



ELC Faculty Handbook

Taif University
English Language Centre

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DISCLAIMER

This handbook introduces the faculty to the structure of Taif University English Language Centre (TUELC) and outlines general guidelines about the duties and responsibilities of the academic staff related to their service at TUELC. The handbook also contains various policies of the Centre, and guides the faculty new to Saudi Arabia about various processes and procedures that they have to go through upon their arrival.

The duties and responsibilities of the faculty may be subject to change and various policies of TUELC may be updated from time to time. It is, therefore, the duty of the faculty to stay updated about the current policies through their coordinator or unit supervisors concerned.

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MESSAGE FROM THE DEAN

Dear Colleagues,

We welcome you to Taif University English Language Centre (TUELC).

The Deanship of Supportive Studies (DSS) undertakes the management of all general English language courses at Taif University. This effort came after a thorough and intensive study of students' requirements and needs, as part of their integral preparation at Taif University, and in line with the University program transformation project. It is geared towards building students personality and knowledge as well as giving them a package of intrinsic and general knowledge and skills, which ultimately contribute to the enrichment of cognitive knowledge and refinement of skills. This is also achieved by the consolidation of values during their study years, including, national, social and university values. The DSS, under its umbrella, includes two centers: the English Language Centre (ELC) and the General Requirements Centre (GRC). The aim of which is to give students a package of advanced knowledge and skills. This cannot be achieved without the umbrella that draws the DSS's framework, strategies and objectives of the two centers and implements them in light of not only the current needs of the labor market but also the plans for the transformation and development—the National Saudi Vision of 2030 — of all aspects of the educational process in the Kingdom. The DSS's vision emerges through maintaining links with the local community and needs of the labor market. The DSS's streams are based on the clear vision of the University administration which highly appreciates the role of the DSS in improving the output of the various University colleges. This is achieved through the improvement of the level of students, and the development of their abilities and skills required for university study; thus, ensuring excellence in their professional life after graduation (Taif University Graduates' Attributes, TOGA). The continuous support of the University administration has a great impact on the successful implementation of the two academic streams: the general English language requirements as well as the general requirements. The University administration has been keen to provide all means of support to ensure the achievement of quality education according to the national as well as international academic standards.



Dr. Mansoor S. Almalki

Dean, Deanship of Supportive Studies

Director, English Language Centre

INTRODUCTION TO TUELC

TUELC has been established within Taif University in Al-Haweiah at the DSS. It also works in close cooperation with the various departments and colleges of the University to encourage students to develop their English language skills. These skills support their academic and professional life. TUELC offers a number of English courses for academic and specific purposes in addition to a range of elective courses. These courses meet the needs of university students in different disciplines and colleges, as well as other courses and training courses that serve faculty and community members.

TUELC MANAGEMENT

TUELC is an entity of the DSS. The Dean of the DSS is assisted by Vice Deans (male and female). TUELC is managed by a Director and a Vice Director.

Dr. Mansoor S. Almalki is the Dean of the DSS & Director of TUELC. He holds a Ph.D. in Applied Linguistics from the University of Melbourne, Australia. He is an Associate Professor. He holds a Master's degree in TESOL, also from Australia. He manages and supervises all the administrative and academic operations at TUELC and provides academic and strategic leadership to the programme.

Dr. Ghazi Al Qethami is the Vice Dean of the DSS. He has a PhD in Linguistics (Second Language Pronunciation) from the University of York, United Kingdom and holds a Master's degree in Linguistics (Second Language Pronunciation) from the University of Queensland, Australia. He supervises the Curriculum & Testing Unit is responsible for accreditation affairs at the Center.

Dr. Reem Alkhamash is the Vice Director of TUELC. She holds a Ph.D. degree in Linguistics from Queen Mary University of London, UK. She is an Assistant Professor. She holds a Master's degree in Applied Linguistics from Essex University, UK. She supervises the administrative and academic operations in the female section.

TUELC MISSION

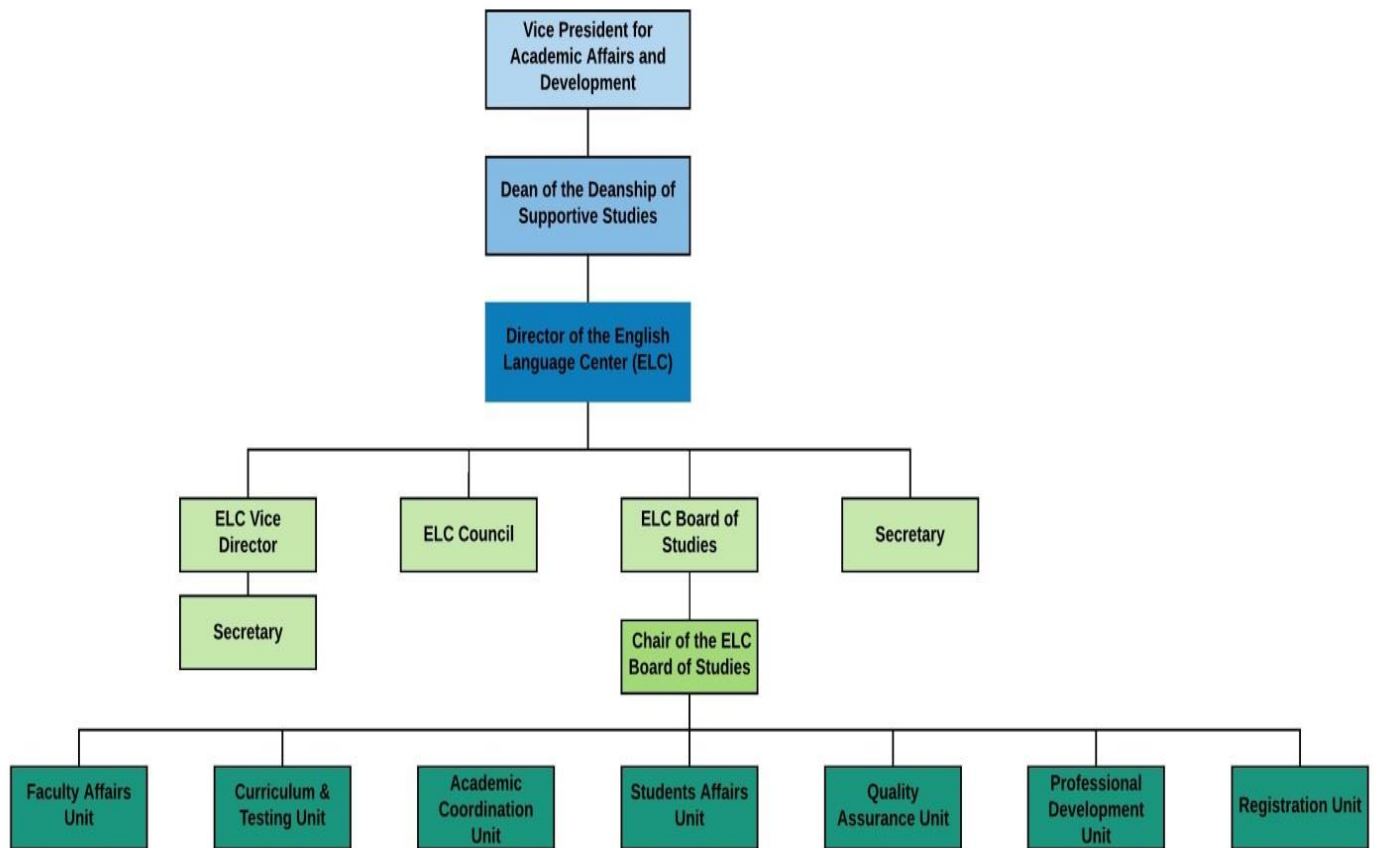
The mission of TUELC is to prepare the University students to undertake English-medium instruction in their relevant fields of study. Also, it aims at helping students use English as an effective means of communication in their prospective endeavors.

GOALS

At TUELC, we strive to achieve the following goals leading us to the achievement of our mission:

1. Help students develop their English proficiency level.
2. Help students improve their English communication in their respective academic fields by developing profession-specific vocabulary and contexts.
3. Design and deliver an appropriate curriculum with measurable learning outcomes to help students achieve expected language proficiency level
4. Employ suitable assessment methods to measure students' achievement of the curriculum outcomes.
5. Bring together a team of qualified instructors to deliver high standards of language instructions.
6. Provide continuous professional development opportunities for faculty throughout the academic year.
7. Provide a conducive environment and necessary facilities to ensure both teaching and learning are effectively carried out.

TUELC ORGANIZATIONAL STRUCTURE



TUELC UNITS SUPERVISORS & COORDINATORS' ROLES AND RESPONSIBILITIES

1. The Supervisor of the Faculty Affairs Unit

- a. Providing orientation to newly appointed faculty.
- b. Coordinating between TUELC and Taif University in all matters related to faculty members.
- c. Helping faculty in all matters related to the university' administrative procedures.
- d. Evaluating the performance of faculty members in coordination with other responsible units, and following up their progress in their professional development activities.
- e. Maintaining and updating the files of all faculty members.
- f. Supporting Saudi faculty members in all matters related to obtaining a scholarship from the University to pursue their higher education.
- g. Dealing with the faculty's complaint and grievances in coordination with the Director of TUELC.
- h. Assisting the Director on all issues related to faculty recruitment, such as announcement and validating certificates and arranging for interviews.

2. The Supervisor of the Curriculum & Testing Unit

- a. Designing curricula and courses, and write and improve the courses' specification.
- b. Selecting the appropriate textbooks for the TUELC courses.
- c. Providing curricular and assessment pacing schedules for all teachers.
- d. Assessing the achievement of the Students Learning Outcomes
- e. Planning and overseeing all assessment activities at TUELC.
- f. Preparing the end-of-term courses' reports.
- g. Evaluating periodically all curricular and assessment activities.
- h. Carrying out orientation sessions to teachers pertaining to curricular and assessment matters.
- i. Assuring that unified practices are followed across classes and campuses.
- j. Liaising with publishers and local bookshops to ensure the availability of textbooks.

3. The Supervisor of the Academic Coordination Unit

- a. Channeling information from all units to teachers in a timely manner.

- b. Assuring teachers' timely and appropriate implementation of all planned curricular and assessment procedures.
- c. Taking appropriate disciplinary measures against teachers who do not follow the TUELC or university regulations.
- d. Overseeing the delivery of classes.
- e. Facilitating the work of all units in relation to teachers and classes delivery.
- f. Selecting courses' coordinators, facilitating their work, and monitoring and evaluating their progress.
- g. Participating in the annual evaluation of teachers in collaboration with the Unit of Faculty Affairs.

4. The Supervisor of the Students Affairs Unit

- a. Providing orientation and consultation to students concerning their English language courses.
- b. Providing appropriate and timely academic advising to students.
- c. Responding to students inquiries concerning their studies TUELC.
- d. Deciding on matters related to course equivalency.
- e. Planning and providing extracurricular activities for students.
- f. Dealing with students' complaints and grievances.
- g. Evaluating students' opinions and satisfaction towards the various activities and services provided to them by TUELC.

5. The Supervisor of the Quality Assurance Unit

- a. Improving TUELC's Quality Management System and monitoring its effective implementation by the various units at TUELC.
- b. Assuring and controlling quality in all academic and administrative procedures at TUELC.
- c. Managing, updating and improving the register of TUELC's policies and procedures.
- d. Preparing all reports related to academic accreditation and quality assurance for internal or external bodies.
- e. Ensuring the adherence of all academic and administrative practices to the standards of academic accreditation.

6. The Supervisor of the Professional Development Unit

- a. Planning and implementing all professional development activities at TUELC.
- b. Evaluating periodically the effectiveness of all professional development activities.
- c. Supporting teachers in their specific professional development in collaboration with the unit of Faculty Affairs.
- d. Participating in the annual evaluation of teachers in collaboration with the Unit of Faculty Affairs.

7. The Supervisor of the Registration Unit

- a. Preparing the teaching schedules for all the courses taught by TUELC.
- b. Preparing examinations schedules for all courses invigilation duties for all teachers.
- c. Managing teachers' working loads in a way not to negatively affect their performance.
- d. Ensuring the appropriateness of class size to the number of students.
- e. Making sure that students follow their study plans and not register in a course before taking its pre-requisite.
- f. Confirming students' results in the university electronic system to make sure that all results are entered according to the procedures followed at the University.
- g. Coordinating with the University's Admission and Registration Deanship all issues related to teaching schedules, classroom's assignments to teachers, students' addition and dropping of English language courses.

JOB DESCRIPTION OF COURSE COORDINATORS

Course coordinators are key educational leaders across all the streams. They are accountable to the Dean of the DSS, through the Academic Coordination Unit and the Curriculum & Testing Unit. They work as leaders of a team of staff working in their respective stream/modules. As key leaders, they are expected to show initiative, be a visible presence, and be exemplary communicators to their respective staff/team members. Course coordinators are responsible for effective curriculum delivery, the achievement of

departmental goals, learning outcomes and the meeting of targets and benchmarks. They have a key role in the development of a positive work environment, one that is innovative and responsive to student needs and teaching community. They work with the supervisors of different units to achieve the vision and mission set by the Dean of the DSS and his team.

