

3. Faculty

Faculty Standard 1: Faculty members have education and training commensurate with their teaching assignments.

Section A Description of current operations to show how the standard is met

Faculty Qualifications

The faculty members of the IEP have the education and training appropriate to the teaching assignments as required by the IEP, which meet the guidelines of the Ministry of Higher Education in Kuwait. Instructors for IEP courses fall into two main hiring categories:

1. Full-time instructor (which include senior instructors, instructors, coordinators)
2. Part-time and adjunct faculty

The minimum education and training required for a full-time contract position in the IEP is a graduate degree at the master's level in TESOL, Applied Linguistics, or master's degree in a related field (e.g. Bilingual Education, a Modern Language, English, Reading, etc.) and/or preferably, holding a certificate in CELTA/TESL. Additional requirements demand a minimum of three years of teaching experience in ESL/EFL with adult students in an academic or specific purposes setting. Prospective faculty candidates require the following professional criteria prior to being considered for hire:

- Demonstrate teaching excellence
- Native-like English proficiency
- Intercultural experience and sensitivity
- Preferably, have second language proficiency and/or experience working abroad
- Show promise of achievement in teaching, research, community service and program development

In practice, the few adjunct instructors hired to teach typically meet these standards either by education or experience as well.

Faculty Recruitment and Selection Process

The process for ensuring that new instructors meet the stated qualifications is as follows: The applicant for a teaching position submits the following documents:

1. Letter of interest, including salary expectations and recent evidence of successful teaching
2. Current resume (Human Resources personnel file)
3. Names and email addresses of three professional references
4. Official transcripts
5. Three current letters of recommendation are required before appointment

Those considered for positions are interviewed by the Director and/or coordinators. All faculty master's degrees are authenticated by the respective government agencies and embassies of the country from which the degree was awarded in accordance with the requirements of the Ministry of Higher Education in Kuwait. Additionally, all references are checked by the Human Resource department. To further ensure teaching competence, all new instructors are observed and mentored by the Director, coordinator and/or senior instructors during their first two semesters of teaching and/or as needed. In addition, Student Evaluations of Teaching are conducted each semester for each course the new faculty member teaches.

Faculty Composition

Each full-time faculty member has an MA/MS in TESOL, Linguistics, English, Education, Reading, and/or a MA/MS in another discipline with a TEFL/CELTA Certification (F-1-1):

ARTHUR, Pauline, Instructor; M.A., 1982, Applied Linguistics, <i>Ball State University</i> – Indiana
AWWAD, Beth, Instructor; M.Sc., 2004, English Education, <i>Syracuse University</i> –New York
BARNETT, John, Senior Instructor; M.A., 1967, Reading and Counseling, <i>University of Tulsa</i> – Oklahoma
BROWN, Robert, Instructor; M.A., 1976, Special Education, <i>University of Northern Colorado</i> – Colorado
GREENE, Jami, Instructor; M.Sc., 2005, Education, <i>Nova Southeastern University</i> – Florida
HOBBS, Robert, Instructor; M.A., 2005, Education, <i>University of Phoenix</i> – Arizona
HOFFER, Debra, Instructor; M.A., 2005, Education, <i>Ball State University</i> – Indiana
JACQUES, Stephen, Instructor, M.Sc., 2005, Teaching English for Specific Purposes, Aston University, United Kingdom
JOHSON, Garth, Instructor; M.A., 2008, TESOL, <i>University of Auckland</i> – New Zealand
JOHSON, Yvonne, Instructor; M.A., 2008, TESOL, <i>University of Auckland</i> – New Zealand
LOGUE, Joan, Instructor; M.Ed., 2003, TESOL, <i>University of Pittsburgh</i> – Pennsylvania
McMURRAY, Michael, Senior Instructor/Coordinator, M.S., 1994, Education, <i>East Texas State University</i> – Texas
PARKS, Derek, Instructor ; M.A., 1989, TESOL, <i>University of Arizona</i> – Arizona
PEPPARD, Kevin, Instructor; M.A.TESL Certificate, 1989, Social Studies, <i>New York University</i> – New York
PRADES, Donald, Instructor; M.A., 1985, TESOL, <i>Florida State University</i> – Florida
SANCHEZ-LOOMIS, Rebecca, Instructor/Curriculum Coordinator; M.A., 1997, English, <i>University of California at Davis</i> – California
STEIN, Sandra, Instructor; M.Ed., 2000, TESOL, <i>The College of New Jersey</i> – New Jersey.
SUFFI, Kimberly, Instructor; M.A., 1992, Education, Education Policy and Administration, <i>University of Maryland</i> – Maryland
TESSIER, Marisa, Instructor; M.A., 2008, Education, <i>Bishop’s University</i> – Lennoxville
ZAGORIN, Steven, Instructor; M.A.CELTA Certificate, 1996, British Imperial History, <i>University of Saskatchewan</i> – Canada
ZREBA, Joy, Instructor; M.A., 1999, Linguistics, <i>Indiana State University</i> – Indiana

The resumes of all faculty with relevant and appropriate instructional experiences (F-1-2) and professional development (F-1-3) are in the Operation Manual, supervisors file, and Human Resources Personnel file.

