



GULF
LANGUAGE
SCHOOL

GLS FACULTY HANDBOOK

2018 | 2019

INTENSIVE ENGLISH PROGRAM

Gulf Language School

GLS Faculty
Handbook 2018-2019

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1. INTRODUCTION

This faculty handbook presents a series of perspectives, policies and procedures which describe the identity and direct the functioning of the Gulf Language School at North American University in general and the faculty who teach in a GLS program. The annual faculty contracting instrument assumes faculty access to this handbook and states that the contracting agreement is subject to its stated policies and regulations. Of necessity, this handbook is a living document. Changes in it are made from time to time as circumstances and new perspectives require. While management of the handbook resides in the office of the Provost, ultimate responsibility lies with the Board of Trustees which must approve major changes.

This handbook sets forth policies, procedures, and information that, by common consent, are those governing the Gulf Language School (GLS) faculty. This handbook is intended to aid faculty in locating information concerning the Gulf Language School, faculty appointment and evaluation, faculty development and resources, instruction and service, governance, rights and responsibilities and benefits.

This handbook does not create a contract of employment. The contents of this handbook are presented as a matter of information only and do not modify the terms of employment. This handbook does not modify state or federal laws nor does it serve as legal advice.

Please contact your Director or the Office of Human Resources if further assistance is needed.

2. GULF LANGUAGE SCHOOL

2.1. History

Gulf Language School was established under the Texas Gulf Foundation (TGF), a non-profit educational organization founded in 2007. TGF's main objective is to contribute to statewide efforts to promote excellence in higher education in Texas. Toward this goal, the TGF Board of Directors established North American University (NAU) and Gulf Language School. With as few as ten students from two different nationalities, Gulf Language School opened its doors and began operation in 2007. Ten years later, Gulf Language School has over one hundred twenty students from over fifty different countries.

2.2. Mission

The Gulf Language School supports the mission statement of North American University. The mission of Gulf Language School and the Intensive English Program are as follows:

2.2.1. Gulf Language School Mission:

The mission of Gulf Language School (GLS) is to provide quality, innovative, and lifelong learning opportunities to a diverse student population by extending the educational resources of North American University.

2.2.2. Intensive English Program Mission

The mission of the Intensive English Program (IEP) is to provide quality language instruction to nonnative speakers of English with an emphasis on the language skills necessary for academic or professional success.

2.3. Vision

To become one of the leading English language learning programs in Texas by setting standards of excellence in innovative curriculum design, teaching, professional development, and cross-cultural understanding.

2.4. Goals

2.4.1. Goal 1: The Gulf Language School will ensure that all programs are administered with excellence, responsiveness and integrity. The program will

- ensure quality in program administration, program curricula, teaching, and student services;
- maintain compliance with the highest professional standards;
- develop and support collaborative teaching curricula;
- support faculty and staff development;
- develop new programs and courses that meet students' needs;
- distribute student brochures that provide full disclosure of program descriptions, costs, and calendars; and
- distribute faculty, staff, and student handbooks that provide full disclosure of all policies.

2.4.2. Goal 2: The Gulf Language School will support the enrollment and academic priorities of North American University. The program will

- serve as a resource for the internationalization of teaching, research and professional development, and service at North American University;
- prepare students for graduate and undergraduate degree programs at North American University; and
- facilitate classroom visits and research by North American University professors, students and other professionals.

2.4.3. Goal 3: The Gulf Language School will maintain an administrative office and classroom environment that is positive, caring, service oriented and friendly where all faculty, staff, students, and sponsors feel welcome.

2.5. Aims

The Gulf Language School will provide ESL students with

- quality academic English language instruction.
- student-centered classroom instruction and activities.
- preparation for further academic study at North American University.
- advising to help learners successfully reach their academic or professional goals.
- leadership in the areas of intercultural understanding and cooperation.
- services related to admission, counseling, academic life, and the general success of students planning to attend North American University.

2.6. Program Outcomes

Students completing the Intensive English Program at Gulf Language School will demonstrate the ability to:

- comprehend written and spoken university-level materials;
- take effective lecture notes;
- write, revise, and edit academic papers that follow conventions of Edited American English (EAE); and
- prepare and deliver formal presentations that follow conventions of Edited American English (EAE).

3. GOVERNANCE

3.1. The Board of Trustees

The management and legal authority for governance of the University are vested in the Board of Trustees. The board, as described in the by-laws of the University, is entitled to invest and manage the university's funds and direct its affairs and interests. Every major constituency of the University is represented by one or more trustees. The members of the board do not receive any compensation from the institution. The Board of Trustees makes policies that will help the University achieve its full potential, in accordance with the role and mission for which the University was founded. These policies are administered and implemented by administration and faculty. Nominations for new members may be received from present board members or a nominating committee of existing board members. Members shall be elected by the vote of the majority of the Board of Trustees and term appointments should take place as stated in the by-laws of the university. The board members have equal voting rights. The President of the University attends the board meetings and takes part in discussions, but does not have voting authority. The President may invite other University administrators to the board meetings to report on conditions of the University. The Board of Trustees may adopt a resolution establishing one or more committees and delegate specified authority to the committees, and may appoint or remove members of a committee.

North American University is a 501(c) (3) educational non-profit organization.

3.2. Administration

3.2.1. President

The President is the chief executive officer of the University. The Board of Trustees hires the President. During this process, the Board can seek input from other administrators as well as faculty members. The Board also evaluates the President's performance. The President has final authority on daily operations, but can delegate some of his/her responsibilities to other administrators.

The President's duties are:

- To direct University's administration
- To further the goals of the University and monitor its progress in achieving them • To conduct Executive Committee meetings
- To strengthen the public image and presence of the University
- To report the activities and condition of the University to the Board of Trustees • To present an annual budget to the Board of Trustees for approval
- To ensure that discipline is maintained in all activities of the University
- To approve the appointment and dismissal of administrators, deans, faculty, and staff
- To execute any deeds, mortgages, bonds, contracts, or other instruments that the Board of Trustees has authorized to be executed
- To recommend tuition, fees, and room and board charges to the Board of Trustees
- To authorize all diplomas
- To perform other duties as assigned by the Board of Trustees from time to time

3.2.2. Provost /Vice President of Academic Affairs

The Board of Trustees, on nomination of the president of the University, elects a provost. The provost shall be the Chief Academic Officer and the Vice President for Academic Affairs of the University and shall manage all academic matters, including, but not limited to, faculty development and discipline, academic program development, evaluation and review, and strategic academic planning. The provost shall be responsible for overall academic program management and support activities most closely tied to academic programs, shall be authorized to execute all contracts in his or her area of responsibility. The Board of Trustees may designate the Provost as the acting president in the event of prolonged absence, resignation or incapacity of the President. The Provost will form an executive committee with program directors for daily academic operation. He can attend departmental faculty meetings and form committees, and seek input from faculty members. The Provost may be invited to attend board meetings upon the President's request.

Among his or her duties are:

- To oversee planning and organization of academic affairs
- To promote academic excellence in teaching and scholarly activities • To meet with program directors regularly

- To assist the President in the process of faculty recruitment
- To review the academic budget and report to the President
- To oversee the organization and activities of the library
- To oversee the Registrar
- To review the curriculum offered by each academic program and to monitor its implementation
- To ensure that the University recruits an appropriate number of qualified students
- To monitor and enhance the University's assessment practices
- To seek input from committees, and act upon it
- To perform the duties of the President when the President is absent, is unable to act, or refuses to act
- To perform other duties as assigned by the President or Board of Trustees from time to time

3.2.3. Vice President for Administrative Affairs

The Board of Trustees, on nomination of the president of the university, elects a Vice President for Administrative Affairs. The Vice President for Administrative Affairs manages nonacademic administrative operations of the University. The Vice President for Administrative Affairs develops and implements strategies to establish and maintain a healthy and positive workplace environment for faculty, staff and students. The Vice President for Administrative Affairs attends board meetings upon the President's request. The Vice President for Administrative Affairs manages the administrative units and services of the university including:

- Admission Office
- Financial Aid Office
- International Students Office
- Residential Operations and Facilities Management

3.2.4. Dean of Student Affairs

The Dean of Student Affairs is appointed by and reports to the President. The Dean of Student Affairs is responsible for coordinating the activities of the Department of Student Affairs and maintaining the college's relationship with its students beyond the academic program.

The Dean of Student Affairs key responsibility is to supervise, coordinate and evaluate the effectiveness of the activities of

- Student Life
- Student Services
- Student Success

3.2.5. Director of Business Affairs

The Director of Business Affairs is appointed by and reports to the President. The Director of Business Affairs responsible for establishing policies and procedures to ensure the proper safeguarding of university assets and the proper use of university funds; accountable for planning, implementing, and monitoring the university's annual budget. The Director of Business Affairs attends board meetings 10 upon the President's request. The Director of Business Affairs manages the administrative units and services of the University including:

- Institutional Legal Compliance
- Business Office
- Human Resources Office
- Information Technology
- Purchasing Office

3.2.6. Director of the Gulf Language School

The Director of Gulf Language School is appointed by and reports to the President. The Director plays a leadership role and is responsible for developing goals and strategic plans, coordinating Gulf Language School programs and related activities including accreditation efforts and updates, providing faculty training and professional development opportunities, and implementing and maintaining services within established guidelines and standards.