Course coordinators have the following tasks and responsibilities to carry out:

1. Curriculum & Testing Unit

1. A. Curriculum Committee

- a. Oversee the development of teaching materials, teaching staff and curricula.
- b. Receive feedback from their team members and help design staff training accordingly, assist in assessing educational materials, facilitate in evaluating educational technologies and also act as mentors of new teachers to help them develop effective instructional methods and strategies.
- c. Work closely with unit supervisors to ensure compliance with educational standards and policies of TUELC so that we have unified practices to be adopted by all the teachers across all male and female campuses of Taif University.
- d. Communicate, courteously and effectively, all instructions and policies to be observed by a diverse group of course instructors in the class and in their professional domains.
- e. Follow up pacing and report back to the Academic Coordination units.
- f. Help teachers fill in course reports in the correct manner and summarize the teachers' feedback.

1. B. Testing Committee

- a. Providing assessment pacing schedules to all teachers.
- b. Assessing the achievement of the Students Learning Outcomes
- c. Planning and overseeing all assessment activities at TUELC.
- d. Evaluating periodically all assessment activities.
- e. Carrying out orientation sessions to teachers pertaining to assessment matters.

- f. Assuring that unified practices are followed across classes and campuses.
- g. Preparing mark distribution, rubrics, assessment sheets, speaking grading sheets, assessment matrices, quiz/test templates, action plan (for in-term & end-of-term assessments), assessment guidelines, test construction & proofreading checklist, etc. (jointly with the Curriculum Committee)
- h. Sending detailed guidelines and necessary documents to teachers and course coordinators
- i. constructing, proofreading & approving banks of questions
- j. checking the validity of questions and the reliability of marking
- k. collecting all documents from teachers (assessment sheets, attendance sheets, samples of students' performances especially in the writing section)
- l. Assuring that the marks are not inflated and that the productive skills are assessed properly.
- m. Constructing retake tests for students who were absent with a valid excuse.
- n. Checking and comparing the marks on the exam sheet, the assessment sheet, and the university electronic system.
- o. Conducting surveys to seek feedback and suggestions, and to evaluate:
 - faculty-made tests and assessment
 - rubrics and other evaluation tools
 - methods of documenting student achievement
 - reliability and validity of assessment instruments
- p. Analyzing surveys results and, hence, reinforcing strengths, and addressing weaknesses
- q. Devising a plan for improvement for next term/year
- r. Submitting a report to the Quality Assurance Unit.

ROLES AND RESPONSIBILITIES OF THE TEACHING STAFF

The role and responsibilities of the teaching staff of a department within a university are closely linked to the department's mission, broader aim, and goals. The primary role of the teaching staff is to provide general instruction to students, promote enquiry to add to the sum of existing knowledge, and to prepare human resource to work in various branches of public

service. To do so, the teaching staff have to take up classroom teaching, research, and various service roles to carry out academic work of the department.

Following is the job description of the teaching staff at TUELC, which is in line with the mission of the Center:

JOB DESCRIPTION

The teaching staff are expected to carry out the following specific duties:

1. Teaching / Student Engagement

1. Teach the courses assigned as a part of the regular teaching schedule at any of the university campuses, in accordance with the prescribed curriculum.
2. Follow the assigned schedule that may include morning or evening classes.
3. Engage in classroom tasks such as lesson planning, lesson administration, student evaluation, grading, and so on.
4. Offer instructional support to students to help them complete their course leading to the successful completion of their degree/programme.
5. Maintain Student attendance of each class on TU system.
6. Complete the assigned course as per the Center's prescribed pace.
7. Observe office hours as per TUELC Office Hours policy. Advertise office hours schedule to students & staff and be available in the specified hours to offer additional instructional support to any students visiting the office before / after class time.
8. Assist in / supervise and evaluate the progress of students' online teaching modules (CLMS), if applicable.
9. Assist with the department's assessment plan and actively engage in term assessment tasks such as conducting quizzes, pre-exam tasks such as (such as paper-setting, proof-reading, formatting) during exam duties (such as invigilation, assistance, supervision) and post-exam tasks (such as grading, result compilation, result submission, and quality assurance committee review)
10. Assist TUELC administrative units in various services by joining them as a member.

11. Adhere to TUELC's policies regarding classroom management, class coverage, testing and evaluation, dress code, or any other policies issued from time to time.

2. Professional Development/ Research

1. Maintain up-to-date knowledge of advances and innovations in the field of ELT.
2. Participation in professional development activities such as CUP/TUELC teacher training courses / workshops / Special Interest Group (SIG) activities including attendance and presentation.
3. Engage in research activities such as conducting surveys, panel discussions, publication of research papers, presenting research in symposiums / conferences etc.

3. Services to the Center

1. Assist supervisors of TUELC units such as the Academic Coordination Unit, the Curriculum & Testing Unit, the Professional Development Unit, and the Quality Assurance Unit etc. as a team member.
2. Assist the Academic Coordination Unit & the Curriculum & Testing Unit as a Course Coordinator.
3. Engage in service to the community, including advising and working with students (English Club activities).
4. Engage in service to the faculty members' academic/professional development (orientation/mentorship programme).
5. Assist with any co-curricular activities.
6. Attend official meetings, in-service workshops; assist in organizing TUELC's events such as PD workshops, award ceremonies, symposiums, and conferences.
7. Serve as a member of any administrative committees formed from time to time

CONDITIONS OF APPOINTMENT

1. Professors

Appointment to the position of "Professor" shall be conditional upon the following:

1. Holding a PhD Degree from a Saudi University or any other recognized university.

2. Having at least an eight-year experience as a university faculty member, four of which at least as an Associate Professor.
3. Being promoted to the rank of Professor by a Saudi university or any other recognized university.

2. Associate Professors

Appointment to the position of “Associate Professor” shall be conditional upon the following:

1. Holding a PhD Degree from a Saudi University or any other recognized university.
2. Having at least a four-year experience as a university faculty member after being appointed as an Assistant Professor.
3. Being promoted to the rank of Associate Professor by a Saudi university or any other recognized university.

3. Assistant Professors

Appointment to this post shall be open to holders of a Doctorate or an equivalent degree, or who have held the title at a university accredited by the University.

3. Lecturers

Lecturers must be holders of a Master's degree, at least, or an equivalent academic degree recognized by the University. Lecturers shall be appointed at the start of the scale.

4. Language Instructors

Appointment to teach a foreign language at the University shall be conditional upon the applicant holding any of the following qualifications:

1. A Bachelor's degree in the language s/he will teach, with the grade of "Good" at least: a diploma in teaching it as a foreign language, in addition to a minimum of one year's experience in teaching it. Preference shall be given to those who have taught the language to Arab students.
2. A Bachelor's degree in the language s/he will teach, with the grade of "Good" at least, in addition to a minimum of three years of experience in teaching it. Preference shall be given to those who have taught the language to Arab students.

3. A Master's degree in the field of teaching the language he/she will teach as a foreign language; preference shall be given to those who have at least one year's teaching experience and those who have taught the language to Arab students.

5. Teaching Assistant

Teaching assistants shall be appointed at the start of the scale except for the following:

1. Teaching assistants in engineering, pharmacy and applied medical sciences shall be given one increment at the very start of their employment.
2. Teaching assistants in clinical pharmacy shall be given two increments at the very start of their employment.
3. Teaching assistants in medicine and dentistry shall be given three increments at the very start of their employment.

It is conditional in the selection of teaching assistants that they have obtained the Bachelor's degree with the grade of "Very Good" at least.

(Handbook of Taif University Faculty Members and the Like, Administrative and Academic Benefits and Rights 1440 H / 2019)

SALARIES

Details of the salary structure for all faculty categories are available in the *Handbook of Taif University Faculty Members and the Like, Administrative and Academic Benefits and Rights 1440 H / 2019, Salaries of Members of the Teaching Staff, Lecturers, Language Instructors and Teaching Assistants.*

CONDITIONS OF RETIREMENT

1. Saudis

- Resignation
- Request for retirement before reaching the statutory age according to the retirement bylaws
- Retirement
- Cancelling the post

- Health deficit
- Absence without a legitimate excuse or failure to implement the transfer decision
- disciplinary reasons
- Termination by a Royal decree or by a decision of the Cabinet Councils

2. Non-Saudis

- Obtaining Saudi citizenship
- Acceptance of the resignation
- Insisting on resignation despite the university's refusal to accept it
- Absence from work without a legitimate excuse accepted by the university for more than fifteen consecutive days or thirty intermittent e days as deemed by the university for this reason, and the contractee, in this case, is considered insistent on the termination of the contract
- Post cancellation
- Permanent disability
- Incompetence
- Low performance
- Disciplinary dismissal
- Demands of public interest
- The contractee is convicted of committing a breach of trust and honor
- Death
- Exceeding the duration of the sick leave as stipulated in the *Handbook of Taif University Faculty Members and the Like, Administrative and Academic Benefits and Rights 1440 H / 2019*

TUELC POLICIES

TUELC has its clearly outlined policies regarding various academic and administrative affairs. These policies deal with issues such as classroom management, assessment and grading, instructional design and evaluation of the faculty, etc. The current policies that the Center has adopted concerning the following areas of importance are detailed below. As

earlier stated, these policies might be updated or changed as the need be, and the staff are expected to stay current about these updates or changes through the academic and administrative officials concerned within TUELC.

- TUELC Instructional Design and Practice Code
- TUELC Classroom Management Policy
- TUELC Assessment Policy and Guidelines
- TUELC Class Coverage Policy
- TUELC Faculty' Evaluation Policy
- TUELC Reporting Policy
- TUELC Dress Code Policy
- TUELC Policy of Inclusion of the Disabled Students
- TUELC Workload & Compensation Policy
- TUELC Office Hours Policy
- TUELC Grievance Redressal Policy
- TUELC Confidentiality of Faculty Records Policy
- TUELC Policy on Low Achieving Students
- TUELC Policy about Student Complaints
- TUELC Professional Development Policy

1. TUELC Instructional Design and Practice Code

TUELC is hugely sourced by the invaluable contributions of its active staff. However, the following guidelines may also be beneficial to help shape up our instructional operations in different contexts so that our achievements are more visible and impactful.

Teachers are expected to problematize their responsibilities beyond covering the course books, so that motivation and learning are created.

They may benefit from ensuring that the course objectives are clear to them and their achievement is visible at different stages of a semester.

Course objectives should be primary and their achievement through different means should be secondary. The resources used should lead towards how the needs of the students are addressed.
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Students are generally placed in different streams due to various constraints. The teacher is

expected to conduct a comprehensive diagnostic assessment to help him/her provide differentiated instruction which is diagnostic, formative and systematic.

As the semester graduates, teachers will do well to keep monitoring the progress of their learners through periodical assessment. In some cases, teachers may have to devise viable strategies to cope well with the issue of class-size. This will help avoid the element of surprise some students experience when their end-of-term exam results are below their expectations.

Sometimes, the best course materials are provided by the learners when they write or speak. Consider keeping a written or audio-recorded portfolio of any student-generated language and a careful selection from it. This could lend itself to a highly inspiring and motivating learning experience for learners as they see their output exploited and reacted to. Paper wikis may also work, for example.

The objective of the lesson has to be visible to the students, or any observer for that matter, either from the very beginning or its achievement should be verifiable through the staging of lessons or an outcome. Sometimes learning or strategy development may not be available to evidence despite careful planning, but as long as the staging of lessons is principled, a lesson may sound beneficial to students or may be beneficial to them subsequently.

Each step, movement, change, or action should be meaningful and help towards achieving the broad goal of addressing the language learning needs of the students.

The above goal may be achieved by reflecting on what language is, how first language learning is different from second or foreign language learning, or how learners of different age groups learn differently. This clarity of approach would surely have a positive impact on the learning experiences of the learners inside the classroom.

For all the above, in a context like ours, classroom management skills are exceedingly important. This entails grading the language, conducting or taking feedback on performance skills or providing correction on the particular system (grammar, lexis, phonology, discourse).

Beneficial may also be the consideration of a universally high premium attached to the rapport with the learners as they may develop a whole new appreciation for learning through how a teacher empathizes with them and how support is provided to them during their entire learning experience.

Above all, it might also help the noble cause of teaching so as not to demotivate the learners in both intended and unintended ways: through rubber-stamping their efforts, emphasizing only the correct answers and ignoring their involvement or effort; or landing a confrontation or clash unnecessarily. This might just be undermining or diminishing intact motivation.

Teachers should avoid using Arabic while teaching, and must be very selective and with extreme cautions when using it, if required, for the sake of efficient communication only as over-dependence on it may result in compromising the students' much-needed exposure to the English language.

TUELC will be keenly anticipating the practical realization of this code in the forthcoming lessons and study the efficacy of this design in light of the teachers' feedback and results.

2. TUELC Classroom Management Policy

TUELC always strives to ensure a smooth learning experience for the students. The following Classroom Management Policy has been institutionalized.

