PURPOSE

The purpose of this handbook is to aid in providing specific information concerning written ELI policies and procedures and to present these as briefly as possible. Matters not covered in the ELI Faculty/Staff Handbook, such as grievance and privacy issues, for example, typically fall under the auspices of the UA Faculty Handbook and/or UA Staff Handbook. When issues arise which are not covered by the ELI Faculty/Staff Handbook, ELI faculty are advised to consult the ELI Director or other appropriate personnel to ensure that the proper policies are followed.
# TABLE OF CONTENTS

## I. Faculty & Staff

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>5</td>
</tr>
<tr>
<td>Capstone International Center (CIC)</td>
<td>5</td>
</tr>
<tr>
<td>Instructors</td>
<td>6</td>
</tr>
<tr>
<td>Intensive English Program (IEP)</td>
<td>6</td>
</tr>
<tr>
<td>Academic Support Program (ASP)</td>
<td>7</td>
</tr>
<tr>
<td>International Teaching Assistant Program (ITAP)</td>
<td>7</td>
</tr>
<tr>
<td>Special Programs</td>
<td>7</td>
</tr>
</tbody>
</table>

## II. Overview of the English Language Institute

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>5-9</td>
</tr>
<tr>
<td>Capstone International Center (CIC)</td>
<td>5-9</td>
</tr>
<tr>
<td>Instructors</td>
<td>6</td>
</tr>
<tr>
<td>Intensive English Program (IEP)</td>
<td>6</td>
</tr>
<tr>
<td>Academic Support Program (ASP)</td>
<td>7</td>
</tr>
<tr>
<td>International Teaching Assistant Program (ITAP)</td>
<td>7</td>
</tr>
<tr>
<td>Special Programs</td>
<td>7</td>
</tr>
</tbody>
</table>

## III. Professional Memberships/Affiliations

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
</table>

## IV. Intensive English Program Policies & Procedures

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Testing</td>
<td>9</td>
</tr>
<tr>
<td>New Student Orientation / Registration</td>
<td>9</td>
</tr>
<tr>
<td>New Student Registration</td>
<td>10</td>
</tr>
<tr>
<td>New Student Assistance</td>
<td>10</td>
</tr>
<tr>
<td>Class Size</td>
<td>10</td>
</tr>
<tr>
<td>Collapsed Classes</td>
<td>10</td>
</tr>
<tr>
<td>Combined Classes</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Materials and Resources</td>
<td>10</td>
</tr>
<tr>
<td>First Day of Class</td>
<td>10</td>
</tr>
<tr>
<td>Office Hours</td>
<td>10</td>
</tr>
<tr>
<td>Cancellation of Classes</td>
<td>11</td>
</tr>
<tr>
<td>Welcome Activities</td>
<td>11</td>
</tr>
<tr>
<td>Student Activities</td>
<td>11</td>
</tr>
<tr>
<td>Homework</td>
<td>11</td>
</tr>
<tr>
<td>Tutoring</td>
<td>11</td>
</tr>
<tr>
<td>Excessive Student Absences</td>
<td>11</td>
</tr>
<tr>
<td>Midterm Feedback</td>
<td>11</td>
</tr>
<tr>
<td>Attendance Policies &amp; Reports</td>
<td>11</td>
</tr>
<tr>
<td>Missed Classwork</td>
<td>12</td>
</tr>
<tr>
<td>Grading</td>
<td>12</td>
</tr>
<tr>
<td>Changing Grades</td>
<td>12</td>
</tr>
<tr>
<td>Lack-of-Progress Reports</td>
<td>12</td>
</tr>
<tr>
<td>Narrative Reports</td>
<td>12</td>
</tr>
<tr>
<td>Student-Teacher Conferences</td>
<td>13</td>
</tr>
<tr>
<td>Certificate Ceremonies</td>
<td>13</td>
</tr>
<tr>
<td>Review and Modification of the IEP</td>
<td>13</td>
</tr>
<tr>
<td>Review and Modification of IEP Procedures</td>
<td>13</td>
</tr>
</tbody>
</table>

## V. Faculty/Staff Policies & Procedures

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointments</td>
<td>14</td>
</tr>
<tr>
<td>Faculty Vacation Sessions</td>
<td>14</td>
</tr>
<tr>
<td>Faculty Absences</td>
<td>14</td>
</tr>
<tr>
<td>Faculty Teaching Assignments</td>
<td>14</td>
</tr>
<tr>
<td>Faculty Course Releases</td>
<td>15</td>
</tr>
<tr>
<td>Class Observations of Faculty</td>
<td>15</td>
</tr>
<tr>
<td>Research Conducted Using ELI Students</td>
<td>15</td>
</tr>
</tbody>
</table>
- Regularly Scheduled Meetings 15
- Annual Performance Review 16
- Faculty Meetings & Workshops 16
- Faculty In-Service 16
- Faculty Administrative Duties 17
- Committee Service 17
- Participation in Student Activities 17
- Professional Development Funding 17
- Equipment, Facilities, & Security 18
- Mail, Email, & Telephone Procedures 18
- Supplies 18
- Photocopying/Printing 19
- Desk Copies of Textbooks 19
- Leaves of Absence 19
- Non-ELI Employment 19

VI. Organizational Chart and Job Descriptions 20-47
- Organizational Chart 20
- Director 21
- Associate Director 22
- Administrative Specialist (Office Manager) 23
- Student Services Coordinator 25
- Receptionist 26
- Part-Time Accounting Assistant 27
- Part-Time Accounting Clerk 28
- Contract Faculty 29
- Adjunct Faculty 30
- Academic Advisor/Admissions Coordinator 31
- ITAP/ASP Coordinator 33
- Special Programs Coordinator 35
- Skill Area Coordinator 36
- Testing Coordinator 37
- Study Center/CALL Coordinator 38
- Website Coordinator 39
- MA-TESOL Apprentice Mentor 40
- New/Adjunct Faculty Mentor 41
- Resources Coordinator 42
- UA Class Observation Coordinator 43
- Student Advisory Council Coordinator 44
- Student Activities Coordinator 45
- English + Business Coordinator 46
- Teacher-Training Program Coordinator 47
- Intercultural Experience Coordinator 48
- Social Media Coordinator 49

VII. APPENDIX 1: Procedures for IEP Development & Review 50-58
VIII. APPENDIX 2: Plan for Review/Modification of IEP Student Services 59-61
IX. APPENDIX 3: Plan for Review/Modification of IEP Curriculum & Student Achievement 62-66
# ENGLISH LANGUAGE INSTITUTE  
THE UNIVERSITY OF ALABAMA

## ADMINISTRATIVE STAFF

- **Interim Director**: Ms. Amy Taylor  
- **Student Services Coordinator**: Ms. Vicky Wyatt  
- **Academic Advisor/Admissions Coordinator**: Ms. Laura Hebert  
- **PT Accounting Assistant**: Ms. Amanda Burroughs  
- **Office Manager**: Ms. Jill Ander  

## FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree/Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Marci Daugherty</td>
<td>MA-TESOL, 2002, Monterey Inst of International Studies</td>
</tr>
<tr>
<td>Ms. Laura Hebert</td>
<td>MA-TEFL, 1983, American University in Cairo</td>
</tr>
<tr>
<td>Ms. Kendall King</td>
<td>MA in TESOL, 2008, University of Southern Mississippi</td>
</tr>
<tr>
<td>Ms. Demetria Li</td>
<td>MA in TESOL, 2008, Mississippi College</td>
</tr>
<tr>
<td>Mr. Kelly McPherson</td>
<td>MA-TESOL, 2007, The University of Alabama</td>
</tr>
<tr>
<td>Ms. Amy Taylor</td>
<td>MA-TESOL, 2007, The University of Texas at Austin</td>
</tr>
<tr>
<td>Mr. Marc Metzler</td>
<td>MA-TESOL, 2004, School for International Training</td>
</tr>
<tr>
<td>Mr. Drew Sanford</td>
<td>MA in TESL, 2005, University of Memphis</td>
</tr>
<tr>
<td>Ms. Amy Taylor</td>
<td>MA-TESL, 2007, The University of Texas at Austin</td>
</tr>
<tr>
<td>Mr. David Taylor</td>
<td>MA in TESOL, 2000, University of Southern Mississippi</td>
</tr>
<tr>
<td>Mr. Michael Townley</td>
<td>MA in TESOL, 2010, The University of Alabama</td>
</tr>
</tbody>
</table>
I. ENGLISH LANGUAGE INSTITUTE OVERVIEW

MISSION

The English Language Institute (ELI) was established by The University of Alabama in January of 1982 to offer English-language training and cultural orientation to nonnative speakers of English, including international students, professionals, faculty, and graduate teaching assistants. The stated mission of the English Language Institute is to provide top quality instruction in ESOL (English to Speakers of Other Languages) while providing students with orientation to US culture.

Through its array of programs, including the Intensive English Program, the International Teaching Assistant Program, the Academic Support Program, and various customized group programs, the ELI seeks to accomplish the following specific goals:

- To teach ESOL to students enrolled in ELI programs;
- To provide students with the cultural knowledge and awareness which they will need to function satisfactorily, both academically and socially, in the United States;
- To provide students who are studying English for academic purposes with both academic and practical skills and strategies that will help them to be successful in their undergraduate or graduate studies;
- To provide appropriate ESOL instruction for matriculated international students at UA who participate in the ELI's Academic Support Program;
- To ensure that international students who serve as graduate teaching assistants and provide undergraduate instruction at UA have adequate proficiency in English and sufficient knowledge of US culture to work effectively with undergraduate students;
- To inform students enrolled in ELI programs about options and opportunities for academic study at The University of Alabama and encourage them to consider applying for admission;
- To recruit international students for ELI and UA instructional programs and serve as a gateway for their entry onto the UA campus;
- To facilitate the academic, cultural, and social integration of international students into the UA community and thus provide opportunities and encouragement for cross-cultural encounters and global understanding;
- To serve as a resource for international education to the faculty, staff, and students of The University of Alabama; and,
- To encourage ELI students, as citizens of the world, to learn to respect and appreciate countries and cultures different from their own and therefore play a role in promoting peace and understanding in the world.

CAPSTONE INTERNATIONAL CENTER (CIC)

The English Language Institute is one of three units that comprise UA's Capstone International Center (CIC). The ELI Director reports to the UA Associate Provost for International Education & Global Affairs, who in turn reports to the UA Provost/Vice-President for Academic Affairs.

Along with the English Language Institute, the Capstone International Center is comprised of two other units: Education Abroad and International Services. The mission of the CIC is to initiate, promote, and support UA's international efforts both on campus and throughout the state and world. CIC is responsible for coordinating the University's international endeavors, facilitating the development of a campus-wide global perspective, and supporting students, faculty, and staff in global outreach, teaching, and research.
INSTRUCTORS

Instructors holding full-time annual faculty appointments at the ELI must have a Master’s degree in Teaching English as a Second Language, or the equivalent, as well as appropriate ESL or EFL teaching experience. Current ELI faculty members combined have over 200 years of experience in the field, including overseas in such countries as Afghanistan, Cambodia, China, Colombia, Czech Republic, Djibouti, Ecuador, Egypt, France, Japan, Kazakhstan, Korea, Kyrgyzstan, Mexico, Russia, Turkey, and Tunisia. Since the establishment of the ELI, ELI instructors and administrators have conducted teacher-training workshops and/or made presentations at international conferences in the United States as well as in a variety of countries, including Brazil, Chile, China, Colombia, Ecuador, Guatemala, Iraq, Kazakhstan, Korea, Peru, Russia, Switzerland, Turkey, Venezuela, and Vietnam.

INTENSIVE ENGLISH PROGRAM (IEP)

The ELI’s Intensive English Program, designed primarily for prospective academic students, offers 6 sessions per year: 4 eight-week sessions during fall and spring semesters, and 2 six-week sessions during the summer. Class periods during the summer sessions are expanded in order to maintain the same number of instructional hours as during the eight-week sessions. Half sessions are open to students at the beginning of each session.

Upon arrival, students are tested and placed into one of six five levels of proficiency:

- Level 1 (low beginning)
- Level 2 (high beginning)
- Level 3 (low intermediate)
- Level 4 (high intermediate)
- Level 5 (low advanced)
- Level 6 (high advanced)

Level 1 was temporarily suspended beginning SM120 due to low enrollment. Levels 2-3 are general in nature, while Levels 4-6 have an academic focus and are geared primarily to students who are preparing to enter undergraduate or graduate academic fields of study. When the English proficiency of new students is extremely limited and deemed too low for Level 1, basic classes or tutorials are offered on an as-needed basis.

Each level consists of three required core courses that account for 20 hours of class per week:

- Reading/Writing = 9 hours/week
- Speaking/Listening = 6 hours/week
- Structure = 5 hours/week

In addition to these required core courses, a limited number of elective courses and workshops for advanced students are offered each session. Elective courses are graded, and these grades are calculated into student grade point averages. Students who qualify may choose to take an elective course instead a core course, but elective courses do not typically substitute for core-course requirements toward earning an ELI Certificate of Proficiency or Completion. Faculty members are encouraged to submit ideas for new elective courses or workshops they would like to teach.

ELI students who register for Culturally Speaking meet with UA undergraduate students twice a week for informal conversation. Culturally Speaking provides ELI students with opportunities to meet UA students, practice their speaking and listening skills, learn more about life and culture in the US, and hopefully make new friends. The Culturally Speaking class is an optional elective course that is open to all ELI students in Levels 2-6 during the fall and spring sessions; it is not offered during summer sessions.

Seminars are free of charge to students enrolled in the IEP and are offered on several Fridays of each session. Faculty members, on a rotational basis, are assigned to prepare and teach a number of seminars each year as part of their teaching responsibilities at the ELI. The Associate Director coordinates with faculty members the seminars that are offered each session. Registration for Seminars is handled by the ELI Receptionist, who notifies the appropriate faculty member as to how many students have indicated they will attend. Regardless of how many students register in advance, the faculty member shows up to conduct the seminar at the appointed time. If no students have appeared by 10 minutes after the start time of the seminar, the seminar is canceled.

In addition to their course work, students in the IEP can also improve their English skills in the ELI Study Center, which provides not only computer software and audio/video materials for studying English, but also provides individual tutoring. Faculty members are encouraged to refer their students, especially those who might need extra help academically, to the Study Center to work either independently or with the tutors. Study Center tutors are available to meet with students by appointment or on a walk-in basis.

Also available for students is the Culture & Language Exchange Program (CLEP), which typically pairs ELI students with UA students who are studying the native languages of ELI students. Once paired together, the students meet as often as they like, spending half of their time speaking English and half speaking the ELI student’s native language.
Finally, as an adjunct to its program of study, the ELI offers its IEP students a variety of cultural and recreational student activities in which participation is optional. Some activities are free of charge, while others are not.

ACADEMIC SUPPORT PROGRAM (ASP)

Undergraduate Students
Fully admitted undergraduate students who are non-native speakers of English may be required to enroll in supplemental support classes at the ELI during their first semester at UA. There are two such semester-long support classes offered during each Fall and Spring semester—Undergraduate Academic Speaking (ELC 110) and Undergraduate Academic Writing (ELC 111). Both courses carry 3 hours of undergraduate academic credit at UA. Students who are required to enroll in one or both of these classes take them concurrently with an appropriate class load of other undergraduate courses. Students in the ELI’s Pathway to UA program also take these classes during their final semester.

Graduate Students
The ELI offers two eight-week courses for fully admitted graduate students at UA who are non-native speakers of English: Graduate Academic Speaking (ELI 528) and Graduate Academic Writing (ELI 529). These two non-credit courses, which are free of charge, are designed to assist graduate students who may need improvement in their writing and/or speaking skills in English. These courses are offered each Fall and Spring semester as long as there is sufficient enrollment.

INTERNATIONAL TEACHING ASSISTANT PROGRAM (ITAP)

One of the most important ways the English Language Institute serves the academic community at UA is through the International Teaching Assistant Program (ITAP). The purpose of the program, which has been offered annually since 1981 and semi-annually since 1985, is to train and screen prospective graduate teaching assistants whose native language is not English. All nonnative speakers of English who serve as graduate teaching assistants are required to complete the ITAP Course successfully and pass the ITAP Proficiency Exam before they are allowed to teach in the classroom. In some instances, students may either be allowed to teach while concurrently enrolled in ITAP or may be exempted from taking the course.

The ITAP Course is open to nonnative English speaking graduate students who hold graduate teaching assistantships and whose departments plan to give them classroom teaching assignments in the upcoming semester. The course is offered each fall and spring semester and focuses on three main content areas – oral skills, teaching methodology, and academic culture in the US.