Among his or her duties are:

- To hold regular meetings to deal with unit program business and represents unit concerns to the Vice President of Academic Affairs (VPAA) and the Dean of Student Affairs (DSA).
- To liaison with the Dean of Student Affairs and the Registration Office to solve student course registration problems.
- To actively assess the progress of Gulf Language School students at all stages of learning.
- To recommend promotions, transfers, and terminations of Gulf Language School faculty and staff to the VPAA and DOS.
- To supervise the placement, testing, and evaluation of Gulf Language School students.
- To attend faculty meetings, student orientations, faculty professional development workshops and in-service activities as assigned or approved.
- To be responsible for curriculum and materials development for the IEP Programs and ESP courses; consults with Coordinators regarding curriculum, and recommends curriculum changes.

3.2.7. Registrar of Gulf Language School

The Registrar of Gulf Language School's is appointed by and reports to the Director. The Registrar's primary responsibilities are to log and maintain enrolled students' academic records. This includes grade, attendance, and transfer. The registrar oversees the enrollment process for new students, gathering all required information, while also coordinating class schedules and resolving scheduling conflicts. Additional duties include responding to transcript requests, enrollment verification, etc.

Among his or her duties are:

- To be responsible for collecting, recording, maintaining and reporting of student records within FERPA guidelines, e.g., grades, registration data, etc.
- To work with Dean of Student Affairs, Vice Presidents of Administrative Affairs and Academic Affairs, and the Director to devise registration schedules and procedures.
- To direct and coordinate Gulf Language School registration activities.
- To coordinate class schedules with room assignments for optimum use of buildings and equipment. May assign rooms for student activities in computer lab.
- To research, analyze and resolve student disputes as they relate to records and registration.

4. GULF LANGUAGE SCHOOL POLICIES

4.1. Affirmative Action and Equal Employment Opportunity

The Gulf Language School envisions itself as a community that welcomes, encourages, and supports individuals who desire to contribute to and benefit from the institution's missions of academic and career-related learning, professional and personal development, responsible citizenship, and global cultural competency. In a pluralistic culture, that community includes faculty, students, and staff who represent important differences. Members of the Gulf Language School's community come from different geographical areas, represent different ethnicities, religious beliefs, values, and points of view; they may be physically different, have different intellectual interests, or have different abilities. Gulf Language School not only welcomes such differences in the members of its community but, in fulfilling its own missions and in preparing the leaders of tomorrow's world who will necessarily be operating in an equally wide-ranging environment, it actively seeks to recruit and include them in all aspects of the institution's operations.

Gulf Language School is explicit about its responsibilities under the law to provide equal opportunities for all persons regardless of age, color, disability, ethnicity, marital status, national origin, race, religion, gender, sexual orientation, and veteran status. Further, the Gulf Language School complies with all applicable non-discrimination laws in the administration of its policies, programs, and activities. The Gulf Language School's activities are directed to the enhancement of the human dignity of all members of its community; that includes strategies that foster appreciation for our many differences. These are essential to the success of the institution's missions.

Gulf Language School's teaching, research, and service are directed to the enhancement of human dignity, the ultimate antidote to prejudice and discrimination. Gulf Language School requires the best talent it can muster and cannot allow discrimination on any aspect extrinsic to the performance of the job. Gulf Language School values the principle of nondiscrimination and recognizes that absence of bias is essential to its work.

The Vice President for Academic Affairs is designated as the affirmative action coordinator for faculty, and the Director of Business Affairs is designated as the affirmative action coordinator for staff. The department chairs supervisors, and director are responsible for the implementation of the affirmative action plan in their areas of responsibility.

4.2. Nepotism

Members of the same family are eligible for employment at the Gulf Language School. However, a supervisor-subordinate relationship shall not exist between family members nor shall one member of a family assume for the other the role of advocate or judge with respect to conditions of employment or promotion. Likewise, either one of family members who hold positions in the same budgetary unit shall not be appointed to an executive or administrative position for that unit. Waivers may be granted by the President, but performance evaluations and recommendations shall be made by a Director not related to the individual being evaluated. If members of the same family are recommended to work for the same Director, the arrangement must be approved in advance by the Vice President for Administrative Affairs.

If a Supervisor-subordinate relationship between family members develops during employment, family members must notify the Human Resources Office immediately. The institution must act to ensure that the Supervisor-subordinate relationship does not exist; such action may include transfer, reassignment or removal of one or more family members.

Family member, for this policy, is defined as spouse, parent, grandparent, great-grandparent, grandparent or great-grandparent of spouse, uncle or aunt, uncle or aunt of spouse; brother or sister; son or daughter; son-in-law or daughter-in-law; grandson or granddaughter of spouse; and great-grandson or granddaughter of spouse.

4.3. Consensual Relations

The Gulf Language School prohibits any sexual or amorous relationships between members of the Gulf Language School community and those students over whom they have a direct, current supervisory or evaluative relationship. Such relationships, even when consensual, are problematic because they may result in favoritism or the perception of favoritism which imperils the integrity of the educational environment. Such relationships may also lead to charges of sexual harassment.

4.4. Copyright and Fair Use Policy

Gulf Language School acknowledges and encourages the appropriate use (i.e., reproduction, distribution, performance, and display) of copyrighted works and materials for teaching, scholarship, and research purposes consistent with federal copyright law and the standards for fair use as outlined below:

Per the Copyright Act of 1976, "In determining whether the use made of a work in any case is a fair use, the factors to be considered shall include:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
- the nature of the copyrighted work.
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole.
- the effect of the use upon the potential market for or value of the copyrighted work.”

4.5. Disability Accommodations

Gulf Language School is committed to providing equal educational and employment opportunities for qualified individuals with disabilities, in accordance with state and federal laws and regulations, including the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Further, Gulf Language School is committed to applying the strengths of its resources, talents, and ingenuity to maintain an inclusive environment for individuals with disabilities.

4.6. Dissent and Public Order

4.6.1. Standards of Conduct

In compliance with the provisions of the law of the State of Texas, the principles, regulations, and procedures for the maintenance of public order upon University campus or other University property areas follows.

No member of the Gulf Language School community or guest shall engage in the following behavior upon University premises:

1. Obstruction or disruption of teaching or other University activities.
2. Prevention of free movement, such as pedestrian or vehicular.
3. Possession or use of firearms; explosives; dangerous, destructive, or noxious chemicals; or any dangerous or apparently dangerous weapons, other than as allowed by law and University regulation.
4. Detention, physical abuse, or conduct that threatens bodily harm or endangers the health of any person.
5. Intentional damage to or theft of University property or the property of any person when such property is located on the premises of the University.
6. Entry into living quarters, private offices, or working area of another person, without express or implied permission of that person or an authorized University official; or invasion of the privacy of records, data, or communications belonging to individuals, to the University, or to others.

4.6.2. Procedures for Addressing Violations

It is the right of any member of the Gulf Language School community to bring appropriate charges against any member of the Gulf Language School /North American University community if it is felt that his or her rights or these standards have been violated.

If a violation of the standards of conduct threatens to disrupt normal activity on the Gulf Language School campus or other Gulf Language School property, the person in charge of the activity, usually a staff or faculty member, should attempt to address those persons creating or threatening to create a disturbance. The primary aim should be to reestablish safe conditions so that the activity may proceed. If the person directing said activity can do this quickly, disciplinary charges may not be necessary.

If the individual in charge of the activity cannot re-establish order, he or she should, as far as is practical, (1) request that the party or parties cease the disruptive conduct and (2) state the perceived violation of the standards. It is then the obligation of the parties concerned to supply their names.

Any person who fails to comply with the above obligation may be removed and barred from the Gulf Language School activity. If removing the person(s) from the activity in question is not sufficient to remove a clear and present danger, the appropriate Gulf Language School official may eject and bar the person(s) from the University campus.

Proceedings under civil law do not bar Gulf Language School judicial proceedings.

If any visitor to the University premises violates any of these regulations, the appropriate University official shall ask him or her to leave the University premises. If the visitor refuses to leave University premises promptly, the University shall, if necessary, seek the aid and cooperation of civil authorities.

Civil charges may be filed by the appropriate Gulf Language School official for any misconduct, disruption, or disorder on the campus, whether committed by visitors or members of the Gulf Language School.

4.7. Dress Code

Gulf Language School is a “business casual” dress environment. Employees are expected to wear clothing appropriate to their job. Employees’ clothing should not be excessively form-fitting or excessively loose. Clothing that reveals a person’s chest, cleavage, upper or lower back, abdomen, bare shoulders, thighs, or undergarments is never appropriate for this workplace. Well groomed, appropriately dressed employees impress students and all stakeholders favorably and reflect positively on both Gulf Language School and the services it provides. Accordingly, during business hours or when representing the Gulf Language School, you are expected to present a clean, neat and professional appearance.

Shorts, tank tops, athletic/exercise wear and flip-flops are not permitted. Clothing that is ripped, frayed or disheveled, tight, revealing, stained, wrinkled, or otherwise inappropriate is not permitted.

Employees are required to have a neat and clean appearance; hair should be clean and neatly arranged. Facial jewelry (nose, brow, etc.) is not permitted at work. Tattoos are acceptable under this Policy; management reserves the right to determine if tattoos are appropriate for the workplace or if they must be covered. Hygiene should be sufficient to avoid unpleasant body odor or excessive use of fragrances. Management may from time to time, make changes to this Policy per business circumstances, temporary situations and other reasons as they deem necessary and appropriate. Such changes will be communicated in writing and in advance to all employees.