2.1. Class Break

1. **One- hour lecture pattern:** there are no breaks and the students are dismissed 50 minutes after the start of the class.
2. **Two- hour lecture pattern:** a ten- minute break is given 50 minutes after the start of the class without the students leaving the room. The students are dismissed 50 minutes after the start of the second period. This policy can be exercised judiciously given prayer-times and classroom dynamics.
3. **Three- hour lecture pattern:** a twenty-minute break is given 80 minutes after the start of the class, and the students are allowed to leave the room during this relatively long break. The students are dismissed 70 minutes after the start of the second period. This policy can also be exercised judiciously given prayer-times and classroom dynamics.

2.2. Absence and Tardiness

1. A student is marked late if he/she arrives 20 minutes after the start of the lecture.
2. A student who arrives 30 minutes after the start of the lecture is marked absent, but is allowed to attend the rest of the class.
3. A student who attends the first period of the lecture but fails to come back to the second period is marked absent for the whole lecture (unless the system allows entering attendance by the hour).
4. If a student asks for special permission to leave the room before the end of the class, he/she is marked absent and it is left to the instructor to mark this absence as excused or non-excused according to his/her assessment of the situation.

5. Instructors can assess by themselves instances of sick-leave and any other forms of excuses that do not exceed three successive days. Students with longer period leaves are referred to the stream coordinator or the academic supervisor for approval.
6. Instructors should enter attendance in the system regularly, updating students' status as their excuses are approved. Teachers are generally advised to be sensitive to the circumstances of their students and make decisions about accepting or rejecting excuses after careful reviews, advisably towards the end of the semester.

2.3. Student Disciplinary Issues

In the case of a student's disruptive behavior, the instructor should show a high degree of self-control and avoid any verbal or physical engagement with the student. The instructor is expected to write a detailed report of the incident to the course coordinator to steer the case through the disciplinary committee of Taif University. However, disciplinary problems are best controlled at the start of the semester as having to address these down the semester bespeaks of questionable classroom management skills.

3. TUELC Assessment Policy and Guidelines

To guarantee a unified and professional assessment of SLOs in all campuses and branches, as well as valid and reliable assessments, the Curriculum & Testing Unit has set clear parameters and guidelines for the testing committee, the course coordinators, the language instructors as well as the learners. By the beginning of an academic term, the instructors are provided with:

1. Mark distribution
2. Assessment guidelines
3. Speaking and writing assessment rubrics
4. Speaking and writing assessment scales
5. Excel assessment sheets
6. SLOs Matrices

3.1. Mark distribution

1. 1REAP
2. IEAP
3. ESP for Pharmacy (999823-2)
4. ESP for Medicine (999817-2)
5. ESP for Applied Medical Sciences (999817-2)
6. English for Media

CLMS / Activities / Assignments	Quiz 1		Quiz 2		Quiz 3		End-of-term Assessment				Total
	L	S	L	S	L	S	V	G	R	W	
	5	5	5	5	5	5	15	15	15	15	
10	30						60				100

7. ESP for Computing 2 (999808-2)

CLMS / Activities / Assignments	Quiz 1		Quiz 2		Quiz 3		End-of-term Assessment			Total
	L	S	L	S	L	S	V	R	W	
	5	5	5	5	5	5	30	15	15	
10	30						60			100

8. ESP for Sciences (999819-2)
9. Medical Terminology (1410243-3) (for Community College)
10. ESP for Home Economics (981110-3)
11. ESP for Art & Design (4403367-2)
12. ESP for Designs & Applied Arts (999820-2)
13. Administrative and Financial Terms in English (606322-3):
14. ESP for Digital Arts (4404351-2)

Activities / assignments	Quiz 1	Quiz 2	Quiz 3	End-of-term Assessment			Total
	V	R	W	V	R	W	
	10	10	10	10	30	15	
10	30			60			100

15. ESP for Computing 1 (999811-2)
16. English for Computing (981511-3)
17. ESP for Business (999818-2)

18. ESP for Engineering (999816-2)

19. English for Engineering (981210-2)

Activities / assignments	Quiz 1		Quiz 2		Quiz 3		End-of-term Assessment		Total		
	V		V		R		V			R	
	10	10	10	10	10	40	20				
10	30				60				100		

20. Technical Writing (981522-3)

Activities / assignments	Quiz 1		Quiz 2		Quiz 3		End-of-term Assessment			Total						
	V		Info		W		V				Info			W		
	10	10	10	10	10	20	20	20								
10	30				60						100					

21. English for Business Correspondence & Report Writing (1410231-3)

Activities / assignments	Quiz 1		Quiz 2		Quiz 3		End-of-term Assessment			Total						
	Info		W		Practical (writing)		Practical (writing)				Info			W		
	10	10	10	10	10	20	20	20								
10	30				60						100					

22. Presentation Skills (999809-2)

Activities / assignments	Quiz 1			Quiz 2			Quiz 3			End-of-term Assessment			Total
	S	L	V	S	L	V	S	L	V	Final Presentation / Project			
	10	5	5	5	10	5	5	10	5	5			
20	20			20			20			20			100

23. English Language & 21st C Skills (999821-2)

Activities / assignments	Quiz 1			Quiz 2			Quiz 3			End-of-term Assessment					Total
	S	L	21 st C Skills	S	L	21 st C Skills	S	L	21 st C Skills	21 st C Skills	V	G	R	W	
	5	5	5	5	5	5	5	5	5	5	15	5	5	10	
10	15			15			15			45					100

24. IELTS

Activities / assignments	Quiz 1		Quiz 2		Quiz 3		Mock IELTS Test				Total
	S		L		R		W				
	5	5	5	5	5	10	15	15	15	15	

10	5	10	15	60	100
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3.2. Assessment Guidelines

3.2. A. Language instructors:

ALL instructors are requested to:

- Make sure the assessment content is confidential
- Construct all the quizzes requested by their coordinator(s).
- Make sure the assessments are standardized and measure learners' achievement of SLOs.
- Make sure the assessments cover all the items included in a given quiz.
- Submit the quizzes in due time.
- Adjust his/her quizzes according to the suggestions/recommendations of the coordinator.
- Marks must reflect the actual level of the learners.
- Learners' performances in receptive skills (listening and reading), productive skills (speaking and writing) and sub-skills (grammar and vocabulary) are assessed via: in-term and end-of-term assessments, daily assignments, classroom involvement, online activities on Blackboard and/or Cambridge Language Managements Systems (CLMS).
- A full mark in speaking, writing, CLMS and classroom activities is not an inalienable right for the students. It should be given only if a student meets all the requirements.
- Give each student the right label i.e. absent, denied, etc.
- If the marks do not reflect the actual level of the learners, teachers are asked to justify and, then, normalize the marks.

3.2. B. Course coordinators:

A course coordinator is requested to:

1. Assign instructors to construct at least one quiz for the in-term assessment.
2. Decide on quizzes common times and, therefore, on the number of quizzes.
3. Inform the instructors about the exact date and time of a given quiz.
4. Proofread the quizzes submitted by the instructor(s).
5. Provide feedback to teachers on the quizzes submitted.
6. Collect the final test papers and attendance sheets (if conducted on campus), as well as the rubrics and assessment sheets from the teachers.

3.2. C. Testing Committee (*SEE: TUELC UNITS SUPERVISORS & COORDINATORS' ROLES AND RESPONSIBILITIES*)

3.2. D. Students

- Students have to be present sometime before the test starts (be it online or on campus).
 - Students are not allowed to leave the test venue before half of the total duration of the test has elapsed.
 - Students cannot take the test if:
 - a. s/he is labelled “denied” on the university system
 - b. his/her name is not on the student’s examination list.
 - c. s/he comes to test venue after half of the total duration of the test has elapsed; and will not be
 - d. s/he does not show his/her ID
 - Mobile phones, electronic dictionaries, books, bags, notes, or any electronic devices are not permitted in any examination room.
 - Cheating includes copying from another student, copying from a paper a student has brought with him/her into the test venue, or using mobile phones and other means of cheating.
- Cheating in an examination, attempting to cheat, or opposing the regulations of examinations, leads to disciplinary measures according to the students’ disciplinary regulations issued by the University Council. All instances of cheating are subject to TU rules and regulations in this regard.

3.2. E. Tests

General	YES	NO
a. ALL questions are aligned with the SLOs assessment matrices.		
b- There is ONLY ONE possible answer for each question		
c- Instructions are clear		
d- Exam covers most of the items taught		
e- Exam is mistake-free		
f- Answers are not too obvious		
g- Students are not provided with hints to the correct answer		
h- There are 4 options for each MCQ.		
i- The correct answer is varied randomly throughout the paper		
l- All items are your own production : do not “borrow” nor paraphrase old/other		

peoples' exams)			
Layout		YES	NO
a- Template is used			
b- Pages are numbered			
c- “Turn to next page” is written at the end of each page except for the last one			
d- “End of questions” is written at the bottom of the last page			
e- The heading includes:	1. date and time of the exam		
	2. the exam version number		
	3. university/ELC logo		
	4. course (EAP/ESP/PYP) + course code		
	5. total marks of the exam		
	6. college		
	7. term/year		
	8. duration of the exam		
	9. a space for the student to write his/her name, Id number and serial number		
f- Options (answers) are aligned (use tab not space)			
g- Font used is <i>Footlight</i> or <i>Times New Roman</i> (size 12)			
h- Line and paragraph spacing is 1.5 (max), 1.15(min)			
i- Font and font size are consistent throughout the paper			
j- The questions are bold and the answers are regular (not bold).			
Content		YES	NO
Reading Comprehension	a- RC passage is similar in length and level of challenge to other passages assigned to a given college/level		
	b- The RC passage and its questions are on the same page.		
	c- The levels of challenge of the RC questions are varied so that they cater for individual differences.		
	d- RC questions are comprehensive so that they cover core learning outcomes.		
	e- RC questions follow the same order as the flow of information in the passage (not reshuffled)		
	f- RC inference questions are included (20% to 30%)		
	g- Content-based (copied and pasted from students' textbooks as long as we are conducting our assessments online).		
Writing	a- Students are provided with helping phrases / key words / questions, etc.		
	b- The topic of the production task is different from the one of the RC.		
	c- There is a rubric containing the writing descriptors.		
	d. Learners' performance in the production task is assessed using Cambridge Assessment Scales.		
	e- There are unscrambling and/or proofreading questions		
Listening	a- Constructed by the instructor, proofread and approved by the course coordinator.		
	b- The audio files are taken from the book, but the questions are different		
	c- Questions follow the same order as the flow of information in the audio (not reshuffled)		
	d- The audio file is played only TWICE .		
S p	a- It's ongoing.		

	b- The question/discussion/interview/description/verbal essay, etc. should be about the topics tackled in the student book.		
	c. Learners' performances are assessed using Cambridge Speaking Assessment Scales.		
Grammar	a- Every single item included in the exam has been taught to students		
	b- All answers are grammatically and linguistically plausible: do not include words that do not exist in English like "goed", "expensiver", etc.		
	c- All options are homogeneous i.e. they belong to the same part of speech. (e.g. all are verbs)		
	d- Questions and options can be reshuffled		
	e- The target of the question is grammar (not other skills, sub-skills or students' knowledge)		
Vocabulary	a- All the items included in the exam have been taught to students		
	b- All options are homogeneous i.e. they belong to the same part of speech. (e.g. all are nouns)		
	c- The target of the question is vocabulary (meaning) (not other skills, sub-skills or students' knowledge)		
	d- Questions and options can be reshuffled		

3.2. F. Speaking and Writing Assessment Rubrics

- SPEAKING ASSESSMENT SHEET (Quiz) 144/42

(IELTS)								
Campus :	Teacher:	Group:	College/Department:			Course #: 999814-2		
	Student Name	Task fulfillment/15	Range/15	Organization/15	Pronunciation/15	Accuracy/15	Total	(15 marks)
1		12	13	14	15	14	13.6	14
2		13	14	15	15	14	14.2	14

- WRITING ASSESSMENT SHEET 1441/42

(ESP Sciences/ESP MED Terminology/ESP Home Eco/ESP Art & Design & Applied Arts/ESP Admin & Financial Terms/Tech Writing/Bus Corres)

Campus :	Teacher:	Group:	College/Department:				Course #:		
#	ID #	Student Name	Task fulfillment/10	Range/10	Organization/10	Register/10	Accuracy/10	Total	(10marks)
1								0	0
2								0	0

3.2. G. Speaking and Writing Assessment Scales

Cambridge Speaking Assessment Scales

Quick guide to marking

A mark of 5 means that the learner's speaking is well above Pre-intermediate level.

A mark of 3 means that the learner's speaking is average for Pre-intermediate level.

A mark of 1 means that the learner's speaking is not coherent enough to be properly assessed.

