- All assignments should be hand-written and well-organized.
- The cover page should bear the relevant details, including the student's name and KAU ID number, section information, and his/her faculty member's name.
4.2.3.2 Overall Progress and Achievement

The following are the key parameters for overall assessment:
- **Task Achievement**: Completion of all assigned tasks.
- **Progress**: Clear evidence of growth and development in terms of score and quality of assignments in the course of the module.
- **Originality and Quality**: Plagiarized material is never acceptable and quality assessment covers both content and presentation.

4.2.4 Learning Management System (LMS)

The Learning Management System, designed by Oxford University Press, provides faculty and students with an extra perspective to help provide a comprehensive formative measurement of progress during each module. The system engages students with their learning at their own pace and in their own time by harnessing technology to encourage learning autonomy. Students can be assigned exercises and activities from the range available in the system. All such work can be automatically graded in the system and students’ performance can be monitored by the students themselves and by concerned faculty.

At the end of each module the grades are converted to a single grade out of a 5% possible total and are used as a component of the overall 20% grade that is allocated to Continuous Assessment for each student for each module.

4.3 Summative Speaking Examination

The aim of the Speaking Examination is to assess the student’s use of English to engage and participate in a range of oral communications. Lower level examinations focus on real life situational short responses. Higher levels focus on developing sustained, in-depth and thoughtful responses to topics selected from the core course content. Student responses are marked according to level-specific rubrics.

There is one Speaking Examination per module valued at 10%. The examination is administered towards the end of the module. Two faculty members, if possible, evaluate each student taking the examination, and the average of the two faculty members’ scores is taken. During the examination, students are called to the faculty members’ desk and randomly select exam sheets offered to them. Each exam sheet contains topics and questions based on the core content of that level. The general content of each level’s Speaking Examination is as follows:
- **ELI 101**: There are two sections. In the first section, students are asked five interview questions. In the second section, instructors show pictures to candidates and ask them to describe what they see.
- **ELI 102**: Similar to 101 with level-appropriate modifications for content and duration.
● **ELI 103**: Students are required to give short talks based on topics on task-prompt cards. Students have a minute for preparation and are asked to speak on topic for about three minutes.

● **ELI 104**: Similar to 103 with level-appropriate modifications for content and complexity. Students are required to give short talks based on topics on task-prompt cards. Students have a minute for preparation and are asked to speak on topic for about three minutes.

### 4.4 Summative Writing Examination

The goal of the Writing Examination component is to assess the student’s ability to use previously introduced writing conventions in their writing, promoting proficient and autonomous writing. It begins with guided writing at the lower levels and goes up to more independent writing at the higher levels. The Writing Examination tools aim to measure the growth and proficiency of the student’s written English using rubrics unique to each level.

There is one Writing Examination per module valued at 10% of the total module score. The examination is administered toward the end of the module and is administered in the students’ home classroom with the class faculty members as invigilators. Students have about 40 minutes to complete the Writing Examination.

Examinations are graded according to level-specific rubrics. Each script is assessed by two raters; the faculty member responsible for the section and a colleague responsible for another section. The Testing Unit ensures rating consistency by calculating the inter-rater reliability between the two raters.

General writing test content for each level is as follows:

- **ELI 101**: Writing a simple guided paragraph of about 40 words, using appropriate spelling, punctuation, capitalization, and word order.

- **ELI 102**: Writing one analytical/informational or a short email totaling about 50 to 65 words, using appropriate linking words, spelling, punctuation, capitalization, and word order.

- **ELI 103**: Writing a basic coherent and cohesive multi-paragraph narrative text of 75 to 100 words, using appropriate topic and concluding sentences and supporting details. Students are also required to use appropriate linking words, spelling, punctuation, capitalization, and word order.

- **ELI 104**: Writing a coherent and cohesive argumentative essay of about 150 words, using an appropriate introduction, body paragraphs, conclusion, linking words, spelling, punctuation, capitalization, and word order.
4.5 Computer-based Mid-Module and End-of-Module Examinations

The computer-based Mid-Module and End-of-Module Examinations fulfill the University requirement that 60% of the students’ grades come from standardized objective exams. The exams are level specific and entirely composed of Multiple Choice Questions (MCQs). The single computer-based Mid-Module Examination (valued at 20%) has a duration of 90 minutes and is administered during the middle of the module. The computer-based End-of-Module Examination (valued at 40%) has a duration of 105 minutes and is administered at the end of the module. Exam dates are established by the University in cooperation with ELI. Examination content incorporates listening to audio narrations as well as reading passages. Although duration and number of questions differ between the two examination, the format is, nevertheless, similar. Each Mid-Module and End-of-Module Examination is level-specific, and the difficulty of the test is tied to the level. For example, reading passages in Level 102 are on average 200 words while reading passages in Level 104 are about 400 words. The test items are carefully designed so that the examinations provide valid and reliable measurement of SLO achievement. Both examinations are administered in language labs.

The general examination content for both the Computer-based Mid-Module Examination and the Computer-based End-of-Module Examination is as follows:

**Listening**
- Everyday English: Students listen to five short audio statements used in everyday English. After each audio statement, students are to select the appropriate English response.
- Dialog: Students listen to a dialog and respond to questions based on the audio input.
- Monolog: Students listen to a monolog and respond to questions based on the audio input.

**Reading**
- Unseen Passage: Students read two new passages created for their specific levels and respond to comprehension questions.

**Grammar and Vocabulary**
- Students are tested on grammar by completing ‘gap fills’ or choosing correct answers.
- Vocabulary test items are selected from the Wordlist associated with each level.

4.6 Students’ Progression through Levels

Based on the above methods of evaluation, students need a score of 60% or above in a module to proceed to a higher ELI level. KAU uses the following grading scale:
Based on the above assessment table, students need a score of 60% or above to enroll in a higher ELI level. If the required score is not attained, the student must re-enroll in the same course as scheduled during the Foundation Year.

Students are afforded a maximum of three additional chances to take all four ELI courses by the end of the first semester of their second academic year. In case of failure to achieve this, the rules and regulations for KAU Foundation Year students apply as specified in the King Abdulaziz University Bulletin that can be found at: http://www.kau.edu.sa/files/0/KauGuides/Facts%20and%20Achievements.pdf
Chapter 5  
Academic Coordination System

5.1 Overview
The ELI academic coordination system thrives in a fast-paced environment to provide a system for ensuring that all faculty are kept up-to-date with all developments and best practices related to the English language teaching profession. Coordination duties are vital for the smooth running of ELI operations and for the achievement of ELI's Mission. The ELI academic coordination team, which manages instructors and teaching, is led by a Head of the Academic Coordination Unit who supervises staffing levels and assignments, assesses instructor overall professional performance, in collaboration with the Professional Development Unit, and keeps up-to-date on management information and instructions.

The ELI system of coordinators means that there is always a senior faculty member to contact if any queries arise, or if any advice needs to be sought. Faculty should feel free to ask for peer support at any time, or ask the Professional Development Unit for more direct support. The Head of the Academic Coordination Unit is assisted by a team of senior coordinators and coordinators.

5.2 Head of the Academic Coordination Unit
The Head of the Academic Coordination Unit is a highly-qualified faculty member with excellent organizational skills, who supervises the overall direction of the instructional staff, including:

- Development and implementation of policies and procedures to achieve the ELI’s Mission and objectives;
- Communication of ELI policies and administrative information;
- Management of staffing levels and assignments;
- Implementation, monitoring of curriculum, texts and pacing schedules;
- Management of learning environments to support instructional activities.

The Head of the Academic Coordination Unit also works in close partnership with other ELI units such as the Academic Affairs Unit, Curriculum Unit, and the Professional Development Unit.

5.2.1 Duties and Responsibilities
In addition to teaching a reduced load, the responsibilities of the Head of the Academic Coordination Unit may be described using these broad categories of activities:
1. **Communication and Development of Policies**
   The Head of the Academic Coordination Unit is responsible for communicating and developing ELI policies and procedures regarding:
   - Instructor responsibilities and management;
   - Administrative and managerial matters necessary to the support of instruction;
   - Curriculum implementation and monitoring;
   - Other activities as needed to support the goals of the Institute.

2. **Development of Faculty Evaluation Procedures**
   The Head of the Academic Coordination Unit ensures implementation and monitoring of ELI policies and practices regarding:
   - **General faculty evaluation:** Management of evaluation of faculty overall professional performance, both verbal and written; evaluation of extra-curricular activities; professionalism; instructor feedback and ad hoc responsive reviews, when deemed necessary. Evaluation of instructional performance inside the classroom is the primary responsibility of the Professional Development Unit, which manages the entire class observation process for ELI.
   - **Coaching and development:** Conducting coaching and development sessions with senior coordinators and coordinators on matters concerning the implementation of curriculum, instruction, and assessment policies.
   - **Semester evaluations:** Conducting semester evaluation reports of the entire coordination system performance, including four level-based curriculum and assessment reviews in collaboration with the Curriculum Unit and Testing Unit.

3. **Faculty Management and Administration:**
   The Head of the Academic Coordination Unit is responsible for the management and administration of the learning environment to support instructional activities, including:
   - Providing support services to faculty in areas such as office space, classroom services and equipment, in collaboration with the ELI administrative staff;
   - Managing faculty matters with respect to scheduling issues, classroom coverage, and disciplinary action;
   - Providing other instructor support activities or services, as needed.

4. **Curriculum as Driven by Learning Outcomes**
   The Head of the Academic Coordination Unit works closely with the Curriculum Unit to ensure implementation, monitoring, and review of curriculum, texts and pacing schedules to reach the desired learning outcomes for each level, including:
• Supervising the teaching process to achieve curriculum goals, objectives, and learning outcomes within the expected time frames;
• Monitoring curriculum effectiveness through faculty and student interaction;
• Providing input and review to administration and curriculum committees regarding curriculum effectiveness and areas for improvement or study.

• **Coordination of Instructional Activities**
  The Head of the Academic Coordination Unit is responsible for coordinating with other ELI units such as Academic Affairs, Professional Development, Curriculum, Accreditation, and Administration in order to:
  • Provide related units with instructional objectives, support, and feedback on required input from faculty and products and services used by faculty;
  • Coordinate activities to foster close working cooperation among units;
  • Participate in related unit committees and goal-setting to further institutional objectives.

5.3 Senior Coordinators
Senior coordinators have extensive strong academic experience in the field and are responsible for the supervision of coordinators and faculty.

5.3.1 Duties and Responsibilities:
In addition to teaching a reduced load, the duties and responsibilities of senior coordinators can be described within four broad categories of activities:

1. **Coordinator Evaluation**
   Senior coordinators, in consultation with the Head of the Academic Coordination Unit, are responsible for:
   • **Coordinator Feedback and Coaching**: Conducting informal feedback and coaching sessions with coordinators; advising them on the conduct of informal feedback and coaching sessions with faculty on all matters related to professional performance;
   • **Semester/End-of-Year Evaluations**: Conducting module/end-of-year evaluation reports of coordination performance, including evaluation of coordinators and entire level-based curriculum and assessment review with documentation.

2. **Management and Administration**
   Senior Coordinators are responsible for:
   • Communication and explanation of University and ELI policies and practices; conducting regular meetings with the assigned coordinators and addressing coordination groups to facilitate communication;
• Setting common guidelines for coordinators and monitoring their performance;
• Providing support services to staff in areas such as office space, classroom services and equipment, scheduling matters, in collaboration with the Head of the Academic Coordination Unit;
• Providing other faculty-support activities or services, as needed, such as new faculty orientation and internal training for coordination teams.

3. Testing
Senior Coordinators are responsible for managing the facilitation of faculty support for the Academic Affairs Unit and have a senior supervisory role at assessment times and in assessment venues.

4. Curriculum as Driven by Learning Outcomes
Senior coordinators are responsible for:
• Managing coordinators to achieve curriculum goals, objectives, and learning outcomes within the expected time frames;
• Heading level-based curriculum committees to assure faculty input to the curriculum process;
• Advising coordinators on monitoring curriculum effectiveness and the implementation of curriculum objectives;
• Providing input and review to the Curriculum Unit, through the Head of the Academic Coordination Unit, regarding curriculum effectiveness and areas for improvement or study.

5. General Responsibilities
• Supporting the work of the Head of the Academic Coordination Unit in advancing the ELI’s Mission and objectives;
• Assisting relevant ELI committees with staff interface and liaising;
• Participating in meetings, workshops, and special project task forces to support curriculum, faculty evaluation programs, and assessment initiatives as needed.

5.4 Coordinators
Coordinators are dynamic team players with evident leadership skills willing and able to provide ELI faculty with effective supervision and guidance. They are line-managers to groups of faculty and they closely collaborate with senior coordinators. The responsibilities of the coordinators fall into these main categories:
• Faculty evaluation of overall professional performance and conducting coaching sessions with instructors, when needed;
● Management of faculty support services, administrative communication including coordination of team meetings, and mentoring of new instructors;
● Monitoring of faculty delivery of curriculum material;
● Exam support, including development, preparation, administration, and grading of examinations;
● Communicating with student sections to maintain the overall quality of learning.

5.4.1 Duties and Responsibilities
In addition to teaching a reduced load, the responsibilities of coordinators can be described within four broad categories of activities:

1. Faculty Evaluation
Coordinators are responsible for:
   ● Faculty evaluation and coaching: Evaluation of faculty overall professional performance and of extra-curricular services such as committee work; writing weekly class quality assurance reports; conducting informal coaching sessions with faculty on all matters relating to overall performance.

2. Staff Management and Administration
Coordinators are responsible for:
   ● Communication and explanation of ELI policies and practices, attending coordinator meetings and conducting coordination team meetings as appropriate;
   ● Monitoring faculty attendance and adherence to professional ethics;
   ● Providing support services to faculty in areas such as office space, classroom services and equipment, scheduling matters, in collaboration with senior coordinators;
   ● Managing staffing matters with respect to classroom coverage due to illness, emergency, leaves, scheduling changes, examination support and conflicting duties;
   ● Providing other faculty support activities or services, as needed, such as new faculty orientation, etc.

3. Curriculum as Driven by Learning Outcomes
Coordinators are responsible for:
   ● Supporting faculty to help them achieve curriculum goals, objectives, and learning outcomes within the expected time frames;
   ● Monitoring curriculum effectiveness through faculty and student interaction;
   ● Providing input and areas for improvement or study to the Units of Administration, Curriculum, Professional Development, or other ELI units through the appropriate chain of command.
4. Testing
Coordinators are responsible for managing faculty support of the Academic Affairs Unit and have a supervisory role in assessment administration. They also are responsible for:

- Providing input and feedback on exam validity and fairness;
- Supporting the production, packaging, distribution and administration process;
- Assisting in the correction of the examinations and second-level reviews of grading.

5. General Responsibilities

- Supporting the work of the Head of the Academic Coordination Unit and senior coordinators in advancing ELI objectives;
- Participating in meetings, workshops, and special project task forces to support curriculum, test development, and assessment initiatives as needed;
- Assisting relevant ELI committees with faculty interface and liaising.

6. Regular Weekly Coordination Duties

Coordinators are expected to play an organizational role on a daily basis, including:

- Maintaining a complete record of the assigned faculty members’ schedules, attendance, and office hours;
- Offering advice and guidance for the faculty members for whom they are responsible;
- Maintaining continuous electronic correspondence with their assigned faculty groups;
- Holding regular meetings with their faculty teams;
- Maintaining regular communication with student sections to ensure the delivery of ELI messages and instructional policies.