Your direct Director is responsible for establishing a reasonable dress code appropriate to the job you perform. If he/she feels that your personal appearance is inappropriate, you may be asked to clock out (if applicable) and to return to the workplace only after you are properly dressed and/or groomed. To clarify any of the above expectations and/or if, for some reason, you feel you cannot meet Gulf Language School’s dress code, please consult with your Director, the Human Resources Office, or any other member of Gulf Language School management regarding your individual circumstances

4.8. Drug-Free Workplace

Gulf Language School is committed to the development and maintenance of a drug-free environment and, in accordance with the Drug-Free Workplace Act of 1988, will not tolerate the unlawful possession and use of controlled substances (drugs) on its premises. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in and on property owned or controlled by North American University. A more detailed statement on this subject can be found in the University’s Employee Handbook.

4.9. Harassment and Discrimination

The success of Gulf Language School depends on an environment that fosters independent and vigorous thought and intellectual creativity as well as a learning environment in which diverse ideas can flourish.

As stated above, Gulf Language School seeks to provide an environment that respects the contributions of all the individuals comprising its community, that encourages intellectual and personal development, and that promotes the free exchange of ideas.

Any behavior, including verbal or physical conduct, that constitutes discrimination against or harassment of any student, faculty, or staff member of the Gulf Language School community in any form is prohibited.

Retaliation is strictly prohibited, in any form, against any person complaining of conduct reasonably believed to be discrimination or harassment

The Gulf Language School policy against discrimination and harassment includes procedures to be followed (as stated in the University’s Employee Handbook) if a person believes that he or she has experienced harassment, discrimination, or retaliation, or is aware of such conduct occurring.

4.10. Political Activity

Recognition of its own purposes and compliance with federal and state laws for not-for-profit corporations require that Gulf Language School remain non-partisan and independent in politics.

Individual members of the Gulf Language School community have the right to participate in the political process so long as they do not speak or act in the name of Gulf Language School.

4.11. Security

Campus Security has the primary duty to respond in all medical, fire, and criminal emergencies at the Gulf Language School. In an emergency, use any Gulf Language School or North American University phone to dial 911. For non-emergencies, dial 154 for campus security.

Security acts to prevent criminal activity as well as to respond to it through such measures as prevention education, preventive patrols, and escorts. Members of the Gulf Language School community are encouraged to remain aware of their surroundings, to observe self-protective measures, and to report any potential threats to the community's well-being.

Security serves as a liaison with public law enforcement agencies. Cooperation between those outside agencies and the Gulf Language School community promotes awareness of the needs of one's neighbors and fosters a sense of common purpose and protection for all. Unlawful acts or evidence thereof may be reported to the appropriate law enforcement agencies.

4.12. Smoking

Considering the clear health hazards associated with tobacco smoke and as an institution committed to promoting the best possible health care for all, the Gulf Language School has adopted the following North American University campus-wide smoke-free policy:

- All buildings and vehicles, regardless of location, that are owned or leased by the North American University will be entirely smoke free. This policy applies to all campus facilities except for designated outdoor smoking areas.
- It will be the obligation of the University administrator responsible for programs taking place within these areas to ensure that the smoke-free policy is observed.
- Individuals who wish to smoke out of doors must do so in outdoor designated areas, away from pedestrian traffic and building air supply.
- Gulf Language School assists faculty, staff, and students who wish to stop smoking and periodically offers smoking-cessation workshops. Supervisors are encouraged to allow their smoking staff to attend.

4.13. Gulf Language School Letterhead

When an individual or group uses Gulf Language School letterhead, or employs the phrase " Gulf Language School" in a specially invented letterhead, there is the implication that the communication has the sanction of Gulf Language School. Such letterheads are sometimes used inappropriately in letters or other documents to pursue a personal goal or for social or political purposes that are not the direct responsibility of Gulf Language School. In these cases, such a letterhead should not be used, however worthy the cause, and although Gulf Language School members may be part or all the membership of a group.

Examples of appropriate use of letterhead would be a professor of chemistry writing to a professional society or to a colleague in another university about professional matters, or an official of the Public Speaking Club writing about arrangements for a proposed tour of the club.

Examples of inappropriate use would be a group of faculty writing to the mayor of Houston protesting the city's tax proposals, or a group of students urging the President of the United States to seek the release of a political prisoner. The subject of the communication must be the authorized business of a formal component of the Gulf Language School (such as a department, or a student group sanctioned by Gulf Language School). Otherwise, the group or individual should seek authorization in writing from the Director of Gulf Language School to use the Gulf Language School's name. Sponsorship, for instance, by a department or group in Gulf Language School, of some cause, that is not a specified part of the professional responsibilities of that department or group does not constitute such authorization, nor can anyone except the Director of Gulf Language School grant such authorization.

If there is any doubt about the appropriate use of Gulf Language School letterhead, the Director of Gulf Language School should be consulted.

4.14. Computer Use

Faculty members are obligated to comply with all applicable laws, regulations, contracts, licenses, policies, standards, organizational controls, security rules, etc. The individual user is responsible for understanding and complying with all copyright laws. Gulf Language School users of computers attached to the campus network have a common responsibility to fellow users to follow security policies designed to protect the campus network. This includes but is not limited to adhering to virus scan procedures, refraining from visiting risky web sites (such as game sites), following file download instructions and other security based instructions issued by information technology services (ITS) and or listed on the information technology (IT) area of the Gulf Language School web site.

Certain programs, such as instant messaging and file sharing programs, constitute a network security risk and may not be installed on computers connected to Gulf Language School network. The ITS section of Gulf Language School intranet web site provides a current list of these programs. FTP and telnet protocols may be used only with specific approval of the IT staff. Other programs that consume significant resources or affect PC performance may also be prohibited on a case-by-case basis. If any dispute arises, the IT department has the institutional authority on all technology related issues.

Computing equipment and networking infrastructure including internet access are provided to Gulf Language School reserves the right to monitor and record both usage and content of electronic communications that involves university equipment for purposes of including but not limited to ensuring compliance with this policy.

This policy recognizes the existence of state laws governing access to materials with sexually explicit content. Prohibited activities include accessing, downloading, printing or storing information with sexually explicit content as prohibited by law.

4.15 Email Official Communication

Gulf Language School at North American University has established email as one of the official means of communication with faculty, staff, and students on important academic and administrative matters. This is motivated by the convenience, speed, cost-effectiveness, and environmental advantages of incorporating electronic messaging into traditional communication methods. To support this use of email, GLS provides an official University email account to all faculty, staff, and students to which official University communications are sent. Faculty, students, and staff are responsible for reading their University email account regularly for official communications.

4.16 Faculty Mailboxes

The purpose of the Gulf Language School's faculty mail boxes is to serve as a repository for the document distribution [i.e. progress tests, evaluation sheets, interoffice memorandums, etc.] and interoffice mail needs of the program, and faculty has been given the following responsibilities:

Collection of all inter-office correspondence and documents to and from the various departments of the University in a timely manner [i.e. for GLS faculty this typically means checking the mailbox daily].

Gulf Language School's faculty mail boxes are provided exclusively for official University use. "Official" generally is defined as that which pertains specifically to the professional duties of employees and which is consistent with the mission and purpose of the University.

5. FACULTY POLICIES

5.1. Faculty Classifications in Gulf Language School

5.1.1. Regular Full-Time Faculty

An Employee is normally scheduled to work 40 hours per week (1.0 FTE – full time equivalent). Regular full-time faculty members are faculty who work at least 40 hours per work-week and maintain continuous regular employment status.

5.1.2. Regular Part-Time Faculty

Regular Part-time faculty members are those faculty members who work less than 20 hours per week and who maintain continuous regular employee status.

5.2. Appointment of Faculty

It is the aim of Gulf Language School to provide ESL students with quality academic English language instruction, student-centered classroom instruction and activities, preparation for further academic study at North American University, advising to help learners successfully reach their academic or professional goals, leadership in the areas of intercultural understanding and cooperation, services related to admission, counseling, academic life, and the general success of students planning to attend North American University. Success will depend primarily on its success in attracting and retaining distinguished faculty. The essence of achieving this objective should be manifested in personnel policies pertaining to appointment, reappointment, and promotion.

5.2.1. Length of Employment

Regular full-time Gulf Language School faculty members are hired on a yearly contract basis. Based on faculty evaluations, the contract may be renewed or terminated.

5.2.1.1. Contract

GLS offers new faculty a one-year renewable contract. The contracts normally start 15 days before the start of teaching in the fall semester. Regardless of when the contract starts as above the end date is August 31st. The one-year contracts allow either party to terminate the agreement.

5.2.2. Hiring Process

GLS encourages full participation of the faculty in the hiring process. The process is best described in terms of the following steps:

Step 1: The Director after consultation with Coordinators and the faculty concerned justifies to the Vice President for Academic Affairs the faculty complement needed in each area of the institute. On the basis of this recommendation the number of new faculty sought is determined.

Step 2: The Vice President for Academic Affairs recommends to the President a new total faculty complement with a justification for the new positions needed.

Step 3: Advertisements are placed in order to publicize these openings.

Step 4: Departmental search committees start their review of applicants.

Step 5: Departmental search committees recommend to their Director a short-list of candidates and the list is discussed with the Vice President for Academic Affairs.

Step 6: After review of the short-listed applicants, arrangements for their interviews are started.

Step 7: Interviews of short-listed candidates.

Step 8: Offers to candidates are made after approval of the President.

5.3. Rank and Promotion

There is no rank in the Gulf Language School. All instructors are considered “faculty” except for the Director of Gulf Language School.