	Task achievement	Range	Organisation	Pronunciation	Accuracy
	<i>Did the learner complete the tasks in each section of the test?</i>	<i>Did the learner use a wide variety of vocabulary and grammar structures?</i>	<i>Did the learner express his/her ideas clearly and connect them together effectively?</i>	<i>Did the learner produce individual sounds clearly and use appropriate stress and intonation?</i>	<i>Did the learner produce grammatically correct language?</i>
5	All tasks completed successfully and without difficulty	A wide variety of both appropriate structures and vocabulary used confidently	Learner able to connect ideas clearly and effectively, using basic linkers and devices appropriate to the level	Clear pronunciation of sounds and use of stress and intonation to convey meaning, though L1 accent may be discernible	Very few errors in use of structures and vocabulary expected at this level, perhaps with evident ability to self-correct
4	Most tasks completed without difficulty	Some elements of 3 and some of 5	Some elements of 3 and some of 5	Some elements of 3 and some of 5	Some elements of 3 and some of 5
3	Tasks completed with occasional difficulty	A variety of appropriate structures used, with some inappropriate usage or difficulty retrieving appropriate language	Learner usually able to communicate and link ideas clearly, though with a lack of overall fluency	Some difficulty with sounds, stress and intonation, causing strain on the listener, though communication is rarely impaired	Errors in use of structures and vocabulary are frequent, but rarely impair communication
2	Frequent difficulties prevented task completion	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3
1	Too little communication to assess	Too little communication to assess	Too little communication to assess	Too little communication to assess	Too little communication to assess

Cambridge Writing Assessment Scales

Quick guide to marking

A mark of 5 means that the learner's writing is well above Starter level.

A mark of 3 means that the learner's writing is average for Starter level.

A mark of 1 means that the learner's writing is not coherent enough to be properly assessed.

	Task achievement	Range	Organisation	Register	Accuracy
	<i>Did the learner complete the tasks in each section of the test?</i>	<i>Did the learner use a wide variety of vocabulary and grammar structures?</i>	<i>Did the learner express his/her ideas clearly and connect them together effectively?</i>	<i>Did the learner use language with an appropriate style and level of formality?</i>	<i>Did the learner produce grammatically correct language?</i>
5	All tasks completed successfully and without difficulty	A wide variety of both correct structures and appropriate vocabulary used	Learner able to connect ideas clearly and effectively, using basic linkers and devices appropriate to the level	The learner is able to use appropriate language when writing for different reasons and at different levels of formality	Very few errors in use of structures and vocabulary expected at this level
4	Most tasks completed without difficulty	Some elements of 3 and some of 5	Some elements of 3 and some of 5	Some elements of 3 and some of 5	Some elements of 3 and some of 5
3	Tasks completed with occasional difficulty	A variety of appropriate structures used, with some inappropriate or repetitive use of language	Learner usually able to communicate and link ideas clearly, though sometimes errors make meaning unclear	Meaning is largely clear, but the learner is not able to choose language according to register	Errors in use of structures and vocabulary are frequent, but rarely impair communication
2	Frequent difficulties prevented task completion	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3	Some elements of 1 and some of 3
1	Too little communication to assess	Too little communication to assess	Too little communication to assess	Too little communication to assess	Too little communication to assess

3.2. H. Excel Assessment Sheets

Assessment Sheet																		
(IEAP/REAP/ESP Pharmacy/ ESP Medicine/ESP Applied Medical Sciences/ESP English for Media)																		
2020-21/ Semester 1																		
Teacher:		Section:		College:		Course name:		Course number:										
Student	Name	CLMS/Activities /Assignments 10	Quiz 1		Quiz 2		Quiz 3		Total L Quizzes/15	Total Sp Quizzes/15	Total Act+ Quizzes/40	End-of-Term Assessment				Total/60	Final mark /100	Status
			L/5	Sp/5	L/5	Sp/5	L/5	Sp/5				Vocab/15	Gram/15	R/15	W/15			
		9	3	5	4	4	5	4	12	13	34	12	13	14	6	45	79	
		10	2	3	3	4	2	4	7	11	28	13	14	11	12	50	78	

4. TUELC Class Coverage Policy

TUELC always strives to ensure a smooth learning experience for the students. The following Coverage Policy has been institutionalized.

4.1. Policy Objective

To ensure seamless and uninterrupted functioning of TUELC and a continuous academic experience for learners, below is the institutional policy when substitution of instructors is necessitated contingent upon a teacher's unavailability for a regular teaching slot.

4.2. Parameters

This policy mandates its implementation for all streams, campuses, subject, and substitute instructors.

4.3. Procedural Exercise of the Policy

Coverage will be fixed by the Academic Coordination Unit.

- In case of any contingency, an instructor is expected to inform the Academic Coordination Unit at least 24 hours before the time of the scheduled session that needs to be covered.
- If timely information is not feasible and the Academic Coordination Unit is constrained by time in activating its substitution procedure, a substitute best-suited available instructor will be appointed to conduct the class/session(s).
- The Academic Coordination Unit will utilize the services of the pool instructors in reserve currently engaged in the Hurdles Program and the English Club to take over the class for the period requested as well as teachers who have office hours during the coverage time.
- In this case, class coverage will be prioritized over all other co-curricular activities, and the update on the Hurdles Program and the activities of the English Club will be channelled to all concerned.

4.4. For Regular Instructors

- When the instructor informs the Academic Coordination Unit of his/her absence in one or more of his /her coming teaching sessions, he/she is requested to give details about the timing, the room and the scheduled lesson objectives.
- The instructors are expected to have shared their updated syllabus with the Academic Coordination Unit so that it can provide this to the substitute instructor. In case of no update

from the instructor, the Academic Coordination Unit will consider the default pacing and syllabus to be covered during the requested period.

4.5. For Substitute Instructors

- The substitute instructor may just as well adapt any appropriate material upon conferring with students to avoid any plausible gap in the academic experience of the students. Such needs-based lessons may also prove to be incredibly useful to the learners.
- A short report about the material taught, the objectives achieved and any other pertinent information, plus the students' attendance are handed to the academic coordinator to pass to the section instructor who would be able to incorporate the learning outcomes for his records and who has the powers to enter absences in the university system.

5. TUELC Teachers' Evaluation Policy

TUELC envisions an outstanding academic and professional environment for the students, instructors and administration. The teaching staff are expected to contribute to the overall development of the students regarding their personal and linguistic education. To achieve this professional goal, TUELC proposes to implement the following teacher evaluation policy with the following guidelines:

5.1. Evaluation Criteria

Criterion	Objective	Mechanism
Professional knowledge and expertise	To deliver professional standards in keeping with the top trends in the field. To enhance and hone professional classroom skills and ensure effective teaching.	Participation in overall professional development activities including the on-going professional opportunities provided by TUELC, e.g. in the semester-based Professional Development Programmes.
Independent Professional Development	Awareness of the teaching <i>trends</i> in the rest of the world and delivery of the same <i>high standards</i> in the context of TUELC.	Independent professional development pedagogic portfolios to be presented at the end of the semester with a selection of visible student achievements.

Examination Results	To seal the success of our teaching programmes.	Careful analysis of the examination results for reliability and snap checking of examination scripts and recordings.
Office Hours	To facilitate the students and assist the administration To provide admin assistance and respond to various assignments To prepare and plan lessons, materials and engage in productive professional discussions.	Adequate regular office hours, displaying them on the office doors/bulletin boards.
Personal Demeanor	To come across cooperative, approachable and welcoming.	This will be surveyed through both formal and informal feedback from various stakeholders.

5.2. Evaluation Procedures

To monitor and evaluate the implementation of the above policy, the following procedures will be activated. TUELC proposes to utilize the services of its different organs to assist with the achievement of its high professional standards and realization of its vision and mission.

5.2. A. Teaching Staff

For teaching staff, there are three inter-related evaluation procedures. The first procedure which is already in place is classroom observation. The classroom observation is carried out once a semester (twice a year) by the Academic Coordination Unit. The results of the observation are handed out to the instructors with action points for improvement. The second and third procedures have been developed as a result of the CEA accreditation process. The second procedure is the instructors' self-evaluation process. At the end of each academic year, all instructors will be provided with a form where they need to self-evaluate by mentioning the activities they have undertaken during the academic year of the evaluation. The self-evaluation will be then commented on by the supervisors of the Academic Coordination Unit and the Professional Development Unit. Both the classroom observation and the self-evaluation forms will feed into the annual evaluation form. Some sections of the annual evaluation form will be filled in by the supervisors of the Academic Coordination

Unit the Professional Development Unit, and some by the Director of TUELC. Taken all aspects of the evaluation process into consideration, the supervisor of the Quality Assurance Unit will fill in the final section of the annual evaluation by suggesting an improvement plan to be carried out by the instructor. A copy of all the evaluation forms will be handed out to the instructor and the original will be saved into the instructor's file in the Faculty Records room.

5.2. B. Units' Supervisors

To customize the evaluation to the needs of TUELC, an evaluation form for units' supervisors has been developed as a result of the CEA accreditation process. The evaluation of the units' supervisors is carried out by the Director of TUELC. The units' supervisors will be informed of the results of their evaluation by the Director of TUELC

6. TUELC Reporting Policy

TUELC always strives to ensure a smooth administrative communication within the Centre and with teachers. The following Reporting Policy has been institutionalized.

6.1. Policy Objective

To ensure seamless and uninterrupted functioning of TUELC and communication with teachers and coordinators/supervisors, below is the institutional policy when communicating (paper or electronic) with teachers, coordinators, supervisors, and Director.

6.2. Parameters

This policy mandates its implementation for all faculty members.

6.3. Procedural Exercise of the Policy:

- All teachers should report to the respective coordinators regarding;
 - Problems in the classroom
 - Issues relating to the study materials
 - Any task assigned like designing question paper
 - Administrative issues
 - Comments/suggestions to improve the environment, etc.

- Coordinators are responsible to report to the Academic Coordination Unit (*Dr. Nimairi*-for the male campus, and *Dr. Nasrah Ismael* - for female campus) on various issues enlisted above or any other issue relating to the teachers.
 - All units' supervisors should report to the Director (*Dr Mansoor S. Almalki*) and Vice-Director (*Dr Reem Alkhamash*) regarding planning, implementation and communication with the coordinators or teachers.
 - All paper/email communication should be cc'ed to the Director and Vice-Director.
 - Having said that, contacting the Director by teachers, coordinators, and supervisors is always PERMISSIBLE.
-

7. TUELC Dress Code Policy

TUELC always strives to ensure a smooth learning experience for the students. The following Dress Code Policy has been institutionalized:

7.1. Policy Rationale

Teachers are like role models for students. The way they dress and carry themselves in the class has a definite impact on their students. Therefore, a uniform dress code policy for all TUELC teachers has been devised.

7.2. Parameters

This policy mandates its implementation for all TUELC teachers on all campuses.

7.3. Procedural Exercise of the Policy

- All the teachers may kindly ensure that they are dressed in a befittingly neat and clean attire when on campus.
- All male teachers may kindly wear either the Saudi national dress (in case of Saudi teachers) or the Western formal clothing (for non-Saudi teachers) – A formal dress that is in congruence with the Saudi culture.

8. TUELC Inclusion Policy for Students with Disability

8.1. Policy

TUELC is committed to embedding inclusive education for students with disabilities and special needs. TUELC Inclusion Policy for Students with Disability provides a policy for the delivery of special education programs and services based on the Kingdom of Saudi Arabia Special Needs Law and Taif University Rules and regulations.

Special education is meant to take place in the least restrictive environment (LRE) and all students should have an Individual Educational Program (IEP) by offering them a modified curriculum and modified assessments). The teacher needs to address the needs of the students in modifying lesson plans based on the student's disability.

Obtaining students personal data concerning their disability information about the student could be given by Disability Office, an office that is based on the Deanship of Students Affairs. The person to contact to ask for further information about your student's disability is the *Director, Eman Alghamdi* (for male and female students).

Initially, teachers should also observe students to decide if they will require modified lesson delivery. Then the teachers should liaison with the disability officer or TUELC management to ensure the privacy of the students. Teachers should make sure that their students' disability is not highlighted in a disempowering way. If you suspect that the student might have a learning disability, consult with your student individually of what will make the learning easier for them and educate other teachers if necessary.

8.2. Roles and Responsibilities

- The Student Affairs Unit shall provide support to the teacher and the student to ensure the student is in the least restrictive environment.
- Disability Office: the main purpose of this office is to be an advocate for the students with disabilities and also be a bridge for the teachers and the other students.
- The teacher's role is to ensure that students with disabilities are accommodated and treated with dignity.

- Peer support from students: students who have been trained to work with their disabled peers so help them adapt to the university and also with classwork.
- To be decided on merit if deemed appropriate by the teacher.

8.3. Developing an Individual Education Plan

An IEP should also include the following:

- The present levels of educational performance of the student;
- The setting where the educational program is to be provided;
- The names of all personnel who will be providing the support services for the student during the academic year;
- The period of time and process for review of the IEP;
- Evidence of evaluation or review, which could include revisions made to the plan and the tracking of achievement in relation to goals.

8.4. Special Considerations

- Pacing Schedule: students should be given less work than their peers.
- Tests and examinations: Accommodations should be made for testing and exam conditions such as content reduction, enlarging the paper, less/more time of exam according to the disability type, fewer questions (teachers should be informed that working with Curriculum & Testing Unit necessary for formal assessments).

