



**EMIRATES COLLEGE**  
For Management & Information Technology



**كلية الإمارات**  
الإدارة وتكنولوجيا المعلومات

# FACULTY HANDBOOK

**2018-2019**

AN INSTITUTION DEDICATED TO YOUR LEARNING



**إكسبو 2020**  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES



**ACCREDITED BY:**  
UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

**[www.ecmit.ac.ae](http://www.ecmit.ac.ae)**

# Foreword



Dear Colleagues,

It is my great pleasure to welcome you to ECMIT. We are pleased that you have chosen to become a part of our community for academic, scientific and economic progress. You will be working with other fellow members to advance the quality and mission of ECMIT.

I believe you will find the college more than just a place to work. It's a place you can build a career; it's a place you can make a difference. We offer a wealth of benefits, programs and learning opportunities to help you make the most of your time at the college. The real strength of a great institution lies in its people, and we appreciate your commitment and dedication to making our great institution even better. Congratulations on your new position, and please accept my best wishes in your career with ECMIT.

The Faculty Handbook is intended to make faculty members of ECMIT familiar with the existing faculty policies, regulations, and procedures. It has been ratified by the Academic Affairs Council and approved by the College Board of Governors. A faculty member who signs a contract to serve at the College thereby agrees to be bound by these policies and regulations.

You will find most of the policies, regulations, and procedures of the College either contained here in their entirety or referenced in Policy and Procedures Manual, Academic Catalog Staff and Student Handbook. Each member of the Faculty is urged to be familiar with the contents of these documents and to keep them at hand for ready reference.

The Faculty Handbook is updated annually to ensure compliance with the College's rules and regulations and with the guidelines of the UAE Ministry of Higher Education. Therefore, the programs, policies, statements, and/or procedures contained herein are subject to change by the College without prior notice. It is the responsibility of the Division Chairs to maintain an updated copy to which faculty/academic staff may refer.

The responsibility for distributing information about changes rests with the Office of the Dean of Academic Affairs. However, questions regarding content should first be addressed to the Division Chairs. An electronic version of this document is also available on the College website, [www.ecmit.ac.ae](http://www.ecmit.ac.ae).

The Faculty Handbook, while dealing with employment policies and procedures, is not intended to provide any assurance of continued employment and should in no way be construed as an employment contract.

**Prof. Nabeel A. Jurdi, Ph.D**

*President & CEO*

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## Introduction

The Emirates College for Management & Information Technology (ECMIT) is a private, non-federal, four-year institution of higher education which is located in Dubai, United Arab Emirates. The College and all its academic programs are licensed and accredited by the U.A.E. Ministry of Higher Education and Scientific Research (MOHESR). The institution offers two Associate of Science degree programs in Business and Information Technology, respectively, and a four-year Bachelor of Business Administration (BBA) program with concentrations in Management, Marketing and Human Resources Management. In addition, it offers a Foundation and a Remedial Programs for students who do not qualify for direct admission to the college's regular academic programs. Furthermore, the College has an elaborate English language program that involves preparatory classes and training in TOEFL and IELTS and a six-level English learning program that is aimed to improve English proficiency, communication and public speaking skills.

ECMIT recognizes academic freedom as indispensable to the purposes of an academic institution. Freedom of faculty members to study and to teach according to their best judgment is necessary if an academic institution is to fulfill its role in society. However, academic freedom carries with it the duty to use that freedom in a responsible way with due regard to the policies of the college and the rights of others within the college community and the community at large. It also carries with it an obligation to strive for excellence in teaching, in research and scholarship, to devote time to students and to play an effective role in the work of the college.

ECMIT further recognizes that the protection of academic freedom requires that decisions affecting individual faculty members be made in a consistent manner according to established principles and standards and reasonable procedures. The central goal of ECMIT is to promote the advancement of learning and dissemination of knowledge through teaching, research and scholarly activities. It is, therefore, imperative that ECMIT establishes a well-defined and well-structured Handbook for the faculty so that the stated goals and objectives can be achieved in the most efficient manner possible. It is the responsibility of each faculty member and academic administrator to read this document and to abide by the provisions and stipulations therein.

The main function of a faculty member is to prepare students for successful transfer to baccalaureate-level institutions by creating an atmosphere in which they are exposed to intellectual challenges and where they learn to develop and fulfill themselves. Although ECMIT stresses professional excellence, there are other qualities that the College also embraces and encourages such as stimulation of thought, development of personality, character, and ethical conduct.

## **Institutional Overview**

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Emirates College for Management and Information Technology (ECMIT) was originally established and licensed by the UAE Ministry of Education in 1998 as Emirates Center for Management and Information Technology. In 2004, the Center became Emirates College for Management and Information Technology, and a set of five mission driven goals was developed which was to shape the future course of the College. In 2003, the College proposed to the Ministry of Higher Education (MOHESR) of the UAE its own 2-year AS degree programs in inter disciplinary sciences with majors in business and IT which were given initial accreditation in 2004.

ECMIT's has developed its first 5-Year Strategic Plan in 2006, which identified seven strategies for development. The Plan served as a foundation upon which the entire planning, assessment, and evaluation cycles of the college were built over the years. ECMIT underwent a series of evaluation by the CAA that led to the full accreditation of all its associate academic programs and initial accreditation of the 124 credit BBA program.

Over a period of 15 years, the college has graduated over 20 classes totaling over 2000 students. Today these students occupy strategic positions in government, business, public and private sectors making significant contributions to the national economy. The College has nurtured this commitment in an academic environment responsive to the changing needs of the workplace and by providing strong career planning support and attention to the needs of each student. The constant emphasis at ECMIT has been to build a community network through its connections with potential employers, and delivering a supportive environment in which students can achieve their goals.

## **Philosophy of the Institution**

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### **Vision**

Emirates College for Management and Information Technology will be a premier and sustainable institution of higher education which is recognized, respected and valued in the region for its excellence.

### **Mission**

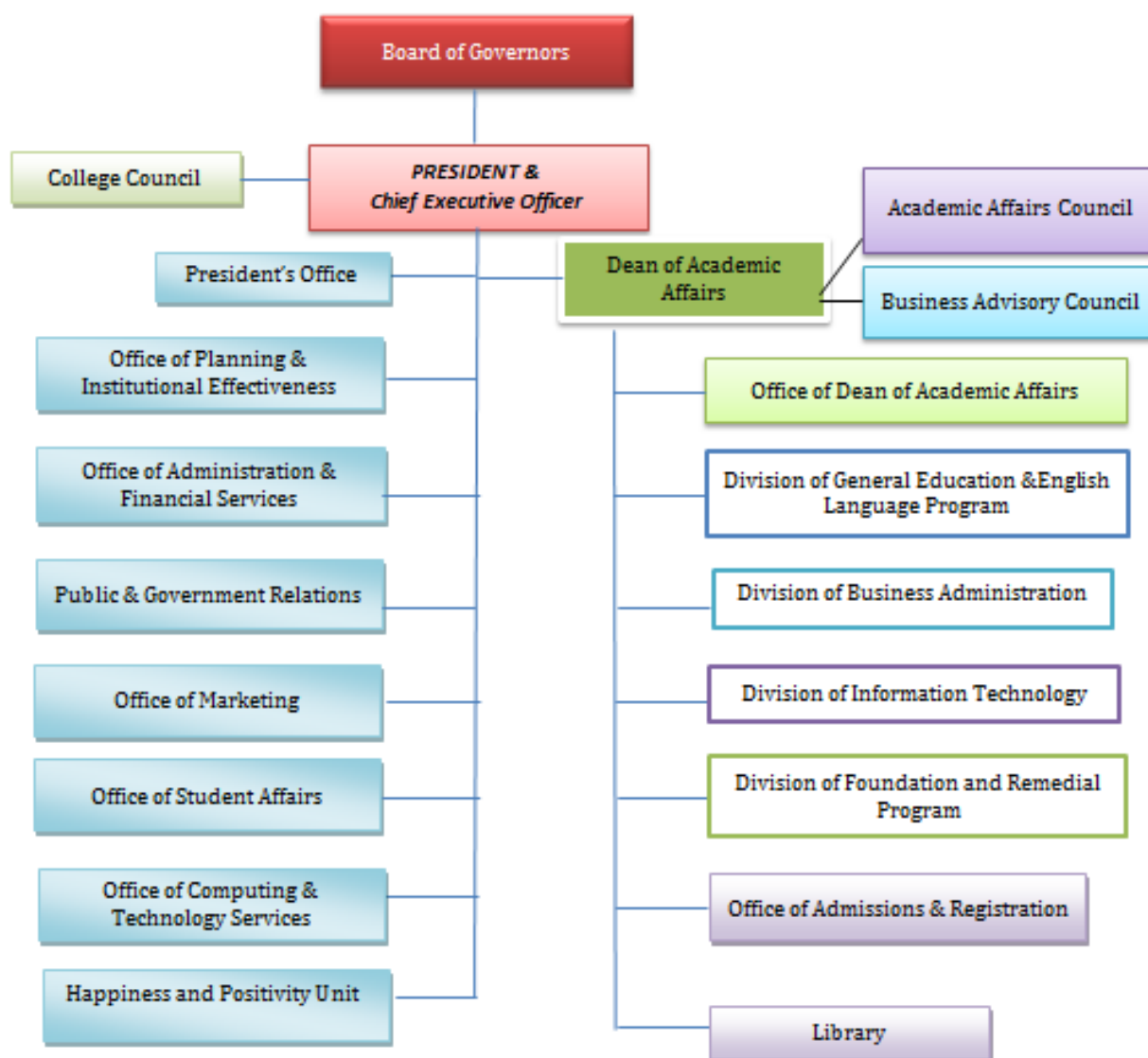
ECMIT aims to develop competent and innovative graduates by offering high quality degree programs in alignment with international Standards that are accessible and affordable; exposing students to community services in order for them to value and appreciate the community they belong; developing and maintaining highly qualified faculty who deliver an excellent teaching and produce quality research.

**Core Values**

- To value the well-being of ECMIT students.
- To value the well-being of ECMIT faculty and staff.
- To value the quality and integrity of academic programs.
- To value the personal and professional development of students to highest standard.
- To value and recognize our responsibilities to develop well qualified graduates who will contribute to UAE's socio-economic and cultural development.
- To value honesty and fairness, and not to tolerate corruption.
- To value collaboration and partnership with academic institutions, business and government organizations with in the UAE and abroad.
- To value open and honest communication, and transparent and accountable decision making.
- To value the reputation and integrity of institution within the UAE and beyond.
- To value human life and dignity irrespective of their nationality, religion and gender.



## Institutional Organization Chart



## Section 1: ECMIT Governance Structure

### 1.1. ECMIT Board of Governors

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The main purpose of the Board of Governors (BOGs) is to hold the College in trust for the public of the United Arab Emirates. Representing as it does the public's interest and ECMIT's mission on behalf of that public interest, the Board has as its purpose and responsibility the formulation of the specifics of its mission, the establishment of the policies for its fulfillment, and the accountability for seeing that those policies are carried out.

The Board of Governors has been created for the purposes of setting directions and policies for the strategic development of ECMIT, ensuring financial viability, quality and integrity of its academic programs and financial transactions. The Board of Governors has the power of general supervision and control over the academic and business affairs of the institution.

The following are responsibilities of the ECMIT Board of Governors:

- To participate in setting the long-term vision, mission, and strategic direction of the College in concert with the President and in consultation with the Academic Affairs Council;
- To approve policy in areas of mandated responsibility;
- To monitor the achievement of ECMIT's goals;
- To advocate on behalf of the College to the external community and to interpret the needs of society to the College;
- To provide the College Administration with the support, authority, and responsibility required to lead and manage its affairs successfully;
- To appoint the Chief Executive Officer and evaluate his performance;
- To ensure appropriate financial and administrative controls are in place to oversee the management of the College's monetary, physical, and human resources; to ensure the allocation of resources is consistent with the achievement of the College's objectives; and
- To set policy for the conduct of the Board's affairs and to monitor its effectiveness.

### 1.2. College Council

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The main purpose of College council is to oversee day to day operations of the institution and its sustainability. College council meet frequently to discuss about all administrative and academic issues which directly contribute significant role in the college functions to achieve its mission and goals, accreditation, budget and institutional audit.

President of ECMIT is the chair of this council and consists of the following members:

- President and CEO
- Dean of Academic Affairs (DAA)
- Program Directors
- Registrar
- Administration Officer
- Chief Financial Officer
- Manager of OPIE
- Manager of IT
- Manager of Library
- Govt. and Public Relations Officer
- Marketing Manager

### **1.3. Institutional Committees**

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#### **1.3.1. Institutional Effectiveness Planning and Assessment Committee (IEPAC)**

Institutional Effectiveness Planning and Assessment Committee is primarily responsible for

- Coordinating, synchronizing and monitoring of planning and effectiveness activities of the entire institution.
- Developing policy, criteria and indicators for assessing institutional and unit effectiveness within the framework of Institutional goals and objectives and set the guidelines for ensuring institution wide compliance.

#### **1.3.2. Program Effectiveness and Assessment Committee (PEAC)**

Program Effectiveness and Assessment Committee monitors' academic quality assurance and effectiveness. This committee

- Plans, assesses and monitors program effectiveness against the indicators set in the Assessment Plan.
- Reviews and assesses delivery, curriculum, course syllabi, textbooks, coverage of syllabus, and course file documentation once in every semester.
- Discusses the findings based on various satisfaction surveys and introduces measures to address problems and weaknesses.
- Studies and traces student success, graduation rate, attrition rate and student success in career advancement and credit transfers to other institutions.

## **1.4. Policy-making bodies**

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Academic policies are planned, developed and approved at three different levels:

- Dean of Academic Affairs' Administrative Council
- ECMIT Academic Affairs Council
- College Council

### **1.4.1. Dean of Academic Affairs (DAA) Administrative Council**

The primary responsibility of this council is to coordinate the activities of the Academic Affairs and implement the policies and directives of the College Council and Board of Governors. It is chaired by the Dean of Academic Affairs. This Council recommends policy changes and new policies that have to be approved by the Academic Affairs Council. The Council coordinates the activities of all academic units, determine the academic strategic directions, and develop strategic plan for the academic programs, academic standards, transfer of courses, make recommendation to the Academic Affairs Council on academic matters, deliver on the quality assurance and effectiveness of the academic programs, and considers the faculty annual performance evaluation. The council makes recommendations for the degrees and certificates to be conferred by the college. It considers and delivers on all matters of the students and library services. The Council approves the annual budget of the academic affairs and makes recommendation to the President.

