King Abdulaziz University
English Language Institute

ELI Faculty Handbook
2015/2016

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 members, 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 for the academic year 2015-2016, the 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 members, the terms and conditions of employment and the services available to them, and to detail ELI academic and operational policies, procedures and protocols.

The ELI is dedicated to achieving excellence in the quality of the English language instruction delivered to our students. All faculty members 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, materials, assessment, systems and procedures are constantly being reviewed, modified and improved, with our students and their educational needs always the main priority. Full participation of all faculty members in this ongoing process is requested and expected. The ELI team works as one, and all faculty members, coordinators, and administrators cooperate fully to ensure teamwork cohesion and maximal operational effectiveness.

The ELI students and their English language proficiency are our prime concern, and I trust that your efforts here will have a positive and profound impact upon these learners and their academic progress.

Thank you for joining our team.

Prof. Omar Nasseef
Dean, The English Language Institute
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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)
The 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 prior to official implementation.

- The Dean, Prof. 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. Prof. Nasseef holds a PhD in Management Information Systems (2002) from Newcastle University, UK and an MSc. in Computing Based Information Systems (1997) from the University of Sunderland, UK. Prof. Nasseef’s office is located in ELI Building 534, Rooms 359 and 361 (office manager) on the Men's Campus, Room. Contact: onasseef@kau.edu.sa

- 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. Dr. Al-Bargi is responsible for overseeing ELI strategic planning, quality assurance, curriculum, academic coordination, academic accreditation, and professional development. Dr. Al-Bargi's office is located in ELI Building 534, Rooms 260 and 259 (office manager). Contact: aalborgi@kau.edu.sa

- The Vice-Dean for the Men's Main Campus is currently as yet to be announced.

- 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. Dr. Elyas is in charge of ELI recruitment of Saudi faculty, scholarships, MA TESOL program, and research. Dr. Elyas’ office is located in ELI Building 534, Room 161. Contact: telyas@kau.edu.sa

- The Vice-Dean for Academic Affairs, Dr. Mazen Assiri, holds an MA in Meteorology (2006) from the University of Reading, UK and a PhD in Meteorology (2011) from the same university. Dr. Assiri is responsible for overseeing the Academic Affairs Unit, the Academic Coordination Unit, Testing organization and administration, External and Distance Learning. Dr. Assiri’s office is located in ELI Building 534, Rooms 163 and 161 (office manager). Contact: massiri1@kau.edu.sa

- The Vice-Dean for the Women’s Main Campus, Dr. Badia M. Hakim, holds an MA in Applied Linguistics from the University of Sussex, UK (2004) and a PhD in Information Communication Technology in Education from the University of London, UK (2007). Dr. Hakim is in charge of all ELI administrative and academic operations at the Women’s Main Campus situated within KAU’s Main Campus. Dr. Hakim’s office is located in Building 40, Room 210. Contact: bhakim@kau.edu.sa, +966 1 2695-2000 ext. 27208/27057.
The Vice-Dean for the Women’s Colleges (Sharafiya and Salama satellite campuses), Dr. Dawlah Al-Amri, holds an MA in English Literature (2001) and a PhD. in English Literature (2007) from King Abdulaziz University. Dr. Al-Amri 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 12 665-8240, ext. 5201. On the Salama Campus Dr. Al-Amri’s office is located in Room 2 of the Administration Buildings. Contact: dalamri@kau.edu.sa. +966 1 2 665-8240, ext. 5201.

Faculty members’ primary interaction with the Institute is through the coordination teams that assist with issues or questions concerning curriculum, schedules, exams, and attendance. It should also be noted however that the doors of senior ELI academic and administrative personnel are always open to faculty members in keeping with established Saudi leadership custom and norms.
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, ELI policies may be subject to change. To ensure being up-to-date with 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 undergone significant expansion and was providing approximately 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 operating under the auspices of the KAU College of Arts and Humanities.

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 prior to starting their desired studies at 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 KAU Vice-President’s Office, until it was eventually granted the status of an independent KAU entity, and renamed the English Language Institute, in 2008. The ELI’s national standing and support at that time was substantially enhanced by the Royal Approval bestowed on this elevation from center to institute status.

Currently, the ELI provides general English language courses to over 13,000 male and female full-time Foundation Year students annually and employs approximately 600 qualified faculty members 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
The ELI has a set of objectives to achieve its mission. The institute strives to:

- Assist and facilitate students in the KAU 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 proficiency level, within one academic year;
- Provide appropriate pedagogical methods, including class size and environment (e.g. classrooms, equipment, resources, and technology), that leads to student retention and success;
- Value faculty members’ scholarship and service through maximum provision of, and support for professional development;
- Provide a progressive and structured curriculum, enabling students to graduate, having successfully 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 ELI firmly holds the view that the overall success of the students is the core value underpinning and driving its philosophy of education.
- **Commitment:** The ELI considers faculty members’ commitment and social responsibility as the foundation for quality education, innovation, and the continuous drive to raise standards.
- **Communication:** The ELI strives to maintain effective communication among its units, committees, and faculty members in support of its Mission fulfillment.
- **Code of ethics:** The ELI requires firm adherence to its code of ethics, including professional integrity, intellectual and moral responsibility, respect, cooperation, fairness, confidentiality, quality performance, and professionally appropriate work and social behavior.
- **Professionalism:** The ELI seeks to achieve the highest levels of academic professionalism, both inside 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 forms the major and mandatory component 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 proficiency level, within one academic year. The program is composed of four instructional levels, correlated with the Common European Framework of Reference for Languages (CEFR), and focuses on developing students’ language skills and proficiency through an integrated skills curriculum, designed to foster active and independent learning.

The annual number of newly-admitted full-time students varies depending on KAU seat availability, but it is usually between 12,000 to 15,000 students. 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 in order to be eligible to secure KAU college entry. The numbers of students per class vary depending on student levels and can exceed 30, but the ELI is aiming to reduce class sizes to less than 20 as soon as this is operationally feasible. Classrooms are equipped with the latest technology, including computers and data show projectors 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 CEFR). 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 likewise throughout the entire 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 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 were in fact at the CEFR B1 proficiency level.

All instructional materials used for all four ELI levels of the academic year are correlated to the CEFR. Students take a placement test upon their admission to KAU to ensure accurate placement in the appropriate level of the program.

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 the Oxford Online Placement Test (OOPT). This test has been developed by Oxford University Press (OUP) and places students according to their CEFR proficiency level.

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 OOPT at the ELI.
Students are placed in relevant levels by the Deanship of Admissions and Registration (DAR),
according to placement test scores. Students who do not attend the OOPT are automatically
enrolled in ELI 101.

*It is planned to replace the OOPT with the Cambridge University Press Online Placement
Test during the academic year 2015-2016

2.4 Curriculum
The Foundation Year English Language Program curriculum is comprised of four core
language courses. With the beginning of each module, faculty members are provided with a
detailed curriculum and course description with expected Student Learning Outcomes
(SLOs) for their assigned ELI courses.
Faculty members are also issued with 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 specified timeframes. It is an
invaluable lesson-by-lesson guide, and can be used along with outlined lesson plans in the
Teacher’s Books for each class covered in the syllabi. The 2015-2016 Pacing Guide for each
course has recently been modified to reflect the newly instituted SLOs, ensuring its
suitability for learners and faculty members. It incorporates the results of the ELI formal
curriculum reviews conducted during the academic years 2012-2013, 2013-2014 and 2014-
2015.

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 curriculum SLOs for the academic year 2015-2016 stem from SLOs originally formulated
in close consultation with Oxford University Press (OUP), the publishers of the New
Headway Plus Special Edition (the instructional materials in use from 2010 to 2015). They
are closely correlated with the CEFR. SLO achievement is at the core of the ELI Curriculum
and learning. SLOs are subject to ongoing review by faculty members and students and have
been streamlined and improved by the ELI Academic and Educational Development Systems
Unit (the AEDSU). The AEDSU was formed in the summer of 2014 and combines the
functions of the former Curriculum and Testing Units. Curriculum adjustments and
modifications are based on the findings of regular and systematic curriculum reviews
conducted during the academic years 2012-2015. The current 2015-2016 curriculum
includes course goals, course objectives, SLOs, pacing guides and syllabi. The complete
package is accessible on the ELI website: http://eli.kau.edu.sa/Pages-ins-resources-en.aspx
Each ELI level has an overarching course goal supported by five course objectives, which are supported by the level’s SLOs. There are listening, reading, speaking and writing SLOs. They can be worked on using the current instructional materials and faculty members are free to supplement this material with other suitable material deemed to facilitate SLO achievement. The curricular components are all interdependent. SLO achievement is the benchmark for ELI student language proficiency. In the current academic year 2015-2016, all ELI assessment instruments are set to be continually modified and fine-tuned to increase their levels of accuracy in the measurement of SLO achievement.

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 AEDSU works continually 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/exercises in the student books and self-study packs.

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 check-lists to help them monitor their learning and progress.

The ‘Can-Do’ statements are available from faculty members 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 only 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 members explain how these lists can be used and they should be referred to regularly throughout each module. These statements are designed and intended 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 KAU Foundation Year, as follows:

<table>
<thead>
<tr>
<th>ELI COURSE CODE</th>
<th>COURSE LEVEL</th>
<th>CEFR LEVEL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELI 101</td>
<td>Beginner</td>
<td>A1</td>
<td>0</td>
</tr>
<tr>
<td>ELI 102</td>
<td>Elementary</td>
<td>A2</td>
<td>2</td>
</tr>
</tbody>
</table>
A total of six credits are assigned to these ELI courses, 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 ELI English program are also required to study other university courses. These courses are mandatory. Students following the **Science Track** are required to take the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELI 103</td>
<td>Pre-Intermediate B1</td>
</tr>
<tr>
<td>ELI 104</td>
<td>Intermediate B1+</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>
<td></td>
</tr>
</tbody>
</table>

### 2.6 Exemption from ELI Courses

As a KAU requirement, Foundation Year students must pass the highest level of English offered at ELI, currently the Intermediate ELI 104, in order to secure college entry. Students who are able to 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 documented as being current and authentic. Exemption applications must be submitted prior to students actually joining the ELI program. Students are not allowed to apply for exemption if they have failed one of the four ELI courses or are enrolled in an ELI course at the time of application.
2.7 Academic Accreditation
In April 2013, ELI received full five 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. During the summer of 2012 the ELI Academic Accreditation Committee completed the required Self-Study Report to describe the manner in which the ELI meets the range of CEA standards. 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 the ELI in November 2012 to verify and supplement information presented in the Self-Study Report. The team conducted the five day visit and reviewed 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. The site visit team was provided with unrestricted access to all ELI documentation and personnel relating to the program. During the site visit, the team also held a series of meeting with faculty members 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, the ELI received the team report stating that 50 of the CEA 52 standards were judged to have been fully met, one partially met, while one was not considered to be applicable. The partially met standard was subsequently worked on and complied with and in its April 2013 meeting, the commission resolved to grant ELI a full five year accreditation, confirming its compliance with all required CEA standards.
2.8 Affiliated Cooperative Programs

In addition to the body of regular full-time students, KAU provides opportunities for those who are unable to enroll as full-time students, for whatever reason. The university provides such students with two program options: External and Distance Learning Programs.

External students are responsible for their own study outside the university, but they must attend campus or designated testing locations at various nationwide locations, for their final examinations. KAU enrolls approximately 15,000 external students annually, all of whom are required to take two English courses using the same instructional materials and text books as are used by internal full-time students.

Distance learning students take online English courses designed and provided by ELI faculty members, but they must sit for their final examination on campus or at designated testing locations at various nationwide locations. KAU enrolls approximately 1,500 distance-learning students annually.

Course delivery and examinations for students in both programs are administered by the ELI Vice-Deanship for Academic Affairs through the External Student Affairs and E-Learning and Distance Education Units.
Chapter 3
Instructional Materials

All necessary books and supplemental materials for assigned courses are made available to faculty members and students at the start of each module. The coordination teams on each campus distribute the books to faculty members, while students are expected to purchase the books from on-campus bookstores or at major bookstores across the city. Students are required to bring their books to all classes. Copyright laws are strictly adhered to by the ELI, and students and faculty members are not allowed to photocopy any of the prescribed textbooks.

3.1 English Unlimited Special Edition
The ELI is currently (as of August 2015) using the Cambridge University Press *English Unlimited Special Edition* (2014) as its core instructional materials. The *English Unlimited Special Edition* series has been specially designed to cater for Arabic speaking learners in Saudi Arabia and the Middle East and North Africa (MENA). The series corresponds to four CEFR proficiency levels, (A1, A2, B1 & B1+). The aim of the *English Unlimited Special Edition* is to enable adult Arabic-speaking learners to use English for effective communication in real-life situations. To accomplish this aim *English Unlimited Special Edition* is:

- **Practical**

  Each unit throughout the series is designed to aid the achievement of specific communicative goals (listed throughout the course books). Goals selected are practical (How to do things using the target language) and are all reworded versions of CEFR goals. They have been reworded to ensure that they are readily comprehensible, accessible and motivating for learners at the various proficiency levels covered by the course.

- **Corpus-informed**

  *English Unlimited Special Edition* focuses on the language needs of Arabic-speaking learners. It draws on the *Cambridge English Corpus* (CEC). The CEC is a billion plus word collection of written and spoken English. The CEC has been utilized to check that the learners at each of the course CEFR levels are presented with the most useful and frequent expressions, words and grammar necessary for the achievement of the stated communicative goals. The CEC includes the *Cambridge Learner Corpus* (CLC), a unique bank of over 35 million words from exam candidate papers. The CLC has been drawn upon for this series to identify typical learning mistakes and areas in need of particular focus for Arabic-speaking learners. These
materials present up to date, natural and useful language presented in such a way so as to help learners avoid mistakes.

- **International**
  *English Unlimited Special Edition* texts contain topics and activities that have been carefully chosen to be of real appeal to MENA learners and that are intended to help enhance motivation. The series makes use of universally inspiring topics. It does not assume learner familiarity with, or knowledge of, British or American culture, but rather focuses on themes and topics that are accessible to all. It has a second international strand throughout, which includes features designed to help learners become effective communicators in international contexts. There are ‘Across cultures’ sections throughout the course that are intended to enhance cross-cultural awareness with the aim of helping create sensitive and effective communicators in international environments.

- **Flexible**
  *English Unlimited Special Edition* course content has been designed so as to maximize flexibility. It can be adapted to suit courses and lessons of varying lengths. Its flexibility potential is also enhanced by the extensive range of supplemental materials included in the package.

3.2 **English Unlimited Special Edition Course Book with e-Portfolio DVD-ROM**

*English Unlimited Special Edition Course Books* for all program levels contain engaging and motivating speaking, listening, reading, writing, grammar and vocabulary activities:

*Get it right!* Common language errors identified from the CLC are focused on. Areas in which learner support is crucial are given particular attention.

- Unit content is designed and intended to maximize MENA learners’ motivation. Carefully selected activities and topics are included throughout the course books in order to engage and stimulate student learning and participation.
- Enhanced writing practice opportunities are provided by the *Writing Essentials* worksheets, designed specifically for non-Roman Alphabet learners. The worksheets provide a means of facilitating enhanced progress in writing and reading.
- Global communication is the theme of the *Across Cultures* sections, which aim to develop learners’ intercultural competence and are intended to promote effective and sensitive communication.
- Real English. Natural language, based on the Cambridge International Corpus, combined with a goals-driven CEFR SYLLABUS provides real-world scenarios throughout the course books.
- *Toolkit for the 21st Century.* Course book digital enhancement is provided by the online workbooks, the Presentation Plus and Test Maker CD-ROMS, and the DVD-ROM video and interactive content. The student course books for each level are as follows:

<table>
<thead>
<tr>
<th>ELI LEVEL</th>
<th>Course book details</th>
<th>CEFR level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELI 103</td>
<td>English Unlimited, Special Edition, Pre-Intermediate Course book with e-Portfolio DVD-ROM</td>
<td>B1 ‘Threshold’</td>
</tr>
<tr>
<td>ELI 104</td>
<td>English Unlimited, Special Edition, Intermediate Course book with e-Portfolio DVD-ROM</td>
<td>B1 +</td>
</tr>
</tbody>
</table>

### 3.3 English Unlimited Special Edition Self-Study Pack with DVD-ROM

The Self-Study packs are an innovative up-to-date replacement for traditional student workbooks. They provide a range of learning and language practice options and pathways and are integral to the encouragement and practice of learner autonomy and responsibility that the ELI is committed to instilling in its students.
The *English Unlimited Self-study Packs* provide:

- DVD-ROMS with 200-300 interactive activities designed for class work consolidation. The Self-study DVD-ROM combines with the Course book e-Portfolio DVD-ROMs, integrating students’ abilities to create portfolios of their own work and allowing them to create real ‘can-do’ records to chart their learning.
- exposure to natural, authentic English through video interviews with a range of international speakers (plus supporting activities)
- ‘Over to you ‘ exercises allowing students to personalize their language practice
- self-recording and playback tools for pronunciation practice
- animated clips that students are able record their voices to, to provide everyday situational speaking practice
- additional ‘Explore Writing’ tasks to build on class work
- a complete ‘Explore Reading ‘ syllabus
- ‘Quick Check’ tests for progress monitoring.

The self-study packs for each level are as follows:

<table>
<thead>
<tr>
<th>EL LEVEL</th>
<th>English Unlimited Special Edition Self-Study Pack</th>
<th>Common European Framework of Reference for Languages (CEFR) level</th>
</tr>
</thead>
</table>
3.4 English Unlimited Special Edition 2014 Teacher’s Pack

A Teacher’s Pack is provided to faculty members for use at each level. The teachers’ packs consist of the teachers’ books and their accompanying DVD-ROMs for each level of the program.

Each Teacher’s Book contains comprehensive and easy to follow teacher’s notes matched to the Course book material. The notes have been compiled with a wide range of teaching styles and class types in mind. Each unit’s notes are clearly linked to the different stages of the Course book lessons. Answer keys are included for all exercises and the use of individual, group work and pair work symbols provide suggested classroom interactive strategies for each lesson stage.

Alternative activities’ instructions are included on every page in the interests of variety and interest and there are suggestions throughout as to how to adapt activities for various learner situations and types. Each Teacher’s Book DVD-ROM contains:

- Activity worksheets providing extra practice of skills and language covered in the Course book;
- Writing essentials worksheets as a means of support for Arabic-speaking learners;
- A comprehensive assessment and testing program, including achievement and progress tests;
- Videos for classroom use;
- Syllabus goals clearly mapped to CEFR can-do statements.