8.5. Glossary

- Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so a student can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. This should be determined by the teacher. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts on their achievement and self-concept, a discrimination that TUELC condemns in teaching practices.
- Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. Informal assessment class tests and formal assessment

examinations (teachers modify these based on students' individual disability or use university guide).

- Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education to the best of their ability.

9. TUELC Faculty Workload & Compensation Policy

According to the Higher Education Council and the University Bylaws, each rank among the teaching faculty is supposed to observe different number of hours as workload. This workload includes teaching and non-teaching hours.

9.1. Teaching Hours

The teaching load of each faculty category is as follows:

S.No.	Faculty Position	Teaching Units/ Lectures
1	Professor	10 Teaching Units/ Lectures
2	Associate Professor	12 Teaching Units /Lectures
3	Assistant Professor	14 Teaching Units/Lectures
4	Lecturer	16 Teaching Units/Lectures
5	Teaching Assistant	16 Teaching Units/Lectures
6	Language Instructor	18 Teaching Units/Lectures

9.2. Non-teaching Hours

Apart from the teaching hours, each faculty member is responsible to observe the following number of non-teaching hours:

S.No.	Faculty Position	Course Preparation Hours	Office Hours
1	Professor	Half of the teaching hours	Half of the teaching hours
2	Associate Professor	Half of the teaching hours	Half of the teaching hours

3	Assistant Professor	Half of the teaching hours	Half of the teaching hours
4	Lecturer	Half of the teaching hours	Half of the teaching hours
5	Teaching Assistant	Half of the teaching hours	Half of the teaching hours
6	Language Instructor	Half of the teaching hours	Half of the teaching hours

9.3. Workload Reduction for Supervisors / other admin staff

1	Director / Vice Director	3 hours
2	Unit Supervisors	6 hours
3	Units' members & course coordinators	12-15 (CCs get 3 hour reduction per 5 groups they are coordinating)
4	English Club coordinators	12-15 hours
5	Admins in other departments	6 hours

10. TUELC Office Hours Policy

10.1. Introduction

TUELC teaching staff shall provide an opportunity of regular pedagogical contact with their students and provide any remedial work or necessary extra support to students after their lessons.

10.2. Objectives

- To ensure that teachers have adequate meaningful time to plan and prepare for their teaching assignments.
- To provide timely feedback, guidance, conferencing opportunities, and tutorials to students if and when required.
- To help the administration seek necessary assistance from the teachers as required.

10.3. Number of office hours

- All staff members are expected to be present on campus for a minimum of (6 hours a week) beyond their teaching hours with students.

10.4. Mode of office hours

- Teachers can meet the students in their offices/respective campuses or in the English Club if

they do not have an allocated office.

10.5. Communication of office hours

- Teachers will choose their office hours according to their own availability and convenience of their students.
- Teachers are expected to communicate their office hours to the Academic Coordination Unit / Stream and Course Coordinator, as well as students with their contact details: email address, mobile phone numbers etc.
- Teachers are expected to communicate the same information on Blackboard.
- Teachers shall notify their students or Academic Coordination Unit of the cancellation of their office hours (in case of emergency) either electronically or personally.

10.6. Monitoring of office hours

The central practice adopted by TUELC is to provide a friendly atmosphere and a congenial working atmosphere for all faculty members. Therefore, it is expected from all teachers to follow the same practice and help in professionally implementing such framed policies. To keep this policy efficient, the following procedures (might) be followed in some (certain) cases:

- Periodic checking by TUELC officials.
- If a teacher doesn't show up while there are students needing his/her help during allocated office hours, the case will be probed into and reported to TUELC administration.

10.7. Format for Office Hours

All the faculty members are requested to use the following format to display their office hours outside their offices, the latest within the first week of each semester:

Dr. Mansoor S. Almalki / Dr. Reem Al-Khammash

Office Hours for Students

[Sunday 13:00-1400] [Monday 12:30-14:30] [Tuesday 12:30-13:30] [Thursday 9:30-

11. TUELC Grievance Policy

Grievance means the communication of dissatisfaction or displeasure caused by any situation, circumstances or due to the behavior of people.

11.1. How

Any faculty members faced with a situation forcing them to convey their grievance to TUELC may do so in writing. They must submit a detailed application explaining the situation / incident/ concern / behavior they want to complain about.

11.2. To Whom

They are advised to contact the Academic Coordination Unit or the Faculty Affairs Unit to convey the matter of their concern. The supervisor of the concerned unit will act as a Grievance Redressal Officer. Upon receipt of written complaints, he / she contacts the faculty members to seek details of the complaint / concern they have, and reach an appropriate decision in consultation with the Director of TUELC / Dean, DSS office.

11.3. Conveyance of Decision

The decision is then conveyed to the faculty members in writing (on paper or via email).

11.4. If unsatisfied

The faculty member unsatisfied with the action / response may contact the relevant office with the reason / explanation of their dissatisfaction of the decision.

11.5. Disposal of Complaint

Upon satisfaction, the faculty member submits a satisfaction statement and on receipt of the same, the matter stands disposed of. The decision and its acceptance are placed on the faculty member's personal file for future reference.

12. TUELC Confidentiality of Faculty Records Policy

12.1. Record Room & Responsible Officer

Faculty's files are maintained in the Central Record Room set up at TUELC. The supervisor of the Faculty Affairs Unit is in charge of the room. He/ she is assigned custody of the faculty files and is responsible for maintaining security and confidentiality of them, as well as updating them annually, as the need be. Each faculty member's file is numbered and displayed in the lockers according to file numbers.

12.2. Details of Record

The file contains the following documents:

- Academic degrees
- Language proficiency certificates
- Professional development certificates
- Experience certificates
- Curriculum vitae
- Yearly contract (for those on contract)
- Classroom observation forms
- Self-evaluation forms
- Annual Evaluation Forms
- Any other confidential reports

12.3. Who can Access

Only authorized personnel are allowed to access the faculty files and it is ensured that no one unauthorized by the Director of TUELC or Vice Director has access to the Central Record Room or the files therein.

12.4. Access to Faculty

The faculty members shall have access to their personal record to update it if they have any document to add to the file. However, they shall not be allowed access to the confidential letters and official reports received about him/her.

13. TUELC Policy on Identification and Progress of Low Achieving Students

13.1. Introduction

Providing readily available support to our students entails not only ensuring quality classroom teaching but also keeping a vigilant eye on their progress. The timely identification of students who are, unfortunately, unable to make progress in a particular course is mainly the responsibility of the course instructor, who is teaching the course. TUELC Policy on the Identification and Progress of Low Achieving Students aims to serve the purpose of providing guidelines and procedures in this regards.

13.2. Rationale

How unfortunate it would be for the overall system to wait until the end-term exam result of a student to see if s/he has made progress, in the form of having been declared as either ‘Pass’ or ‘Fail’ in a particular course! Therefore, it is pertinent on the part of every teacher to keep a vigilant eye on the progress of every student, identify the ones who are failing to make satisfactory improvement and take corrective measures well in time. For this purpose, this policy is issued, effective immediately, for the identification and progress of low achieving students in our courses. The process will work as follows:

13.3. The Process

1. The course coordinators may kindly hold meetings with all the teachers at their convenience (individually, in pairs or groups) to discuss the performance of students, who are not making progress, and devise strategies for the way forward. The first meeting may take place well before the middle of every semester i.e. after the second quiz or any other assessment activity that takes place before the middle of the semester. In the meeting, the performance of such

students may be discussed with the teachers one by one, and strategies may be devised to make concerted efforts towards bringing improvement in these students.

2. As a follow-up, the coordinators may kindly hold the second meeting after the middle of every semester to see if such students have improved their performance. In cases where there has been no improvement in their performance, more measures may kindly be taken by the teachers, in consultation with their concerned course coordinators.
3. The coordinators may hold the third meeting with the teachers before the end-term exam to get an update on the performance of such students.
4. For record and follow-up, an excel sheet list of such students may please be kept by the coordinators, along with the suggested measures to bring improvement in their performance. The list may kindly be updated by the course coordinators after every meeting.
5. At the end of the semester, every coordinator should write a report, detailing the complete case history of all such students, the measures taken for improvement and the outcome, along with recommendations.
6. All course coordinators are requested to share this advisory with all the teachers.

14. Students' Complaint Policy and Procedures

14.1. Definition of a formal complaint

An expression of dissatisfaction by students enrolled in a program with an individual service or lack of service at the institution, where a response is reasonably expected and which has not already been resolved (<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/student-complaints>).

14.2. Policy statement

This administrative policy aims to provide students with the ability to raise a complaint regarding all issues related to TUELC. This process should be considered as a constructive tool which aims to achieve desired outcomes to all parties.

TUELC complaint policy is aligned with Taif University Complaints Policy. TUELC is very assertive in providing the student with high-quality educational experiences. Yet, it is

understood that issues might not always go in the right direction. Therefore, students might need to express their dissatisfaction when needed.

Students are advised to discuss their complaints with the course teacher as they may result from misunderstanding or disagreement and can be resolved simply by discussion. However, if students feel that the issue is still not resolved and need the intervention of another party; other procedures are taken (see procedures).

14.3. Scope

1. This policy covers both academic and non-academic matters at TUELC. It includes all matters related to the services provided by TUELC.
2. This policy applies only to matters raised by individual students or groups of students.

14.4. General Principles

1. When necessary, a student may raise a complaint against a faculty member, a staff member, other students, or services
2. The student has to raise a complaint as quickly as possible.
3. Students' complaints should be handled as quickly as possible.
4. Students' complaints should be handled confidentially.
5. Students' contact details have to be provided for follow up.
6. The policy guarantees that no action will be taken against any student who raises a complaint.

14.5. Procedures

1. To raise a complaint whether academic (marks, denial, teachers' indiscipline, etc.) or non-academic (threatening, verbal abuse, etc.), the student must complete a form.
2. The form should be submitted to the Academic Coordination Unit. It should include all needed information.
3. An appointed committee handles the complaints and takes a decision. The committee consists of:
 - The Academic Coordination Unit
 - The Curriculum & Testing Unit
 - The Registration Unit

4. If students are unsatisfied with the committee's decision, they have the right to lodge the unresolved complaint with the University Students Rights Committee.
5. Students may also lodge their complaints directly at the Students Rights Committee that will send officially to TUELC for resolving cases and responding.
6. Students' complaints will be resolved and documented.

15. TUELC Professional Development Policy

TUELC is committed to playing a crucial role in the development of English language skills of the individuals by producing motivated, proficient and educated graduates. In the age of rapid social, technological and educational changes, TUELC is striving hard to equip students with abilities to become creative, communicative and outstanding members of the community, both personally and professionally. In order to foster teachers' capabilities and skills, the Professional Development Unit at TUELC is committed to plan, manage and conduct professional development activities.

1	TUELC PD Unit organizes training sessions by international ELT experts for the faculty with an objective to provide an opportunity to the teachers regarding trends and developments in the field of English language teaching and globalize the teaching techniques.
2	TUELC Trainers trained through 'Cambridge Train the Trainer' program are cascading the training to other faculty members at TUELC. These training sessions are mandatory for all teachers.
3	TUELC has established Special Interest Groups of trainers with a slogan - Maximizing learning and professional development opportunities. Each SIG consists of a number of teachers (male and female) and a leader who is responsible to discuss, plan and conduct training. Each SIG is responsible to conduct three sessions in an academic year. SIG webpage facilitates teachers in registration, attendance, feedback and certification. A teacher is required to attend at least one session in each SIG in each Round without disturbing their teaching schedule.
4	To enhance the professional skills of teachers, TUELC provides an opportunity for all teachers to enroll and complete two online courses in an academic year. All teachers are required to complete and submit their certificates to the unit.

5	TUELC organizes national and international Symposiums / Conferences once in a year. International, national and TUELC trainers conduct sessions on a variety of themes relating to ELT classroom practices. At the same time, TUELC facilitates teachers to participate in national and international conferences.
6	Professional development events lead the teachers to research. TUELC encourages and supports teachers, especially PhD faculty members, to conduct research on classroom practices with an objective to enhance the standard of professional practices.
7	With a futuristic approach, PD Unit prepares a yearly PD calendar having variety of PD activities with international and local ELT experts.
8	Also, TUELC organizes student support activities through English Club (Hurdles, Syllabus Shop, and Chatterbox). These programs help weak students to have extra time with their teacher in the English Club. Coordinators of these programs design learning activities according to the level of the students.
9	TUELC has planned co-curricular activities like writing competition, Spelling Competition and TED Talks to encourage motivated students to express their competence and communication skills in English language.
10	TUELC has introduced nominations/awards for outstanding teachers, best trainer, best PD participant, and best coordinator to appreciate and encourage teachers.

In coordination with other TUELC units, PD Unit serves as a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance excellence in teaching.

New International Faculty Post-ARRIVAL CHECKLIST

1. The main campus for Taif University (for male teachers only) is in Haweeya, a suburb of Taif, near the airport.
2. Male teachers should meet with *MR. Jamal Obaidat* or *MR. Sultan* on the Main Taif University Campus, TUELC (building 27).
3. Female teachers should meet with the Vice Director at the Female Campus.