This council meets once or twice a month or more frequently if needed.

**Members are:**

- Dean of Academic Affairs (Chair)
- Chair, Department of General Education & English Studies
- Chair, Business Division/BBA Program Director
- Chair, Information Technology Division
- Registrar
- Director, Research Services and Academic Assessment
- Chair, Exam Board
- Manager, Library
- Manager, Institutional Planning and Effectiveness (on invitation)

### **1.4.2. ECMIT Academic Affairs Council**

The final authority on academic matters is the ECMIT Academic Affairs Council. The Academic Affairs Council, working with its standing committees, formulates policies affecting the College's academic mission. The basic purpose of the Academic Affairs Council is to promote the representation of the faculty in the

governance of ECMIT and encourage active faculty participation in the development of ECMIT's academic policies and procedures. The Academic Affairs Council reviews all proposals recommended by Dean of Academic Affairs Administration Council on academic programs, study rules and regulations, quality assurance and assessment and research affairs. The Academic Affairs Council also approves admission requirements and the distribution of financial aid to students.

The Academic Affairs Council may also recommend to the President on resource allocations and budgetary issues. The Academic Affairs Council also approves candidates for graduation (including the awarding of honorary degrees). The Academic Affairs Council meets once every month or more frequently if needed.

#### **a. Composition of the Council**

The Academic Affairs Council of ECMIT is composed of all full time faculty members and the heads of auxiliary academic units such as library, IT services and Registrar. The Dean of Academic Affairs acts as the Chair. The President serves as the ex officio member.

The Academic Affairs Council has seven standing committees:

- Program Effectiveness and Assessment Committee (PEAC)
- Credit Transfer Committee
- Library Committee
- Program Review, Curriculum Planning and Development Committee
- Student Disciplinary and Grievance Committee
- Exam Board Committee
- Faculty Review, Retention and Professional Development Committee
- Research Committee

#### **b. Role of the Academic Affairs Council**

The ECMIT Academic Affairs Council will have the primary responsibility of exercising academic superintendence and discipline through determining academic policy and curricula development. The Academic Affairs Council is committed to serving as the voice of the faculty as a whole by creating an open and informed decision-making process and fostering democratic culture.

#### **c. Functions and authority of the Academic Affairs Council**

The Academic Affairs Council of ECMIT functions through five standing committees. The functions of the Academic Affairs Council include:

- approving academic policies and curricula
- approving course changes
- approving policies and regulations governing admission, probation, dismissal and graduation of students
- approving the academic calendar

- recommending to the President on criteria for appointments, reappointments and promotion
- recommending to the President criteria for resolving students' appeal for grade changes
- approving graduating candidates

**d. Meetings**

The Academic Affairs Council will meet twice a year in the 16<sup>th</sup> week of the Fall and the Spring semesters at a time and place determined by the Dean of Academic Affairs. Written notices of the meetings and their agenda will be given to the members of the Council at least a week in advance. Special meetings may be called at the discretion of the Dean of Academic Affairs. There will have to be a quorum of members who must be present for business to be transacted.

## Section 2: Faculty Roles and Responsibilities

In consonance with its mission and goals, the College has a well-articulated policy and a well-structured process to ensure faculty and staff involvement in academic and institutional matters, which:

- defines the role and responsibilities of the faculty in academic affairs: the curriculum, teaching, student support, research and/or scholarship, management and administration;
- outlines course management requirements, including maintaining office hours, providing a syllabus for each course on the first class day, and grading and examination duties;
- defines the role and responsibilities of professional staff in the institution;
- defines the role of faculty in governance;
- assures academic freedom;
- defines the organizational and reporting relationships for faculty and professional staff;
- Describes standards of professional ethics and cultural norms to which faculty and professional staff adhere.

Following is a summary description of these roles and responsibilities.

### **2.1. Faculty Role in Academic and College Affairs**

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ECMIT considers the faculty members as its best asset. The institutional and academic organizational structures and academic policies have been developed to afford the faculty the maximum academic freedom to contribute to the institutional mission and goals. In addition to teaching and curriculum development, the faculty regularly takes part in academic administration, college development projects, marketing, promotion and student recruitment events, and Academic Affairs Council. In brief, the central activities of the faculty members at ECMIT are: teaching, curriculum planning and development, research, faculty recruitment and appointment, academic advising, governance: academic affairs council and its standing committees.

#### **2.1.1 Teaching**

The primary responsibility of the faculty is teaching. **A faculty member on average teaches 12 credit hours per week; typically consisting of 3 to 4 different courses in each semester.** Faculty members are paid overtime allowance for teaching courses in excess of the limit (if any). Faculty members are paid additional compensation for summer teaching. Because ECMIT pays highest importance and priority to student's success, faculty members are expected to remain updated in their areas of expertise through innovations, pedagogical improvements and skills.

### **2.1.2 Curriculum Planning and Development**

An important role of the faculty is to plan and develop academic programs and curricula in a collective manner. Because the ECMIT is a small institution and its academic programs are integrated, such collective process is initiated by the Academic Affairs Council through Curriculum Planning and Development Committee. This committee is fully composed of faculty members who have full freedom to make appropriate recommendations to the Academic Affairs Council.

The Academic Affairs Council, which is composed of faculty members from all divisions and chaired by the Dean of Academic Affairs, has the full authority and autonomy to deliver and take decisions on curriculum and program matters, study policy and regulations and faculty welfare.

According to ECMIT Policy, any member of the ECMIT Community and the ECMIT student body are free to propose new programs, modifications in the existing programs and modifications in the study rules and regulations. Such proposals are first submitted to the Curriculum Planning and Development Committee of the Academic Affairs Council, who considers, evaluates and delivers on the proposal. The recommendations together with an action plan are submitted to the full body of the Academic Affairs Council for consideration. The Academic Affairs Council approval is then sent to the College's Council by the Dean of Academic Affairs for consideration in so far as the budget and financial matters are concerned.

The Curriculum Planning and Development Committee is responsible for monitoring the integrity, quality and effectiveness of academic programs and their delivery. The main task of this Committee is to ensure that the goals of the programs are being achieved and that the students are learning what they are supposed to learn. The Committee, in tandem and collaboration with the OIPE office, regularly studies the survey results, course syllabi, library holdings and classroom delivery effectiveness and addresses students' concerns in its efforts to maintain the standard of learning at the college. The Committee discusses its findings and observations in the Academic Affairs Council where an action plan is undertaken to address weaknesses and deficiencies in the system.

### **2.1.3 Faculty Recruitment and appointment**

Faculty plays a significant role in faculty planning, need assessments and hiring. Such planning usually begins in November and completed by December. The Dean of Academic Affairs discusses the plan and need assessments in the full body of the Academic Affairs Council, after which the Dean of Academic Affairs sends the plan to the President together with an estimated budget for onward consideration.

The President's Council discusses the plan mainly to ensure that the hiring plan meets the academic goal of the college and that appropriate funding is available to support the plan. The hiring process starts after placing public advertisement in national and international news media.



The Curriculum Planning and Development Committee determine the section criteria under the oversight of the Dean of Academic Affairs. This Committee evaluates the incoming applications and makes recommendation to the Dean of Academic Affairs.

#### **2.1.4 Student Academic Advising**

An effective student advising system is a pre-requisite to the credit-based education at ECMIT. Full time faculty members will be required to advise a group of students who will remain with him/her until they graduate. The time spent in such academic advising will depend on the number of students assigned, and must be considered as part of the overall workload of a faculty member. Instructors are required to post a schedule on their office door clearly indicating advising, research and teaching hours.

#### **2.1.5 Governance: The Academic Affairs Council and its standing committees**

The Academic Affairs Council is composed of all full time faculty members and is chaired by the Dean of Academic Affairs. The council meets once a month under normal circumstance, and on frequent basis under emergency situations. As per the policy of ECMIT, the academic affairs council has the autonomy and authority to debate, discuss and approve academic programs, curricula, admission, study rules and regulations, faculty hiring plan, faculty promotion, academic budget and graduation list. The academic affairs council is also the voice of the faculty where issues affecting faculty welfare and interests are openly discussed. This council also serves as a collective bargaining body for and on behalf of the faculty. The academic affairs council functions through the following standing committees:

- Program Effectiveness and Assessment Committee (PEAC)
- Credit Transfer Committee
- Library Committee
- Curriculum Planning & Development Committee
- Student Disciplinary & Grievance Committee
- Exam Board Committee
- Faculty Review, Retention and Professional Development Committee
- Research Committee

The responsibilities and memberships of these committees are outlined in detail in the Policies and Procedures Manual. Faculty participation and input in matters of appointment; retention & promotion of faculty; assessment of faculty performance; faculty development; resolution of faculty grievances; admission and registration policies; curriculum development and approvals; instructional support services (Library and IT); and other related matters of academic policy and procedure are ensured through the workings of these standing committees.

## **2.2. Academic Freedom**

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A faculty member has full freedom in discussing his or her subject in the classroom, subject to adherence to the course syllabus as presented. The faculty member's position as a member of a learned profession and as a member of this institution imposes an obligation that his or her public utterances be made with restraint and good taste and in no way may be interpreted as College policy.

Academic freedom is the freedom to teach and do research in any area without constraint, to discover and promulgate new ideas no matter how controversial. Academic freedom requires individuals and authorities allow to work without restraint and to prevent any interference with this freedom.

The exercise of academic freedom depends on resources that are not available to everyone. Teaching requires access to students; research requires libraries and other facilities. Faculty needs access to technology resources, colleagues to consult, journal and book editors willing to publish their work.

The institution primarily provides all scholarly resources. The freedom to develop and teach new ideas can be encouraged or discouraged in many ways. The college encourages academic freedom by granting tenure which provides job security for faculty members.

ECMIT has the right to foster academic freedom in many ways besides tenure, by reducing teaching loads, granting travel funds and sabbatical leaves so that faculty members can develop new ideas and exchange ideas with colleagues at other institutions.

## **2.3. Academic Integrity**

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ECMIT has chosen as its primary objective "quality undergraduate education." Commitment to this objective must include an obligation by all members of the College community to promote and protect the highest standards of integrity in study, instruction, and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. To this end, students are expected to conduct themselves at a high level of responsibility while fulfilling requirements of their course of study. It is the corresponding responsibility of faculty to make clear to students the standards by which students will be evaluated and the resources permissible for use by students in a given course.

Academic integrity presumes that all work submitted as part of academic requirements is the product of the student submitting it unless credit is given with proper footnoting and

bibliographic techniques, or as prescribed by the course instructor. When a student makes use of concepts or words from an outside source, whether in the form of a direct quotation or of paraphrase, credit must be given to the original source for each idea by footnote or other technique acceptable to the instructor. Failure to make such an acknowledgment constitutes plagiarism.

Instructors are responsible for providing students with an explanation of the freedom they may exercise in collaborating with other students or in use of outside sources, including the student's own work prepared and submitted for another course, during group study sessions, and in take-home examinations. Any doubts, on the part of students, about what constitutes academic dishonesty should be discussed with and will be resolved by the course instructor. See Section 9, Appendix 1: A Faculty Guide to Plagiarism Detection and Prevention for more details.

Violations of academic integrity are causes for disciplinary actions imposed by the appropriate faculty member and/or department Chair. Any instance of flagrant academic dishonesty, as determined by the instructor of the course in compliance with the established policy of the department through which the course is offered, can result in the student's dismissal from the class and the assignment of a failing grade of 'F' for the course or even expulsion from the College.

A faculty member accepts an obligation, in relation to his or her students, to discharge his or her duties in a fair and conscientious manner in accordance with the ethical standards generally recognized within the academic community (as well as those of the profession).

Without limiting the application of the above principle, members of the faculty are also expected to conduct themselves in a professional manner, including the following:

- To meet their classes when scheduled.
- To be available at reasonable times for appointments with students, and to keep such appointments.
- To make appropriate preparation for classes and other meetings.
- To perform their grading duties and other academic evaluations in a timely manner.
- To base all academic evaluations upon good-faith professional judgment.
- Not to consider, in academic evaluation, such factors as race, color, religion, sex, sexual orientation, age, national origin, and political or cultural affiliation, and life style, activities, or behavior outside the classroom unrelated to academic achievement.
- To respect the confidentiality of information regarding a student contained in ECMIT records; and to refrain from releasing such information, except in connection with intra-College business, or with student consent, or as may be permitted by law.

- Not to exploit his or her professional relationship with students for private advantage; and to refrain from soliciting the assistance of students for private purposes in a manner that infringes upon such students' freedom of choice.
- To give appropriate recognition to contributions made by students to research, publication, service, or other activities.
- To respect the dignity of students individually and collectively in the classroom and other academic contexts.

## **2.4. Professional Ethics for Faculty members**

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Disciplinary action against a faculty member can be taken for various reasons as outlined below:

**2.4.1.** Professional misconduct, incompetence or neglect of duty Professional misconduct, incompetence or neglect of duty” includes, but is not limited to, actions such as:

- a) Refusal to fulfill contractual obligations such as: teaching, grading, advising, proctoring, and committee work.
- b) Refusal to abide by the academic policies of the College and ECMIT.
- c) Absence from classes without approval of the line supervisor, without proper notification to the students, and without arranging make-up classes (except for emergency situations)
- d) Falsifying grade records or reporting unsubstantiated grades.
- e) A chronic pattern of arriving late to classes, that disrupts the educational process
- f) Falsification of academic and professional credentials
- g) Plagiarism
- h) Falsification of research information
- i) Abuse of internet privileges (e.g. sending inappropriate or libelous E-mails to faculty e-lists).

These issues are first dealt with through the established academic hierarchy (e.g. the Chair’s office, and finally through the ECMIT Grievance and Disciplinary Committee.

### **2.4.2. Personal misconduct**

“Personal misconduct” includes, but is not limited to:

- a) Criminal acts such as assault of an employee or a student
- b) Fighting while on ECMIT premises
- c) Willful destruction or stealing of ECMIT property or facilities
- d) Persistent harassment (verbal, physical, racial, religious or sexual)

- e) Acts while under the influence of alcohol that threatens the integrity and image of the institution.
- f) Distribution of confidential, slanderous or libelous information that tarnishes the image of the institution and disturbs peace and harmony within the ECMIT community.
- g) Sale of grades
- h) Sale of examination papers
- i) Other unethical behavior as stated in the Labor Law of UAE

Personal misconduct is handled administratively. Depending upon the severity of the violation, the violation is normally handled by the Chair, and may result in a letter of warning that becomes part of the faculty member's personnel records. Severe violations, or repeated violations, are referred to the Dean of Academic Affairs. Severe violations may lead to termination of the teaching contract.