Section B 1) documents in the report

List of all full-time faculty degrees and training	F-1-1
List of all full-time faculty teaching experience by skill	F-1-2
List of faculty professional development participation	F-1-3

2) documents on site

Interviews with faculty	
Classroom observations	
Permanent faculty personnel files	Human Resources
Supervisory faculty file	Director’s Office

Section C Performance self-appraisal

The current IEP faculty has appropriate educational qualifications and teaching experience to commensurate with their teaching assignments. The IEP faculty is sufficient in number and scope to ensure that the goals and objectives of the mission are accomplished. Over the past four semesters, there have been 40 to 50 sections offered in the IEP each semester, requiring a faculty of 20 or more.

One measure used to ensure the effectiveness of our current method of hiring and the assignment of courses to faculty is from the Student Evaluation of Teaching (SET) conducted each semester to evaluate the course and instructor. The students' responses are shown below for the Fall 2007 semester. The mean score for instructors is (scale of 1-5) is 4.46.

Instructor Evaluation		Level 1 Mean	Level 2 Mean	Level 3 Mean	Overall Program Mean
18	The instructor began and ended class on time.	4.26	4.50	4.58	4.47
19	The instructors encouraged students to ask questions.	4.12	4.31	4.17	4.31
20	The instructor was ready to answer questions.	4.23	4.49	4.20	4.39
21	The instructor was available during office hours.	4.24	4.45	4.41	4.39
22	The instructor followed the grading policy given in the course syllabus.	4.10	4.55	4.44	4.40
23	The instructor returned assignments within a reasonable time.	3.89	4.32	4.42	4.28
24	The instructor comments on my work helped me to learn the course material.	4.29	4.38	4.45	4.38
25	Overall how would you rate the quality of this instructor?	4.45	4.40	4.35	4.46

The results of SET indicate that IEP instructors are competent to handle assigned classes. Furthermore, the low instructor turn-over (less than 1.5 instructors per year) is another strong indicator that instructors are satisfied with the teaching assignments and find them manageable.

The underlying philosophy in conveying teaching assignments is that all hired instructors have appropriate educational background and experience and are capable of teaching any courses offered in the IEP. Nevertheless, in order to ensure instructors' success, sufficient support is provided to all faculty members. It includes orientation by the coordinator and Director (for new faculty), a mentoring system, organizational meetings, informal consultations with the Coordinator, and informal support among instructors.

Section D Recommendations, plan of action, timeline, and persons responsible

No changes are planned in this area at this time.

Faculty Standard 2: Faculty has experience relevant to teaching ESL students at the postsecondary level in their areas of assignment and demonstrate an ongoing commitment to professional development.

Section A Description of current operations to show how the standard is met.

Faculty Teaching Experience

As mentioned in Faculty Standard 1, all full-time faculty hired as instructors for the IEP have prior ESL teaching experience at postsecondary level and professional development in second language acquisition either with a master’s degree in TESOL or Education with a concentration in TESOL, Linguistics, Reading, English, or TEFL/CELTA Certificate/ Diploma or equivalent ESL teaching experience as shown by the average teaching experience of the IEP faculty of 15.05 years (F-1-2).

Many of the IEP instructors have engaged in extended training in ESL in the U.S. and/or abroad, and some have presented at regional or national conferences (F-1-3). A few have acquired prior ESL non-teaching experience in program administration, student placement and advising, and/or curriculum development. One instructor is currently enrolled in a Ph.D. program in a related field. As a faculty, they are competent in English language training, having lived and worked extensively in non-English-speaking countries as ESL instructors, teacher trainers, exchange students and adjunct professors. Those faculty members who at the time of hire had no relevant postsecondary teaching experience but had professional development in second language acquisition, were paired with a senior or seasoned instructor for monitoring and developmental support.

In addition, a third of the instructors have been with the AUK IEP Program since the beginning of operations in September 2004. Overall, the IEP faculty is a highly experienced group of instructors, and they frequently broaden their experience on the job by teaching in the undergraduate program, such as the English Program (ENGL 090, ENGL 101, and ENGL 108), Education 100, and partake in the teaching of various courses in the Continuing Education Program (CCE).

Post-Secondary Teaching Assignments

Each full-time faculty member’s teaching assignment is based on his or her education and previous experience in teaching a particular skill as outlined in the teaching experience chart (F-2-1). In addition, faculty are offered the opportunity to teach courses in skill areas where their experience may be inadequate, with support and mentoring by senior or more experienced faculty (See a two-year collection of teaching schedules F-2-4).

Instructor Name	Teaching Assignment past 3 years
ARTHUR, Pauline	Taught over the past four years at AUK Oral Communications 1-IENG 020 & 2-IENG 030 Reading and Writing 4-IENG 021 & 5-IENG 031
AWWAD, Beth	Taught over the last two years at AUK Oral Communications 1-IENG 020 & 2-IENG 030 Reading and Writing 3-INEG 031
BARNETT, John	Taught over the past four years at AUK Oral Communications 5-IENG 010; 5-IENG 020 & 2-IENG 030 as well as 1-EDUC 100
BROWN, Robert	Taught over the last two years at AUK Reading and Writing 1-IENG 031, 1-ENGL 086 & 3-ENGL 099 Taught English composition for special needs students