PAYMENT OF IQAMA FEE

1. Pay for the *Iqama* (Residence Permit) from your foreign account: 500 SR (This should take around 3 business days to process unless it is a holiday which means a bit longer.)
2. The new teacher's *Iqama* has already been requested from the Saudi Government by Taif University.
3. It must be paid for by the new arrival, but it can only be completed through a Saudi bank account...to which a person will likely need someone else's help. (Foreigners are not permitted to open a bank account in Saudi Arabia without an *Iqama*.)
4. The payment setup on the bank computers for the *Iqama* is written only in Arabic, and it can be done all electronically through anyone's Saudi bank account (Al-Ahili/NBC Bank, Al-Rajhi Bank, Samba Bank, etc.).
5. The new arrival will likely need to go to any ATM that services his foreign bank account (i.e. Bank of America, National Bank of Pakistan, Banco de Oro, etc.)

CONTRACT

1. New teachers will need to sign their official Taif University contract. Five original signatures on five different copies of the same contract are necessary for each new teacher.
2. All new teachers should receive a signed original copy by the Taif University administration from *MR. Jamal Obaidat* or *MR. Sultan* the week following the signature. All teachers should keep their original contract copy for their records. The ELC will also keep a copy on file. If

you have not received your copy after a week, you should go to *MR. Jamal Obaidat* or *MR. Sultan* to request it.

3. NOTE: Saudi Arabian officials do not accept photocopies of any papers from foreign guests.

1. Contract Renewal

1. Near the end of every academic year (around March), each teacher will be asked to provide the university with his/her intention to renew his/her contract with the university using the university's website regardless of how many years his original contract's length was for. (I.e. A person agreeing to a two-year contract will renew his contract after his first year by signing a renewal at the end of his first year. A two-year contract means the university expects the new teacher to renew after the first year.) He/she will first go to the university website (after requested to do so by the ELC administration) to indicate his intention to renew his contract for the coming year.
2. Usually, after the full contract commitment has been completed, the university will renew the two-year commitment again (making it 4 years living in Saudi Arabia.)

2. Updating CV (Resume) On the Website of Taif University

1. Go to the website of Taif University: www.tu.edu.sa
2. In Arabic, go to the second column, or in English, go to E-Services.
3. Choose option 2.
4. Enter in the top box your employment number.
5. Next, enter in the bottom box the password you created (but usually *MR. Jamal Obaidat* creates this for new employees, especially those with little to no Arabic. He/she usually chooses 123456789 as his password.)
6. Then, answer the different questions and prompts to complete your specific CV. The questions usually ask what your level of education was, what major you graduated with, and when you received that degree.

OFFICE

1. Most male teachers at TUELC share an office with one or two other teachers.

2. Office furniture has to be added to each office prior to a new teacher's arrival or immediately after an office is assigned.
3. A key will be issued to the new teacher someone in Logistical Support (currently maintained by *Abdullah Al Zahrani*).

FACULTY I.D. NUMBER & I.D. CARD

1. After signing and receiving the employee contract from Taif University, each employee will be given an Employee I.D. Number. This will be needed to get computer access.
2. An employee can go to the campus gym building, upstairs to find the office for making Employee I.D. cards.
3. A Taif University staff member will request the employee's to see the employee's *Iqama* I.D. and Employee Number, take a picture, and process the card immediately.
4. The entire process takes about 15 minutes.

COMPUTER ACCESS

1. New arrivals will need to go to the IT department in building 24, south of TUELC (building 27). You should enter the building from the west entrance of the building.
2. A new arrival may obtain access to university computers by going to the 1st floor of the IT building and getting the login ID and password for using his personal office computer. (He or she can use other campus computers using this login and password.)
3. There are other login ID and password for accessing student records. Student Lists access (for entering attendance and grades) is located upstairs in the IT department (building 24).
4. Office hours for the IT department are generally from 9:00 a.m. to 2:00 p.m., but the best times to find people who are available are between 11:00 a.m. and 1:00 p.m.

PROCESSES

1. Issuance of IQAMA

1. All new teacher arrivals need to pay 500 SR from their own foreign bank accounts to process the Saudi residence permit for foreigners called an *Iqama*.

2. Once the 500 SR have been paid to the government, Taif University can complete the government process of issuing a person's *Iqama*. This usually takes about 3-5 business days; however, it can take longer if there is a Saudi holiday. Then, it can take longer.
3. The *Iqama* is a residence permit. It gives a person the ability to open bank accounts, go through checkpoints, and do any kind of business in the Kingdom of Saudi Arabia.
4. The *Iqama* must be carried at all times.
5. During the arrival period, an official stamped copy of a person's passport is all that is given to the new arrival. He/ she must carry this with him/her at all times, especially during the period before the official *Iqama* has been issued and given to the new arrival.
6. IF neither of these has been given to the new employee and his or her passport has been surrendered to Taif University (through *MR Sultan* or *MR. Jamal Obaidat*), he or she might experience a problem if stopped by Saudi officials (police, security police, checkpoint stops, etc.) because he will not be able to verify his official arrival to Saudi Arabia.
7. Without the *Iqama*, a person cannot open a bank account, rent an apartment, rent a car, get a Saudi driver's license, purchase a car, travel to other cities easily, etc.

2. Documents to Bring

2. A. PASSPORT

1. Must include your Saudi Visa
2. Your VISA must include a hand-written number given by a Saudi Immigration agent at the time of arrival in the airport

2. B. PHOTOS

1. Must bring from your country of origin approximately 12 photos, 6 passport size and 4-6 that are 2 X 3 centimeters. (These are used for making your *Iqama* ID card).

2. C. MEDICAL PHYSICAL EXAMINATION

1. Must have an official medical record from your country of origin.
2. Must have a blood sample taken shortly after arrival at the Taif Hospital off the Taif University Campus. Results can take up to a week to 10 days to be certified by hospital staff.

Most people will want to take someone with them who can translate, especially if that person is NOT familiar with the Saudi medical system.

3. All foreign medical documents must be re-certified by someone in the local Taif hospital. (Usually, doctors will examine and sign the papers but do not actually give a second physical examination.)

2. D. CREDENTIALS

1. A CD of all educational documents for the files of Taif University must be made and given to the Faculty Affairs Unit at TUELC.
2. Hard copies of all official (and apostilled) university transcripts and diplomas (originals) should also be submitted.
3. NOTE: Only original copies of all certifications will be accepted.

3. Salary & Money

3. A. Arrival & Salary

1. When a new teacher arrives in Saudi Arabia, more specifically, Taif, they will need to have enough money to live on their own for 1.5 – 2 months. The university does not usually provide any money at a person's arrival. All money is Saudi Riyals (SR).
2. Here is an estimate of the first month's expenses (4200 SR or \$1,120, excluding Hotel):
 - Saudi *Iqama* (residence card) – 500 SR
 - Hotel accommodations at the Intercontinental Hotel, Taif – approx. 500 SR per day (not recommended)
 - Monthly *furnished* apartment: 1500 – 2000 per month
 - Food for meals or groceries: 500 – 900 SR per month
 - Transportation: 800 SR per month (for work only)
3. The day a person arrives and signs in, Taif University begins their salary increments. Usually, salaries are received at the end of the Saudi calendar month.
4. Once a person has signed a contract, received his *Iqama*, and established opening a new Saudi bank account, he will need to complete a paper for the automatic deposit for his salary. *MR. Jamal Obaidat* or *MR. Sultan* usually provides this paperwork.

5. Salaries are almost always deposited on the 27th of the Saudi calendar month.
6. New Arrivals do not receive their first salary by automatic deposit their first time. They will receive a check from the university instead. Then, after that, they will always have their salaries deposited each month automatically. (NOTE: if there is a problem concerning the salary, they should contact *MR. Jamal Obaidat* immediately to help solve it.)

3. B. Saudi Money

1. Most people and businesses will NOT accept Saudi money that has been ripped or torn in any way. Besides, they will likely not accept money that has been taped.
2. Saudis use *Riyals* and *Halalahs*. Riyals are printed in denominations of 1, 10, 20, 50, 100, and 500 Riyals. Halalahs are coins which represent portions of a Riyal and are currently minted in two values—0.20 and 0.50.

Although Saudi Arabia does have *Halalah* (similar to cents in America), they are infrequently used. When buying something at a store, gas station, business, etc., the counter clerk will likely not give you any change, for an amount that is below 1 Riyal. Instead, he will often give you candy, gum, or a little packet of tissues to make up the difference. At some gas stations, people are given tissues (Kleenex) as an incentive every time they spend 10 Riyals on gas.

4. Exit/Re-Entry Procedures

1. In order to leave Saudi Arabia for a vacation or break, each person must do the following:
 - Provide TUELC (Faculty Affairs Unit) with a copy of your *Iqama*.
 - Pay Visa fees (SR 200) through any ATM (must have a bank account).
2. Steps to follow using Alahli (NCB) Online Banking:
 - Go to “Bill Payments” on the main Alahli Bank web page.
 - Under Bill Payments, look for “SADAD Government Payments.”
 - Next, go to “Add Beneficiary” at the bottom below “Select Biller” and “Select Service.”
 - Follow the directions for adding your name as it appears on your *Iqama* AND your 10 digit *Iqama* number.

- Next, go to “Select Biller” and choose “Alien Control.”
 - Also, go to “Select Service” and choose “Exit Re-Entry Visa (Single).”
 - After selecting “Exit Re-Entry Visa (Single),” a third box will appear called “*Iqama* ID*.” Choose your name and *Iqama* number. IF they are not there, you did not properly add yourself as the beneficiary. (You will need to add yourself to the orange “Add Beneficiary” button at the bottom of the screen.
 - Push the green “Request for Fees” button to the right side of the screen.
 - The screen will add your name and show the 200 SR fee on the page. It will also ask you to provide your transaction password** at the bottom. (**The transaction password is a secret password that you must have set up beforehand through your ATM, Bank branch, or Online Banking Phone Center to create this...and most do this through the ATM machine.)
3. Once all this has been completed, you should be able to pay your Exit Re-Entry Visa (Single) fee and obtain a receipt for verification purposes.
 4. Note that there are deadlines for receiving travel/exit visa applications for a vacation that usually occur 1-2 weeks prior to any exit.
 5. Refer to *MR. Jamal Obaidat* or *Mr. Sultan* for males or *Dr. Nasrah* for females.
 6. Teachers requesting exit and re-entry visas from Taif University will need to also complete a form (usually emailed to all the teaching staff before any break) that can be found in *MR. Jamal Obaidat* and *MR. Sultan’s* office.
 7. No expatriate is permitted to leave Saudi Arabia without paying for all monies that are owned to any business or government entity. So, if this is not possible before leaving, a person must have someone sign a paper saying that they will be responsible for any debt that has occurred under your name. You should inquire about this from *MR. Sultan* or *MR. Jamal Obaidat*.
 8. Upon return from the vacations, all TUELC and IGIT teachers must sign attendance on the separate attendance sheets available with the tables of Administrative Assistants of the Director of TUELC, on the first working day, before 12 pm.

5. Medical Services

1. All employees and students of Taif University may use the **medical clinic on campus**.
 - Hours the campus clinic is open are between 8:00 a.m. and 2:00 p.m.
 - When a patient arrives for the first time to the campus clinic, a file (written in a notebook format) will be opened in his or her name. A person who usually speaks English will put the teacher I.D. number on it and hand it to him or her. The patient will take this notebook to the doctor he or she is seeing. If he or she must see a different doctor within the same clinic, the notebook will be given back to the patient to give to the next doctor. After all treatments are completed, he will be handed the book so that he can go to the **pharmacy** in the same clinic (if necessary.) After obtaining any medicine, the patient should give the book to the receptionist who gave it to him at his arrival so that it can be filed for future use in the clinic.
 - The clinic will often provide patients with medicines, but not all medicines can be dispensed from the clinic pharmacy. They may need to be purchased off-campus.
 - If an employee is sick, he should try to visit the on-campus clinic and obtain a referral to the **local hospital** if medical services cannot be fully provided by the clinic.
2. **Dental treatments** in Saudi Arabia are considered treatments performed at hospitals and often times are not separated entities. You may also get dental treatment at the Medical College Hospital upon prior appointment.
3. **Private hospitals** are not included in the Taif University medical insurance agreement. (In most cases, public hospitals are included, especially if one is outside the city of Taif where a referral cannot be provided.)

NOTE: Employees are not given any special number to call or use when going to a hospital in Saudi Arabia. There is also no card given; however, having a university I.D. might help when showing a person's place of employment to medical staff.

6. Exiting Saudi Arabia and Ending Contract

1. A final exit clearance from Saudi Arabia is a lengthy task and cannot be done in one or two weeks easily. There are from 9 to 13 necessary signatures required from different offices

around the university, and these must be obtained in the correct order. There are also other papers from other entities outside the university that are required.