5.5 Exam Coordination

Coordinators are responsible for conducting meetings with their faculty teams in the run-up to examinations. It is the coordinator’s responsibility to ensure that each member of their team is aware of all ELI examination procedures such as speaking and writing examination rubrics, test taking and review, photocopying, packaging, distribution, invigilation, and, finally, grading. Coordinators should ensure that regular lines of communication are open with each member of their faculty team to allow timely and accurate dissemination of all operational information.

5.6 Selection of Head of the Academic Coordination Unit

The Head of the Academic Coordination Unit is interviewed and selected by the Dean and Vice-Dean for Development on the Men’s Campus and the Vice-Deans on the Women’s Main Campus and Women’s Colleges. The selection of the Head of the Academic Coordination Unit
is the most critical aspect of the ELI coordination system as he/she has to show evidence of leadership qualities, excellent interpersonal communication skills, superb organizational skills with attention to details, professional involvement, high energy, cultural sensitivity, flexibility, and solid background in the field of teaching English as a foreign or second language.

5.7 Selection of Senior Coordinators and Coordinators
All coordination positions are advertised by email to all faculty, and then prospective candidates are interviewed and shortlisted by a panel headed by the Vice-Dean for Development on the Men's Campus and Vice-Deans on the Women's Main Campus and Women's Colleges. The Head of the Academic Coordination Unit and up to three ELI faculty members nominated by the head of the panel are also members of the committee. Candidates are required to furnish the interviewing panel with a detailed CV, and are interviewed concerning competencies in certain areas. Coordinators are required to demonstrate high levels of competency in:

- Achievement
- Flexibility
- Accountability
- Cross-cultural competence
- Leadership skills
- Professional confidence
- Team work

Senior coordinators, however, are expected to be able to prove a higher level of competency in the required areas than coordinators. More extensive ESL experience and higher levels of qualifications are required for senior coordination positions. The interviewing panel fills out the Coordinator Interview Evaluation Form (available in the Appendices) and deliberates over a decision after all candidates have been interviewed.

5.8 Coordinator Evaluation
All coordinators are evaluated by their senior coordinators. They are assessed on their interpersonal communication skills with their assigned senior coordinators and faculty teams, faculty support and mentoring, teaching and professionalism.

Senior coordinators are required to write and review Annual Coordinator Evaluation Forms (available in the Appendices) with the coordinators who sign them before they are submitted to the Head of the Academic Coordination Unit.
The Head of the Academic Coordination Unit evaluates all senior coordinators in the same manner and submits all evaluation forms to the Vice-Dean for Development on the Men's Campus and the Vice-Deans on the Women's Main Campus and Women's Colleges.

The concerned Vice-Deans evaluate the performance of the Heads of the Academic Coordination Unit on their campuses and submit their reports with recommendations to the Dean.
Chapter 6
Classroom Management and Professional Duties

6.1 Preferred Classroom Practices
Student-centered and learning-centered approaches are the preferred ELI approaches to classroom teaching. Teaching students, and not teaching books, is central to ELI’s educational philosophy. The *New Headway Plus Special Edition* series is geared towards the incorporation of all that is best in proven, effective teaching methodology. Faculty are urged to maximize the range of teaching material used and also to incorporate as many authentic materials as possible into the classroom, including newspapers, news video clips, radio and TV advertisement, etc. Plans call for collating all supplementary instructor-prepared materials and making them readily available to all faculty for classroom use. A new Resource Center has been established in Building 30 on the Men’s Campus and it is planned to make such resources conveniently available on all ELI campuses. Faculty members are informed of the location of such materials by email from the coordination teams.

Motivation to learn English is one of the greatest challenges that students face at ELI. Instructors are discouraged from lecturing, and are subsequently encouraged to make learning an active experience. Students should be provided with the maximum possible range of opportunities to use the language, and to enjoy and benefit from the learning process. Coordinators are on hand if models or guidance are needed by instructors in encouraging learner-centered classroom environments.

6.2 Instructional Policies
As true professionals, ELI faculty are always expected to act in complete compliance with the rules and regulations established by the institute, and to play their due part in the successful implementation of the following policies:

- English language is the language of instruction, and instructors are not allowed to use Arabic in the classroom under any circumstances. Students are not allowed to speak Arabic in class;
- Homework should be assigned regularly and monitored, and students should be encouraged to take responsibility for their own study habits and skills;
- Students should be given ample time to understand and practice all classroom-presented language;
- Students should be given on-going feedback on their progress;
- Performance improvement strategies and encouragement must be incorporated into the instructor’s class management procedures;
Students must clearly understand the rules adopted in the ELI classes and must follow the rules at all times. These rules must be clearly pointed out and explained to all classes. Students’ rules are available in the ELI Student Handbook on the ELI website;

- Students must bring original copies of required books and materials to all their classes;
- Students must come to class at the appointed start time of the class;
- Students should be made aware that the ultimate responsibility for their academic progress is theirs (see Dean’s Message in Student Handbook), and that their progress is dependent on the seriousness and conscientiousness with which they approach their studies.

6.3 Daily Schedule

A typical daily schedule for faculty would include teaching classes, office hours for counseling and meeting with students, lesson preparation time, grading, faculty meetings, and work in various ELI task forces. Faculty normally get a schedule spread across 7-8 hours a day. Class timings can vary, but classes are usually scheduled to be held in the mornings or afternoons. Faculty members are given their teaching schedules at the commencement of the academic module. Teaching assignments are communicated by email, so it is important for faculty to keep in e-contact with coordinators in the days preceding any new teaching module.

Teaching schedules indicate the courses faculty are assigned to teach for that particular module. Information is given concerning days, time, buildings and rooms for classes. Since most students' classes are scheduled along with other courses elsewhere in other colleges, making scheduling a difficult and challenging process, faculty are strongly urged not to propose any change in the timetable provided. In cases where changes are unavoidable, faculty should discuss this with their coordinators.

6.4 Reporting Time

Faculty are expected to arrive to their classes approximately 15-20 minutes prior to their first class (e.g. faculty with classes starting at 8:00 am should arrive between 7:30 and 7:45 am). Faculty should note that their attendance in the classroom is recorded; therefore, it is important to reach classes on time. Faculty are considered late if they arrive five minutes later than the scheduled commencement of the class. Any anticipated late arrival, for whatever reason, should be communicated to the concerned coordinator, so that students can be informed and that cover or a make-up class can be arranged, if necessary. The absence can be entered as an emergency leave in the University Anjez system or through the coordinators, which is sent to the Head of the Administration for processing.
ELI, however, reserves the right at any time to alter the hours of classes to meet operational requirements. Some classes may be discontinued or merged or times changed due to fluctuating demands.

6.5 Maintaining Student Attendance
Faculty are required to record students’ attendance daily and maintain a weekly attendance log either online at [www.kau-eli.com](http://www.kau-eli.com) or on paper. It is vital that this information be accurate. Students must be present for, at least, 80% of the course instructional hours. Students who miss 20% of their classes during one module (equal to 21 contact hours or six teaching days) are denied admission to the Final Examination, unless an official excuse, approved by the Head of Academic Affairs Unit, is submitted. If 50% of classes are missed during one module, for whatever reason or with whatever excuse, then students are denied admission to Final Examinations.

Faculty are advised to take attendance during the first minutes of the class. Students who show up 10 minutes after the lesson starts are marked “absent,” although allowed to attend the lesson. Students who arrive more than five minutes after the start of a lesson are marked “late.” Five “late” arrivals are counted as one absence.

Students must be clearly informed of the rules concerning lateness and absences. This should be done at the start of each module to avoid later misunderstandings that can arise if information on such matters is not clearly communicated from the start.

6.6 Use of Technology and Lesson Planning
Most classrooms are equipped with video projectors (data show, or overhead projectors – OHPs), which can be linked via a Wi-Fi connection or 15-pin VGA cable. For those classrooms that are not equipped, audio equipment and laptops can be checked out from the Administration/Supply Units across the campuses. Faculty are advised to be aware of differences in voltage and socket adapters from building to building on campus.

Faculty are encouraged to be OUP iTools software for use in conjunction with the prescribed texts. This software is an invaluable aid for effective lesson delivery. They are also expected to make as much use as possible of the available technological resources at their disposal. ELI invests heavily in making technological resources available to faculty, in the expectation that these resources are used by faculty to enhance the learning process.

Lesson planning should be utilized for each lesson to optimize learning outcomes’ achievement. Faculty should use materials made available, including standardized lesson
guides located in the Teacher’s Book, lesson plan templates, and weekly pacing guides set by the Institute, to effectively plan instruction in order to achieve curriculum objectives. The lesson guides located in the Teacher’s Book outline the language aims of each unit, in addition to providing a course of action in instruction pertaining to start-up activity, vocabulary, and various exercises in all four skills. Lesson plan templates are also available for faculty.

There are also weekly pacing schedules indicating predetermined learning outcomes regarding material to be covered, thus ensuring firm grasp of instructional content. It is important that any one of these types of lesson planning are evidenced during observed classes, as they provide a record which can be used as an example for others, as a reference later on, and as a basis on which to build performance improvement plans. Coordinators are on-hand to advise on any lesson planning issues.

For more info on classroom technology and resources, please refer to 3.5 Digital Materials above.

6.7 Faculty Office Hours
Students are the heart of all ELI administrative and academic operations. Faculty are required to allocate at least two hours a day, in addition to their classroom hours, when they are available for academic counseling for their students. Office hours and contact information must be announced to students on the first day of classes. Faculty are encouraged to invite, or even schedule their students, to visit them during office hours for help catching up on course materials and to provide one-on-one tutoring for low achievers.

6.8 Professional Development
Faculty are encouraged to pursue professional development opportunities at ELI as a means of enhancing their teaching skills and increasing their knowledge of the field to achieve the ELI’s Mission. The Vice-Dean for Development, assisted by the Head of the Professional Development Unit and Development Unit Heads across the campuses, is responsible for professional development at ELI and actively encourages such development for all ELI faculty.

6.8.1 Opportunities
Faculty are kept informed of all opportunities for professional development through regular communications. OUP offers regular on-site training and Oxford Teaching Academy courses. The PDU also informs faculty of relevant webinars, online courses, workshops, and seminars offered on-campus and at a variety of other locations.
In-house training courses are organized by the Vice-Deanship for Development and support units across the ELI campuses and are regularly conducted by senior ELI/KAU faculty. Faculty are also given professional development support and guidance by professional development specialists, coordinators, and senior colleagues.

6.8.2 Professional Networking
Faculty sponsored or approved by the University to present in local or international conferences are encouraged to share the knowledge gained at such events by ‘Cascading’ (passing on knowledge gained at such events by holding informal meetings with faculty groups, or arranged sessions for larger audiences).

Conference attendance or participation is regulated by rules of the KAU Vice-Presidency of Graduate Studies and Research. More information is available in Chapter 11 on how to apply for professional leave.

6.9 Faculty Research
Faculty members conducting academic research are required to follow established KAU procedures while undertaking their research. The research topic and methodology must be agreed on and accepted by the Vice-Dean for Graduate Studies. The Vice-Dean must be kept informed of the progress of any agreed research, and all ELI sources must be acknowledged. Research that enhances ELI’s fulfillment of its Mission will be favorably regarded and encouraged. All research conducted must have prior approval from ELI. Video recording of classes on the Men’s Campus for any purpose requires written permission from the students.

The PDU can supply you with English and Arabic permission forms, depending on the purpose of the recording. If it is specifically for research, specific permission forms may need to be created for what you want to do. In this case, and for any other questions related to research, please contact the Vice-Dean for Graduate Studies. Video recording is not allowed on the women’s campuses.

6.10 Dealing with Student Discipline Issues
Students are generally respectful and cooperative and should be treated with dignity and respect. However, students are also expected to abide by the rules and regulations of the University. When problems arise within the classroom due to student conduct, noncompliance with ELI rules, or failure to complete assignments, faculty are expected to conduct themselves with the utmost professionalism, even in the face of challenging
behavior by the students. Physical and disagreeable verbal exchanges are to be avoided at all times.

All disciplinary problems should be reported to the coordination team and to the administrators responsible for the Academic Affairs Unit. Serious and unresolved student-conduct issues should be brought to the attention of the appropriate Vice-Dean for action according to the KAU policies pertaining to student conduct and discipline.

More on the Student Code of Conduct is available in the Student Handbook 2013/2014.

6.11 Faculty Grievances
The ELI has established a procedure for the fair, orderly, and speedy resolution of job-related disputes. The grievance procedures are in place to benefit faculty and ELI as a whole, and should be used accordingly. ELI recommends that faculty attempt to resolve any problem with their coordination team or ELI staff by first discussing the issue with those most involved. If that does not result in a reasonable resolution, faculty can proceed through official channels. It is often the case, however, that problems can be resolved through open and honest communication between the involved parties.

6.11.1 Informal Complaint
ELI encourages regular communication between faculty and their coordinators to reduce the need to resort to formal channels for issue resolution. To this end, it is suggested that, when considering a complaint, the complaining faculty member first seek the advice of a fellow faculty member, specifically their senior coordinators or assigned coordinators. By doing so, the faculty member will receive informed and objective insight into the seriousness of the issue, and what, in the context of the complaint procedure, is the best course of action to pursue.

Should informal attempts at resolution not be satisfactory, the faculty member may then utilize the formal grievance procedure.

6.11.2 Formal Complaint
The formal complaint procedure should be initiated within three working days of the incident in question. Any significant delay should be explained on the Faculty Complaint Form (available in the Appendices), which is required to be filled out and signed by the complainant before being submitted to the Head of the Academic Coordination Unit. He/she has ten working days after receiving the formal complaint to render a decision regarding its resolution.
It is the Head of the Academic Coordination Unit’s responsibility to inquire into the facts of the complaint and discuss the matter individually with whomever is concerned for a resolution. The Head of the Academic Coordination Unit has the option of declining involvement in the procedure should there be a conflict of interest or personal involvement in the complaint itself. In such cases, the complaint must be immediately forwarded to the appropriate Vice-Dean for resolution.

If the faculty member is not satisfied with the decision of the Head of the Academic Coordination Unit, the complaint should be taken to the concerned Vice-Dean. Upon investigating the case, the Vice-Dean is required to render a decision within three to five days of receiving the complaint.

If again not satisfied with the outcome of the Vice-Dean's decision, the faculty member has the right to appeal to the Dean for a final decision.

Faculty members are required to keep a copy of each documented step of the complaint process. All disputes regarding the outcome of classroom observations should be referred to the Vice-Dean for Development on the Men’s Campus or the Vice-Dean on any ELI women’s campus. See more details in Chapter 7.

6.12 Copyrights
ELI faculty and staff are strictly prohibited from making use of any ELI photocopying machines for personal use of any kind, other than authorized administrative, classroom, or otherwise warranted material for work-related purposes. Moreover, faculty are not allowed to make photocopies of any copyright protected materials without the consent of the publisher for obvious reasons related to copyright infringement. Faculty should consult with coordinators for clarification concerning any materials in question before making photocopies on University premises.

6.13 Appearance and Dress Code
ELI requires faculty to present themselves professionally, both in overall appearance and dress. All faculty are expected to dress modestly, be well-groomed and, and professional in their appearance adhering to accepted norms for an academic environment. Business casual attire or professional full Saudi dress is the standard dress code for ELI faculty and staff.