	at Fawzia Secondary School for two years
GREENE, Jami	Taught over last the past two years at AUK Oral Communications 2-IENG 020 & 1-IENG 030 Reading and Writing 1-IENG 011, 6-IENG 021, & 1-IENG 031 Taught Listening, Speaking, Reading and Writing for two years at the University of North Las Vegas
HOFFER, Debra	Taught over the past year at AUK Oral Communications 1-IENG 010 Reading and Writing 3-IENG 011 Taught at the local private high school for 6 years
HOBBS, Robert	Taught over the last two years at AUK Oral Communications 4-IENG 030 Reading and Writing 1-ENGL 099 as well as 2- EDUC 100 Taught Listening, Speaking, Reading and Writing at the Amideast for university bound student to the US for one year.
JACQUES, Stephen	Taught over the last three and a half years at AUK Oral Communications 1-IENG 020 & 2-INEG 030 Reading and Writing 1-IENG 031, 1-ENGL 099, & 1-ENGL 101
JOHSON, Garth	Reading and Writing and Oral Communications to officers at the Joint Staff and Command College for six years
JOHSON, Yvonne	Reading and Writing and Oral Communications to officers at the Joint Staff and Command College for two years. Taught for 6 years at Language Institute
LOGUE, Joan	Taught over the last four years at AUK Oral Communications 2-IENG 030 Reading and Writing 7-IENG 031 & 2-ENGL 099 as well as 10-EDUC 100
MCMURRAY, Michael	Taught over the last four years at AUK Reading and Writing 3-IENG 031, 2-ENGL 092. 8-ENGL 090, & 1-ENGL 099 as well as 4-EDUC 100
PARKS, Derek	Taught over the past three years at AUK Reading and Writing 16-ENGL 090 and 2-ENGL 099
PEPPARD, Kevin	Taught over the past two years at AUK Oral Communications 4-IENG 020 & 2-IENG 030 Reading and Writing 2-IENG 031 as well as 2-EDUC 100 and 1- PLSC 200 Taught Listening, Speaking, Reading and Writing for one year in the military
PRADES, Donald	Taught over the past four years at AUK Oral Communications 4-IENG 030 & 9-ENGL 108 Reading and Writing 1-ENGL 085, 3-ENGL 087, 1-ENGL 101 as well as 4-EDUC 100
SANCHEZ-LOOMIS, Rebecca	Taught over the past four years at AUK

	Oral Communications 1-IENG 010 & 1-IENG 030 Reading and Writing 3-IENG 021, 2-IENG 031, 1-ENGL 085, 2-ENGL 086, & 2-ENGL 087
STEIN, Sandra	Taught over the past two and a half years at AUK Oral Communications 1-IENG 030 Reading and Writing 1-IENG 031 & 3-ENGL 099 Taught Listening, Speaking, Reading, and Writing for one year at AmidEast
SUFFI, Kimberly	Taught over the past three years at AUK Oral Communications 1-IENG 030 Reading and Writing 3-IENG 031, 2-ENGL 099 & 3-ENGL 101 as well as 3-EDUC 100
TESSIER, Marisa	Reading and Writing and Oral Communication in private school pull-out program for four years in Kuwait
ZAGORIN, Steven	Taught over the past two years at AUK Oral Communications 1-IENG 020 & 2-IENG 030 Reading and Writing 4-IENG 031 & 2-ENGL 099
ZREBA, Joy	Taught over the past year at AUK Reading and Writing 4-IENG 031 as well as 2-EDUC 100 GTA at Indiana State University ENGL 101 for three years

Professional Development

An informal opportunity for professional development is available when an instructor is appointed release-time work (non-teaching duties) for assuming administrative and/or curriculum responsibilities. Opportunities such as these provide instructors deeper and broader understanding of the program within which they teach, as well as an opportunity to further develop their professional skills and perspectives beyond the classroom. Even instructors whose workloads consist mainly of teaching in the IEP find a challenging array of courses for the sake of extending their expertise. Other informal opportunities for professional development occur as instructors take advantage of the program's support facilities and materials, such as the technological facilities and materials (books, tapes, videos, and more) available in the IEP and in the campus Library.

In addition to the gains that occur over time as a consequence of the professional development opportunities afforded to the instructors in areas of teaching, curriculum development and administration, all faculty are encouraged to participate in a formal process, the Faculty Professional Development System (FPD) implemented in Fall 2005. The scope and sequence of the professional development opportunities offered by the IEP to faculty is to raise the awareness and support the implementation of trends and developments in the field of second language acquisition, and to provide stimulus for faculty to consider the importance of developing and modeling exemplary professional practices into new and better approaches to teaching and learning. The FPD is designed to encourage and support instructors' professional development. The FPD is made optional for all.

- Conference attendance, presentations, volunteering for conference duties:
Instructors receive financial support to cover registration expenses at one local conference per year and are provided with substitute instructors for their classes while they attend the conferences. If they present at a regional or international conference, they are eligible to be reimbursed for travel and other expenses (see

Professional Development Form F-2-2);

- Membership on ESL professional association (TESOL, NAFSA, etc.);
- Volunteering to train or mentor others: other instructor, writing center tutors, volunteering to observe or be observed by other teachers;
- Developing materials and contributing them to be used by other instructors;
- Attendance at optional meetings and in-service programs, contributions to curriculum and department operations discussions;
- Flexibility in accepting unusual numbers of new preps, unpopular classes or class times; and
- Participating in student activities.