The Teacher’s Packs for each level are as follows:

<table>
<thead>
<tr>
<th>ELI LEVEL</th>
<th>English Unlimited Special Edition Teacher’s Pack</th>
<th>Common European Framework of Reference for Languages (CEFR) level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELI 101</td>
<td>English Unlimited, Special Edition, Starter Teacher’s Pack with DVD-ROM</td>
<td>A1 ‘Breakthrough’</td>
</tr>
<tr>
<td>ELI 103</td>
<td>English Unlimited, Special Edition, Pre-Intermediate Teacher’s Pack with DVD-ROM</td>
<td>B1 ‘Threshold’</td>
</tr>
</tbody>
</table>

There are supplemental materials for each program level. It is envisaged that all supplemental materials are to be accessed via **Blackboard** during the academic year 2015-2016. Certain material that is only for faculty members’ use is still accessible via the Teachers’ Resources link on the website.

### 3.5 Supplemental Speaking Materials
The pacing guides and curricula provided to faculty members detail the speaking SLOs for each level. These are the primary reference source and all supplemental speaking activities should target students’ achievement of these outcomes. The pacing guides link speaking SLOs directly to speaking activities in the *English Unlimited* course books. These activities can be expanded upon by faculty members, depending on the needs of student groups and individuals. Faculty members are encouraged to utilize digital internet resources and any other appropriate printed material, to supplement the core textbooks. It is important to ensure that any faculty member-selected supplemental speaking materials conform to local socially and culturally accepted norms in form and content. It is recommended that faculty members check with coordinators or experienced colleagues when in doubt as to materials’ suitability in this regard. ELI in-house supplemental speaking materials can be accessed via the Teachers’ Resources portal on the ELI Website at:


http://lms.kau.edu.sa

The program includes speaking activities that are accessed by students via **Blackboard**. Faculty members provide feedback to the students based on their performance. Speaking supplementary activities are not graded. Their purpose is to provide learners with valuable and interactive opportunities for speaking practice.
3.6 Supplemental Reading Materials

The ELI English Language Program instructional materials include optional reading materials that are accessible to the students via Blackboard. The supplemental reading program materials are a selection of level-specific in-house created materials adapted from authentic texts, designed and intended to foster interest and enjoyment in the student readers. There are supplemental reading materials for ELI levels 102, 103 and 104. Materials can be downloaded from the ELI website, Teacher and Student Resources portals:

http://eli.kau.edu.sa/Pages-ins-resources-en.aspx
http://lms.kau.edu.sa

The materials are intended to foster and encourage students’ extended reading and their use is entirely optional. There are no grades awarded for supplemental reading task completion which helps to emphasize their voluntary nature and to remove ‘grade anxiety’ from the process.

3.7 Supplemental Writing Materials

The ELI English Language Program instructional materials include writing materials that are accessible to the students via Blackboard. The supplemental writing program materials are a selection of level-specific in-house created writing materials. There are materials for ELI levels 101, 102, 103 and 104. Materials are available on Blackboard/Teacher and Student Resources portals.

http://eli.kau.edu.sa/Pages-ins-resources-en.aspx
http://lms.kau.edu.sa

101 & 102

The focus of the Writing Program is to develop student’s composition skills through a process approach. Students are required to produce four writing tasks in class during weeks 2, 3, 5 and 6. These tasks are based on the writing skills learned during class instruction. Faculty members are expected to provide students with feedback within two days of task submission. Faculty members are provided with topics by the AEDSU from which they can select student writing assignments.

103 & 104

Students are asked to work on producing two texts, during weeks 3 and 6. These tasks are based on the writing skills learned during class instruction. Faculty members are expected to provide students with feedback within two days of task submission. Faculty members are provided with topics by the AEDSU from which they can select student writing assignments.
3.8 Digital Material
ELI strives to bridge the gap between traditional instruction methods and cutting-edge technology in the interests of facilitating interactive teaching and learning. As of the start of the academic year 2015-2016 the ELI is adopting the *English Unlimited Special Edition Presentation Plus* digital package to complement the *English Unlimited* instructional materials.

The ELI plans for its faculty members to actively utilize the *English Unlimited Special Edition Presentation Plus DVD-ROM* interactive software packages to ensure interactive and lively lesson delivery. All interactive software content can be projected onto whiteboards or used with interactive whiteboards to enhance lessons’ impact and effectiveness. It can be effectively and enjoyably employed in conjunction with the course books for each level, complementing faculty members’ current lesson delivery. *English Unlimited Special Edition Presentation Plus DCD-ROMS* provide CEFR specific digital tools for each ELI program level. The *Presentation Plus DVD-ROMs* allow faculty members to conveniently present the course materials in an interactive manner and to interact directly with the Course Book, Class Audio and Video. The software enables faculty members to:

- Highlight, write and erase
- Zoom in and out
- Create notes and save annotations
- Attach to web links
- Display answer keys
- Play all class audio and display listening scripts
- Play all video and display video scripts
- Connect to Cambridge Online Dictionaries (via internet)

These packages provide a broad range of material to facilitate classroom learning. Faculty members are encouraged to make as full use as possible of the complete *English Unlimited* package to give maximum variety and interest to classes. Prior to the start of the academic year 2015-2016 the ELI has arranged Cambridge University Press trainers to deliver comprehensive training on all aspects of effectively utilizing the *English Unlimited Special Edition* instructional materials (including digital). If faculty members require assistance in using this software during the modules there is a ‘Help’ button for each DVD-ROM (once installed), which can be clicked on at any time for advice and guidance concerning its use in class. For new faculty members, unused to such interactive software, advice and support is always readily on-hand from the coordination teams and fellow faculty members.

3.9 The ELI Resource Center
On the Men’s Main Campus the ELI Resource Center is currently located in Lab. 8 on the ground floor in Building 30. It is planned relocate this facility to the new ELI building on the Men’s Campus (Building 534) during the first module of the academic year 2015-2016 Over
one thousand books and texts covering ELF teaching, practice, theory and research are available in the center. Faculty members are able to borrow up to five books/texts at any one time for up to two weeks. The center is open daily from 9.30 to 10.30 and from 11:15 to 12:15. A similar but smaller scale facility is available on the Women’s Main Campus in the Faculty Lounge in Building 40.

It is planned to extend this important facility across all ELI campuses.

Chapter 4
Student Assessment

4.1 Methods of Assessment

ELI assesses students based on their performance over the duration of each 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%.

The Assessment Overview for the ELI Foundation Year Program is as follows:

<table>
<thead>
<tr>
<th>Method</th>
<th>Format</th>
<th>Weight</th>
</tr>
</thead>
</table>
| Formative Continuous Assessment | • Writing Tasks 10 %  
                                  | • Grammar and Vocabulary Use 10 %                                      | 20%    |
| One Speaking Examination        | Range from basic interviews with leading questions (lower levels) to extended turns and discussions (higher levels). Time allowed: 3-5 minutes. | 10%    |
| One Writing Examination         | 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. | 10%    |
| Computer-based Mid-Module Examination | Multiple choice questions with focus on reading and listening comprehension, and vocabulary and grammar use from units covered in the first three weeks of the module. Time allowed: 90 minutes. | 20%    |
| Computer-based End-of-Module Examination | Multiple choice questions with focus on reading and listening comprehension, and vocabulary and grammar use from units covered in the entire module. Time | 40%    |
The examinations are written, designed, and prepared by the ELI AEDSU, and are made available either online or in print form. All faculty members are expected to contribute their talents in assisting the AEDSU and the Academic Coordination Unit (the ACU) in preparing and administering examinations. All efforts are greatly appreciated and noted by the ELI. In addition, faculty members are required to give regular short progress quizzes to their classes to measure and demonstrate SLO achievement. SLOs are available for reference in the Curriculum and Pacing Guides. Quizzes can be faculty-generated or taken from the progress and achievement tests available on the teacher’s DVD-ROM that come with the instructional material for each ELI level. 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 Writing Tasks
- Formative Grammar and Vocabulary Tasks

Students are required to compile and submit completed graded assignments on scheduled occasions during each module. The grading allocation for formative continuous assessment is 20% of the module total.

4.2.1 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, drafting and revision. Students are required to submit three drafts for each writing task: first draft (reviewed by peers/and faculty members), second draft (reviewed by faculty members, with feedback provided), and third and final drafts. 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 constitutes 10% of the grade total per level. The structure of the writing tasks reflects the key writing learning outcomes for each level and ranges from short paragraphs for the beginner level (ELI 101 A1 CEFR) to several paragraph short essays for the intermediate level (ELI 104 B1 CEFR).

The writing tasks also reflect students’ development in terms of grammatical and lexical range and accuracy. Students are encouraged to incorporate newly-acquired lexis and grammar in their writing.
4.2 Formative Grammar and Vocabulary Tasks
Two vocabulary and grammar use assessments are administered during each program level. Each assessment consists of 10 multiple choice questions. The MCQ test items are prepared by a team of test item writers under the supervision of the AEDSU and are administered by faculty members to the classes for whom they are responsible.

4.3 Summative Speaking Examination
The speaking examination is intended to assess students’ use of spoken English by engagement and participation 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 graded according to level-specific rubrics.

One speaking examination is conducted per module valued at 10% of the module grade. 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 faculty members show pictures to candidates, which they are asked to describe as accurately as they are able.

- **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 approximately 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 approximately three minutes.

4.4 Summative Writing Examination
The writing examination is intended to assess students’ abilities to incorporate previously introduced writing conventions in their writing, with the aim of therefore promoting proficient and autonomous writing. The process begins with guided writing at the lower levels and proceeds to more independent writing at the higher levels. The writing
examinations aim to measure the growth and proficiency of students’ 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 classrooms with the class faculty members as invigilators. Students have approximately 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 RSAU /ACU ensure 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 approximately 40 words, using appropriate spelling, punctuation, capitalization, and word order.
- **ELI 102**: Writing one analytical/informational paragraph or a short email totaling approximately 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 discursive essay of approximately 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 are obtained by means of 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% of the module total grade) is 90 minutes long and administered approximately half way through each module. The computer-based end-of-module examination (valued at 40% of the module total grade) is 105 minutes long and administered at the end of each module. Examination dates are established by the university in cooperation with the ELI.

Examination content incorporates listening to audio narrations and reading passages. Although duration and number of questions differ between the two examinations, 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, ELI 102 reading passages are on average approximately 200 words. While ELI 104 reading passages are approximately 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 computer-based mid-module examinations and computer-based end-of-module examinations 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 selecting correct answers.
- Vocabulary test items are selected from each level’s wordlist.

### 4.6 Students’ Progression through Levels

KAU uses the following grading scale:

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
<th>Out of 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A+</td>
<td>5.0</td>
</tr>
<tr>
<td>90-94</td>
<td>A</td>
<td>4.75</td>
</tr>
<tr>
<td>85-89</td>
<td>B+</td>
<td>4.5</td>
</tr>
<tr>
<td>80-84</td>
<td>B</td>
<td>4.0</td>
</tr>
<tr>
<td>75-79</td>
<td>C+</td>
<td>3.5</td>
</tr>
<tr>
<td>70-74</td>
<td>C</td>
<td>3.0</td>
</tr>
<tr>
<td>65-69</td>
<td>D+</td>
<td>2.5</td>
</tr>
<tr>
<td>60-64</td>
<td>D</td>
<td>2.0</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F (fail)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Based on the above grading scale, students need a score of 60% or above for promotion to a higher ELI level.
Students are afforded a maximum of three additional opportunities to take all four ELI courses which must be successfully completed by the end of the first semester of their second academic year at KAU. In case of failure to pass the required ELI program in the time allowed, the rules and regulations for KAU Foundation Year students apply as specified in the King Abdulaziz University Bulletin accessible at: http://www.kau.edu.sa/files/0/KauGuides/Facts%20and%20Achievements.pdf

Chapter Five
The Academic Coordination System

5.1 Overview
The ELI Academic Coordination Units (ACUs) thrive in a fast-paced environment to provide a system for ensuring that all faculty members are kept up-to-date with all developments and best practices related to English language teaching at the ELI. The role of the ACUs is to facilitate the academic process for both faculty members and students, ensure that university academic rules and regulations and the ELI mission and vision are professionally adhered to, and provide effective communication between faculty members and the ELI administration and units.

*The following narrative is based on the Men’s ELI campus ACU, but is applicable to each of the three women’s ELI campuses, unless specifically stated as being otherwise the case.

The ACU is led by the Head of the Academic Coordination Unit, who supervises staffing levels and assignments, assesses faculty members’ overall professional performance in collaboration with the Professional Development Unit (PDU), and keeps up-to-date with management directives and instructions. The ACU Head is assisted by the Deputy Chief Coordinator (DCC), and both the ACU Head and the DCC work closely with a team of senior and academic coordinators. The ACU maintains constant communication with all faculty members via electronic correspondence and individual and group meetings in order to provide updates and advice, and to answer queries as and when they arise. Faculty members are free to ask for peer support at any time, or to ask the ACU for help and guidance. The PDU can also be freely approached on issues concerning classroom practice and methodology etc.
5.2 Academic Coordination Unit Head

Job Description
The ACU Head is a highly-qualified faculty member with proven excellent organizational, managerial and inter-personal 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/teaching environments in support of instructional activities.

The ACU Head also works in close partnership with other ELI units such as the Regular Students Affairs Unit (RSAU), the Academic and Educational Development Systems Unit (AEDSU), the Professional Development Unit (PDU), and the Academic Accreditation Unit (AAU).

Duties and Responsibilities
In addition to teaching a reduced load (or with no teaching load), the responsibilities of the ACU Head may be described in terms of these broad categories of activities:

1. Communication and Development of Policies
The ACU Head is responsible for communicating and developing ELI policies and procedures regarding:

- Instructor responsibilities and management;
- Administrative and managerial matters in support of instruction;
- Curriculum implementation and monitoring;
- Operational issues and activities as and when they arise, needed to support the goals of the institute.

2. Development of Faculty Evaluation Procedures
The ACU Head ensures implementation and monitoring of ELI policies and practices regarding:

- General faculty evaluation: Management of evaluation of faculty members’ 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 PDU, which manages the entire ELI class observation process.

- **Coaching and development:** Conducting coaching and development sessions with senior and academic 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 AEDSU.

3. **Faculty Management and Administration:**
The ACU Head is responsible for the management and administration of the learning environment to support instructional activities, including:

- Providing support services to faculty members in areas such as office space, classroom services and equipment, in collaboration with ELI administrative staff and the IT Unit.
- Managing faculty matters with respect to scheduling issues, classroom coverage, and disciplinary action.
- Providing other faculty member support activities or services, as needed.

4. **Curriculum as Driven by Learning Outcomes**
The ACU Head works closely with the AEDSU to ensure implementation, monitoring, and review of curriculum, texts and pacing schedules to facilitate attainment of 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 the ELI administration and the curriculum committee regarding curriculum effectiveness and issues/areas requiring improvement or investigation.

5. **Coordination of Instructional Activities**
The ACU Head is responsible for coordinating with other ELI units in order to:

- Provide related units with instructional objectives, support, and feedback concerning products and services used by faculty members based on their input;
- Coordinate activities to foster close working cooperation among units;
- Participate in related unit committees and goal-setting to further institutional objectives.
5.3 Academic Coordination Unit Deputy Chief Coordinator (DCC).

DCC Job Description
The DCC is a highly-qualified faculty member with excellent proven organizational skills who works closely with the ACU Head in order to achieve the ELI's Mission and objectives.

- The DCC maintains electronic correspondence with the senior coordinators, except for emergency cases that require immediate response or action. In such cases, the ACU Head contacts the senior coordinators and/or the academic coordinators directly.
- The DCC is responsible for emailing all pertinent information to senior coordinators, and for providing instructions and required actions necessary for the successful implementation of both long and short term plans. In all forms of correspondence from the DCC to the senior coordinators, the ACU Head is copied in.
- The DCC follows up with the senior coordinators regarding the execution of all directives and instructions. Any required data or information is collected from the senior coordinators by the DCC, who then sends everything to the ACU Head.
- The DCC holds formal discussion groups with the academic coordinators at least once every module, in order to discuss developments and problems along with suggestions and solutions.
- The DCC attends meetings with ELI Dean, Vice Deans and/or Unit Heads for ACU representation upon request, especially if the ACU Head is on leave or not available on campus.
- Based on the findings of discussion groups held with academic coordinators, the DCC decides upon and provides developmental proposals. Implementation is preceded by discussions with the ACU Head and the concerned Vice Dean.
- The DCC attends a meeting with the ACU Head at least once towards the end of every week, in order to follow up on the ACU actions and procedures.
- In conjunction with the ACU Head, the DCC co-writes and reviews the ACU faculty weekly update, as well as all ACU meetings’ agendas.
- As necessary, the DCC Conducts buildings rounds for the purposes of Quality Assurance (QA) spot checks.
- If for any reason the ACU Head takes emergency leave, the DCC automatically assumes the head’s role and responsibilities.
- The DCC collects and reviews all ACU QA reports, highlights major problems and subsequently discusses them with the ACU Head.
- The DCC reviews and subsequently discusses all annual faculty member evaluation reports with the ACU Head in order to ensure consistency.
- The DCC holds on needs-basis meetings with the senior coordinators, especially at the onset and the end of every module.
- The DCC conducts evaluations of the senior coordinators in conjunction with the ACU Head. There are informal evaluations of the senior coordinators at the end of
the first three modules, followed by a formal evaluation at the end of the academic year.

● In conjunction with the ACU Head, the DCC reviews all academic coordinator annual evaluations.

5.4 Academic Coordination Unit Senior Coordinators

Job Description
Senior coordinators have extensive academic experience in the field and are responsible for the supervision of academic coordinators and faculty.

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 ACU Head and the DCC, 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 members on all matters related to professional performance. In this regard the ACU Mentoring and Orientation Committee is responsible for mentoring newly appointed academic coordinators;

● Modular/Semester/End-of-Year Evaluations: Conducting module/end-of-year evaluation reports of coordination performance, including evaluation of academic coordinators and entire level-based curriculum and assessment review with documentation.

2. Management and Administration
Senior coordinators are responsible for:

● Communication and explanation of KAU 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 ACU Head and the DCC;
● Faculty-support activities or services as and when needed, such as new faculty members’ orientation and internal training for coordination teams.

● Overseeing the complete implementation of all relevant action points from the Faculty and ACU Updates in a timely manner.

● Informing the DCC, and when necessary the ACU Head, of all major issues and developments concerning their coordination teams or buildings, as necessary.

● Supervising the regular quality assurance reports written by their coordination teams and making sure the reports are complete, fact-based, accurate, and submitted on time.