6.13.1 On the Men's Campus
Faculty members should avoid wearing:
- Short trousers, sports clothes, Bermuda shorts;
● Sleeveless, graphic, and muscle T-shirts;
● Transparent, wrinkled, torn, dirty, or frayed clothes;
● Flip-flops, slippers, and shoes that are not appropriate for business casual attire.
Non-Saudi faculty members, opting to wear a thobe, should consult a Saudi colleague regarding the official Saudi thobe attire.

6.13.2 On the Women's Campus
Faculty members are required to be properly dressed and avoid wearing:
● Short skirts and dresses;
● Trousers;
● Tops and dresses with bare shoulders and any revealing clothes;
● Transparent, wrinkled, torn, dirty, or frayed clothes;
● Flip-flops, slippers, and shoes that are not appropriate for business casual attire;
● Excessive make-up or extreme hairstyle.

Some students and colleagues may be allergic to the chemicals in perfumes and make-up, so wear these substances with restraint. Jewelry must be conservative in appearance and must not pose a safety risk. Keep it simple and classic.

Politeness in conduct and appearance to all members of the ELI/KAU learning and teaching community is expected at all times. ELI is a professional work environment and requires and expects strict adherence to the stated dress code.
Chapter 7
Faculty Evaluation and Classroom Observations

7.1 Overview
The philosophy behind the annual faculty evaluation process is that the overall professional evaluation, in which classroom observations play a significant role, leads to improved performance. This management tool enriches the teaching and learning environment and increases faculty morale by providing constructive performance feedback. Feedback is a key driver for continuous development, creativity, and, ultimately, student satisfaction.

Faculty are key figures in the English language learning process. Their influence is fundamental to their students' progress or lack thereof. To achieve the desired result in teaching English, i.e., guiding students to its successful learning, faculty have to be aware of and adhere to certain fundamentals.

Faculty evaluations are essential to integrating the needs and aims of both the ELI and faculty. Faculty evaluations also provide a framework for professional development and recognition of the quality of work provided by individuals and their commitment to the ELI Mission and to the goals of the University. Successful performance management is an ongoing and continuous process involving interactive and open communication between observers and faculty.

It is essential that the entire evaluation process is clearly understood by both faculty and administration and that its application is consistent. ELI views formal faculty evaluations and observations as developmental rather than evaluative. The process and procedures are designed to be transparent, systematic, regular, fair and objective with a strong focus on improving learning opportunities for all faculty. An effective evaluation program can serve both to improve performance and to help in personnel decisions. ELI believes that the evaluation process should lead to positive development enhancing ELI's ability to fulfill its stated mission.

Below are the ELI guidelines for establishing a successful evaluation program:
* Ensure that the purpose of the evaluation is clear to all faculty;
* Involve faculty in all aspects of the evaluation process;
* Have administrative commitments directly linked to the evaluation process;
* Make the best effort to balance ELI needs with individual faculty members’ needs;
* Link evaluation to professional development;
Evaluations are a necessary part of educational administration at ELI. They are regarded as learning opportunities to help identify performance strengths that can be capitalized upon and developed further. They are also used to identify weaker points, if any, so that appropriate methods can be devised for their reduction and alleviation. This process is designed to make teaching more effective and enlightening for the students as well as more tailored to their needs. ELI employs a fair and systematic evaluation process to help avoid inaccurate personnel decisions.

Faculty are informed in writing of all procedures and documents used in this process in the Faculty Handbook and through communication with the Academic Coordination Unit and the Professional Development Unit (PDU), respectively. The overall annual evaluation of faculty is the main responsibility of the Academic Coordination Unit with the PDU providing input on the teacher's instructional skills via classroom observation and evaluating each faculty member's professional development over the academic year. The Academic Coordination Unit’s role lies in evaluating overall professional execution of assigned duties, communication, commitment to the job, and service to the ELI for management purposes. Both units work hand-in-hand to maintain and improve the quality of instruction received by students.

While the faculty overall performance evaluation and professional development operate in their own capacity, they are both equally important aspects of the annual evaluation process.

7.2 Annual Faculty Evaluation Criteria
There are many components that make up a detailed Annual Faculty Evaluation. They range from classroom observations to overall contribution to the Institute. Each part provides essential information to enable coordinators to fill out the Annual Faculty Evaluation Form (available in the Appendices) in the most comprehensive way possible.

At the end of each academic year, all faculty receive overall performance evaluations at ELI. The Annual Faculty Evaluation criteria are:
* Instructional skills (based on classroom observation);
* Professionalism (based on academic knowledge, performance, and behavior outside the classroom);
* Professional development (undertaken between Module 4 of the previous academic year and the end of Module 3 in the current academic year and based on submitting a
personal PD plan for the upcoming academic year). The PDU have designed an Annual Faculty Development Plan Form which is available in the handbook appendix;

* Service to ELI (based on involvement, committee involvement in extra-curricular activities, materials development, etc.);
* Student evaluations (information obtained from student evaluation forms).

The outcome of these assessment procedures is used by ELI management to aid in decision-making issues concerning each faculty member’s future role at the Institute.

7.3 KAU Student Evaluation

KAU students are given the opportunity to evaluate faculty members responsible for their instruction. Students are asked to fill out KAU Student Evaluation Form in Arabic (available in the Appendices and translated into English), which include sections covering: background knowledge of the subject, punctuality, feedback on student assignments, classroom management, appearance, communication with students, and behavior inside the classroom. In addition to the faculty evaluation sections, the forms include two more sections to evaluate the classrooms’ physical environments and the learning process, including curriculum.

7.4 Classroom Observation Overview

A very important component of the annual faculty evaluation comes from classroom observation. The classroom observation is, necessarily, a snapshot in which the observer only looks at and evaluates things that happen during the classroom observation. Positive feedback lets the faculty member know what he/she should try to repeat in future lessons. Comments on areas lacking in strength create opportunities for discussion aimed to improve teaching quality.

ELI recognizes numerous reasons for conducting observations, including:

* To know what is going on in the classroom;
* To determine the faculty member’s abilities;
* To measure the faculty member’s effectiveness;
* To make the faculty member accountable;
* To measure progress or regression;
* To foster faculty competency;
* To ensure the instructional integrity of a course;
* To emphasize a particular educational direction;
* To correct a problem.
The PDU uses multiple indicators to identify marginal faculty. These indicators include, but are not limited to, the following:

* Poor language proficiency
* Deficiencies of teaching skills
* Lack of preparation
* Cultural insensitivity
* Poor classroom management
* Manifestation of poor judgment
* Ignoring low achievers
* Poor feedback given to students
* Lack of “teacher energy” in the classroom
* Lack of rapport with students
* Complaints from students

Classroom observations offer a means to share ideas and allow an opportunity to raise questions and concerns. Observations create a system of support and facilitate an environment of collaboration and transparency. In addition to the observations detailed in Section 7.5 below, faculty are also encouraged to observe each other in peer observations, to have mentors observe their class, and to observe the classes of mentors. All such observations should be arranged and agreed upon in advance between the observer and the faculty member being observed. Faculty wishing to observe others should observe faculty teaching at a time slot different from their own. Faculty are not permitted to miss one of their classes in order to observe another teacher. Only the formal observation conducted by the PDU is recorded in the faculty member’s annual evaluation. All other observations are purely for developmental and/or collaborative purposes.

7.5 Official PDU Classroom Observation Program

Competent professional development specialists are the primary classroom performance evaluators. The PDU is responsible for conducting all formal and informal observations. After each formal observation, a written *Formal Faculty Observation Evaluation Report* (available in the Appendices) will be submitted to the Academic Coordination Unit, which will be included as part of the Annual Faculty Evaluation. PDU members are faculty with a proven successful classroom track record. Each is trained to evaluate performance of faculty inside the classroom and to provide mentoring support and training for faculty with developmental issues. Observers take detailed notes during the observed lesson and rate faculty in multiple categories according to a detailed rubric. The rubric forms the basis for all evaluative judgments in order to maintain objectivity and fairness. Faculty should obtain hard copies of the rubrics by visiting the PDU on their campus in order to familiarize themselves with the
criteria and take the visit as an opportunity to get to know the personnel involved in the PD process.

7.5.1 Informal Observations
This classroom visit is designed to give faculty feedback and practice with the expectations and formal observation criteria employed at the ELI. It is an opportunity for any areas of weakness to be noted and worked on before being recorded officially or reflected on an Annual Faculty Evaluation. Only formal observations (see 7.5.2 below) are included on the Annual Faculty Evaluation, so informal observations provide an opportunity for feedback without stress or undue concern about ratings. They are intended to give each faculty member a preliminary assessment of classroom performance and to identify key strengths and possible areas for improvement. These informal observations are announced visits which are followed by a feedback session in which the observer discusses with each faculty member areas of strength, areas of improvement, and areas of concern. The observer also assists the faculty member in setting goals to prepare for the formal observation given later in the year.

Informal observations will be conducted in Module 1 and/or Module 2 for the following priority categories of faculty 1) New faculty, 2) Returning faculty who received a "2" in any area of their formal observation last academic year, 3) Any faculty identified by the Academic Coordination Unit as a result of possible problems observed by coordinators or student complaints. Once all of these categories of faculty have received informal observations, if the PDU still has sufficient time and observers left, they are happy to conduct informal observations of other faculty if requested by individual faculty members.

7.5.2 Formal Observations
This visit is similar in scope to informal observations, but is regarded as an "official" visit and its findings are incorporated in the Annual Faculty Evaluation. Most formal observations are conducted in the third or fourth module and faculty are notified officially of its day and time at least three working days in advance through email. Along with the notification, the faculty member to be observed receives a variety of useful documents, including a copy of the observation rubrics and sample lesson plans. Lesson plans and copies of materials prepared by the faculty member for the lesson scheduled to be observed must be submitted electronically to the observer at least 24 hours in advance of the scheduled observation. Lesson plan changes between plan submission and actual observation are acceptable and understandable, and should be incorporated in a hard copy plan provided to the observer on the day of the observation. The lesson plan is evaluated as closely as the other items listed on the observation report.
7.6 Steps in the Observation Program

The classroom observation model the PDU emphasizes is a three-step consultation process which includes a pre-observation discussion (if requested), a classroom observation, and a post-observation feedback session. In addition, there are support steps that inform faculty of what to expect in the classroom during an observation and recommendations of what to do directly after an observation has been conducted.

7.6.1 The Pre-Observation Discussion

The pre-observation discussion is optional. It enables the concerned faculty member to identify areas that he/she would like feedback on. The collaborative nature of the pre-observation dialogue provides an opportunity for the observer and faculty member to reflect upon and discuss teaching and learning. In the pre-observation session, the observer obtains information from the faculty member concerning his/her class goals, students, and particular teaching style. This process may be conducted through emails or phone conversations if all parties agree. Faculty requesting an in-person session may do so by informing the observer during the initial contact. The Professional Development Unit is committed to reducing unwarranted apprehension and anxiety by providing concerned faculty with comprehensive information on the observation process.

7.6.2 The Class Visit and What to Expect

Prior to the visit, faculty are encouraged to look at the entire classroom observation rubrics: Classroom Observation Evaluation Criteria; A Summary of Evaluation Ratings and Guidelines (available from the PDUs) and the one page summary of areas observed which are both sent out with the observation notice. These documents give faculty a full understanding of the main areas covered in observations.

During the class visit, the observer takes detailed notes of what takes place during the class to aid in the compilation of constructive feedback to be shared in the subsequent feedback session. The interaction between students and their instructor is a common thread that interlaces the entire observation session. Does the interaction foster a positive and effective learning environment to all students? The observer asks him/herself this question throughout the observation. The observer also draws diagrams of the board work and classroom setup and notes where students are sitting, levels of learner participation or non-participation in the activities being observed, and general classroom management issues that arise. SLO achievement and active learning are key points observers are trained to note. The observer also considers whether the teaching methods in use are appropriate for the subject matter at hand, whether the faculty member displays confident command of the material, and how
he/she is performing in the specific areas previously identified as ones he/she would like feedback on.

7.6.3 Feedback Session
When a faculty member is notified of his/her observation date and time, he/she is also notified of the date and time of the subsequent session which is usually be within 3-4 days of the observation. The faculty member is encouraged to prepare for the feedback session using the document "Preparing for Your Feedback Session" which is sent out along with the observation notice. The first half of the session is designed for the faculty member to reflect on the lesson delivered with the help of a few guiding questions. The second half of the session is designed for the observer to give feedback on the positive areas and areas for improvement. This feedback is provided both verbally and in a written report. The conversation is intended to promote qualitative reflection. Depending on the nature of the provided feedback faculty may be encouraged to try new ideas or to explore alternative classroom strategies.

Constructive criticism, when writing an observation report and especially when providing feedback to the faculty, is the backbone to the entire process. Constructive criticism is descriptive and specific; it is focused on the strategies and instruction observed. Criticism is not intended as being, and should not be taken as being, personal in any sense and is only aimed at facilitating professional development for the benefit of the concerned faculty member and his/her students.

Time is also given at the end of the feedback session for the faculty member to ask any questions he/she may have about specific ratings and the rationale behind them.

7.7 Review and Appeal Process
In the interests of fairness, transparency and operational precision a carefully drawn up review and appeal process has been put in place at ELI in relation to faculty observations, feedback and records. Faculty members’ input on all ELI matters is considered crucial and the Appeal Process provides important opportunities to those concerned for performance-status rectification if and when appropriate, according to the following procedures.

7.7.1 Review Process
If any faculty member is dissatisfied with the outcome of the formal observation, he/she may put in writing the specific areas of the observation report that he/she disagrees with and the reasons why he/she disagrees. Any reasons for disagreement need to be clearly related to the criteria in the rubric. This should be done within 72 hours of the feedback session and
should be emailed to the relevant concerned observer. The observer carefully considers the points raised, consults his/her observation notes and the observation rubric and determines whether any rating changes are warranted in any of the disputed categories. The observer then notifies the concerned faculty member of his/her decision on each disputed category and gives the rationale for either maintaining the original rating or changing the rating due to subsequent review. If the outcome of this process is unsatisfactory to the concerned faculty member, then a formal appeal can be requested.

7.7.2 Appeal Process
In the event that a faculty member is dissatisfied with the results of the Review Process outlined above, he/she may make a formal request for an appeal observation. In this case, the specific areas of the observation that he/she disputes and the reasons for these disputes must be put in writing. This should be emailed to the Head of the campus PDU within one week of the feedback session. The PDU Head gives a copy to the Vice-Dean for Development on the Men’s Campus or the concerned Vice-Dean on the Women’s Campuses for a collective decision on how to further proceed. As much detail as possible as to why the report is felt to be incorrect should be provided by the concerned faculty member and this detail should be connected to the rubric. The Head of the PDU reviews the appeal with the relevant observer, and decides on the eligibility of a re-observation subject to approval of the Vice-Dean for Development on the Men’s Campus or the concerned Vice-Dean on the Women’s Campuses. If approved, the PDU makes every effort to select a different PD specialist to perform the next observation in order to achieve a fresh perspective.