Section B 1) documents in the report

List of all full-time Faculty Teaching Experience by Skill	F-1-2
List of all full-time Faculty Professional Development	F-1-3
Two-year collection of teaching schedules (Banner Self-Service)	F-2-1
Professional Development Form (Operations Manual Appendix C pp. 315-316)	F-2-2

2) documents on site

Interviews with faculty	
Classroom observations	
Supervisory faculty files	Director's Office

Section C Performance self-appraisal

Given the high educational standards that all of our IEP instructors meet and often exceed, and given their extensive experience in teaching in a variety of post-secondary ESL programs, both prior to their AUK employment and during it, IEP faculty members are well-equipped to handle their teaching assignments in all available capacities. The fact that many IEP instructors have administrative experience adds to their commitment to assisting in smooth program operations. Moreover, their overseas experience and familiarity with other languages increases their sensitivity to their students' situations.

Indeed, IEP faculty come to their assignments impressively well-prepared and the opportunity for obtaining varied assignments within the IEP only adds to their competence. In addition, the department has a range of well-established policies to support teachers' professional development, which they take advantage of each semester. For example: over the past two years, four faculty members have presented at conferences, six have attended conferences and all have taken courses or workshops offered by the AUK's CCE.

In the curriculum survey, a few faculty members stated they were not aware of the faculty development policy at AUK; therefore, to ensure faculty have the opportunity to participate in professional development, at orientation each year a copy of the policy will be given out and each faculty member will receive and sign and acknowledgement of receipt.

Section D Recommendations, plan of action, timeline, and persons responsible

No changes are recommended in the current policies.

Faculty Standard 3: IEP faculty demonstrates excellent proficiency in English. In institutions where languages other than English are taught, faculty demonstrates excellent proficiency in the languages they teach.

Section A Description of current operations to show how the standard is met.

All IEP faculty members are native speakers of English and hold graduate degrees from English medium universities in the United States, Canada, or New Zealand (Appendix A, pp. 568-627). Therefore, since degrees awarded are from higher institutions of learning that mandate English as the exclusive language of instruction, it can be concluded that all faculty have superior proficiency in the English language (F-3-1).

Section B 1) documents in the report

Operations Manual Appendix K-Resumes pp. 568-627	Appendix A
Sample Student Evaluation of Teaching	F-3-1

2) documents on site

IEP Semester Reports Student Evaluations of Teaching	Director's Office
Interviews with faculty members	
Classroom observations	

Section C Performance self-appraisal

Since the IEP's normal practice is to hire faculty from the United States, Canada, or other native English speaking countries trained or educated, English language fluency has not been an issue. In the past four years, IEP has hired two faculty members from non-native English language countries; however, both faculty members had spent ten to fifteen years in the US or UK where English is the medium of instruction in the educational environment. English proficiency is not a problem currently among the faculty.

Based on AUK's IEP programs strong reputation and visibility in the Gulf region, the IEP has never engaged in recruiting in order to solicit faculty applications that would meet the desired qualifications. During any given semester, the IEP receives at least half a dozen voluntary applications to the IEP program. All applicants with post-secondary ESL experience and a master's degree are retained in our files for future openings.

Section D Recommendations, plan of action, timeline, and persons responsible.

No changes are recommended in the current policies.

Faculty Standard 4: Programs or institutions that use graduate teaching assistants (GTAs) demonstrate that teaching assistants are enrolled in graduate degree programs in a related field appropriate to their teaching assignments. GTAs are appropriately selected, trained, and supervised for the instructional situations in which they are placed.

Section A Description of current operations to show how the standard is met.

Currently AUK does not have GTAs in the IEP program or in the greater undergraduate program.

Section B 1) documents in the report– None Applicable

2) documents on site – None Applicable

Section C Performance self-appraisal– None Applicable

Section D Recommendations, plan of action, timeline, and persons responsible

– Not Applicable

Faculty Standard 5: Faculty has working conditions appropriate for their assigned responsibilities.

Section A Description of current operations to show how the standard is met.

Since the beginning of the University's operations in Fall 2004, AUK has provided the IEP faculty with appropriate working conditions for their assigned duties. See Standard 4 Facilities, Equipment, and Supplies for detailed descriptions in terms of work space, classroom space, equipment and supplies.

Work Space

IEP's main faculty offices are located on the third floor of the Sciences Building (A Building) which houses the vast majority of the IEP administration and faculty (see FES-1-2). The Director and each faculty member have their individual offices. Each office is supplied with a desk, computer, Internet and Intranet connections, telephone, file cabinets, bookshelves, and chairs. Fulbright instructors may share office space with other instructors. However, the maximum permissible number of instructors that share an office temporarily is two (2). Current adjunct or part-time faculty are located in the Liberal Arts Building (B Building) on the fifth floor (see FES-1-3).

The third floor of the Science Building and the fourth floor of the Liberal Arts Building have a conference room, a lounge, bathrooms, and a small kitchen. IEP instructors have 24-hour access to their offices as well as the office equipment, copy machines, faxes, printers and shredders in the Building A during work and non-work days.

Classroom Space

Classrooms space is available on the first and second floor in the Sciences Building (A) (FES-1-11), on the first, second, and third floor of the Liberal Arts Building (B) (FES-1-12), or Central Campus (C) buildings (FES-1-13). AUK provides lecture and computer classrooms. Each classroom has a teacher's podium with a computer and projector, opaque partitions and a whiteboard. Computer classrooms have 18- 8 computer desks and a printer. Lecture classrooms have student desks, and may contain a TV with a DVD/VCR (particularly in the C Buildings where most Oral Communications classes take place).