3. Testing
Senior coordinators are responsible for managing the facilitation of faculty member support for the Regular Students Affairs Unit (RSAU) and have a senior supervisory role at assessment times and in assessment venues. It should be noted that the content development of all modes of assessment is undertaken by the Academic and Educational Development Systems Unit (AEDSU). The ACU provides feedback from both faculty members and students upon request; this is obtained by means of conducting faculty members’ focus groups, and meeting student representatives.

4. Curriculum as Driven by Learning Outcomes
Senior coordinators are responsible for:

● managing academic coordinators to achieve curriculum goals, objectives, and learning outcomes within the expected time frames;

● heading level-based curriculum committees to assure faculty members’ input to the curriculum process;

● advising academic coordinators on monitoring curriculum effectiveness and the implementation of curriculum objectives;

● providing input and review to the ACU Head for forwarding to the AEDSU, regarding curriculum effectiveness and areas in need of improvement or investigation.

5. General Responsibilities:

● supporting the ACU Head in advancing the ELI’s Mission and objectives;

● assisting relevant ELI committees and units with staff interface and liaising;

● participating in meetings, workshops, and special project task forces to support curriculum, faculty member evaluation programs, and assessment initiatives, as and when needed.
5.5 Academic Coordination Unit Coordinators

Job Description
Academic coordinators are dynamic team players with evident leadership skills, willing and able to provide ELI faculty members with effective supervision and guidance. They are line-managers for groups of faculty members and closely collaborate with senior coordinators. The responsibilities of the academic coordinators fall into these main categories:

- Evaluation of faculty members’ overall professional performance;
- Conducting coaching sessions with faculty members, as and when needed;
- Management of faculty members’ support services, administrative communication including coordination of team meetings, and mentoring of new faculty members;
- Monitoring faculty members’ delivery of curriculum material;
- Examination support, including development, preparation, administration and examination grading;
- Communicating with student representatives, in order to maintain the overall quality of learning;
- Handling student complaints and holding meetings with faculty members and students in cases of grievances;
- Reporting of any information technology (IT) related issues to the IT Unit.
- Providing orientation to newly appointed faculty members;
- Maintaining electronic correspondence with coordination team members, delivering updates and providing information relevant to ELI actions and procedures.

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

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

2. Staff Management and Administration
Academic coordinators are responsible for:
- Communication and explanation of ELI policies and practices, attending coordinator meetings and conducting coordination team meetings as appropriate;
- Monitoring faculty members’ attendance and adherence to professional ethics;
● Providing support services to faculty members 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 and when the need arises, such as new faculty members’ orientation, etc.

3. Curriculum as Driven by Learning Outcomes
Academic Coordinators are responsible for:
● Supporting faculty members to facilitate the achievement of curriculum goals, objectives, and learning outcomes within the set time frames;
● Monitoring curriculum effectiveness through faculty members’ and student interaction;
● Providing input and identifying areas for improvement or investigation to ELI units through the appropriate chain of command.

4. Testing
Academic coordinators are responsible for managing faculty members’ support of the Regular Students Affairs Unit (RSAU) and have a supervisory role in assessment administration, but not exam content production, which falls under the responsibility of the AEDSU.

The Academic Coordinators are also responsible for:
● Provide feedback on exam validity and fairness;
● Supporting the printing production, packaging, distribution and administration process by providing faculty members to the Test Administration Unit (TAU) for such duties;
● Assisting in the correction of the examinations and second-level reviews of grading through the process of cross-checking;
● Ensuring that all grades have been correctly and appropriately inserted on the ELI Grade Entry System;
● Facilitating grade reviews when officially requested by the administration or students.

5. General Responsibilities
Academic coordinators general responsibilities include:
● Supporting the work of the ACU Head, the DCC 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 and when needed;
● Assisting ELI committees and units with faculty member interface and liaison.
6. Regular Weekly Coordination Duties
Academic 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’ observance;
- Offering advice and guidance for the faculty members for whom they are responsible;
- Maintaining continuous electronic correspondence with their assigned faculty member groups;
- Holding regular meetings with their faculty member teams;
- Maintaining regular communication with student sections to ensure the delivery of ELI messages and instructional policies.

7. New Faculty Member Orientation Committee
The members of the committee are academic coordinators who provide orientation to new faculty members. Recently arrived faculty members receive an initial orientation session which is followed by visits to a number of classrooms for peer observation. They are subsequently assigned to dedicated teacher mentors. In conjunction with the academic coordinators, the teacher mentors familiarize new faculty members with the regular ELI practices, procedures and protocols. The Head of the New Faculty Member Orientation Committee is a senior coordinator with previous orientation process experience.

8. ACU Development Committee
The Development Committee is concerned with the individual development of all ACU members. Once a new coordinator joins the ACU, he/she receives orientation provided by this committee. Throughout the academic year, committee members conduct a number of training sessions and workshops on topics directly related to the ACU and educational management issues. Such workshops allow for the exchange of ideas among coordinators and provide a forum for the potential creation of fresh ACU action plans.

Exam Coordination
Academic Coordinators are responsible for conducting meetings with their faculty member 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. Academic coordinators are expected to ensure that regular lines of communication are open with each of their team members to allow timely and accurate dissemination of all operational information.
5.6 Selection of ACU Head
The ACU Head 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 in the women's satellite campuses. The selection of the ACU Head 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 a solid background in the field of teaching English as a foreign or second language.

5.7 Selection of ACU DCC
The DCC 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 in the women's satellite campuses. The DCC is required to demonstrate evidence of highly developed managerial, interpersonal, communication and organizational skills, in conjunction with cultural sensitivity, flexibility, and a solid background in the field of teaching English as a foreign or second language.

5.8 Selection of ACU Senior Coordinators and Academic Coordinators
All coordination positions are advertised by email to all faculty members. Prospective candidates are shortlisted and interviewed 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 in the women's satellite campuses. The ACU Head and up to three ELI faculty members nominated by the panel head are also committee members.

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
- Teamwork

Senior coordinators, however, are expected to be able to demonstrate a higher level of competency in the required areas than is required of the coordinators. More extensive ESL experience and higher level qualifications are required for senior coordination positions. The interviewing panel fills out the Coordinator Interview Evaluation Form (available in the Appendices) and discusses the merits of all the candidates. Final decisions concerning candidates’ suitability are made once all candidates have been interviewed.
5.9 Coordinator Evaluation
All academic coordinators are evaluated by their senior coordinators. They are assessed on their interpersonal communication skills with their assigned senior coordinators and faculty member teams, faculty members’ support and mentoring, teaching and professionalism. Senior coordinators are required to write and review Annual Coordinator Evaluation Forms (available in the Appendices) with the academic coordinators. The forms are signed by the academic coordinators prior to their submission to the ACU Head.

The ACU Head, in conjunction with the DCC evaluates all senior coordinators in the same manner. All evaluation forms are submitted to the Vice-Dean of Regular Students Affairs on the Men's Campus and the Vice-Deans on the Women's Main Campus and in the women's satellite campuses.

The performance of the ACU Heads on all campuses is evaluated by the concerned Vice-Deans and their reports and recommendations are submitted to the ELI Dean.

The ACU has identified several key areas where improvement was needed (2014-2015), and implemented the following systems and procedures to redress these shortcomings:

5.10 Grade Review Committee:
The ACU recognize that unjust grades should be changed, and that students need and deserve a means of redress. The establishment of a grade review committee consisting of certified IELTS examiners provides the means to do so. However, while the Committee wishes to see demonstrably unfair grades rectified, it will not automatically invoke the full procedure for each and every grievance. For a change in grade to be recommended, students must make the case to demonstrate that the original grade was unjustly awarded.

Dissatisfaction with a grade alone is not sufficient grounds for an appeal. A valid reason for appeal has to be presented by students, and they need to understand that their applications are assessed in accordance with the ELI grading policy. They are also required to formally agree that decisions made by the Grade Review Committee are final and binding. A new grade review form has been created, and systems and procedures put into place to streamline the entire process.

5.11 Creating new rubric for teacher evaluations:
This academic year, the Academic Coordination Unit introduced an updated version of the Annual Faculty Evaluation (AFE) report. The new and ‘improved’ AFE aims to provide faculty members with a thorough and fair assessment of their professionalism and services to the institute. The sections under ‘professionalism’ follow a ‘point’ system whereby all four sections are directly referenced to the ELI Faculty Handbook. The ‘services to the institute’ section is to cater for inclusion of specific types of services offered by faculty members to the ELI throughout the academic year.

5.12 Launching the Student Representative Council:
At the beginning of the 2014/2015 academic year, during module one, an initiative was taken to form a Student Representative Council for each module. These councils comprise
of 20 student representatives; five from each level. Students’ names are selected at the beginning of each module. The aim of creating the councils is to provide the student representatives opportunities to meet with the ELI Dean, Vice-Deans and coordinators. These meetings provide forums for representatives to voice their own and their classmates’ concerns, in addition to being venues for making suggestions concerning any issues pertaining to learning at the ELI. Furthermore, a student representative council ‘Whatsapp’ group has also been established, administered by two ACU members, in order to keep in touch with the student representative council members, answer any queries they have, and keep them up to date with ELI related activities. The student representative council members subsequently relay all important information so obtained to their peers.

5.13 Launching of the Tutoring/ Student Support Centre:
The ACU has introduced Student Support Sessions from Module 3 to offer academic support to all students who need additional time and instruction to make up for their areas of weakness/underachievement in English language learning. Class teachers identify suitable candidates and encourage them to attend these sessions. These sessions are offered twice a week on Monday and Sunday. Faculty members from all coordination teams volunteer for these sessions, and the ACU carefully selects suitably qualified individuals from the list of volunteers. Sessions are conducted on the men’s campus by selected faculty members during their office hours in the building 41 auditorium. Other similar arrangements are planned on the women’s campuses. These sessions are proving to be extremely beneficial for the students in helping to enhance class performance, and also have the additional benefit of providing opportunities to selected faculty members to perform valuable service to the institute.

5.14 Launching of the English Clubs (Reading, Speaking, Writing, Sports, Martial Arts and Photography Clubs):
The ACU believes that the process of language learning should not be limited to the classroom. Therefore, to provide our students with opportunities to use English language in authentic contexts and situations, we have introduced various English clubs. Such clubs are also widely and successfully used on all the women’s campuses, albeit with some different themes. Regular club meetings and events are scheduled during each module. Participation in these events gives ample opportunity to the students to practice their English in real life situations and learn many other interesting skills e.g. photography and martial arts etc. Participation and attendance is optional for the students. Faculty members volunteer to establish and run clubs. Once official approval has been obtained venue notifications, schedules and participation invitations for students are posted in common areas. Class teachers are also informed about these clubs and encourage their students to participate in these extra-curricular activities by highlighting their benefits.

5.15 Task-based office hours:
The ACU has compiled a list of useful tasks for the faculty members, which can be undertaken during office hours in addition to submitting attendance and lesson planning. These tasks have been carefully selected after discussions among senior coordinators and their teams. The objective of these tasks is to offer faculty members opportunities to positively contribute to the ELI’s development and for the ELI to take full advantage of
faculty members’ professional expertise in various fields e.g. The Education Posters Project, Tutorial meetings with students, photocopying and production for the RSAU and item writing for the AEDSU etc.

5.16 Provision for Special Educational Needs (SEN) Students and training and support for SENS teachers:

The ACU has concluded that provision for ELI SEN students has been inadequate to date, and thus has taken steps to rectify this situation. These include the creation of SEN Coordinators. Their duties include creating guidelines for teaching and assessment to provide SEN students with sufficient attention to facilitate the full realization and recognition of their learning potential. Some of the tasks involved in providing the highest level of education for our SEN students are compiling a Teachers’ Training Guide for faculty members whose classes include SEN students and the provision of training sessions and workshops for those teachers, along with a Teacher Assessment Guide. Continuous mentoring throughout the academic year and invigilation guideline documentation are also provided. SEN students can currently complete computer-based examinations with individual assistance provided for each student. Amended reading material and recordings of supplemental material are currently being produced.

5.17 Introduction of Written Warning procedures:

The ‘Written Warning’ procedure has been established to create a just and fair method of dealing with any faculty members’ disciplinary matters that arise. A range of steps have been put in place to deal with all manner of violations, ranging from a reminder to a verbal warning. In cases of serious breaches, decisions for issuing written warnings can be made and such warnings issued by the concerned Vice-Dean for Academic Affairs. Receipt of such warnings has serious consequences for faculty members, and affects their opportunities of being selected for overtime and summer work, as well as lowering their overall Annual Faculty Evaluation (AFE) score.

5.18 Preparing Faculty Members’ Files electronically:

This has been introduced to make it possible to access any faculty member’s file online including performance feedback. The rationale behind electronically filing all faculty members’ details is that all details should be kept up to date and are readily and easily accessible for concerned and authorized ELI personnel. Details such as color photographs, teaching locations, levels and sections are all uploaded to provide effortless contact and evaluation. Electronic files also include academic background, ACU evaluation feedback and PDU scores. These files are uploaded and kept securely on the ELI database.

5.19 Launching the Teacher Representative Council:

The Teacher Representative Council (TRC) has been launched by the ACU in order to serve as a key means of contact between ELI faculty members and the ACU. Faculty member representatives are selected very carefully by the ACU, ensuring that representatives are well respected by their colleagues and are commendable examples of professionalism and possess leadership and interpersonal skills, which are prerequisites for this role.
Representatives take on the responsibility of advocating on behalf of faculty members. They also represent faculty members’ interests and needs and raise issues pertaining to their everyday duties and obligations. Representatives can involve other faculty members in ELI related tasks and obtain useful feedback on curriculum, assessment and evaluation, as and when required.

5.20 Student Orientation Week and the new Bi-Lingual Student Orientation Presentation:
Academic Coordinators visit every single classroom in the first week of every module to introduce themselves to the students and provide them with their office location details; inviting students to visit them at any time if they have any queries or concerns throughout the module. This initiative has been very successful. It has made students feel supported and given them the confidence to readily visit and communicate with ACU members. This success is reflected in the steady influx of students visiting ACU offices for various issues on a daily basis. The ACU emails the ‘Student Orientation Power Point’ to the faculty members prior to start of the module and instructs them to go through the presentation in the classroom with the students in order to familiarize them with ELI policies, procedures and protocols regarding attendance, assessments, course structure, accessing student resources and complaints.

5.21 Using Google Drive in all forms of correspondence and for creating work related files:
The G-drive has been introduced by the ACU in order to improve the manner in which we correspond within our own unit and with other ELI units and faculty members. G-Drive allows us as a unit to store all of our files in one single, secure location that is accessible at all times. Currently we are able to send large files to our colleagues directly from our Gmail account and access files remotely from any computer or smart phone (using the G-drive application). Google Drive and Google Docs are complementary programs. Google Docs allows us to create and instantly share documents, spreadsheets and presentations online, and work simultaneously with partners or colleagues on the same document, thus revolutionizing the way we work. Google Docs also allows us to add certain access privileges to our files and determine who can view, edit or comment on shared documents.
### 5.22 Summarized Duties of an Academic Coordinator

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<tr>
<th>Regular and Weekly Coordination Duties</th>
<th>General Responsibilities</th>
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| Academic 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;  
  ● writing regular Quality Assurance reports;  
  ● offering advice and guidance for the faculty members for whom they are responsible;  
  ● maintaining continuous electronic correspondence with their assigned faculty teams;  
  ● holding regular meetings with their faculty member teams;  
  ● maintaining regular communication with student sections to ensure the delivery of ELI messages and instructional policies. | Academic Coordinators general responsibilities include:  
  ● supporting the work of the ACU Head and the senior coordinators in advancing ELI objectives;  
  ● participating in meetings, workshops, and special project task forces to support curriculum, and assessment initiatives as needed;  
  ● assisting relevant ELI committees with faculty member interface and liaising;  
  ● evaluating overall professional performance of faculty members and extra-curricular services such as committee work, services to the other ELI Units etc. |

<table>
<thead>
<tr>
<th>Staff Management and Administration</th>
<th>Curriculum and Testing</th>
</tr>
</thead>
</table>
| Academic Coordinators are responsible for:  
  ● faculty members’ attendance (classroom arrival/departure, office hours, online submission of student attendance, meetings, exams etc.) and adherence to professional ethics;  
  ● providing support to faculty members in services such as assigning office space, classroom services and equipment and scheduling matters in collaboration with senior coordinators;  
  ● providing support to the students by maintaining regular communication with them to maintain overall quality of learning;  
  ● communication of the ELI policies and practices;  
  ● attending coordinators team meetings;  
  ● conducting coordination team meetings with faculty members as appropriate;  
  ● arranging substitute teachers when faculty members are absent due to illness, emergency leaves, scheduling changes, examination support or conflicting duties;  
  ● providing effective guidance to faculty members and students;  
  ● conducting informal coaching sessions with their faculty teams as and when required;  
  ● mentoring new faculty members. | Academic Coordinators’ curriculum and assessment duties include:  
  ● supporting faculty members to help them achieve curriculum goals, objectives, and learning outcomes within the expected time frames;  
  ● delivery of curriculum material;  
  ● monitoring curriculum effectiveness through faculty and student interaction;  
  ● providing input and areas for improvement or study to the AESDU, PDU, or other ELI units through the appropriate chain of command.  
  ● providing input and feedback on exam validity and fairness;  
  ● supporting the TAU with production, packaging, distribution and administration process;  
  ● assisting in exam correction and grading reviews. |
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 *English Unlimited Special Edition* series is geared towards the incorporation of all that is best in proven, effective teaching methodology. Faculty members 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 advertisements, etc. Plans call for collating all supplementary instructor-prepared materials and making them readily available to all faculty members for classroom use. A Resource Center was established in Building 30 on the Men’s Campus in the academic year 2014-2015 and is due to be relocated to building 534 during the first module of the academic year 2015-2016. It is planned to make such resources conveniently available on all ELI campuses as soon as is operationally feasible. 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. Faculty members are discouraged from lecturing, and are subsequently encouraged to make learning an active collaborative 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 faculty members in encouraging learner-centered classroom environments.

6.2 Instructional Policies
As true professionals, ELI faculty members are always expected to adhere to KAU and ELI rules and regulations, 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;
- Classes should be learner-centered with maximum learner autonomy expected and encouraged;
- Homework should be assigned regularly and monitored, and students should be encouraged to assume 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 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 class start time;
● 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
Faculty members’ typical daily routines include teaching classes, office hours for counseling and meeting with students, lesson preparation time, grading, faculty meetings, and work in various ELI task forces, units and teams, amounting to approximately seven to eight hours of daily activities. Timings can and do vary, but classes are usually scheduled to be held in the mornings or afternoons. Faculty members are issued with teaching schedules at the commencement of each academic module. Teaching assignments are communicated by email, so it is important for faculty members to maintain e-contact with coordinators in the days preceding any new teaching module.