7.7.3 Special Considerations Starting Week 5 of Module 4
Because appeal observations cannot be scheduled later than Module 4, week 6 or the very beginning of Module 4, week 7 the following special provisions apply:

- Faculty wishing to appeal a Module 4, week 5 observation must put the appeal in writing no later than Saturday of Week 6.
- Faculty wishing to appeal an observation conducted in Module 4, week 6 or Module 4, week 7 should contact the Head of the PDU as soon as possible after the feedback session. In these cases only, the Head of the PDU acts as an arbitrator between the concerned faculty member and the observer. He or she listens to the faculty member’s concerns, asks relevant questions of the observer, and decides as to whether any ratings should be changed. He or she provides the faculty member with a rationale for why the ratings in each disputed area are to be or are not to be changed. If the faculty member remains dissatisfied, he or she may put in a formal request to be re-observed in Module 1 of the coming academic year and have that
observation count as his/her formal observation for the previous academic year. The Head of the PDU’s decision is final on this count.

7.8 Unsatisfactory Rating
ELI has complete confidence in the high quality classroom performance of all faculty. This confidence is supported by the vast majority of ELI classroom observations and by the favorable CEA accreditation team’s positive findings. It is only to be expected, however, that there are exceptional occasions when observed faculty classroom performance may give cause for concern, and it is understood that such occasions can arise due to a variety of causes including unexpected and unpredictable personal issues and circumstances.

Faculty receiving an overall rating of “unsatisfactory” on the observation report are provided with practical feedback for improving their performance if the PDU feels that this is a feasible and achievable outcome in the time available. In such cases a detailed action plan is created by the PDU, and the concerned faculty member is given a limited period of time in which to correct/improve his/her performance. In most cases, the faculty member is placed on probation during this time. In some cases, the faculty member may be relieved of teaching duties until the areas are substantially rectified. If the developmental areas are rectified, the faculty member is taken off probation and returned to regular status once another classroom observation confirms that all the developmental areas are indeed corrected. If any of the developmental areas are not corrected and/or the recommended course of action requires a disproportionate amount of available ELI resources, termination of the concerned faculty member is an option.

Any faculty member who receives a rating of “unsatisfactory”, or “needs development” in any of the sixteen categories listed in the Formal Faculty Observation Evaluation Report, but does not receive an overall score of “unsatisfactory” is strongly encouraged to immediately begin working on those areas and to document their efforts and progress in these areas. Consulting a mentor is often a good first step in these situations. If the faculty member is not sure how to improve in the identified areas, he/she should ask the PDU for resources, suggestions, and recommendations.

Future observations will definitely be looking for improvement in the categories noted as "needs development". The exception to the above course of action is if a faculty member receives a rating of “needs development”, or lower in any of the two criteria listed under the “Language Proficiency” section (items 15 and 16) regardless of his/her overall rating. All faculty must be able to exhibit the best possible example for students to follow inside and
outside the classroom. English fluency and accuracy in pronunciation with appropriate use of grammar and vocabulary as well as correctly being able to communicate both orally and in writing is considered a continuing requisite for employment.

7.9 Training and Support
In addition to evaluating faculty development and performance, the PDU also manages the training program, including annual symposiums, at the ELI. Training provides many different development opportunities in personal and professional growth for faculty. Effective training builds skills, encourages reflection and helps increase employee satisfaction. As the PDU continues to grow and develop, so will the opportunities for additional training. This ranges from participating in smaller, more focused workshops to individual, self-paced courses.

The PDU will provide assistance to faculty seeking other professional development support such as mentoring/coaching, coordinating peer observations, help in obtaining professional development opportunities outside KAU, and more. The goal of the Professional Development Unit is to improve and enhance classroom practices by providing guidance, training, and fostering self-development. Faculty are always welcomed and encouraged to contact the PDU if they have any questions, comments, recommendations, or concerns.
Chapter 8
Ethical Code of Conduct

8.1 Overview
The Institute strives to maintain the highest levels of integrity and professionalism. It has a zero-tolerance policy when it comes to any issue that adversely affects its reputation. Hence, ELI faculty are urged to be positive role models for students and the community, at large, displaying good manners at all times, and abiding by the local norms and laws of the country. The Ethical Code of Conduct as endorsed by ELI is based on the general ethical principles expected of faculty, set forth by the Council of Higher Education and Universities in Saudi Arabia in 2007. It serves to establish high professional standards of conduct, derived from general professional consensus, as the basis of acceptable faculty behavior. ELI faculty are responsible for practicing their profession according to these ethical standards of conduct. Conduct that fails to meet these standards is viewed by ELI as unacceptable and is not tolerated.

The intent of this Code is to ensure professional behavior at the workplace and to advance the ELI Mission as an institution committed to delivering the highest quality of English language teaching. The ethical principles listed below are declared to be the criteria of ethical and professional practice to be followed by ELI faculty members. The Code emphasizes the principles of dignity, integrity, and respect for students, colleagues, management, and practice.

8.2 Principle One: Ethical Code of Conduct towards Students
ELI faculty are responsible for delivering quality language teaching, practicing the profession with genuine interest, and maintaining professional instructor-student relationships. Faculty are required to make every effort to enhance and facilitate the learning process of their students. ELI faculty are responsible for delivering quality education to their students, and for instilling in them qualities of character such as integrity, dignity, respect, and responsibility.

In order to fulfill the professional responsibilities contained in this principle, ELI faculty are required to:
1. Be culturally sensitive and considerate of cultural differences in and outside the classroom when dealing with students.
2. Maintain and be protective of students’ privacy and confidentiality, unless otherwise required by law.
3. Avoid any harassment, exploitation, and discriminatory treatment of students.
4. Deal considerately and justly with all students and seek resolution of any contentious issues, including disciplinary problems, according to University policy.
5. Provide favorable learning environments and constructive feedback to students and monitor their learning progress.
6. Respect students at all times as learners and as individuals.
7. Help students acquire the qualities of dignity, integrity, responsibility, cooperation, punctuality, and respect for the law, for others, and for themselves.
8. Be available during class time and office hours as scheduled, and foster online communication with students.
9. Never exploit relationships with students for personal gain or private advantage.

8.3 Principle Two: Ethical Code of Conduct towards Colleagues
ELI faculty are obliged to relate to colleagues with mutual respect, integrity, cooperation, and professionalism in order to promote an appropriately professional environment. The cultural diversity of ELI faculty serves as a source of inspiration for development of cultural awareness.

In fulfillment of professional responsibilities of this principle, ELI faculty are required to:
1. Conduct themselves with dignity, respect, and professionalism in all exchanges with colleagues.
2. Stand by collective decisions made by colleagues.
3. Avoid making false statements about colleagues.
4. Maintain an operationally functional relationship with other colleagues on campus.
5. Avoid misrepresentation of colleagues' views.
6. Avoid verbal attacks and intimidation of colleagues under any circumstances.
7. Be fair and objective when offering professional judgments on colleagues' work.
8. Assist colleagues as and when needed.
9. Never exploit relationships with colleagues for personal gain or private advantage.

8.4 Principle Three: Ethical Code of Conduct towards Practice
Fundamental to the pursuit of high educational standards at ELI is dedication to the practice of excellence in teaching, delivered with integrity, honesty, energy, passion, and intellect. The demonstration of both dignity and competence are essential components of excellence in teaching.

The professional responsibilities of this principle require that ELI faculty:
1. Never engage in discussions involving religion, politics, and sex inside the classroom.
2. Always demonstrate personal integrity and professionalism in carrying out their duties.
3. Show clear evidence of continuous professional growth.
4. Work continuously to improve the quality of instruction.
5. Keep informed of the latest practices developed in the field.
6. Never commit any act of moral turpitude, or commit any felony under the laws of Saudi Arabia.
7. Neither offer nor accept gifts or favors that will impair sound professional judgment.
8. Refrain from circulating professional information that is not supported by established research in the field.
9. Never use the privileges of their position or practice for personal gain.

8.5 Principle Four: Ethical Code of Conduct towards Management
ELI faculty are morally and legally committed to the ELI management to increase professional productivity and maintain ELI's best practices. Faculty are required to continuously work on the implementation of ELI's policies and regulations.

The professional responsibilities of this principle require that ELI faculty:
1. Avoid all forms of office politics (i.e. the use of one's individual or allocated position/power in any given workplace to gain ground and/or advantages otherwise not intended or due to them in the particular position they hold).
2. Fully comply with all ELI policies and regulations.
3. Never use institutional privileges for personal gain.
4. Clearly display faculty ID badges at all times on campus.
5. Avoid engaging in any employment, paid or voluntarily, outside ELI without permission.
6. Respect the established chain of command.
7. Avoid knowingly making fraudulent or malicious statements concerning the ELI management.
8. Follow directions from immediate superiors.
9. Never bring personal issues to the ELI environment.

In recognition of the professional status of ELI, the Institute’s upper management is authorized to order investigations into any breaches of this Code of Ethical Conduct. Such investigations may result in verbal/written warning or even termination.
Section Two
Disclaimer

This section is intended to be a general summary of compensation, leaves of absence, vacation and travel, and termination policies and procedures for non-Saudi KAU-contracted faculty members. This summary is translated from the Arabic official version of the Regulations Book of the Council of Higher Education and Universities in Saudi Arabia, 2007.


When official University policies and procedures are changed by constituted authority, such changes become effective on the date designated at the time of their adoption and supersede any conflicting or inconsistent provision in this section.

*If there is any ambiguity, conflict, or inconsistency between this version and the online Arabic official version referenced above, the Arabic official version shall prevail.*
Chapter 9
Policies of Contract Benefits for Non-Saudi Faculty

Contracts for non-Saudi KAU faculty are for one-year duration as of the official start of the academic year, and are automatically renewed unless written notification to the contrary is given by either party two months before the contract expires. Faculty receive full notification of the terms and conditions of their contract as follows:

9.1 Compensation

9.1.1 Monthly Tax-Free Salary
A KAU-contracted faculty member’s salary will be within the salary range that is assigned to the position based on its duties and responsibilities, and is determined by qualifications and years of experience up to the time of the job application with ELI. The monthly pay day is on the 25th of the Hijri calendar. Monthly pay is directly deposited into the faculty member’s bank account. The faculty member’s salary may advance annually by up to 5 percent within the maximum salary range as the result of exceptional performance approved by the Dean. Such increases in pay are considered 'merit increases'.

9.1.2 Additional Teaching Hours
If ELI faculty are required by the Dean or concerned Vice-Deans to teach extra hours beyond their 18-hour teaching load, they are paid on an hourly basis. Payment is received by check by the end of the academic semester following the semester in which the extra load was assigned. Additional teaching hours are usually granted to faculty with excellent classroom performance and/or who have made a noticeable contribution to ELI operational requirements.

9.1.3 Overtime
ELI contracted faculty have a 40-hour work week. They are expected to finish their work within the scheduled working hours. A prior authorization by the Dean or the concerned Vice-Dean is required before overtime can be worked or calculated. Overtime compensation is paid by a check at the end of the following month. The maximum overtime compensated is 39 hours a month or 25% of the instructor’s monthly salary, whichever is higher. Overtime must not exceed three hours on a working day.
9.1.4 Paid Summer Vacation
Contracted faculty work a 10-month year and are paid over 12 months. Summer vacation pay is awarded on a prorated basis of 5 days per contracted month. Faculty who begin their employment a month after the official start of the academic year will generally have contracts of less than 12 months. A faculty member with a 12-month contract receives 60 days of paid summer vacation. Thus, a faculty member with a six-month contract would be entitled to 30 days of paid summer vacation. This summer vacation pay is processed at the time of applying for summer vacation. Paid summer vacation policies include, but are not limited to, the following:

1. This vacation allowance is paid in advance and directly deposited into the faculty member’s account;
2. The period between the end of the summer vacation and the beginning of the new academic year is considered fully paid compensation (usually the period that corresponds with the religious Eid Al-Fitr holiday, starting towards the end of the holy month of Ramadan);
3. If summer leave is not taken during its specified period, it lapses immediately and cannot be carried forward;
4. The faculty member is responsible for planning his/her leave dates and obtaining the necessary approvals for travel;
5. Summer vacation time cannot be advanced. No leave is allowed before the official end of the academic year, even if classes are finished.
6. If assigned to work during the entire summer semester, the faculty member receives two months extra salary as remuneration for working during the vacation. Restrictions apply. See 10.6 General Vacation and Holiday Rules, Item 7 and 11.2 Emergency Leave.

9.2 Allowances
KAU provides a package of monthly and annual allowances to help faculty settle in Jeddah and focus on their duties at ELI. The package includes the following:

9.2.1 Housing Allowance
An advance housing allowance payment of SR10,000 is made to all newly-contracted faculty within three weeks of reporting to ELI. The remaining portion of the housing allowance is paid within a month of signing the contract. Continuing faculty receive their housing allowance in full within three months of the renewal of their contracts at the beginning of the academic year.

Housing allowance is based on job title. A regular contracted faculty member, with the job title of Language Instructor, is paid an annual housing allowance of SR17,000; SR18,000 for a
Lecturer job title; and SR25,000 for Professor, Associate Professor, and Assistant Professor job titles. Annual housing allowance policies include, but are not limited to, the following:
1. The allowance is paid for a full contracted academic year in one lump sum at the start of the year’s contract cycle;
2. A faculty member who commences on a different date from the official start of the academic year is entitled to a pro-rata payment of this allowance;
3. If a faculty member's dependent (or legal companion) is employed at KAU or another government or private organization with a higher entitlement, he/she is not eligible for this allowance as no double housing allowance is permitted;
4. If a faculty member's and his/her dependent (or legal companion) are both employed at KAU, the housing allowance is provided to the one with higher entitlement;
5. A faculty member is not eligible for this allowance if provided with a housing unit by KAU;
6. A female faculty member is not eligible for this allowance if married to a Saudi national residing in Saudi Arabia;
7. If the faculty member rents a housing unit above the maximum limit of the housing allowance, he/she is responsible for the balance.

The faculty member is responsible for providing accurate and authentic information about his/her own employment and legal status and that of his/her dependent(s), if applicable, when signing or renewing the contract. Failure to give complete and accurate information about the employment or legal status of a faculty member's dependent(s) (or legal companion(s)) may result in non-payment and/or repayment of previously paid housing allowance monies and other legal action by the University.

9.2.2 Transportation Allowance
The transportation allowance is a monthly flat rate determined by job title to help faculty travel to and from their place of work. The average transportation allowance for faculty is SR500 a month, paid as part of the total gross of the monthly salary. This allowance is not paid for faculty who are provided with a University transportation service or a housing unit on campus.

9.2.3 Furniture Allowance
Newly-contracted faculty are paid in advance a one-time furniture allowance to help cover relocation and furniture costs at the start of the employment cycle. The value of this allowance is 50% of the housing allowance and is paid after signing the work contract. Furniture allowance policies include, but are not limited to, the following:
1. Paid only once in an entire employment cycle at the start of the first contract;
2. If a faculty member's dependent (or legal companion) is already employed at KAU or another government or private organization, he/she is not be eligible for this allowance;
3. A previously government-employed faculty member who left a job in Saudi Arabia more than two years earlier is eligible for the furniture allowance unless a furniture allowance was received from that government organization;

4. A faculty member who previously worked (or was a legal companion of a male or female employee) in any government or private organization in Saudi Arabia and left the country at least two years before signing the KAU contract is eligible for this allowance if a furniture allowance was not received from the previous employer;

5. A faculty member who commences on a different date from the official start of the academic year is entitled to a pro-rata payment of this allowance. The remaining amount of the furniture allowance is paid at the start of the following contract cycle, provided that the two contracted periods together are of one year’s duration;

6. A faculty member is not eligible for this allowance if provided with a furnished housing unit on campus;

7. Any subsequent changes in employment status will not trigger further payment of this allowance;

8. KAU does not take back or buy any furniture from faculty.

The faculty member is responsible for providing accurate and authentic information about his/her employment history and legal status and that of his/her dependent(s), if applicable, when signing and renewing the contract. Failure to give complete and accurate information about the previous employment condition or legal status of a faculty member’s dependent(s) (or legal companion[s]) may result in repayment of a previously paid furniture allowance and other legal action by the University.