The Director allocates courses each semester according to type (lecture or lab). Subsequently, the Registrar's office develops the final classroom assignments. Instructors may submit special requests if they deem it necessary to change classroom assignments for either personal or pedagogical reasons. If an instructor or a student has special needs, all attempts are made to accommodate him/her. Faculty and/or students with physical disabilities are accommodated as much as possible by assigning them ground floor classrooms, or rooms that are closest to each other. Students with learning disabilities may contact the Office of Student Affairs for consultation. Students with special needs are referred to the Student Success Center for help or to the Assistant to the Director for tutoring if it is warranted or if accommodating situations are needed.

The IEP Computer Labs are located in the Central Campus (C) Buildings (Room C003 for women and C004 for men) (FES-1-4). The Lab is segregated in accordance with the Private University Council of Kuwait (PUK). The Lab contains 56 computer consoles with dividers, and a teacher's podium with a computer and projector in each room. The Assistant to the Director for IEP has an office adjacent to the Lab, which is also used by the Lab Assistant. This Assistant to the Director's office houses the reading library for the student reading groups.

Equipment and Supplies

The IEP faculty has access to the AUK Store for all classroom and office supplies (FES-1-17). In addition, the Director's office maintains an emergency stash of office supplies. Instructors have access to the following equipment and supplies in both the Sciences and Liberal Arts buildings although the Science building has the greater supply:

- Telephones
- Tape recorders
- Copy machines
- Networked computers
- Printers
- Fax machine
- Scanner
- Mailboxes
- Scranton machine
- Shredder
- Office supplies
- Overhead Projector

Records of supplies (stationary) distributed to every faculty and staff member are kept in the AUK Store computer which registers the type of item, number of items requested and name of person(s) requesting. At the end of the month, the Director receives a monthly summary of distributed supplies for signature, which is then forwarded to the Accounting Office.

Other equipment ordered for the IEP is received by the AUK Store and then forwarded to the requestors. Copies of the invoices or delivery notes are kept in the records at the AUK Store. The AUK Purchasing Officer has his/her own personal copy, and originals are kept in the Account Finance Department.

All fixed assets received are tagged with AUK barcodes by the AUK Store staff.

Teaching Resources

Teaching resources specific to the IEP are housed in the Director's office in A311. In addition, faculty have space available for their own resources in their offices. Furthermore, IEP faculty has access to the excellent facilities and services at AUK. The following is a list of resources that AUK provides (see resource list on M:Drive):

- Classrooms supplied with whiteboards, computer, and projectors
- IT Support Services providing AV equipment not already in classrooms
- AUK Library including an audio-visual collection
- Computer Labs (in addition to the IEP Computer Lab)
- Professional Development Committee
- Student Success Center
- Writing Center
- AUK Bookstore
- Kwik Kopy

IEP faculty also has access to the following:

- An ESL Library in the Assistant to the Director's office
- IEP Computer Lab in C003 and C004
- Desk copies from the AUK Book Store

- Online teaching guides, exercises, and assignment suggestions for some of the IEP Library readers
- Gradekeeper software (Class Action)
- Access to the M:Drive with curriculum and materials files
- Longman English Interactive program levels 1, 2, 3 and 4 (for use in Lab)
- Reliable Internet communications system

Human Resources

There are several administrative positions structured into the IEP or the University with duties specifically designed to improve faculty working conditions.

1. The IEP Faculty Representative: individual to whom faculty can voice their concerns about workplace issues in confidence. This faculty position is a one-year 1/3 release-time position (a release from service to the University and professional development). Candidates are nominated and the representative is chosen by secret ballot in the Fall Semester. The role of the Faculty Representative is to facilitate communication among faculty, administrators, and staff. In this capacity, he or she brings issues related to policies and practices in the workplace through general departmental attention through meetings, and initiates discussions through departmental email.
2. The IEP Coordinators: persons who are available for consultation about program curriculum, course textbooks, and materials, teaching development. This position is appointed and has ½ release-time.
3. The Assistant to the Director: person who is responsible for providing computer and media support and will liaison with the IT department. The Lab Assistant is responsible for providing support and orientation for instructors and students in the IEP computer lab.
4. The Lab Assistant: person responsible for the smooth operation and functioning of the IEP labs.

Facilities, IT, and Equipment Complaint Procedure

Facilities' complaints concerning facilities are handled by Campus Service. Instructors can either complete a work order request or send an email to the Director and/or the assistant to request action on a facility issue (F-5-1). Normally, instructors concerns are addressed immediately or by the end of the working day (if the repair or concern does not include purchasing). IT complaints are sent to the IT Helpdesk through email. In the event email is unavailable, the instructor contacts the Director and/or assistant to facilitate resolution of the IT or media concern. Classroom IT or media concerns are handled immediately. Faculty IT concerns within their office are handled according to priority (F-5-2).