## **2.5. Copyright and Intellectual Property**

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Course and course file materials, and any other related materials prepared and/or produced as part of a faculty member's teaching duties at ECMIT are the property of the faculty member. However, copies of the course file material must be filed in the Course File so as to ensure continuity in the continued offering of the course. The file has to be submitted at the end of every semester to be stored in the college's server.

Research, publications, books and other scholarly article/works/materials undertaken by a faculty member during his/her tenure at ECMIT, either in paper or electronic form, shall be the property of the faculty member.

Any intellectual work including patented inventions, IT software, consulting reports, etc., which is undertaken by a faculty member at the behest of ECMIT on an additional payment basis through a separate contract with ECMIT shall be the property of ECMIT.

## Section 3: Conditions for Employment

### 3.1. Faculty work load policies

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It is recognized that in the teaching profession, class preparation and research activities can be conducted in their offices at any time they wish. Thus, a faculty member is required to maintain working hours and post those on his/her office door as follows:

- Teaching schedule
- Office hours (at least two hour per week for each course taught)
- Advising hours (at least two hours a week)
- Study/Research hours (when a faculty member does not want to be disturbed)

In general, the workload of a faculty member comprises the following five major components:

- Teaching and teaching related activities such as proctoring etc.
- Research
- Student advising
- Curriculum planning and development
- Committee work and academic administration

In addition, the faculty members are expected to participate in the following activities:

- Consultancy work
- Community Service

As ECMIT is a student-centered institution, teaching and research (which enhances teaching effectiveness) should be the central activities of a faculty member. Thus, a higher proportion of a faculty member's workload should be allocated to these two activities.

#### 3.1.1. Teaching Load, Overtime and Incentive Policy

At ECMIT there two categories of faculty members:

- a) Faculty members holding less than terminal degree
- b) Faculty members holding terminal degree

#### **Faculty members holding less than terminal degree**

In general, non-terminal degree holding full time faculty members are required to teach a total of 12 courses during the period of an academic year spread over fall, spring and summer semesters. This will consist of 3 to 4 different courses and 2 to 1 additional section totaling a maximum of 15 credit hours per week in fall and spring semesters respectively, and two courses in summer consisting of 6 credit hours.

Teaching load reduction by three credit hours per week will be allowed for those faculty members

- Who show interest and evidence of active research
- Who are involved in academic administration such as program coordination and departmental chair ship etc.
- Involved in major activities such as coordinating and conducting examinations, quality assurance, assessment and effectiveness activities, and development of new programs
- Part time faculty members are assigned to teach not more than 6 credit hours per week.

#### **Faculty members holding terminal degree**

Faculty members holding terminal degrees in the ranks of assistant to full professors are required to teach a total of 10 courses during the period of an academic year spread over fall, spring and summer semesters. This will consist of 3 to 4 different courses and 1 to 0 additional sections totaling a maximum of 12 credit hours per week in fall and spring semesters, respectively, and two different courses in summer consisting of 6 credit hours.

Normal teaching load for faculty members in this category is 12 hrs per week per semester. Teaching load reduction by three to 9 credit hours will be allowed in the following major circumstances:

- Academic Dean : reduction by 9 credit hours per week
- Director of Research and Academic Assessment: reduction by 3 credit hours per week.
- Academic Division Chairs and Program Directors: reduction by 3 credit hours per week.

As ECMIT expands and graduate programs are offered, following teaching load (out of a maximum of 12 credit hours per week) policy will be followed:

- Full professors who are exclusively involved in graduate teaching, research and curriculum development: reduction by 6 credit hours
- Full Associate and Assistant professors who are involved in a mix of undergraduate and graduate teaching, research and curriculum development: reduction by 3 credit hours.

Part time faculty members in this category are not allowed to teach more than 6 credit hours per week.

**3.1.2. Teaching load for a visiting faculty or a faculty member on special appointment**

Visiting faculty in professorial ranks or a faculty on special appointments is required to take a full teaching load of 12 credit hours/week. Exception can be made for visiting faculty who will be involved in research, mentoring, program, curriculum and course development, etc. Such exceptions must be carefully considered by the Chair and approved by the Dean of Academic Affairs. In such cases up to a maximum of 3 credit hours per week can be reduced.

**3.1.3. Overload policy**

In order to maintain the quality and integrity of teaching, ECMIT does not encourage its faculty members to engage in overload teaching. Normally faculty members teaching load should follow the norms. However, if and when needs arise to deviate from the norms, efforts should be made to adjust the load in the following semesters. Therefore, overload will be considered at the end of the summer semester of an academic year after completion of full teaching load. The Division Chairs must consider the matter carefully, and forward their recommendations to the Dean of Academic Affairs for approval. The Dean of Academic Affairs may recommend overload payment according to the compensation rate.

There may be circumstances in which a lighter or heavier teaching load is necessary for an individual instructor. In such a situation, the Chair's office will work with the faculty member to ensure a fair and mutually agreeable schedule. The Chair may offer a one course load reduction in a subsequent semester, if the faculty member is teaching an overload on an unpaid basis.

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**3.2. Working Hours**

Full-time faculty members are required to work a minimum of 40-hour week. Full-time and Part-time faculty members are to schedule office hours (two hours per week per class section taught) in addition to the scheduled teaching loads. All faculty members are required to post their weekly schedule outside their individual offices, clearly mentioning therein available hours for counseling, academic advising schedules, class times and any other information that might be pertinent to his/her work schedule.

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**3.3. Cross-Teaching**

A cross-teaching assignment reflects the active involvement of a faculty member in teaching and research in more than one department. Cross-teaching assignments or appointments are usually made to maximize the use of human resources to the best benefit of ECMIT. A faculty member can be asked to teach courses in his/her



field of specialization offered by another department. Such assignments must be viewed as a part of a faculty member's obligations to ECMIT within the 40 hours per week workload frame, and do not attract extra financial compensation.

For interdepartmental cross-teaching, the assignment is discussed by the respective chairs and the faculty member. A written request for cross-teaching is made to the Chair, who approves or disapproves of the requested cross-teaching assignment. A written request is made by the Chair to the Dean of Academic Affairs who approves or disapproves of the requested cross-teaching assignment.

### **3.4. Faculty Absences**

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Faculty members are expected to be present during their allotted class hours. If a faculty member expects to be or is absent for any reason they must secure approval from the appropriate Division Chair. It is his/her responsibility to make up for the hours lost due to such absences. The Division Chair has to be notified of any such arrangements made.

### **3.5. Missed Classes**

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The faculty must strictly adhere to class attendance guidelines with regard to absences from their classes. All classes will be taken at the scheduled time by the faculty member assigned to the course.

It is the responsibility of the faculty to attend all scheduled classes along with other commitments however there may occasions when it may be necessary to miss a class.

Faculty members should have prior approval from their Chair before missing/rescheduling classes with the exception of emergencies. Whenever the faculty has to miss a class, either because of illness or because of any emergency condition s/he must file a leave request and must make up the class at a later date. The students need to be informed well in time about the cancellation and rescheduling. It is essential for the faculty to abide by the policy.

The 'missed classes' records will be maintained by the Department because of the seriousness with which the administration is taking this issue. The records can be audited any time by the Dean of Academic Affairs and hence will need to be readily available in one file. Below mentioned are the guidelines for procedures to be followed for missed classes:

- Minimum 24 hour notice has to be given for missing a class.
- Each faculty member to submit a class list with the phone numbers and email Id of the students.

- A makeup class will be considered as 'makeup class' only if the class attendance is 70% and above
- Every third Saturday of the month will be scheduled for makeup classes.
- Faculty to inform the Chair for approval, announce on ECMIT notice board and then notify the reception for informing the students.
- Chairs to send weekly 'missed class' report to Registrar for rescheduling the classes. A copy pertaining to the same to be mailed to Dean of Academic Affairs.

### **3.6. Student Advising**

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An effective student advising system is a pre-requisite to the credit-based education at ECMIT. Full time faculty members will be required to advise a group of students who will remain with him/her until they graduate. The time spent in such advising will depend on the number of students assigned, and must be considered as part of the overall workload of a faculty member. Instructors are required to post a schedule on their office door clearly indicating advising, research and teaching hours.

Student advising by faculty may involve any of the following:

- A general discussion with student about his/her career plan: career-path counseling
- Registration procedures
- Academic rules & regulations of ECMIT
- Semester by semester course requirements and student academic progress
- Examination rules & regulations
- Graduation requirements
- Academic & non-academic disciplinary measures of ECMIT
- Extracurricular activities
- Personal problems: counseling and guidance
- Any other matter related to a student's life at ECMIT

Academic advising is an ongoing process, which requires advisor-student interaction throughout the student's education at ECMIT. Faculty members should become familiar with the ECMIT academic catalog, and be aware of any changes to it that may affect the students being advised. During the registration period, advisors are expected to remain on campus.

### 3.7. Academic Ranks and Qualifications

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The faculty ranks at ECMIT comprises of lecturer, assistant professor, associate professor and professor.

#### a. Lecturer

To be appointed to this position, an individual must have a Master's degree from a recognized accredited or attested university in the field of specialization. Prior teaching or professional experience is preferred but not necessary to be hired in this rank. The main professional endeavors comprise a combination of teaching and other academic services as may be determined by the individual's supervisor. Research is encouraged, but not required.

#### b. Assistant Professor

To be appointed or promoted to this position, a candidate must have a PhD or an equivalent terminal degree from a recognized accredited institution of higher learning in an appropriate field of specialization. Assistant professor is the entry level rank for terminal degree holders. While prior teaching experience will be an advantage, it is not a requirement. In addition, evidence of scholarly research and a research thesis are required.

#### c. Associate Professor

To be appointed to this position, a candidate must have a Ph.D. or an equivalent terminal degree from a recognized accredited university in an appropriate field of specialization and must be current in research appropriate to the field of specialization. In addition, the candidate must have:

- A minimum of four years of post-terminal degree teaching experience at undergraduate levels at institutions of higher education.
- Evidence of at least 4 (at least three in the last three years) research papers published in refereed journals of international repute (or the equivalent in books, book chapters, consulting, etc.)
- Evidence of other scholarly activities such as conference papers, working papers case studies and thesis supervision.
- Experience in curriculum and program planning and development, accreditation and academic administration.

Membership in relevant professional organizations is optional, but encouraged. The requirements for promotion to this rank are similar, but require evidence of ECMIT service and above average teaching evaluations while at ECMIT. An individual without a terminal degree cannot be appointed or promoted to this

rank, except on special appointment.

**d. Professor**

To be appointed to this position, a candidate must hold a Ph.D. or an equivalent terminal degree from a recognized accredited or attested university in an appropriate field of specialization. To be appointed to this rank, the candidate must have:

- At least eight years of post-terminal degree teaching experience, with at least three years of teaching at the graduate level at institutions of higher education
- Evidence of at least 4 research publications (at least three in the last three years) in refereed journals of international repute (or the equivalent in books, book chapters, refereed working papers, consulting, etc.) since promotion or appointment to the rank of an associate professor which should show high quality of research and scholarship as judged by experts in the appointee's field of specialization.
- Experience and evidence of graduate and/or undergraduate thesis supervision
- Experience of leadership in academic policy, planning and development, accreditation, and academic administration.
- Experience of other scholarly activities such as conference papers, working papers and case studies
- Experience of curriculum and program planning and development

Membership in relevant professional organizations is optional, but encouraged. The requirements for promotion to this rank are similar, but require evidence of ECMIT service and acceptable teaching evaluations while at ECMIT. An individual without a terminal degree cannot be appointed or promoted to this rank, except on special appointment.

**3.7.1. Exceptions**

Exceptions to the above requirements may be considered at the recommendation of the faculty Promotion and Retention Committee. The committee shall make a recommendation to the Dean of Academic Affairs. Simultaneous approval of the President is required.

**3.7.2. Line Supervisors**

The line supervisor for faculty members is the chair of the relevant department. The Line supervisor of all academic Chairs is the Dean of Academic Affairs.

### **3.8. Minimum Qualifications**

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In compliance with the UAE Ministry of Higher Education requirements, all full-time and part-time faculty teaching general education courses included as part of baccalaureate degree curriculum must have a minimum of a master's degree with a major or specialization in the area(s) of teaching supplemented by at least five years of teaching experience. Faculty teaching core, concentration and elective courses in an undergraduate degree program or in an associate degree program offered in conjunction with a baccalaureate degree program must have a terminal degree in the teaching discipline.

Courses at ECMIT are taught in English. Therefore, faculty members are expected to be proficient in written & spoken English.

#### **3.8.1. Faculty Credentials**

ECMIT adheres to the faculty qualification requirements for various faculty ranks as stipulated in the 2011 MOHESR-CAA Standards 4.4, stipulations 8 and 9. In specific, terminal qualifications such as a Ph.D. or a DBA from recognized institutions of higher education with specializations in areas of teaching is necessary for teaching at undergraduate and graduate levels. A minimum Master's degree is required for teaching at associate degree level.

However, exceptions to the above requirements can be made for faculty on special appointment at the simultaneous approval of the academic head and the president.

### **3.9. Faculty Contracts**

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Faculty contracts are classified based on several criteria: These criteria are:

- The legal status of the appointee in UAE (which affects work permits, labor laws, and appointee rights and obligations).
- The terms of the appointment (which affect benefits, work load, and duration of the contract).
- The assignment of faculty rank (which affects the teaching load and salary range).

#### **3.9.1. Contract conditions**

All faculty appointments at ECMIT are date specific. The length of a specific full time contract may vary between one academic year to three academic years. Contracts are renewable depending on financial conditions, needs of a department/unit and individual performance.

The contractual agreement shall specify such items as rank, status, contract

period, unit of affiliation, salary, obligations on employer's part, obligations on employee's part, and any other special pre-requisites.