9.2.4 Transfer Allowance

If a faculty member is transferred from one city to another within Saudi Arabia as deemed necessary for the public interest, he/she is entitled to a transfer allowance of SR4,000, paid only once per transfer per academic year, in addition to air-tickets. In case of a faculty member and his/her contracted KAU legal companion both being transferred, only one allowance is paid.

9.2.5 End of Service Allowance

Faculty members are entitled to receive a gratuity sum at the end of their service based on the duration of their employment. End of service allowance policies include, but are not limited to, the following:

1. On completion of two years' service with the University, departing employees are entitled to an end of service gratuity at the rate of one half month's salary for each year of service;
2. On completion of five years' service, the terminal gratuity is one month's salary for each,
   payable at the end of the service and calculated on the basis of the employee's last salary;
3. The maximum limit of this gratuity is SR100,000, or the actual due amount according to
   the years of service if less than SR100,000;
4. This gratuity is due only for whole years and uninterrupted service.
Chapter 10
Vacations and Holidays

KAU-contracted faculty are eligible for a variety of vacations and holidays with full pay throughout the academic year to allow them to have time for family, recreation and relaxation.

10.1 Official Calendar of Vacations
Saudi Arabia uses the Islamic lunar calendar (or Hijrah). For several decades, Saudi Arabia has employed a calculated lunar calendar that is commonly referred to as the 'Umm Al-Qura Calendar’ (or Makkah Calendar) with corresponding dates to the Gregorian Calendar. The Umm Al-Qura Calendar, however, is in official use for public holidays in all government organizations, including KAU.

10.2 Weekend Break
The official weekend for the government is Friday and Saturday.

10.3 Summer Vacation
All faculty with 12-month contracts are entitled to an annual paid summer vacation of 60 days duration, usually July and August, depending on the Hijrah calendar. Restrictions apply to newly-joining faculty with contracts of less than 12-months duration. See Item ‘7’ in General Vacation and Holiday Rules below.

10.4 National Day Holiday
Saudi Arabia celebrates its National Day on Sept. 23, commemorating the unification of modern Saudi Arabia on this day in 1932 by the Kingdom’s late founder, King Abdulaziz, whose name KAU bears. All government employees are given a day off. If the National Day falls on a Friday, a long weekend is given to include Thursday. If it falls on a Saturday, a long weekend is given to include Sunday. It is a fully paid holiday.

10.5 Religious Holidays
There are two religious holidays, Eid Al-Fitr (towards and after the end of the holy month of Ramadan) and Eid Al-Adha (following the end of the Islamic pilgrimage or Haj), each lasting approximately 7-10 days, depending on the academic calendar. Both are fully paid holidays.
10.6 General Vacation and Holiday Rules

The University regulates vacation and holiday periods as follows:

1. The University President has the right to change the weekend break for any faculty member as per operational requirements;
2. The University President reserves the right to cancel any faculty member's entire summer vacation or part of it with the consent of the faculty member, or without it in extreme emergency cases. Compensation for such cancellation is equal to the usual pay the faculty member receives for such periods. No airline tickets shall be provided to the faculty member if the entire regular vacation is cancelled. Dependents are still eligible for return tickets.
3. The University President may delay the faculty member's regular vacation or part of it for no more than six months carried forward into the following contracted academic year as per operational requirements, or at the faculty member's request, if possible;
4. The University President may cancel any of the two religious holidays, Eid Al-Fitr or Eid Al-Adha, as per operational requirements with the consent of the faculty member, or without it in extreme emergency cases. Compensation for such cancellation is equal to the usual pay the faculty member receives for such periods;
5. Only with the recommendation of ELI and approval of the University President, a faculty member, with compelling reasons, may divide his/her own annual vacation into a maximum of two periods, each being not less than one-third (20 days) of the entire earned annual vacation and used within the same academic year in which it is earned. Tickets shall be issued for the second period in this case.
6. If the University divides the faculty member’s annual holiday leave into two periods during the academic year for the public interest, the faculty member alone is entitled to two return tickets.
7. New faculty who join the ELI after the start of the academic year, usually after Sept., will have their annual leave benefit prorated at a rate of five days per month, as it would be considered a less than 12 month-contract (10 academic calendar months). In this case, the following applies:
   * The faculty member’s annual leave is prorated based on the joining date (corresponding to the Islamic Hijri Calendar).
   * The faculty member would be obliged to physically remain, and function in a typical capacity (e.g. teaching summer courses) at the Institute until their prorated annual leave is due. The faculty member will be compensated his/her normal pay for the summer course and due prorated annual leave during this period specified above. However, they will not receive the additional compensation rate(s) for summer sessions paid to full year contracted faculty.
   * The faculty member would be eligible to travel at the end of his/her 'completed' service as specified in the contract. For example, if the faculty member’s contract was calculated as a four-month contract, making him/her eligible for 20 days of annual vacation, not 60, then
he/she could travel for those days, or they may choose to continue to work for this period, if needed, (i.e. the 20 days), in which they would then receive the additional compensation rate(s) for summer work.

* The faculty member would incur full costs of airfare if opting to travel during this period, as he/she would not have been eligible for full reimbursement of airfare due to the less than 12-month contract status. Only faculty having spent one full academic year are eligible for this benefit.

To learn the number of prorated days earned based on the contractual agreement, faculty need to visit the Administration Unit on their campus.
Chapter 11
Leaves of Absence

11.1 Sick Leave
Sick leave is granted upon submission of a verified medical report from the KAU Medical Administration or a licensed hospital. The sick leave rules per academic year include, but are not limited to, the following:
1. The first 30 days with full pay;
2. The following 60 days with half pay;
3. Any subsequent days with no pay, leading to termination;
4. No sick leave is granted when illness is experienced outside Saudi Arabia during vacation.
5. The sick leave period may be doubled in case of work-related injury.
6. Contractually allowed sick days are valid only for the duration of the contract and do not carry over to a subsequent contract with ELI.

To ensure the smooth running of ELI, a faculty member whose health condition requires absence from work for even one day must inform his/her immediate coordinator or supervisor. A family member may inform the immediate coordinator or supervisor should the faculty member be unable to communicate. The verified medical report must be submitted as soon as possible to the ELI Administration Unit with a copy to the coordinator. Failure to do so may result in salary deduction.

11.2 Emergency Leave
Due to reasons that cannot be foreseen or documented in advance, faculty members may apply for leave on compassionate grounds. The faculty member may, upon the approval of the Dean or delegated Vice-Dean, take excused absence of up to 10 days a year with full pay under special circumstances judged on a case-by-case basis. Emergency leave days shall be deducted from annual vacation days or from the extra pay for the summer course in case the faculty member is assigned to teach on the summer course. No return air ticket(s) is/are provided for the emergency leave period. Return ticket(s) is/are still provided for the regular annual vacation. Emergency leave may not be combined with any university break.

11.3 Extended Leave Without Pay
At the discretion of the University, a faculty member may be granted leave without pay for a period of no more than one semester per academic year. The contract of the faculty member during this leave is considered uninterrupted. During the period of this leave, basic salary and
all contracted benefits are cancelled. This leave period is omitted from calculations for the End of Service Allowance mentioned above.

11.4 Professional Leave
When planning to attend or present a paper at a professional conference, faculty members may apply online through the Anjez System for official leave. Applications must be made, at least, 45 days prior to the conference start date. Online application forms must be attached with abstracts, acceptance letters of attendance or participation from conference secretariats, and conference fee receipt. Applications should be submitted through Anjez to the Vice-Dean for Graduate Studies for processing. Expenses of KAU-approved conference presenters will be covered as per KAU regulations.

If help is needed to submit the application, contact the ELI Vice-Dean for Graduate Studies.

11.4.1 General Professional Leave Rules
1. A faculty member published in a ranked ISI journal related to the field of English language teaching may apply for as many financially-covered conference participations as the number of published, or approved for publication, papers in ISI journals. For example, a faculty member may apply to participate in a second KAU financially-covered conference as long as the application is backed up with a published, or approved for publication, paper in an ISI journal. Visit the following website to review recognized ISI journals related to the teaching of English endorsed by the University’s Deanship of Research
2. The faculty member must acknowledge KAU in the presented paper.
3. If the research paper is co-authored, the faculty member must obtain written authorization of the other author(s) to present it.
4. If only wishing to attend a conference, a faculty member must obtain KAU approval by submitting an online application without supporting documents, at least, three months prior to the conference start date. In such cases, there is no financial obligation on the part of the University.
5. Faculty who are approved and sponsored to present at any conference are required to fill out a conference report form available at the website of the KAU Vice-Presidency for Graduate Studies and Research.
6. All conference participation and attendance applications are subject to the University’s approval. Faculty are advised not to attend any conference without the University’s approval.
7. In case of an anticipated absence or failure to show at an approved conference, a report must be written, detailing and documenting the reasons, and be submitted to the KAU Vice-Presidency of Graduate Studies and Research.
11.5 Maternity Leave
Maternity leave is granted with full pay for 45 days post-delivery.

11.6 Eddah Leave
A fully paid leave of up to four months and ten days (known as period of Eddah in Islamic jurisprudence) is granted to the Muslim female faculty member following her husband’s death, whereas a non-Muslim female faculty member is granted a one-month leave with full pay.

All faculty members requesting leaves of absence must apply online through the Anjez system, using their KAU usernames and passwords. All supportive documents must be attached and submitted to the Administration Unit on the concerned ELI campus for processing.

For further information, contact the ELI Administration Unit.
Chapter 12
Separation Policies

KAU follows a systematic and fair process for discontinuance of service, warranted by either voluntary resignation or inevitable termination.

12.1 Termination Provisions
The employment of a non-Saudi KAU-contracted faculty member may be terminated according to the following:

1. Saudi naturalization;
2. Voluntary resignation;
3. Insistence on resignation despite the resignation being rejected by the university;
4. Failure to report to work for 15 continuous days without a valid and documented excuse, or accumulated absences of 30 days throughout the academic year;
5. Cancellation of the employee’s position;
6. Disability interfering with job duties;
7. Failure to demonstrate professional competence in teaching or service;
8. Noticeable decline in job performance;
9. Disciplinary dismissal by the University;
10. A requirement of the public interest;
11. Conviction of a felony deserving Islamic disciplinary punishment or criminal activity directly related to the fitness and honesty of a faculty member to engage in teaching, service, or administration;
12. Death;
13. Extended sick leave beyond what is described in Chapter 11, Section 1.

12.2 Financial Obligations
Termination of contract is governed by financial obligations as follows:
1. If termination is triggered by articles (3,4,9,11) above, the faculty member is affected in the following ways:
   a. Losing the right to a one-way final exit ticket for the terminated employee and his/her dependents (In exceptional cases, the University President may approve the issuance of the ticket[s]);
   b. Losing the right to end-of-service benefits;
   c. Repayment of the remaining period of the housing allowance if more than six months remains on the housing contract;
d. Repayment of the furniture allowance if termination occurs at least six months before the end of the first year of service;
e. Repayment of two-month's salary if termination is triggered by articles (3 and 4);

2. In case of voluntary resignation, the faculty member is required to:
a. Repay the remaining period of the housing allowance stated if more than six months left for the contract to expire;
b. Repay the furniture allowance if this resignation occurs at least six months before the end of the first year's contract of service.

3. If termination is triggered by article (1), the faculty member loses the right to a final exit one-way ticket(s).
4. If termination is caused by articles (5 and 10), the faculty member is entitled to compensation equal to two-month’s salary.

12.3 Death of a Faculty Member
In the event of a faculty member's death, the University covers the costs related to the transfer of the remains and dependents' one-way final exit tickets.

12.4 Death of a Faculty Member's Dependent
In the event of the death of a faculty member's dependent, the University covers the cost of the transfer of the remains and provides a return ticket for the person accompanying said remains.
Chapter 13
Travel outside Saudi Arabia

13.1 Ticketing
Economy class air tickets are provided to non-Saudi KAU-contracted faculty members and up to three dependents (defined as parents, wife, husband, unmarried daughters and sisters, minor sons and brothers less than 18 years of age, or the female faculty member's legal male guardian, such as a father, brother, uncle, or nephew), as follows: One-way ticket(s) from the country of origin to Jeddah upon employment; round-trip ticket(s) from Jeddah to the country of citizenship every year during the summer vacation; and a final exit one-way ticket from Jeddah to the country of citizenship upon end of service. Ticketing policies include, but are not limited to:
1. Tickets are issued on Saudi Arabian Airlines on the shortest route;
2. Tickets are inclusive only of Jeddah and faculty’s domicile as stated in the contract;
3. Ticket requests are valid for two months and renewable for only one additional month;
4. No initial one-way ticket is provided for a foreign faculty member who was hired locally and was a resident of Saudi Arabia at the time of contracting;
5. No final exit one-way ticket for a faculty member who was a resident of Saudi Arabia at the time of contracting and with less than two years of service at KAU or whose sponsorship has been transferred to another local body;
6. Only faculty members with the title of "Full Professor" are issued business class tickets;
7. If a faculty member, in normal circumstances, wants to travel outside Saudi Arabia during any holidays other than the summer vacation, the ticket(s) is his/her own responsibility;
8. If a faculty member wants to re-route his/her ticket(s) to a different destination other than the domicile, a head office of Saudi Arabian Airlines should be approached and/or the travel agent office from which the ticket is issued. There shall be no obligations on the part of KAU in this case;
9. If a faculty member decides not to use the earned return ticket(s) for the summer vacation, he/she is entitled to a reimbursement of 50% of the total value of the ticket(s) due for processing at the start of the fall semester.
10. There is no return ticket or ticket reimbursement for a faculty member who teaches a summer course. The dependents of the faculty member taking this option are still issued return tickets.
11. If a male or female faculty member’s legal companion is contracted by another government organization, the tickets are issued by the organization that already pays the housing allowance to either one;
12. No airline ticket is provided for a dependent whose sponsorship has been transferred to a non-government organization. Faculty members must fill in a request form at the Administration Unit on their respective campuses, and they are duly informed by the University’s ticketing department of the agency through which they may have their tickets issued. Tickets should be applied for in good time, and reservations should be made well-ahead of time during the summer, as many routes are heavily subscribed during this time.

It is important to check the academic calendar to pinpoint the breaks and to plan ahead in terms of flight bookings.

13.2 Application for Vacation
Applications for vacation are initiated via the Anjez system and submitted to the relevant Head of Administration Unit for approval. It is important to keep track of the process online and ensure that all necessary paperwork is completed in a timely fashion. For more information or help, contact the ELI Administration Unit.

13.3 Application for Exit/Re-entry Visa
Exit/Re-entry visas are required for non-Saudi faculty members and their dependents every time they travel outside Saudi Arabia. It is, however, an obligation of faculty members travelling to ensure that they have a valid passport and visa and return within the specified vacation period in order to be available for work on the first scheduled working day after the vacation. Failure to report to ELI on the specified date will result in suspension of the faculty's work status, including salary.