Teaching schedules indicate the courses faculty members are assigned to teach for each module. Information concerning days, times, buildings and rooms for classes is provided on the issued schedules. Since most students' classes are scheduled along with other courses elsewhere in other colleges, making scheduling a difficult and challenging process, faculty members are urged not to propose any timetable changes. In cases where changes are unavoidable, they have to be discussed with coordinators.

6.4 Reporting Time
Faculty members are expected to arrive approximately 15-20 minutes prior to their first class on any given teaching day (e.g. faculty members with classes starting at 8:00 am should arrive between 7:30 and 7:45 am). It should be noted that classroom attendance is recorded by concerned coordinators and the ELI expects its faculty members to demonstrate high levels of professional punctuality. Faculty members are considered and recorded as being ‘late’ if they arrive five minutes later than the scheduled class commencement time. Any anticipated late arrivals, for whatever reason, should be communicated at the earliest opportunity to concerned coordinators, so that students can be informed and cover or make-up classes arranged as required, in accordance with operational feasibility.
Details of unavoidable absences are forwarded by coordinators to Administration Heads for processing and, depending on individuals cases, can be entered as emergency leave in the University Anjez system. ELI reserves the right to alter the hours of classes at any time in line with operational requirements. Some classes may be discontinued or merged, or have their times changed due to fluctuating operational demands.

6.5 Maintaining Student Attendance
Faculty members are required to record students’ attendance daily and maintain a weekly attendance log online at www.kau-eli.com and on paper. It is vital that information is accurately recorded. 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 official excuses, approved by the Regular Students’ Affairs Unit Heads, are 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 members are advised to record student attendance during the first minutes of the class. 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 who show up 10 minutes after the lesson starts are marked ‘absent’, although allowed to attend the lesson.

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

6.6 Use of Technology and Lesson Planning

The majority of ELI 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 so equipped, audio equipment and laptops can be checked out from the Administration/Supply Units across the campuses. Faculty members are advised to be aware of differences in voltage and socket adapters from building to building.

Faculty members are encouraged to utilize digital resources and interactive software in conjunction with the prescribed texts. This software is an invaluable aid for effective lesson delivery. Faculty members are also expected to make as much use as possible of the available technological resources. ELI invests heavily in making technological resources available in the expectation that these resources are used to enhance the learning process.

Lessons should be planned in accordance with current best instructional practice to optimize SLO achievement. Available materials, including standardized lesson guides located in the Teachers’ Books, lesson plan templates, and weekly pacing guides set by the AEDSU, to effectively plan instruction in order to achieve curriculum objectives. The lesson guides located in the Teachers’ Packs outline the language goals of each unit, in addition to providing on start-up activities, vocabulary, and various exercises in all four skills.

The weekly pacing guides indicate predetermined SLOs linked to specified course materials, thus helping ensure consistency of instructional content. It is particularly important that lesson planning is evident during PDU observed classes, as clear planning provides records which can be used as examples for peers, for future reference, and as a basis on which to build performance improvement plans. Coordinators are always available to advise on lesson planning issues.

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

6.7 Faculty Office Hours

Students are the central concern of all ELI administrative and academic operations. This concern is apparent in the ELI’s ‘office hours’ allocation policy. Faculty members are required to allocate at least two hours daily, in addition to their classroom hours, when they are available for student academic counseling. It is imperative that office hours and contact information are clearly communicated to students on the first day of classes, and repeated and reiterated on a regular basis. Students are not only required to be familiar with these hours and their venues, but should be actively encouraged to utilize and benefit from them by means of invitation or actual scheduling. They are intended to provide face-to-face real-time opportunities for students to catch up on missed course content and for under-performing/low achieving students to benefit from one-to-one tutoring.
6.8 Professional Development
ELI faculty members are encouraged and expected to participate in professional development opportunities at ELI as a means of enhancing their teaching skills and increasing their knowledge in the field, in support of the achievement of the ELI’s Mission. The Vice-Dean for Development, and the campuses’ PDU Heads, are responsible for ELI professional development.

6.8.1 Professional Development Opportunities
Faculty members are kept informed of all professional development opportunities through regular communications. In the academic year 2015-2016 it is planned that Cambridge University Press provides comprehensive and detailed training on the most effective utilization of the *English Unlimited Special Edition* series and its digital accessories, either by their own representatives or by means of ‘cascading’ via the ELI PDUs. PDUs also inform faculty members of relevant webinars, online courses, workshops, discussion groups and seminars offered on-campus and at a variety of other locations including the British Council in Jeddah. The ELI has a substantial pool of highly qualified academic and educational talent and expertise at its disposal and is able to organize bespoke professionally developmental occasions at campus or local venues. Faculty members are given frequent formal and informal developmental opportunities in which to benefit from their peers’ expertise and experience. These in-house opportunities are, without exception, heavily or over-subscribed, and are tailored to support achievement of the ELI Mission. In-house training courses are organized by the Vice-Deanship for Development and PDUs across the ELI campuses.

The ELI endeavors to ensure that developmental support by professional development specialists, coordinators, and senior colleagues is always and readily on-hand for its faculty members.

6.8.2 Professional Networking
Faculty members sponsored or approved by KAU 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. Additional information is available in Chapter 11 on how to apply for and obtain the necessary professional leave in order to attend and participate in such occasions.

6.9 Faculty Research
Faculty members wishing to or 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 according to established academic protocols. Research that enhances fulfillment of ELI’s Mission is favorably regarded and encouraged. All research conducted must have prior ELI approval. Video recording of classes on the Men’s Campus for any purpose requires written permission from the students. Video recording is strictly not allowed on the women’s campuses.

The Men’s Campus PDU can supply faculty members 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. In this case, and for any other questions related to research, the Vice-Dean for Graduate Studies should be contacted.

6.10 Dealing with Student Discipline Issues
Students are generally respectful and cooperative and should be treated with dignity and respect. Students are expected to abide by KAU rules and regulations. When disciplinary issues and problems arise within classrooms for any reason faculty members are expected to conduct themselves with the utmost professionalism, even in the face of disturbing and challenging student behavior. It is imperative that inappropriate physical interaction and unpleasant or 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 Regular Students Affairs Units (RSAUs). Serious and unresolved student-conduct issues should be brought to the attention of the appropriate Vice-Dean for action according to the KAU policies concerning student conduct and discipline.

Additional information concerning the Student Code of Conduct is available in the Student Handbook 2015-2016.

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 members and the ELI as a whole, and should be used accordingly. The ELI recommends that faculty members endeavor to resolve any disputes with their coordination team or ELI staff by first discussing the issue with those primarily involved. It is often the case that problems can be resolved through open and honest communication between the involved parties. If a reasonable resolution does not result from such discussion then faculty members can proceed through the official established channels for dispute resolution.

6.11.1 Informal Complaints
The ELI encourages regular communication between faculty members and their coordinators to minimize the need to resort to formal channels for dispute resolution. To this end, it is suggested that, when considering lodging complaints, faculty members first seek the advice of fellow faculty members concerning their perceived or actual grievances. This initial contact and communication should be with their assigned or senior coordinators. By so doing faculty members are able to elicit and receive informed and objective insight into the seriousness of issues, concerns and perceived grievances. They are also able to avail themselves of advice as to what, in the context of the ELI complaints procedure, is the best course of action to pursue. Should informal attempts at resolution prove unsatisfactory, faculty members may then utilize the formal grievance procedures.

6.11.2 Formal Complaints
The formal complaints 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 ACU Head. He/she has ten working days, subsequent to receiving formal complaints, in which to reach and deliver resolution decisions.
It is the ACU Head’s responsibility to inquire into the facts of the complaint and discuss the matter individually with whoever is concerned in the interest of seeking transparent and equitable resolution. The ACU Head 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 a faculty member is not satisfied with the ACU Head’s decision the complaint is passed to the concerned Vice-Dean. Upon investigating the case, the Vice-Dean is required to render a decision within three to five working days of receiving the complaint.

If a complainant remains unsatisfied with the Vice-Dean's decision, he/she 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 members and staff are strictly prohibited from making use of any ELI photocopying machines for personal use of any kind. Photocopying at ELI is strictly limited to authorized administrative, classroom, and operational materials for work-related purposes. Faculty members are not allowed to make photocopies of any copyright protected materials without the consent of the publisher for obvious reasons related to copyright infringement. Coordinators should be consulted for clarification if there are any issues, before photocopies are made on KAU premises.

6.13 Appearance and Dress Code
ELI requires faculty members to present themselves professionally, both in overall appearance and dress. They are expected to dress modestly, be well-groomed 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 members and staff. ELI is a professional work environment and requires and expects strict adherence to the stated dress code.

6.13.1 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;
- Footwear that is inappropriate for business casual attire.
Non-Saudi faculty members, opting to wear thobes, should consult Saudi colleagues regarding the official Saudi attire.

6.13.2 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;
● Footwear that is inappropriate for business casual attire;
● Excessive make-up or extreme hairstyles.

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

Politeness in interactions with all members of the ELI/KAU learning and teaching community goes hand-in-hand with professionally appropriate appearance, that is expected at all times.
Chapter 7
Faculty Evaluation and Classroom Observations

7.1 Overview

The philosophy behind the annual faculty evaluation process is that the overall professional evaluations, in which classroom observations play a significant role, leads to improved performance. The effective use of this management tool enriches the teaching and learning environment and increases faculty members’ morale through the provision of constructive performance feedback. Feedback is a key driver for continuous development, creativity, and, ultimately, student satisfaction.

Faculty members 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 successful learning, faculty members have to be aware of and adhere to certain fundamentals.

Faculty member evaluations are essential to integrating the needs and aims of both the ELI and its faculty members. They also provide a framework for professional development and recognition of the quality of individuals’ work and their commitment to the ELI Mission and to the university’s goals. Successful performance management is an ongoing and continuous process involving interactive and transparent communication between observers and faculty members.

It is essential that the entire evaluation process is clearly understood by both faculty members and administration and that its application is consistent. The ELI views formal faculty member evaluations and observations as developmental rather than evaluative/judgmental. 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 members. An effective evaluation program serves both to improve performance and to help in personnel decisions. The ELI believes that the evaluation process should lead to positive development enhancing the ELI’s ability to fulfill its stated mission.

*This chapter describes the procedures, processes and protocols of the Professional Development Units (PDUs) across the four ELI campuses.

ELI guidelines for establishing a successful evaluation program are as follows:

* Ensure that the purpose of the evaluation is clear to all faculty members;
* Involve faculty members 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;
* Apply all evaluation procedures consistently, fairly and transparently;
* Include multiple sources of faculty data in evaluation, including student evaluations;
* Include a review and appeals process.
Evaluations are a necessary part of educational administration at the 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 learning needs. The ELI employs a fair and systematic evaluation process to assist in accurate decision making concerning faculty members and to ensure that inaccurate personnel decisions are avoided.

Faculty members 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 (ACU) and the Professional Development Unit (PDU), respectively. The ACU is responsible for overall annual evaluations of faculty members with the PDU providing input on instructional skills via classroom observation and evaluation of professional development over the course of the academic year. The ACU’s role lies in evaluating overall professional execution of assigned duties, communication, work commitment, and service to the ELI. The ACU and the PDU units cooperate fully to maintain and improve the quality of instruction received by students. Faculty members’ overall performance evaluations and professional development are integral aspects of the annual evaluation process.

7.2 Annual Faculty Evaluation Criteria
There are several components taken into account in Annual Faculty Evaluations ranging from classroom observations to overall contribution to the institute. Each component provides essential information to enable coordinators to fill out Annual Faculty Evaluation Forms (available in the Appendices) as accurately and fairly as possible.

At the end of each academic year, all faculty members receive overall performance evaluations. 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 four of the previous academic year and the end of module three 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).

Outcome of assessment procedures is used by ELI management to aid in decision-making issues concerning each faculty member’s future status and 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 Forms 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 concerning evaluation of the classrooms’ facilities and the learning process, including curriculum.

7.4 Classroom Observation Overview

Classroom observations are crucial components of annual faculty evaluations. Classroom observations are, necessarily, performance snapshots in which observers observe and note the learning and instructional experiences witnessed. Positive feedback informs observed faculty members of perceived performance strong points and comments on areas lacking in strength, thus creating opportunities for discussion aimed at improving teaching quality.

The ELI recognizes numerous reasons for conducting observations, including to:

- Ascertain instructional and learning classroom events;
- Determine faculty members’ abilities;
- Measure faculty members’ effectiveness;
- Render faculty members accountable;
- Measure instructional and learning progress or regression;
- Foster faculty members’ competencies;
- Ensure course instructional integrity;
- Emphasize academic consistency and direction;
- Identify and correct perceived problems.

The PDUs use multiple indicators to identify marginal faculty members. Faculty members displaying any or some of the following are considered as being included in this category:

- Operationally insufficient language proficiency level
- Teaching skills deficiencies
- Lack of or inadequate lesson preparation
- Cultural insensitivity
- Poor classroom management
- Judgment issues and concerns
- Ignoring low achievers
- Low quality of feedback to students
- Lack of “teacher energy” in the classroom
- Lack of rapport with students
- Persistent student complaints

Classroom observations offer venues to share ideas and provide opportunities 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 members 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
observers and faculty members being observed. Faculty members wishing to observe their peers should do so in teaching time-slots different to their own. Faculty members are not permitted to miss classes in order to observe peers. Only formal observations conducted by the PDUs are recorded in faculty members’ annual evaluations. All other observations are purely for developmental and/or collaborative purposes.

7.5 Official PDU Classroom Observation Program

The PDU’s competent professional development specialists are the primary classroom performance evaluators. The PDU is responsible for conducting all formal and informal observations. After formal observations, written Formal Faculty Observation Evaluation Reports (available in the Appendices), are submitted to the campus ACU, which are subsequently included in official annual faculty evaluations. PDU observers are faculty members with proven successful classroom track records, trained to evaluate classroom performance and equipped to provide mentoring support and training for faculty members with developmental issues. Detailed notes are taken during observations and faculty members are rated from a variety of perspectives according to detailed observation rubrics. Standardized rubrics are employed for all observation records in order to maintain objectivity, transparency and fairness. Faculty members are invited to visit their campus PDUs and obtain hard copies of rubric criteria to familiarize themselves with this documentation. Such visits also provide opportunities to meet PDU personnel.

7.5.1 Informal Observations

These classroom visits are designed to provide faculty members with feedback and opportunities to familiarize themselves with the protocols and formal observation criteria employed for ELI observations. They provide opportunities for any areas of weakness to be identified and worked on before being recorded officially or reflected on annual faculty evaluations. Only formal observations (see 7.5.2 below) are included on annual faculty evaluations, allowing informal observations to provide opportunities for feedback without stress or undue concern about ratings. They are intended to give faculty members preliminary classroom performance assessments and for the identification of key strengths and possible areas for improvement. These informal observations are announced visits, followed by feedback sessions in which PDU observers discuss with faculty members areas of strength, and areas of concern that require work towards improvement. PDU observers also assist faculty members in setting goals as preparation for subsequent mandatory formal observations.

Informal observations are conducted in module one and/or module two for the following priority categories: 1) New faculty members, 2) Returning faculty members who received a ‘2’ in any area of their formal observation during the previous academic year, 3) Any faculty members identified by their ACU due to problems observed by coordinators or student complaints. Once all of these categories have received informal observations, if the PDU still has sufficient time and observers available, they are willing to conduct informal observations of other faculty members upon request.

7.5.2 Formal Observations

Formal observations are similar in scope to informal observations, but are regarded as ‘official’ and their findings are incorporated in annual faculty evaluations. The majority of formal observations are conducted between the second half of module two and the end of the first half of module four. Faculty members are notified officially of days and times at least 48 hours in advance by email. Along with such notifications, faculty members receive a variety of useful documents, including copies of observation rubrics and sample lesson plans. Lesson plans and copies of materials prepared by faculty members for lessons scheduled to be observed
must be submitted electronically to PDU observers at least 24 hours in advance of scheduled observations. Lesson plan changes between plan submissions and actual observations are acceptable and understandable, and should be incorporated in hard copy plans provided to PDU observers on observation days. Lesson plans are evaluated as closely as the other items listed on observation reports.

7.5.3 Unannounced Observations

The PDU appreciates that many faculty members put a significant amount of effort into preparing for formal observations. However, there have been cases where observed lessons have seemed over-prepared in the sense that the faculty members may have received detailed coaching on every aspect of the lesson ahead of time. Additionally, occasionally it has appeared that faculty members being observed may have pre-taught the lesson to their students earlier that day or on a previous occasion.

In cases where formal observations leave observers uncertain as to what extent the teaching observed reflects faculty members’ typical classroom practice, the PDU may follow up with additional unannounced observations, usually within three to seven days. In unannounced observations, the observers take detailed notes as usual, but do not rate unannounced class observations as separate observation scores. However, if there are significant divergences in specific rubric categories between unannounced observations and previous formal observations, ratings may be adjusted accordingly after due consideration.

Additionally, in cases of student complaints or significant concern from the ACU or other units, unannounced observations may be conducted by PDU members. Such unannounced observations are considered as being additional to, and not as a replacement of, the regular formal observation process.

7.6 Steps in the Formal and Informal Observation Programs

The formal and informal 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 members 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

Pre-observation discussions are optional. Their primary purpose is to address any questions or concerns faculty members may have and for them to inform the observer of any significant information concerning their classes. These discussions can be conducted by email, phone, or in person. The Men’s Camus PDU is currently working on an optional class profile form, which can be easily filled out to provide observers with basic information such as the number of repeaters in the class, serious student behavior issues and discipline problems etc. It should be noted that in pre-observation discussions, observers do not discuss or comment on the specifics or details of the lesson the teacher is planning to deliver, neither do they comment on the lesson plan, planned group and pair work activities, or other lesson aspects. Faculty members desiring such feedback are encouraged to approach mentors at any time or PDU members prior to receiving their observation notice email. Faculty members who wish to schedule in-person pre-observation discussions should contact assigned observers immediately upon receipt of observation notification emails.
7.6.2 The Class Visit and What to Expect

Prior to visits, faculty members are encouraged to look at the entire classroom observation rubrics: ‘Classroom Observation Evaluation Criteria’ and the one page summary entitled ‘A Summary of Evaluation Ratings and Guidelines’, which are both sent out with or linked to the observation notice. These documents provide detailed descriptions of the main areas covered in observations.

During class visits, observers take detailed notes of what occurs to aid in the compilation of constructive feedback to be shared in subsequent feedback sessions. Interaction between students and faculty members is a common thread that interlaces observation sessions. Does the interaction foster a positive and effective learning environment to all students? Observers constantly benchmark observations from this perspective. Observers also draw diagrams of board work and classroom setups. Student seating arrangements, levels of learner participation or non-participation in the activities being observed, and general classroom management issues that arise are carefully observed and noted. SLO achievement and active learning are key points observers are trained to note. Observers also consider whether the teaching methods in use are appropriate for the subject matter being covered, whether faculty members display confident command of instructional materials and their performance in the specific areas previously identified for subsequent feedback.