5.3.1. General Guidelines

5.3.1.1 IEP Instructor

- An earned master’s degree or eighteen (18) graduate hours in a relevant teaching field awarded by an accredited institution.
- Credentials which indicate the potential for effective classroom teaching, contributions to the institution and profession, and, in appropriate instances, successful performance of non-teaching or administrative duties.

The first appointment as instructor shall normally be for one year. Reappointments, if made, are for one year.

5.3.1.2. IEP Adjunct Instructor

An adjunct faculty member is a part time instructor whose primary place of appointment is outside Gulf Language School. The duration of the appointment should be indicated at the time of appointment. In most instances, the duration of appointment is one session only and the contract can be renewed indefinitely. Adjunct faculty members are not eligible for faculty benefits. Adjunct faculty members are expected to attend all faculty meetings.

5.3.1.3 GLS Instructor

- An earned bachelor's degree or TEFL/TESL certification in a relevant teaching field awarded by an accredited institution.
- Credentials which indicate the potential for effective classroom teaching, contributions to the institution and profession, and, in appropriate instances, successful performance of non-teaching or administrative duties.

5.3.1.4. GLS Adjunct Instructor

An adjunct faculty member is a part time instructor whose primary place of appointment is outside Gulf Language School. The duration of the appointment should be indicated at the time of appointment. In most instances, the duration of appointment is one session only and the contract can be renewed indefinitely. Adjunct faculty members are not eligible for faculty benefits. Adjunct faculty members are expected to attend all faculty meetings.

5.3.1.5 Education and Teacher Development Instructor

- A minimum of an earned master's degree or eighteen (18) graduate hours in a relevant teaching field awarded by an accredited institution.
- Credentials which indicate the potential for effective classroom teaching, contributions to the institution and profession, and, in appropriate instances, successful performance of non-teaching or administrative duties

5.3.2. Effective Classroom Teaching

Effective classroom teaching is demonstrated through mastery of a current knowledge base in subject matter taught at an appropriate student level. Such teaching stimulates achievement and practical personal applications by students. A continual review of current literature, research, and strategies for classroom application is necessary to effective teaching. An effective teacher evidences mastery in the classroom by thoroughly integrating skills and knowledge, sensitivity, and perception with the presentation of subject matter.

Effective classroom teaching is characterized by (1) subject matter mastery, (2) curriculum development, (3) course design, (4) delivery of instruction, (5) assessment of instruction, (6) availability to students, and (7) fulfillment of instructional administrative responsibilities.

Effectiveness will be documented by student evaluation of instruction; peer, department chair evaluations; and other applicable available information.

5.3.3. Contributions to the Institution and Profession

Contributions occur when a faculty member applies his/her professional expertise beyond the classroom and research/scholarship responsibilities to advance the institution and profession. These contributions should be correlated with the educational needs of the student body and the objectives of Gulf Language School.

Institutional contributions may consist of, but are not limited to academic advisement of students, sponsorship of student organizations, membership on ad hoc and standing committees, and consultation to other areas of Gulf Language School, participation in institutional or program self-study activities, and special assignments or responsible participation in activities which advance the academic programs of Gulf Language School.

Professional contributions include involvement in various professional organizations in a manner that accrues favorable notice to the individual and Gulf Language School. Evidence of such contributions may consist of, but are not limited to, memberships in professional organizations appropriate to a faculty member's teaching field or area of responsibility, attendance at meetings, holding of offices, and serving on committees at local, state, regional, and national levels of said professional organizations.

5.4. Confidentiality of Personnel Records

The university philosophy is to safeguard personal employee information in its possession to ensure the confidentiality of the information. Additionally, the university will only collect personal information that is required to pursue its business operations and to comply with government reporting and disclosure requirements. Personal information collected by the

university includes employee names, addresses, telephone numbers, e-mail addresses, emergency contact information, EEO data, social security numbers, date of birth, employment eligibility data, benefits plan enrollment information, which may include dependent personal information, and school/college or certification credentials. All pre-employment inquiry information and reference checking records conducted on employees and former employee files are maintained in locked, segregated areas and are not used by the university during its business operations.

Personal employee information will be considered confidential and as such will be shared only as required and with those who have a need to have access to such information. All hard copy records will be maintained in locked, secure areas with access limited to those who have a need for such access. Personal employee information used in business system applications will be safeguarded under university proprietary electronic transmission and intranet policies and security systems. Participants in university benefit plans should be aware that personal information will be shared with plan providers as required for their claims handling or record keeping needs.

Gulf Language School-assigned information, which may include organizational charts, department titles and staff charts, job titles, department budgets, university coding and recording systems, telephone directories, e-mail lists, university facility or location information and addresses, is considered by the university to be proprietary university information to be used for internal purposes only. The university maintains the right to communicate and distribute such university information as it deems necessary to conduct business operations.

If an employee becomes aware of a material breach in maintaining the confidentiality of his or her personal information, the employee should report the incident to a representative of the human resources department. The human resources department has the responsibility to investigate the incident and take corrective action. Please be aware that a standard of reasonableness will apply in these circumstances. Examples of the release of personal employee information that will not be considered a breach include the following:

- Release of partial employee birth dates, i.e., day and month is not considered confidential and will be shared with department heads who elect to recognize employees on such dates.
- Personal telephone numbers or e-mail addresses may be distributed to department head to facilitate university work schedules or business operations.
- Employee identifier information used in salary or budget planning, review processes and for timekeeping purposes will be shared with department heads.
- Employee's university anniversary or service recognition information will be distributed to appropriate department heads periodically.
- Employee and dependent information may be distributed in accordance with open enrollment processes for periodic benefit plan changes or periodic benefits statement updates.

The Gulf Language School releases or permits examination of confidential personnel records only as provided by federal and State laws, including as provided in the Human Resources Act.

5.5. Standards of Behavior

In the continuing effort to maintain an effective and safe work/study environment and to comply with relevant federal and state laws, GLS has adopted a variety of policies governing faculty, staff, and student behavior. These policies were established to ensure acceptable standards of behavior. A key strategic goal of GLS is to create and maintain a positive, supportive, and diverse work/study environment where faculty, staff, and students can excel. To fulfill this goal, GLS expects that faculty, staff, and administrators will display professionalism as applicable to teaching, research and institutional service.

Spirited argument among faculty on technical or policy issues conducted within the normal modes of discourse in their area of expertise shall not be construed as unprofessional behavior. All faculty and administrators are charged with fulfilling these responsibilities as defined in this Handbook

GLS endorses the AAUP *Statement on Professional Ethics* as stated below, which “sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.” The Statement, “originally adopted in 1966, was approved by the Association’s Committee on Professional Ethics, adopted by the Association’s Council in June 1987, and endorsed by the Seventy-Third Annual Meeting.”

- I. *Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.*
- II. *As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.*
- III. *As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.*
- IV. *As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.*
- V. *As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.*

5.6. Notification of Termination

The Board of Trustees delegates to the President or the President's designee the authority to reappoint or not to reappoint Gulf Language School faculty members. A faculty member whose appointment is not renewed will be given written notice from the Gulf Language School by June 1, prior to termination of the current appointment. Failure to reappoint may be without specific causes.

5.7. Causes for Termination, Dismissal and Suspension of Faculty

Causes for termination, dismissal and suspension of faculty may include, but are not limited to, the following:

- a. Committing a felony or other serious violation of law that is admitted or proved before a competent court, preventing the faculty member from satisfactory fulfillment of professional duties or responsibilities, or violation of a court order which relates to the faculty member's proper performance of professional responsibilities
- b. Moral turpitude
- c. Insubordination
- d. Professional incompetence or dishonesty
- e. Substantial or repeated failure to fulfill professional duties or responsibilities or substantial or repeated failure to adhere to Gulf Language School policies
- f. Personal behavior preventing the faculty member from satisfactory fulfillment of professional duties or responsibilities
- g. An act or acts which demonstrate unfitness to be a member of the faculty
- h. Falsification of academic credentials
- i. Two consecutive unsatisfactory performance evaluations
- j. Bona fide lack of need for one's services in Gulf Language School
- k. Bona fide necessity for financial retrenchment

The President shall have the authority to suspend any faculty member formally accused of a, b, c, d, e, f, g, h, or i (listed above). A faculty member should be suspended only if harm to the faculty or students is possible or disruption of proper conditions for teaching and learning are threatened by the faculty member's continuance. During the suspension period,

compensation for the suspended person should be continued. If during the suspension period the faculty member is convicted of or admits to the commission of a felony or a crime involving moral turpitude or other serious violation of law referenced above, the institution shall not continue compensation.

A faculty member whose position is terminated based on genuine financial retrenchment, bona fide discontinuance of a program, or a lack of need for one's services will be given two (2) weeks' written notice unless an emergency arises.

If an appointment is terminated because of financial retrenchment or because of discontinuance of a program, the released faculty member's position will not be filled by a replacement within a period of six (6) months, unless the released faculty member has been offered reappointment at the previous status.

5.8. Dismissal Proceedings of Faculty Member for Cause

Dismissal proceedings shall begin with a conference between the faculty member and the Director of the Gulf Language School. The conference may result in agreement that the dismissal proceedings should be discontinued or that the best interest of the faculty member and the institution would be served by the faculty member's resignation. If so, the faculty member shall submit a resignation in writing, effective on a mutually agreed upon date. If this conference does not result in agreement, the Director will submit a recommendation in writing with rationale to the faculty member and to the Vice President for Academic Affairs. Within ten (10) days, the Vice President for Academic Affairs should have a conference with the faculty member.