### 3.10. Types of Appointments

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The following types of appointment shall be in force:

- Time specific regular full time appointment
- Time specific part time appointment
- Visiting appointment
- Special appointments

#### 3.10.1. Full time regular appointment

All full time faculty employment contracts at ECMIT are time specific. The appointment must be held in an academic unit, and must be for one to three academic years with contracts renewable for a maximum of 2 years for each renewal. There is no limit on the number of contract renewals. The first semester of the initial contract is probationary. In this semester a faculty member is evaluated in terms of performance, relevance and unit needs.

In case a one semester period is not enough for the evaluation, the probationary period may be extended for one more semester, and the faculty member shall be informed in writing. Depending on the evaluation, one of the following decisions is taken:

- To continue with the contract
- to extend the probationary period for one more semester
- To provide a timely notice of termination

Full time regular appointees are entitled to all fringe benefits as per ECMIT policy. This includes the probationary period. Salaries are prorated over the period of employment and paid monthly.

#### 3.10.2. Part-time/Adjunct appointment

A part-time and or an adjunct appointment is semester specific contract for specific courses. The maximum teaching load allowed for a part time/adjunct faculty in a semester is two courses (six credit hours/per semester). The appointment terminates at the end of a specific semester. No number of renewals of a part-time appointment creates a right to a full-time appointment. Part-time and adjunct faculty members are paid on hourly basis, and therefore, they are not entitled to other benefits such as paid vacation, air passages, gratuity, and medical insurance. In addition to teaching hours, they are required to allocate two hours per courses per week as office hours for student consultation. Part time or adjunct faculty members must meet the same qualification conditions for appointment to regular faculty ranks as their regular counter parts do.

### 3.10.3. Visiting Appointments

A visiting appointment is a full time temporary appointment usually reserved for distinguished teaching and/or research scholars either from UAE or from overseas. The duration of such appointment will be from a minimum of one semester to a maximum of one academic year. As a matter of policy such faculty members will be given full teaching load and other developmental activities as their regular colleagues. However, the teaching load can be lowered by three to six hours per week if such faculty members are involved in research, research management, and curriculum planning and development. Faculty members appointed for one full academic year are entitled for all usual benefits as the regular full time faculty members.

### 3.10.4. Special appointment

ECMIT may designate special faculty appointments to those who possess unusual qualifications in teaching, research, academic administration or public service, but for whom none of the regular faculty ranks is appropriate. Such appointments may be full-time, part- time, adjunct, or visiting.

## 3.11. Hiring Process

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- ECMIT is committed to a policy and program of equal opportunity for all people without regard to race, color, religion, national origin, sex, age, disability.
- When a teaching position becomes available it is advertised through appropriate media. Applications from suitable candidates are invited. The basic qualifications, experience and any other criteria specific to the job are clearly outlined in the advertisement.
- Applicants are required to send along with their résumés copies of all appropriate credentials, including all transcripts of grades and diplomas earned. The degrees and the diplomas should be attested by the respective authorities as per UAE ministry of higher education requirements.
- Each prospective faculty is interviewed by one or more of the following individuals: the appropriate Division Chair, the Dean of Academic Affairs, or any other individual deemed appropriate by the Dean of Academic Affairs. Short-listed candidates may be invited to give a demo lecture.
- Additional contact between the candidate and the Division Chair may be necessary by phone, fax, or E-mail. The Dean/President makes the final decision on hiring upon recommendation from the Division Chair, and this recommendation is sent to the Dean of Academic Affairs. No individual may begin teaching before this final approval has been given. The Dean of Academic Affairs informs each candidate of the final decision. The same standards in the hiring procedure apply for full & part- time positions.

- The appointment will be on probation for a period of six months. This period may be extended to a maximum of one year at the discretion of the Dean of Academic Affairs/President. The conditions of appointments will be in line with UAE labor law.

### 3.12. Faculty Orientation Program

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College Faculty Orientation Program is designed to facilitate successful integration of new faculty into the academic, cultural and campus life of the institution. During the orientation seminar, presented by key academic and administrative officers, the faculty members are given an overview of the institution, introduced to fellow colleagues, college organizational structure, key administrative officers, academic programs, and college policies and procedures that govern their work at the institution. Further, the program covers socio-economic, visa, resident permits and cultural issues that affect the lives of new faculty members while residing in the UAE.

The orientation program is held in the week before the beginning of a semester. During the presentation, the faculty members are provided with an orientation package that contains important institutional documents such as academic catalog, policy manual, faculty handbook, institutional effectiveness manual, student advising manual and staff Handbook etc. In addition, faculty members are continually mentored by peer mentors on all aspects of academic and institutional operations.

In particular, the faculty members are introduced to, and given a fair understanding of the following:

- Institutional mission, purpose, goals and objectives.
- Key academic and administrative units and officers, and fellow instructors
- Institutional resources that support and enhance teaching and learning, activities
- Policy and Procedures of the institution
- Academic programs, study rules and regulations
- Academic committee structure and functions
- Academic advising
- Quality assurance and assessment schemes
- Importance of developing and maintaining course files
- Grading policy
- Importance of research and other scholarly activities

The academic programs are presented by division chairs, and academic policies, study rules, regulations, attendance and assessment policies etc. are presented by the Dean of Academic Affairs.

The Chief Financial and HR officers Officer present the policies on finance, payroll and general administration and introduce the faculty members to staff handbook



and policy manual.

The Head of institutional planning and effectiveness discusses ECMIT and CAA policies on quality assurance, academic assessment and integrity of academic programs, and present the faculty members with copies of Institutional Effectiveness Manual.

### **3.13. Probationary Periods**

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Generally, the employment of a staff member is subject to a probationary period of three months from the date of commencement. This may vary dependent upon the position occupied and agreement covering terms of employment. Probation periods may also be determined by a combination of the appropriate clause of the agreement governing employment and the employment contract. According to the labor law, an employment agreement may establish a probation period which may not exceed three months.

Upon signing an employment contract an Employee shall complete the probation period. For newly joined employees the probation period shall be one academic semester.

The purpose of the probation period is to provide a structured process in order to

- establish whether an appropriate match has been made between the person, the position and the work environment, and whether the person is able to perform the duties of the position as required;
- ensure individual staff are clear about the roles and responsibilities of the position they hold;
- ensure supervisors are aware of their roles and responsibilities in relation to the development and performance of staff;
- develop open and effective communication between supervisors and their staff;
- identify training needs;
- build the commitment of new staff to the Mission and Goals of the Institute.

#### **3.13.2. Probation Evaluation**

On commencement of employment, the Human Resources Department provides the employee's supervisor with initial probation information, including relevant forms and the suggested dates of required probation review meetings.

On receipt of the above information the supervisor shall meet with the staff member as part of an induction process to clarify:

- Duties and responsibilities of the position;
- An agreed set of tasks/objectives and performance standards for a successful probation period;
- The process of formal and informal review during the probation period.

The employee on probation is evaluated by their immediate supervisor, using the

Evaluation Form supplied by Human Resources. The evaluation should take place towards the end of the third month of employment. The employee receives a written copy of the completed Evaluation Form and a copy is sent to HR to be included in the employee's file. Probationary employee evaluation will take into account the employees' ability to carry through work assignments, his or her record of punctuality and attendance, level of cooperation and teamwork and general aptitude for successful performance of the job.

A newly hired employee who does not meet position requirements and who has been notified accordingly is terminated and given one week prior notice at the end of the probation period, and pay in lieu.

In case evaluations and recommendations are not completed and not submitted to the HR within the required time frame, the employee will automatically enter regular status.

The supervisor may also ask probationary employee's co-workers to evaluate his/her performance. Supervisor should inform HR about additional evaluators in the form.

The process provides the supervisor with the opportunity to:

- Review progress. (performance issues should be dealt with at the time of occurrence, so there should be no surprises at the review meeting);
- Provide constructive feedback on the employee's performance;
- Discuss problems and concerns, taking into account any mitigating circumstances;
- Provide assistance and advice;
- Identify any training needs;
- Clarify the requirements of the position.

### **3.14. Performance Reviews**

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#### **3.14.1. Annual Reviews**

All ECMIT faculty members participate in an annual review process. The purpose of the reviews is:

- To document the quality of teaching, based on student evaluations, course management assessments, peer reviews, and other measures of teaching quality;
- To document continuing research efforts needed for effective teaching and academic development; including efforts at professional development.
- To document service to ECMIT and the wider academic community;
- To document exceptional contributions to the continued development of ECMIT as a quality academic institution.

Annual reviews are initiated at the end of spring semester of each year, covering the previous calendar year (spring, summer, and fall semesters). Each faculty member prepares a self- evaluation based on the Academic Affairs guidelines.

These self-evaluations are reviewed by the line supervisor, who makes an independent evaluation. The evaluation of the line-supervisor must be shared with the faculty member. The evaluation of the line-supervisor must be signed by the faculty member, and the faculty member may attach an explanatory note and or supporting documents.

The independent evaluation of the line-supervisor will make one of the following recommendations:

- The performance of the faculty member is grossly unsatisfactory, and the faculty member's contract should be terminated.
- The performance of the faculty member is not satisfactory, and the faculty member should be demoted in rank and/or salary.
- The performance of the faculty member is satisfactory, but with some weaknesses. The faculty member should correct these weaknesses during a probationary period.
- The performance of the faculty member is satisfactory.
- The performance of the faculty member is more than satisfactory.
- The performance of the faculty member is exceptionally satisfactory

#### **3.14.2. Disciplinary Actions**

Faculty member's contracts may be terminated for disciplinary reasons.

#### **3.14.3. Restructuring**

There may be occasions where budgetary stress may cause a general restructuring, including downsizing, of the faculty.

#### **3.14.4. Faculty Appraisals and Promotions**

A consolidated yearly appraisal will be made for every faculty member at ECMIT which will incorporate all of the information received for every semester in the year from peer faculty observation reports by the Division Chairs, student feedback forms and general approach toward duties. The results of this appraisal form will form only the basis for extension of contract, promotion in rank, salary increments, etc.

#### **3.14.5. Faculty Evaluation**

The purpose of evaluation is both developmental and evaluative. The system provides instructors with information about their performance that is consistent with effective teaching and other non-teaching responsibilities as outlined in this Faculty Handbook. An analysis of the data can provide the basis for an individualized development program and for personnel decisions. The faculty is evaluated in the following manner:

### Classroom Evaluation Report (Peer Evaluation)

Each new faculty member will be observed in his/her first semester of teaching by two faculty members, one from the same discipline as the instructor who is being evaluated, and another from a different discipline. The peer faculty will complete the Peer Faculty Observation Report form (this form can be found in the appendices). The completed form will be given to the appropriate Division Chair who will meet the faculty member shortly thereafter to review the contents of the form. Tabulated results and the Chair's recommendations will be sent to the Faculty Review and Development Committee. The Committee's report will be filed in the faculty member's permanent file.

The Division Chair must observe every instructor in class at least once every semester after the initial observation report. In addition, the Dean of Academic Affairs will visit the class of any faculty member who requests a visit or whom the Dean for Academic Affairs or the Division Chair feels should be observed.

### Student Evaluation Report

Student evaluations will be administered in every instructor's class near the end of each semester.

A copy of the Faculty Evaluation Questionnaire (Appendix 11) used for this evaluation process is found in the appendices. The faculty member will absent himself or herself from the classroom while the students are filling out the questionnaire. The Survey Administrator or an appointed representative will collect the forms and deliver them to the office of the Dean Academic Affairs.

The forms will be tabulated and the results will be sent to the appropriate Division Chair who will meet with the faculty member after the end of the semester to share the tabulated results and student comments regarding the course. The results and the Chair's recommendations will be sent to the Faculty Review and Development Committee. The Committee's report will then be filed in the faculty member's permanent file. Copies of the student comments will be kept on file for three subsequent semesters for reference by the Division Chair and the Dean of Academic Affairs

In general, professorial promotions follow a procedure similar to retention. A candidate for promotion informs the Dean of Academic Affairs in writing of the desire to be promoted. The Dean of Academic Affairs meets with the candidate to determine if the promotion request is likely to be approved. If so, the Dean of Academic Affairs determines if there is sufficient budgetary support for the desired position. If not, the Dean of Academic Affairs informs the candidate in writing that no promotion is possible at that time, and indicates when a promotion might be considered. If so, the Dean of Academic Affairs informs the candidate in writing that ECMIT is willing to consider promotion.

The deadline for promotion requests is the first day of November. Promotions, if approved, normally become effective the next academic year (September 1).

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### 3.15. Professional Development Schemes

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#### 3.15.1. Faculty Professional Development

ECMIT is keen on providing its faculty members with opportunities that aim at increasing their overall effectiveness in delivering the curricula of academic programs.

Therefore, ECMIT encourages its faculty members to play an active role in all aspects of the academic process. This involves such activities as attending seminar, workshops, and conferences in and outside the College. The College recognizes the need to support the efforts of its faculty members to grow in their professional careers utilizing the available resources. This policy is to be implemented in light of the following assumptions:

- Professional development of ECMIT faculty is based on the Standards for Academic Accreditation.
- The institutional budget reflects the amount of funds allocated for the purposes of faculty development.
- Efforts of faculty members in this regard should be relevant to the College's mission and the overall effectiveness of the individual programs.
- Academic programs set the priorities for professional development in light of the academic interests of faculty members.
- Faculty members' professional development activities are included in the annual evaluation of faculty.

Faculty members are required to:

- Participate in local & international conferences, symposiums and seminars (at least once a year).
- Contribute in research by conducting at least one activity a year.
- Subscribe to international professional associations and/or organizations (at least one).
- Attend training courses (at least one course per year) to update knowledge in scientific and technological advances.
- Participate in community services such as training and consultation through organizing training courses (twice a year).
- Participate in institutional research by conducting at least one research paper per year for developing one of the College functions.
- Participate, within his/her Division in organizing conferences, seminars and /or workshops yearly.

#### 3.15.2. ECMIT role in Professional Faculty Development:

- Setting a plan using the budget allocated for the professional faculty development.
- Providing funds for organizing/attending seminars, conferences, workshops and conducting research in addition to providing release time required.
- Providing community service opportunities to faculty members

- Providing training opportunities for both faculty and staff to improve their performance and work skills.
- Making IT infrastructure available for professional Faculty development. This includes:
  - PCs with multimedia with high speed Internet.
  - Online Database(s).
  - Subscribe to periodical (hard and electronic copies).
  - Acquire recent editions of textbooks and references.
  - Smart classrooms.
- Providing training to support faculty members in carrying out research.