7.6.3 Feedback Session

When faculty members are notified of observation dates and times, they are also notified of dates and times of subsequent feedback sessions which are usually within three to four days of observations. Faculty members are encouraged to prepare for feedback sessions using the document ‘Preparing for Your Feedback Session’, which is sent out along with the observation notice. The first half of sessions are intended for faculty members to reflect on lessons delivered with the help of a few guiding questions. The second half of the sessions are designed for observers to give feedback on the positive areas and on areas deemed as in need of improvement. This feedback is provided both verbally and in written reports. Such dialog is intended to promote qualitative reflection. Depending on the nature of feedback, faculty members may be encouraged to try new ideas or to explore alternative classroom strategies.

Constructive criticism, when compiling written observation reports, and especially when providing feedback to faculty members, underpins the entire PDU observation process. Constructive criticism is descriptive and specific and focuses on the observed strategies and instruction. Criticism is not intended as being, and should not be taken as being, personal in any sense and is exclusively aimed at facilitating effective professional development for the benefit of concerned faculty members and their students.

Time is also allowed at the end of feedback sessions for faculty members to ask any questions they have concerning specific ratings and their rationale.

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 established and implemented at the ELI in relation to faculty members’ 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 record rectification if and when appropriate, according to the following procedures.
7.7.1 Review Process
If faculty members are dissatisfied with formal observation outcomes, they are entitled to specify in writing the specific report areas they are not satisfied with, along with their reasons for concern. Any reasons for disagreement need to be clearly related to the observation rubrics criteria. This should be done within 72 hours of feedback sessions and emailed to concerned observers. The points raised are then carefully considered, observation notes and rubric are carefully checked and decisions are made concerning any warranted rating changes in the records. Concerned faculty members are then notified of decisions and the rationale for either maintaining the original rating, or changing the rating due to subsequent review, is clearly explained. If review outcomes prove unsatisfactory to faculty members, then formal appeals can be requested.

7.7.2 Appeal Process
In the event of faculty members being dissatisfied with the results of the review process outlined above, then formal requests for appeals concerning observations can be made. In such cases, the specific areas of disputed observations must be detailed and related to the rubrics used and the reasons for these concerns must be put in writing and emailed to the head of the concerned campus PDU within one week of feedback sessions. Concerned Vice-Deans are copied in with this correspondence. Such appeals are reviewed by PDU Heads along with concerned observers, and decisions concerning re-observation eligibility are made. Re-observation eligibility decisions in the appeals process are subject to approval of concerned Vice-Deans. Upon such approvals, re-observations can proceed. In order to benefit from fresh observer perspectives and in the interests of maximizing objectivity, PDUs make every effort to assign different PD specialists from the original observers to conduct these appeals re-observations.

7.7.3 Special Considerations Starting After the Module Four Mid-Module Exam
Because appeal observations cannot be scheduled during the last teaching week of module four, the following special provisions apply:
- Faculty members wishing to appeal any observation conducted after the Module Four Mid-Module Exam must put the appeal in writing no later than Sunday of the 2nd to last teaching week.
- Faculty members wishing to appeal an observation conducted in the 2nd to last teaching week should contact PDU Heads as soon as possible after feedback sessions. In these cases only, PDU Heads act as arbitrators between faculty members and observers. PDU Heads listen to faculty members’ concerns, ask relevant questions of observers, and decide as to whether any ratings should be changed. Faculty members are provided with rationale for any decisions concerning upheld or changed ratings. If faculty members remain dissatisfied, they are entitled to submit formal requests to be re-observed in the first module of the subsequent academic year and for that observation to officially count and be recorded as their formal observation for the previous academic year. PDU Heads’ decisions are final in this regard.

7.8 Unsatisfactory Rating
ELI has complete confidence in the high quality classroom performance of all faculty members. This confidence is supported by the vast majority of ELI classroom observations and by the favorable CEA accreditation team’s findings and feedback. It is only to be expected, however, that there are exceptional occasions when observed faculty members’ 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 members receiving an overall rating of ‘unsatisfactory’ on observation reports are provided with practical feedback for performance improvement if the concerned PDU perceives this to be a feasible and achievable outcome in the time available. In such cases detailed action plans are created by the PDUs, and concerned faculty members are given a limited period of time in which to correct/improve performance. In most cases, faculty members in this situation are placed on probation, and can be temporarily relieved of teaching duties until the areas of concern are substantially rectified. Once subsequent classroom observation confirms that all the developmental areas are indeed corrected they can be taken off probation and returned to regular status. If any of the developmental areas are not satisfactorily corrected and/or recommended courses of action require disproportionate amounts of available ELI resources, termination of concerned faculty members is an available option.

Faculty members receiving ratings of ‘unsatisfactory’, or ‘needs development’ in any of the 14 categories listed in the Formal Faculty Observation Evaluation Report, but not receiving an overall score of ‘unsatisfactory’ are strongly encouraged to immediately begin working on those areas and to document their efforts and progress. Consulting mentors is often a good first step in these situations. Campus PDUs can also be consulted for resources, suggestions, and recommendations.

Subsequent observations look for improvement in the categories noted as ‘needs development’. Exceptions to the above courses of action are when faculty members receive ratings of ‘needs development’, or lower in any of the two criteria listed under the ‘Language Proficiency’ section (items 13 and 14 ), regardless of overall ratings. All faculty members must be able to exhibit the best possible language model for students to follow inside and outside the classroom. All faculty members are expected to display a very high level of English fluency, both written and spoken, and any concerns or issues in these areas are taken very seriously by the ELI Administration.

7.9 Training and Support
In addition to evaluating faculty members’ development and performance, the PDUs also manage the faculty member training programs, including annual symposiums, at the ELI. Training provides many different developmental opportunities for faculty members’ personal and professional growth. Effective training builds skills, encourages reflection and helps increase employee satisfaction. As the ELI PDUs continue in growth and development, additional opportunities for ELI faculty members’ developmental training are being made available, ranging from International EFL events and venues to local and in-house developmental opportunities.

The ELI PDUs plan to provide assistance to faculty members seeking professional development support including mentoring/coaching, coordinating peer observations, and assistance in obtaining professional development opportunities outside KAU. The ELI PDUs’ goal is to improve and enhance classroom practices by providing guidance and training, and fostering self-development. Faculty members are always warmly welcomed and encouraged to contact their PDUs if they have any questions, comments, recommendations, or concerns.
Chapter 8
Ethical Code of Conduct

8.1 Overview
The ELI 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 members are expected to be positive role models for students and the community at large, displaying good manners at all times, and strictly abiding by the local social norms and laws of the country.

The Ethical Code of Conduct, as endorsed by the ELI, is based on the general ethical principles expected of all higher educational faculty members, established 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 behavior. ELI faculty members are responsible for practicing their profession in strict accordance with these ethical standards of conduct. Conduct that fails to meet these standards is regarded by the ELI as unacceptable and is not tolerated.

This code is intended 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 ethical best practice.

8.2 Principle One: Ethical Code of Conduct towards Students
ELI faculty members are responsible for delivering quality language teaching, practicing the profession with genuine interest, and maintaining professional instructor-student relationships. Faculty members are required to make every effort to enhance and facilitate their students’ learning. They 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 members are required to:

- Display cultural sensitivity and consideration concerning cultural differences, in and outside the classroom, when dealing with students.
- Maintain and be protective of students’ privacy and confidentiality, unless otherwise required by law.
- Avoid any harassment, exploitation, and discriminatory treatment of students.
- Deal considerately and justly with all students and seek resolution of any contentious issues, including disciplinary problems, according to University policy.
- Provide favorable learning environments and constructive feedback to students and monitor their learning progress.
- Respect students at all times as learners and individuals.
- Help students acquire the qualities of dignity, integrity, responsibility, cooperation, punctuality, and respect for the law, for others, and for themselves.
• Be available during class time and office hours as scheduled, and foster online communication with students.
• Never exploit relationships with students for personal gain or private advantage.

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

In fulfillment of professional responsibilities of this principle, ELI faculty members are required to:
• Conduct themselves with dignity, respect, and professionalism in all interactions with colleagues.
• Stand by collective decisions made by colleagues.
• Never make false statements about colleagues.
• Maintain an operationally functional relationship with colleagues on campus.
• Never misrepresent colleagues' views.
• Never engage in verbal attacks and intimidation of colleagues whatever the circumstances.
• Always display fairness and objectivity when offering professional judgments on colleagues' work.
• Assist colleagues as and when needed.
• Never exploit relationships with colleagues for personal gain or private advantage.

8.4 Principle Three: Ethical Code of Conduct towards Practice
Dedication to the practice of excellence in teaching, delivered with integrity, honesty, energy, passion, and intellect is fundamental to the pursuit of high educational standards at the ELI. The demonstration of both dignity and competence are essential components of excellence in teaching.
The professional responsibilities of this principle require that ELI faculty members:
• Never engage in discussions involving religion, politics, and sex inside the classroom.
• Always demonstrate personal integrity and professionalism in carrying out their duties.
• Demonstrate concrete evidence of continuous professional growth and development.
• Work continuously to improve the quality of instruction.
• Keep informed of the latest practices developed in the field.
• Never commit any act of moral turpitude, or commit any felony under the laws of Saudi Arabia.
• Neither offer nor accept gifts or favors that impair, or could be perceived as potentially impairing, sound professional judgment.
• Refrain from circulating purportedly professional information that is not supported by established research in the field.
• Never use the privileges of their position or practice for personal gain.
8.5 Principle Four: Ethical Code of Conduct towards Management

ELI faculty members are morally and legally committed to play their part in increasing and enhancing the ELI’s professional productivity and in the maintenance and implementation of the ELI’s best practices. Faculty members are required to continuously work on the implementation of ELI’s policies and regulations.

The professional responsibilities of this principle require that ELI faculty members:

- Avoid all forms of office politics (i.e. the use of one's individual or allocated position/authority in any given role to further personal interests/or gain undue or undeserved personal or professional advantages over colleagues).
- Fully comply with all ELI policies and regulations.
- Never use institutional privileges for personal gain.
- Clearly display faculty ID badges at all times on campus.
- Avoid engaging in any employment, paid or voluntarily, outside the ELI without official permission.
- Respect and adhere to the established chain of command.
- Avoid making any statements that could be conceived as being misleading, fraudulent or malicious, concerning the ELI management.
- Follow directions from immediate superiors.
- Never introduce personal issues/conflicts to the ELI environment.

In recognition of the professional status of the ELI, the institute’s senior management is authorized to order investigations into any perceived or suspected breaches of the Ethical Conduct Code. Such investigations may result in verbal/written warnings or even in termination in serious cases.
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. All policies and procedures governing the employment of Saudi faculty are also outlined in Arabic in the Regulations Book of the Council of Higher Education and Universities in Saudi Arabia, 2007. A copy of this book is made available at the official website of the Ministry of Higher Education at http://hec.mohe.gov.sa/BOOKvIEW.aspx. 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 members are of one-year duration as of the official start of the academic year. Contracts are automatically renewed annually, unless written notification to the contrary is given by either party, at least two months prior to the contract's expiration. Faculty members 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 faculty members' bank accounts. Faculty members' salaries may be increased 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 members are required by the Dean or concerned Vice-Deans to teach additional hours in excess of their contractual 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 is assigned. Additional teaching hours are usually offered to faculty members who display excellent classroom performance and/or who have made a noticeable contribution to the ELI’s operational requirements.

9.1.3 Overtime
ELI contracted faculty members are contracted for a 40-hour workweek. This workweek includes the 18 hour contractual contact teaching load plus other duties dictated by the ELI’s ongoing operational requirements. Faculty members are expected to complete their non-teaching work within the scheduled working hours. Prior authorization by the Dean or concerned Vice-Dean is required before overtime can be worked or calculated. Overtime compensation is paid by check at the end of the subsequent month. The maximum overtime compensated is 39 hours a month or 25% of the faculty member’s monthly salary, whichever is higher. Overtime is not allowed to exceed three hours on any working day.

9.1.4 Paid Summer Vacation
Contracted faculty members 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 members 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:

- This vacation allowance is paid in advance and directly deposited into the faculty member’s account;
- The period between the end of the summer vacation and the beginning of the new academic year is considered as eligible for 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);
- If summer leave is not taken during its specified period, it lapses immediately and cannot be carried forward;
- The faculty member is responsible for planning his/her leave dates and obtaining the necessary travel approvals;
- Summer vacation time cannot be advanced. No leave is allowed before the official end of the academic year, even if classes are finished.
- 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 new faculty members settle in Jeddah and focus on their ELI duties and responsibilities. The package includes the following:

9.2.1 Housing Allowance
An advance housing allowance payment of SR 10,000 is made to all newly-contracted faculty members within three weeks of reporting to the ELI. The remaining portion of the housing allowance is paid within a month of signing the contract. Continuing faculty members receive their housing allowance in full within three months of the renewal of 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 SR 17,000; SR 18,000 is paid for a Lecturer; and SR 25,000 for Professors, Associate Professors, and Assistant Professors. Annual housing allowance policies include, but are not limited to, the following:

- The allowance is paid for a full contracted academic year in one lump sum at the start of the year's contract cycle;
- 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;
- 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;
- If a faculty member's and his/her dependent (or legal companion) are both employed at KAU, the housing allowance is provided to the individual with higher entitlement;
- A faculty member is not eligible for this allowance if provided with a housing unit by KAU;
- A female faculty member is not eligible for this allowance if married to a Saudi national residing in Saudi Arabia;
• 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 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 concerning the employment or legal status of a faculty member’s dependent(s) (or legal companion(s)) may result in non-payment and/or liability for 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 members travel to and from their place of work. The average transportation allowance for faculty members is SR500 a month, paid as part of the total gross of the monthly salary. This allowance is not paid for faculty members who are provided with a University transportation service or a housing unit on campus.

9.2.3 Furniture Allowance
Newly-contracted faculty members are paid a one-time furniture allowance in advance to help cover relocation and furniture costs at the start of the employment cycle. 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:

- Paid only once in an entire employment cycle at the start of the first contract;
- 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;
- 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 had been previously received from that government organization;
- 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 had not been received from the previous employer;
- 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;
- A faculty member is not eligible for this allowance if provided with an on-campus furnished housing unit;
- Any subsequent changes in employment status will not trigger further payment of this allowance;
- KAU does not take back or buy any furniture from faculty members.

Faculty members are responsible for providing accurate and authentic information about their employment history and legal status and that of their dependent(s), if applicable, when signing and renewing contracts. Failure to provide complete and accurate information concerning the previous employment condition or legal status of faculty members’ dependent(s) (or legal companion[s]) may result in liability for repayment of previously paid furniture allowances and other legal action by the University.
9.2.4 Transfer Allowance
If faculty members are transferred from one city to another within Saudi Arabia as deemed necessary for the public interest, they are entitled to a transfer allowance of SR4,000, paid only once per transfer per academic year, in addition to air-tickets. In case of faculty members and their contracted KAU legal companions 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:

- 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 completed year of service;
- On completion of five years' service, the terminal gratuity is one month's salary for each completed year, payable at the end of the service and calculated on the basis of the employee’s last salary;
- 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;
- This gratuity is due only for whole years and uninterrupted service.
Chapter 10
Vacations and Holidays

KAU-contracted faculty members are eligible for a variety of fully paid vacations and holidays throughout the academic year to allow them adequate 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 KSA government organizations, including KAU.

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

10.3 Summer Vacation
All faculty members with 12-month contracts are entitled to an annual 60 day paid summer vacation, usually falling in the months of 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’s holiday in celebration of this event. 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 seven to ten 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:

- The University President has the right to change the weekend break for any faculty member as per operational requirements;
- 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.
• 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;

• The University President may cancel any faculty members’ 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;

• Only with the recommendation of the 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.

• 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.

New faculty members who join the ELI after the start of the academic year, usually after September, 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). To ascertain the number of prorated days earned based on particular contractual agreements, faculty members need to visit the Administrative and Financial Affairs Unit on their campus.

In such cases, the following applies:

• Faculty members’ annual leave is prorated based on joining dates (corresponding to the Islamic Hijri Calendar).

• Faculty members are obliged to physically remain, and function in typical capacity (e.g. teaching summer courses) at the Institute until their prorated annual leave is due. Faculty members in this situation are compensated their normal pay for the summer course and due prorated annual leave during this period. However, they do not receive the additional compensation rate(s) for summer sessions paid to full year contracted faculty members.

• Faculty members are eligible to travel at the end of their 'completed' service as specified in the contract. For example, if faculty members’ contracts were calculated as four-month contracts, rendering them as them as eligible for 20 days annual vacation, as opposed to 60, then they are able to travel for those days, or continue to work for this period, if needed, (i.e. the 20 days), in which case they would then be eligible to receive the additional summer work compensation pay rate(s).

• Faculty members incur full costs of airfare if opting to travel during this period, as they are not eligible for full airfare reimbursement, due to the less than 12-month contract status. Only faculty members having worked one full academic year are eligible for this benefit.
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:

- The first 30 days with full pay;
- The following 60 days with half pay;
- Any subsequent days with no pay, leading to termination;
- No sick leave is granted when illness is experienced outside Saudi Arabia during vacation.
- The sick leave period may be doubled in case of work-related injury.
- Contractually allowed sick days are valid only for the duration of the contract and do not carry over to a subsequent contract with the ELI.

To ensure the smooth running of the ELI, faculty members whose health condition requires absence from work for even one day must inform their immediate coordinators or supervisors of the situation. Family members may inform the immediate coordinators or supervisors on behalf of sick faculty members, should communication be an issue. Verified medical reports must be submitted as soon as possible to the ELI Administrative and Financial Affairs Unit (AFAU) with copies to coordinators. 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. Faculty members may, with 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 are deducted from annual vacation days. If concerned faculty members are assigned to teach on the summer course, then salary days owing to the ELI due to faculty members having taken emergency leave during the academic year are deducted from the extra salary paid for that module. Air tickets are not provided by KAU for emergency leave. If faculty members have to avail themselves of the emergency leave provisions this does not affect their entitlement to the annual vacation air tickets provided by KAU. Emergency leave may not be combined with any university break.

11.3 Extended Leave without Pay
At the discretion of the University, faculty members may be granted leave without pay for a period not exceeding one semester per academic year. Contracts of faculty members taking such leave are considered as uninterrupted. During the period of such leaves, basic salary and all contracted benefits are cancelled. Such leave periods are 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 receipts. Applications should be submitted
through Anjez to the Vice-Dean for Graduate Studies for processing. Expenses of KAU-approved conference presenters are covered as per KAU regulations. If assistance is required with application submissions the ELI Vice-Dean for Graduate Studies should be approached.