To initiate visa processing, faculty members need to contact the Administration Unit at their ELI administration buildings. There, faculty members are given forms to fill out and are directed to the concerned personnel and guided through the necessary paperwork. Specially assigned staff take care of all procedures relating to visas and passport and ticketing issues. It is important to note that these visas have a specific duration and faculty should check with the concerned administrative office to ensure that any visas are up-to-date and valid.

The same office on each campus that handles the Residence Permit (Iqama) procedures is also responsible for visas. Upon their return, faculty members must report to their assigned classrooms on the first day of class.

For more information, contact your ELI Administration Unit.
13.4 Payment for Government Services
Faculty may use online banking to pay fees for government service transactions, including Iqama renewal, visa issuance, at any time through online payment (SADAD) before proceeding with paperwork at the Administration Unit. Payment may also be processed through ATMs, bank branches, and phone banking.
Chapter 14
On-Campus Services

14.1 Banking Services
All faculty members are required to open a checking account with a Saudi bank. All payments subsequent to the initial check or cash payments are made directly into the concerned individual’s account.

An account may be opened in any of Saudi Arabia’s banks, although the on-campus branches of Saudi American Bank (Samba) might be preferred for reasons of convenience. In order to open a bank account, the following documents must be taken to whichever bank is chosen:

- Residence permit (Iqama)
- Copy of contract
- Copy of passport stamped and signed by the Head of Administration Unit.
- ELI work address and personal mobile number.

A prospective customer is asked to fill in some forms, aided by a customer service bank official. An account can be opened on that day or shortly thereafter, depending on the level of work in the concerned branch. ATM cards can be collected in person or mailed to the individual’s work address.

It is important that a letter from the bank giving new bank account details is requested. This document must be taken to the Financial Unit on the individual’s campus so that the information can be entered into the payroll system to ensure future salary payments are directed automatically into the faculty member’s account.

Bank loans and credit cards are offered in the same manner as elsewhere by all Saudi Arabian banks. ATM machines operated by Samba are available throughout the University Campus to facilitate the deposit of checks or cash with Samba and payment of bills linked to a Samba account. Like most banks across the world, Samba offers online access for account holders.

For further information, contact the Samba branch on campus at ext. 61296/67581 or direct line at 02-692-8866.

14.2 Child Care
The University offers comprehensive quality child care for children of faculty and students with two pre-schools for children of up to 5 years of age on both the KAU Main Men’s and Women’s Campuses.
Al-Shayma Kindergarten is located on the eastern side of campus, close to the Equestrian Club and within walking distance of ELI Building 30. For tuition and registration information, this kindergarten can be reached at 02-651-7474 and 0535265563. For more information on the kindergarten at the Women’s Main Campus, contact Tel: 02-695-3348, Fax 02-695-2000 Ext. 21551.

There are many kindergartens in the vicinity of the campus.

14.3 Girls’ School Complex

KAU campus offers a girls' school complex providing elementary, intermediate, and high school education for the daughters and sisters of faculty members, free-of-charge. The school is run by the Ministry of Education and teaches a typical Saudi curriculum in Arabic. Faculty members wanting to register their dependent daughters and sisters in this girls' school complex are required to approach the Jeddah Girls’ Education Department with all necessary documents on the cross street of Prince Majed Street and Prince Muhammad Bin Abdulaziz Street (known as Al-Tahlia Street). The complex is located in the KAU Main Campus, south of the Faculty Housing area on Abdullah Suleiman Street.

There are many international schools in Jeddah, including some in the vicinity of the campus.

14.4 Sports Facilities

KAU Main Campus promotes sports activities as the field of sport and exercise continues to expand rapidly. The entire University community is welcomed to enjoy their favorite sports activities across a variety of KAU sports facilities, including:

- The air-conditioned Sports Tent, opened in 1980 and featuring basketball, volleyball, handball, judo, karate, taekwondo, bodybuilding, table tennis, and others;
- Olympic swimming pool;
- Tennis courts;
- Volleyball courts;
- Basketball courts;
- Handball courts.

KAU Main Campus also has a reserve football stadium and an international field with room for more than seven thousand spectators. The University features an equestrian club and scouts club.

For further information, visit or contact the Deanship of Student Affairs at ext. 51413/51379.
Female faculty members are advised to contact the ELI Administration Unit on their campus for more information.

14.5 University Clubs
KAU provides a variety of professional clubs for interested faculty and students, including:
- Scientific Innovations Club
- Computer Club
- Calligraphy and Arts Club
- Photography Club
- Literary Club
- Social Club
- Hope Club for People with Special Needs
- Heritage Club
- Theater Club
- The English Club (coming soon).

More information on the range of professional clubs and leisure activities offered at KAU can be accessed at http://studentaffairs.kau.edu.sa/Default.aspx?Site_ID=211&lng=EN

For further information, visit or contact the Deanship of Students Affairs at ext. 51413/5137

14.6 Libraries
Run by the Deanship of Library Affairs, KAU libraries across the campuses are available to all students. The KAU Library on the Main Campus is considered the main foundation on which the University's learning resource is based. Resources include books, periodicals, computerized disks, online journals, and other materials. KAU houses:
1. The Central Library on the Men's Campus with its main collections within walking distance of ELI Building 30;
2. The Central Library on the Women's Main Campus in Building 14, ext. 63602 & 63605;
3. The smaller libraries found at all colleges;
4. The Central Library on the Faisaliya Women's Campus, which serves the Women's Colleges in Sharafiya and Salama, in the Administration Building 1, Second Floor, Tel: 02-257-6744.

The KAU library's online catalog can be accessed from any location on campus and can be used to search library materials in Arabic, English, and other languages.

A new Central Library Building in the Academic Square on the Men's Campus is near completion and will be available for student-use in 2014.
A full explanation of all library services, including access to the digital library, is available online at [http://library.kau.edu.sa/Default.aspx?Site_ID=212&Lng=EN](http://library.kau.edu.sa/Default.aspx?Site_ID=212&Lng=EN)

For further information, visit or contact the Central Library at ext. 52480.

14.7 KAU Digital Library

Faculty may benefit from the entire KAU Digital Library after complete registration. As membership to this portal is verified, a valid KAU username and KAU email account are necessary. The creation of the username and account are obtained by completing the relevant form, which is available at the official website of the KAU Library: [http://library.kau.edu.sa/Default.aspx?Site_ID=212&Lng=EN](http://library.kau.edu.sa/Default.aspx?Site_ID=212&Lng=EN) and, then, clicking Digital Library.

After completing the form, a verification email, confirming pending registration, is sent to the provided KAU email account. This email confirms initial registration and contains the chosen username and password for accessing the digital library resources. The initial email only enables access from within the KAU campus network. Shortly afterwards, another email will be received, confirming official registration by the network administrator after verification of the user's identity in the KAU database. Receipt of this email allows users to access the digital library from any other location.

The KAU Digital Library features a wealth of resources in all academic disciplines, including TESOL, ELT, Applied Linguistics, Education, and Anthropology. The membership area in the KAU Digital Library contains many windows, including personalized pages with all favorite and most cited e-sources, search, database, e-journals, e-books, and an e-catalogue. The KAU Library also features a variety of e-services on its homepage, such as library visit requests, study room reservations, tour requests, submitted requests follow-up, free e-books, Google books, Google Scholar, newly-arrived and soon-to-arrive books and periodicals, and much more.

Note that the KAU Digital Library access privilege is restricted to faculty and must not be shared with anyone else. Accounts are regularly checked using a highly secure system, and if any violations are found, the account will be blocked and ELI management will be notified. For further information, visit the Central Library or contact ext. 52562/52480.
14.8 Medical Facilities

All ELI faculty members and their dependents are provided with free primary health care at the clinics of the Medical Administration on each campus. To make use of the clinic’s primary services, copies of faculty members’ Residence Permit (Iqama) and those of her/his dependents must be taken to the Medical Administration on the relevant campus. The faculty member’s University ID card must also be presented. The applicant will be asked to complete a brief form and then he/she will be issued with a green card bearing the individual’s file number. This card must be produced each time primary care medical help is needed.

If it is necessary to seek medical treatment at the University Hospital, then a separate file must be created, again based on details on the Residence Permit and University ID. More involved health care is offered at the University Hospital. The 895-bed hospital is equipped with state-of-the-art laboratories and equipment for patient care and treatment. The hospital’s departments include Internal Medicine, ENT, Cardiology, Dentistry, Infertility, Pediatrics, Neurology and Psychiatry, Surgery, Ophthalmology, Urology, Gynecology and Obstetrics, Emergency Medicine and General Medicine.

The hospital is the largest building at the University and is situated near the Winged Gate Entrance of the University – Western Gate Number One. In emergencies, immediate free medical care is provided at this facility.

Basic medication at all medical facilities on campus is provided free-of-charge. In case of unavailable medication, faculty members must obtain it outside the University but will not be reimbursed. In addition, the University does not provide any medication prescribed by a physician outside the University.

The Medical Administration at the Men’s and Women’s Campuses accept walk-ins.

Main Campus

- The University Hospital provides emergency medical services 24 hours a day to the entire KAU community and it can be reached at 02-640-1000.
- Clinics at the Medical Administration on the Men’s Main Campus are open during morning hours (for men) from 7:30 AM to 02:00 PM (Sun. through Thur.) and during evening hours (for families): from 04:00 PM to 08:00 PM (Sun. through Thur.) This administration can be reached at ext. 61466
• Clinics at the Medical Administration on the Women’s Main Campus are open from 08:00 AM to 04:00 PM (Sun. through Thur.). This administration can be reached at ext. 63223.

Women’s Colleges

• The clinic on the Sharafiya Campus is open from 08:00 AM to 08:00 PM (Sun. through Thur.) and is located in Building 5, Suite 101. It can be reached at ext. 5000
• The clinic on the Salama Campus is open from 08:00 AM to 08:00 PM (Sun. through Thur.) and is located Building B.

For further information on KAU medical services, contact ext. 51437.

With their valid Iqama card and University ID card, faculty members and their dependents may benefit from any public medical facility across the country.

14.9 Media Services

KAU provides a wide range of media services and news outlets to keep its community informed. These media services and outlets include:

14.9.1 University Website

The University website www.kau.edu.sa is the official gateway for all University fresh news and information regarding academic service. Faculty can log onto their admin. member area with their KUA username and password through the Anjez System to:

• View available vacation days;
• Apply for leave;
• View official assignments (post appointment, summer course...etc);
• View salary history;
• Fill out Report-to-Work Form;
• View personal academic file;
• Apply for conference attendance or participation;
• View daily University decisions;

Faculty can have free wireless or wired internet access throughout the campus.

14.9.2 University Newspaper/Magazine

The University Newspaper, first published in 1972, is issued every month by the Department of Mass Communication at the College of Arts and Humanities, with 20,000 copies produced. It strives to present up-to-date about major events at the University. Students are encouraged to take part in the editorial development of the newspaper. An online version of the newspaper is available on the University website.
The University Magazine, with a print run of 20,000 copies, is issued by the Deanship of Students affairs, every two months, and covers various issues such as scientific research from various departments, school announcements, advertisements and other information of use to students. An online version of the magazine is also available on the University website.

For updated information and fresh news, please check the announcement posted on the University and ELI websites.

Local daily newspapers regularly publish KAU news. Two major national newspapers are currently distributed on campus free-of-charge.

**14.9.3 University Blogs and ELI Websites**
Faculty are invited to join KAU Blogs through [www.kau.edu.sa](http://www.kau.edu.sa) and share university news, daily experiences, and university events. Faculty use their KAU ID number and passwords to create their blogs. All publication terms and conditions must be read before clicking "I accept" to proceed with registration.

ELI regularly publishes its news and events at [http://eli.kau.edu.sa](http://eli.kau.edu.sa) and welcomes faculty to join its Facebook page at [https://www.facebook.com/eli.kau](https://www.facebook.com/eli.kau).

Faculty are updated daily via their KAU official email of all important decisions and activities at the University. They also receive updates on a weekly basis of all events and activities at ELI.

**14.10 Internet Connection and Office Supplies**
All faculty members are assigned office space at the start of their work at ELI. The space is equipped with a computer, workstation, wired or wireless Internet connection, and a printer connection. They are also assigned KAU usernames and passwords to create a KAU email account and access e-services such as Anjez, the Digital Library, and Marz to create a professional and personalized KAU websites.

Internet access is provided on the office workstations, and wireless connection is available for faculty laptops within the KAU Campus. ALL ELI faculty are required to obtain a KAU email account for all official communication and to access all KAU e-Services. All inter-ELI communications take place electronically on a regular basis, so it is important to keep an eye on email accounts on a regular basis in order to stay informed regarding ongoing ELI events, news and operations.
Needed supplies, however, should initially be requested from the Administration Unit on each campus. Faculty are then informed of the process to be followed to obtain the supplies needed. An administration form must be completed for items received. Items such as computers and CD players are considered the responsibility of the faculty until their return to the issuing office. Supplies are usually issued at the time of the request. Some items may not be in-stock and are ordered. This is usually a quick and efficient procedure.

14.11 Technical Support
The Administration Unit on each ELI campus provides help and guidance regarding technical problems in the office or the classroom. Faculty members are required to report all equipment maintenance issues to the Administration Unit.

In case of emergency maintenance service, faculty members can reach a technician on the Women’s Main Campus at ext. 26440/26196/26280 or cell phone 0564398317 or approach their immediate coordinator for help.

On the Men's Main Campus, faculty can reach the support team available in the classroom and office buildings, or the main technical support office in Building 30, Room 215 or approach the immediate coordinator for help.

Faculty are not advised to fix classroom technical problems themselves. Technical issues in the classrooms should be reported immediately to the technical support teams on each campus to ensure that the problem is solved as soon as possible.

14.12 Vehicle Access and Parking on Main Campus
Vehicular traffic flow onto the University's main campus through certain controlled entrance gates is restricted to vehicles displaying a valid KAU parking sticker on the windshield. Faculty can obtain the sticker from the Administration of Safety and Security. Parking on the Main Campus is widely available in:

- Restricted parking areas, accessible by magnetic cards read by card readers at the gates. Faculty can obtain the magnetic stripe cards from the Department of Safety and Security and,
- Many unrestricted parking areas available to faculty and students throughout the campus.

All parking is free. For further information, contact the Administration Unit at the Men’s Campus.
The Women’s Main Campus provides a buggy service (Golf cars) that transports faculty members and students across campus all day long.

14.13 Smoke-free Campus
KAU maintains a smoke-free campus policy. Faculty are required by law not to smoke on campus premises at any time as part of the KAU's policy "My University...King Abdulaziz University...A Smoke-free University". The ban prohibits anyone from using tobacco products on campus, including students, faculty, and visitors.
Appendices
Course Syllabus

Course Title: English Language Level One

Course Code: ELI 101

Course Prerequisite: Oxford Online Placement Test (OOPT) score corresponding to beginner proficiency level and below.

Credits: There are NO credits for this course. Successful completion of ELI 101 is the prerequisite for taking ELI 102. Successful completion of ELI 102, ELI 103, and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description: ELI 101 is a beginner course intended to provide students with a foundation from which they can advance from A1 Breakthrough to A2 Waystage on the Common European Framework of Reference for Languages (CEFR). It is a seven-week module course with 18 hours of instruction each week.

Course Goal: The course aims at helping learners to achieve an overall English language proficiency of beginner Basic User defined as A1 level on the Common European Framework of Reference for Languages (CEFR), developing “generative language use” to interact in a simple way and ask and answer simple questions.