The ITAP Proficiency Exam evaluates participants on both their general proficiency in spoken English as well as their ability to handle a classroom-teaching situation effectively. As a result of the exam, participants are given one of three final evaluations: FULL PASS, which allows the student to teach in any type of classroom setting; CONDITIONAL PASS, which allows the student to teach only in settings where most of the instruction occurs on a one-to-one basis, such as in a laboratory or tutorial situation; and finally, NO PASS, which signifies that the student is not yet ready to teach in any type of class setting where English is the medium of instruction.

SPECIAL PROGRAMS

In addition to its intensive program of instruction, the English Language Institute offers groups from international universities, companies, or other organizations the opportunity to participate in customized group programs designed especially at the group’s request. The aim of an ELI Special Program is to provide a highly specialized, intensive short-term program of study for a group of participants with mutual goals and interests.

Historical Overview of ELI Special Programs: The first special program held at UA was a 1983 summer language training and cultural orientation program for students from Chiba University in Japan. This four-week intensive program, which continues to be held annually in the spring, was the initial stage in what has become an established sister institutional relationship between Chiba University and The University of Alabama.
The ELI has developed two other special programs for Chiba University – the summer “e-writing” class was first offered in the summer of 2003 to offer follow-up instruction to the participants in the annual spring program, and the two-week “Southern Culture Tour” began in the fall of 2004.

In 1985 the ELI offered a special program of English language and academic orientation for a group of 12 Fulbright scholars representing universities from 7 Latin American countries including Colombia, Panama, Honduras, Venezuela, El Salvador, Costa Rica, and Mexico. These scholars completed their language training in August and went on to universities throughout the US to pursue their academic studies and research.

In 1989 a group of 25 Guatemalan students and teachers entered an 8-week special program at the ELI designed to prepare them for university work in their respective fields. At the conclusion of the term, approximately half of the students entered Auburn University to study aquaculture; the other half completed another 8-week session at the ELI and then enrolled in UA for one year of study in subjects such as engineering and computer science.

In 1993 the ELI was selected as one of the few sites in the US to offer training in English language and EFL teaching methodology to junior and senior high school English teachers from Japan. This program, which was sponsored by the Japanese Ministry of Education and facilitated by CIEE, was held each summer through 1997 for six weeks in the summer and typically involved 20-25 participants. Participants took classes that helped them to improve their own English proficiency as well as their ability as EFL teachers in Japan.

From 1994 – 1999, the ELI provided English language classes to employees of Mercedes-Benz. These employees joined the IEP throughout the year and typically enrolled for two weeks of study.

At the request of the Royal Thai Embassy in Washington, DC, for three consecutive summers beginning in 1995 the ELI conducted an intensive Academic and Language Orientation Program for Thai graduate students who were recipients of Royal Thai scholarships. The participants in this program studied for 6-8 weeks to improve their English proficiency and to become aware of the academic and cultural aspects of studying in the United States. Many of the students in this program remained at UA to pursue their graduate studies.

Since 1997, in conjunction with the Tuscaloosa Sister City Commission, the ELI has run a two-week summer special program for Narashino City High School students. Narashino, Japan is the sister city of Tuscaloosa, and this program has been supported by government officials of both cities.

In 2000 the ELI conducted two new special programs – one for Sakura High School in Japan, and the other for Hautes Etudes Commericales in Belgium.

In the spring of 2002 the ELI began offering an annual five-week special program for students from Kansai Gaidai University (KGU) in Japan. Although a number of KGU students had attended the ELI’s Intensive English Program annually in the fall since 1988, this was their first special program.

In the spring of 2003 the ELI was awarded a program for “Youth Ambassadors” by the US Embassy in Brazil. After spending one week in Washington, DC, twelve young people from a wide variety of cities in Brazil participated in a two-week program in English language and US culture.

In the fall of 2004 the ELI began offering the “Southern Culture Tour” for students from Chiba University in Japan. During this tour, which can last for 2-3 weeks, students attend lectures about aspects of American culture and visit locations that have been important in the development of the history and culture of the American south.

In the summer of 2007 the ELI conducted an “English & Academic Orientation” program for Ocean University of China (OUC). This three-week program, which was attended by 19 OUC students, helped to initiate a forthcoming official agreement for exchange and cooperation between OUC and UA.

In the summer of 2008 the ELI conducted a new special program for students from Al Ain University in the United Arab Emirates. Seven UAE students attended this four-week program in English & US Culture.

Also in the summer of 2008, the ELI conducted its first “English & Business Development Program.” This three-week semi-special program was designed for 11 students from FECAP, a business college in Sao Paulo, Brazil. The participants took IEP classes in the mornings and had business lectures and corporate visits in the afternoons. This initial program led to the ongoing “English + Development Program” offered through the IEP.

In 2009 the ELI welcomed six English teachers from Vietnam in a special 8-week Teacher Enhancement Program. These EFL teachers were each assigned an ELI faculty mentor who facilitated their observing classes and improving their English, while the College of Education offered a teaching methodology class.
In 2013 a special program was conducted for 30 high English teachers from Brazil who were sent to the ELI by the Institute of International Education (IIE) and funded by the Brazilian Ministry of Education (CAPES). These teachers participated in a 6-week program designed to help them improve their English language skills and their EFL teaching methodology. This program was conducted in cooperation with the UA College of Education.

In 2015 the ELI conducted another teacher-training program for 14 Colombian middle and high school teachers from the Department (state) of Cesar. This six-week program came to the ELI through Universidad del Norte in the city of Barranquilla, Colombia.

In 2016, the ELI hosted a special Fulbright Junior Faculty Development Program for 6 TESL/TEFL scholars from Egypt. The ELI received this ten-week program through the Institute of International Education (IIE).

From 2018-2021, the ELI hosted cohorts of the Friends of Fulbright Undergraduate Student Exchange Program for students from Argentina in their third or fourth year of undergraduate study.

Also in 2018 and 2019, the ELI conducted the Cultural Bridge Program for cohorts of students from the University of Engineering, Science, & Technology of China (UESTC) located in Chengdu, China. This program, which is intended for Chinese students who may choose to study in the United States in the future, provides the participants with an introduction and orientation to academic and cultural life in the US.

In 2019 the ELI began hosting nursing students from Ansan University in South Korea. These students typically take a full session of intensive English followed by another session of volunteer service at DCH Regional Medical Center.

Other special programs held in the past have been designed for groups from Nagoya Institute of Technology (Japan), Feng Chia University (Taiwan), Pusan National University (Korea), and CCBEU (Belem, Brazil).

III. PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

AMTESOL (Alabama-Mississippi TESOL)
CEA (Commission on English Language Program Accreditation)
ENGLISHUSA (American Association of Intensive English Programs)
IIE (Institute for International Education)
NAFSA: Association of International Educators (NAFSA)
TESOL (Teachers of English to Speakers of Other Languages)
UCIEP (University and College Intensive English Programs)

IV. IEP POLICIES & PROCEDURES

PLACEMENT TESTING: Faculty members assist with the ELI Placement Exam, the Replacement Exam, and any online testing at the beginning of each session. The Placement Exam is given to new students on Day 1 of each session; students who arrive late are tested on Day 2 or later as they arrive. The Replacement Exam is offered near the end of the first day of classes and is available to new students who believe they may have been misplaced.

NEW STUDENT ORIENTATION: Held over the first two days of each session, New Student Orientation provides new IEP students with an overview of the program of study, ELI policies, UA campus services and opportunities, and advice pertaining to academic and cultural adjustment in the United States. During New Student Orientation, students get their UA ACTION card and may choose to participate in an optional campus tour.

NEW STUDENT REGISTRATION: Faculty members assist with New Student Registration on the second day of each new IEP session.
NEW STUDENT ASSISTANCE: The ELI assists new IEP students with making arrangements for housing and meals on campus. Transportation to a local department store is also provided to new students so that they can purchase essential items that they might need in order to live on campus.

CLASS SIZE: Core classes typically contain a maximum of 18 students. If more than 18 students are enrolled in a particular class, that class is normally divided into two or more class sections; however, in some circumstances, core classes with more than 18 students may not be divided into different sections.

For elective classes and workshops, typically a minimum of 10 students must register and be available in order for the class or workshop to make. The maximum number of students allowed in elective classes and workshops varies.

COLLAPSED CLASSES: On rare occasions, the ELI may collapse two or more smaller sections of the same class into one larger section at midterm, with only one of the teachers remaining as the teacher of record, or lead teacher, following the collapse. This may happen when large numbers of half-session students leave the ELI at midterm. Whenever the ELI plans to collapse two or more sections of the same class at midterm, the affected teachers are typically notified at the start of the session and are responsible for implementing and adhering to the following procedures regarding collapsing classes:

1) On the first day of classes, teachers of the classes to be collapsed inform their students of the collapse that will take place at midterm and explain the procedures to be followed and that all class policies, grading procedures, homework assignments, and tests and quizzes will be exactly the same. Students should be reassured that the collapse will not adversely affect their learning or their grades.

2) If the classes to be collapsed are Speaking/Listening or Structure classes, the teachers involved will present the same lessons in the same order, give the same number of homework assignments, and arrange at least two combined-class activities before the scheduled collapse. Combined-class activities should be directed either by the lead teacher (i.e., the one who will continue with the class after the collapse) or by all involved teachers together. All tests and quizzes will be exactly the same and will be administered on the same days.

3) In the classes to be collapsed are Reading/Writing classes, the lead teacher will teach Writing to both classes, while the half-session teacher(s) will teach Reading. However, the writing assignments will be based on the readings in the same manner as usual. All teachers involved should stress that the work is integrated and that when the classes collapse, Reading and Writing will be taught in one class.

4) In all cases teachers must check with each other continually and constantly remind the students, in a positive manner, about how and when the collapse will take place.

5) The teacher of the non-continuing section(s) must provide all grades, attendance records, and other pertinent information to the teacher of the continuing section.

COMBINED CLASSES: Classes/levels may be combined when enrollment is low. If levels are combined, teachers are to maintain differentiated instruction for students at different levels.

TEACHING MATERIALS AND RESOURCES: Many classroom resources for teachers are located in the Faculty Workroom. Course files, if available, are located on the faculty share drive of the local ELI network. Each session, in coordination with the appropriate Skill Area Coordinator, faculty members are responsible for adding appropriate new materials to the share drive and course files.

FIRST DAY OF CLASS: Core classes begin as early as 8:00 am. Although students will generally not have their textbooks yet, faculty members are to utilize the first day of class to the fullest. Teachers must distribute and discuss course policy statements for each of their classes on this day. Sample course policy statements and templates are located on the faculty share drive.

OFFICE HOURS: ELI faculty members are required to establish a minimum of two office hours per week during each session in which they are teaching. To the extent possible, these office hours should be set at times when students are available. Teachers should inform their students of their office hours on the first day of class via the course policy statement. In addition to the published office hours, teachers should make themselves available to their students by appointment.
CANCELLATION OF CLASSES: As long as UA is open, it is ELI policy not to cancel classes. If a teacher is absent, the ELI makes every attempt to provide a substitute teacher. (See subsequent section on Absences in Section V of this handbook.) If UA cancels classes due to bad weather or an emergency of some kind, the ELI also cancels classes. In general, ELI classes are held as scheduled as long as UA is open.

WELCOME ACTIVITIES: A “welcome activity” is held soon after classes begin each session; faculty members are required to attend. Welcome activities provide opportunities for faculty to greet new students and for new and continuing students to meet each other in a relaxed social setting.

STUDENT ACTIVITIES: Various cultural, educational, and/or recreational activities are planned for ELI students each session. Faculty participation is encouraged and in some cases required. (See Section V of this Handbook.) Student activities serve as an adjunct to the classroom learning experience and aid in providing students with the cultural knowledge and awareness that they need to function satisfactorily in the US, both academically, culturally, and socially.

HOMEWORK: In general, teachers should try to assign homework that, on average, requires students to spend no more than approximately half of their class time doing it. In other words, a class that meets for 50 minutes per day might average 25 minutes of homework per night. The guiding principle regarding the quantity of homework assigned is that it should supplement the class work and help students to improve their English. The amount of homework should not be so demanding that students have little time to make and interact with friends outside of class, practice their language skills, and enjoy a reasonable amount of recreation and free time.

TUTORING: Individual tutoring is available to enrolled IEP students through the ELI Study Center. Teachers may refer students to this tutoring service by using a Student Referral Slip, or students may sign up or walk in for the service on their own. A list of guidelines for tutoring referrals can be found in the Study-Center section of the ELI Curriculum Handbook. While such optional tutoring is available to all ELI students, “Targeted Tutoring” may be required for students who show a lack of progress after one or more sessions. The Associate Director or the Academic Advisor notifies students at the start of each session when they are expected to participate in Targeted Tutoring.

EXCESSIVE STUDENT ABSENCES: Teachers must send email notification to the Associate Director and the Academic Advisor whenever a student has been absent for 3 consecutive class days or when there is concern about poor class attendance.

MIDTERM FEEDBACK: Teachers in all IEP classes are encouraged to have their students complete “Midterm Feedback Forms” at midterm of each session. These forms are to be completed in class and returned to the teacher during the same class period. The purposes of requesting formal midterm feedback from the students are: (a) to provide the teacher with information regarding student satisfaction with the class, (b) to provide the teacher with a mechanism which allows adjustments in how the class is being taught, and (c) to provide the students with an outlet for expressing their comments and suggestions regarding the class.

ATTENDANCE POLICIES & REPORTS: Teachers are required to record student absences daily via the designated Attendance Spreadsheet.

Teachers should adhere to the following policies regarding student absences:

- Unless otherwise directed by the ELI office, students who are not present in class, for whatever reason, must be marked absent. Teachers do not have leeway to excuse absences or not to record absences.

- On the other hand, unless otherwise directed by the ELI office, teachers do have leeway to allow students to make up or not make up missed class work, quizzes, tests, etc., when they are absent. Allowing students to make up missed assignments—other than final exams—is the teacher’s prerogative; recording absences is not.

- If a student is absent for what the teacher considers to be a legitimate reason, and the teacher believes that this information should be considered when decisions are made regarding attendance certificates, probation, etc., the ELI office should be notified via email. The information provided will be taken into account when final decisions regarding certificates, probation, etc., are made.
**MISSED CLASSWORK:** The ELI does not have an institute-wide policy regarding how teachers are to handle missed classwork due to absences. Individual teachers have leeway to allow students to make up or not make up missed classwork, quizzes, tests, etc., when absent. However, teachers should take great care to establish their policies at the beginning of the session and to apply them fairly and consistently. Classwork makeup policies should be stated in writing on course policy statements and reviewed with students from the outset.

**GRADING:** Faculty must be consistent, accurate, and fair when assigning grades to ELI students, and care should be taken to ensure that students perceive the grading process as consistent, accurate, and fair. Faculty must always protect student privacy and confidentiality in terms of grades assigned.

When assigning grades, teachers must (1) adhere to curriculum assessment guidelines as described in the ELI Curriculum Handbook and (2) use the designated method(s) of reporting grades, including submitting grades in Blackboard and Banner by the designated deadlines on the session calendar.

**CHANGING GRADES:** Changes to final ELI grades can be initiated by either the teacher who originally issued the grade or, in the case of a successful grade appeal, by the ELI office (typically the Associate Director).

In either case, the following procedures are to be used:

1. Teachers who wish to change a final grade that they have already entered in Banner must notify, by email, the Associate Director and explain, either orally or in writing, why they believe the grade should be changed. This notification should take place on the last day of the session or as soon as possible thereafter.

2. If the teacher’s request for a grade change is approved:
   a. The teacher changes the grade in Banner. (Go to the Faculty tab and under Faculty and Advisors, chose Submit a Grade Change.)
   b. The teacher then notifies the following individuals by email of the grade change that has been made:
      - the Director
      - the Associate Director
      - the Academic Advisor
      - the Office Manager
      - the student.

3. If a student’s grade appeal is successful and a grade is to be changed:
   a. The Associate Director ensures that the grade is changed in Banner.
   b. The Associate Director then notifies the following individuals of the grade change: the Director, the Academic Advisor, the Office Manager, and the student.

4. The Director approves the grade change in Banner (via the Workflow tab) and then notifies the following individuals that the grade change is finalized: the Associate Director, the Academic Advisor, the Office Manager, and the teacher.

**LACK-OF-PROGRESS:** Teachers must complete the “Lack-of-Progress” column for each of their students on the session attendance sheet. Teachers should enter a “P” for passing students and an “F” for a student that does not receive a passing final grade in a core IEP class. Teachers need to enter a comment to indicate probable reasons that the student was unsuccessful in the class and form the basis for any action the ELI may take regarding the student’s subsequent session at the ELI. These steps may include academic counseling, targeted tutoring, academic probation, or academic dismissal.

**NARRATIVE REPORTS:** At the end of each session teachers may be required to write a narrative report on the progress of sponsored students whom they teach in core classes. (Teachers will be notified by the ELI administration when narrative reports are required.) The narrative report should identify the student’s strengths and possible areas for improvement within the particular skill area taught as well as the student’s attitude toward learning, completion of assignments, etc. Sample narrative reports are available from the Academic Advisor. Narrative reports are only needed when officially requested by the ELI office.