11.4.1 General Professional Leave Rules

- Faculty members with published papers, or who have ‘approved for publication’ papers in ranked ISI journals related to the field of English language teaching may apply for the equal number of financially-covered conference participations. Conference participation applications are required to be backed up with a published, or approved for publication, papers in ISI journals. The following website can be accessed to review recognized ISI journals related to the teaching of English endorsed by the University’s Deanship of Research


- KAU must be appropriately acknowledged in presented papers.
- For co-authored papers, faculty members must obtain co-authors’ written authorizations prior to presentation.
- Faculty members who merely wish to attend conferences without making presentations must obtain KAU approval by submitting online applications, at least three months prior to conference start dates. In such cases, KAU has no financial obligations concerning such conference attendance.
- Faculty members who are approved and sponsored to present at any conference are required to fill out conference report forms available on the KAU Vice-Presidency for Graduate Studies and Research website.
- All conference participation and attendance applications are subject to the university’s approval. Faculty members are advised not to attend any conference without the university’s prior approval.
- In case of anticipated absence or failure to show at an approved conference, a report must be written and submitted to the KAU Vice-Presidency of Graduate Studies and Research, detailing and documenting the reasons.

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 Muslim female faculty members following death of husband, whereas non-Muslim female faculty members are granted one-month’s 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 AFAU on the concerned ELI campus for processing.
For further information, contact the ELI AFAU.
Chapter 12
Separation Policies

KAU follows a systematic, equitable and transparent process for faculty members whose contracts are not renewed. The process is applied whether non renewals are the request of either contractual party (faculty member or the ELI).

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

- Saudi naturalization;
- Voluntary resignation;
- Insistence on resignation despite the resignation being rejected by the university;
- Failure to report to work for 15 continuous days without a valid and documented excuse, or accumulated unexcused absences of 30 days throughout the academic year;
- Cancellation of the employee’s position;
- Disability interfering with job duties;
- Failure to demonstrate professional competence in teaching or service;
- Noticeable decline in job performance;
- Disciplinary dismissal by the university;
- Public interest requirement;
- 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;
- Death;
- Extended sick leave in excess of that detailed in Chapter 11, Section 1.

12.2 Financial Obligations
Termination of contract is governed by financial obligations as follows:

- If termination is triggered by articles (3,4,9,11) above, the faculty member is affected in the following ways:
  - Forfeiting 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]);
  - Forfeiting the right to end-of-service benefits;
  - Repayment of the remaining period of the housing allowance if more than six months remains on the housing contract;
  - Repayment of the furniture allowance if termination occurs at least six months before the end of the first year of service;
  - 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:
• Repay the remaining period of the housing allowance stated if more than six months remain before the contract expires;
• Repay the furniture allowance if this resignation occurs at least six months before the end of the first year's contract of service.
• If termination is triggered by article (1), the faculty member loses the right to a final exit one-way ticket(s).
• 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, 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 commencement; annual round-trip ticket(s) from Jeddah to the country of citizenship 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:

- Tickets are issued on Saudi Arabian Airlines on the shortest route;
- Tickets are between Jeddah and faculty members’ home countries;
- Ticket requests are valid for two months and renewable for only one additional month;
- 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;
- No final exit one-way ticket for faculty members who were residents of Saudi Arabia at the time of contracting and with less than two years of KAU service, or whose sponsorship has been transferred to another local body;
- Only faculty members with the title of "Full Professor" are issued business class tickets;
- If faculty members wish to travel outside Saudi Arabia during any holidays other than the annual summer vacation, ticketing is their own responsibility;
- If faculty members wish to re-route their tickets to different destinations other than the domicile, a Saudi Arabian Airlines office and/or the travel agent office from which the ticket is issued, should be approached. There are no obligations on KAU's part in such cases;
- If faculty members decide not to use the earned return ticket(s) for the annual summer vacation, they are entitled to a reimbursement of 50% of the total value of the ticket(s) due for processing at the start of the fall semester.
- There is no return ticket or ticket reimbursement for faculty members who teach summer courses. Such faculty members’ dependents however remain eligible for their vacation tickets.
- 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;
- No airline ticket is provided for dependents whose sponsorship has been transferred to a non-government organization.

Faculty members must fill in a request form at the Faculty Affairs Unit (FAU) 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 period.
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 FAU/ AFAU Head 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 assistance, the ELI FAU/AFAU should be contacted.

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 the ELI on the specified date results in suspension of faculty members’ work status, including salary.

To initiate visa processing, faculty members need to contact their campus FAU. Visa request forms are completed and faculty members are directed to the concerned personnel for guidance with required paperwork. FAU personnel are responsible for all procedures relating to visas and passport and ticketing. It is important to note that exit/re-entry visas have a specific and fixed duration and faculty members should always check with their campus FAU to ensure that any visas are up-to-date and valid.

On the first day of scheduled work after any vacations involving exit re-entry visas, faculty members must report to their campus FAU to officially register as having returned. Faculty members are informed of the work start date prior to any vacations and are expected and required to re-assume their scheduled ELI duties on that date.

For more information or assistance, the ELI FAU/AFAU should be contacted.

13.4 Payment for Government Services
Faculty members 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 FAU. 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 individuals’ accounts.
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 campus AFAU Head.
- 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 AFAU 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. Samba ATM machines are available throughout the university campuses to facilitate cash withdrawals, check/cash deposits with Samba and payment of bills linked to Samba accounts. Samba offers online access for account holders.

For further information, contact the Samba branch on campus at ext. 61296/67581 or direct line at 012-692-8866.

14.2 Child Care
KAU offers comprehensive quality child care for faculty members’ and students’ children with two pre-schools for children of up to five 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 012-651-7474 and 0535265563. For more information on the kindergarten on the Women’s Main Campus, contact Tel: 012-695-3348, Fax 012-695-2000 Ext. 21551.

There are numerous other 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 at the crossroads of Prince Majed Street and Prince Muhammad Bin Abdulaziz Street (known as Al-Tahlia Street). The complex is located on the KAU Main Campus, south of the Faculty Housing area on Abdullah Suleiman Street.

There are numerous international schools in Jeddah, including several in the vicinity and near-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 7,000 spectators. The university is also host to 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 on their campus for further information.

14.5 University Clubs
KAU provides a variety of professional clubs for faculty members and students, including:
- Scientific Innovations Club
- Computer Club
- Calligraphy and Arts Club
- Photography Club
- Literary Club
- Social Club
- Hope Club (Special Needs)
- Heritage Club
- Theater Club
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 and faculty members. 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:
- The Central Library, with its main collections, centrally located on the Men's Campus;
- The Central Library on the Women's Main Campus in Building 14, ext. 63602 & 63605;
- Smaller libraries at all colleges;
- 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: 012-257-6744.

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 opened in 2015.

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

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

14.7 KAU Digital Library

Faculty members are entitled to benefit from the entire KAU Digital Library after completing the required registration process. As access to this portal is subject to verification, 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 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, a further email is 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 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 exclusively to faculty members and must not be shared with others. Accounts are regularly checked using a highly secure system, and if violations are identified, the concerned account is automatically blocked and ELI management 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 dependents must be taken to the Medical Administration on the relevant campus. University ID cards must also be presented. Applicants are asked to complete a brief form and then they are issued with green cards with file numbers. Cards must be produced on each occasion primary care medical help is sought.

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 comprehensive and 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’ university entrance (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 medication being unavailable on-campus, and therefore obtained off-campus, faculty members are not reimbursed for such purchases. In addition, the university does not provide any medication prescribed by off-campus physicians.

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 012-640-1000.
- Clinics at the Medical Administration on the Men's Main Campus are open during morning hours (for men) from 7:30 a.m. to 02:00 p.m. (Sun. through Thurs.) and during evening hours (for families): from 04:00 p.m. to 08:00 p.m. (Sun. through Thurs.) This administration can be reached at ext. 61466
- Clinics at the Medical Administration on the Women's Main Campus are open from 08:00 a.m. to 04:00 p.m. (Sun. through Thurs.). This administration can be reached at ext. 63223.
Women’s Colleges

- Sharafiya Campus Clinic is open from 08:00 a.m. to 08:00 p.m. (Sun. through Thurs.) and is located in Building 5, Suite 101. It can be reached at ext. 5000
- Salama Campus Clinic is open from 08:00 a.m. to 08:00 p.m. (Sun. through Thurs.) and is located in Building B.

For further information on KAU medical services, contact ext. 51437.
With valid Residents’ Permits (Iqamas) and University ID cards, faculty members and their dependents are also entitled to benefit from any nationwide public medical facilities.

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 members can log onto their admin members’ area with their KAU username and password through the Anjez System in order 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 members are provided with 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 information concerning major university events. Students are encouraged to participate in the newspaper’s editorial development. An online version of the newspaper is available on the KAU 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 KAU website.

Information updates and fresh news can be readily accessed by checking the announcements 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 members are invited to join KAU Blogs through www.kau.edu.sa and share university news, daily experiences, and events. Faculty members can create blogs by using their KAU ID number and passwords. All publication terms and conditions must be read and accepted prior to proceeding with registration.

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

Faculty members are updated daily via KAU official email of all important university decisions and activities. They also receive weekly updates of all ELI events and activities.

14.10 Internet Connection and Office Supplies
All faculty members are assigned office space at the start of their work at the ELI. Spaces are equipped with a computer, workstation, wired or wireless Internet connection, and a printer connection. Faculty members are also assigned KAU usernames and passwords to create KAU email accounts and access a wide range of e-services such as Anjez and the KAU Digital Library.

Internet access is provided on the office workstations, and wireless connection is available for faculty member laptops within the KAU Campus. ALL ELI faculty members are required to obtain KAU email accounts in order to receive all official communications 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.

Required office and operational supplies should be requested from the campus AFAUs or Technical Support Units (TSUs). Faculty members are then informed of the process to be followed to obtain the needed supplies from the campus storerooms. Certain administration forms must be completed for all items received. Items such as computers and CD players are considered the responsibility of faculty members 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 in such cases ordered (a usually quick and efficient process).

14.11 Technical Support
TSUs on each ELI campus provide help and guidance regarding technical problems in the office or the classroom. Faculty members are required to report all equipment maintenance issues to their TSU.

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 534 Room 215 or approach coordinators for help.
Faculty members are strongly advised not to attempt 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 and effectively 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. Stickers can be obtained from the Administration of Safety and Security. Parking on the Main Campus is widely available in:

- Unrestricted parking areas, available to faculty members and students throughout the campus.
- Restricted parking areas, accessible by magnetic cards read by card readers at the gates. The magnetic stripe cards can be obtained from the Department of Safety and Security and,

All parking is free. For further information, contact the AFAU on the Men's Campus. The Women's Main Campus provides a buggy service (Golf cars) to transport faculty members and students across campus throughout campus working hours.

14.13 Smoke-free Campus

KAU maintains a smoke-free campus policy. Faculty members are required by law not to smoke on campus premises at any time in accordance with 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 members, and visitors.
Appendices
ELI 101 Course Syllabus

Course Title
English Language Level 101

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 Way-stage 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. Read and understand basic expressions and short, simple texts. (READING)
2. Understand phrases and expressions related to areas of most immediate priority, provided speech is very slowly and clearly articulated. (LISTENING COMPREHENSION).
3. Engage in oral communications in very familiar situations, providing and obtaining essential information in simple mainly isolated phrases and sentences. (SPEAKING)

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 1-8

**Student Learning Outcomes (SLOs)**

Student Learning Outcomes (SLOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A student learning outcome is written in terms of observable and measurable language skills. The table below lists the SLOs according to their Macro skills.

<table>
<thead>
<tr>
<th>Speaking</th>
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<tbody>
<tr>
<td>▪ Can establish basic social contact by using simple polite forms of greeting, introduction &amp; farewell in very familiar situations.</td>
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<tr>
<td>▪ Can ask and answer simple questions about name when spoken to in slow, clearly articulated speech.</td>
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<tr>
<td>▪ Can understand and respond to questions about words for objects and their spelling.</td>
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<tr>
<td>▪ Can say the numbers from one to thirty.</td>
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<tr>
<td>▪ Can ask and answer simple questions about himself/herself and other people, where they live, what they do/ have &amp; family.</td>
</tr>
<tr>
<td>▪ Can describe in a very basic way* objects, people, cities, food and drink, the weather, etc.</td>
</tr>
<tr>
<td>▪ Can make and respond to simple requests and offers in very familiar situations** using a limited range of very basic expressions.***</td>
</tr>
<tr>
<td>▪ Can say all the letters of the alphabet and spell aloud names and addresses.</td>
</tr>
<tr>
<td>▪ Can describe his/ her and others’ routines, likes and dislikes.</td>
</tr>
<tr>
<td>▪ Can express, check and confirm numbers, quantities and prices in very basic everyday conversations.</td>
</tr>
<tr>
<td>▪ Can express, check and confirm time of day (using numbers 1-12 and the words o’clock, fifteen, thirty, forty five) in very basic everyday conversations.</td>
</tr>
<tr>
<td>▪ Can say simple sentences to describe a room or place using there is/are, some/any and prepositions of place</td>
</tr>
<tr>
<td>▪ Can ask and answer questions about when and where he/she and other people were born and where they were at particular times in the past.(including dates)</td>
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<tr>
<td>▪ Can ask and answer questions about his/her and others’ ability to do things.</td>
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<thead>
<tr>
<th>Listening</th>
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<tbody>
<tr>
<td>▪ Can record significant details (e.g. names, places, numbers, dates, prices, and time) from speech which is very slow and carefully articulated, with long pauses to assimilate meaning.</td>
</tr>
<tr>
<td>▪ Can follow a short listening text about familiar topics**** which contains familiar words and phrases*, delivered in slow, carefully articulated, repeated speech.</td>
</tr>
<tr>
<td>▪ Can follow simple instructions and directions to places on a map when speech is slow and contains a limited number* of familiar words and phrases.</td>
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<thead>
<tr>
<th>Reading</th>
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<tbody>
<tr>
<td>▪ Can understand a very short simple text** about someone, picking out key personal information (e.g. name, job, family, likes and dislikes, and leisure time activities).</td>
</tr>
<tr>
<td>▪ Can get the main idea of the content of a paragraph and short simple descriptions, with visual support.</td>
</tr>
<tr>
<td>▪ Can read and understand short, simple informational material by identification and comprehension of familiar words and phrases*.</td>
</tr>
</tbody>
</table>
### Writing
- Can write very short, simple sentences giving personal details about himself/herself or people they know, using appropriate punctuation and capitalization.
- Can spell familiar words* with 80% accuracy (i.e. where mistakes occur, only one letter is incorrect/missing and intelligibility is not affected).
- Can write short simple sentences to describe a village, town or city.
- Can fill in a very basic form with personal information and dates.
- Can write short simple sentences about their own and others’ daily routines and what they like/dislike.
- Can produce drafts and a revised final draft of a series of simple sentences giving basic personal information.
- Can begin the process of planning writing by generating ideas on a very familiar topic through freewriting.
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for capitalisation, full stops and verb to be mistakes.

### Vocabulary and Grammar
- Can demonstrate limited control of the present form of verb to be.
- Can demonstrate limited control of indefinite articles with familiar words*.
- Can demonstrate understanding and use of basic adverbs of frequency and prepositions of time.
- Can use Wh-question words appropriately to make questions using high frequency verbs such as live, want, eat, sit, have, speak, give, and watch with limited control.
- Can ask and answer questions about and refer to specific objects and people using this and that and subject, object and possessive pronouns.
- Can recognize and say a limited number* of words for places in a town or city.

### Main Course Textbook and Materials
- *English Unlimited, Special Edition, Starter Course book with e-Portfolio DVD-ROM*
- *English Unlimited, Special Edition, Starter Self-study Pack with DVD-ROM*
- *English Unlimited, Special Edition, Starter Teacher’s Pack with DVD-ROM*
- *English Unlimited, Special Edition Presentation Plus AI DVD-ROM*

*ELI 101 level instructional materials are set at the CEFR A1 ‘Breakthrough’ proficiency level.

### Instructor Generated Materials
Faculty members are encouraged and expected to utilize appropriate instructor generated material to facilitate achievement of the learning outcomes. Great care needs to be taken to ensure all material is culturally appropriate.

### Course Length and Pacing
Please refer to the Pacing Guide for details on content coverage and instructional time available.
ELI 102 Course Syllabus

Course Title
English Language Level 102

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 Way-stage 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. Read and understand simple texts* and a range of high frequency vocabulary** in context. (READING)
2. Follow short spoken texts on familiar topics in which speech is slowly and carefully articulated. (LISTENING COMPREHENSION)
3. Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar matters. (SPEAKING)
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)

*A simple text is a text of 150 – 250 words in frequently used grammatical structures at this level.

** vocabulary from the word lists for units 2-4 and 7-11

### Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A student learning outcome is written in terms of observable and measurable language skills. The table below lists the SLOs according to their Macro skills.

<table>
<thead>
<tr>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can provide and ask for information on personal details (e.g. family, educational background, job, possessions) and what people do at work and in free time.</td>
</tr>
<tr>
<td>• Can ask for information and make simple transactions in restaurants, cafes and shops without undue effort.</td>
</tr>
<tr>
<td>• Can check and pass on times (using half past, quarter, five, ten, twenty, twenty five, to/past and about) and dates.</td>
</tr>
<tr>
<td>• Can provide and ask for factual and personal information about past events / activities.</td>
</tr>
<tr>
<td>• Can check and correct specific information about the world and past events.</td>
</tr>
<tr>
<td>• Can tell a story or describe something in a simple list of points.</td>
</tr>
<tr>
<td>• Can check and pass on straightforward factual information on practical demands and handle quantities, numbers and prices with sufficient ease.</td>
</tr>
<tr>
<td>• Can make and respond to polite forms of invitations/offers and suggestions using a limited range of common expressions.</td>
</tr>
<tr>
<td>• Can make and respond to a range of requests in familiar situations.</td>
</tr>
<tr>
<td>• Can describe* and compare self and others, places and things in brief statements. ** (e.g. physical appearance, clothes, feelings, present activity)</td>
</tr>
<tr>
<td>• Can ask about and indicate possession of objects, using possessive adjectives, possessive pronouns, whose is this / whose are these.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
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</thead>
<tbody>
<tr>
<td>• Can infer relevant general and specific information from a very short conversation.</td>
</tr>
<tr>
<td>• Can record essential information from short oral passages dealing with predictable everyday matters (e.g. personal details, preferences, travel, places, time and date, numbers and prices).</td>
</tr>
<tr>
<td>• Can follow short monologues about familiar topics with visual support and identify which pictures are being referred to.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can scan a short simple text to identify (and note down) specific relevant information pertaining to people, routines, pastimes and places.</td>
</tr>
<tr>
<td>• Can actively read to find out and exchange specific factual details from short articles describing pastimes, events and places.</td>
</tr>
<tr>
<td>• Can preview short simple texts to identify topic, main idea and general organisation.</td>
</tr>
</tbody>
</table>
### Writing
- Can write short simple emails providing and asking for personal information (e.g. about family, people, possessions and local environment) incorporating correct spelling and punctuation.
- Can write a series of simple sentences providing information about their own and others' habits, routines and preferences.
- Can produce drafts and a revised final draft of a cohesive analytical paragraph describing the essential features of a job.
- Can write sentences using so and because to show reason and result, with correct punctuation.
- Can use a/an, the or no article appropriately with familiar countable and uncountable nouns.
- Can begin the process of planning writing by generating ideas on a familiar topic through free-writing.
- Can revise writing by understanding and implementing peer and instructor feedback and by checking own writing for simple mechanical and grammatical mistakes.