Section B 1) documents in the report

IEP Faculty Offices Science Building 3 rd Floor (X:Drive/Campus Services/Campus Drawing)	FES-1-2
IEP Adjunct and Part-time Faculty Offices Liberal Arts Building 5 th Floor (X:Drive/Campus Services/Campus Drawing)	FES-1-3
Sample Classrooms Science Building 2 nd Floor (X:Drive/Campus Services/Campus Drawing)	FES-1-11
Sample Classrooms Liberal Arts Building 1 st Floor (X:Drive/Campus Services/Campus Drawing)	FES-1-12
Sample Classrooms Central Campus Buildings Ground Floor (X:Drive/Campus Services/Campus Drawing)	FES-1-13
Assistant to the Director/Lab Assistant Office Central Campus Ground	FES-1-4

Floor C003/C004 (X:Drive/Campus Services/Campus Drawing)	
Sample Detailed Stores Transaction by Department (located in Stores)	FES-1-17
Work order request	F-5-1
AUK IT help desk request sample	F-5-2

2) documents on site

Equipment and supplies receipt and distribution	AUK Store, Finance
Copies of written requests for materials and supplies	AUK Store, Finance
Records of written complaints regarding working conditions	N:Drive/Human Resources
Inspection list for electro-mechanical systems and civil works	N:Drive/Campus Services
Policies and Procedures	X:Drive/Policies and Procedures/IT Policies (approved)
Records of written complaints regarding IT	X:Drive/Help Desk Application
Inspection list for IT	X:Drive/IT Folder
Inspection of work areas	

Section C Performance self-appraisal

The faculty has appropriate work space, equipment, and resources to promote effective teaching. Working conditions are vastly enhanced by the number and quality of administrators on whom the faculty can rely. Campus Services Director, Student Affairs Director, administrative assistants, student workers, and other staff members provide excellent support for instructors.

Satisfaction among the faculty in regards to their work and instructional space to the AUK's Strengths and Weaknesses survey (scale 1-5) reflect a positive rating of 4.1. A few items received lower scores:

8.	<i>AUK provides appropriate instructional technology services</i>	3.5
9.	<i>AUK provides appropriate administrative technology services</i>	3.5
13.	<i>AUK is managing its growth well, utilizing current funding and facilities</i>	3.3
16.	<i>AUK maintains a campus that meets the needs of its students, faculty, and staff</i>	3.6

The comments made by the faculty in regards to the lower score are mainly related to IT issues. Dissatisfaction with computer training and access both in the classroom and in the office are addressed but the solutions applied thus far have not resolved the faculty dissatisfaction.

Section D Recommendations, plan of action, timeline, and persons responsible

The issue of computer training on Microsoft Office and other application is an ongoing concern. In meetings with the Director of the Center for Continuing Education (CCE) an agreement was reached in which CCE will send a proposal for training of faculty and staff on Microsoft Office. If approved and once adequate teaching staff is hired, CCE would offer computer training no later than Summer of 2009.

Faculty Standard 6: Faculty members each receive a job description and all the terms and conditions of employment in writing at the time they are hired and any time their duties or employment conditions change.

Section A Description of current operations to show how the standard is met.

Full and Part-Time Employees

All faculty members—full-time, part-time, and adjunct—receive a copy of the job description as well as a contract with all terms and conditions of employment in writing upon hire.

The contract describes the agreed upon salary, length of employment (typically three years for international hire), teaching hours, leave, and benefits outlined in the Letter of Offer (see sample letter F-6-1). Additionally, the contract will state the terms and penalties for terminating the contract. The Director of Human Resources informs new hires of the terms and condition of employment in regards to the salary with payment dates, the length of employment with start date and end date, the teaching hours per semester, the annual leave, and the benefits to include but not limited to housing, medical, resettlement allowance, education allowance, and annual tickets (see sample contract F-6-2).

The job description outlines the essential duties and responsibilities as well as the knowledge, skills and abilities required (see sample job description F-6-3). All standard job descriptions for all ranks are available in the Operations Manual. In addition to teaching duties, all faculty are required to attend faculty/service meetings and provide service to the program such as assisting with placement testing and student orientation, participating in professional development and in-service training, taking part in extracurricular activities as assigned, and keeping office hours as necessary. Finally, faculty must adhere to and support the goals and mission of the program and be highly motivated and enthusiastic to teach non-native English language learners. New faculty are required to work closely with a more experienced mentor (existing faculty member) in order to ensure appropriate and proper adherence to carrying out the duties of the position as required by the department.

The Director or designee is charged with communicating to all IEP instructors the specific responsibilities related to teaching assignments, service to the University, support services, professional development, and performance evaluation system. Typically, the Director presents each item in the General IEP Faculty meeting in the Fall and again in the Spring. Signatures are required from all instructors stating they have received job descriptions (see sample acknowledgement F-6-4).

Changes in Duties and Responsibilities

Proposals for change or amendments in job duties and responsibilities can be initiated by the faculty or the administration, but the approval for the change requires the sanction of the President. In general, a proposal for change or amendment of duties or responsibilities is drafted by an administrator, a faculty member, or the members of a committee and includes the justification and the rationale for the change, and is then presented to the President by the Director. This includes promotion from the rank of instructor to senior instructor. The President's decision is announced via email to all interested parties on larger issues or to the individual on smaller issues. The change of job description is presented to Human Resources for the personnel file. Kuwait Law does not allow collective bargaining agreements or unions; therefore, faculty labor issues are covered under the Kuwait Social Service and Labor Law.