**STUDENT-TEACHER CONFERENCES:** Individual student-teacher conferences held at midterm or at the end of a session are designed to give students and teachers the opportunity to discuss the student’s progress. Of course, teachers may want to meet individually with their students on a variety of occasions during the course of a session, and students should always feel free to request an individual appointment with their teachers.

Instructors are to schedule individual midterm conferences with students receiving grades of D or F as well as with other students as they wish or per student request. During these conferences, instructors will inform students of what
they should do to improve, advise them of their strengths and weaknesses, and give them an opportunity to express
their concerns and/or ask questions.

On the last day of each session, faculty members are to hold final conferences with their students. These conferences
provide an opportunity for students to meet individually with each of their teachers to discuss final grade and overall
progress during the session. Faculty members must be available to meet with their students on this day during the
designated times, and they should encourage their students to attend.

**CERTIFICATE CEREMONY:** The ELI Certificate Ceremony is held on the last day of each session; faculty
members are required to attend. During the ceremony, which typically takes place 4:30 – 6:00 pm, Certificates of
Attendance, Completion, and Proficiency are awarded to students who have earned them, and students are leaving the
ELI are recognized.

**REVIEW AND MODIFICATION OF THE IEP:** In keeping with the goal of striving for excellence in all of
its programs, the ELI follows a formal plan and process for the regular, systematic review of the Intensive English
Program. These “Procedures for IEP Review and Development,” along with separate review plans for IEP student
services, curriculum, and student achievement, can be found in the appendices of this handbook.

**REVIEW AND MODIFICATION OF IEP POLICIES & PROCEDURES:** Operational policies and
procedures for the IEP are developed and evaluated by faculty, staff, and administrators who work with the relevant
issues and/or are affected by the policies. The Director is ultimately responsible for overseeing the creation and
implementation of all IEP policies except those that are established by UA. There is no established process that must be
followed for the development, implementation, evaluation, and revision of IEP operational policies and procedures, but
the following process is typically used:

1. An issue for which the creation or revision of a policy arises in an official meeting (faculty, office,
   administrative, Student Advisory Council, etc.) or during casual everyday workplace communication.
2. The individual(s) or committee that believes a new policy is warranted or an old policy needs revision makes a
   recommendation to the Director, Office Manager, or other appropriate individual.
3. The above individual discusses the merits of the suggested policy with other colleagues.
4. If the suggestion is deemed worthy, someone is assigned to draft a policy statement.
5. The draft of the policy is disseminated to appropriate ELI faculty and staff members, usually with a request for
   their input by a certain date.
6. After receiving the requested input, the Director or a designee prepares a final written version of the policy,
   including when it takes effect, and disseminates it appropriately.
7. The policy is written into appropriate formal documents, such as the *ELI Student Handbook* or the *ELI
   Faculty/Staff Handbook.*
8. After the policy has been implemented, it is evaluated informally as it is put into practice.
V. FACULTY/STAFF POLICIES & PROCEDURES

APPOINTMENTS

Faculty: Faculty who are hired on full-time, 12-month appointments at the English Language Institute are referred to as contract faculty members. Faculty may also receive contracts for shorter periods of time, such as one semester. ELI faculty members have the same benefits and privileges as other faculty at UA. Adjunct faculty at the ELI have temporary teaching appointments, usually for one session at a time, and may receive limited benefits depending on the number of hours they are teaching. The master’s degree in TESOL or the equivalent is the minimum educational requirement for all ELI faculty members.

Contract faculty appointments at the ELI are based on 20 hours/week of teaching in 5 of the 6 IEP sessions offered throughout the academic year and/or the equivalent in special or other programs. Faculty members are also responsible for a variety of other duties. (See job description.)

Staff: ELI staff members, whether support clerical staff or professional staff, are hired, receive benefits, and follow employment procedures related to vacations, absences, etc., in accordance with UA policies for all staff. Qualifications vary according to the position. Current staff positions at the ELI include the following: Director, Office Manager, Student Services Coordinator, Receptionist, PT Accounting Assistant, and PT Office Assistant.

FACULTY VACATION SESSIONS: Because faculty members with annual appointments are scheduled to teach in 5 of the 6 IEP sessions each academic year, they each have a designated “vacation session.” During the spring each year, eligible faculty members are asked to state their vacation-session preferences for the next academic year. Faculty members are typically informed of their vacation session for the upcoming academic year during the summer.

Faculty vacation sessions begin on the first day and end on the last day of the designated vacation session. Faculty members must be on call and available for special assignments, such teaching in special programs, conducting ITAP testing, participating in workshops, etc., at all other times that UA and the ELI are open, including work days which fall between IEP sessions.

FACULTY ABSENCES: When faculty members have to be absent from their teaching duties, they must notify the appropriate individual as soon as possible – the Associate Director for IEP classes, the Special Programs Coordinator for special-program classes, and both the Associate Director and the ITAP/ASP Coordinator for ITAP and ASP classes. The Director or other ELI administrators should be notified if the designated coordinator is unavailable.

When a teacher is absent due to an emergency or illness and has no time to secure substitute teachers, the absent faculty member must inform the designated coordinator of the pending absence as soon as possible. Other faculty members are required to assume responsibility for the classes of the absent instructor; such substitutions will be arranged by the designated coordinator. The absent instructor must provide lesson plans for the substitute teachers unless he or she is incapable of doing so due to illness or other emergency.

Absences for work-related or personal matters that are known and scheduled in advance (e.g., a professional conference, a CEA site review, student-recruitment travel, jury duty, a doctor’s appointment, a family matter, etc.) must be approved in advance and in writing (email) by the Director and the designated coordinator. In addition to receiving written approval in such cases, faculty members must make appropriate arrangements to obtain approved substitute teachers for the classes that they will miss. In all cases, faculty members must seek approval from the ELI Director and either the Associate Director or Special Programs Coordinator, by email in advance, of their plans to miss class.

When faculty members miss classes due to an officially approved ELI assignment, such as student-recruitment trip or a CEA site visit, compensation to substitute teachers is provided by the ELI. When the absence is related to professional development, faculty members may use their professional development fund to compensate the substituting teacher.

FACULTY TEACHING ASSIGNMENTS: Near the end of each IEP session, faculty members are prompted by the Associate Director to state their teaching preferences for the coming session. When teaching assignments are made for the next session, faculty preferences are considered along with the ELI’s overall teaching needs.

A faculty member’s teaching load can consist of IEP classes (core and/or elective), ITAP classes, ASP classes, special-program classes, and tutoring in the ELI Study Center. The majority of all ELI classes are held Monday - Friday (except Friday afternoons) between the hours of 8:00 and 4:50, although the ELI occasionally offers evening classes, which can
also be assigned as part of a faculty member’s teaching load. Faculty members should not schedule conflicting activities—such as UA classes they are interested in taking—during ELI class times or when other required meetings or activities are scheduled.

The normal teaching load for full-time faculty members is 20 class hours/week during the fall and spring sessions and 15 hours/week during the summer sessions. Teaching loads in the summer are lower due to the fact that summer class periods are longer. When enrollment in summer sessions dictates, faculty may be required to teach overloads of up to 5 hours per week for additional compensation.

Teaching loads in all sessions may consist of 3-4 class preparations. In rare cases where the teaching load consists of more than 4 class preparations, the instructor may be eligible for additional compensation.

In addition to teaching classes, faculty members with annual appointments are responsible for conducting seminars in the IEP and/or other seminars for special programs throughout the year on a rotational basis.

FACULTY COURSE RELEASES: Faculty members who are interested in working on a special project or conducting research for purposes of improving the ELI and/or their own professional development may request course-release time for any given session. Such requests will be considered in light of their value to the ELI as well as the ELI’s ability to meet its teaching needs for the given session. In addition, the ELI may assign special projects or administrative duties to faculty members with comparable release time from teaching.

In all cases involving release time from teaching, at the end of the session, faculty members are asked to provide the Director and/or the appropriate coordinator with a written report (email) addressing the work accomplished. Faculty members with course-release time may also be asked to share, at faculty meetings, a summary of the work that they accomplished.

CLASS OBSERVATIONS OF FACULTY: The Director observes all new faculty members at least once, preferably during their first semester of teaching at the ELI. The Associate Director observes all core faculty members at least once each year. The appropriate administrator (Associate Director or Special Programs Coordinator) may also choose to observe classes from time to time. Faculty members will normally be notified at least one day in advance of a classroom observation. Peer observations by fellow faculty members are encouraged when scheduling allows. Systematic observations by MA-TESOL apprentices may take place in any session and are normally scheduled by the Associate Director. Should a visiting dignitary, student sponsor, or prospective student wish to observe or visit classes, faculty members are expected to allow such observations without prior notification. Requests for class observations by other individuals must be approved by the Director or appropriate administrator and will then be forwarded to individual faculty members for approval. All class observations/visits conducted by non-ELI personnel must be approved by the ELI Director, Associate Director, Special Programs Coordinator, or Academic Advisor.

RESEARCH CONDUCTED USING ELI STUDENTS OR DATA: All requests to conduct research using ELI students, classes, data, etc., must be approved in writing by the ELI Director. Faculty/staff who receive and/or want to make such requests should forward them to the Director for approval.

REGULARLY SCHEDULED MEETINGS: To ensure the effective operation of the ELI, the regularly scheduled meetings listed below are held throughout the academic year. Attendance to and participation in the pertinent meetings listed below is required of ELI faculty and/or staff.

- Weekly meetings of the administrative team, including the administrative team (Director, Associate Director, Academic Advisor, Special Programs Coordinator)
- Weekly office meetings, including the administrative team and all office/professional staff
- Periodic faculty meetings (typically 2 per IEP session), including the Director and faculty administrators
- Semi-annual faculty in-service meetings (fall and spring), including the Director and faculty administrators
- Annual office planning meeting (summer), including the administrative team and all office staff
- Annual administrative planning meeting (summer), including the administrative team
• Periodic meetings (as needed) between the Director and the UA Associate Provost for International Education & Global Outreach (ELI reporting channel at UA)

• Periodic (bi-weekly) administrative meetings for the directors, and sometimes the Associate Directors, of the three units that make up the Capstone International Center (CIC), including the ELI Director

ANNUAL PERFORMANCE REVIEW

Faculty: Faculty members are evaluated annually according to the job responsibilities laid out in their job descriptions as found in the ELI Faculty/Staff Handbook. The review period begins with the Summer 1 IEP session and ends with the Spring 2 session during the following calendar year.

In cases where faculty members have been given release time from teaching to perform other duties, evaluations will be based on the appropriate weighting of each job description.

By May 15 of each year, each contract faculty member electronically submits to the ELI Director an Annual Performance Review (APR) Portfolio containing the following:

• A written activities report which addresses each item listed in his/her job description(s) for the review period
  In addition to a narrative summary, the activities report should include a list of pertinent activities with corresponding dates in which the faculty member participated during the review period.

• Instructor evaluation results from four of the six sessions during the review period (if applicable)
  The evaluation results provided should account for your complete teaching load for the sessions that you submit, including teaching in the IEP, ASP, ITAP, and special programs. Instructor evaluation results for courses taught during a vacation session should not be included.

• A written description/summary of accomplishments from the past year as well as goals/activities planned for the coming year
  Include relevant comments as appropriate.

• An updated curriculum vitae (as a separate document)

Adjunct faculty members are also evaluated on an annual basis but are not asked to submit an APR Portfolio as are contract faculty members. Instead, adjunct faculty are evaluated on the basis of class observations conducted by the ELI administration and on the results of their course/teacher evaluations completed by students.

During the summer faculty members will have the opportunity to meet individually with the Director to discuss their annual performance. This opportunity shall occur before the written annual performance evaluation is finalized. If and when salary increases take place for the coming academic year, faculty members who wish to discuss their new salary may request an appointment with the Director (via email) after new salaries are formally announced.

By October 1 of each year, the director will provide each contract faculty member with a written summary of his/her annual performance review. Faculty members, if they wish, can respond to this written evaluation in a private meeting with the director, in writing, or both.

Staff: ELI clerical and professional staff members are evaluated annually according to UA guidelines and policies set forth by the UA Department of Human Resources. The evaluation period each year is May 1 – April 30, and performance reviews take place during the summer.

FACULTY MEETINGS & WORKSHOPS: Faculty meetings are held for the purpose of conducting pertinent ELI business, maintaining open and frequent communication, and discussing current issues and future plans. There are typically two faculty meetings held each IEP session; faculty attendance is required. Faculty workshops, training sessions, or discussion groups are held occasionally and are intended to provide opportunities for professional development as well as for the sharing of classroom teaching ideas. Faculty members with items of concern or topics for discussion should notify the Director and/or the appropriate coordinator. In addition, suggestions of possible topics and/or speakers for faculty workshops or professional development activities are welcomed and encouraged.

FACULTY IN-SERVICE: Faculty in-service meetings are typically held twice each year in the fall (between the Fall 1 & Fall 2 sessions) and in the spring (between the Spring 2 & Summer 1 sessions). The Director notifies faculty of the In-Service meeting dates as far in advance as possible, but no later than the start of the Fall 1 session (for fall) and before the start of the Spring 2 session (for spring). Attendance and participation is required of all faculty members with
annual appointments. In-service meetings provide the ELI faculty and administration with the opportunity to consider various issues in depth, including the ELI’s various programs as well as IEP curriculum and student achievement issues as well. In addition, the in-service agenda can include professional-development workshops and other pertinent ELI business. Suggestions for in-service agenda items can be submitted to the Director.

**FACULTY ADMINISTRATIVE DUTIES:** Faculty members are responsible for carrying out various administrative duties associated with teaching at the ELI. These duties include:

- Submitting grades, forms, reports, etc., by the deadlines noted on the session calendar
- Establishing and informing their students of their office hours as well as how students may contact or meet with them outside of established office hours
- Referring students who are experiencing unusual absences or serious health and/or personal problems to the ELI office
- Attending faculty meetings, the welcome activity, the certificate ceremony, and one other student activity each IEP session
- Attending and fully participating in the two scheduled faculty in-service meetings annually
- Assisting with the IEP Placement Exam and Replacement Exam as scheduled requested the ELI Testing Coordinator
- Assisting with ELI new-student registration each session as scheduled by the ELI office
- Assisting with ITAP testing as requested by the ITAP Coordinator
- Conducting two to three seminars annually

Each faculty member holding an annual appointment at the ELI may be given responsibility for assuming a faculty administrative/coordinator position, such as Skill Area Coordinator, Study Center Coordinator, Resources Coordinator, New Faculty Mentor, Student Advisory Council Coordinator, etc. The workload demanded by some of these positions may necessitate release time from teaching or additional compensation. In such cases, faculty members assuming these particular positions receive release time from teaching or extra pay, depending upon the needs of the ELI.

Faculty members serve in a given administrative/coordinator position via appointment by the Director, with such appointments typically lasting one or two years. Decisions regarding who will serve in these various roles are typically made during the summer and take effect with the Fall 1 session. Faculty members in these positions may be asked at various times to provide a report (oral and/or written) describing the work accomplished.

**COMMITTEE SERVICE:** Faculty and staff members are expected to serve as needed/requested on ELI and UA committees and on special task forces. Standing committees at the ELI may include the Curriculum Committee, Marketing Committee, and Student Activities Committee.

**PARTICIPATION IN STUDENT ACTIVITIES**

**Faculty:** In addition to attending the designated welcome activity and certificate ceremony each session, full-time faculty members are required to participate in one other scheduled student activity for students during each IEP session in which they work. Faculty participation in additional activities and in activities which demand more time, such as weekend trips, is welcomed and is recognized when merit raises are considered. Faculty members are also invited and encouraged to plan and/or lead student activities. These activities can be local (such as going to a movie, bowling, shopping, etc.), or out of town (such as trips to Atlanta, New Orleans, Nashville, NASA Space Center in Huntsville, the beach, etc.). All student activities are coordinated through the ELI Student Services Coordinator, the ELI Student Activities Coordinator, and/or the ELI office.

**Staff:** ELI staff members are not required to participate in scheduled student activities, but they are welcome and encouraged to do so.

**PROFESSIONAL DEVELOPMENT FUNDING**

**Faculty:** Except in times of financial hardship, contract faculty members each have access to $750 per academic to use for professional development. Faculty members with semester-long appointments have access to $300 per semester.
Appropriate uses of these funds include attending approved professional conferences or workshops, taking relevant courses, purchasing professional materials and resources, and paying substitutes when the faculty member must be absent from class for reasons associated with professional development. The purchase of professional books or journals with these funds is limited to $125 per year.