The conference with the Vice President for Academic Affairs may result in agreement that the dismissal proceedings should be dropped. On the other hand, the conference may result in agreement that the best interest of the faculty member and the institution would be served by the faculty member's resignation. If so, the faculty member shall submit a resignation in writing, effective on a mutually-agreed-upon date. If this conference does not result in agreement, the Vice President for Academic Affairs will submit his/her decision in writing with rationale to the faculty member and forward his/her decision to the President. If the President concurs with the recommendations for dismissal, the President shall send a written statement to the faculty member within ten (10) school days of his/her receipt of the Vice President for Academic Affairs' recommendation. Copies of this written statement should be sent to the Vice President for Academic Affairs and the department chair. When the President notifies a faculty member of the intention to recommend dismissal for cause, the faculty member must be informed in writing, in detail, of the specific charges against him or her and be informed of the procedural rights that will be accorded to him or her. Every reasonable effort must be made by the President to ensure that the communication of this action is received by such faculty members without delay. Such notification must be made by registered or certified mail with return receipt requested.

5.9. The Right of Appeal of Faculty

Gulf Language School shall institute an Appellate Committee on Dismissal of Faculty Members. The committee shall not exceed three faculty members elected by the faculty governing body of the Gulf Language School. One or more alternate members of the committee shall be elected to serve if a regular member is unable to serve. If any member of the committee is an interested party in a case which comes before the committee, said committee member shall not serve on that case.

The decision of the committee will be based on majority vote. The committee will elect its own chair, who will have the right to vote.

If a faculty member receives notice of pending dismissal, he or she may request and shall be accorded a hearing before the Appellate Committee on Dismissal of Faculty Members. Failure to make a request in writing to the Director within ten (10) days after receipt of notification shall constitute a waiver by such faculty member of his or her right to a hearing before the Appellate Committee on Dismissal of Faculty Members.

5.10. Appeal Procedures for Faculty

- a. After a faculty member has requested a hearing before the Appellate Committee on Dismissal of Faculty Members, service of notice of hearing with specific charges in writing will be made at least ten (10) days prior to the hearing. The faculty member may respond by waiving the hearing and filing a written brief or the matter may proceed to a hearing. If the faculty member waives a hearing, but denies the charge or asserts that the charges do not support a finding of adequate cause, the Appellate Committee on Dismissal of Faculty Members will evaluate all available evidence, including testimony and documentary evidence presented by Gulf Language School, and

make its recommendation based upon the evidence in the record.

- b. If the faculty member requests a hearing, the Appellate Committee on Dismissal of Faculty Members shall, with due diligence, and considering the interests of both the Gulf Language School and the faculty member affected, hold a hearing and report its findings and recommendations to the President of North American University and to the involved faculty member.
- c. The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence, and the administration of Gulf Language School will attempt to secure the cooperation of such witnesses and make available the necessary documents and other evidence within its control. No employee of the institution, regardless of position, should be excluded or excused from appearing before the committee, if available.
- d. The faculty member and the Gulf Language School committee will have the right to cross examine all witnesses present. Depositions are admissible whenever a witness cannot appear.
- e. The committee may conclude (a) that adequate cause for dismissal has been established by the evidence, or (b) that adequate cause for dismissal has not been established by the evidence. The committee may make any other recommendations it determines to be appropriate. The committee's findings and recommendations shall be made to the President. The committee shall send a copy of its findings and recommendations to the affected faculty member.
- f. Based on the committee findings and recommendations, the President shall decide within ten (10) days and notify the affected faculty member.

6. STUDENT RELATED POLICIES

6.1. Faculty/Student Relationships

Professional relationships between faculty members and students should be maintained as a key factor to promote educational mission of the Gulf Language School. It is the responsibility of the faculty to refrain from violating the dignity, trust and rights of those whom they serve. Relationships of an intimate nature compromise the integrity of a faculty-student relationship whenever the faculty member has a professional responsibility for the student. The Gulf Language School prohibits intimate relationships including sexual and romantic relationships between a faculty member and a student even if those relationships are consensual.

Faculty members must not engage in consensual romantic and sexual relationships with students, since the faculty member is in a position of professional authority with respect to the student. It is understood that a faculty member has the primary obligation to discourage such a relationship and to discontinue the relationship if it should develop. A faculty member who violates this prohibition will be subject to disciplinary action ranging from verbal warning to termination of employment.

The Vice President for Academic Affairs, or his or her designee, shall be responsible for the investigating complaints of violation of this policy. Confidentiality will be maintained in any investigation to the extent possible and practical.

6.2. Academic Honesty

Gulf Language School is dedicated to improving the teaching and learning process by ensuring that high ethical standards prevail in all academic matters. Academic dishonesty is a serious violation of the trust upon which an academic community depends. Intentional or unintentional use of phrase, source, idea, full or a part of an article without appropriately citing resources, falsification, fabrication of data, or other forms of deliberate misrepresentation are all considered academic dishonesty and are strictly prohibited. In addition, copying information without including one's own efforts and properly citing the original information is considered plagiarism. Similar acts that represent other's work as one's own is considered an academically dishonest act.

Other forms of academic dishonesty include but are not limited to cheating, providing unauthorized aid during an examination, misuse of library materials and not returning materials that other students need on time.

Such behaviors will not be tolerated and must be reported so that the necessary disciplinary action may be taken. Faculty members are responsible for initiating the disciplinary process, according to the guidelines, that deals with cases of alleged academic dishonesty. Ignorance of these standards will not be considered a valid excuse or defense.

6.3. Religious Observance

Students who miss exams on certain days because of their religious beliefs will be given an opportunity to make up the exam without penalty. The attendance policy, as stated in the Gulf Language School Student Handbook, applies to all students regardless of religious observance. Students must inform their instructors a minimum of one week prior to the religious observance day or days.

6.4. Medical Excuses

Students who miss midterm or final exams due to medical reasons will be given an opportunity to make up the exam without penalty. The attendance policy, as stated in Gulf Language School Student Handbook, applies to major test dates. Students must present documentation of medical treatment to their instructors to make up a mid-term or final exam.

6.5. Confidentiality of Student Files

Gulf Language School understands that most student records are confidential. Gulf Language School protects the privacy of paper and electronic records containing confidential student information as required by the federal Family Educational Rights and Privacy Act of 1974 (FERPA). A student record is personally identifiable information relating directly to a student that is retained in any way (e.g., handwritten, printed, emailed, in data or other electronic media, or on video/audio tape, DVD or film). Records retained are appropriate, necessary, and relevant for official purposes related to the student. Examples include:

- academic evaluations such as tests, scores, and transcripts
- general counseling/advising records
- disciplinary records

- financial aid records, including loan collection records

To disclose means to release, transfer, or otherwise communicate information from student records, to anyone, by any means, including by talking about it, in writing, or electronically.

Generally, student records can't be disclosed without the student's consent. Unless an exception applies, the disclosure of confidential information from a student's records requires the student's prior consent. The student's consent must be in writing; must be signed and dated; must specify the records/information to be disclosed; and must designate the recipients.

Exceptions to the prior consent requirement are:

1. Public/Directory Information may be disclosed to anyone without the student's prior consent, except when the student has directed that the information be kept confidential by giving written notice to the Registrar. Refer requests for directory information about students to the Registrar's Office. North American University designates the following as public information:
 - name, telephone numbers, and addresses (local, permanent, cellular, and/or e-mail addresses)
 - major field(s) of study; degrees and honors received
 - dates of attendance and enrollment status (# of units in which enrolled, undergrad/ graduate, full- or part-time)
 - most recent previous educational institution attended
 - participation in officially recognized activities such as Intercollegiate Athletics
 - perform a task or decide within his/her assigned and/or employment responsibilities;
 - perform a task specifically related to his/her participation in a student's education;
 - perform task specifically related to the discipline of a student; or
 - provide a service/benefit relating to a student or his/her family (e.g., health care, counseling or job placement)

A Campus Official is any person designated to perform an assigned function on behalf of the campus, such as

- a person employed by the campus in an administrative, supervisory, academic, research, support, or student position;
- a person serving on a University governing body;
- a person employed by or under contract/agreement with the campus to perform a special task [e.g., a programmer or volunteer]; or
- a student serving on an official committee [e.g., a disciplinary or grievance committee], or assisting another University official in performing his/her tasks.

Note: A student's direction to keep public information confidential does not affect a campus official's access

2. Health and Safety Emergency:
3. Student records may be disclosed without prior consent to appropriate parties because of an emergency if knowledge of the information is necessary to protect the health and safety of the student or others. Appropriate Parties are those whose knowledge of the information is necessary to provide immediate protection of the health and safety of the student or other individuals (may include parents or off-campus police). An Emergency is a situation that presents imminent danger to a student, other students, or members of the school community, or a situation that requires immediate access to information from education records to avert or respond to serious threats to health or safety.
4. Other Exceptions.
 - To comply with judicial order or subpoena. The campus must make a reasonable effort to notify the student before disclosure, unless the subpoena directs that student not be informed.
 - To authorized federal/state officials regarding auditing or evaluating federally supported education programs or enforcing laws regarding such programs.
 - Relating to financial aid which a student has applied for or received to determine (a) eligibility, (b) amount, (c) conditions imposed on aid, or (d) to enforce terms/conditions of aid, including collections.
 - To organizations conducting studies for developing, validating, or administering predictive tests, student aid

programs, and improving instruction (with privacy safeguards).