### 3.15.3. Procedure of Application

ECMIT has a Professional Development Committee comprising the Divisional Chairs, one faculty member from each department and the Dean of Academic Affairs. A faculty member intending to participate in any of the above programs will have to send in a written application to the Committee not less than 6 months ahead of the date of the program. He/she should specify the nature of assistance sought. The Committee will examine the program, evaluate ideas and scrutinize potentials for improving the pedagogical skills or enhancing the efficiency of the faculty. It will then forward the recommendations to the President for the disbursement of the funds. A faculty member can apply for funds only once in two years.

### 3.15.4. Funds

ECMIT has set aside funds specifically for Faculty Professional Development in its annual budget. All requests for funds will be processed in accordance with available funds. This may mean that a typical decision on a request could be:

- Full disbursement of requested funds
- Partial disbursement of requested funds with the remaining costs to be borne by the concerned faculty member
- Rejection or deferral of the request due to lack of funds.

All such decisions are made by the President and are final and binding.

## 3.16. In Leave of Absence

There are two types of leave of absence. Short term leaves are granted for no more than a week (five working days) to attend conferences, go on student recruiting trips, handle family emergencies, or conduct specialized research that cannot be postponed to the semester breaks. A short term leave of absence should be requested from the Chair at least two weeks prior to the leave period (except for emergencies, e.g. death of a family member). The request for the leave should specify how any missed classes are to be made up, the reason for the leave,

and any documentation substantiating the requested leave (e.g. conference invitation). A leave of absence is required even if on ECMIT business (e.g. recruiting) so that faculty members may receive their per diem allowances and travel expenses.

Approval of a leave of absence is not automatic. If, after consultation with department chairs or program managers, the Chair believes that the leave of absence will interfere with normal academic progress, the Chair may deny the leave of absence.

Longer term leave of absence may be granted for extended sickness, study, research, etc. Such leaves of absence are not automatic. Normally, an extended leave of absence will not be granted unless the faculty member has served at least two full-time academic years at ECMIT, and then only if there are compelling reasons for the leave. Requests for extended leaves require approval at least three months before the leave begins. Leaves cannot be finally approved until all grades for the semester have been completed and the appeals process has been satisfied. Extended leave of absence must be approved by both the Chair and the Dean of Academic Affairs. Maternity leaves are granted according to the labor laws of UAE. ECMIT is not responsible if visas are denied by the immigration.

### 3.16.1. Annual Leave

All full-time regular employees shall be eligible for annual leave with pay on the following basis, for every year of service; an employee is entitled to annual leave of not less than the following:

- Two and half day leave for every month if his/her service is more than six months and less than one year.
- Thirty days annually, if his/her service exceeds one year. At the end of his service the employee is entitled to annual leave for the fraction of the last year he/she spent in service.
- Annual leave is calculated on the basis of a calendar month rather than by working days. If an employee however fails to report back to work after the expiry of his leave period, his remuneration will automatically be forfeited for the days he is absent.
- During the leave period, an employee is paid his basic wage plus the housing allowance, if applicable, and any other allowances which he receives in the normal working month excluding the transport allowance.
- ECMIT has the right to determine when an employee is allowed to take his annual leave and whether (if required) he is entitled to divide the leave into two parts. If however, work circumstances require keeping the employee at work during the whole or part of his annual leave and the leave has not been carried over for the following year, ECMIT will pay the employee his wage in addition to a leave allowance for the days he worked equal to his basic wage.
- In all cases, no employee will be required to work during his annual leave more than once during two consecutive years. In other words, ECMIT will

only defer the annual leave once in two consecutive years and at the same time pay the employee the annual leave wages.

- The employee will be paid his full wage before taking his annual leave, plus the wage of the leave days he/she has accrued. The employee is entitled to payment of his wages for the annual leave period not taken if his employment is terminated, or he resigns after serving the period of notice determined by law. Such payment is calculated on the basic wage received at the time the leave was due including any housing or accommodation allowance where applicable.
- An employee may only claim remuneration for the annual leave not taken for the last two years of employment at the rate of the wages paid during that time.
- Leave not availed during a year will be carried forward to the next year. As much as thirty days of unused leave may be accrued and carried forward, but for no more than one (1) year.
- An employee is not entitled to any leave during his/her probation period.

### 3.16.2. Casual Leave

Three days of casual leave can be availed in a year with the condition that, no more than two consecutive days cannot be availed at a time.

### 3.16.3. Semester Break

There are two mid-semester breaks can be availed in an academic year according to the schedule released by the Ministry of Higher Education and Scientific Research, UAE.

- Fall semester: 2 week
- Spring semester: 1 week

An employee can avail semester breaks only if he/ she has worked throughout the semester. Casual leave and semester breaks cannot be clubbed together.

### 3.16.4. Sick Leave

The employee must report to the Unit Manager any injuries or illnesses preventing him/her from working, within a maximum period of two days.

The employee is not entitled to any paid sick leave during the probation period. However, after a period of three months continuous service following the probation period, the employee is entitled to sick leave wages as follows:

- Full wage for the first 15 days.
- Half wage for the next 30 days.
- Any following period will be without wage.

However, if the employee's illness is directly caused by misconduct, s/he is not entitled to any wages during the sick leave. It should be noted that the employee



should provide evidence of his illness-warranting sick leave by an official medical certificate (certified by a government physician). The management reserves the right to make all decisions on such matters.

The employee may resign from employment during the sick leave period and before the completion of 45 days specified by law, provided the reason of resignation is approved by a certified government physician. In this situation, the college will pay the employee all the wages he is entitled to, until the end of the 45 days referred to above.

The management may not dismiss an employee from service during his sick leave or annual leave. During this period any notice for termination will be considered null and void. However, the College is entitled to terminate the employment contract if the employee has exhausted his full sick leave and is not fit to return to work. In such cases, the employee will be entitled to his full gratuity and end of service entitlement in accordance with the UAE Labor Law. Furthermore, the employee will not be entitled to wages for the days that he has not reported to work after the end of his leave (whether sick leave or annual leave). This will not prejudice the rights of the College to terminate the employee's contract if the employee fails to report back to work within seven consecutive days from the date he was due back.

#### **3.16.5. Maternity Leave**

A working woman is entitled to 45 days maternity leave with full pay which includes the period before and after the delivery, provided she has served continuously for not less than one year. The maternity leave is granted with half pay if the woman has not completed one year of service. At the end of the maternity leave, a working woman has the right to extend her maternity leave for a maximum period of 100 days without pay. This unpaid leave can be continuous or interrupted, if the interruption is caused by illness which prevents her from coming to work. The illness must be confirmed by a certified government physician licensed by the competent health authority. Maternity leave in either of the above cases is not deducted from any other leave that a female employee is entitled to.

#### **3.16.6. Employee Leave of Absence without Pay**

A full-time regular employee, upon application in writing and with written approval by the College President, may be granted a continuous leave of absence without pay for a maximum period of three months.

#### **3.16.7. Hajj leave**

All full-time regular employees shall be eligible for hajj leave of ten days upon completion one year of service in the institution. This shall be availed only once in the entire tenure of Employment.

### **3.17. Research Expectations**

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ECMIT encourages and expects each faculty member to be engaged in research and scholarly activities and publish their work. These are embodied in appointment criteria, faculty performance evaluations and criteria for promotion. The institution regularly evaluates the output of its research and scholarly activity and reports the data to the CAA as and when requested.

### **3.18. Consultancy outside Employment**

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ECMIT faculty members wishing to get involved in or initiate gainful activities (as teaching/research/consultancy work) with other organizations or institutions must obtain permission of the Dean of Academic Affairs. A faculty member may be permitted to take up maximum three hours of teaching per week, at an external institution. Such permission is not automatic. Outside involvement cannot excuse unsatisfactory performance in a faculty member's core responsibilities of teaching, research, administration, and ECMIT/community service.

Failure to obtain proper approval for outside activities can result in disciplinary action, and may result in termination of the ECMIT contract.

### **3.19. Resignations**

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Voluntary resignations are accepted prior to the expiration of the faculty contract, provided the resignation is at least three months prior to the start of the next semester and the faculty member agrees to complete the current semester. Resignations during the teaching term that are effective prior to the end of the teaching term are not acceptable, and can result in implementation of labor law regulations against the faculty member for damages done to students and the costs of replacing the faculty member in the middle of a term.

For planning purposes, there may be cases where a resignation is not offered until the faculty member has completed the hiring process at another institution. The faculty member should inform the Chair of the possibility of a late resignation, and keep the Chair informed of progress. This is essential so that hiring needs can be predicted, and replacements can be found if the faculty member resigns.

In cases of extended sickness or other causes that prevent the faculty member from continuing with his teaching assignment, each case is handled individually with the Chair and Dean of Academic Affairs.

### **3.20. Final Clearance**

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Final clearance, including payment of salary and compensation for unused vacation, shall be paid on the last day before termination of the contract upon receiving a filled in "final clearance form" and completion of all other procedures relating to the termination. In case the faculty member has an outstanding debt to

ECMIT, the respective amount shall be deducted from the final salary payment.

### **3.21. Violations and Penalties**

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In case of violation of the conditions of termination stated in this section, ECMIT may take appropriate legal action against the faculty member. In particular, if a faculty member resigns in the middle of a semester and puts his/her students and ECMIT at risk, or if the faculty member attempts to leave ECMIT without submitting students' grades and course files, ECMIT reserves the right to take appropriate legal action.

### **3.22. Reduction-in-Force**

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Emirates College for Management and Information Technology must remain a viable, responsive, and effective institution. The College may undergo significant programmatic changes or may face financial exigency which could require reduction in force. The appointment of any faculty member at ECMIT may be terminated under any of the following conditions.

- A state of financial exigency as declared by the Board of Governors
- Changes to the program offerings and / or curriculum which may render some faculty positions redundant

ECMIT will minimally provide three months written termination notice to the concerned faculty member.

### **3.23. Faculty Contracts**

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All faculty selected to teach at ECMIT receive labor contracts which are in line with the labor laws of the U.A.E. Any information regarding the contract clauses and remuneration can be had from the Business and Administration Office. Faculty contracts state the contract duration (minimally a period of two years), probation period, salary, benefits and allowances eligible for and job responsibilities. The contract must be approved by the Dean of Academic Affairs and the President.

#### **3.23.1. Renewal of Contracts**

All contracts are subject to review midway through the academic year (April) for subsequent renewal for the next Academic year or for termination, on the faculty member submitting an application outlining his/her performance and achievement in the previous year. Contract renewal applications are reviewed by the Division Chairs who send their recommendations to the Dean of Academic Affairs for consideration. Final approval must be obtained from the President. If a faculty member does not wish to renew his/her contract, the intention must be communicated in writing to the Dean of Academic Affairs at least three months prior to the renewal of his / her contract.

**3.23.2. Faculty Files**

The Office of the Dean of Academic Affairs as well as the Office of Business and Administrative Services will maintain the official faculty appointment files for all full-time and part-time faculty members at ECMIT. Those files will contain selection and appointment correspondence, employment contracts, official transcripts of degrees earned, copies of passports and other documents required by the Ministry of Labor and Social Affairs of the UAE, a vita or resume, and copies of all performance evaluations.

## Section 4: General Administrative Policies

### 4.1. Accidents and Death

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ECMIT provides employer's liability group insurance for harm inflicted on the health of a faculty member while performing faculty duties. In the case of death (for any reason), ECMIT pays two months' salary (net of outstanding debts) to the immediate family and arranges transportation for the remains to the faculty member's homeland and the following action plan taken:

- All members of the Presidents Council will be notified immediately about the loss and College officials will respond to the college for a group briefing and planning session.
- Arrangements will be made for representatives of the college to visit with the family to assist in any way necessary, i.e. funeral arrangements, counseling, travel plans, visitation, food, etc.
- Determine if the family wishes for the college to be active in the funeral service, i.e.: escorting family members, pall bearers.
- An interim replacement will be decided
- Counseling should be made available for faculty, staff & administration.

### 4.2. Procedures for Promotions

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For professorial ranks, the candidate is requested to prepare a promotion portfolio consisting of:

- A detailed current academic resume
- Evidence of scholarly activity (e.g. conference presentations, seminars, working papers, etc.), for the last three years
- Course Evaluation forms for the last three years, which include syllabi, evidence of curricula development, and grade distributions.
- Student evaluations for courses taught in the last three years
- Evidence of ECMIT and/or community service

The completed portfolio, along with a cover letter explaining any items, must be received by the Faculty and Program curriculum review Committee by the last day of the fall semester.

In January, the Faculty Promotion and Retention Committee review the promotion portfolio to determine if the portfolio is complete and accurate. The Committee determines if the portfolio is sufficient for the rank desired.

If the portfolio is sufficient, the committee informs the candidate and Dean of Academic Affairs in writing that the portfolio is satisfactory, and will be considered in February for the committee's recommendation.

The committee makes its recommendation to the Dean of Academic Affairs If he Dean

of Academic Affairs is satisfied with the recommendation, the case is forwarded to the President for final approval. If the President is satisfied, the case is referred back to the Dean of Academic Affairs with President's approval after which the candidate is informed by the Dean of Academic Affairs in writing of the committee's decision. A copy of the letter is sent to the HR for record and onward action.

In cases of adverse decisions, a candidate can file an appeal to the President within two weeks of the receipt of the letter. The appeal letter must clearly outline the reasons of the decision and support the arguments with appropriate documentary evidence where needed. The Appeal committee makes its recommendations to the President that is final and that cannot be overturned by any other officer or committee.

#### 4.2.1. Minimum Expected Criteria for Promotion

English proficiency is required for all positions that require teaching in the English language. These are minimal criteria. ECMIT may require more than the minimum.