The overriding principle used in deciding whether or not expenditures qualify for professional development funding is that they must benefit not only the faculty member but also the ELI and its students. Because no list can encompass the variety of opportunities for an individual to grow professionally, there may be other instances for which funding would be appropriate. In these cases, the individual must receive written approval from the Director before funds can be used.

A maximum of one year’s unused balance (up to $750) will be carried forward to the following academic year for the faculty member’s professional development use. Funds cannot be loaned or borrowed from one faculty member to another. Any unused, remaining balance greater than $1500 at the end of an academic year will be returned to the ELI’s general fund.

In addition to the $750 professional development fund, faculty members with annual appointments may receive additional funding (up to $1000 per year) when selected to make presentations at approved professional conferences. Faculty members may request “presentation funding” to cover expenses to a professional conference at which they are presenting or co-presenting. (If the faculty member is presenting as part of a team or panel of three or more persons, presentation funding is available up to a maximum of $500.) Although presentation funding is usually available, it is not guaranteed and is always contingent upon the availability of funds in a given year. Faculty wishing to request such funding should notify the Director in writing as early as possible before the funding is needed.

If, during times of financial hardship, it becomes necessary to limit professional development funding for ELI faculty, priority for funding will go to faculty who are presenting at professional conferences and/or who hold offices or administrative positions in professional organizations.

When possible, the ELI may choose to cover the cost of registration and/or group transportation to the annual AMTESOL and SETESOL conventions, thus allowing faculty members to save their individual funds for other uses.

Staff: Unlike faculty members, staff members do not have a set amount of annual professional development funding. Rather, staff members provide written requests to the Director to request funding for specific events, conferences, or workshops that they believe would be professionally beneficial. Under normal circumstances, the ELI is able to provide some degree of funding for these professional-development activities.

EQUIPMENT, FACILITIES, & SECURITY: Faculty members are encouraged to use technology in their classrooms in order to enhance the effectiveness of instruction. Since equipment can be expensive, it is important that it be well secured and cared for. All questions and concerns regarding AV equipment needs and use should be directed toward the ELI Resources Coordinator or the ELI office.

Faculty members are responsible for making sure that classroom windows are secured, lights are turned off, and doors are securely closed if they are the last teacher scheduled in a particular classroom each day.

Keys to ELI facilities are issued to each contract faculty and staff member. The ELI office is locked at the end of each day by the ELI staff, but faculty and staff members who enter the facilities during the evenings or weekends should make certain that doors are locked when they leave. At the end of employment at the ELI, all keys and equipment must be returned to the ELI office.

MAIL, EMAIL, & TELEPHONE PROCEDURES: Each faculty and staff member has a mailbox in the ELI office. Mail is delivered and distributed to the ELI office mailboxes daily by the office staff. Because most internal correspondence takes place by email, faculty members are responsible for checking their email messages as frequently as possible, but at least twice per day—upon arrival in the morning and departure in the afternoon. In addition, paper copies of memos, newsletters, and announcements may be routed to faculty via their ELI office mailbox from time to time. Faculty members, therefore, are responsible for checking their mailboxes as often as possible, but at least daily.

Faculty members will be notified via email from the ELI office of missed incoming telephone calls.

SUPPLIES: Everyday supplies are limited and can be costly, and ELI faculty and staff members should use supplies with this in mind. Contract faculty members are normally allotted $30 per year for any personal supplies and materials they may need and are not provided by the ELI office.
PHOTOCOPYING/PRINTING: The ELI has access to two photocopiers (ELI office and Faculty Workroom) that also serve as printers, scanners, and fax machines. Both machines are available for use by faculty and staff for work-related purposes, and both require that users enter a personal access code, which is provided by the ELI office.

Faculty members are asked to make photocopies conservatively, use both sides of each sheet of paper when possible, and keep in mind the limitations on both the ELI’s and the earth’s resources. The recycling of paper is strongly encouraged, and special paper bins for recycling are located near each photocopier.

Whenever ELI faculty are making photocopies for classroom use, they should be aware of and adhere to the US government’s “Fair Use Act,” which is posted near each photocopier machine.

Personal photocopying is allowed within reason and costs 5¢ per page/side. (A double-sided copy costs 10¢.) ELI employees who use ELI photocopiers for personal printing and/or photocopying must pay the amount due to Jill Ander in the ELI office.

DESK COPIES OF TEXTS: The ELI strives to provide each full-time faculty member with a desk copy of each text used in core IEP classes. However, there may instances when a complete set of desk copies is not available for every faculty member; in such cases, faculty members are at least provided with desk copies of the textbooks for the classes that they are teaching in a given IEP session. See the Associate Director for IEP desk copies and the Special Programs Coordinator for desk copies of texts used in special programs. Faculty who wish to bind their personally created materials as a resource may contact the Ferguson Copy Center.

LEAVES OF ABSENCE: Core faculty members interested in pursuing professional development opportunities that would necessitate their leaving the ELI for an extended period of time may request to take an official Leave of Absence. Leaves of Absence from the ELI are unpaid and, when granted, may last a maximum of one year.

Requests for Leaves of Absence should be made to the Director as far in advance as possible in order to provide sufficient time to find a suitable replacement should the Leave be granted. Reasons for requesting a Leave of Absence might include the opportunity to teach overseas, conduct research, or work on a textbook.

In order to grant a Leave of Absence to a faculty member, the ELI must consider whether the activity that the faculty member will undertake is of significant value in terms of professional development and whether the activity will be of benefit to the ELI when the faculty member returns. Leaves of Absence will only be granted in cases in which (1) it is logistically feasible for the ELI to find an adequate replacement for the faculty member, and (2) the ELI deems the Leave of Absence to be in its best interest.

NON-ELI EMPLOYMENT: ELI faculty members may not engage in non-ELI employment for remuneration without written permission (email) from the Director.

Private Tutoring & Consulting: ELI instructors may not accept remuneration for privately tutoring a student enrolled in an ELI program. Other private tutoring or consulting, including the tutoring of a current student’s relative, may be allowed, but only with written permission from the ELI Director. Approved private tutoring or consulting must be conducted in such a way that (1) there is no conflict of interest, actual or perceptual, for the ELI faculty member, and (2) it is clear to the recipients of the tutoring or consulting that the ELI is not involved.

Other Employment: ELI instructors may not, without written approval from the Director, accept employment or remuneration from a non-ELI entity that may present a conflict of interest with their duties as an ELI faculty member and UA employee. Examples of such non-ELI employment that may present a conflict of interest include: (1) serving as a rater for a standardized test (such as iBT, TOEIC, or IELTS) if restrictions are placed on functions that may be required of an ELI faculty member, such as teaching a TOEFL Preparation class or administering a TOEFL exam; (2) teaching a class for a non-UA entity which may present a conflict of interest or schedule; and, (3) teaching a UA class which may present a conflict of schedule.

In all cases of potential non-ELI employment, written approval from the ELI Director (email) must be obtained.
VI. ORGANIZATIONAL CHART
and
JOB DESCRIPTIONS
1. Direct and oversee the various academic programs and day-to-day departmental activities of the English Language Institute, including the Intensive English Program, the International Teaching Assistant Program, the Academic Support Programs, and various special programs.

2. Promote, direct, and oversee the development of new ELI programs.

3. Manage, direct, and oversee the various administrative matters which relate to the overall operation and development of the English Language Institute, including personnel, students, budget, student recruitment, curriculum, institutional planning, and accreditation.

4. Serve as a resource for The University of Alabama on international matters, including assisting with the recruitment of international students, serving on appropriate university committees, and advising other units of matters related to English as a second language, international education, and international students.

5. Work with graduate TESOL programs at UA in the College of Arts & Sciences and the College of Education to coordinate and develop various areas of cooperation between these programs and the ELI.

6. Coordinate ELI operations and activities with the Associate Provost for International Programs & Global Affairs and with other directors in the Capstone International Center.

7. Work with various UA colleges, departments, and offices to maintain, develop and promote international programs and to provide for international students at UA.

8. Represent the ELI at appropriate UA meetings and functions.

9. Represent the ELI in professional organizations such as UCIEP, EnglishUSA, TESOL, and NAFSA. Maintain the ELI’s good standing in professional organizations that accredit and/or recognize standards of high quality in professional activities, such as CEA, UCIEP, and EnglishUSA.

10. Support the policies and objectives of The University of Alabama.
ASSOCIATE DIRECTOR

English Language Institute, The University of Alabama
(Duties assumed by Interim Director)

1. Manage, in conjunction with the Director, the day-to-day academic, administrative, and operational activities of the ELI. Take primary responsibility for ELI management when the Director is unavailable.

2. Oversee, in conjunction with the Director, the development, implementation, assessment, and revision (as needed) of curricula for the various ELI academic programs.
   a. Take primary academic/curricular responsibility for the Intensive English Program (IEP).
   b. Work cooperatively with the ITAP/ASP Coordinator and Special Programs Coordinator on academic/curricular matters related to these programs.
   c. Serve as Chair of the ELI Curriculum Committee (CC) and hold meetings of the CC at least once per session (except during the Chair’s vacation session).
   d. Guide the CC, including the Skill Area Coordinators, in maintaining the ELI curriculum, in making revisions as necessary, and in following the ELI Curriculum and Student Achievement Plan as described in the ELI Faculty/Staff Handbook.

3. In conjunction with the ELI administrative team, take primary responsibility to:
   a. Schedule IEP classes each session, workshops, and seminars each session.
   b. Schedule IEP Study-Center tutoring hours each session.
   c. Make teaching assignments for all IEP-related instructional activities each session.
   d. In conjunction with the ITAP/ASP Coordinator, make teaching assignments for ITAP and ASP classes each session and/or semester.
   e. Provide tentative teaching/tutoring assignments to faculty at the end of each session for the subsequent session.
   f. Place new and continuing students in the appropriate levels and classes each session.

4. Teach the equivalent of 20 hours/week of IEP classes each academic year.

5. Oversee the academic performance of ELI faculty members by conducting regular (at least once per year) classroom observations. Facilitate professional development of observed faculty members with constructive verbal and written feedback following these observations. Provide the Director with feedback on these observations as appropriate.

6. Work with the ELI Academic Advisor to oversee the academic progress of students and make recommendations regarding which students should be placed on probation and/or dismissed, which students need targeted tutoring, etc.

7. Coordinate textbook orders for IEP classes each session.

8. Review and update the ELI Curriculum Handbook, and review and update curricular items in the Faculty/Staff and Student Handbooks.
   a. Advise faculty of curricular or academic updates and/or changes.

9. Encourage ELI faculty involvement in professional development activities and opportunities.

10. Schedule class observations for approved MA-TESOL apprentices.

11. Attend weekly administrative and office meetings.

12. Support the policies and objectives of the English Language Institute, Capstone International Center, and The University of Alabama.
ADMINISTRATIVE SPECIALIST (OFFICE MANAGER)*
English Language Institute, The University of Alabama

1. Serve as ELI Office Manager by supervising office clerical staff, delegating tasks, approving time sheets and time-off requests, and evaluating performance, supervising production of budget reports to be used by the ELI Director, and assisting and advising the ELI Director in ensuring the smooth and effective operation of the ELI.

2. Serve as ELI Registrar by monitoring student registration according to immigration regulations to ensure that students do not jeopardize their visa status. Supervise the monitoring of student schedules to be sure they are in correct levels according to ELI policies and procedures. Prepare student registration forms and payment forms for ELI students. Enter registration permits in UA student Banner system as needed. Monitor re-registration of students who have failed one or more classes. Work with the UA Registrar Office to drop classes for students who did not complete their registration. Verify medical insurance coverage for F–1 and J–1 students. Process withdrawals and corrections through UA Registrar and Student Account Services offices. Process drop/add forms through UA Registrar Office as needed.

3. Serve as the backup (one of two) Designated School Officials (DSOs) within the ELI. Assist the ELI Academic Advisor to issue visa documents (I-20s) for direct ELI admissions using SEVIS, ISSM, and Banner. (SEVIS is the web-based system that the US Department of Homeland Security uses to maintain information on the Student and Exchange Visitor Program. ISSM is the software system that connects Banner data with SEVIS data.) Check and approve financial documents for all F-1 applicants. Check and approve ELI visa-extension forms and travel documents. Verify student transfer eligibility (both incoming and outgoing students). Assist ELI students with visa-related forms and questions. Stay informed of visa regulations, including updates and changes, as they pertain to ELI students.

4. Manage ELI student information by compiling and maintaining Student Information Datasheet (SID) for each IEP session. (This report must be accurate and contain details on each student registered, so that the information can be used by the ELI Director for statistical analysis, for invoicing, agency payments, insurance enrollment and departmental grants, and by the ELI office for general registration and payment information.) Keep SID updated to include probation status, academic admission status, sponsor financial-guarantee status, and proficiency status. Manage the collection of data from program evaluations and course/instructor evaluations. Supervise the production to provide the Director compiled data from these evaluations each session.

5. Produce ELI student progress reports. In cooperation with the UA Registrar Office, generate student progress reports.

6. Serve as the ELI liaison with appropriate UA offices. In order to ensure that UA’s semester-based student-information system works satisfactorily with the ELI’s session-based calendar, work with the UA Registrar Office, Student Account Services, Undergraduate Admissions, Graduate Admissions, Financial Accounting, Accounts Payable, Purchasing, Payroll, Budget Control, OAA, etc. to integrate ELI needs within Banner.

7. Supervise special projects. For renovation projects, initiate Project Initiation Requests (PIRs), work with trades to schedule and monitor progress, and prepare punch lists. For other projects, supervise creation of requisitions (e.g., new departmental computers) and help coordinate the installation of new items and removal of the old.
8. Provide support to the Director of the English Language Institute with regard to financial management of the institute and day-to-day operations.

9. Create and/or maintain all ELI files and ledgers regarding the budget (income and expenditure accounts), and process the appropriate paperwork to pay for services and goods received by the institute. This process includes balancing ledgers against UA financial statements and generating monthly reports as well as maintaining up-to-date balances of faculty professional development funds.

10. Assist with registration of ELI students each session - to include setting up their UA student accounts, registering for classes, calculating/explaining payments, verifying schedule confirmations, and other actions necessary to clear students for attending classes. This process also includes processing departmental grant payments to student accounts, generating invoices for third-party sponsors, receiving/posting bank wire payments from students/sponsors, and maintaining up-to-date cost information for sponsors.

11. Balance departmental receipts, settle departmental credit card terminal and prepare Daily Cash Transmittal to send to Student Account Services.

12. Create and/or maintain secure files relating to ELI personnel. This includes processing forms for student salary payments (with the exception of work-study employees) as well as assisting ELI employees with questions related to salary payment and/or benefits.

13. Serve as Departmental Property Manager for ELI. Responsible for physical verification of ELI's property inventory in conjunction with the Office of Central Receiving & Property Control. Maintain up-to-date key inventory and equipment inventory for the ELI.

14. Serve as alternate Building Representative for BB Comer Hall. Work with Facilities Administration regarding work orders and scheduling of building maintenance.
STUDENT SERVICES COORDINATOR
English Language Institute, The University of Alabama

1. In conjunction with the Recruitment & Admissions Coordinator and the Office Manager, process applications and correspondence for ELI admission. Send appropriate visa paperwork and incoming student information. Update incoming information as needed. Correspond with incoming students. Enter student information in ELI's student system.

2. In conjunction with the Student Activities Coordinator, schedule and facilitate ELI student activities. Prepare activities information flyer for each session and inform new students of activity plans and procedures during New Student Orientation. Keep students informed of up-coming activities during the session using e-mails, ELI bulletin boards, and fliers for announcements and reminders. File a report on each activity and trip. Register students and receipt payments for activities/trips and other miscellaneous payments.

3. Hire and supervise student workers at the ELI. In conjunction with the Study Center Coordinator, facilitate the staffing of student monitors the ELI Study Center.

4. Arrange schedule for Birmingham airport pickups and motel reservations for incoming students and supervise student assistants. Perform these duties when student assistants are not available.

5. Organize and monitor the settling in of new students each session (to include housing, banking, post office, food service, ACTion cards, campus tours, etc.) Arrange for student assistants as needed and perform these duties when student assistants are not available.

6. Serve as liaison between students (both internal and special) and UA Office of Housing & Residential Communities. Assist students with housing applications and pre-payment requirements. Inform students of official procedures to follow if housing problems arise.

7. Process enrollment roster for student insurance each session. Issue cards and policies to students. Serve as liaison between ELI students and insurance company and medical care providers. Assist students with insurance questions and filing of claims.

8. Coordinate planning of end-of-session Certificate Ceremonies. Make reservations, order or pick up food as needed and prepare the room/area prior to each ceremony.

9. Generate information to award attendance certificates. Coordinate with ELI Receptionist to issue and verify that certificates are awarded correctly.