### Vocabulary and Grammar
- Can demonstrate control of a limited number* of prepositions and time expressions such as in the morning, on Sunday evening, in summer, at weekends, 3 hours ago.

### Main Course Textbook and Materials
- *English Unlimited, Special Edition, Elementary Course book with e-Portfolio DVD-ROM*
- *English Unlimited, Special Edition, Elementary Teacher’s Pack with DVD-ROM*
- *English Unlimited, Special Edition Presentation Plus A2 DVD-ROM*

*ELI 102 level instructional materials are set at the CEFR A2 ‘Waystage’ proficiency level.

### Instructor Generated Materials
Faculty members are encouraged and expected to utilize appropriate instructor generated material to facilitate achievement of the learning outcomes. Great care needs to be taken to ensure all material is culturally appropriate.

### Course Length and Pacing
Please refer to the Pacing Guide for details on content coverage and instructional time available.
ELI 103 Course Syllabus

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 Way-stage level on the Common European Framework of Reference for Languages (CEFR), moving into the B1 Threshold Level 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. Read and understand the main ideas of a variety of texts*. (READING)
2. Understand the main points and straightforward factual details on a range of familiar matters given in clear and relatively slow speech. (LISTENING COMPREHENSION)
3. Have conversations, express personal opinions and exchange information on familiar topics. (SPEAKING)
4. Produce short 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)

* Medium-length texts of 250-500 words in frequently used grammatical structures at this level.

**vocabulary from the word lists for units 3-11

**Student Learning Outcomes (SLOs)**

Student Learning Outcomes (SLOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A student learning outcome is written in terms of observable and measurable language skills. The table below lists the SLOs according to their Macro skills.

| Speaking |
|-----------------|-----------------|-----------------|
| • Can reasonably fluently relate a straightforward narrative or description as a linear sequence of events. |
| • Can communicate orally with some confidence on routine matters associated with priorities, alternatives, needs, and precise quantities needed. (e.g. decision on what and how much to buy to cook a meal or give a party). |
| • Can list the positive and negative aspects of familiar places and briefly give opinions on these places with relative ease. |
| • Can handle transactions in familiar places making requests for services and information and explaining in some detail what he/she needs. |
| • Can ask about and express his/her and other people’s hopes, ambitions, intentions, plans and decisions. |
| • Can describe and ask about experiences with relative ease, expressing feelings and reactions. |
| • Can describe and compare people, places, and things using a range of adjectives. |
| • Can express and respond to opinions on familiar topics using synonyms and antonyms of familiar words to avoid repetition. |
| • Can ask for and give detailed directions to places. |
| • Can express degrees of obligation when describing one’s own and others’ responsibilities and commitments. |
| • Can give advice and make suggestions on everyday problems using a range of common expressions. |
| • Can effectively convey the main points in a process, using passive or active verb forms to get across which points are most important to focus on. |
| • Can talk about future possibilities and consequences of particular actions and events. |

| Listening |
|-----------------|-----------------|-----------------|
| • Can make predictions about a story and listen to check if they are correct. |
| • Can follow changes in the topic of an extended, slowly- and clearly-conducted conversation about everyday situations. (e.g. health, work, an accident) |
| • Can listen to extended conversations and interviews and understand straightforward factual information about everyday topics, identifying both general messages and specific details. |
| • Can listen to short recorded passages and infer what is meant or referred to from contextual details. |

| Reading |
|-----------------|-----------------|-----------------|
| • Can read to find out and pass on factual detail from a medium-length text**. |
| • Can read a medium-length general interest article, locate new vocabulary items, and deduce their meaning from the context. |
| • Can read a medium length article for gist and respond to the text with his/her own opinions / reactions. (exercise 4 and What do you think?) |
| • Can scan longer texts in order to locate desired information as well as gather information from different parts of a text, or from different texts in order to fulfill a specific task. |
| • Can make predictions about the content of a story or an article and read to check if they are correct. |
| • Can preview a medium length article using title, headings, introductory paragraph and visual support to identify topic, main idea and general organization. |
Writing

- Can write a narrative account of past experiences or events, in a coherent and cohesive text of up to 3 paragraphs.
- Can give the background to events then describe the main events, appropriately using past simple and past continuous.
- Can join discrete elements in a story into a linear sequence of points using time expressions such as in the morning, last June, at 7 o’clock and time clauses featuring First, next, then, after that, during, while, before, after and when.
- Can plan writing by asking and answering questions about a topic and putting ideas into an outline.
- Can draft each paragraph of the narrative essay in stages, following an outline.
- Can revise writing by understanding and implementing peer and instructor feedback, by identifying irrelevant sentences, and by proofreading for mistakes with past tense verb forms.

Vocabulary and Grammar

- Can demonstrate good control of definite and indefinite articles in their writing.
- Can understand, say, and write high frequency compound nouns and verb-noun collocations (with the verbs have, go, come, take, get, do, make).
- Can use adverbs such as still, only, of course, just, at last, exactly, fortunately and unfortunately and especially in simple sentences.
- Can understand and appropriately use the most frequent combinations of verbs, infinitives and/or gerunds such as like swimming, like to swim, and want to go.

Main Course Textbook and Materials

- English Unlimited, Special Edition, Pre-intermediate Course book with e-Portfolio DVD-ROM
- English Unlimited, Special Edition Pre-intermediate Self-study Pack with DVD-ROM
- English Unlimited, Special Edition, Pre-intermediate Elementary Teacher’s Pack with DVD-ROM
- English Unlimited, Special Edition Presentation Plus B1 DVD-ROM

*ELI 103 level instructional materials are set at the CEFR B1 ‘Threshold’ proficiency level.

Instructor Generated Materials

Faculty members are encouraged and expected to utilize appropriate instructor generated material to facilitate achievement of the learning outcomes. Great care needs to be taken to ensure all material is culturally appropriate.

Course Length and Pacing

Please refer to the Pacing Guide for details on content coverage and instructional time available.
ELI 104 Course Syllabus

Course Title
English Language Level 104

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. Read and understand a wide variety of extended texts. (READING)
2. 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 COMPREHENSION)
3. Give a straightforward talk and participate in extended oral communications on a familiar topic, be followed without difficulty most of the time, and convey meaning with reasonable precision. (SPOKEN PRODUCTION)

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 structures to communicate on a range of topics although flexibility may be limited when communicating on less familiar topics. (USE OF ENGLISH)

*Extended text is a text of 400 – 800 words in frequently used grammatical structures at this level.

** vocabulary from the word lists for units 3-10

Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs) are descriptions of what students will know or be able to do with the language as a result of instruction. A student learning outcome is written in terms of observable and measurable language skills. The table below lists the SLOs according to their Macro skills.

### Speaking

- Can recount past experiences and events using a variety of narrative tenses to give background and make the sequence of events clear.
- Can express explanations and reasons for opinions with sufficient ease when discussing attitudes on topics such as books, places, people, and possessions.
- Can ask for and provide detailed descriptions and opinions of someone's physical appearance and character.
- Can give biographical information to describe events in my (and others') life, including educational background and experience.
- Can express simple agreement, sympathy, pleasure and surprise when taking part in a conversation.
- Can describe rules and customs from different cultures and communities.
- Can express degrees of obligation, ask for and give permission, make and respond to suggestions using a variety of expressions and modal verbs.
- Can express degrees of certainty, when speculating about present and past situations.
- Can clearly express attitudes and opinions with sufficient ease when talking about future situations (real or imaginary) or making predictions, plans and arrangements.
- Can make suggestions and give advice in everyday situations using a variety of expressions.

### Listening

- Can listen to an extended conversation and identify speakers' opinions and attitudes.
- Can listen to conversations and monologues and infer main ideas from contextual clues.
- Can follow radio/ TV news headlines and weather forecasts, and record important factual information.
- Can listen to and follow an extended conversation or monologue and record important factual information.
- Can listen to short texts about people's experiences and retell them aided by written prompts.

### Reading

- Can analyze meaning by studying sections of a text in detail at the sentence level (in order to develop a higher level of understanding).
- Can scan an extended text to find idiomatic vocabulary items (such as phrasal verbs) and deduce their meaning using contextual clues.
- Can read and understand an extended text and express opinions on the content.
- Can read and understand extended texts** of a similar theme to identify and discuss similarities and differences of text content.
- Can locate desired information in a text and evaluate this information from a personal or social point of view.
- Can preview an extended text (by looking at headings and visuals, asking questions about it, making predictions) then read to confirm his/her ideas.
- Can read and understand an extended range of signs and labels found in public places and on products*.
- Can read and understand an extended text and note down the most important details.
Writing

- Can produce a detailed cohesive and coherent argumentative essay in 3 to 4 paragraphs.
- Can express his /her opinion and give reasons to support that opinion and specific details to support the reasons.
- Can use an appropriate introduction with thesis statement, topic sentences, supporting details and conclusion.
- Can write using a variety of sentence types – simple, compound and complex – avoiding fragments and run on sentences.
- Can draft each paragraph of an argumentative essay in stages, following an outline.
- Can plan writing by listing, selecting and organizing ideas and putting them into an outline.
- Can revise writing by understanding and implementing peer and instructor feedback, and by checking for transition signals, supporting details and variety of sentence types.

Vocabulary and Grammar

- Can understand and use literal, idiomatic, separable, inseparable phrasal verbs such as come across, hand down, put up, end up, etc.
- Can confidently use the present perfect continuous tense, and produce written sentences utilizing this form.
- Can understand and use base and strong adjectives, and produce written sentences utilizing them.

Main Course Textbook and Materials

- *English Unlimited, Special Edition Intermediate Self-study Pack with DVD-ROM*
- *English Unlimited, Special Edition Presentation Plus B1+ DVD-ROM*

*ELI 104 level instructional materials are set at the CEFR B1‘Threshold’ proficiency level.

Instructor Generated Materials
Faculty members are encouraged and expected to utilize appropriate instructor generated material to facilitate achievement of the learning outcomes. Great care needs to be taken to ensure all material is culturally appropriate.

Course Length and Pacing
Please refer to the Pacing Guide for details on content coverage and instructional time available.
## Professional Development Unit

**FORMAL OBSERVATION EVALUATION REPORT**

2015-2016

<table>
<thead>
<tr>
<th>NAME OF INSTRUCTOR:</th>
<th>INSTRUCTOR ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF OBSERVER:</td>
<td></td>
</tr>
</tbody>
</table>

### OBSERVATION SCHEDULE

|----------|-----------|-------|-------|-------|------------|------|-----|--------------|--------------|------|-----|-----------------|-------------------|


<table>
<thead>
<tr>
<th></th>
<th>EVALUATION CRITERIA</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Development</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td><strong>PLANNING AND PREPARATION</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Develops a focused and logically staged lesson with clearly stated and</td>
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<td></td>
<td>appropriate lesson objectives</td>
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<td>B</td>
<td><strong>CLASSROOM ENVIRONMENT</strong></td>
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<tr>
<td>2</td>
<td>Builds rapport with learners to create a cordial and supportive learning</td>
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<td></td>
<td>environment</td>
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<td>3</td>
<td>Demonstrates effective classroom management skills to enhance and</td>
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<td></td>
<td>support learning</td>
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<tr>
<td>C</td>
<td><strong>LESSON DELIVERY</strong></td>
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<tr>
<td>4</td>
<td>Uses engaging warm up activities to personalize the learning context and</td>
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<td></td>
<td>stimulate learners’ interest</td>
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<td>5</td>
<td>Gives clear and concise instructions for activities</td>
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<td>6</td>
<td>Monitors learners closely to ensure they are focused during activities</td>
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<td>7</td>
<td>Uses effective questioning techniques to elicit learners’ responses and to</td>
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<td></td>
<td>check their understanding</td>
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<td>8</td>
<td>Provides effective, focused, and communicative pair and/or group work activities</td>
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<td>to increase student talking time</td>
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<td>9</td>
<td>Demonstrates command of the subject matter and the lesson content</td>
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<td>10</td>
<td>Delivers a well timed and well paced lesson with minimal digression to</td>
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<td>achieve the stated lesson objectives</td>
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<td>11</td>
<td>Evaluates learners’ work with clear and constructive feedback &amp;</td>
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<td></td>
<td>assessment activities</td>
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<td>12</td>
<td>Makes effective use of white board/visual presentation</td>
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<tr>
<td>D</td>
<td><strong>LANGUAGE PROFICIENCY</strong></td>
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<tr>
<td>13</td>
<td>Demonstrates fluency and accuracy in pronunciation</td>
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<tr>
<td>14</td>
<td>Uses appropriate vocabulary and grammatical structures in both oral and</td>
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<td></td>
<td>written communication</td>
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</tbody>
</table>

**Overall Rating**

| 1 | 2 | 3 | 3+ | 4 | 4+ | 5 |
FORMAL OBSERVATION EVALUATION REPORT

<table>
<thead>
<tr>
<th>POSITIVE ASPECTS OF LESSON</th>
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<table>
<thead>
<tr>
<th>AREAS TO WORK ON or CONSIDER FURTHER</th>
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<thead>
<tr>
<th>COMPARISON WITH LAST OBSERVATION</th>
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<thead>
<tr>
<th>SUMMARY AND RECOMMENDATION</th>
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</tbody>
</table>
Annual Faculty Professional Development Plan Form

The ELI firmly believes that all faculty members, 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 members are required to complete this form and indicate two areas that they would like to focus on improving during the coming academic year. The areas noted may be areas of personal interest, particular challenge, 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 members 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 sufficiently detailed, 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)*:

Instructor’s Signature:  
Date:
## Evaluation Ratings

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>RATING</th>
<th>COMMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>Professional Development Unit Ratings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Skills (Classroom Evaluation)</td>
<td>5 4+ 4 3+ 3 2 1</td>
<td>Please refer to PDU Evaluation Report</td>
</tr>
<tr>
<td>Development</td>
<td>5 4 3 2 1</td>
<td>Please refer to PDU report.</td>
</tr>
<tr>
<td><strong>Academic Coordination Unit Ratings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>5 4 3 2 1</td>
<td>Please refer to pages 2 &amp; 3 of the AFE Report.</td>
</tr>
<tr>
<td>Service to the Institute</td>
<td>5 4 3 2 1</td>
<td>Please refer to page 4 of the AFE Report.</td>
</tr>
<tr>
<td><strong>Quality Assurance Unit Rating</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Evaluation</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

Instructor's Performance Evaluation Summary by Academic Coordinator

Instructor’s Signature: ________________    Academic Coordinator’s Signature: ________________
### Section 1: Execution of Duties according to the job description in the ELI Faculty Handbook: (Principle One, p. 59, 8.2; Principle Three, p. 60, 8.4; Principle Four, p. 61, 8.5 ELI Faculty Handbook 2014/2015)

<table>
<thead>
<tr>
<th>The Instructor</th>
<th>Yes</th>
<th>To Some Extent</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Always comes to class as scheduled and at the correct time. If the teacher needs to be absent, he follows the procedure of notifying his coordinator and arranging coverage in advance, unless the absence is due to a sudden emergency or teacher is too ill to do so.</td>
<td></td>
<td>10</td>
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<tr>
<td>2. If late due to unavoidable circumstances such as an unexpected traffic jam, he always contacts his coordinator in a timely fashion. Teacher is not more than 5 minutes late more often than twice a module.</td>
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<tr>
<td>3. Does not dismiss individual students or class early without a valid reason.</td>
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<tr>
<td>4. Is regularly available for office hours, although he may occasionally be away when the coordinator checks due to mentoring, need to use the bathroom or photocopiers in a different building, etc.</td>
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<td></td>
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</tr>
<tr>
<td>5. Consistently follows the prescribed procedure and instructions while invigilating exams, including continuous assessment, quizzes, mid-term, and final exams. He keeps accurate attendance records and regularly uploads attendance to the ELI attendance website.</td>
<td></td>
<td>5</td>
<td></td>
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<tr>
<td>6. Performs academic and administrative duties professionally and efficiently, always meeting deadlines (e.g. submission of course reports on time).</td>
<td></td>
<td>5</td>
<td></td>
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</tbody>
</table>

**Scoring:** “Yes” answers for questions 1 and 2 are worth 10 points; all other questions are 5 points; total for this section is 40 points.