- **Instructor to Lecturer:** Master's Degree from an accredited academic institution, which is relevant to the academic teaching of the candidate. Above average student evaluations for courses taught at ECMIT. Demonstrated proficiency in spoken and written English.
- **Lecturer to Assistant Professor:** Completed doctoral degree or appropriate professional qualifications. As this is an entry level professorial position, there is no minimum time in the senior lecturer rank. Satisfactory student evaluations for courses taught at ECMIT. Demonstrated proficiency in spoken and written English.
- **Assistant Professor to Associate Professor:** Completed doctoral degree. Four years teaching at the rank of assistant professor (and normally, a minimum of 3 years teaching at ECMIT since receiving the terminal degree). [Candidates lacking a doctoral degree cannot be promoted to associate professor]. Three significant publications in refereed journals, Evidence of scholarly activities (conference presentations, seminars, etc.), for the last three years. Evidence of ECMIT or community service for the last three years. Satisfactory student teaching evaluations for the last three years. Demonstrated proficiency in spoken and written English. Acceptable research proposal for the next three years.
- **Associate Professor to Professor:** Eight years teaching since receiving the terminal degree, four years teaching at the rank of associate professor (normally, a minimum of 3 years teaching at ECMIT since receiving the terminal degree). Four significant publications in refereed journals since appointed or promoted from associate professor rank. Evidence of scholarly activities (conference presentations, seminars, etc.) for the last three years. Evidence of ECMIT or community service for the last three years, including curriculum development and strategic planning. Satisfactory teaching evaluations for the last three years. Demonstrated

proficiency in spoken and written English.

#### **4.3. Job Description of Faculty Members**

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- Teach all classes assigned in areas of his or her competence.
- Meet all classes as scheduled and conduct those classes in a professional manner.
- Stay abreast of current trends and developments in areas of teaching and make every effort to incorporate these in his/her own pedagogical style.
- Attend scheduled staff and exam board committee meetings.
- Maintain class, office and advising hours and post them for student information.
- Attend faculty meetings.
- Serve as student advisors and on college extra-curricular committees as assigned.
- Become familiar with and abide by all College regulations regarding students & faculty as published in the Student & Faculty handbooks, College Catalog, faculty contract, etc.
- Make suggestions in identifying textbooks and reference material specific to the course(s) they are assigned to teach.
- Maintain complete course files for every course taught every semester.
- Wherever possible, incorporate the use of technology in teaching.
- Be familiar with all academic program requirements, policies and advise all your respective subjects' students.
- Be available for proctoring midterm and final examinations.
- Be familiar with Missed Class Policy and its implementation.
- Reschedule missed classes in consultation with the Department Chair and the Registrar.
- Cancellation of classes should be informed to the Chair and the Registrar, minimum 24 hours in advance.
- Submit the final grade within the 72 hours of the completion of the final examination.
- Ensure that the requisite textbooks are available for students on the first day of class.
- Prepare a written syllabus for each course taught and at the beginning of each semester:
- Submit copies of each syllabus to the Division Chair one week prior to the first day of class.
- Ensure syllabi copies are ready and collated to be distributed to students on the first day of class.
- Keep accurate attendance records for all classes on the ERP along with the documentation.

- Offer and provide assistance to students having academic difficulty including referral to the ECMIT peer-tutoring program.

#### **4.3.1. Dean of Academic Affairs/Provost**

The role and responsibility of the Dean of Academic Affairs /Provost includes

- provide leadership toward the achievement of the highest possible level of excellence in the teaching, research and service activities for all academic departments of ECMIT
- Provides progressive academic and co-curricular leadership, research, and the academic direction to meet the mission of the ECMIT
- Being responsible for the implementation, management, supervision and evaluation of all aspects of the academic departments
- directs the development and implementation of ECMIT academic plans and policies across all academic departments
- Leads recruitment, development, retention, and advancement of department faculty in the areas of teaching, research and service
- Delegates academic department level roles and responsibility to the Head of the Academic Departments
- Authorizes all academic appointments, salaries and leaves, and reviews faculty grievances
- Ensures the coordination of various joint academic level committees formed with various academic department faculty members and its overall functioning
- Coordinate accreditation, program review, or assessment activities required for the various academic departments of ECMIT
- develops the academic annual budget and long-term financial plans
- Recommends and approves all promotions, retentions and new appointments of faculty members
- Provides leadership to the conduct of admissions and registrations of students
- Oversees the administrative practices associated with enrollment, course offerings and policies and values which guide these endeavors
- Oversees the administrative practices associated with the library and its procurements of teaching and learning resources
- Report to the President on a periodic basis

#### **Head of Department**

The role and responsibility of the Head of the Department includes

- provide leadership toward the achievement of the highest possible level of excellence in the teaching, research and service activities of the department
- Delegate program level roles and responsibility to the program directors or program coordinators



- Being responsible for the implementation, management, supervision and evaluation of all aspects of the department
- Conduct department meetings and the appointment of appropriate committees relevant for the department
- Develop the annual budget for the Department
- seeks the advice of departmental faculty systematically to conduct departmental affairs in an orderly manner
- Assess and maintain resources and facilities of the Department including equipment, supplies, and space
- keep department members informed of his or her actions in a timely fashion
- seek student feedback on matters of concern to those enrolled in the department's programs
- responsible for informing the department faculty members of the perspectives and actions of the program Director and Dean and other administrators that might affect the department
- Ensure proper administration of faculty workloads as based on abilities of faculty member ranks and needs of student, department and college needs
- responsible for aiding in curriculum development and ensuring that curriculum review process with the curriculum committee is regular and aligned with program learning outcomes
- Ensures the coordination of various department level committees and its functioning
- Report to the Dean of Academic Affairs/Provost on a periodic basis

### **Program Director**

The role and responsibility of the Program Director includes

- Serve as a liaison among the faculty and students of the Program, the faculty, and the ECMIT administration
- Conduct program meetings and the appointment of appropriate committees relevant for the department
- Being responsible for the implementation, management, supervision and evaluation of all aspects of the program
- Assess and maintain resources and facilities of the Program, including equipment, supplies, and space
- Develop the annual budget for the Program
- Adheres to the principles of academic governance, especially the collaborative development of appropriate procedures for governance within the program
- communicate to the Department Chair on various recommendations for hiring, retention, promotion, tenure, evaluation, merit pay, or discipline of Program faculty
- Ensures the coordination of various program level committees and its functioning
- Report to the Head of Department on a periodic basis

## 4.4. External Exam policies

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### **4.4.1. Registration Policies & Procedures for External Exam Test Takers at ECMIT**

- Students who wish to take any English proficiency exam at ECMIT whether they are registered ECMIT students or external test takers should register at the ECMIT registration office.
- The required documents for candidates who wish to take any kind of English proficiency exam at ECMIT are as following:
  - The original Emirates ID
  - A form including comprehensive information about the test-taker which should be filled by the candidate himself/herself at least three days prior to the exam date.
- Test takers should pay for their exam and submit the receipt to the registration department at least three days prior to the exam date.
- On the day of the exam, examinees can enter the exam venue using only their valid Emirates ID. The verification of the ID is the responsibility of the external examiner party.
- In case of any exam date cancellation, ECMIT is required to announce it at least five working days in advance and refund the exam fee to the test-takers according to the refund policy.

### **4.4.2. Financial Policies for External Exam Test Takers at ECMIT**

#### **Fee Collection Policy:**

- All students registering for the external examination should pay the exam fees 3 days before appearing for the English proficiency exam at ECMIT.
- The fee for each English proficiency exam is available on the ECMIT Catalog and the ECMIT Financial Department.
- Fee for City and Guilds English Proficiency Test :           AED 1,250

#### **Refund Policies of external exam**

The refund policies are as follow:

- Exam fee will be refunded only if student withdraws 3 days prior to the exam through a notification to the exam coordinator. .
- ECMIT will not refund if student fails to attend the exam.
- ECMIT is liable to refund or adjust the fee for next exam, if ECMIT fails to conduct the exam.

- Refund advice to be authorized by concerned officials of ECMIT.

#### **4.4.3. Security Measures for External Exam Test-Takers at ECMIT**

The physical security measures on the external examination day shall include:

- All students taking any English proficiency exam at ECMIT should submit their original Emirates ID to be verified by the ECMIT Registration Officer.
- The Emirates ID of the candidate is used by the ECMIT Emirates ID Card reader to verify all candidate information.
- The identity verification of the candidate shall be done by the ECMIT Registration officer using the Emirates ID Card information in the presence of the examination candidate.
- For further identity scrutiny, the candidate should abide by the external examination identity verification under the supervision of the external examiner.

The IT security measures on the external examination day shall include:

- The candidate should abide by the camera, sound, and photo verification mechanisms deemed necessary for the external examination as supervised by the external examiner.
- Only the external examiner can unlock and monitor the computer for candidates in case a candidate is appearing for a computerized English proficiency exam.
- The external exam provider can record and monitor the examination process as deemed necessary for the external examination as supervised by the external examiner.

#### **4.4.4. Test Integrity and Student misconduct Policies for External Exams**

The external exam should be conducted with the highest integrity. Any student behavior that is against ECMIT regulations and policies is termed as misconduct. A student misconduct constitutes of:

- Disruption of the external exam due to violent, offensive, indecent or threatening behavior during the exam to any of the invigilators, student, employee, faculty member or proctors
- Dishonesty acts that includes deceit, falsification, fraud, or misuse of personal identity
- Damage or defacement of ECMIT property and facilities
- Unauthorized or misuse of ECMIT infrastructure that includes IT, facility or safety equipment's.

- Harassment of any other test taker, student, employee or faculty member at ECMIT during the exam or after the external exam.
- Intentionally or unintentionally failing to do or doing anything that causes harm to the external exam or ECMIT

Any External test taker involved in the misconduct stated above, should be immediately removed from the exam hall and the matter should be reported to the Dean of Academic Affairs and ECMIT President. Based on the criminal offence conducted, the matter should be reported to the police by the ECMIT President.

#### **4.4.5. External Exam Result Communication Policy**

The external exam vendor releases the result within 7-15 working days after the exam. Once the exam certificates are received by the External Exam coordinator, the Admissions and Registration Department informs the test taker to formally receive the external result certificate.

The test taker must present the Original Emirates ID to collect his/her original external exam certificate from ECMIT.

## Section 5 : Compensation and Benefits

### 5.1. Remuneration

Salary ranges for full time faculty positions vary according to ranks, and are determined by the Budgetary Committee and approved by the President. Within these ranges, Chairs negotiate beginning salaries for new appointments. Salaries are paid monthly, in equal installments.

Salary range per month for 2016-17 academic year shall be as below structure:

<u>Rank</u>	<u>From</u>	<u>To</u>
• Lecturer :	11,000/- AED	13,000/- AED
• Assistant Professor :	15,000/- AED	18,000/- AED
• Associate Professor :	18,000/- AED	21,000/- AED
• Full Professor :	21,000/- AED	24,000/- AED

#### 5.1.1. Annual Adjustments

Depending upon budgetary constraints, salaries are adjusted each September to reflect inflation and merit. Merit raises are based on annual faculty evaluations for the previous academic year.

#### 5.1.2. Promotion Adjustment

If a faculty member receives a promotion in spring, effective September, there is an automatic adjustment, which is used for the salary base for any annual adjustment. The new base salary is the minimum salary for the new rank, or a 5% increase, whichever is greater.

#### 5.1.3. Equity Adjustments

If a Chair believes that the current salary structure is inequitable for some faculty member, the Chair may request a salary review by the DEAN. If recommended by the DEAN and approved by the President, the salary adjustment is effective from the beginning of the current semester.

### 5.2. Benefits

All full-time faculty and Visiting faculty on annual contracts are entitled to ECMIT benefits.

**5.2.1. Relocation Allowance**

For new international hires, ECMIT provides a one way air ticket. The amount is payable when a new professor arrives in Dubai and begins the semester.

**5.2.2. Visa Costs**

Visa costs for full-time faculty are covered by the college according to the UAE labor law. Extensions of visas are paid by ECMIT for the faculty member. The ECMIT PRO office will arrange visa extensions for faculty.

**5.2.3. Medical Benefits**

ECMIT provides a basic package of health insurance, which may be upgraded at the expense of a faculty member. The medical, required for visas is paid by ECMIT.

**5.2.4. Sick Leave**

A full-time faculty member accrues sick leave according to the labor laws of the UAE

**5.2.5. Accidents and Death**

ECMIT provides employer's liability group insurance for harm inflicted on the health of a faculty member while performing faculty duties. In the case of death (for any reason), ECMIT pays two months' salary (net of outstanding debts) to the immediate family and arranges transportation for the remains to the faculty member's homeland.

**5.2.6. Transportation**

Full time Faculty is provided with a transportation allowance on monthly basis.

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**5.3. Summer Teaching**

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Faculty members are required to teach either during summer1 and/or summer 2 depending on their total designated course load remaining after Fall and Spring semesters. Full time Faculty taking extra loads in Summer 2 is paid extra for that course and hence would have to adjust it with their annual leave. Summer teaching as extra load will not be taken as an excuse for not reporting to duty two weeks before the start of Fall semester.

## Section 6: Disciplinary Procedures Grievances

### 6.1. Faculty Grievance Procedures

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The following are the stages involved in addressing ECMIT faculty grievances. Grievances include but are not limited to the following. Student discipline/misbehavior issues in class, academic support systems, salary hikes/deductions, teaching loads, student advising loads, extracurricular committee workloads, promotions and rank determination, salary revisions etc.

- Submit a written complaint to the Dean for Academic Affairs detailing the issue related to the grievance.
- The Dean for Academic Affairs will then schedule a personal appointment after discussing the grievance issue with any other party/person who may be directly involved in the issue at hand.
- If the grievances are not settled in the meeting, the concerned faculty member may appeal to the appropriate committee in the Academic Affairs Council.
- If the issue remains unresolved, the matter will be referred to the President whose decision will be final and binding upon all parties involved.

### 6.2. Disciplinary Actions and Contract Terminations

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While infrequent, disciplinary actions are taken as the result of professional or personal misconduct. As disciplinary actions may be considered in the annual performance review, it is important to understand what ECMIT considers to be inappropriate.

### 6.3. Professional Misconduct, Incompetence, or Neglect of Duty

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“Professional misconduct, incompetence or neglect of duty” includes, but is not limited to, actions such as:

- Refusal to fulfill contractual obligations such as: teaching, grading, advising, proctoring, and committee work.
- Refusal to abide by the academic policies of the College and ECMIT
- Absence from classes without approval of the line supervisor, without proper notification to the students, and without arranging make-up classes (except for emergency situations)
- A chronic pattern of arriving late to classes, that disrupts the educational process
- Falsification of academic and professional credentials

- Plagiarism
- Falsification of research information
- Abuse of internet privileges (e.g. sending inappropriate or libelous E-mails to faculty e-lists)

These issues are first dealt with through the established academic hierarchy (e.g. the Chair's office, and finally through the ECMIT Grievance and Disciplinary Committee.