- To accrediting organizations to perform accrediting functions.

In general, parents need written consent from the student to access the student's records. If parents ask for confidential information from student records, tell them you may only provide the information with consent, and encourage them to have their student sign a consent form. FERPA gives parents rights to see their children's educational records until the student reaches age 18 or attends a postsecondary institution. FERPA exceptions permitting disclosures to a college student's parents when the student is a financial dependent, or when the student has been disciplined for alcohol/drug violations.

Generally, students have a right to access (inspect and review) their own records unless they waive this right. Requests must be in writing, and the department must provide access to (or copies of) covered records within 45 calendar days of receiving the request. Once a student has requested access, records may not be destroyed while the request is pending. University records are not the student's property – a student cannot remove, alter, or destroy student records that pertain to him/herself. If a record contains information about more than one student, information about other students must be redacted. Waiver of access. Students can waive their right to access letters of recommendation.

- Waivers must be in writing, dated and signed; they must be voluntary (e.g., can't be required as condition of admission); and must specify the records to which they apply.
- Students can revoke a waiver, but the revocation only affects subsequent records. Waivers are effective only while the record is used for the purpose for which originally provided. If a recommendation for admission is later used for a fellowship application, the student may have access.

Students can request correction of their records if they believe the records are misleading or inaccurate [grades or other evaluations of academic work cannot be reviewed under FERPA]. Informal and formal review processes are available. In general, students should first try to resolve the matter with the department maintaining the records. The student can request an administrative review through Dean of Student Affairs, and may request a hearing. If a request for correction is denied, the student can submit an explanation to be added to the record.

6.6. Grade Review Policy

Gulf Language School students have a right to appeal course grades they consider have been arbitrarily or capriciously assigned or assigned without regard for the criteria, requirements, and procedures of the course as stated in the syllabus or guidelines for assignments.

Though the faculty has the responsibility for assigning grades based on academic criteria, such grade designations can sometimes raise conflicts. Thus, while affirming the importance of maintaining standards of excellence and the integrity of the teaching/learning process, the university and its faculty also recognize that, on occasion, grades may be inappropriately assigned. Should such conflicts occur, students have a right to be fairly heard. When discrepancies occur concerning the grading process, the welfare and integrity of both faculty and students are equally important.

This document is in no way intended to compromise the work of the faculty. The faculty member (or members, in the case of a jointly taught course) bear the responsibility for specifying in writing at the beginning of each class section the formal requirements of the course and the weights that will be employed in determining the final course grade. The faculty member(s) shall apply relevant grading criteria uniformly to all members of the class. Grades received through the grade review procedure are final and may not be appealed.

6.6.1. Demonstrably Arbitrary and Unfair Evaluation of Student Work

Students have a right to expect fair and consistent issuance of course grades. The grading policy employed in each class, including the comparative weight of each component used to determine the final grade, is outlined in each course syllabus. It is the faculty's responsibility to comply with the grading policy outlined in that syllabus.

6.6.2. Communicating Grades to Students

Students should be made aware, via the course syllabus, of a clear criterion for grading in each course. All faculty members will need to set up a platform where the students can access their grades. We want to ensure that students have access to their grades throughout the session so that they can monitor their progress. Gulf Language School requires using Moodle for this purpose. Due to university security policy, grades may not be e-mailed to students. To

accommodate this requirement, all final grades for all Gulf Language School classes must be posted on CampusVue, accessed through North American University portal.

6.7. Assessments

Instructors must refer to the faculty calendar for dates related to diagnostics, midterms, and final exams. In addition, instructors must meet with other instructors who teach the same skills and levels to discuss the assessment procedures used throughout the session/semester and at the end of the session/semester.

7. FACULTY COMPENSATION AND BENEFITS

7.1. Compensation

The compensation program of Gulf Language School is administered by the Human Resources Office. Faculty members are paid per the fiscal year payroll schedule, which is available at the Human Resources Office. All new faculty members are given a current payroll schedule upon completion of payroll sign up. Any changes to the schedule are announced in advance to the faculty.

The salaries of faculty members are reviewed at the beginning of the fiscal year during budget preparation for the next fiscal year. Any salary adjustments are based on work performance, labor market conditions, legislative actions and budget constraints.

7.2. Leave Policies

Faculty members are required to submit a *Leave Request Form* to the Gulf Language School Director for approval. In case of an illness or an emergency when conditions do not permit a request in advance, the employee is required to notify the Gulf Language School Director as far in advance as possible. Any absence of a faculty member from the campus that involves any interference with his or her normal instructional, advising, or other duties requires a discussion between the faculty member and the Director about arrangements for said absence. In agreement with the Director, the faculty member requesting the leave has the responsibility for assuring that his or her classes are covered, that students are advised, and that other academic responsibilities are properly managed.

7.2.1. Sick Leave

Regular full-time faculty members are eligible for 40 hours (5 days) of sick leave per year. Sick leaves can be used for medical, dental, surgical, optical examinations or treatments, illness, injury or a health-related issues that make a faculty member unable to work. If requested, the faculty member is responsible for providing the Director with a doctor's report.

Sick leave will not be earned by faculty during leave of absence without pay, unpaid maternity leave, suspension, layoff, or removal from the payroll for any reason. Sick leave will not be paid for any illness or injury incurred while committing a crime, nor will it be paid on any illness or injury resulting from paid employment elsewhere.

Sick leave is accrued monthly and accumulates during the year. Up to 10 days of unused sick leave may be carried over from the prior year. Wages do not accrue for unused sick leave and are not payable to an employee upon termination of employment.

A faculty member who is absent more than accrued sick days due to an illness or injury will be placed on medical leave of absence. The length of this leave will be paid in accordance with the employee's combined accumulated sick leave, vacation leave (unused and prorated), and personal leave. When the accumulated leave time has been exhausted, the employee will be placed on unpaid medical leave under the Family and Medical Leave Act of 1993.

Absence due to the illness of an employee's immediate family may be counted as sick leave. Immediate family, for this policy, is defined as a spouse, a parent and a child or stepchild of the employee. Also included are foster children and legal wards, but no in-laws.

7.2.2. Personal Leave

Regular full-time employees are eligible for 24 hours (3 days) of personal leave per year. Director approval is required for all personal leave hours used. Medical and dental appointments, short term care of family members who are ill and require care that only the employee can provide, inclement weather and other short-term absences of a personal nature can be considered legitimate reasons for requesting personal leave. However, Personal leave is not a vacation leave; therefore, it is not intended to supplement vacation leave periods. Immediately before and after a holiday period, employees must be at work and cannot take personal leave unless it is approved by the Director. Events that could have been scheduled during nonworking hours will be deducted from vacation leave.

Unused personal leave days are not carried forward. For new hires, the time is prorated the first year.

7.2.3. Vacation Leave

Regular full-time faculty members are eligible for 15 business-day vacation leave per year. Vacations are generally given during the summer season when there are no scheduled classes.

Requests for vacation leave must be submitted to the Director by completing a *Leave Request Form*. The Director must approve any vacation requests. Due to various school workload requirements, the Director reserves the right to refuse to approve vacation leave at certain times during the year. However, Directors will make every effort to minimize these restrictions and will only reject vacation leave requests if it is determined to be in the best interest of Gulf Language School.

7.2.4. Holiday Leave

Gulf Language School observes certain holidays which are announced by the President of North American University. Typical holidays are Independence Day, Labor Day, Thanksgiving, Christmas Day, New Year's Day, Easter, Memorial Day, and additional days as designated by the President of the University. Only regular full-time faculty members are granted paid holiday leave.

Immediately before and after a holiday period, employees must be back at work and cannot use vacation days that fall immediately before and after a holiday day or period, said days are not covered by sick leave or vacation leave policy.

7.3. Health Insurance

Gulf Language School understands the value of benefits to employees and their families. The program supports employees by offering a comprehensive and competitive benefits program through North American University. For more information regarding benefit programs, please refer to The University Summary Plan Descriptions (SPD), distributed during insurance enrollment. Employees may also request it from the Human Resources Office. To the extent of the information provided here conflicts with the SPD or full plan document, the full plan document will control.

Gulf Language School Medical Insurance Plan through North American University which is administered by CIGNA provides you and your family with comprehensive benefits and access to a large network of physicians and hospitals in Texas. CIGNA offers you the greatest freedom of choice of any of your health care options.

North American University pays 80% of the health insurance premiums for all eligible employees. All regular full-time employees are eligible for medical insurance benefits. If you are a new employee, you will be eligible for health insurance on the first day of the month following your first day of employment.

(For example, if you begin employment on March 18, 2017, you will be eligible for health insurance benefit on April 1, 2017). If your employment begins on the first day of the month, you will be eligible the same day. Gulf Language School does not pay premiums for dependents. Eligible employees can have their dependents covered under the Gulf Language School group medical insurance plan at their own expense.

Employees cannot make changes to benefits during the fiscal year unless they have a qualifying family status change. These will include situations when:

- Eligible employees get married and would like to add their spouse to their policy.
- Eligible employees have a new child/adopted child and would like to add him/her to their policy.

An eligible employee who declines coverage at the time of the initial enrollment will not be able to enroll and receive the benefits until the next enrollment period which is 12 months after the initial enrollment period unless she has a qualifying family status change. This will include a situation when

- Eligible employees, who decline coverage because they carry insurance as a dependent through a spouse, gets divorced and would like to carry their own insurance.