- All bills, loans, or outstanding debts must be paid in full and accompanied with an authorized letter stating that the balance is zero.
 - NOTE: Even if you do not owe money or have any outstanding notice, you must obtain a letter from your bank clearing you of any balances.
 - Before obtaining an exit clearance, every employee must update his/her CV (resume) online regardless of whether he will return to Saudi Arabia or not. So, update your online CV before your final stamps of clearance can be given.
2. A final exit also requires formal papers from various organizations stating that your account has a zero balance, even from companies that you do not have an account with. (If you are renting an apartment, you pay rent but do not pay for electricity. You must have a written statement showing that you do not own the local electric company any money.)
3. You will want to obtain a Letter of Experience (also known as a Certificate of Employment) from the General Administration of Faculty Affairs and Personnel stating that you have worked at the university. This will help to verify your experience to future employers.
- You can request this from the Faculty Affairs Unit at TUELC currently supervised by *MR. Jamal Obaidat*.
4. The following documents MUST be completed before an exit visa can be issued by Taif University:
- A clearance letter from the bank.
 - You must get this from your bank(s).
 - Make sure all accounts are clear of liability.
- You can maintain your Saudi bank account for a while after you exit Saudi Arabia.
 - A clearance letter from the electricity company.
 - A clearance letter from the telecom companies.
 - A clearance letter from the owner of your apartment
 - This must be stamped from a real state office.

- A clearance letter from Taif University with from 9 to 13 different stamps and signatures needed in the correct order.

ON CAMPUS

1. Supplies for Teaching

All supplies for teaching can be obtained from the office of **Logistical Support** (*Abdullah Al Zahrani*) located upstairs in the TUELC Building (27). This office is responsible for all material acquisitions pertaining to teachers. Typical items available are:

- Computer
- Office printer (usually one per office)
- Printer paper
- Office desk chair
- Office chairs for visitors
- Office trash can
- Paper
- Stapler
- Scissors
- Glue stick
- Pencils (You **MUST** have these for the final exam, and they are provided for by the university! Students are given scantorn sheets.)
- Pens (blue or black)
- Dry-erase markers (black, blue, red)
- Projectors (upon request) to be made available especially to the teachers teaching **Unlock** as they have to use presentation plus in their classrooms. Normally, the rooms with projectors are assigned to teachers of IEAP courses, but in case there is no projector in the room, or you do not carry your personal one with you, you may request *Dr. Nimairi*, the Supervisor of Academic Coordination Unit, to arrange one for you.

All items received from this office must be listed and signed for by each faculty member and staff.

2. Textbook & Instructional Materials

1. All textbooks for students or teachers may be picked up at the Copy Center also called the Bookstore whereas for teachers from Curriculum & Testing Unit at TUELC.
2. The main Copy Center is located in building 2, near TUELC (building 3500).
3. In most buildings, there is a Copy Center where copies of certain books can be obtained.

Other supplies can be purchased there:

- Notebooks
 - Paper
 - Pens
 - Pencils
 - Erasers
 - Other necessary student supplies
4. Teachers may leave copies of papers that students must have for their teacher's class at the Copy Center in the building they are teaching in for students to pick up.
 5. Students with good English skills might help the teacher by taking these class papers to the Copy Center for their teacher if asked to do so.

3. Instructional Materials (Copies for Class)

1. All teachers can make copies of instructional materials or have copies made for them as long as they do this in advance. For photocopying, they may use the copy machine available in the secretarial staff office opposite to the Dean DSS' office, or in the office of the TUELC Manager.
2. Usually, the said offices are open between 9:00 a.m. and 2:00 p.m.
3. Most teachers at this time make their own copies. Usually, the TUELC secretarial staff are there or nearby the Staff Room to assist in making copies. In case they are not available, any of the Administrative Staff are available for help.

4. Campus Library

4. A. Library

- There is a very well maintained Central Library for books on loan on campus containing mostly books in Arabic.
- There is a small resource area for English as well.

4. B. ELC Resource Room

TUELC resource room has a very attractive collection of books related to ELT and research in language, among other useful books. Teachers are encouraged to use the resource room books as a resource for preparation of their classes as well as for research. Currently, there are few resources available for teachers of English, but the ELC is developing resources for teaching English that will be made available to all teachers.

5. Parking & Security Gates

- Parking on campus for teachers is permitted but limited.
- Most students are not permitted to park inside the gated walls of the university since parking spaces are limited although some do park inside.
- All teachers and staff should have a Taif University decal for entering the security gates without being stopped or questioned.
- The decal should be placed inside the car on the passenger's side of the windshield.
- If you have a rental car and can show your University I.D., most guards permit passage into the university. Expect little, if any, English language spoken by the security staff.
- Only vehicles registered in the teacher's name are permitted to request a university parking decal.
- The office of registration is located in the main administration building next to TUELC.

6 .Cafeterias

6. A. Main Campus

1. There is a cafeteria on the main Taif University campus (males only) where people may purchase breakfast and lunch.
2. A meal might include, for example, rice, meat, bread, salad, and a dessert.

3. Anyone on campus may also purchase drinks or snack foods there.
4. Apart from the main cafeteria, there are three more kiosks: one in front of Building 4300 and two near Building 3500 towards the road going to University infirmary.
5. Other campuses also provide a place for students to purchase food, snacks, or drinks at their leisure.

6. B. HOURS OF OPERATION

- Main Cafeteria
 - Breakfast – 8:00 a.m.
 - Lunch – 11:00 – 1:00 p.m.
- Other cafeterias are normally open until *Maghrib* (evening prayers) and serve sandwiches, burgers, tea, coffee and drinks.

7. Prayer Times

Five Prayer Times

1. Saudi Arabia observes 5 different prayer times (called *Salat*) where all businesses and government offices will close.
2. A call to prayer (called *Athan*) will sound from the local mosque before the prayer times to encourage all people to observe these times.
3. People in offices or businesses will be asked to leave the premises to observe this prayer time. People can participate in prayer at the location with others in the area.

Prayer Times for Taif

- Times for prayer change daily as the time of daylight and nightfall vary each day. They also vary according to the season of the year
- NOTE: These are *not* exact times.
 - **Al-Fajer** (before sunrise)

- **Ad-Dohor** (around 12:30 p.m.—sometimes before and sometimes after)
 - **Al-Aser** (mid to late afternoon, around 3:30 p.m.)
 - **Al-Maghreb** (sunset—before sundown, around 6:30 p.m.)
 - **Al-Esha** (after the sun is down, around 7:45 p.m.)
- Usually, businesses and government offices close as soon as the *Athan* is sounded by the local mosques. They will remain closed around a half hour to 45 minutes after the *Athan* has been heard.

PERSONAL

1. Opening a Bank Account

1. New teachers must have a letter from Taif University with proof of employment to open any bank account. This letter must have both signature and a stamp from the General Administration of Faculty Affairs and Personnel. The letter can either be obtained from the said Administration or your own university account and later signed by the Director of the said Administration for verification.
2. New teachers must also present their *Iqama* to the Customer Service Officer at the bank.
3. Expect that it will take several hours (2-3) to receive service after arriving AND taking a number at the number stand (near the entrance to the bank). Banks in Saudi Arabia usually operate on a first-come, first-serve basis. Both small needs and large needs are taken care of in the order that the person arrived, so be prepared to wait your turn.
4. New arrivals, especially those from non-Islamic countries will need to consider that all businesses (including banks) close during all prayer times. They will close at the time of the *Azan* (call to prayer) and last anywhere between a half an hour but can go as long as an hour.
5. **NOTE:** Banking hours are very short. Banks usually open around 9:00 a.m. and close on time around 4:00 or 5:00 p.m. which includes at least 2 different times for prayer when they are closed for as long as a half-hour. (If you do not make it to the bank before 2:00 p.m., consider banking the next day instead.)
6. Banks are always closed for the full weekend (Friday and Saturday).

2. Saudi Driver's License

1. In order to get a Saudi driver's license, a person must have a valid *Iqama*.
2. Arriving at the driver's license facility, a person will notice that it is more like a campus than it is one building. There will be many places to visit inside before obtaining a driver's license. It can take between 1-2 hours to arrive, process all the necessary paperwork, and receive the physical driver's license.
3. Upon entering and requesting a license, a person will be given a file folder to which he carries around adding each paper in the process.
4. A person will need to have 2-3 photos (2 X 3 cm), but most places have a place inside where photos can be taken and processed.
5. A person will need to have an enlarged copy (or have one made inside) of his *Iqama*.
6. If a non-Saudi (foreigner) has a valid driver's license from his country, it is possible in some cases (usually driver's licenses written in English or Arabic only) to pay someone on the premises 100 SR to have an official translation of the English to Arabic.
7. Saudi Driver's Licenses usually cost around 100 SR plus the cost of 2 photos (approximately 20 SR).
8. All those seeking a Saudi Driver's License will likely have to take a driving test which might consist of as little as driving a license branch's vehicle forward a few meters and then in reverse for a few meters. Others might have to take a longer driving test.

3. Mobile Phones & Internet

Mobile Phones

1. There are three major mobile phone companies in Saudi Arabia: STC (Saudi Telecom Company), Mobily, and Zain (servicing most of the Middle East including most of northern Africa.)
 - **STC** (the oldest mobile phone company)
 - More than mobile phone service can be purchased at STC. Internet and home phone service can also be contracted.
 - **Mobily** (somewhat new, the second oldest mobile phone company)

- Compatible with AT&T mobile phone service in America.
 - **Zain** (new)
2. All mobile phones in Saudi Arabia use a SIM card called *share-ha*. They must be obtained from one of the three mobile phone companies before a mobile phone can be used.
 3. Saudi mobile phones work on the following basis:
 - All mobile phone users whether on a contract or a prepaid basis must purchase minutes from small grocery stores (called *baqallah*) in increments of 10, 20, 50, 100, 300 SR. This is in addition to any monthly contract used to have Internet, Blackberry messaging, etc.
 - Once minutes are depleted, new ones must be added to the phone to make phone calls.
 - EVEN IF all the minutes of a mobile phone are used, all Saudi mobile SIM cards accept incoming calls and text messages.
 - In-coming calls and text messages do not deplete mobile phone minutes.
 4. Some Saudis travelling to or temporarily living in other countries take their mobile phones with them because they can still receive mobile calls and texts at no charge.
 5. Saudi mobile phones are generally purchased at full price and often from a vender that is separately owned from one of the major mobile companies. Service is provided only from the specific franchised stores.

There are often two kinds of stores for mobile phone companies. The main stores can handle all requests while smaller (satellite stores) ones may not have all services available.

Contract

- A contract phone means that a person is contracting for a year to buy service for their mobile phones such as having features like texting, the Internet, or Blackberry access

Pre-Paid

Pre-paid mobile phone is one that does not have a contract. When minutes are depleted, new minutes must be purchased from a local grocery store called a *baqallah*.

INTERNET

On Campus

- NOTE: There is campus Wi-Fi, so teachers can access internet through their office computers as well as their cell phones. It comes handy while taking attendance of the students online as well as in PD Workshops; however, you need to be cautious not to over-rely on Wi-Fi in case you need it for your presentation or practice.
- In Saudi Arabia, many undesirable sites (screened by the government of Saudi Arabia) are blocked. For example, Google search is different in Saudi Arabia than in Western countries like Britain and the United States.

Home Use

- STC (the local Internet, Phone, and Mobile Service company) provides home service. Prices vary. All information regarding different internet packages can be accessed online on the internet providing companies' websites as well as from their franchises across the city.

4. Renting an Apartment

1. Getting a furnished apartment is not easy to do when a teacher first arrives. It takes time to find a place that is near the campus where a new teacher works, as well as to find one that is reasonably priced.
2. Staying at the *Taif Intercontinental Hotel* for any length of time is extremely expensive (around 1500 SR per night) because one night is almost the same price people are paying for monthly rent in Taif (around 1500 – 2000 SR).
3. When seeking an apartment, it is necessary to know if you are paying month-to-month or if you have a year-long lease. Many prefer month-to-month because they can move any time that they would like.
4. **BE CAREFUL.** Many furnished apartments will increase their rent during the summer months (from 800 SR a month to as much as 500 SR per night). They will expect you to pay this increased rent or will tell you to move out during those months so that they can rent week-to-week or day-to-day to summer tourists. They make a lot more money this way.

5. Transportation (Renting a Car & Taxi)

RENTING A CAR

1. Every vehicle renter must have a valid *Iqama* to rent a vehicle in Saudi Arabia.
2. Vehicles are rented by size.
3. Not all cars have insurance on them, so if there is a car accident, the renter is likely the one responsible for paying for all damages.
4. NOTE: Some companies have fees for damages and can charge more than it would cost to have the car fixed privately.
5. All drivers must present a valid Saudi Driver's License or a valid International License from their country written in or translated to Arabic.
6. Most rental cars are allowed approximately 150 km for each day the car is rented.
7. Prices vary, but some vehicles are rented for as low as 50 SR – 150 SR per day. It will depend on what vehicle is desired as well as the condition of that vehicle.