#### **6.3.1. Personal Misconduct**

"Personal misconduct" includes, but is not limited to:

- Criminal acts such as assault of an employee or a student
- Fighting while on ECMIT premises
- Willful destruction or stealing of ECMIT property or facilities
- Persistent harassment (verbal, physical, racial, religious or sexual)
- Acts while under the influence of alcohol that threaten the integrity and image of the institution
- Distribution of confidential, slanderous or libelous information that tarnishes the image of the institution and disturbs peace and harmony within the ECMIT community
- Sale of grades
- Sale of examination papers
- Other unethical behavior as stated in the Labor Law of UAE .

Personal misconduct is handled administratively. Depending upon the severity of the violation, the violation is normally handled by the Chair, and may result in a letter of warning that becomes part of the faculty member's personnel records. Severe violations, or repeated violations, are referred to the Dean of Academic Affairs. Severe violations may lead to termination of the teaching contract.

#### **6.3.2. Disciplinary Actions for Personal Misconduct**

- a. A faculty member's contract can be terminated giving him/her a one month advance written notice at any time during academic year under one or more of the following conditions and circumstances:
  - In the event ECMIT ceases or suspends its activities;
  - If the faculty member proves to be unsuitable for the position due to insufficient qualifications, or due to a health condition which does not permit the faculty member to carry out the responsibilities of the position (after the normal sick leave period);
  - ECMIT shall have the right to immediately terminate the faculty



member's contract in cases of severe personal misconduct, as per the stipulations given in the Faculty Handbook

- Service is terminated during the probation period on grounds of unsatisfactory performance. No notice is required
  - Service is terminated for professional incompetence, dereliction of duty, any behavior involving moral depravity. No notice is required
  - Any other ground specified in the Policy and Procedures Handbook
- b. ECMIT has the right to terminate a faculty member's contract under severe budgetary conditions, or shifts in student demand, that force a restructuring of the faculty. In such cases, as required by UAE Labor Law, ECMIT will attempt to provide alternative employment.

## Section 7 : Academic Responsibilities

### 7.1. Proctoring

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- Students must have a valid Hall Ticket with the Office Seal to enter the exam hall. Forgetfulness is not an acceptable excuse. A hall ticket lost needs to be replaced by a duplicate signed by the Registrar.
- The students need to submit all written work sheets and question papers with Name and Student ID mentioned to the lead proctor and sign the attendance sheet before leaving.
- Students are not permitted to enter the exam hall if they arrive more than 30 minutes after the advertised time. Students are not permitted to leave within the first 40 minutes of exam time.
- Students answering mobile phones or sending and receiving text messages are considered as cheating during an examination.
- It is the responsibility of the students to check the date, time and venue of the examinations by checking examination schedules posted on the College notice board and the website respectively.
- Unauthorized communication between students during an examination either through voice, written, electronic, or any other form of transmission is not allowed.
- Students are reminded that cheating in any examination is considered a serious offence which could lead to expulsion from the University. Attempt to cheat is considered equal to dishonesty and is punishable.
- The invigilator is authorized to verbally warn/move/or confiscate students answer sheet if cheating occurs.
- Students who may require special assistance for examinations should consult with the Dean of Academic Affairs. The Dean of Academic Affairs will notify the Registrar if needed.
- The bags, books and mobile phones need to be deposited at the designated areas as instructed by the Lead Proctor.
- The proctors are advised to read out the instruction before handout of answer scripts during each examination.

### 7.2. Continuous Assessment and Final Exams for Students

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A student's academic performance and progress should not be judged only by major tests or examinations. Students' progress should rather be continually monitored through a series of quizzes, assignments, midterm exams, final examinations, etc.

The methods of continuous assessment used should be clearly explained in the course description. Faculty members are expected to give a final exam during the final exam period. If a final examination is not appropriate for a course, the faculty member may write to the Dean of Academic Affairs explaining how a final

assessment will be made, and asking for approval to waive the final exam. Approval for waiving the final exam must be given prior to starting the course, and the alternative method for final assessment must be clearly explained in the syllabus.

The composition of the final assessment must be clearly explained in the course description.

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### **7.3. Grade Submission Procedures and Grade Appeal**

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It is the responsibility of each faculty member to submit students' grades at the completion of the course. Grades for a course are entered electronically by each instructor, within 72 hours after completion of the final exam or final assessment. The instructor should then provide a copy of the grades, together with the course file to the Registrar's office.

Faculty members are allowed to change grades under the conditions. Grade changes are acceptable only if the notification is given using the "Grade Change Form" within 2 weeks from the date the original grade was submitted together with supporting evidence. Appropriate reason(s) must be given for the change. This form must be signed by the instructor and the Dean of Academic Affairs.

If the grade is not finalized because of missing final examination, the grade "I" must be reported under the condition stated in this section. The "I" grade must be replaced with normal letter grade after the completion of the re-sit final examination. Maximum allowable period is the following one semester after which the grade is automatically changed to "F". Exceptions to this policy require the approval of the Dean of Academic Affairs. There is a two weeks appeal period following submission of grades. Faculty should make time available for any student wishing to appeal a grade.

In cases where there are apparent irregularities in the grading procedures, especially if the instructor is no longer employed at ECMIT, instructor grades may be reviewed by the Program Effectiveness Committee. This Committee may recommend grade changes to the Dean of Academic Affairs who makes the final decision.

Following is the revised operational guidelines for some of these policies.

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### **7.4. Revised study policy and guidelines**

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ECMIT has revised the following study policy and guidelines:

- 7.4.1. Attendance policy
- 7.4.2. Re-sit Exam policy
- 7.4.3. Independent Study Policy
- 7.4.4. Academic Dishonesty policy
- 7.4.5. Summer Semester policy

- 7.4.6. Submission of Assignments policy
- 7.4.7. Grade Change policy
- 7.4.8. Incomplete grade policy
- 7.4.9. Moderation policy
- 7.4.10. Provisionally admitted students without TOEFL
- 7.4.11. Class participation Policy

For the last one decade since the inception of ECMIT, the college has been following certain study policy and procedures that are published in Academic Catalog and other college publications. Most of these policies have undergone revision and changes in the last three years with the knowledge, guidance and approval of the CAA. The operational procedures were developed giving certain academic freedom to the faculty members. However, we have noticed certain gaps and uncertainty.

In the light of above, ECMIT has re-visited the relevant policies and have introduced decisive criteria, operational guidelines and safeguards that should protect the integrity of the academic programs.

#### **7.4.1. Attendance Policy**

Regular attendance is compulsory for all students in every course of their study. Faculty members should record course attendance online in class using their usernames and passwords in the College's ERP system as per timetable. The relevant Program Directors are responsible for monitoring that the attendance policy is implemented properly and effectively, through the use of online ERP system at the college. Following actions will be taken if a student failed to comply with the attendance policies:

- a. If student's absence exceeds 10% of the total hours of the course, the Course Faculty member issues a FIRST warning to the student in consultation with the student's Academic Advisor and Program Director, a copy of which should be sent to the registration for filing and to the student's Academic Advisor.
- b. If student's absence exceeds 20% of the total hours of the course, the course faculty member issues a SECOND warning to the student in consultation with the student's Academic Advisor and Program Director, a copy of which should be sent to the registration for filing and to the student's Academic Advisor.
- c. If student's absence reaches 30% of the total hours of the course, the course faculty member issues a FINAL warning to the student in consultation with the student's
- d. Academic Advisor, Program Director, and with the approval of Dean of Academic Affairs. A copy of which should be sent to the registration for filing and to the student's Academic Advisor.

- e. If student's absence exceeds 30% of the total hours of the course, he/she, based on the Dean of Academic Affairs decision, will be academically dismissed (Failure due to attendance). A letter to the student should be signed by the Dean of Academic Affairs assigning him/her a FA grade as a final course grade in the relevant course. A copy of which should be sent to the registration for filing and to the student's Academic Advisor.
- f. If a student absence exceeds 30% of the total hours of the course due to compelling reasons acceptable to the Dean of Academic Affairs, he/she will be considered withdrawn from that course and assigning him/her a W grade as a final course grade in the relevant course. Documents proving compelling reasons of absence should be submitted to the Dean of Academic Affairs not later than one week after the circumstances cease to exist. In case of illness, medical reports should be certified by the official medical authority in the Emirate.

#### **7.4.2. Re-Sit Examination Policy**

Student who failed in one course in his/her graduation semester may be allowed to re-sit elements of post mid-term assessments, including Final exam, of that course in the semester when a student is expected to graduate according to the following conditions:

- a. There should not be any other non-achieved graduation requirements i.e. passing the course will lead to graduation.
- b. His/her failing is not a disciplinary decision.
- c. Student has to submit a Re-sit Form, listing assessments elements to be re-sit, signed by his/her academic advisor, course instructor and approved by the Dean of Academic Affairs.
- d. The re-sit of the relevant elements of assessment should be within the following two weeks of the final results announcement.
- e. Any assessment component in which the student has attained 70% or higher marks cannot be re-sit.
- f. The Final marks obtained by a student through re-sit assessment should be recalibrated to 75% of the total marks of that assessment i.e. if a student gets 10 marks, it will be entered as 7.5 in the record.
- g. The marks should be recorded in the student record using Grade Change Form as re-sit.
- h. The student should pay the re-sit fee for the relevant elements of assessment as below:
  - Any other elements of Assessments AED 350/- per element
  - Final Exam AED 1000/-

**7.4.3. Independent Study Policy**

The college does not offer Independent Study option to student any more for the time being. However, it will be reconsidered once the MBA program gets accreditation from CAA.

**7.4.4. Academic Dishonesty Policy**

Faculty members are expected to maintain the good reputation and the integrity of Emirates College for Management & Information Technology and of their own profession by guarding against scholastic dishonesty in students. Students are expected to maintain the integrity of the College by avoiding dishonesty in their own and by expecting honest behavior from their fellow students. One of the requirements for passing the courses students take at ECMIT is that students do their own work. Meeting this requirement means avoiding plagiarism, collusion, and cheating in home work, assignments, quizzes, presentations, examinations, admission and diagnostic tests, etc.

It is an offence for a student to:

- a. Infringe willfully, or attempt to infringe, the regulations connected with examinations.
- b. Engage willfully, or attempt to engage, in conduct for the purpose of gaining for himself/herself, or for another student, an unfair advantage.

Examples of such misconduct are:

- copying illegally in any form in an exam, class tests, quizzes, etc.;
  - copying work undertaken for assessment by another student; and
  - collusion
- c. Steal and use the ideas and works of someone else's and present as own. Examples include:
    - Submitting work with high similarity to other students' work and/or using the work of someone else, or changing some words and keeping the same structure and the same meaning without acknowledging the source(s), and submitting it as your own work.
    - Copying texts from different sources and pasting them as one document and submitting it as your own work, without acknowledging the source(s).
    - Downloading information, pictures or charts from the Internet, inserting that material into your own document and submitting it as your own work without acknowledging the source(s).

**Penalties for Academic Dishonesty:**

One of the following penalties may be imposed in case of Academic Dishonesty by any student in coordination with his/her academic advisor. If a student is found in violation of Academic Honesty Policy:

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<i>First Offence</i>	A 50% deduction in the marks obtained by the student in the relevant assessment component.
<i>Second</i>	A zero mark will be given for the relevant assessment component.
<i>Third Offence</i>	F grade will be assigned to the relevant course.
<i>Fourth</i>	F grades will be assigned to all courses registered by him/her in that
<i>Fifth Offence</i>	He/she will be suspended from the college for subsequent semester.

### Procedures

- a. When an incident of academic dishonesty occurs, the faculty or staff member should respond to the situation immediately upon becoming aware of the dishonesty. The Proctor or the concerned Instructor has to submit an Incident Report to the chair of Academic Disciplinary Committee (ADC).
- b. Upon receiving the incident report, the chair of the ADC schedules a meeting. The Committee evaluates the evidence, determines whether or not academically dishonest actions have occurred and determines an appropriate penalty. If further investigation is necessary the committee may meet several times in order to determine the outcome of a case. The committee may call the accused student to appear before the committee.
- c. The committee should examine the student's record of academic dishonesty (whether first time offender or repeater) to determine an appropriate penalty. Once a decision has been reached, the Disciplinary Committee must report the findings to the Dean of Academic Affairs and the concerned Faculty member within 3 working days (excluding holiday and break periods).
- d. A student will have right to file an appeal to the Dean of Academic Affairs within the next 5 working days. The appeal will be dealt with as follows:
  - For a first, second and third offenses, the Dean of Academic Affairs decide upon the recommendation of the committee.
  - For a fourth offense type, the Dean of Academic Affairs makes his recommendations to the Dean's Council for approval.
  - For a fifth offense type (Academic Suspension for subsequent semester), the Dean's Council should report its recommendations to the President for approval.

### Other offences

The following summary of offences is not exhaustive nor is it limited to the description and/or examples provided. All students involved will be subject to the penalties indicated in the policy.

- a. Giving students answers to exam questions during the exam or while leaving the examination room.
- b. Having unauthorized material or electronic devices, including Mobile Phones & Smart Watches, during a quiz, test or exam.

- c. Using, giving, receiving or attempting to use, give or receive unauthorized information during any form of evaluation.
- d. Knowingly helping another student to commit an act of cheating, or by working together on a project or assignment not specifically assigned and/or approved as a group effort.
- e. Submitting as their own any material done, in a whole or part, by someone else.
- f. Submitting any work copied, in whole or in part, from another source, such as the Internet, journal articles or books, without reference to the original author or source.
- g. Allowing one's essay, report, assignment or computer files to be submitted by another student.
- h. Submitting work with misleading references or data that do not reflect the sources used by student.
- i. Falsifying, misrepresenting or forging an academic record or any other supporting documentation, medical or otherwise, for the purpose of gaining any type of academic advantage.
- j. Deliberately changing or damaging an academic work of another student.
- k. Impersonation, for self or others, for any assessment component including Quizzes, Tests, Examinations.
- l. Obtaining an exam or test, in whole or in part, in advance of its administration, without the permission of the Instructor.