10. Assist students with setting up BAMA accounts and registering in MyBama.

11. Participate in Student Advisory Council meetings. Make arrangements for food prior to meeting.

12. Serve as secondary receptionist as needed.
RECEPTIONIST

English Language Institute, The University of Alabama

(Duties assumed by Student Services Coordinator)

1. Serve as primary receptionist for the English Language Institute. Answer main telephone lines and greet visitors. Distribute incoming mail. Prepare outgoing mail for pickup. Prepare mailboxes for faculty and staff. Forward mail to former students as needed.

2. Process all inquiries requesting general information about the English Language Institute and its programs. Includes written, email, and telephone inquiries. Check ELI information emails (info@eli.ua.edu) in Talisma, including but not limited to assigning general inquiry emails (applications in progress, immigration questions, student problems, etc) to the appropriate person.

3. Secure ELI classrooms and windows at the end of each day.

4. Keep inventory of ELI office supplies and place orders as needed. Disperse items as orders come in.

5. Schedule maintenance repairs for copiers and printers. Make sure toner and copier supplies are always available. Enter and update list for copier use codes. Assist with problems and questions as they arise.

6. Update program academic calendar, course information and fee schedule as needed. Maintain supply of program information on reception area display shelves.

7. Prepare session calendars for faculty and students each session. Confirm all room reservations. Prepare orientation folders and book bags for new students.

8. Proctor late placement tests and, unless otherwise instructed, collect the late testing fee.

9. Send routine reminder/information emails to students as needed.

10. Prepare routine letters requested by ELI students such as enrollment and tuition verification.

11. Prepare orientation materials and information folders for teachers, student assistants, and students in special programs as needed.

12. Prepare attendance certificates for half-session, full session, Student Advisory Council each session. Prepare programs and certificates for farewell ceremonies for special programs as needed.

13. Compile schedule, etc for Friday seminars. Schedule rooms in Astra. Monitor sign-up sheet and inform teacher of expected number of attendees. Keep file of seminars offered and number attending.

14. Create digital signs, flyers and emails to inform students, faculty and staff of all ELI events and announcements as well as pertinent UA announcements and opportunities.

15. Serve as building representative for the ELI and assist, as needed, with various BB Comer Hall needs.

16. Serve as the primary student contact for the ELI’s Culture & Language Exchange Program. Assist with decisions on placement and initial communication. Maintain a spreadsheet of participants, etc.

17. Serve as ELI staff representative on ELI faculty search committees as requested. Serve as the main contact for the SARS appointment system in the ELI Office and Study Center (Administrator status – ability to troubleshoot, reset, edit and train individuals on usage).
PART-TIME ACCOUNTING ASSISTANT

English Language Institute, The University of Alabama

1. Provide administrative support to the Director of the English Language Institute with regard to management of the institute and day-to-day operations.

2. Serve as ELI liaison with other offices within The University of Alabama (such as OAA, Payroll, Budget Control, Financial Accounting, and Registrar).

3. Assume primary responsibility for ELI courses in Banner system - to include creating class sections, cross-listing appropriate sections, assigning meeting patterns and instructors, updating enrollment capacities, and other actions as needed. Assign ELI classes in ASTRA. Create new ELI courses in CourseLeaf system, as needed. Serve as primary liaison with Registrar's Office with regard to the ELI schedule and classroom needs. Coordinate with University Supply Store for ELI textbook order each session.

4. Process insurance roster each session, verify invoice and process payment. Prepare memos to students for setting up online accounts with insurance company. Confirm with insurance company that all accounts are created each session. Coordinate with UA Student Health Center/Pharmacy, local providers and designated insurance company regarding student claims. Secure signed PRA forms from students upon initial enrollment (and new policy year); serve as liaison with insurance company regarding claims and/or questions. Serve with the Full-Time Accounting Assistant as a co-representative with UA student insurance advisory group.

5. Process charges (such as insurance charges and late registration fees) to student accounts each session. Reconcile tuition deposit report each session (verify validity of tuition deposits dropped with no registration – defer to future session or forfeit to ELI).

6. Process PA forms for faculty payroll payments, as needed. Coordinate online faculty recruitment for ELI - create requisitions for adjunct faculty each session and for renewable faculty, as needed. Place advertisements for open positions, when needed. Serve as liaison with OAA with regard to necessary forms and/or information.

7. Work with ELI Director and Recruitment & Admissions Coordinator for annual updates to the ELI brochure and other recruitment materials, as requested.
PART-TIME ACCOUNTING CLERK *
English Language Institute, The University of Alabama
(Duties assumed by Accounting Assistant and Office Manager)

1. Maintain monthly spreadsheet of payroll and expense transactions and reconcile to the e-print monthly report for the General Fund 11007.
2. Maintain spreadsheet for Special Programs fund 12020 and reconcile with E-print for that fund.
3. Maintain monthly internal budget reports (currently in Quicken) for ELI Director.
4. Assist with student registration each session, including setting up student accounts, registering students in classes, calculating/explaining payments, and verifying schedule confirmations.
5. Maintain session grant spreadsheet and reconcile with both the Clearing Account and General Fund.
6. Proctor, when needed, placement test for students who arrive late.
7. Serve as alternate receptionist when needed.
8. Assist students with setting up BAMA accounts and registering in MyBama as needed.
9. Ensure that program evaluations, course/instructor evaluations, ITAP evaluations, and exit surveys are administered, tabulated, and reported each session.
10. Work with the ELI Administrative Assistant and Full-Time Accounting Assistant to provide support as needed in the ELI Office.

* See Procedure Manual for Temporary Part-Time Accounting Clerk II.
CONTRACT FACULTY *
English Language Institute, The University of Alabama

1. Teach the equivalent of 20 hours per week for a total of 40 weeks annually in the ELI's various programs, including the IEP, ITAP, special programs, seminars, etc.

2. Serve in ELI faculty administrative positions as requested.

3. Serve on ELI committees as requested.

4. Supervise MA-TESOL graduate students serving as ELI apprentices as requested.

5. Preview curriculum materials for classroom use. Assist in the selection and development of curriculum materials.

6. Participate in faculty meetings, faculty workshops, faculty in-service meetings, etc., and interact with ELI staff regarding students and other areas of mutual involvement.

7. Keep attendance, assign grades, and write final narrative reports (when required) for students as directed. Submit these items, along with final exams and grade spreadsheets for each class you taught, to the ELI office by the designated deadlines.

8. Establish weekly office hours, or be available to meet with your students on an as-needed basis. Advise/counsel students who establish patterns of poor achievement or absenteeism and refer students for advising and/or counseling to the Director, Associate Director, or Academic Advisor as needed.

9. Assist with the Placement Exam and New Student Registration at the beginning of each session, and assist with other ELI testing, such as in ITAP or special programs, as requested.

10. Attend ELI welcome activities, certificate ceremonies, farewell ceremonies, and/or other special events pertaining to assigned courses, and participate in at least one other student activity per session as an adjunct to the language-learning process.

11. Teach two to three seminars annually.

12. Participate in opportunities for professional development, such as workshops, colloquia, professional conferences, etc.

13. Contribute to the overall growth and development of the ELI.

14. Contribute to the overall growth and development of the broader UA community.

15. Support the policies and objectives of the English Language Institute and The University of Alabama.

* The term contract faculty designates a full-time 12-month appointment that is typically renewable annually.
ADJUNCT FACULTY *

English Language Institute, The University of Alabama

1. Teach assigned courses.

2. Participate in faculty meetings that pertain to assigned courses.

3. Keep attendance, assign grades, and write final narrative reports (when required) for students as directed. Submit these items, along with final exams and grade spreadsheets for each class you taught, to the ELI office by the designated deadlines.

4. Establish weekly office hours, or be available to meet with your students on an as-needed basis. Advise/counsel students who establish patterns of poor achievement or absenteeism and refer students for advising and/or counseling to the Director, Associate Director, or Academic Advisor as needed.

5. Attend ELI certificate ceremonies, farewell ceremonies, and special events pertaining to assigned courses. If on a multi-session appointment, participate in at least one other student activity per session; participate in additional student activities as desired.

6. If on a multi-session appointment, assist with the Placement Exam and New Student Registration at the beginning of each session, and assist with other ELI testing, such as in ITAP or special programs, as requested.

7. Support the policies and objectives of the English Language Institute and The University of Alabama.

* The term *adjunct faculty* designates a one-time, temporary appointment that may be full time or part time.
ACADEMIC ADVISOR / ADMISSIONS COORDINATOR *

English Language Institute, The University of Alabama

**Academic Advisor**

1. Coordinate the presence of sponsored students in the ELI’s Intensive English Program (IEP), including serving as sponsored-student advisor. *(Sponsored students are defined as those who are sent or referred to the ELI by embassies, agencies, universities, companies, etc, regardless of whether the sponsoring organization is actually providing funding for the students.)*

2. Coordinate the presence of conditionally admitted students in the IEP, including their progress/grades, EPVRs, and their status regarding both ELI and UA classes. *(Conditionally admitted students are defined as those who have received Conditional Admission from the UA Office of Undergraduate Admissions or Provisional Language Admission from the UA Graduate School.)*

3. Assist the Director, Associate Director, and Administrative Specialist with the coordination of probation students in the IEP, including maintaining up-to-date records, following up on any actions needed regarding their status and continued enrollment at the ELI, and keeping International Services informed of their status. *(Probation students are defined as those who have been placed on ELI Academic or Attendance Probation.)*

4. Serve as the primary academic advisor for IEP students, including academic-bound and/or conditionally admitted students who plan to enroll in UA classes.

5. For certain designated sponsored students, work with the designated individual within the CIC Education Abroad office to coordinate the transition of these students from the ELI to UA.

6. Coordinate any sponsored-student farewell meals that the ELI wishes to arrange.

**Admissions Coordinator**

7. Coordinate and oversee ELI admissions by working with ELI office staff to ensure the efficient and effective processing of applications for admission as well as the actual enrollment of applicants in ELI programs of study.

8. Coordinate and oversee all correspondence with applicants and/or their sponsors to encourage actual ELI enrollment.

9. Provide sponsors with copies of student progress reports. Determine which students qualify for ELI Certificates of Proficiency/Completion and provide the student names, levels, and GPAs to the ELI Receptionist so that she can generate such certificates prior to the Certificate Ceremony each session.

10. Serve as the primary Designated School Officials (DSOs) within the ELI, including the following:
   a. Issue visa documents (I-20s and DS-2019s) for direct ELI admissions using SEVIS, ISSM, and Banner
   b. Check and approve financial documents for all F-1 and J-1 applicants.
   c. Check and approve ELI visa-extension forms and travel documents.
   d. Verify student transfer eligibility for both incoming and outgoing students.
   e. Assist ELI students with visa-related forms and questions.
   f. Stay informed of visa regulations, including updates and changes, as they pertain to ELI students.

**General**

11. Assist with New Student Orientation at the beginning of each session and as needed with IEP placement and scheduling, including new students who arrive late.

12. Assist with student recruitment and promotional efforts as requested.
13. Attend administrative and office meetings; assist with related administrative duties as requested.

14. Assist the Director in carrying out the mission and day-to-day duties associated with running the various programs of the English Language Institute.

15. Be available to consult with the Director regarding decisions affecting the ELI and its programs.

16. Assume responsibility for the direction of the ELI when other administrators are unavailable.

17. Support the policies and objectives of the ELI and The University of Alabama.

* Contract faculty appointment typically with 0.75 administrative release per session.
1. Coordinate the presence of graduate students in the **International Teaching Assistant Program (ITAP)**, including serving as the primary ELI contact for related correspondence with the Graduate School and academic departments.
   - **ITAP students** are non-native speakers of English who have received, or who may receive, graduate teaching assistantships that involve classroom interaction with UA undergraduate students.

2. Specific ITAP coordination duties include the following:
   a. Maintain the ITAP section of the Graduate School database.
      i. Post class placements within the first week of classes each semester.
      ii. Post test scores within one week of final rating determinations.
      iii. Post TA observation results by the end of the relevant semester.
      iv. Evaluate newly registered students for exemptions to classes or exam.
   b. Maintain open communication with graduate departmental contacts.
      i. Notify Graduate School of Placement and Exam-Only test dates each semester (so that they can open and close registration periods for New/Repeat classes and Exam-Only students).
      ii. Notify all departmental contacts each session when testing is complete.
      iii. Request GTA teaching assignments from departments each semester in order to make observation spreadsheet and distribute to ELI faculty for completion.
      iv. Issue memoranda denoting exemptions and changes of status.
   c. Maintain communication with enrolled and former ITAP students.
      i. Inform students of exam dates and results.
      ii. Maintain searchable files of correspondence and raw data from exams.
      iii. Consult with students who request detailed score explanations.
      iv. Arrange access to Practice Test materials for enrolled students.
   d. Maintain electronic test-delivery system and archive recordings.
      i. Coordinate with the Study Center Coordinator to ensure updates on computers have been made to support delivery of SPEAK test when needed.
      ii. Manage teacher access to Course Management System for SPEAK grading and training purposes.
      iii. Manage archives of student recordings for two semesters for the purposes of score challenges and student progress consultations.
      iv. Manage archive of Sample Lesson recordings for score challenges and student progress consultations.

3. Regarding ITAP testing and follow-up class observations:
   a. Coordinate ELI teacher assignments related to ITAP testing or observations.
   b. Manage training and norming of teacher ratings on a systematic basis. Ensure new teachers are rater-trained within first year of appointment.
c. Inform the ELI Director (via email) of supplemental pay due to teachers once testing and observations are completed each session.

4. Coordinate the presence of undergraduate and graduate students in the Academic Support Program (ASP), including student progress/grades and status in both ELI and UA classes.

   • **ASP students** are (a) **undergraduate students** who are non-native speakers of English and have not met UA’s minimum Speaking & Writing proficiency requirements, or (b) **graduate students** who either want to take ESL-support classes of their own volition or have been recommended for ESL-support classes by their academic departments, the UA Graduate School, or the ITAP Coordinator.

5. Specific ASP coordination duties include the following:
   a. Regarding undergraduate ASP classes and students:
      i. Determine, prior to the start of each semester, which newly admitted undergraduate students are required to enroll in ASP classes.
      ii. Notify these students during the New International Student Orientation of their ASP class requirement and provide them with registration instructions.
      iii. Monitor registration for these classes and keep the Associate Director informed of likely enrollment numbers.
      iv. Inform relevant offices at UA of registration results so that appropriate actions are taken to ensure UA policies are followed and requirements are met regarding ASP undergraduate students.
   b. Regarding graduate ASP classes and students:
      i. Provide the UA Graduate School with the ASP class schedule for the upcoming semester in a timely manner, typically 3-4 months prior to the semester.
      ii. Monitor pre-registration and final registration for these classes and keep the Associate Director informed of likely enrollment numbers.

6. Assist with Graduate Student Orientation at the beginning of each semester as requested by Capstone International Services or the Graduate School.

7. Assist the Associate Director with class scheduling and teacher selection for ITAP & ASP.
   a. Do not schedule ITAP & ASP classes to start before or end after UA classes start/end.
   b. Schedule ITAP & ASP classes to start 2-3 class days after IEP classes start.
   c. Schedule a mid-semester break for ITAP & ASP classes and students during the week of transition between IEP sessions.
      i. The ITAP/ASP Coordinator is responsible for informing students as well as the ELI teachers and office of the transition period when classes do not meet.

8. Create and maintain attendance spreadsheets for ITAP & ASP classes and distribute access to teachers of the classes.

9. Keep departments apprised of ITAP absences exceeding permissible limits and of consequences of absences (removal from ITAP, revocation of testing permission, etc).

10. Be available to consult as needed with the Director regarding ITAP & ASP issues.

* Contract faculty appointment typically with 0.25 administrative release per session.
SPECIAL PROGRAMS COORDINATOR *

English Language Institute, The University of Alabama

1. In consultation with the Director and, when appropriate, with other administrators or coordinators, develop new customized-group programs and manage the day-to-day administrative and academic activities associated with such special programs at the ELI.

2. In consultation with the Director and, when appropriate, with other administrators or coordinators, develop, promote, oversee, coordinate, and/or assist with ELI short-term certificate programs, such as the Teacher Enhancement Program (TEP) and the English + Business Program (EBP). Correspond with prospective participants in such programs in order to answer questions that they might have about the particular program.

3. Serve as Program Coordinator for two special programs at the ELI annually.

4. Coordinate the development and maintenance of various curricula for ELI special programs.

5. Coordinate textbook orders for ELI special programs.

6. As assigned by the Director, serve as non-academic advisor/coordinator for special groups enrolled in the Intensive English Program.

7. Serve as the primary advisor/caretaker for nonacademic-bound sponsored students—those who will not be enrolling in UA classes. Such students include those sent by foreign universities (e.g., Yeungnam University, Pusan National University, etc) as well as those sent by sponsoring organizations such as IIE, Colfuturo, etc.