Course Objectives: The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:

1. Understand phrases and expressions related to areas of most immediate priority, provided speech is very slowly and clearly articulated. (LISTENING)
2. Engage in oral communications in very familiar situations, providing and obtaining essential information in simple mainly isolated phrases and sentences. (SPEAKING)
3. Read and understand basic expressions and short, simple texts. (READING)
4. Write basic, simple sentences about people and places. (WRITING)
5. Demonstrate limited control of basic vocabulary* and essential grammatical structures. (USE OF ENGLISH)

*Vocabulary from the word lists for Units 1-9 and 11

**Learner Training:** Learner training is essential to the achievement of the Learning Outcomes. It helps learners select and implement appropriate learning strategies and resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. It covers a range of learner needs including dictionary use, taking notes, vocabulary notebook, questioning, learners' collaboration, learner autonomy, and self-study and revision skills using the Learning Management System (LMS) for online practice.

For more information, see the detailed 101 SLOs document in the ELI Curriculum Guide 2013/2014.

**Course Materials:** The core textbook is *Soars, John and Liz, (2011), New Headway Plus Beginner Student’s Book, Special Edition, Oxford University Press* with the following support resources:

- Workbook with DVD-ROM.
- Supplemental Beginner Speaking Materials.
- Reading Program Graded Story.
- Supplemental Beginner Writing Pack for additional writing support.
- Learning Management System (LMS) for online practice at [www.headwayplusonline.com](http://www.headwayplusonline.com) accessed with the Student’s Access Code found in the back of the Student’s Book.

**Course Length and Pacing:** ELI 101 consists of 18 hours of class time each week. The English Language Institute follows a modular system with two modules taught in each academic semester. Thus, the course length for ELI 101 is one module of seven calendar weeks which allows for a total of 126 hours of class time each module. The 101 Instructor’s Pacing Guide is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process. [http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR](http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR)

**Assessment:** Student achievement is measured from a variety of assessment perspectives, including Continuous Assessment (20%), Computer-based Mid-Module (20%), one Speaking Examination (10%), one Writing Examination (10%), and Final Examinations (40%). Continuous Assessment includes Formative Speaking Tasks, Reading Program Tasks, Formative Writing
Tasks, and Learning Management System (LMS) Practice. The Mid-Module and Final Examinations focus on listening and reading comprehension, grammar usage, and vocabulary. The assessment tools are designed and administered as follows:

**Continuous Assessment**
- **Content:** Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and LMS Practice.
- **Format:** Supplemental Speaking Materials, Supplemental Writing Materials, Reading Program Graded Reader, and LMS Practice.
- **Weight:** 20% of the final grade.

**Computer-based Mid-Module Examination**
- **Content:** Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- **Format:** Multiple Choice Questions (MCQs).
- **Frequency:** One mid-module exam.
- **Time:** 90 minutes.
- **Weight:** 20% of final grade.

**Speaking Examination**
- **Content:** Simple oral communication using high frequency vocabulary and basic sentence structures for this level.
- **Format:** Short Interview followed by a picture description task.
- **Frequency:** One per module.
- **Time:** 3-5 minutes.
- **Weight:** 10% of the final grade.

**Writing Examination**
- **Content:** A series of complete simple sentences forming a descriptive paragraph, displaying control of appropriate spelling, grammar, vocabulary, punctuation and capitalization for this level in legible, neat, and comprehensible writing.
- **Frequency:** One per module.
- **Time:** 40 minutes.
- **Weight:** 10% of the final grade.

**Computer-based End-of-Module Examination**
- **Content:** Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- **Format:** Multiple Choice Questions (MCQs).
- **Frequency:** One at end of module.
o Time: 105 minutes.
o Weight: 40% of final grade.

Disclaimer
Dates for the examinations will vary each module depending on the University calendar. Exact dates will be announced. Students are expected to present original work in all examinations. Plagiarism or copying the work of others in any form invalidates a test assessment, resulting in no credit or mark for that work.

ELI 102
Course Syllabus

Course Title: English Language Level Two
Course Code: ELI 102

Course Prerequisite: Successful completion of ELI 101 or an Oxford Online Placement Test score corresponding to high beginner proficiency level.

Credits: There are two credits for this course. Successful completion of ELI 102 is the prerequisite for taking ELI 103. Successful completion of ELI 103 and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description: ELI 102 is an elementary level course aiming to build and further develop language proficiency at A2 Waystage level on the Common European Framework of Reference for Languages (CEFR), moving towards a higher level of proficiency at this stage. It is a seven-week module course with 18 hours of instruction each week.

Course Goal: The course aims at helping learners to achieve an overall English language proficiency of high Basic User defined as A2 level on the Common European Framework of Reference for Languages (CEFR), developing social language functions such as greeting people, asking about work and free time, and making invitations.

Course Objectives: The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:
1. Follow short spoken texts on familiar topics in which speech is slowly and carefully articulated. (LISTENING)
2. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. (SPEAKING)
3. Read and understand simple texts and a range of high frequency vocabulary* in context. (READING)
4. Write simple cohesive paragraphs on familiar topics using appropriate vocabulary. * (WRITING)
5. Demonstrate some control of everyday high frequency* vocabulary and essential grammatical structures allowing for occasional inconsistencies. (USE OF ENGLISH)

* vocabulary from the word lists for Units 2-4 and 7-13

**Learner Training:** Learner training is essential to the achievement of the Learning Outcomes. It helps learners select and implement appropriate learning strategies and resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. It covers a range of learner needs including dictionary use, taking notes, vocabulary notebook, questioning, learners' collaboration, learner autonomy, and self-study and revision skills using the Learning Management System (LMS) for online practice.

For more information, see the detailed 102 SLOs document in the ELI Curriculum Guide 2013/2014.

**Course Materials:** The core textbook is *Soars, John and Liz, (2011), New Headway Plus Elementary Student’s Book, Special Edition, Oxford University Press* with the following support resources:

- Workbook with DVD-ROM.
- Supplemental Elementary Speaking Materials.
- Reading Program Graded Story.
- Supplemental Elementary Writing Pack for additional writing support.
- Learning Management System (LMS) for online practice at [www.headwayplusonline.com](http://www.headwayplusonline.com) accessed with the Student’s Access Code found in the back of the Student’s Book.

**Course Length and Pacing:** ELI 102 consists of 18 hours of class time each week. The English Language Institute follows a modular system with two modules taught in each academic semester. Thus, the course length for ELI 102 is one module of seven calendar weeks which allows for a total of 126 hours of class time each module. The 102 Instructor’s Pacing Guide is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process. [http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR](http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR)

**Assessment:** Student achievement is measured from a variety of assessment perspectives, including Continuous Assessment (20%), Computer-based Mid-Module (20%), one Speaking Examination (10%), one Writing Examination (10%), and Final Examinations (40%). Continuous Assessment includes Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and Learning Management System (LMS) Practice. The Mid-Module and Final Examinations focus on listening and reading comprehension, grammar usage, and vocabulary.
The assessment tools are designed and administered as follows:

**Continuous Assessment**
- Content: Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and LMS Practice.
- Format: Supplemental Speaking Materials, Supplemental Writing Materials, Reading Program Graded Reader, and LMS practice.
- Weight: 20% of the final grade.

**Computer-based Mid-Module Examination**
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- Format: Multiple Choice Questions (MCQs).
- Frequency: One mid-module exam.
- Time: 90 minutes.
- Weight: 20% of final grade.

**Speaking Examination**
- Content: Simple oral communication using high frequency vocabulary and basic sentence structures for this level.
- Format: Interview followed by a picture description.
- Frequency: One per module.
- Time: 3-5 minutes.
- Weight: 10% of the final grade.

**Writing Examination**
- Content: One cohesive analytical/informational paragraph, using facts, opinions, an appropriate introduction, accurate spelling, appropriate grammatical and lexical range and accuracy for this level in legible, neat, and comprehensible writing.
- Frequency: One per module.
- Time: 40 minutes.
- Weight: 10% of the final grade.

**Computer-based End-of-Module Examination**
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.
Disclaimers

Dates for the examinations will vary each module depending on the University calendar. Exact dates will be announced. Students are expected to present original work in all examinations. Plagiarism or copying the work of others in any form invalidates a test assessment, resulting in no credit or mark for that work.

Course Title: English language Level 103

Course Code: ELI 103
Course Prerequisite: Successful completion of ELI 102 or an Oxford Online Placement Test score corresponding to elementary proficiency level.

Credits: There are two credits for this course. Successful completion of ELI 103 is the prerequisite for taking ELI 104. Successful completion of ELI 103 and ELI 104 gives students the necessary credits to meet the Foundation Year English requirement.

Course Description: ELI 103 is a pre-intermediate level course aiming to build and further improve language proficiency at A2 Waystage level on the Common European Framework of Reference for Languages (CEFR), moving into the B1 Threshold on the CEFR. It is a seven-week module course with 18 hours of instruction each week.

Course Goal: The course aims at helping learners to achieve an overall English language proficiency leading to beginner Independent User of language defined as low B1 level on the Common European Framework of Reference for Languages (CEFR), developing conversational skills, expressing ideas, and helping learners deal with problems and situations where they meet unpredictable language.

Course Objectives: The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:
1. Understand the main points and straightforward factual details given in clear and relatively slow speech on a range of familiar matters, including short narratives. (LISTENING)
2. Engage in conversations, express personal opinions and exchange information on familiar topics. (SPEAKING)
3. Read and understand the main ideas of a variety of texts. (READING)
4. Produce connected texts divided into paragraphs on familiar topics using appropriate vocabulary* in an adequately developed response. (WRITING)
5. Demonstrate control of a limited range of vocabulary* and grammatical structures with minor inconsistencies. (USE OF ENGLISH)

* Vocabulary from the word lists for Units 3-12


Learner Training: Learner training is essential to the achievement of the Learning Outcomes. It helps learners select and implement appropriate learning strategies and
resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. It covers a range of learner needs including dictionary use, taking notes, vocabulary notebook, questioning, learners' collaboration, learner autonomy, and self-study and revision skills using the Learning Management System (LMS) for online practice.

For more information, see the detailed 103 SLOs document in the ELI Curriculum Guide 2013/2014.

**Course Materials:** The core textbook is *Soars, John and Liz, (2011), New Headway Plus Pre-Intermediate Student’s Book, Special Edition, Oxford University Press* with the following support resources:

- Workbook with DVD-ROM.
- Supplemental Pre-Intermediate Speaking Materials.
- Reading Program Story.
- Supplemental Pre-Intermediate Writing Pack for additional writing support.
- Learning Management System (LMS) for online practice at [www.headwayplusonline.com](http://www.headwayplusonline.com) accessed with the Student’s Access Code found in the back of the Student’s Book.

**Course Length and Pacing:** ELI 103 consists of 18 hours of class time each week. The English Language Institute follows a modular system with two modules taught in each academic semester. Thus, the course length for ELI 103 is one module of seven calendar weeks which allows for a total of 126 hours of class time each module. The 103 Instructor’s Pacing Guide is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process. [http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR](http://eli.kau.edu.sa/Default.aspx?Site_ID=126&Lng=AR)

**Assessment:** Student achievement is measured from a variety of assessment perspectives, including Continuous Assessment (20%), Computer-based Mid-Module (20%), one Speaking Examination (10%), one Writing Examination (10%), and Final Examinations (40%). Continuous Assessment includes Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and Learning Management System (LMS) Practice. The Mid-Module and Final Examinations focus on listening and reading comprehension, grammar usage, and vocabulary.

The assessment tools are designed and administered as follows:

**Continuous Assessment**
Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and LMS Practice.
- Format: Supplemental Speaking Materials, Supplemental Writing Materials, Reading Circles Graded Reader, and LMS Practice.
- Weight: 20% of the final grade.

**Computer-based Mid-Module Examination**
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary.
- Format: Multiple Choice Questions (MCQs).
- Frequency: One mid-module exam.
- Time: 90 minutes.
- Weight: 20% of final grade.

**Speaking Examination**
- Content: A short talk on a familiar topic.
- Format: A prompted extended turn delivered in front of the assessors and a short dialogue with assessor(s)
- Frequency: One per module.
- Time: 5 minutes.
- Weight: 10% of the final grade.

**Writing Examination**
- Content: A coherent and cohesive multi-paragraph narrative text (using facts, opinions, appropriate introduction, supporting details, conclusion, and displaying accurate spelling and appropriate grammatical and lexical range and accuracy for this level in legible, neat, and comprehensible writing.
- Frequency: One per module.
- Time: 40 minutes.
- Weight: 10% of the final grade.

**Computer-based End-of-Module Examination**
- Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
- Format: Multiple Choice Questions (MCQs).
- Frequency: One at end of module.
- Time: 105 minutes.
- Weight: 40% of final grade.
Disclaimer
Dates for the examinations will vary each module depending on the University calendar. Exact dates will be announced. Students are expected to present original work in all examinations. Plagiarism or copying the work of others in any form invalidates a test assessment, resulting in no credit or mark for that work.

ELI 104
Course Syllabus

Course Title: English Language Level Four

Course Code: ELI 104
Course Prerequisite: Successful completion of ELI 103 or an Oxford Online Placement Test score corresponding to pre-intermediate proficiency level.

Credits: There are two credits for this course. Successful completion of ELI 104 gives students the necessary credits to meet the Foundation Year English requirement for securing admission to various undergraduate programs.

Course Description: ELI 104 is an intermediate level course aiming to build and further improve language proficiency at B1 Threshold level on the Common European Framework of Reference for Languages (CEFR). It is a seven-week module course with 18 hours of instruction each week.

Course Goal: The course aims at helping learners to achieve an overall English language proficiency leading to higher Independent User of language defined as high B1 level on the Common European Framework of Reference for Languages (CEFR), giving reasons and explanations for opinions and plans and describing experiences and events.

Course Objectives: The course is intended to accomplish its goal in one full academic module of seven weeks through developing students’ language skills to:

1. Listen to extended conversations and monologues on a range of topics, identifying both general messages and specific details, provided speech is clearly articulated in a familiar accent. (LISTENING)

2. Give a straightforward talk and participate in extended oral communication on a familiar topic, be followed without difficulty most of the time, and convey meaning with reasonable precision. (SPEAKING)

3. Read and understand a wide variety of extended texts. (READING)

4. Construct coherent and cohesive texts with multiple paragraphs using appropriate vocabulary* in a fully developed response. (WRITING)

5. Use a sufficient range of vocabulary* and grammatical structure to communicate on a range of topics, although flexibility may be limited when communicating on less familiar topics. (USE OF ENGLISH)

* vocabulary from the word lists for Units 3-10 and 12

Learner Training: Learner training is essential to the achievement of the Learning Outcomes. It helps learners select and implement appropriate learning strategies and resources, monitor their own use of strategies and change them if necessary, and monitor the effectiveness of their own learning. It covers a range of learner needs including dictionary use, taking notes, vocabulary notebook, questioning, learners' collaboration, learner autonomy, and self-study and revision skills using the Learning Management System (LMS) for online practice.

Course Materials: The core textbook is Soars, John and Liz, (2011), *New Headway Plus Intermediate, Special Edition*, Oxford University Press with the following support resources:
- Workbook with DVD-ROM.
- Supplemental Intermediate Speaking Materials.
- Reading Program Story.
- Supplemental Intermediate Writing Pack for additional writing support.
- Learning Management System (LMS) for online practice at www.headwayplusonline.com accessed with the Student’s Access Code found in the back of the Student’s Book.