Section B 1) documents in the report

Sample Letter of Offer (Operations Manual Appendix B pp. 269-270)	F-6-1
-------------------------------------------------------------------	-------

Sample International Hire Contract (Operations Manual Appendix B pp. 297-300)	F-6-2
Sample Job Descriptions Senior Instructor (Operations Manual Appendix A Job Descriptions pp.255-256)	F-6-3
Acknowledgement of receipt	F-6-4

2) documents on site

Permanent faculty personnel files	Human Resources
Supervisory faculty file	Director's Office
Kuwait Social Service and Labor Law	Director's Office
Interviews with faculty	

Section C Performance self-appraisal

The job descriptions and contracts for faculty, senior instructors, instructors and coordinators accurately reflect the current job assignments. Changes made to job-related duties and responsibilities are communicated to the faculty in a thorough and timely manner. In addition, the process for making changes to duties and responsibilities is fair and effective. All instructors receive a copy of their job descriptions and any amendments to their duties and responsibilities. Instructors are required to sign that they have received said items.

Section D Recommendations, plan of action, timeline, and persons responsible

No changes are recommended in the current policies.

Faculty Standard 7: A faculty member's duties are structured to permit timely and effective completion.

Section A Description of current operations to show how the standard is met.

The full-time IEP faculty duties are structured to permit timely and effective completion of instructional responsibilities. The IEP department has seen steady growth corresponding to the growth of the University over the past four years of operation (see job descriptions Appendix A 255-258).

The workload of the faculty involves 20 teaching hours per week (4 hours per day/5 days per week) in addition to 6 office hours. The Director hires part-time adjunct faculty as needed. Typically, faculty spend an additional 10-14 hours a week preparing teaching plans/material, grading papers, preparing and reviewing exams, conferencing with students, completing record keeping, attending program related meetings, and/or attending to emails.

Equitable Class and Scheduling Assignments

The following is a brief overview of the process of assigning and scheduling classes.

Teaching assignments and course scheduling are determined by the Director based on program demands and instructors' availability and preference. Instructors can indicate conflicts/obligations for a given semester and provide pre-teaching preferences. In addition, the Director attempts to schedule two of the same courses in order to reduce preparation loads. The Director draws up a tentative teaching assignment schedule that balances these expressed preferences with broader program considerations, including enrollment fluctuations, and a commitment to ensure the opportunity for professional development and specialization among faculty members.

The underlying philosophy in assigning teaching assignments is that all hired instructors have appropriate educational background and experience and are capable of teaching the assigned course(s). However, to optimize instructors' success, sufficient support is provided to all faculty members. This support includes orientation by the Coordinator and Director (for new faculty), a mentoring system, organizational meetings, formal consultations with the coordinator, and informal support among instructors.

The Director communicates with instructors during the process of scheduling and coordinates any necessary changes. Instructors build office hours into their schedules either before, in between, or immediately after the classes they teach. All instructors post their schedule on their office doors for ease of communication with students and colleagues. All teaching and course schedules can be found on the AUK website within Banner AUK Self-Service (F-7-1).

A typical schedule is depicted below (F-7-2).

Days & Time	Sunday	Monday	Tuesday	Wednesday	Thursday
8:00 - 9:40	IENG 010-01	IENG 010-01	IENG 010-01	IENG 010-01	IENG 010-01
10:00-11:40	IENG 010-02	IENG 010-02	IENG 010-02	IENG 010-02	IENG 010-02
12:00-1:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
1:00-2:00	Office Hours	EDUC100	Office Hours	EDUC100	Mentoring Meeting

Release Time Positions

In place of teaching a class, instructors may hold one release-time position for administrative duties, self-study coordination, or curriculum development. In addition to providing much needed services to the department, release-time positions alleviate “instructor-burn-out” by providing an alternative to teaching.

Section B 1) documents in the report

Operations Manual Appendix A, Job Descriptions, pp. 255-259	Appendix A
Sample schedule posting on instructor door	F-7-1
Self-Service teaching schedule	F-7-2

2) documents on site

Permanent faculty personnel files	Human Resources
Supervisor faculty file	Director's Office
Interviews with faculty and administrators	

Section C Performance self-appraisal

Generally, the faculty indicates satisfaction with the equitable distribution of duties assigned, which includes teaching number of courses, types of courses, office hours and University service. However, the high teaching workloads have frequently resulted in discussion relative to the extent to which faculty can take upon themselves more responsibilities in terms of service and program activities. Faculty agreed that better communication and increased knowledge about the complexity of all aspects of the various workloads would foster greater appreciation and understanding regarding workload issues.

Section D Recommendations, plan of action, timeline, and persons responsible

No changes are recommended in the current policies.

Faculty Standard 8: The program or institution describes to faculty clearly and in writing the performance criteria and procedures for evaluation at the onset of the evaluation period; conducts faculty performance evaluations that are systematic, regular, fair, objective, and relevant to achieving program or institutional goals; and conveys evaluation results to faculty in writing in a timely manner.

Section A Description of current operations to show how the standard is met.

Performance Appraisal

The IEP informs faculty of the performance criteria and procedure for evaluation both verbally during the IEP General Meetings and in writing within the Operations Manual and Faculty and Staff Orientation Handbook. The results of the performance evaluations are conveyed systematically, regularly, fairly, and objectively to the faculty in writing, and in a timely manner. The evaluation process flows from the job description, including general consistency with appointment, faculty responsibilities in teaching goals, service to the program goals and outreach goals.

Merit, rather than years of service, is the standard for performance evaluation (see evaluation criteria Appendix A, p. 21). All instructors are expected to engage in activities in their assigned areas of responsibility, thereby demonstrating excellence and professional growth in their teaching. Instructors are to collaborate with others, when appropriate, to accomplish their job responsibilities. Instructors are required to participate in the education of students and provide service to the program (see acknowledgement of receipt F-6-4).