8. As needed, assist with IEP placement and scheduling at the beginning of each session.

9. Assist with student recruitment and promotional efforts as requested.

10. Attend weekly administrative and office meetings; assist with related administrative duties as requested.

11. Assist the Director in carrying out the mission and day-to-day duties associated with running the various programs of the English Language Institute.

12. Be available to consult with the Director regarding decisions affecting the ELI and its programs.

13. Assume responsibility for the direction of the ELI when other administrators are unavailable.

14. Support the policies and objectives of the English Language Institute and The University of Alabama.

* Contract faculty appointment typically with 0.25 – 0.5 administrative release per session.
SKILL AREA COORDINATOR *

English Language Institute, The University of Alabama

Skill Area Coordinators serve as the caretakers of the Reading/Writing, Speaking/Listening, and Structure/Elective components of the ELI curriculum. Faculty members typically serve as a Skill Area Coordinator for a period of one or two years beginning with the Fall 1 session. Depending on the workload required, Skill Area Coordinators may be provided with one or two 5-hour course releases per academic year during the focus year of that skill area, with additional amounts of release time for special projects or when more than minimal maintenance of the skill area is required.

Skill Area Coordinators serve on the Curriculum Committee and are responsible for coordinating their work with the committee and the Associate Director. Specific duties include the following:

1. At faculty in-service meetings, ensure on-going review by reporting on your skill area and, when appropriate, discussing and getting feedback on revisions to the curriculum. Areas of concern include standardized testing (procedures and tests), student learning outcomes, curricular items, textbooks, methods, and research.

2. Inform new teachers, and remind continuing teachers, of their responsibilities when teaching classes in your skill area. Ensure that such responsibilities and proper procedures are being followed.

3. The ELI reviews one skill area in depth during most academic years. Work with the Associate Director and the Curriculum Committee to lead the year-long formal review of your skill area during the designated year and report on the following at the Fall In-Service:
   - Standardized testing (procedures and tests)
   - Student learning outcomes
   - Curricular items
   - Textbooks
   - Methods

   Lead a discussion concerning improvement and revisions and then coordinate the Fall and Spring curriculum meetings. At the Spring In-Service, report on progress and proposed changes. Guide implementation of changes during the summer and fall sessions.

4. With the Associate Director, coordinate frequent rater-training sessions for the faculty to ensure reliable new-student-placement and evaluation procedures in the skill areas of Speaking/Listening and Writing.

5. Serve on the Curriculum Committee, attend all meetings, and participate in projects as needed.

6. Make appropriate changes to the standardized course policies and the curriculum on the faculty share drive. Ensure that teachers are aware of, understand, and implement the changes as directed.

7. In conjunction with the Associate Director, consider changes in textbooks periodically and submit proposed changes to the Curriculum Committee.

8. In conjunction with the Associate Director, make needed changes/corrections to the standardized exams in your skill area.

9. Share current research and new materials related to your skill area with the faculty as appropriate.

* Contract faculty appointment typically with 0.25 administrative release for one or two sessions annually during focus year.
TESTING COORDINATOR *
English Language Institute, The University of Alabama

The ELI Testing Coordinator at the ELI serves as the caretaker of institutional testing in the ELI’s Intensive English Program and Academic Support Program. A faculty member typically serves as Testing Coordinator for a multi-year period beginning with the Fall 1 session. The Testing Coordinator is provided with a 5-hour course release from teaching each academic year.

The ELI Testing Coordinator is responsible for coordinating his/her work with the Associate Director. Specific duties include the following:

1. Coordinate and administer the ELI Placement Exam at the beginning of each IEP session, including the following:
   a) Develop a schedule for involving faculty members in the administration and scoring of the exam; inform them of their assignments prior to the end of the previous session.
   b) Report the placement exam results to the ELI Associate Director as soon as possible after the students complete the exam. Prepare the tests and test results for filing.
   c) Coordinate placement testing for new students who arrive late (i.e., after the Placement Exam has already been administered).

2. Coordinate and administer the ELI Replacement Exam each session, including the following:
   a) Develop a schedule for involving faculty members in the administration and scoring of the exam; inform them of their assignments prior to the end of the previous session.
   b) Report the replacement exam results to the ELI Associate Director as soon as possible after the students complete the exam.

3. Collect data on placement and replacement test results each session.

4. At faculty in-service meetings, ensure on-going review by reporting on ELI testing and by discussing and getting feedback on improvements and revisions to test policies and procedures and tests instruments.

5. Lead the year-long formal review of testing during the designated year and report on the review during the Fall Faculty In-Service in the year following the review.

6. Prepare the final exam schedule for each IEP session and ensure that it is published for all ELI constituents. Coordinate the paired scoring of Speaking/Listening and Writing final exams, if applicable.

7. Keep organized and up-to-date files on all of the above.

* Contract faculty appointment typically with 0.25 administrative release for one session annually.
STUDY CENTER / CALL* COORDINATOR **
English Language Institute, The University of Alabama

1. Manage the ELI Study Center.
2. Encourage and support faculty use of CALL in ELI classes.
   a. Ensure that technology in ELI classrooms is in good working order and that computers are
      updated with the appropriate software.
3. Work with the ELI Administrative Specialist (Office Manager) to coordinate and supervise student
   workers in the Study Center (SC).
4. Coordinate the hiring, training, scheduling, and supervision of SC tutors.
5. Coordinate referrals for tutors from teachers for their students.
6. Coordinate the purchase and maintenance of SC materials, including books, audio/video materials,
   computer software, and equipment.
7. Oversee the scheduling and use of the SC for faculty who want to use it as a classroom.
8. Keep SC materials and equipment in proper working order.
   a. Work with the ELI Administrative Assistant or designee to arrange for needed repairs to SC
      equipment.
   b. Discuss major needs for the SC with the ELI Director and make recommendations for
      purchases.
9. Maintain an up-to-date inventory of SC materials and make it accessible to ELI faculty and students.
10. To the extent possible, provide an orientation to the SC for new students at the beginning of each
    session.
11. Serve as a resource person to ELI faculty and staff with regard to SC materials and equipment as well
    as to CALL issues and technology in general.
    a. Provide SC orientation for new faculty near the beginning of their first session at the ELI.
    b. Provide on-going orientation for all faculty members, as needed or requested, regarding SC
       materials and other CALL instructional techniques and related issues.
12. Keep statistics on overall SC usage for each session; provide a written summary/report to the Director
    near the end of the summer on the SC, its usage, and suggestions for improvement.
13. Provide faculty with SC usage reports upon request.
14. Support the objectives and policies of the English Language Institute and The University of Alabama.

* CALL signifies “computer-assisted language learning.”
** Contract faculty appointment typically with 0.25 administrative release for 2-3 sessions annually.
WEBSITE COORDINATOR *
English Language Institute, The University of Alabama

1. In accordance with guidance from the ELI Director and the ELI Recruitment & Admissions Coordinator, manage and maintain the ELI website.

2. Update and revise the website annually as new dates and costs are finalized and on an as-needed basis as changes in the program occur.

3. Update and revise the website prior to the beginning of each session with updated information for the page entitled “Current Students” and any other pages which need updates.

4. Provide the ELI Director and the ELI Recruitment & Admissions Coordinator with annual statistics (by academic year) regarding usage of and visits to the ELI website.

5. Inform the ELI Director of any problems or concerns regarding the website.

6. Suggest changes and improvements for the ELI website to the ELI Director.

* Contract faculty appointment typically with 0.10 administrative release per session.
MA-TESOL MENTOR *

English Language Institute, The University of Alabama

Overview
The MA-TESOL apprenticeship experience at the English Language Institute is intended to be a time of significant professional growth for MA-TESOL students, a time when they can reflect on the learning experiences that they have had as well as experiment with ways to apply their new skills and knowledge. In sum, it is meant to be a time when they improve their competency in teaching ESL. One of your roles, therefore, as the ELI faculty mentor is to assist in the growth process by helping apprentices to assess their strengths and weaknesses and determine future directions for improvement and growth.

Another important role that you have as the faculty mentor is to ensure that apprentices do as good a job as possible teaching their ELI classes. As you know, ELI students demand and deserve quality instruction in their classes. It is your job to ensure that MA-TESOL apprentices do the best job they possibly can in their ELI classes—for the sake of our students and our reputation for providing top quality instruction.

Responsibilities
1. Meet with the apprentices at the beginning of the observation session and occasionally throughout the session to answer questions regarding ELI curriculum, levels, scheduling, teaching philosophy, etc., and to prepare the apprentices for their teaching assignment during their designated teaching session(s).

2. Meet with the apprentices prior to the beginning of their teaching session(s) in order to assist in their preparation of the teaching assignment.

3. Provide the apprentices with the course policies, syllabus, textbooks, and pertinent portion of the curriculum as well as an orientation to the various supplemental materials (audio/visual, books, files, etc.) and resources (copier, etc.) available in the ELI faculty workroom.

4. Observe the apprentices’ classes a minimum of twice per week before midterm and once per week after midterm. When apprentices are assigned to a SL class, the mentor is to observe the first speaking and listening assessments.

5. Meet with the apprentices a minimum of 7 times during the teaching session in order to provide feedback on classroom observations and assist with lesson planning, curricular concerns, grading, etc.

6. Ensure that the apprentices handle teacher-administrative duties correctly and promptly, including (a) submitting attendance, grades, lack-of-progress; (b) holding office hours and conferences with students; and (c) attending required events, such as faculty meetings, the welcome activity, and the certificate ceremony.

7. Keep the Director and Associate Director informed of the apprentices’ performance at the ELI throughout the teaching session.

8. Be prepared to substitute teach for the apprentice should they have to be absent for any class or should they prove to be incompetent to teach the class adequately.

9. Provide the ELI Director and Associate Director a final narrative report (email) of the apprentices’ teaching and your supervision of them.

10. Provide feedback to the MA-TESOL Program Director, if requested, regarding the apprentices’ teaching experience at the ELI.

* Contract faculty appointment with 0.25 administrative release during the apprentice’s teaching session.
NEW/ADJUNCT FACULTY MENTOR *
English Language Institute, The University of Alabama

1. Participate in New Faculty Orientation together with the Director and the Associate Director prior to the beginning of the first session of employment, and conduct a second meeting with the new faculty, Director, and Associate Director at the end of the first session of employment.

2. Enable new faculty to observe classes taught by core faculty in each skill area at least once, and more often if needed, during their first session of teaching at the ELI.

3. Observe each new teacher in each of their classes at least once during their first session and meet with them individually to discuss the observation and provide constructive feedback.

4. Meet once each week at a regularly scheduled time during the designated session(s) with all faculty being mentored to discuss adherence to curriculum and any concerns or problems.

5. Early in the session, help new faculty members understand and become comfortable with how to use the various rubrics (speaking, writing) and spreadsheets (attendance, grades) which are pertinent to their teaching at the ELI.

6. Provide new faculty with detailed guidance on curricular matters, including appropriate pacing throughout the session.

7. Ensure that new faculty members receive adequate rater training for ELI instructional programs, including the IEP and ITAP.

8. Follow up with the teacher on any student complaints or questions.

9. Serve as the “go-to” person for any questions that new and/or adjunct faculty members have.

10. Keep teachers aware of the necessity of equality between sections of the same class.

11. Help new and adjunct faculty members to understand and follow through with required administrative duties and procedures, including grade sheets, attendance reports, midterm class evaluations, course/instructor evaluations, entering their grades in Banner, lack-of-progress forms, etc.

* Contract faculty appointment with administrative release on an as-needed basis.
RESOURCES COORDINATOR *
English Language Institute, The University of Alabama

The ELI Resources Coordinator is responsible for the upkeep and maintenance of three different facets of ELI resources: libraries (faculty and student), faculty workroom, and A/V equipment. The Resources Coordinator is provided with one 5-hour course release from teaching per academic year.

A. ELI Libraries

1. As needed, initiate new book orders for both the faculty professional library (in the faculty workroom) and the student lending library (in the Study Center) in order to obtain appropriate resources (books, audio and video materials, visual aids, etc.) pertaining to each area.

2. Maintain the books and materials (audio, video, visuals, etc.) in each of the ELI library collections by organizing them and providing an efficient check-out system for their use by the appropriate persons. Ensure that the users of these libraries understand the various check-out systems and adhere to them.

3. Notify students users who have not returned checked-out materials that they will be charged a lost-book fee when they register for the next session. Provide the names of these students to the ELI Administrative Specialist prior to registration for the following session.

4. By the end of each Summer 2 session, check shelves in Resource Library and remove old, unused, or unwanted texts.

B. ELI Audio/Visual Equipment

1. Maintain an updated inventory of ELI A/V equipment designated for faculty/classroom use and provide the ELI Full-Time Accounting Assistant with a copy.

2. Coordinate the efficient storage and care of ELI A/V equipment.

3. Serve as contact person for the faculty in terms of A/V needs by reporting equipment problems (needed repairs, e.g.) to the ELI Full-Time Accounting Assistant in a timely manner and notifying the ELI Director when additional equipment may be needed.

4. Coordinate an efficient check-out system for equipment as necessary.

C. ELI Faculty Workroom

1. Organize and maintain the faculty workroom so that it is as conducive as possible to faculty needs.

2. Inform the ELI office when there are equipment problems (e.g., the copier fails) or when supplies are low (e.g., paper, pens, etc).

* Contract faculty appointment typically with 0.25 administrative release for one session annually.
UA CLASS OBSERVATION COORDINATOR *
English Language Institute, The University of Alabama

1. At the beginning of each IEP session, peruse the online UA Course Catalog (available on MyBama) for undergraduate lecture courses which meet at the same time as the ELI’s Reading/Writing (RW) classes and would be of general interest to students in RW 5 & 6.

2. Contact the UA instructors of appropriate courses and request permission to be observed by a RW class. Arrange the following:
   - One visit to one UA class for each section of RW 5
   - One visit to one UA class for each section of RW 6

3. Inform RW teachers of the following:
   - The name of the UA class they will be observing
   - The dates of the observations
   - The location of the class
   - The name of the instructor

4. Ensure that ELI instructors are aware of the following:

5. They are not to contact UA professors on their own. All correspondence between the ELI and UA professors is done solely by the designated UA Class Observation Coordinator.

6. They must ensure that their students understand and adhere to the following procedures pertaining to the class observation:
   - Do not be late to the UA class.
   - Do not disrupt the class by chatting, using cell phones or other technology, etc.
   - Be considerate of the UA students enrolled in the class.
   - Be polite and show appreciation to the professor and the class for allowing ELI students to observe.

7. Subsequent to the observations, send thank-you emails to UA instructors.

8. Maintain and add to video resources (currently in the Materials SL folder on the share drive) to be used at such times when it is not possible to arrange UA class visits.

* Faculty appointment typically with 0.25 administrative release for one session annually.
STUDENT ADVISORY COUNCIL COORDINATOR *
English Language Institute, The University of Alabama

1. Schedule two meetings of the Student Advisory Council (SAC) each fall and spring session. (The SAC typically does not meet in summer sessions.) Ensure that these meeting dates are posted on the ELI session calendar, which is completed around midterm of the previous session.

2. Remind faculty/students of the purpose & goals of the SAC.

3. Prompt Speaking/Listening (SL) teachers to choose/elect one new student representative for the SAC at the beginning of each session. Remind the teachers of the guidelines for choosing representatives (e.g., full-session students, diverse nationalities, etc.). Attempt to maintain a balance of new and returning students on the SAC.

4. Collect the names and email addresses of the SAC representatives before the first meeting; notify the reps of their selection and inform them of the SAC expectations, meeting dates and times, etc.

5. Distribute a list of reps, classes, and email addresses to the SAC members before or during the first SAC meeting. Notify the ELI faculty and staff of the SAC members.

6. Send a reminder of the upcoming meeting to SL teachers and reps prior to each meeting.

7. Inform and remind the reps and SL teachers that reps are to inform their classmates of pertinent news and updates from the SAC on the class day following the meeting.

8. Keep agendas, minutes, and any forms (questionnaires, surveys) in the SAC notebook or in the SAC folder on the ELI faculty share drive.

9. Report SAC minutes/suggestions/complaints to the ELI Director and to the ELI faculty and staff as appropriate.

10. Serve on the ELI Student Activities Committee.

* Contract faculty appointment typically with 0.25 administrative release for one session annually.
STUDENT ACTIVITIES COORDINATOR *
English Language Institute, The University of Alabama

1. Chair the Students Activities Committee.

2. Assist the Student Services Coordinator with ideas and plans for ELI student activities and service-learning projects.

3. Solicit and encourage input pertaining to student activities from various ELI constituents, including students, faculty, and staff.

4. Encourage student participation in ELI student activities.

5. Work with the ELI Recruitment & Admissions Coordinator (who coordinates ELI social media) to advertise and promote activities to ELI students as appropriate.

6. Inform students of ways in which they can participate in UA activities (clubs, events, etc.), and encourage such participation.