Changes must be made within 30 days of the event with written documentation supporting the reason for the change.

In case of termination (except for gross misconduct) or change from full time to part time employment, employees may continue to have coverage through Consolidated Omnibus Budget Reconciliation Act (COBRA) at their own expense. Reasons for a dependent spouse to continue coverage under COBRA include the death of the employee, termination of employment, change from full time to part time employment, divorce, legal separation, or the employee becoming eligible for Medicare. If an eligible child becomes ineligible due to any of these same reasons or because of age requirements that child is also eligible to continue coverage through COBRA. 8.1.1 Health Insurance during Leave without Pay North American University does not pay the insurance premium of the employee during a leave without

pay. It is the responsibility of the employee to contact and consult with the Human Resources Office to plan for payment of insurance premiums while on leave. Failure to pay premiums on a timely basis results in cancellation of coverage.

7.3.1. Health Insurance during Leave without Pay

Gulf Language School does not pay the insurance premium of the employee during a leave without pay. It is the responsibility of the employee to contact and consult with the Human Resources Office to plan for payment of insurance premiums while on leave. Failure to pay premiums on a timely basis results in cancellation of coverage.

7.3.2. Optional Vision and Dental

Gulf Language School offers optional insurance for vision and dental to be paid by the employee. Employees shall contact the Human Resources Office for current information on optional benefits.

7.4. Group Term Life Insurance

Gulf Language School offers optional term life insurance to be paid by the employee. Term Life Insurance coverage can ease the financial burden brought upon by the death of a family's primary provider. Employees shall contact the Human Resources Office for current information on optional benefits.

7.5. Disability Coverage

North American University offers optional short-term disability coverage to be paid by employees. Short term disability coverage provides a source of income if the employee can't work because of a covered sickness or off-the-job injury. Employees shall contact the Human Resources Office for current information on optional benefits.

7.6. Reduced Tuition Plan

This plan provides benefits for staff members who wish to enroll in a graduate program at North American University. There is no length of service requirement for staff member educational assistance. This assistance is available only to full-time staff members.

7.7. Social Security and Medicare

The Federal Insurance Contributions Act (FICA) tax is comprised of the Social Security and Medicare taxes that are withheld by federal law. North American University and each faculty member contribute toward Social Security and Medicare taxes.

Social Security taxes fund retirement benefits, benefits for the dependents of retired workers, and benefits for the disabled and their dependents.

The funds received for Medicare are used to provide medical benefits for certain individuals when they reach age 65. Workers, retired workers, and the spouses of workers and retired workers are eligible to receive Medicare benefits upon reaching age 65.

8. GRIEVANCE

8.1. Grievance Policy

A grievance is defined as an unresolved issue concerning the implementation of University policy, procedure, or practice. The attempt to resolve a grievance should normally follow a two-stage process; an informal stage first and then, if necessary, a formal stage.

Step 1: Informal Resolution

In many cases, disputes over the implementation or interpretation of a policy can be resolved through communications within a department or unit. As such, the first step in the grievance process is to seek an informal resolution. The employee shall attempt to resolve the issue informally within ten (10) business days of the incident's occurrence. The employee may initiate this step in one of two ways:

- a) Speak with his or her supervisor: The employee should promptly bring the matter to the attention of the immediate supervisor, explaining the nature of the problem and the relief sought. The supervisor should provide a response within ten (10) business days.
- b) Speak with the Human Resources Office: If an employee cannot decide whether to initiate a grievance or is reluctant to discuss the matter with his or her supervisor, he or she may seek the advice of the Human Resources Office who may seek to resolve the issue. The Human Resources Office should provide a response to the employee within ten (10) business days.

Step 2: Formal Grievance

If the matter is not resolved at Step I, the employee may proceed to Step II by submitting a written grievance statement to his or her supervisor or the Human Resources Office no later than five (5) business days after the receipt of the response in Step I. This statement should outline the relevant facts that form the basis of the employee's grievance, indicating the University policy, procedure, or practice that has allegedly been violated, and stating the resolution sought. The statement should also identify the discussions and response in Step I.

The grievance statement is then forwarded to the President, who appoints a grievance committee no later than five (5) business days after receiving the request. The committee shall be composed of three to five employees. No one with a personal or professional interest in the outcome of the grievance is qualified to serve on the committee. The committee members shall select a chair among themselves.

The committee will meet with the grieving employee, the immediate supervisor, and any other person deemed by the committee to have relevant information about the subject of the reported grievance. All information received and evaluated by the committee is strictly confidential, except for circumstances in which another person or persons outside the committee has a legitimate interest.

The chairperson of the committee will notify the grieving employee in writing of the committee's final decision within twenty (20) business days after being appointed for the committee.

8.1.1. Appeal

Should the grieving employee find the committee's decision unsatisfactory, he or she has the right to appeal to the President. Within ten (10) business days, the President, or his or her designee will notify the outcome of the grievance. Such a decision will be final and bind all concerned persons and parties.

8.1.2. Confidential Reporting

It is the responsibility of North American University to conduct business within the University policies and procedures. Employees should report any misconduct as soon as possible without fear of retaliation.

The types of misconduct include, but are not limited to the following:

- Any activity that does not conform to professional and ethical conduct published in the University's official documents such as the employee handbook
- Financial crimes such as fraud, bribery, theft, etc.
- Criminal offenses which threaten the performance or well-being of any entity related to North American University or its business-related affiliates

Employee may report such incidents through a confidential reporting system, My Safe Campus. Reports may be submitted anonymously via the website www.mysafecampus.com or by calling at 1-800-716-9007. The confidential

report will be treated as a formal grievance request and be forwarded to the President, and the procedures explained in Step II will be followed.

Employees may take the grievance directly to a higher authority such as Board of Trustees of North American University, Commission on English Language Programs Accreditation (CEA) or Texas Higher Education Coordinating Board (THECB). The contact information for the Board of Trustees can be obtained from North American University website. THECB can be contacted through its website (<http://www.thecb.state.tx.us>). Contact information for CEA is:

Commission on English Language Program Accreditation
1001 North Fairfax Street, Suite 630
Alexandria, VA 22314 USA

9. FACULTY DEVELOPMENT AND EVALUATION

9.1. Faculty Development

The Gulf Language School supports high-quality teaching and learning at all levels. Therefore, Gulf Language School is committed to promoting a spirit of innovation, collaboration, and love of learning as well as enhancing a sense of collegiality among faculty. Faculty members are encouraged to participate in associations and clubs related to their discipline.

Gulf Language School encourages faculty members to participate in professional development activities. At the start of every academic year, all Gulf Language School faculty prepare a Professional Development Plan and submit it to the Director. Upon approval from the Director, faculty may proceed with their planned professional development activities.

9.1.1. Definitions

Faculty Development: Gulf Language School has established faculty development plans including both in-service and professional growth activities to enhance faculty expertise. Faculty provide documented evidence on an annual basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. Institutions are responsible for demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty.

In-Service Training: Special planned and systematic experiences sponsored by an institution and related to curriculum and instruction that affect much of the faculty in a collective fashion. In-service education has as its major goal the updating of teachers in (1) subject matter, (2) curriculum concepts, (3) new theories and techniques of instruction, and (4) new educational media.

Professional Growth: The process by which employees gain knowledge and skills which enhance their expertise. Professional growth may be accomplished through a combination of the following activities: membership and participation in educational associations, professional organizations, continuance of education, concurrent related business experience, educational research, and awareness of current practices and standards. Attendance at seminars, conventions, field visits, vendor shows, equipment exhibits etc. are excellent opportunities for instructors to gain enrichment. Professional writing by an instructor is also an example of professional growth.

9.1.2. Procedures

The faculty and the Director should jointly discuss faculty development goals, review available opportunities, and determine applicable benefits. Discussions about faculty development goals may occur at any time during the performance review cycle.

Faculty Development Plan

The faculty development plan includes in-service training and professional growth activities to enhance faculty expertise. The plan must be in writing and shall consist of a combination of in-service activities and professional growth activities. There is to be an annual faculty development plan on file for all faculty members, both full-time and part-time. Full-time faculty are required to complete six Continuing Professional Education (CPE) hours annually, and part-time Gulf Language School faculty are required to complete three CPE hours annually.

The evaluation of faculty development is based on the academic calendar. At the beginning of each academic year, department chairs review the faculty development activities completed previous year. Documentation is required to confirm that the faculty have completed the activities listed on his or her plan. After the review of those activities, faculty development plan for the upcoming year is discussed with the department chair.

In-Service Training and Development Opportunities

Gulf Language School provides in-service training and professional development opportunities during normal work hours. In general, such courses and programs are considered as actual hours of work. All employees shall attend these training programs to fulfill their professional development requirements.

CPE in-service training and development activities may include but are not limited to:

1. on-the-job training,

2. webinars sponsored by Gulf Language School,
3. attendance at
 - a. courses
 - b. seminars
 - c. lectures
 - d. meetings
 - e. workshops organized by Gulf Language School or North American University

Both full-time and part-time faculty are required to attend at least one of the activities each academic year.

Professional Growth Activities

Professional growth may be accomplished through a combination of the following activities:

1. Membership in educational associations and professional organizations,
2. Participation in
 - a. continuance of education
 - b. concurrent related business experience
 - c. educational research
3. Awareness of current practices and standards
4. Attendance at
 - a. seminars
 - b. conferences
 - c. conventions
 - d. field visits
 - e. vendor shows
 - f. equipment exhibits
5. Professional writing

9.2. Faculty Evaluation

Gulf Language School conducts regular evaluations both to ensure the faculty members provide the best quality of teaching and services to its student body and to help guide faculty in their professional development and ethical conduct of business. In addition, this review helps identify the areas where the faculty member needs to improve.