The evaluation timeline:

Time Period	Performance Evaluation	Responsibility	Feedback
Fall Semester	Student Evaluation of Teaching (AF-8-5)	Assistant to the Director/ Director	Instructor – Director
	Instructor Performance Evaluation (AF-8-7)	Director	Instructor – Director
	Classroom Observations (new faculty) (AF-8-9)	Director/Coordinators	Coordinator/Director – Instructor – Coordinator/Director
Spring Semester	Student Evaluation of Teaching	Assistant to the Director/ Director	Instructor – Director
	Classroom Observations (all faculty)	Director/Coordinators	Coordinator/Director – Instructor – Coordinator/Director
	Annual Self-Evaluation (AF-8-10)	Faculty	Director – Instructor
	Annual Review (AF-8-11)	Director	Director – Instructor – Director - President

Evidence of teaching effectiveness is supported by student course and instructor evaluations, classroom observations, experimentation in teaching methods, engagement in innovative curriculum development, commitment to student learning, and effective advising to students and/or student organizations (all evaluation forms are in Appendix A pp. 413-428). Evidence of service to the program and outreach is supported by the instructor performance review and the annual self-evaluation.

Evaluation of service to the program and outreach is based on a point system that moves in .5 increments within the range 1-5.

Performance Level 1: 5-Outstanding; over time exceeds all expectations in a uniform and consistent superior manner

Performance Level 2: 4-Very good; exceeds all expectations in a uniform and consistent superior manner

Performance Level 3: 3-Average; meets most expectations in a satisfactory way

Performance Level 4: 2-Fair; meets some expectations in an acceptable manner, but needs improvement in major areas

Performance Level 5: 1-Poor; unsatisfactory; not meeting minimal expectations in major areas

Detailed in the annual self-evaluation, instructors include the progress on classes taught and developed, goals and/or progress in teaching quality, and service and/or professional development activities and outreach.

Annual reviews are conducted by the Director in consultation with the coordinators. All annual performance appraisals, including evaluation for contract renewal and annual raise, will be based on the job description, annual self-evaluation, and evaluation documents. Throughout the performance appraisal process, faculty members have the option to submit a one page rebuttal within five working days.

The performance evaluation process provides a meaningful and effective system that promotes and enhances on-going, two-way communication between the Director and the instructors in order to:

- Establish mutually understood performance expectations/goals
- Provide feedback on accomplishments and areas in need of improvement
- Develop a plan for maintaining job performance at a satisfactory level or for improving performance
- Deal with specific serious performance problems as they occur

Section B 1) documents in the report

Operations Manual I Staff and Faculty Positions p. 21	Appendix A
Acknowledgement of receipt	F-6-4
Student Evaluation of Teaching Form (Operations Manual Appendix G, pp. 415)	AF-8-5
Instructor Performance Review Form (Operations Manual Appendix G, p. 423)	AF-8-7
Pre-Observation, Classroom Observation Checklist, and Post Observation Form (Operations Manual Appendix G pp. 419-422)	AF-8-9
Faculty Annual Self-Evaluation Report (Operation Manual Appendix G, pp. 425-427)	AF-8-10
Faculty Annual Review Form (Operation Manual Appendix G, p. 428)	AF-8-11

2) documents on site

Faculty evaluation files	Director's Office
Supervisor faculty files	Director's Office
Permanent faculty personnel files	Human Resources
Interviews with faculty and administrators	

Section C Performance self-appraisal

The program maintains regular, open communication with all instructors on the extent to which the performance evaluation process is effective, consistent, and timely. The criteria

used to evaluate the performance of the faculty are adequate. The program uses feedback from faculty to improve the performance evaluation process.

As is probably the case in most academic departments, fairness regarding performance evaluation procedures is a source of ongoing debate. Over the past four years, in feedback during annual reviews, some instructors questioned the fairness of having the decision-making in the hands of one or two administrators and suggested more peer-review based evaluations. Others questioned the appropriateness of peers evaluating peers. A few questioned the suitability of student evaluations in regards to the instructor.

During the IEP General Meeting in Fall 2007, faculty indicated that they preferred that the Director or coordinators conduct the classroom observation instead of peers.

Fall 2006, the ad hoc Student Evaluation of Teaching Committee, with the consensus of the IEP faculty, adopted the current student evaluation of course and instruction. For example, the students' teaching evaluations average score 4.39 (scale 1-5) on the following eight questions serve as the summary of the teaching evaluations for each course:

Instructor Evaluation		Overall Mean
18	The instructor began and ended class on time.	4.47
19	The instructors encouraged students to ask questions.	4.31
20	The instructor was ready to answer questions.	4.39
21	The instructor was available during office hours.	4.39
22	The instructor followed the grading policy given in the course syllabus.	4.40
23	The instructor returned assignments within a reasonable time.	4.28
24	The instructor comments on my work helped me to learn the course material.	4.38
25	Overall how would you rate the quality of this instructor?	4.46
Overall		4.39

The evidence shows that the performance appraisal system in place is objective and consistent. Moreover, the program-wide teaching rating of the IEP has remained stable for the past two years. Although the system is not perfect, it does provide a certain equalizing effect useful in contract/annual raise decisions in the IEP.

Section D Recommendations, plan of action, timeline, and persons responsible

No changes are recommended in the current policies.