7. Consider ways of helping ELI students to integrate more fully into the UA community. Encourage such participation and integration.

* Contract faculty appointment typically with 0.25 administrative release for one session annually.
ENGLISH + BUSINESS COORDINATOR *
English Language Institute, The University of Alabama

1. Provide the Director and other ELI administrators with input each year regarding recommendations for future offerings of the English + Business Program (EBP).
   - Typically the EBP is offered twice per year—the EBP during the Spring 1 and Fall 1 sessions.

2. Coordinate the advanced planning needed to run the EBP, including:
   a. Planning special events and working with designated ELI office staff to make appropriate arrangements for transportation, reservations, certificates, etc.
   b. Contacting and scheduling lecturers from the UA College of Commerce & Business Administration (C&BA).
   c. Scheduling appropriate corporate visits for participants.
   d. Working with the Special Programs Coordinator to plan the schedule and content of classes and activities for the EBP.
   e. Working with the Associate Director and the ELI office to inform eligible IEP students (continuing and new) about pertinent aspects of the EBP, including the class content, the requirements, the expectations, etc.

3. As requested, assist the Director and/or the Recruitment & Admissions Coordinator with the following:
   a. Promoting/marketing the EBP to eligible IEP participants.
   b. Communicating with prospective EBP participants to answer questions they might have about the program. (Note: Questions pertaining to the application process, visas, airport transportation, housing, etc., for EBP participants should be referred to the Recruitment & Admissions Coordinator.)

4. In conjunction with the Special Programs Coordinator and the ELI office, coordinate the arrival of special EBP participants by welcoming them, determining their IEP class levels/loads, and providing them with an orientation to their program of study.

5. Ensure that EBP teachers at the ELI understand their roles, including class content, grading criteria, participation in activities outside of the classroom, etc.

6. Monitor the EBP while it is in progress and make adjustments as necessary to ensure smooth and effective operation.
   a. Work with the ELI office to ensure that logistics and details are appropriately arranged for various events, such as field trips, receptions, dinners, etc.

7. In conjunction with the Special Programs Coordinator, ensure that a program evaluation is administered near the end of the EBP and that the results are compiled and made available to the Director and to others in the ELI office as appropriate.

* Contract faculty appointment typically with 0.25 administrative release for one session annually.
TEACHER-TRAINING PROGRAM COORDINATOR *

English Language Institute, The University of Alabama

1. Work with the Director and the Special Programs Coordinator to develop, promote, and conduct customized teacher-training programs.

2. In conjunction with the Director and Special Programs Coordinator, assist with responding to Requests for Proposals (RFPs) for teacher-training programs.

3. Coordinate the academic and cultural content of teacher-training programs.

4. In conjunction with the Associate Director, coordinate the observation of IEP classes by participants in the teacher-training program.

5. Coordinate access to electronic and campus resources for program participants as needed according to program requirements.

6. Work with the Associate Director and the Special Programs Coordinator to select the ELI faculty involved in teacher-training programs.

7. Coordinate the involvement of non-ELI faculty, including UA faculty from the MA-TESOL Program and the College of Education, in ELI teacher-training programs.

8. In conjunction with the Director and Special Programs Coordinator, consider and explore the development and marketing of an annual teacher-training workshop held during the summer and open to individuals.

* Contract faculty appointment with administrative release on an as-needed basis.
ELI INTERCULTURAL EXPERIENCE COORDINATOR *
English Language Institute, The University of Alabama

1. Coordinate sections of Culturally Speaking during the Fall and Spring sessions.
   a. Assign ELI and UA students to small groups and rotate students into new groups through the session.
   b. Recruit UA student volunteers as needed.
   c. Take and report attendance.
   d. Coordinate room reservations.

2. Teach one section of CIP 202 during the Fall and Spring semesters.
   a. Coordinate room reservations and teacher assignment in Banner.
   b. Coordinate video showcase at the end of the Fall and Spring semesters.
   c. Facilitate communication between Speaking/Listening 5 and 6 IE course instructors and UA students.
   d. Coordinate as appropriate with the CIC Global Studies Coordinator and other CIP instructors.

3. Coordinate sections of Speaking/Listening 5 and 6 IE courses during Fall and Spring sessions.
   a. Communicate with ELI staff regarding anticipated enrollment, including special programs, for upcoming sessions.
   b. Assign CIP 202 students to SL 5 and 6 IE courses.
   c. Meet with SL 5/6 IE instructors twice a session and be available as a mentor and guide as needed.
   d. Recruit UA student volunteers as needed.

4. Take on other related duties as assigned.

* Contract faculty appointment typically with 0.25 administrative releases for one or two sessions annually.
SOCIAL MEDIA COORDINATOR*
English Language Institute, The University of Alabama

1. In conjunction with the ELI Director and Associate Director, manage ELI social media accounts (Facebook, Twitter, Instagram), including the following:
   a) Make postings to social media accounts, including
      • news and photos from the current session
      • news regarding upcoming sessions
      • news and photos from alumni
   b) Solicit contributions (e.g., photos, stories, testimonials, etc.) to ELI social media accounts from faculty, staff, and students.
   c) Encourage ELI students – current, past, and prospective – to engage with ELI social media.
   d) Remove any inappropriate postings to the ELI page.
   e) As appropriate, refer questions/suggestions/comments from students (current, future, or past) to the ELI office.
   f) Attend New Student Orientation when possible in order to encourage new students to engage with ELI social media.
   g) Keep the ELI administration, faculty, and staff informed about ELI social media, including new developments, ideas, and opportunities.
   h) Suggest ways to utilize ELI social media for ELI promotional and student-recruitment purposes.

* Faculty appointment typically with 0.25 administrative release for one session.
VII. APPENDIX 1

Procedures for IEP Review and Development

The ELI takes program development seriously, realizing that the quality and viability of its programs depend on constant and systematic evaluation of the existing programs, determination of improvements and changes that need to be made, and successful implementation and assessment of recommendations for improvement and change.

In order to provide mechanisms for the effective review and development of all ELI programs, including the Intensive English Program, and in order to ensure that ELI programs and activities remain consistent with the mission of The University of Alabama, the ELI uses the procedures described in the following tables.

These procedures for program development and review are intended to address all administrative and fiscal facets of the English Language Institute, including the following: mission, financial resources, facilities, internal and special factors affecting program operation, administrative procedures, and operational procedures.
### A. IEP REVIEW & DEVELOPMENT: Mission Statement and Goals

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review the ELI mission statement to determine if revision is needed.</td>
<td>Review and discuss the ELI mission statement as to its continued appropriateness and relevance; revise as necessary.</td>
<td>Director with faculty, staff, and administrators</td>
<td>Spring faculty in-service, annual office planning meeting, and annual administrative planning meeting in even-numbered years</td>
<td>Notes from faculty in-service and annual planning meetings (Director)</td>
</tr>
<tr>
<td>Review current goals to note accomplishments.</td>
<td>Examine past year's goals and identify goals met and unmet.</td>
<td>Director with faculty, staff, and administrators</td>
<td>Spring faculty in-service and annual administrative and office planning meetings each year</td>
<td>Notes from faculty in-service and annual planning meetings (Director)</td>
</tr>
<tr>
<td>Set future short-term and long-term goals.</td>
<td>Consider input from students via SAC meetings and from faculty and staff via designated meetings; consult with administrators and Associate Provost.</td>
<td>Director with faculty, staff, administrators, and Associate Provost</td>
<td>In summer following spring faculty in-service and annual planning meetings each year</td>
<td>Notes from faculty in-service, annual planning meetings, and meetings between Director and Associate Provost (Director)</td>
</tr>
</tbody>
</table>
## B. IEP REVIEW & DEVELOPMENT: Financial Resources

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and plan for annual ELI financial stability.</td>
<td>Set annual budget at beginning of fiscal year, monitor periodic budget reports, assess financial status, make spending decisions.</td>
<td>Director with Accounting &amp; Administrative Assistants</td>
<td>Periodically (typically monthly) as budget reports are updated</td>
<td>Periodic budget reports (Director, Administrative Assistant, Accounting Assistant)</td>
</tr>
<tr>
<td>Provide periodic budget updates to the Associate Provost.</td>
<td>Summarize current financial status and discuss any financial concerns.</td>
<td>Director</td>
<td>As needed during meetings held throughout the year</td>
<td>Notes from meetings between Director and Associate Provost (Director)</td>
</tr>
<tr>
<td>Review and plan for long-term ELI financial stability.</td>
<td>Project future income and expenses; consider options and ideas for maintaining financial viability.</td>
<td>Director with Associate Provost</td>
<td>As needed during meetings held throughout the year</td>
<td>Notes from meetings between Director and Associate Provost and from annual administrative planning meeting</td>
</tr>
</tbody>
</table>
### C. IEP REVIEW & DEVELOPMENT: Physical Plant

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review adequacy of present facilities.</td>
<td>Examine student input from program evaluations, exit surveys, and SAC meetings; examine input from in-service and annual planning meetings.</td>
<td>Director with faculty, staff, and administrators</td>
<td>Spring faculty in-service and annual planning meetings in even-numbered years</td>
<td>Notes from faculty in-services and from regular administrative and office meetings</td>
</tr>
<tr>
<td>Attempt to meet any assessed needs.</td>
<td>Make requests and place orders as able based on financial feasibility</td>
<td>Director with Administrative Assistant and Associate Provost</td>
<td>Following review in even-numbered years or on an as-needed basis</td>
<td>Notes from faculty in-services and from regular administrative and office meetings</td>
</tr>
<tr>
<td>Assess and plan for future needs.</td>
<td>Project future changes in ELI size and resulting needs</td>
<td>Director with Associate Director and Associate Provost</td>
<td>In summer following spring faculty in-service, annual staff in-service, and annual administrative planning meeting</td>
<td>Notes from annual administrative planning meeting and meetings between the Director and Associate Provost</td>
</tr>
</tbody>
</table>
## D. *IEP REVIEW & DEVELOPMENT*: Internal/Special Factors Affecting Program Operation

### 1) Internal/Special Factors Affecting IEP Student Enrollment

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERNAL: Review student satisfaction with overall program.</td>
<td>Examine results and trends from past program evaluations and exit surveys.</td>
<td>Director with administrative team and office staff</td>
<td>Every five years, as follows: 2013, 2018, 2023, etc.</td>
<td>Notes from annual office and/or administrative planning meeting</td>
</tr>
<tr>
<td>INTERNAL: Review standardized correspondence with prospective students.</td>
<td>Examine and review the type, content, frequency, and persons involved with all standardized correspondence sent to prospective students.</td>
<td>Director with administrative team and office staff</td>
<td>Every five years, as follows: 2013, 2018, 2023, etc.</td>
<td>Notes from annual office and/or administrative planning meeting</td>
</tr>
<tr>
<td>INTERNAL: Review financial resources available for promotional &amp; recruitment activities.</td>
<td>Examine level of funds dedicated to past promotional/recruitment activities; project funds that can be dedicated in the future.</td>
<td>Director with Recruitment &amp; Admissions Coordinator</td>
<td>Every five years, as follows: 2013, 2018, 2023, etc.</td>
<td>Notes from annual office and/or administrative planning meeting</td>
</tr>
<tr>
<td>INTERNAL: Review effectiveness of past promotional &amp; recruitment activities.</td>
<td>Examine inquiries, applications, and enrollments resulting directly or indirectly from ELI publications and website, paid advertisements/subscriptions (print and electronic), travel, sponsor relationships, agent agreements, and other promotional activities.</td>
<td>Director with Recruitment &amp; Admissions Coordinator</td>
<td>Every five years, as follows: 2013, 2018, 2023, etc.</td>
<td>Notes from annual office and/or administrative planning meeting</td>
</tr>
<tr>
<td>SPECIAL: Review data pertaining to the nationalities enrolled in US IEPs.</td>
<td>Examine data from the IIE publication <em>Open Doors</em> to determine shifts and trends in IEP student enrollment.</td>
<td>Director with Recruitment &amp; Admissions Coordinator</td>
<td>Every five years, as follows: 2013, 2018, 2023, etc.</td>
<td>Notes from annual office and/or administrative planning meeting</td>
</tr>
<tr>
<td>SPECIAL: Review US policies pertaining to student visas.</td>
<td>Watch for notices/changes in US policy via updates from UCIIEP, EnglishUSA, and the UA International Student Services office.</td>
<td>Director with Recruitment &amp; Admissions Coordinator and Administrative Assistant</td>
<td>Every five years, as follows: 2013, 2018, 2023, etc.</td>
<td>Notes from annual office and/or administrative planning meeting</td>
</tr>
<tr>
<td>SPECIAL: Review UA admission policies and costs for international students.</td>
<td>Examine admission policies/requirements and costs on UA website; check with international admissions offices for clarification as needed.</td>
<td>Director with Recruitment &amp; Admissions Coordinator</td>
<td>Every five years, as follows: 2013, 2018, 2023, etc.</td>
<td>Notes from annual office and/or administrative planning meeting</td>
</tr>
</tbody>
</table>
### 2) Internal/Special Factors Affecting Curriculum Development & Student Achievement

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review student satisfaction with current curriculum.</td>
<td>Examine trends and comments from program evaluations and exit surveys.</td>
<td>Director &amp; Associate Director</td>
<td>Every five years, as follows: 2014 &amp; 2015, 2019, 2024, etc.</td>
<td>Notes from ongoing review of IEP curriculum &amp; student achievement</td>
</tr>
<tr>
<td>Review faculty satisfaction with current curriculum.</td>
<td>Administer “curriculum needs analysis” to faculty; examine curriculum notes from faculty in-service meetings and Curriculum Committee meetings.</td>
<td>Director &amp; Associate Director</td>
<td>Every five years, as follows: 2014 &amp; 2015, 2019, 2024, etc.</td>
<td>Notes from ongoing review of IEP curriculum &amp; student achievement</td>
</tr>
<tr>
<td>Review current usage of faculty course-release time for curriculum development.</td>
<td>Evaluate current course-release usage and assess future needs in conjunction with projected teaching needs.</td>
<td>Director &amp; Associate Director</td>
<td>Every five years, as follows: 2014 &amp; 2015, 2019, 2024, etc.</td>
<td>Notes from ongoing review of IEP curriculum &amp; student achievement</td>
</tr>
<tr>
<td>Review the effectiveness of IEP classroom instruction.</td>
<td>Examine student evaluations of instructors and notes from class observations conducted by administrators.</td>
<td>Director &amp; Associate Director</td>
<td>Every five years, as follows: 2014 &amp; 2015, 2019, 2024, etc.</td>
<td>Notes from ongoing review of IEP curriculum &amp; student achievement</td>
</tr>
<tr>
<td>Review the effectiveness of IEP student services.</td>
<td>Examine trends and comments from program evaluations and exit surveys.</td>
<td>Director with admin team &amp; office staff</td>
<td>Every five years, as follows: 2014 &amp; 2015, 2019, 2024, etc.</td>
<td>Notes from ongoing review of IEP curriculum &amp; student achievement</td>
</tr>
<tr>
<td>Review the effectiveness of the ELI Study Center, including tutoring.</td>
<td>Examine comments and trends from program evaluations and exit surveys; examine student use of IEP tutors.</td>
<td>Director with admin team &amp; Study Center Coordinator</td>
<td>Every five years, as follows: 2014 &amp; 2015, 2019, 2024, etc.</td>
<td>Notes from ongoing review of IEP curriculum &amp; student achievement</td>
</tr>
<tr>
<td>Review availability of meaningful language input and output opportunities outside of class for students.</td>
<td>Examine trends in student participation in IEP-sponsored student/cultural activities, Culturally Speaking, and the Culture &amp; Language Exchange Program; examine related comments and trends from program evaluations &amp; exit surveys.</td>
<td>Director with admin team</td>
<td>Every five years, as follows: 2014 &amp; 2015, 2019, 2024, etc.</td>
<td>Notes from ongoing review of IEP curriculum &amp; student achievement</td>
</tr>
<tr>
<td>Review student access to UA-sponsored events on campus.</td>
<td>Examine the adequacy of current methods of informing students of campus activities; examine related comments and trends from program evaluations, exit surveys.</td>
<td>Director with admin team, office staff, &amp; Student Activities Coordinator</td>
<td>Every five years, as follows: 2014 &amp; 2015, 2019, 2024, etc.</td>
<td>Notes from ongoing review of IEP curriculum &amp; student achievement</td>
</tr>
</tbody>
</table>