FINDING A TAXI

1. People who desire a taxi must go near a street and use their hand or index finger to flag down a car usually with the word "Taxi" both in Arabic and English but not always the case. Sometimes a random car might pull over to the side of the road to see if you are looking for a ride.
2. Never take a taxi or get into a taxi until you have negotiated the price for taking you to your final destination.
3. Not all Taxi drivers can speak English.
4. Foreigners are always given a higher price than Saudi or those who speak Arabic. For example, if someone says that he will take you from the main campus of Taif University in Haweeyah to Taif for 25 Riyals, tell the person, "No, that is too expensive." Say "10 Riyals" or even "5 Riyals." He will likely go higher, but it will not be anything near 25 SR. 15 SR is somewhat high, but between 10 and 15 SR is likely a fair price for going into Taif from the main campus. Don't be afraid to tell the driver "No" and let him drive away. Another one will often come shortly after this one leaves.

5. Everyone in Saudi Arabia negotiates prices for most things, especially taxi rides, before they pay. Pay 25 SR for a taxi if you want, but know that you can get a better price by bargaining strongly.

6. Laundry/Dry Cleaners

- There is no difference between a place that washes clothes or a dry cleaner facility in Saudi Arabia. They are one and the same.
- Usually, a person's laundry can be cleaned at a local laundry place. All clothing will also be pressed and ready the next day in most cases.
- Some places will put a permanent marking (typically with a black permanent marker) in a hidden area on your clothing to distinguish it from other people's clothing.
- Compared to many other countries, having clothing cleaned in Saudi Arabia is cheaper. The cost will depend on how much is cleaned. Large blankets are the most expensive items to be cleaned.
- Clothing can be cleaned quickly for a higher price if necessary, but it will depend on the ability of the business.
- Most *thobes* (long white clothing most Saudis wear to school or work), *shmaghs* (large red kerchiefs that are worn on a person's head), or other types of clothing can be pressed immediately while you wait for about 2-3 SR at most establishments.

COMMONLY ASKED QUESTIONS

HOW DO I NAVIGATE THROUGH THE TAIF UNIVERSITY WEBSITE?

- For using university email
- For entering grades or marking absences
- For updating your CV (resume)
- For entering your decision to renew your contract
- For obtaining reference letter with / without mention of salary

WHAT HAPPENS AT THE END OF THE ACADEMIC YEAR?

- Typically, teachers spend the last few weeks before their summer vacation in their offices administering make-up exams for valid absences, filling our course portfolio reports, and participating in professional development workshops.
- They wind down their activities from the semester and send in their reports to the correct entities.
-
- Even after finals, all teachers should report to their offices daily from 8:00 a.m. to 1:00 p.m.
- In some cases, teachers are asked by other parts of the university to help invigilate in their areas when they are short-staffed. Teachers are asked without prior notice since they should be available in their offices.
- There are a few formal times where teachers are assigned by the TUELC administration to help other areas of the university with their invigilation. The formal assignments are often, but not always, paid assignments.

HOW DOES TUELC COMMUNICATE WITH ITS TEACHING STAFF?

TUELC uses several forms of communication. The most frequent one is email. Others include WhatsApp groups or telephonic communication, mostly in urgent cases.

HOW DOES SOMEONE USE HIS TAIF UNIVERSITY EMAIL?

First, a Taif University employee must obtain a computer login ID and password from the IT department adjacent to TUELC.

DO STUDENTS COMMUNICATE THROUGH UNIVERSITY ALLOCATED EMAIL?

Students are assigned email when they start the university; however, few people, especially students, use it. The university does have plans for students to use them, but they have yet to begin anything formal. Teachers may use this email, and the university would like for teachers to use it.

DOES THE TEACHING STAFF HAVE OFFICE PHONES AND NUMBERS?

While many offices have office phones, many other offices do not. There is an office number assigned to each office; however, there may not be a phone present in that office. Office numbers can be obtained from *Dr. Nimairi*.

HOW MUCH MONEY SHOULD I BRING WITH ME WHEN I AM COMING FOR THE FIRST TIME TO TEACH?

- See, SALARY & MONEY section, for more details.
- An estimate of the first month's expenses (4200 SR or \$1,120, excluding Hotel):
 - Saudi *Iqama* (residence card) – 500 SR (\$134 USD)
 - Hotel accommodations at the Intercontinental Hotel, Taif – approx. 500 SR (\$134) per day (not recommended)
 - Monthly *furnished* apartment: 1500 – 2000 SR (\$534 USD) per month
 - Food for meals or groceries: 500 – 900 SR (\$240) per month
 - Transportation: 800 SR per month (for work only)

WHY DOES IT TAKE SO LONG FOR THE ADMINISTRATION TO PROCESS MY PAPERWORK?

- Many offices around Saudi Arabia are centralized in their management style, which means all decisions come from the upper management and then are disseminated to those at lower levels. As a result, processes take a longer time than some might expect.
- Some jobs have only one person performing the important task, so if they are absent from work, the important paperwork may halt until that person is back at work.
- Working hours in most government and university offices are shorter than other people's host countries. The typical productive workday is from 9:00 – 1:30.
- Most important university offices are closed by 2:00 p.m.

The guide below has been prepared in light of the following questions frequently asked by the coordinators who are new to the job. It provides information about various units of TUELC, your duties in relation to these units, your teachers, students and much more.

1. What personal and professional traits are expected from me as a Course Coordinator?
2. What are the first things to know for a new coordinator?
3. Who should I get to know?
4. What policies and procedures do I need to know about?
5. What systems should I know about?
6. What University / Unit timelines should I know about?
7. What are my responsibilities in relation to the Quality Assurance Unit (QAU)?
8. What are my responsibilities in relation to the teaching team?
9. What are my responsibilities in relation to the Academic Coordination Unit (ACU)?
10. What are my responsibilities in relation to the Curriculum & Testing Unit (Curriculum Committee)?
11. What are my responsibilities in relation to the Curriculum & Testing Unit (Testing Committee)?
12. What are my responsibilities in relation to print and electronic course documentation?
13. What are my responsibilities in relation to student support?
14. What are my responsibilities in relation to student assessment?
15. What are my responsibilities in relation to timetabling and scheduling?
16. What are my responsibilities in relation to the start and the end of each study period?
17. What support can I get from the TUELC administration?
18. What support can I get from the Academic Coordination Unit (ACU)?
19. What support can I get from the Curriculum & Testing Unit (Curriculum Committee)?
20. What professional development opportunities are available to Course Coordinators at TUELC?
21. What benefits will I get for my services to TUELC as a Course Coordinator?

S.No.	Questions	The basics	Further Information
1	What personal and professional traits are expected from me as a Course Coordinator?	<ul style="list-style-type: none"> • Good Interpersonal skills • Excellent Communication Skills • A strong belief in Teamwork • Strong work ethics • Polite & well behaved • Hardworking & honest • Regular & punctual • Excellent manager • Maintains secrecy • Knows MS Word, 	

		Excel	
2	What are the first things to know for a new coordinator?	<p>When first appointed as Course Coordinator you should:</p> <ul style="list-style-type: none"> • Check that the correct Course Coordinator name and course offerings are recorded in the Course Coordinators' list (ACU) • Receive details of groups in your team and the teachers' contacts from the supervisor of the Academic Coordination Unit (ACU) • Discuss the course and its relationship to other courses within the program with the Curriculum Committee (C&TU) • Obtain a copy of course specification and previous pacing schedule of the course (C&TU) 	<ul style="list-style-type: none"> • Academic Coordinator • Senior Course Coordinator, Curriculum & Testing Unit
3	Who should I get to know?	<p>You should know and try to establish good relations with:</p> <ul style="list-style-type: none"> • Supervisor, Academic Coordination Unit (ACU) • Supervisor, Curriculum & Testing Unit (C&TU) • Supervisor, Testing Committee (C&TU) • Testing Committee 	<ul style="list-style-type: none"> • Phone numbers and emails of the said personnel available in "TUELC Course Coordinators" document or with the Academic Coordinator

		<p>Member for your course</p> <ul style="list-style-type: none"> • Supervisor, Registration Unit (RU) • Supervisor, Professional Development Unit (PDU) • Senior Course Coordinator • Your co-coordinator • Your counterpart at the female campus • Campus coordinator (for sub-campus) 	
4	What policies and procedures do I need to know about?	<ul style="list-style-type: none"> • Your job description • Testing & Assessment policies and Procedures • Codes of Good Practice • Confidentiality of student information • Confidentiality of exam papers • Students with disabilities • Copyright policy 	<ul style="list-style-type: none"> • Course Coordinator's Job description • Testing Committee Tasks • Pacing Schedule • Other policies
5	What systems should I know about?	<ul style="list-style-type: none"> • CLMS • Blackboard • Taif University Manzooma 	<ul style="list-style-type: none"> • Curriculum Committee • PD Unit • Academic Coordination Unit
6	What University / Unit timelines should I know about?	<ul style="list-style-type: none"> • University's Annual Calendar • TUELC's semester calendar • Pacing Schedule issued by the Curriculum Committee • Testing Unit's Tasks timeline 	<ul style="list-style-type: none"> • University Annual Calendar • Testing Committee Calendar • Pacing Schedule

		<ul style="list-style-type: none"> • Academic Progression checklist by the Academic Coordination Unit 	
7	What are my responsibilities in relation to the Quality Assurance Unit (QAU)?	<ul style="list-style-type: none"> • Submission of Course Portfolio • Other reports as required 	
8	What are my responsibilities in relation to the teaching team?	<ul style="list-style-type: none"> • Apprising the team of the course details • Apprising the new teachers of the TUELC's policies and procedures and the teachers' responsibilities in light of his job description • Getting them to follow the pacing schedule • Instructing them to follow the departmental policies 	<ul style="list-style-type: none"> • Job Description • Pacing Schedule
9	What are my responsibilities in relation to the Academic Coordination Unit (ACU)?	<ul style="list-style-type: none"> • Follow the Academic Progression checklist and report progress to Senior Course Coordinator 	<ul style="list-style-type: none"> • Academic Progression Milestones document by Academic Coordination Unit
10	What are my responsibilities in relation to the Curriculum Committee (C&TU)?	<ul style="list-style-type: none"> • Receive pacing schedule and ensure compliance in all classes • Submit Course Report / Portfolio by the end of each semester (understanding how to respond to it, and disseminating this info to teachers) 	<ul style="list-style-type: none"> • Pacing Schedule for each semester • Course Portfolio
11	What are my responsibilities in	<ul style="list-style-type: none"> • Following deadlines set up for quizzes / 	<ul style="list-style-type: none"> • Testing Committee Task checklist

	relation to the Testing Committee?	<p>exam paper preparation</p> <ul style="list-style-type: none"> • Printing of papers in coordination with the Testing Committee Member of the course & the Supervisor 	
12	What are my responsibilities in relation to print and electronic course documentation?	<ul style="list-style-type: none"> • Ensure the teachers enter attendance daily • Ensure that they use CLMS and/ Blackboard • Print Papers before the exams • Ensure the teachers enter grades on the TU system in time 	<ul style="list-style-type: none"> • Testing Committee Tasks
13	What are my responsibilities in relation to student support?	<ul style="list-style-type: none"> • Guiding the teachers about students' grievance policy • Reporting students with special needs to the Academic Coordination Unit 	<ul style="list-style-type: none"> • Grievance Policy • Special Needs Policy
14	What are my responsibilities in relation to student assessment?	<ul style="list-style-type: none"> • Ensuring that the grading policies of the Testing Committee are followed by teachers • Checking teachers' exam papers / quizzes before forwarding to Test Unit Supervisor 	<ul style="list-style-type: none"> • Testing Committee Task checklist
15	What are my responsibilities in relation to timetabling and scheduling?	<ul style="list-style-type: none"> • Checking teachers' common times and scheduling quizzes or other tests accordingly 	
16	What are my responsibilities in relation to the start and the end of each study period?	<ul style="list-style-type: none"> • Sharing Units' instructions for the semester with the teaching team • Training/ giving 	<ul style="list-style-type: none"> • All TUELC policies • Testing Committee's schedule of tasks

		<p>orientation to any new teachers</p> <ul style="list-style-type: none"> • Paper checking as a member of the Quality Assurance Unit member (End of Term) 	
17	What support can I get from the TUELC administration?	<ul style="list-style-type: none"> • Logistic Support (Issues related to classrooms / class size & facilities) 	<ul style="list-style-type: none"> • Academic Coordination Unit (Senior Course Coordinator / Academic Coordinator)
18	What support can I get from the Academic Coordination Unit (ACU)?	<ul style="list-style-type: none"> • TUELC Policies • General issues related to coordination • Teacher's substitution in case of illness/ absence 	
19	What support can I get from the Curriculum Committee (C&TU)?	<ul style="list-style-type: none"> • Teachers' Books /& other allied material • Presentation Plus & related assistance • Pacing Schedule • Adjustment in pacing in extraordinary circumstances 	
20	What professional development opportunities are available to Course Coordinators at TUELC?	<ul style="list-style-type: none"> • You will be getting help from the Director of TUELC, Vice Director and the Senior Course Coordinator in occasional meetings to understand your role as course coordinator 	
21	What benefits will I get for my services to TUELC as Course Coordinator?	<ul style="list-style-type: none"> • Skill development as a professional academic • Good rapport with the administration and the faculty • Reduced teaching load • Chance to win Best 	Best Course Coordination Nomination Procedure

		Course Coordinator Award	
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English Language Center
Taif University