Course Length and Pacing: ELI 104 consists of 18 hours of class time each week. The English Language Institute follows a modular system with two modules taught in each academic semester. Thus, the course length for ELI 104 is one module of seven calendar weeks which allows for a total of 126 hours of class time each module. The 104 Instructor’s Pacing Guide is designed on a weekly basis, specifying available materials and providing instructors with a degree of flexibility, allowing ample class time for language practice, and for the incorporation of relevant supplementary materials to facilitate SLO achievement. It also emphasizes regular Learner Training as an essential component of the learning process.


Assessment: Student achievement is measured from a variety of assessment perspectives, including Continuous Assessment (20%), Computer-based Mid-Module (20%), one Speaking Examination (10%), one Writing Examination (10%), and Final Examinations (40%). Continuous Assessment includes Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and Learning Management System (LMS) Practice. The Mid-Module and Final Examinations focus on listening and reading comprehension, grammar usage, and vocabulary.
The assessment tools are designed and administered as follows:

Continuous Assessment
o Content: Formative Speaking Tasks, Reading Program Tasks, Formative Writing Tasks, and LMS Practice.
o Format: Supplemental Speaking Materials, Supplemental Writing Materials, Reading Program Graded Reader, and LMS Practice.
o Weight: 20% of the final grade.

**Computer-based Mid-Module Examination**
o Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
o Format: Multiple Choice Questions (MCQs).
o Frequency: One mid-module exam.
o Time: 90 minutes.
o Weight: 20% of final grade.

**Speaking Examination**
o Content: A short talk on a familiar topic.
o Format: A prompted extended turn in front of assessors and a short dialogue with assessors
o Frequency: One per module.
o Time: 5 minutes.
o Weight: 10% of the final grade.

**Writing Examination**
o Content: A coherent and cohesive argumentative essay of at least three paragraphs on a familiar topic, using facts, opinions, appropriate introduction, supporting details, conclusion, and displaying accurate spelling and appropriate grammatical and lexical range and accuracy for this level in legible, neat, and comprehensible writing.
o Frequency: One per module.
o Time: 40 minutes.
o Weight: 10% of the final grade.

**Computer-based End-of-Module Examination**
o Content: Listening & Reading Comprehension, Grammar Usage, Vocabulary
o Format: Multiple Choice Questions (MCQs).
o Frequency: One at end of module.
o Time: 105 minutes.
o Weight: 40% of final grade.

**Disclaimer**
Dates for the examinations will vary each module depending on the University calendar. Exact dates will be announced. Students are expected to present original work in all examinations. Plagiarism or copying the work of others in any form invalidates a test assessment, resulting in no credit or mark for that work.
### NAME OF INSTRUCTOR:

### INSTRUCTOR ID:

### NAME OF OBSERVER:

---

#### OBSERVATION SCHEDULE

<table>
<thead>
<tr>
<th>SECTION</th>
<th>BUILDING</th>
<th>ROOM</th>
<th>DATE</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPEATERS?</td>
<td>YES: NO:</td>
<td>LESSON FOCUS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LESSON PLAN?</td>
<td>YES: NO:</td>
<td>No. of Students:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON STARTED AT:</th>
</tr>
</thead>
</table>
# Evaluation Criteria

<table>
<thead>
<tr>
<th>A</th>
<th>Planning and Preparation</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Develops a focused and logically staged lesson with clearly stated and appropriate lesson objectives</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>Classroom Environment</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Builds rapport with learners to create a cordial and supportive learning environment</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates effective classroom management skills to enhance and support learning</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
<tr>
<td>4</td>
<td>Manages classroom space effectively to maximize learner participation</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th>Lesson Delivery</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Uses engaging warm up activities to personalize the learning context and stimulate learners’ interest</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
<tr>
<td>6</td>
<td>Gives clear and concise instructions for activities</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
<tr>
<td>7</td>
<td>Monitors learners closely to ensure they are focused during activities</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
<tr>
<td>8</td>
<td>Uses effective questioning techniques to elicit learners’ responses and to check their understanding</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
<tr>
<td>9</td>
<td>Provides a range of learner centered activities to facilitate classroom interaction</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
<tr>
<td>10</td>
<td>Demonstrates command of the subject matter and the lesson content</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
<tr>
<td>11</td>
<td>Delivers a well timed and well paced lesson with minimal digression to achieve the stated lesson objectives</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
<tr>
<td>12</td>
<td>Evaluates learners’ work with clear and constructive feedback</td>
<td>Outstanding</td>
<td>Above Average</td>
<td>Satisfactory</td>
<td>Needs Development</td>
</tr>
</tbody>
</table>
### POSITIVE ASPECTS OF LESSON
- feedback & assessment activities
- Makes effective use of white board/visual presentation
- Speaks in a clear and audible voice with appropriate voice modulation
- Demonstrates fluency and accuracy in pronunciation
- Uses appropriate vocabulary and grammatical structures in both oral and written communication

### AREAS TO WORK ON or CONSIDER FURTHER
- 
- 
- 

### COMPARISON WITH LAST OBSERVATION

<table>
<thead>
<tr>
<th>Feedback &amp; Assessment Activities</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes effective use of white board/visual presentation</td>
<td></td>
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<tr>
<td>Speaks in a clear and audible voice with appropriate voice modulation</td>
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<tr>
<td>Demonstrates fluency and accuracy in pronunciation</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate vocabulary and grammatical structures in both oral and written communication</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>1</th>
<th>2</th>
<th>3+</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**FORMAL OBSERVATION EVALUATION REPORT**
INSTRUCTOR’S COMMENTS

Instructor’s Signature:  
Date:  
Evaluator’s Signature:
Annual Faculty Professional Development Plan Form

ELI firmly believes that all faculty, regardless of their degree and years of teaching experience, can always grow, develop themselves further, and continue to enhance their teaching skills. As a result, all faculty are required to complete this form and indicate 2 areas that they would like to focus on improving during the coming academic year. The areas noted may be areas of personal interest, struggle, or desired growth. They may also be areas where the faculty member would like to work to improve his/her current rating status through improved ratings in subsequent formal observations. Towards the end of each academic year faculty are requested to submit a brief report indicating what he/she has accomplished in terms of professional development in the academic year nearing completion, including reflections on how he/she has grown, and in what areas. A template is provided for the report. Development in areas noted on this form is also taken into account by PDU observers during the classroom observation process.

Please note that the Professional Development Plan needs to be specific and detailed. In cases where it is not specific or detailed enough, you might be asked to make some changes.

1st Professional Development Goal

Specific Steps I plan to take to achieve this goal (please use a bulleted list):
2nd Professional Development Goal:

Specific Steps I plan to take to achieve this goal *(please use a bulleted list)*:

<table>
<thead>
<tr>
<th>Instructor's Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
Annual Faculty Evaluation Form

Instructor:
Coordinator:
Senior Coordinator:

Faculty Evaluation Summary

<table>
<thead>
<tr>
<th>Factors</th>
<th>Rating</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Skills (Classroom Observation)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Service to the Institute</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Student Evaluation</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

Key Strengths

Areas of Improvement

Summary
☐ 5. Outstanding: *Exceeds expectations in most categories.*

☐ 4. Above Average: *Meets expectations in all categories and exceeds in some*

☐ 3. Satisfactory: *Meets most but not all expectations.*

☐ 2. Needs Development: *Meets some but not most expectations.*

☐ 1. Unsatisfactory: *Meets few expectations.*

### Teaching Recommendations

Coordinator’s Recommendation: ☐ L1 ☐ L2 ☐ L3 ☐ L4 ☐ Any
Comment:

<table>
<thead>
<tr>
<th>Instructor’s Signature:</th>
<th>Date:</th>
<th>Coordinator’s Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
## Annual Coordinator Evaluation Form

**Coordinator:**

**Senior Coordinator:**

<table>
<thead>
<tr>
<th>Evaluation Parameters</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Development</th>
<th>Unsatisfactory</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A  Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1  Kept in constant contact with senior coordinator and executed instructions quickly and efficiently</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2  Conveyed information promptly and coherently to instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B  Classroom Observations</strong></td>
<td></td>
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</tr>
<tr>
<td>3  Completed all observations of assigned instructors following all required steps</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>4  Gave appropriate and constructive oral and written feedback that enabled instructors to identify and work on their areas of growth</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5  Documented all lesson observations and relevant instructor information professionally</td>
<td></td>
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</tbody>
</table>
### Instructor Support and Mentoring

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Met regularly with instructors to explain important issues, such as instructor observations, and was mostly available during office hours for advice and support</td>
</tr>
<tr>
<td>7</td>
<td>Organized workshops, peer observations or other development activities to address instructors' needs</td>
</tr>
<tr>
<td>8</td>
<td>Monitored teacher attendance, tardiness and disciplinary issues and took relevant steps when required to enforce the norms of the Institute</td>
</tr>
</tbody>
</table>

### Teaching, Professionalism and Assessment Support

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Demonstrated professional standard of teaching</td>
</tr>
<tr>
<td>10</td>
<td>Offered necessary support in development and administration of ELI examinations and assessment procedures</td>
</tr>
<tr>
<td>11</td>
<td>Demonstrated professional behavior among both instructors and students</td>
</tr>
</tbody>
</table>

---

**Coordinator’s Signature:**  
**Date:**  
**Senior Coordinator’s Signature:**
Coordinator Interview Evaluation Form

Applicant Coordinator: 

Date: 

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A  Credentials</strong></td>
<td></td>
</tr>
<tr>
<td>1 Post Graduate Degree in relevant area</td>
<td></td>
</tr>
<tr>
<td>2 TESL/TEFL Diploma or Certificate</td>
<td></td>
</tr>
<tr>
<td>3 ESL/EFL teaching experience</td>
<td></td>
</tr>
<tr>
<td>4 Supervisory/Administrative experience</td>
<td></td>
</tr>
<tr>
<td><strong>B  Skills and Qualities</strong></td>
<td></td>
</tr>
<tr>
<td>5 Teaching Experience: Demonstrates substantive instructional experience</td>
<td></td>
</tr>
<tr>
<td>6 Development Skills: Demonstrates experience and ability to train and develop others</td>
<td></td>
</tr>
<tr>
<td>7 Leadership: Demonstrates strong leadership skills</td>
<td></td>
</tr>
<tr>
<td>8 Organizational Skills: Demonstrates ability to deal with organizational problems</td>
<td></td>
</tr>
<tr>
<td>9 People Skills: Demonstrates effective interpersonal and people management skills</td>
<td></td>
</tr>
<tr>
<td>10 Intercultural awareness: Demonstrates ability to work in a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>multi-cultural environment</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 1 | **Project Management skills:**  
Demonstrates ability to manage projects and work under pressure to meet deadlines |

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Strongly recommended</th>
<th>Recommended</th>
<th>Not Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Blank)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interviewer(s):**

1. Name: ________________________________
   
   Signature_____________________________

2. Name_______________________________
   
   Signature_____________________________

3. Name_______________________________
   
   Signature_____________________________

4. Name_______________________________
   
   Signature_____________________________
Dear Student,

This questionnaire gives you the opportunity to express your views about this course. Your responses will be totally anonymous. The results will be used as part of an overall assessment of the effectiveness of this course and for course improvement. Thank you for taking the time and effort to respond to this questionnaire. Please give your most candid and thorough response to the statements below. Darken the letter that corresponds to your response as follows:

(A) Strongly Agree     (B) Agree     (C) Neutral     (D) Disagree      (E) Strongly Disagree

### Syllabus
1. The course is useful.
2. The study load for this course is appropriate compared to other courses.
3. The time assigned for each language skill (listening, speaking, reading, and writing) is appropriate.
4. The textbooks are appropriate.

### Classroom
5. The classroom size is appropriate to the number of students.
6. Ventilation, lighting, and audio-visual aids are appropriate for the classroom.

### Language Labs
7. Computers work properly.
8. The programs are user-friendly.

### Instruction:
9. The instructor is punctual (starts and ends the class on time)
10. The instructor presents his material clearly and coherently.
11. The instructor encourages students to participate in class activities and speak in English.
12. The instructor deals with students’ errors in a positive way.
13. The instructor shows respect for students in his/her dealings with them and accepts others’ points of view.
14. The instructor gives students the necessary exercises to master the language skills.
15. The instructor is fair and objective in evaluating students’ performance.
16. The instructor is always available during his office hours.
17. The instructor uses the available teaching resources in an effective manner.
18. The instructor attends all classes.
19. The instructor always looks well presented.
20. I would recommend other students to take this course with this instructor.

Assessment

a. Assessment Scheme:
21. The current assessment scheme accurately reflects the level of student achievement.
22. The grade distribution on mid-module, final-module, writing, and oral examinations is appropriate.

b. Mid-Module and Final Examinations:
23. Weight of each section (Listening, Reading, Grammar, and Vocabulary) is appropriate.
24. Exam items are clear and consistent with what has been studied in class.
25. The quality of recording of the listening section is fine.
26. The time allotted for the test is sufficient.
27. The degree of difficulty of questions is appropriate.
28. The number of exams during the course is appropriate.

c. Speaking Examination:
29. The manner in which the test is conducted is appropriate.
30. The assessment rubrics are clear and fair.

d. Writing Examination:
31. Test topics are appropriate and consistent with what has been practiced in class.
32. The manner in which the exam is conducted is appropriate.
Faculty Complaint Form

Instructor’s Name:__________________________ KAU ID#:__________________________

Email:__________________________ Course ___________ Section ___________

Coordinator’s Name:__________________________ Email:__________________________

STEP 1: A Description of Your Complaint:

Please describe your complaint in detail below. You may attach additional pages if needed.

Complaint Category:

□ Working Conditions

□ Student Behavior

□ Colleague Behavior

□ Classroom Environment

□ Administration

□ Other

a. Issue of complaint.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

b. Date, location, and witnesses of above-described issue (if any).

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

_______________________________________________________________________
C. University/ELI policy or procedure violated (if any).

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

D. The effect of the problem on you as an instructor

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

E. Steps you have taken to resolve the problem

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

REQUESTED RESOLUTION:

1. What action do you request to be taken to resolve the complaint?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. When should the action be completed?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Signature __________________________  Date ________________
STEP 2: Submit form to the Head of the Academic Coordination Unit

Response of the Head of the Academic Coordination Unit

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Decision of the Head of the Academic Coordination Unit about the complaint

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Head of the Academic Coordination Unit       Signature       Date

After receiving the written response above to your complaint, complete the following (if applicable):

☑ I accept the explanation/decision made by the Head of the Academic Coordination Unit.

☑ I reject the complaint decision by the Head of the Academic Coordination Unit and I would like to have my case reviewed by the concerned Vice-Dean.

Signature ___________________________       Date ___________________________
STEP 3: If you reject the decision/solution, given (in step 2) by the Head of the Academic Coordination Unit, you have a right to appeal to the concerned Vice-Dean.

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<th>Response of Vice-Dean</th>
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Decision of the Vice-Dean about the complaint

Vice-Dean

Signature

Date

Following the second written response above to your complaint, please complete the following (if applicable):

- [ ] I accept the explanation and decision made by the concerned Vice-Dean

- [ ] I reject the complaint decision by the concerned Vice-Dean and I would like to have my case reviewed by the Dean. I understand that the Dean's decision is final.

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Dean

Signature

Date

Instructor's Signature ___________________________ Date ________________

Please return signed copy and attached responses to the Head of the Academic Coordination Unit.