### 3) Internal/Special Factors Affecting Faculty and Staff

<table>
<thead>
<tr>
<th><strong>What</strong></th>
<th><strong>How</strong></th>
<th><strong>Who</strong></th>
<th><strong>When</strong></th>
<th><strong>Documentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review adequacy of workplace environment.</td>
<td>Examine satisfaction with workplace environment and request suggestions for improvements via various meetings.</td>
<td>Director with administrative team</td>
<td>Every five years, as follows: 2016, 2021, 2026, etc.</td>
<td>Results from Job Satisfaction Survey administered to ELI faculty &amp; staff</td>
</tr>
<tr>
<td>Review appropriateness of workloads and job descriptions.</td>
<td>Examine satisfaction with workloads and clarity of job descriptions and consider suggestions for revisions via various meetings.</td>
<td>Director with administrative team</td>
<td>Every five years, as follows: 2016, 2021, 2026, etc.</td>
<td>Results from Job Satisfaction Survey administered to ELI faculty &amp; staff</td>
</tr>
<tr>
<td>Review adequacy of faculty salaries.</td>
<td>Examine salaries of comparable IEPs in the Southeast.</td>
<td>Director with Associate Provost</td>
<td>Every five years, as follows: 2016, 2021, 2026, etc.</td>
<td>Notes from meetings with Associate Provost.</td>
</tr>
<tr>
<td>Review adequacy of UA benefits.</td>
<td>Examine availability of UA benefits to ELI employees to ensure appropriate access and eligibility.</td>
<td>Director with Administrative Assistant</td>
<td>Every five years, as follows: 2016, 2021, 2026, etc.</td>
<td>Notes from meetings with Administrative Assistant.</td>
</tr>
</tbody>
</table>
### E. IEP REVIEW & DEVELOPMENT: Administrative Procedures

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review procedures for hiring administrators, faculty, and staff.</td>
<td>Examine effectiveness and satisfaction with existing procedures and request suggestions for improvements via various meetings.</td>
<td>Director with administrative team</td>
<td>Every five years, as follows: 2012, 2017, 2022, etc.</td>
<td>Notes from annual administrative planning meeting</td>
</tr>
<tr>
<td>Review procedures for professional development of administrators, faculty, and staff.</td>
<td>Examine effectiveness and satisfaction with existing procedures and request suggestions for improvements via various meetings.</td>
<td>Director with administrative team</td>
<td>Every five years, as follows: 2012, 2017, 2022, etc.</td>
<td>Notes from annual administrative planning meeting</td>
</tr>
<tr>
<td>Review procedures for evaluating administrators, faculty, and staff.</td>
<td>Examine effectiveness and satisfaction with existing procedures and request suggestions for improvements via various meetings.</td>
<td>Director with administrative team</td>
<td>Every five years, as follows: 2012, 2017, 2022, etc.</td>
<td>Notes from annual administrative planning meeting</td>
</tr>
<tr>
<td>Review procedures for creating IEP class schedule and making teaching assignments.</td>
<td>Examine satisfaction with existing procedures and request suggestions for improvements via various meetings.</td>
<td>Director with administrative team</td>
<td>Every five years, as follows: 2012, 2017, 2022, etc.</td>
<td>Notes from annual administrative planning meeting</td>
</tr>
<tr>
<td>Review procedures for assigning administrative positions to faculty.</td>
<td>Examine satisfaction with existing procedures and request suggestions for improvements via various meetings.</td>
<td>Director with administrative team</td>
<td>Every five years, as follows: 2012, 2017, 2022, etc.</td>
<td>Notes from annual administrative planning meeting</td>
</tr>
</tbody>
</table>
### F. *IEP REVIEW & DEVELOPMENT*: Operational Policies

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and, as needed, revise policies and procedures included in the <em>ELI Faculty/Staff Handbook</em>.</td>
<td>Discuss existing policies and procedures during various meetings.</td>
<td>Director with administrators, faculty, and staff</td>
<td>Spring faculty in-service and annual planning meetings in even-numbered years</td>
<td>Notes from faculty in-services and annual planning meetings</td>
</tr>
<tr>
<td>Review procedures for reviewing and revising ELI policies and procedures.</td>
<td>Discuss possible changes to existing procedures during various meetings.</td>
<td>Director with administrators, faculty, and staff</td>
<td>Spring faculty in-service and annual planning meetings in even-numbered years</td>
<td>Notes from faculty in-services and annual planning meetings</td>
</tr>
</tbody>
</table>
VII. APPENDIX 2

Plan for Review & Modification of IEP Student Services

The ELI uses the following plan to guide the formal, intentional, systematic process of reviewing and modifying its Intensive English Program in the vital area of student services.

The plan is based on a four-year cycle in which all aspects of IEP student services are reviewed and, as dictated by the review, modified accordingly.
# IEP Student Services

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-ARRIVAL ISSUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) Pre-arrival information packets</td>
<td>• Review input from faculty, staff, and administrators.</td>
<td>Director, Recruitment &amp; Admissions Coordinator, Student Services Coordinator, and office staff</td>
<td>Year 1 of review cycle (2013, 2017, 2021, etc.) at Annual Office Planning Meeting and Spring Faculty In-Service meeting</td>
<td>Notes from Annual Office Planning meeting and Spring Faculty In-Service meeting</td>
</tr>
<tr>
<td>B) Pre-arrival communication: content, timing, frequency, method, etc.</td>
<td>• Review input from students via New Student Questionnaires.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ARRIVAL ISSUES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) Initial airport pickup service: notification, timing, cost, personnel, etc.</td>
<td>• Review input from faculty, staff, and administrators.</td>
<td>Director, Recruitment &amp; Admissions Coordinator, Student Services Coordinator, office staff, and assigned faculty (if any)</td>
<td>Year 2 of review cycle (2014, 2018, 2022, etc.) at Annual Office Planning Meeting and Spring Faculty In-Service meeting</td>
<td>Notes from Annual Office Planning meeting and Spring Faculty In-Service meeting</td>
</tr>
<tr>
<td>B) Initial motel stay vs. dorm check-in</td>
<td>• Review input from students via New Student Questionnaires, Student Advisory Council meetings, and Program Evaluations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) On-campus housing: application process, deposits, assignments, contracts, check-in, personnel, etc.</td>
<td>• Review input received from relevant UA offices (Housing, Student Health Center, Parking Services, Registrar, Student Receivables, Bama Dining, current medical insurance company, local banks, UA Computer Center, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D) New Student Orientation: content, timing, personnel, information packets, campus tour, emergency contacts, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E) New Student Registration: process, timing, personnel, ID cards, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F) Medical insurance: registration/purchase process, dates of coverage, cost, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G) On-campus food services: meal plans, cash cards, cost, locations, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H) MyBama email accounts: procedures, timing, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I) Miscellaneous: post office, banking, driving, on-campus parking, insurance, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### POST-ARRIVAL ISSUES:

- **A)** Student activities: number, type, frequency, personnel, cost, communication, awareness, etc.
- **B)** Information concerning UA-sponsored events, activities, services, communication, awareness, etc.
- **C)** Academic and personal advising: awareness, availability, usage, personnel, procedures, etc.
- **D)** I-20/visa advising and assistance: awareness, availability, usage, personnel, procedures, etc.
- **E)** Information about and assistance with admission to UA degree programs: awareness, personnel, procedures, etc.
- **F)** Access to the Tuscaloosa community, including transportation, shopping, awareness, etc.
- **G)** Tutoring: awareness, availability, usage, personnel, procedures, etc.
- **H)** Study Center: availability, usage, personnel, awareness, etc.
- **I)** Student Advisory Council: participation, personnel, awareness, etc.
- **J)** Culture & Language Exchange Program: procedures, awareness, participation, etc.

<table>
<thead>
<tr>
<th><strong>DEPARTMENT ISSUES:</strong></th>
<th><strong>POST-ARRIVAL ISSUES:</strong></th>
<th><strong>DEPARTURE ISSUES:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review input from faculty, staff, and administrators.</td>
<td>Director, Recruitment &amp; Admissions Coordinator, Student Services Coordinator, and office staff</td>
<td>Year 3 of review cycle (2015, 2019, 2023, etc.) at Annual Office Planning Meeting and Spring Faculty In-Service meeting</td>
</tr>
<tr>
<td>Review input from Student Activities Committee.</td>
<td>Review input from students via Student Advisory Council meetings and Program Evaluations.</td>
<td>Review input received from relevant services provided, including Study Center, tutoring, Culture &amp; Language Exchange Program, etc.</td>
</tr>
<tr>
<td>Review input from office staff and administrators via discussion.</td>
<td>Review input received from students via Student Advisory Council meetings and Program Evaluations.</td>
<td>Year 4 of review cycle (2016, 2020, 2024, etc.) at Annual Office Planning Meeting and Spring Faculty In-Service meeting</td>
</tr>
<tr>
<td>Notes from Annual Office Planning meeting and Spring Faculty In-Service meeting</td>
<td></td>
<td>Notes from Annual Office Planning meeting and Spring Faculty In-Service meeting</td>
</tr>
</tbody>
</table>
VII. APPENDIX 3

Plan for Review & Modification of IEP Curriculum and Student Achievement

The ELI uses the following plan to guide the formal, intentional, systematic process of reviewing and modifying its Intensive English Program in two vital areas: curriculum and student achievement.

The plan is based on a three-year cycle in which all aspects of the IEP curriculum and of IEP student achievement are reviewed and, as dictated by the review, modified accordingly.

The Preparation Year involves collection of data; the Focus Year involves analysis of data collected in relation to curriculum and student achievement; and the Implementation Year involves piloting and adoption as appropriate.

### 3-Year Rotation for Curriculum & Student-Achievement Review

<table>
<thead>
<tr>
<th>Year</th>
<th>Speaking/Listening</th>
<th>Reading/Writing</th>
<th>Structure</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/19</td>
<td>Preparation</td>
<td>Implementation</td>
<td>Focus</td>
<td></td>
</tr>
<tr>
<td>2019/20</td>
<td>Focus</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>2020/21</td>
<td>Implementation</td>
<td>Focus</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>2021/22</td>
<td>Preparation</td>
<td>Implementation</td>
<td>Focus</td>
<td></td>
</tr>
<tr>
<td>2022/23</td>
<td>Focus</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>2023/24</td>
<td>Implementation</td>
<td>Focus</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>2024/25</td>
<td>Preparation</td>
<td>Implementation</td>
<td>Focus</td>
<td></td>
</tr>
<tr>
<td>2025/26</td>
<td>Focus</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>2027/28</td>
<td>Implementation</td>
<td>Focus</td>
<td>Preparation</td>
<td></td>
</tr>
<tr>
<td>2028/29</td>
<td>Preparation</td>
<td>Implementation</td>
<td>Focus</td>
<td></td>
</tr>
</tbody>
</table>
**SKILL AREA PREPARATION YEAR**
(all data presumed to be focused on the relevant skill area unless otherwise indicated)

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare for review of Skill Area.</td>
<td>• Locate and compile data from previous years</td>
<td>Skill Area Coordinators</td>
<td>Spring, Summer</td>
<td>Skill Area Coordinator documents (share drive)</td>
</tr>
<tr>
<td></td>
<td>• Access and verify organization of relevant documents,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>electronically or via hard copy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Contact previous coordinator(s) as necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Verify that surveys for the upcoming year are still</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>relevant to current curriculum and practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare for review of student satisfaction with teaching materials.</td>
<td>• Ensure that textbook surveys are administered for current textbooks</td>
<td>Skill Area Coordinators</td>
<td>Fall 1, Spring 1</td>
<td>Textbook survey data</td>
</tr>
<tr>
<td>Prepare for review of Writing curriculum.</td>
<td>• Assess EN 120 curriculum to determine if adjustments to the ELI curriculum are needed.</td>
<td>Associate Director</td>
<td>Spring 2</td>
<td>Curriculum Committee notes, EN 120 instructor survey data</td>
</tr>
<tr>
<td></td>
<td>• Survey EN 120 instructors for input in determining whether ELI students are prepared for this course.</td>
<td></td>
<td>Fall 2, Spring 2</td>
<td></td>
</tr>
<tr>
<td>Review UA success rate of ELI students who matriculate into UA.</td>
<td>• Survey/Interview former ELI students currently attending or having recently attended UA.</td>
<td>Associate Director, Academic Advisor</td>
<td>Spring 1 of RW Prep Yr</td>
<td>Student survey data, interview notes, GPA reports</td>
</tr>
<tr>
<td></td>
<td>• Compile student GPAs in UA courses, including EN 120.</td>
<td></td>
<td>Fall 2, Spring 2 of RW Prep Yr</td>
<td></td>
</tr>
</tbody>
</table>
**SKILL AREA FOCUS YEAR**
(all data presumed to be focused on the relevant skill area unless otherwise indicated)

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Review course methods and materials for skill area. | Initiate curriculum committee review of:  
• The appropriateness, language and content of course goals and objectives, including the Overview, for each level of the skill area  
• The appropriateness of student outcomes, especially as they relate to curriculum objectives  
• Course texts and other teaching materials  
• Course policy statements  
• Methods and methodologies | Skill Area Coordinators | Spring and Fall Curriculum Committee meetings | Skill Area Coordinator notes, Curriculum Committee notes |
| Review faculty satisfaction with course methods and materials. | Elicit and examine input from faculty regarding:  
• The appropriateness, language and content of course goals and objectives, including the Overview, for each level of the skill area  
• The appropriateness of student learning outcomes, especially as they relate to curriculum objectives  
• Course texts and other teaching materials (including rubrics)  
• Course policy statements  
• Methods and methodologies  
• The appropriateness and efficacy of testing procedures and requirements (including rubrics & standardized tests)  
• Any suggested changes from the Curriculum Committee | Skill Area Coordinators | Spring and Fall In-service meetings, session faculty meetings | Skill Area Coordinator notes, In-service notes, Faculty meeting agendas |
| Review of student satisfaction with course methods and materials. | Examine input from students via:  
• Textbook surveys (conducted Fall 1 & Spring 1)  
• Student Advisory Council (survey administered Fall)  
• Course Evaluations (conducted each session)  
• Exit surveys | Skill Area Coordinators | Throughout skill area focus year | Student survey data, Student Advisory Council notes, course evaluations |

(continues on next page)
<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Review student achievement by course and level. | • Compile pass/fail rates.  
• Review standardized exam scores.  
• Performing test item analysis (if necessary). | Skill Area Coordinators | Each session (with past three session results reported at faculty in-services) | Pass/fail rates, faculty in-service notes, skill area coordinator notes |
| Review reliability and content validity of placement/replacement exams. | • Review fit with current curriculum.  
• Review placement/replacement exam questions, ensuring that they are fair, valid, and appropriate for curriculum.  
• Conduct item analysis for placement/replacement exams.  
• Compare placement levels against replacement results.  
• Compare pass/fail rates of new and continuing students.  
• Review rater-training materials, including rubrics and prompts.  
• Determine if changes need to be made. | Testing Coordinator | Fall sessions | Testing Coordinator notes |
| Propose curriculum changes, if any, for respective skill areas. | Present proposed changes to Curriculum Committee. | Skill Area Coordinators | Spring and Fall Curriculum Committee meetings | Curriculum Committee notes |
| Establish a plan for implementing any changes. | Develop a plan for implementing changes to the curriculum, including:  
• Specific changes and the method of their implementation  
• Timeframe for piloting and final decision of changes  
• Revision of documents affected by the change including course policies, grading rubrics and assessment materials | Associate Director | Spring and Fall Curriculum Committee meetings | Curriculum Committee notes |
**SKILL AREA IMPLEMENTATION YEAR**
(all data presumed to be focused on the relevant skill area unless otherwise indicated)

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Who</th>
<th>When</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Initiate piloting of proposed changes. | • Begin piloting phase of proposed changes as determined during focus year  
• Collect data from both 6-week and 8-week pilots.  
• Ensure that student textbook surveys are administered for piloted textbooks.  
• Elicit and collect feedback from teachers. | Skill Area Coordinators | Summer and Fall sessions | Skill Area Coordinator notes |
| Review piloting of implemented changes. | • Analyze feedback from teachers.  
• Analyze feedback from students.  
• Analyze student-achievement data in piloted courses. | Skill Area Coordinators | Summer and Fall sessions | Teacher surveys, student surveys, pass/fail rates, class grade reports |
| Determine if piloted changes will be formally adopted. | Elicit input from Curriculum Committee regarding:  
• Implementation of the pilot related to collected data from students and teachers and student achievement data in piloted classes  
• Necessity for further changes  
• Final decision on whether to adopt piloted changes | Associate Director, Skill Area Coordinators | Spring 1 session | Curriculum Committee notes |
| Update curricular materials if changes are adopted and inform faculty of these changes. | • Publish changes to Course Policy Statements, Curriculum Handbook, and any other related documents.  
• Explain any new procedures clearly in relevant meetings and via email.  
• Make the current, finalized versions of testing materials available to faculty.  
• Conduct rater training, if needed, related to changes. | Associate Director, Skill Area Coordinators | After changes are formally adopted | Course policies, Curriculum Handbook, rater-training materials, faculty in-service notes, faculty meeting notes, Skill Area Coordinator notes |