### Section 2: Conduct Towards Students: (Principle One, p. 59, 8.2 and Principle Three, p. 60, 8.4 ELI Faculty Handbook 2014/2015)

<table>
<thead>
<tr>
<th>The Instructor</th>
<th>Yes</th>
<th>To Some Extent</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is culturally sensitive and considerate of cultural differences when dealing with students.</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Consistently shows respect to students as learners and as individuals.</td>
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<td>5</td>
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</tbody>
</table>

**Scoring:** “Yes” answers for questions are 5 and 10 points each; total for this section is 15 points.

### Section 3: Conduct Towards Colleagues: (Principle Two, p. 60, 8.3 ELI Faculty Handbook 2014/2015)

<table>
<thead>
<tr>
<th>The Instructor</th>
<th>Yes</th>
<th>To</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Always comes to class as scheduled and at the correct time. If the teacher needs to be absent, he follows the procedure of notifying his coordinator and arranging coverage in advance, unless the absence is due to a sudden emergency or teacher is too ill to do so.</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. If late due to unavoidable circumstances such as an unexpected traffic jam, he always contacts his coordinator in a timely fashion. Teacher is not more than 5 minutes late more often than twice a module.</td>
<td></td>
<td>10</td>
<td></td>
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<tr>
<td>3. Does not dismiss individual students or class early without a valid reason.</td>
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</tr>
<tr>
<td>4. Is regularly available for office hours, although he may occasionally be away when the coordinator checks due to mentoring, need to use the bathroom or photocopiers in a different building, etc.</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Consistently follows the prescribed procedure and instructions while invigilating exams, including continuous assessment, quizzes, mid-term, and final exams. He keeps accurate attendance records and regularly uploads attendance to the ELI attendance website.</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Performs academic and administrative duties professionally and efficiently, always meeting deadlines (e.g. submission of course reports on time).</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring:** “Yes” answers for questions 1 and 2 are worth 10 points; all other questions are 5 points; total for this section is 40 points.
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>To some extent</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conducts himself with dignity, respect, and professionalism in all exchanges with colleagues.</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2. Maintains good relations with colleagues, ELI Unit members and administrative staff.</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>3. Is a good team member and assists colleagues as and when needed while performing various ELI tasks.</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

**Scoring:** “Yes” answers for questions are 5 points each; total for this section is 15 points.

<table>
<thead>
<tr>
<th>Section 4: Conduct towards Management (Principle Four, p. 61, 8.5 ELI Faculty Handbook 2014/2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Instructor</strong></td>
</tr>
<tr>
<td>1. Reads emails regularly and promptly and professionally responds to instructions given by email, phone call, or text message.</td>
</tr>
<tr>
<td>2. Accepts feedback from supervisors and shows marked improvement where necessary.</td>
</tr>
<tr>
<td>3. Follows the established chain of command.</td>
</tr>
<tr>
<td>4. Generally complies with policies and regulations although there may be occasional exceptions.</td>
</tr>
</tbody>
</table>

**Scoring:** “Yes” answers for questions 1 & 2 are worth 10 points each; all other questions are 5 points each; total for this section is 30 points.

Total Points Earned For Professionalism: ______________________ Out of 100

**Conversion to 5 point scale:**

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Above Average</th>
<th>Satisfactory</th>
<th>Needs Development</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 – 100 points</td>
<td>80-94 points</td>
<td>70-79 points</td>
<td>50-69 points</td>
<td>Less than 50 points</td>
</tr>
</tbody>
</table>
### Service to the Institute

<table>
<thead>
<tr>
<th>Instructor’s Service Score</th>
</tr>
</thead>
</table>

### Instructor’s Services to the ELI:

1. **Outstanding**
   - Provides significant service to an ELI unit, the dean, or any vice-deans as verified by the relevant unit, dean, or vice-dean. Service performed is high quality.
   - Involved for approximately **3 hours a week** in academic and administrative support services to students, teachers and/or ELI Administration.

2. **Above Average**
   - Volunteers to carry out regular tasks and performs them all excellently.
   - Provides some service to an ELI unit, the dean, or any vice-deans as verified by the relevant unit head, dean, or vice-dean. Service performed is good quality.

3. **Satisfactory**
   - Satisfactorily performs all regular tasks assigned by coordinators or ELI Units to teachers.

4. **Needs Development**
   - Sometimes does not satisfactorily perform regular tasks assigned by coordinators or ELI Units to teachers.

5. **Unsatisfactory**
   - Often fails to satisfactorily perform regular tasks assigned by coordinators or ELI Units to teachers.

---

1. **Significant service** can include, among other things, serving on a committee (or a unit), helping to prepare assessment content, significant contribution to an English Club, academic services, or curriculum development under the supervision of the appropriate unit. In general, it would encompass approximately **3 hours** a week of service, in excess of office hours, per teaching week for at least 1 module.

2. **Some service** includes helpful and measurable service less than **3 hours** a week in excess of office hours. In addition, it can include instructors who regularly contribute innovative ideas or useful resources to any unit, even if they are not doing any official tasks for the unit. Performing ‘some service’ excellently over 2 or more modules can be considered a ‘significant service’ upon the discretion of the relevant Senior Academic-Coordinator.

3. **Regular tasks** include such services as photocopying exams, invigilating make up exams, piloting exams, completing course reports and grade sheets in a timely fashion, and other routine tasks coordinators may assign from time to time.
### Main Areas of Development for the Following Academic Year:

<table>
<thead>
<tr>
<th>Section</th>
<th>Item</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

### Instructor’s Comments (optional):

**Note:** Written Warnings – resulting from the violation of the rules and regulations of the ELI and/or the ELI code of ethics and values – may affect the instructor’s overall score. ELI Faculty are expected to be fully aware of the instructor’s job description outlined in the ELI Faculty Handbook.
# Annual Senior Coordinator Evaluation: Coordinator Feedback Form

**Academic Year 2015-2016**

<table>
<thead>
<tr>
<th>Academic Coordinator:</th>
<th>KAU ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Academic Coordinator:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Please rate your senior coordinator on the following issues and add a comment if necessary.

<table>
<thead>
<tr>
<th>Points awarded</th>
<th>Yes = 10 marks</th>
<th>To Some Extent = 5 marks</th>
<th>No = 3 marks</th>
</tr>
</thead>
</table>

## A Communication

<table>
<thead>
<tr>
<th>No.</th>
<th>Issue</th>
<th>Points awarded</th>
<th>Yes</th>
<th>To Some Extent</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintained contact with you through meetings, email correspondence, phone calls, etc.</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Yes:** Always maintained contact, regularly held individual face to face and coordination group meetings, always responded to emails and was always available on the phone.

**To Some Extent:** A maximum of 2 times the senior did not maintain contact when required, either by not meeting or not responding to your emails or phone calls.

**No:** On 3 or more separate occasions the senior did not maintain contact when required, either by not meeting or not responding to your emails or phone calls.

| 2   | Updated and conveyed information professionally and coherently to you in a timely manner | 10 | 10 | 0 |

**Yes:** On all occasions, via face to face meetings, email, WhatsApp app and phone calls, always using the most appropriate method of communication depending on the circumstances.

**To Some Extent:** A maximum of 2 times the senior did not convey or update information to the coordinator in a professional, coherent or timely fashion.

**No:** On 3 or more separate occasions senior did not convey or
<table>
<thead>
<tr>
<th></th>
<th>Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Set clear guidelines for coordinators in work-related circumstances</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yes:</strong> On all occasions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>To Some Extent:</strong> A maximum of 2 times the senior did not set clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>guidelines and there was ambiguity in what was asked by them.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No:</strong> On 3 or more separate occasions the senior did not set clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>guidelines and there was uncertainty in what was asked by them.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Evenly distributed and assigned tasks in an efficient manner</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yes:</strong> On all occasions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>To Some Extent:</strong> A maximum of 2 times the senior did not appear to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evenly distribute tasks amongst coordinators in his team. (please</td>
<td></td>
</tr>
<tr>
<td></td>
<td>explain in the comments box below)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No:</strong> On 3 or more separate occasions the senior did not appear to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evenly distribute tasks amongst coordinators in his team. (please</td>
<td></td>
</tr>
<tr>
<td></td>
<td>explain in the comments box below)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>**Dealt with issues addressed to them (by coordinators), directly or by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>referring the issue(s) to the relevant persons within a reasonable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>time frame**</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yes:</strong> On all occasions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>To Some Extent:</strong> A maximum of 2 times the senior did not deal with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>issues addressed to him within a reasonable time frame.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No:</strong> On 3 or more separate occasions the senior did not deal with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>issues addressed to him within a reasonable time frame.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Dealt with unforeseen circumstances in a calm and professional manner</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Yes:</strong> On all occasions was able to improvise, adapt and overcome any</td>
<td></td>
</tr>
<tr>
<td></td>
<td>unforeseen circumstances.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>To Some Extent:</strong> A maximum of 2 times the senior was unable to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>improvise, adapt and overcome any unforeseen circumstances.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>No:</strong> On 3 or more separate occasions the senior was unable to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>improvise, adapt and overcome any unforeseen circumstances.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td><strong>Support and Mentoring</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>Provided feedback and coaching on important matters pertaining to your performance, both positive, and concerning areas needing development</td>
<td>10</td>
</tr>
</tbody>
</table>
|  | Yes: On all occasions when he deemed it was needed and or asked for by the coordinator.  
  **To Some Extent:** The senior provided limited feedback and coaching so development was only partially supported.  
  **No:** The senior provided inadequate feedback and coaching, so development was not supported. |  |
| 2 | Was consistently available during office hours for advice and support | 10 |
|  | Yes: On all occasions.  
  **To Some Extent:** A maximum of 2 times per Module the senior was not available or did not respond to requests for advice or support during the allocated office hours.  
  **No:** On 3 or more separate occasions per Module the senior was not available or did not respond to requests for advice or support during the allocated office hours. |  |

<table>
<thead>
<tr>
<th>D</th>
<th><strong>Professionalism</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrated professional behavior with coordinators, instructors and students at all times</td>
<td>10</td>
</tr>
</tbody>
</table>
|  | Yes: On all occasions.  
  **To Some Extent:** The senior was observed a maximum of 2 times demonstrating unprofessional behavior. (please explain in the comments box below)  
  **No:** The senior was observed on 3 or more separate occasions demonstrating unprofessional behavior. (please explain in the comments box below) |  |
| 2 | Demonstrated cultural sensitivity when dealing with coordinators, faculty and students | 10 |
|  | Yes: On all occasions.  
  **To Some Extent:** The senior was observed a maximum of 2 times acting in a culturally insensitive way with either coordinators, faculty or students. (please explain in the comments box below)  
  **No:** The senior was observed on 3 or more separate occasions acting in a culturally insensitive way with either coordinators, faculty or students. (please explain in the comments box below) |  |
### Comments:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
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<td>E</td>
<td></td>
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</tbody>
</table>

**Total Points Earned for this Evaluation:**

<table>
<thead>
<tr>
<th>5 Outstanding</th>
<th>4 Above Average</th>
<th>3 Satisfactory</th>
<th>2 Needs Development</th>
<th>1 Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 – 100 points</td>
<td>80-94 points</td>
<td>70-79 points</td>
<td>50-69 points</td>
<td>Less than 50 points</td>
</tr>
</tbody>
</table>

**Conversion to 5 point scale:**

- **Outstanding**: 95 – 100 points
- **Above Average**: 80-94 points
- **Satisfactory**: 70-79 points
- **Needs Development**: 50-69 points
- **Unsatisfactory**: Less than 50 points
ENGLISH LANGUAGE INSTITUTE | KING ABDULAZIZ UNIVERSITY

Annual Academic Coordinator Evaluation Report
Academic Year 2015-16

<table>
<thead>
<tr>
<th>COORDINATOR:</th>
<th>ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SENIOR COORDINATOR:</td>
<td>DATE:</td>
</tr>
</tbody>
</table>

Academic Coordination Unit Rating

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

Performance Summary

Section 1: Communication

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>To Some Extent</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintained necessary contact with Senior Coordinator and executed instructions as requested.</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conveyed information as required to instructors in a clear and coherent</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
manner.

3. Communicated appropriately within ACU hierarchy. 

| Scoring: “Yes” answers for questions 1 and 2 are worth 10 points; 
question 3 is 5 points; total for this section is 25 points. ‘To some extent’ 
should be given in cases where 2 to 3 exceptions have occurred. More than 
3 would warrant a ‘No.’ | Total Points here |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

### Section 2: Monitoring of Instructors

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>To some extent</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1. Completed classroom and office rounds as required and maintained 
visible presence in the building. Monitored teacher attendance, lateness and 
curriculum issues and took relevant steps when required. | | | | 10 |
| 2. Completed all relevant reports and documentation, when requested, to 
a good standard and submitted them on time. | | | | 15 |
| 3. Promptly identified maintenance and logistical issues and addressed 
them directly or informed relevant persons | | | | 5 |

| Scoring: “Yes” answers for questions are 5 and 10 points each; total for 
this section is 30 points. ‘To some extent’ should be given in cases where 
2 to 3 exceptions have occurred. More than 3 would warrant a ‘No.’ | Total Points here |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

### Section 3: Instructor Support and Mentoring

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>To some extent</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1. Regularly interacted with instructors to provide support and give 
constructive feedback and updates. | | | | 10 |
| 2. Dealt with cases of instructor non-compliance professionally and 
followed ACU procedure in making the concerned instructor aware of ELI 
expectations. | | | | 10 |

| Scoring: “Yes” answers for questions are 10 points each. ‘To some extent’ 
should be given in cases where 2 to 3 exceptions have occurred. More than 
3 would warrant a ‘No.’ | Total Points here |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

### Section 4: Professionalism and Assessment Support

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>To some extent</th>
<th>No</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1. Ensured smooth operation of administration of ELI 
examinations and assessment procedures | | | | 10 |
| 2. Demonstrated professional behaviour amongst instructors, 
fellow coordinators, administrative staff and students. | | | | 10 |
| 3. Arrived on time and completed scheduled hours. | | | | 5 |
Scoring: “Yes” answers for questions 1 & 2 are worth 10 points each; all other questions are 5 points each; total for this section is 25 points. ‘To some extent’ should be given in cases where 2 to 3 exceptions have occurred. More than 3 would warrant a ‘No.’

| Total Points here | 25 |

Total Points Earned: 

Out of 100

Conversion to 5 point scale:

<table>
<thead>
<tr>
<th>5 Outstanding</th>
<th>4 Above Average</th>
<th>3 Satisfactory</th>
<th>2 Needs Development</th>
<th>1 Unsatisfactory</th>
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<tbody>
<tr>
<td>95 – 100 points</td>
<td>80-94 points</td>
<td>70-79 points</td>
<td>50-69 points</td>
<td>Less than 50 points</td>
</tr>
</tbody>
</table>

Main Areas of Development for the Following Academic Year:

<table>
<thead>
<tr>
<th>Section</th>
<th>Item</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Academic Coordinator’s Comments (optional):
## Coordinator Interview Evaluation Form

<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:</td>
<td></td>
</tr>
<tr>
<td>Demonstrates substantive instructional experience</td>
<td></td>
</tr>
<tr>
<td>6 Development Skills:</td>
<td></td>
</tr>
<tr>
<td>Demonstrates experience and ability to train and develop others</td>
<td></td>
</tr>
<tr>
<td>7 Leadership:</td>
<td></td>
</tr>
<tr>
<td>Demonstrates strong leadership skills</td>
<td></td>
</tr>
<tr>
<td>8 Organizational Skills:</td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to deal with organizational problems</td>
<td></td>
</tr>
<tr>
<td>9 People Skills:</td>
<td></td>
</tr>
<tr>
<td>Demonstrates effective interpersonal and people management skills</td>
<td></td>
</tr>
<tr>
<td>10 Intercultural awareness:</td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to work in a</td>
<td></td>
</tr>
</tbody>
</table>
multi-cultural environment

| 11 | 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>
</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.
استبانة تقييم المقرر

تعتبر التغذية الراجعة من الطلاب مهمة لتحسين جودة المقررات.

وقد نصيحة: عدم كونك من أفراد الكشف عن هويتك. وستجمع استجابتك مع استجابات الآخرين من خلال عملية لا تسمح بالتعرف على أي شخص. وستستخدم خلاصة الأراء للتخطيط وتحسين المقررات.

نرجو التفضل بالإجابة باختيار ماترونط مناسبًا

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**أسئلة خاصة ببداية المقرر**

1. كانت الخطوط الأساسية (بما في ذلك المعلومات والمهارات التي صمم المقرر لتطويرها) واضحة بالنسبة لي.
2. كانت متطلبات النجاح في المقرر (بما في ذلك الواجبات التي يتم التقييم بناء عليها، ومحكات التقييم) واضحة بالنسبة لي.
3. كانت مصادر مساعدة في المقرر (بما في ذلك الأنشطة المكتوبة لعضو هيئة التدريس، والمراجع) واضحة بالنسبة لي.

**أسئلة خاصة بما حدث خلال المقرر**

4. كان تنفيذ المقرر والأشياء التي طلب مني أداها متسقة مع الخطوط الأساسية للمقرر.
5. كان عضو هيئة التدريس ملتزمًا بإعطاء المقرر بشكل كامل (مثل: بدأ المحاضرات في الوقت المحدد، تواجد عضو هيئة التدريس بشكل دائم، الإعداد الجيد للمواد المساعدة في التدريس، وهكذا).
لدى عضو هيئة التدريس الذي يقوم بتقديم هذا المقرر إمام كامل لمحتوي المقرر.

كان عضو هيئة التدريس موجوداً للمساعدة خلال الساعات المكتبية.

كان عضو هيئة التدريس متحمساً لما يقوم بتدريسه.

كان عضو هيئة التدريس مهتماً بمدى تقدمي وكان معيناً لي.

كان كل ما يقدم في المقرر حديثاً ومفيداً، (النصوص المقرورة، التلخيصات، المراجع، وما شابهها).

كانت المصادر التي احتاجها في هذا المقرر متوافرة كلما كنت أحتاج إليها.

كان هناك استخدام فعال للتقنية لدعم تعليمي في هذا المقرر.

وجدت تشجيعاً لإتقان الأسئلة وتطوير أفكاري الخاصة في هذا المقرر.

شجعت في هذا المقرر على تقديم أفضل ما لدي.

ساعدت الأشياء التي طلبت مني في هذا المقرر (النشاطة الصغيرة، المعامل، وهكذا) في تطوير معرفتي ومهاراتي التي يهدف المقرر لتعليمها.

كانت كمية العمل في هذا المقرر متناسبة مع عدد الساعات المعتمدة المخصصة للمقرر.

التي درجات الوُاجبات والاختبارات في هذا المقرر خلال وقت معقول.

كان تصحيح واجباتي واختباراتي عادلاً ومنسباً.

وضحت لي الصلة بين هذا المقرر والمقررات الأخرى بالبرنامج (القسم).

**تقييم المقرر**

ما تعلمتة في هذا المقرر مهم وسيفيدني مستقبلاً.

ساعدني هذا المقرر على تحسين قدرتي على التفكير وحل المشكلات بدلاً من حفظ المعلومات فقط.

ساعدني هذا المقرر على تحسين مهاراتي في العمل على شكل فريق.
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### أسئلة مفتوحة

25. ما الذي أعجبك بشكل كبير في هذا المقرر؟ (اختر إثنين معاً)
   - A. محتوى الكتاب
   - B. المعلم (ب)
   - C. المدة الزمنية للمستوى
   - D. الاختبارات
   - E. طريقة التدريس

26. ما الذي لم يجعلك تشعر بالرضا بشكل عام عن مستوى جودة هذا المقرر؟ (اختر إثنين معاً)
   - A. محتوى الكتاب
   - B. المعلم (ب)
   - C. المدة الزمنية للمستوى
   - D. الاختبارات
   - E. طريقة التدريس

27. لو كان هناك شيء تريده لتخطيط هذا المقرر سيكون:
   - A. الكتاب
   - B. المدة الزمنية للمقرر
   - C. أساليب التدريس
   - D. أساليب الاختبارات
   - E. لائي
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.

Response of Vice-Dean
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.

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