The performance of faculty members shall be evaluated annually in summer sessions by the Director, and the results of the evaluation placed in the personnel record of the faculty member. The faculty member shall be given a copy of the evaluation.

The Human Resources Office coordinates annual faculty evaluations. The faculty evaluation form consists of 4 components:

1. Teaching
2. Professional Development
3. Service to the Department and the Institute (including administrative duties, if any)
4. Ethical Professional Conduct

A Faculty Self-Evaluation is first sent to the faculty prior to the performance review. Upon completion, the Faculty Self-Evaluation is sent to the Director. The Director completes the faculty evaluation based on data collected that supports each field and personal judgment. The data is collected from:

1. Faculty Professional Development Plan: Faculty members are required to prepare and submit a Professional Development Plan and carry out that plan annually. The Faculty Professional Development Plan must be submitted at the beginning of each academic year.
2. Classroom Observations: The Gulf Language School Director schedules at least one formal classroom observation in the beginning of the fall semester for faculty evaluation purposes. Three skills are measured: instructional, organizational and classroom management. Based on feedback from classroom observations, the

Director and faculty member may make modifications to the Professional Development Plan during the school year. Additionally, a post-classroom observation conference will be conducted and faculty will be given the opportunity to respond in writing to their results and the conference.

3. Student Evaluations: Student evaluations for faculty are conducted at the end of each session. A post-student evaluation conference is conducted and faculty is given the opportunity to respond in writing to their results.
4. Student Attrition: Instructors matter to student learning and, in fact, they are the primary driver of student academic success. Student departures are due to a failure of the campus to create a sense of belonging for the student; therefore, the data collected on retention and attrition is used to evaluate faculty teaching skills.
5. Pass/Fail Percentages: Students are expected to attend all meetings of each class in which they are enrolled. They are expected to be ready to start work at the opening of class and to remain for the entire class session. Students who are regularly attending have an expectation of success. The instructor's delivery of the curriculum has a major role in the success of the students. The pass/fail percentages of students actively attending class will be used in the annual evaluation.

The evaluation form, then, should be presented to the faculty member for review with the Director. The form can also be used for creating professional development goals for the incoming sessions, if needed. Both the director and the faculty member should sign and date the agreed upon form. Upon completion, the signed review should be submitted to the Human Resources Office (HR) by the director for confidential record keeping. The employee can dispute the evaluation with the HR if he/she feels it is inaccurate.

The annual faculty review may constitute one basis for decisions regarding continued employment.

10. TEACHING LOAD AND COURSE ASSIGNMENTS

10.1. Teaching Load and Course Assignment

Gulf Language School assigns a maximum of 20 teaching hours per week for regular full-time and 18-20 hours per week for part-time faculty.

Faculty are assigned courses based on their experience with the subject matter, personal preference, and proven excellence in the subject. While the Gulf Language School management cannot always fulfill instructors' preferences, faculty is encouraged to discuss preferences with the Director. Faculty are also encouraged to seek out additional professional development opportunities in their preferred level.

10.1.1. Instructor Responsibility and Expectations

The primary goal of the Gulf Language School instructor is teaching; however, to make the program run effectively, many other tasks must be performed. All faculty have teaching, advising, and administrative responsibilities.

The full-time faculty have additional responsibilities including student orientation and placement, professional development, accreditation, and curriculum coordination.

A full-time load is considered 40 hours a week with an average 20 teaching hours per session. Part-time faculty teach one 4-hour a day course per 8-week session or one 9 hour a day for two days a week each 16-week semester.

1. Classroom Teaching and Preparation:
 - Prepare lessons and adapt and design teaching materials to fit the needs of the students
 - Develop and /or modify syllabus to follow given recommendations
 - Teach assigned number of hours according to assigned schedule
 - Plan and come prepared to class
 - Be on time and do not dismiss your classes early
2. Assessment and Advising:
 - Design and proctor exams
 - Grade assignments and exams for classes taught
 - Write advising reports for all students in classes taught
 - Provide student mid-term advising at mid-session to keep students informed about progress and grades.
 - Provide final session student progress report
 - Complete and turn in the *Course Assessment Form* every session after final grades are approved and entered in CampusVue
 - Complete and turn in the *Lack of Progress Form* after final grades are approved and entered in CampusVue
3. Administrative:
 - Attend faculty meetings
 - Scheduled office hours. Encourage students to visit during scheduled hours.
 - Attend Accreditation Meetings. Attend level meetings (PRAC, CRAC, and ARAC) related to review and meeting accreditation standards (as assigned)
 - Stay current on Gulf Language School and North American University policies and procedures
4. Professional Development:
 - Attend and take the initiative to attend professional development sessions as organized and offered, Webinars, and conferences (as described in the Professional Development section of this Instructor handbook)
 - Attend the August in-service at Gulf Language School
 - Be observed officially by the Director following specific guidelines -at least once a year
5. Optional Activities:
 - Evaluate and recommend textbooks (optional) - Provide in writing to justify the choice and how it matches the objectives set for the class. Every time you teach make sure you evaluate and provide advantages and disadvantages for the book used – before every fall session
 - Participate in organizing field trips and social events for the international students and staff (optional)

- Prepare specific lesson plans for all planned absences and a general lesson plan for use in case of any unplanned absence

6. Full Time Faculty – Additional Responsibilities:

Full time faculty have additional responsibilities. The responsibilities breakdown is as follows:

26 hours	Teaching and preparation (class preparation, grading, creating assessment, Moodle and CampusVue management)
10 hours	Administrative duties (staff meetings, accreditation, advising, office hours, research, program promotion and student retention)
4 hours	Service (field trips, orientation, committees, student group advising, professional development sessions preparation)
40 Total	Full-time hours

10.1.2. Office Hours

Full time faculty members are expected to maintain five (5) office hours per week, distributed over at least three days. Faculty members shall post their office hours, setting them at times of the day that will be convenient for students to visit. Adjunct faculty members are expected to maintain two (2) office hours per week distributed over at least three days.

10.1.3. Syllabus

Faculty members are expected to use the standardized Gulf Language School syllabus per the levels and courses they are teaching. Syllabi are included in the course-books for all levels. Faculty are responsible for ensuring the language in the syllabi is accurate and correct and modification to the syllabus are presented and approved by the Curriculum Review Advisory Committee recommendations.

10.2. Examinations

The Office of the Gulf Language School Registrar schedules all official midterm and final exams dates each session.

10.2.1. Exam Date, Time, and Location

The examination time will be determined from the start time of each session. All exams will be held in the regularly assigned room unless except for the Exit Exam which is conducted in the Gulf Language School computer laboratory or as otherwise indicated by the instructor. Mid-Term and Final examinations scheduled for one date and time may not be moved to another date without prior approval from the Director

10.2.2. Final Exam Disruptions

In the unlikely event that a final examination is disrupted by events such as by a fire alarm, electrical outage, tornado warning, or other unpredictable incident, instructors must make whatever immediate decision seems appropriate to insure the safety of students.

10.2.3. Make-up Exams

Gulf Language School requires that students be permitted to make up examinations missed because of illness, mandatory religious obligations, or other unavoidable circumstances or program activities. Therefore, instructors must offer reasonable options without penalty to students who have missed examinations for legitimate reasons.

It is the student's responsibility to contact the instructor as soon as possible about the reasons for a missed exam and, if the instructor so wishes, to provide appropriate documentation.

Make-up examinations should be scheduled at a reasonable time and location. The make-up examination, if different, should be equivalent to the original in form, content, difficulty, and time limits, and the standards for scoring and grading should be equivalent to those used for the original examination.

10.2.4. Scheduling Adjustments for Individual Students

Instructors may plan with individual students to take final examinations at times other than the regularly scheduled time if circumstances warrant.

10.2.5. Best Practices

Faculty members (including adjuncts) must be available to students during final examination week up to the time when the final examinations of their courses are given and, physically present in the examination room for the entire final

examination, except during the Exit Exam. In cases where the approved absence of a course instructor cannot be avoided, the director must approve designating another faculty member to administer the final examination. Nevertheless, faculty course instructors themselves must assign grades for the courses they teach.

10.2.6. Double Marking

All progress drafts, progress listening and reading tests, on-demand writing, and conversation and formal presentation will be double marked in the Intensive English Program (not used in the General English Program). Double marking is the process by which a piece of work is marked by two markers, neither marker is aware of the other's assessment decision in formulating their own mark.

Moderation, as defined by the University, is the process by which marks are checked against feedback to ensure that the mark awarded is appropriate (for the purpose of assuring the standard of the award).

10.3. Service

10.3.1. Standing Committees

Service activities include sponsorship of student organizations, membership on ad-hoc and standing committees, consultation to other areas of Gulf Language School, and participation in activities which advance the academic programs of Gulf Language School. Each faculty member is expected to attend faculty meetings regularly.

10.3.2. Professional Activities

Membership in selected professional organizations appropriate to a faculty member's assignment is highly encouraged. Involvement in professional organizations at local, state, regional, and national levels consists of attendance of meetings, holding offices, and serving on committees.

10.4. Administrative Assignments

These assignments are based upon the needs of the department and Gulf Language School. Such assignments will be developed cooperatively between the faculty member and the director.