#### **7.4.5. Summer Session Policy**

An academic year means two normal semesters. Only one Summer session may be added to them. The summer session should comply with the following:

- m. The total number of weeks for the summer session is not less than 8 weeks, ensuring that 45 hours of instructions is provided.
- n. A student may be allowed to enroll up to 3 courses or a total of 9 credit hours.
- o. Students may add and drop courses within two days from the beginning of the summer session.
- p. Summer session is not counted as part of the study duration.
- q. Students who wish to withdraw from courses after the end of the Add/Drop period may still do so up to two weeks before the commencement of the Final Exams. The transcript will show a "W" sign beside the name of the course which means "withdrawal". In this case, no tuition fees will be refunded.



#### 7.4.6. Submission of Assignments Policy

It is the Course Instructor's responsibility to implement the following:

- a. All assignments should be submitted by its due date as scheduled by the Course Instructor.
- b. A ZERO mark will be given for the relevant assignment, unless evidence for mitigating circumstances is provided.
- c. After the deadline, a student with mitigating circumstances may submit his/her assignment subject to the following:
  - Within 2-days of original deadline, without any deduction in marks.
  - Within 1-week of the original deadline with 20% reduction from the total marks of the assignment.
  - No Assignment will be accepted after 1-week of its due date, and a ZERO mark has to be given.
- d. Faculty must strictly implement this policy without any exception.
- e. Faculty should announce this policy to the students at the first class in beginning of the semester.
- f. Faculty members are requested to include this policy in the course outline as a part of ECMIT continuous assessment policy.
- g. Upon the accreditation of the Postgraduate programs alternative assessment regimes should be considered taking into consideration the nature of the course.

#### 7.4.7. Grade Change Policy

Grade changes can ONLY occur owing to the one or combination of the following reasons:

- Correction of human errors
- Re-sit outcomes of the assessment elements
- Grade appeal

For a grade change necessitated by one of the above, the following must be ensured:

- The reason or the rationale must be clearly explained in the Grade Change Form with supporting evidence.
- The Dean of Academic Affairs must check the evidence before approval.
- The Registrar must not accept any grade change request without the Dean's approval.
- Any non-compliance or exception must be reported to the President by the Registrar.
- Grade change due re-sit must be re-calibrated to 75% of the marks, as outlined in the Re-sit Policy.

#### 7.4.8. Incomplete Grade "I" Policy

Faculty members have certain freedom to set grade "I" based on student chances of passing a course provided that such practice will not compromise the academic integrity. ECMIT believe that "I" grade is related to the final exam because all

other assessment instruments are dealt with during the course as it is illustrated in the following two categories:

**a. Final Exam**

- If a student miss a scheduled FINAL Exam only due to compelling and convincing reasons (in cases such as accident, illness, or Death of close relative) accepted by the Dean of Academic Affairs, the term "INCOMPLETE" ("I" grade) is written beside the student's name in the grade records of that course.
- The reasons must be clearly explained in a legible manner when reporting the "I" grade with documents attested by the relevant authorities.
- Students will have only one chance to sit the missed FINAL exam. There is no second chance for a missed exam.
- The missed exam must be conducted within the first month of the following semester as per the academic calendar.
- Depending on the outcomes of the exam, the "I" grade is converted to a letter grade with a clear justification together with the evidence of the exam paper.

**b. Other Assessments**

- The missed mid-term exam may be re-sited if a student has a genuine excuse such as accident, illness, or Death of close relative. It can be arranged with the instructor so long as the reason is approved by the dean of academic affairs, and must be conducted within two weeks of the originally scheduled exam otherwise zero mark is assigned.
- Any other assessment component not submitted on time can be considered separately and its submission time may be changed according to an arrangement with the instructor so long as the instructor accepts the reason of not submitting the assessment on-time. The instructor may extend the submission date to an extra week, otherwise Zero mark is assigned.
- All assessment components apart from Final Examinations must be graded before commencement of Final Examinations.

#### **7.4.9. Moderation Policy and Procedures**

**a. History of Moderation at ECMIT**

In its effort to constantly improve the quality of course delivery which will lead to overall program delivery enhancement in addition to performance of students in terms of Course learning outcomes, ECMIT introduced the new forms and policy for moderation in Summer II as pilot only for Midterm and Final exams.

Realizing the positive outcome of the process and taking into consideration the ERT suggestion, ECMIT decided to introduce the moderation process to all assessment components from Fall 15 semester.

**b. Introduction and Need for Moderation**

Assessments are undertaken to assess students' learning. Moderation is the process during which the reliability, correctness and validity of the assessment, the marking process and the assessments of a course are checked and verified.

Assessment instruments are formulated so that they adhere to the outcomes of the Course, and therefore evaluate students' learning achievement during the course.

**c. Planning of Moderators for each semester**

In the beginning of each semester, the program Director in consultation with the Dean, prepares a list of moderators matching the faculty specialization and the courses to be moderated. This prepared list provides enough scope for faculty to give their best to maximize the positive outcome of the moderation process

Assessments are undertaken to assess students' learning. Assessment instruments are formulated so that they adhere to the outcomes of the module, and therefore evaluate students' learning achieved during the course.

**d. Policy**

All assessment papers will be subject to a peer moderation process to guarantee that they achieve the expected learning outcomes and ensure the quality of delivery. This can be met by having all assessments formulated clearly and unambiguously including the use of language and mark allocation, and can be completed within the allotted time.

**e. Moderation Procedures**

- The moderation forms are attached in Section 9- Appendix 6, Appendix 7 and Appendix 8
- A Moderation Form has to be filled by the instructor, attached to the Assessment Paper and handed over to the assigned Moderator.
- The Moderator must write his/her comments in the specified column of the Form based on the course syllabus and return it along with the Assessment Paper to the Instructor.
- The Instructor should follow the Moderator's comments and return the Form with the original and revised Assessment Papers to the Moderator for final approval.
- The Moderator must check the implementation of the comments, clarify it in the designated column and approve it when fulfilled, or return the form with the Assessment paper to the instructor for reconsideration, if his/her suggestions and comments were not duly and fully implemented.
- The Instructor should incorporate Moderator's comments or, provide

his/her reasons of not following the Moderator's suggestions.

- The Moderator must sign the Form and pass it on to the Program Director for final approval.
- The Assessment Paper is not accepted unless it is approved by both the Moderator and the Program Director.
- Finally, the Assessment Paper along with the Moderation Form must be included in the Course File.

**f. Program Director review process of Moderation Forms during the semester**

The Program director reviews the moderation forms for its completion. Any omissions or error is brought to the notice of the respective faculty for necessary correction. Finally the program Director acknowledges the completion of the process by signing the form

**g. Academic Dean Review and Approval of Moderation done at Program level**

The Dean reviews the moderation forms for its completion. Any assessment component not with appropriate moderation forms or not signed is brought to the notice of the respective faculty or program director for necessary correction before the Dean signs the Final Course File completion form

**7.4.10. Provisionally admitted students without TOEFL**

Students without TOEFL must be required to follow the program curriculum that has incorporated Basic English and mathematics courses as mandatory courses. In addition, students must not be allowed to enroll for more than 3 basic level General Education courses. Exceptions to the above stipulations will require concurrent approval of the President, Dean and the Registrar.

**7.4.11. Class participation Policy**

Instructors are expected to assess the students' class participation throughout the semester. Class participation is applicable for all courses. The assessment of class participation covers qualitative contribution of the students during class session for each course during the whole semester.

The Class Participation Rubrics helps assessors to mark the Level of Engagement and active participation, Listening Skills, Relevance of Contribution to topic under discussion and Preparation of students for each course they registered for.

The rubric rates the student participation on the above aspects over four ratings namely exemplary, accomplished, developing and inadequate.

Class Participation Procedures:

The below mentioned steps are followed to assess the Class Participation of students;

- The instructors, at the beginning of the semester, must inform the students about the assessment of student Class Participation using an approved rubric.
- The instructors must assess the students' participation in class and grade

them, with the marks entered in an approved grade sheet bearing the name and student Id along with the aspects to be assessed based on the Class Participation Rubrics attached in Appendix 9 – Grade sheet for Class Participation

- The Class Participation grade sheet is to be used in all classes of all courses by an instructor during a semester.
- The final grades for the student class participation for each course, is entered at the end of each semester in the Class Participation Rubrics based of the grade sheet entries made throughout the semester. The class participation Rubric is explained in Appendix 10 - Rubric for Evaluation of Class Participation
- The final grades for Class Participation is then entered and recorded in the ERP.
- A sample, ideally one each in good, moderate and bad category related to Class Participation is incorporated in the Electronic Course File for documentation and evidencing purpose.

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### **7.5. Early Warning System**

Faculty provides mid-term grades during the ninth week. These grades alert the students to their poor progress in the course, and lead to discussions on improvement with the faculty member.

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### **7.6. Student Advising**

All full time faculty members must serve as academic advisors. Faculty advisors are responsible for knowing requirements for graduation in the degree programs for which they are advising. Similarly, faculty advisors are responsible for knowing course descriptions, course prerequisite requirements, and similar information.

A key issue is the availability of faculty to students when necessary. Advisors must be available in their offices during the registration period during the week before the start of classes. Therefore, faculty must be on campus for the fall semester 2 weeks before the beginning of semester and remain available to students in their offices until the end of registration. The faculty advisor must have a posted schedule, which clearly indicates availability, and must strictly adhere to that schedule.

The main component of academic advising is guidance of the student through the study process to ensure that the student meets the degree requirements for graduation from the selected degree program. However, advisors may offer guidance on a variety of academic and non-academic affairs. Further, the advisor must offer advice concerning course choices to fulfill degree requirements which is suited to the individual student's performance. For example, a student with recent poor academic performance might be recommended to register for a smaller course load, etc.

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### **7.7. External activities**

ECMIT faculty members wishing to get involved in or initiate gainful activities (as

teaching/research/consultancy work) with other organizations or institutions must obtain permission of the Dean of Academic Affairs. A faculty may be permitted to take up maximum three hours of teaching per week, at an external institution. Such permission is not automatic. Outside involvement cannot excuse unsatisfactory performance in a faculty member's core responsibilities of teaching, research, administration, and ECMIT/community service.

Failure to obtain proper approval for outside activities can result in disciplinary action, and may result in termination of the ECMIT contract.

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## 7.8. Class Schedules

It is the responsibility of Registrar to plan the class schedules for each semester. The scheduling process is coordinated by the Office of Academic Affairs.

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## 7.9. Student Classroom Behavior Policy

ECMIT supports the principle of freedom of expression for both instructors and students. The college respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Student classroom behavior that seriously interferes with either

- the instructor's ability to conduct the class or
- the ability of other students to profit from the instructional program will not be tolerated

An individual engaging in disruptive classroom behavior will be subject to:

- a) **First offense:** warning from instructor
- b) **Second offense:** removal from class
- c) **Third offense:** sanctions imposed by the College Disciplinary and Grievance Committee.

Disruptive behavior, as applied in an academic setting, means verbal and other behavior in the classroom that a reasonable faculty member judges as contrary to normal academic functions.

Examples include, but are not limited to, speaking persistently without being recognized, persistently interrupting other speakers, verbal and other behavior that distracts the class from the subject, intimidation, physical threats, harassing behavior, use of mobile telephones, personal insults, physical contact, and refusal to comply with faculty directions.

While the above guidelines cover nearly all disruptive situations, a few specific examples deserve mention.

- a) Students are required to be on time for all classes. If students arrive later than 10 minutes after the start of class, instructors have the right to refuse entry. This includes attendance at final exams.
- b) Students leaving the classroom before the end of class must get the instructor's permission in order to leave.

- c) Mobile phones and other electronic devices that could disrupt class must be turned off upon entering the classroom. Instructors have the right to confiscate mobile phones (that have not been turned off) for the remainder of the class period.
- d) Unauthorized talking by students during class is not permitted. If such talking occurs, it is recommended that instructors give one verbal warning to the offending student or students. If a second instance occurs, instructors have the right to direct offending students to leave the classroom.

ECMIT respects and supports the notion of academic freedom for instructors in the classroom. As a class management aid, the above set of guidelines is designed as a suggestion for instructors in formulating their own classroom behavior policy. This policy should be included in the course description and reviewed with students during the first class period.

Racist and sexist language is not acceptable, by either students or faculty, and may result in disciplinary action.

### **7.10. Guidelines on developing Question Papers for Mid Term and Final Exams**

Development of the question papers examinations is a reflective process that requires continuous improvement. This process, while being faculty driven, is kept under the review of Dean of Academic Affairs, and the Program Effectiveness and Assessment Committee (PEAC). The following are the guidelines for the faculty to develop the question papers:

The question paper should be developed according to the level of hierarchy and difficulty of a course. For example, while some QPs of basic level GE courses could be simplistic or descriptive in nature, the advanced core and concentration course QPs would be required to test student's advanced knowledge of the discipline, analytical and critical reasoning power, competence and skills. Accordingly, QPs of the 2000 to 4000 level courses should be grouped in three sections:

- Section-A: questions in this section should test student knowledge of the course
- Section-B: questions in this section should test analytical and critical reasoning ability
- Section-C: questions in this section should test competence and skills

The sections when combined should test if the students have learned what they are supposed to learn. Detailed guidelines are given below:

- a) Midterm and Final exams papers should use the common relevant assessment cover page format.
- b) A table of aligning questions with the CLOs must be given in the exam cover page.
- c) All exam papers must go through the moderation process.

- d) The coverage of the topics in the question paper should be consistent with the contents described in the course outline. Each question paper should be accompanied by a detailed marking/grading scheme.
- e) The quality of the questions should be able to test the intended learning outcomes of the course/topics covered in the exam. The intended learning outcomes are broadly aligned with the Quality Framework Emirates (QFE) consisting of Knowledge, Skill, Autonomy & Responsibility, Self-Development, and Role in Context.
- f) The examiner should have clarity about the concepts that they wish the students to present in their answers. Thus, the wording of the questions should be such that it elicits the appropriate response.
- g) The questions should be phrased in a way that it is free of grammatical or typographical errors
- h) While setting numerical questions or quantitative problems, care should be taken to ensure that all necessary data and resources are provided to the student, and the question has a unique solution
- i) For advanced courses, care should be taken that the questions test the analytical skills, and critical reasoning ability of the candidate predominantly, rather than testing memory power or simple understanding of the concepts
- j) Unless specified, all questions in the question paper should carry equal weightage of marks.
- k) Marks for individual sections in the question paper should be clearly specified.
- l) Clear instructions should be given to the students if they will need to answer some or all of the questions in that particular section.
- m) All question papers should be submitted to the Exam Committee after moderation.
- n) Strict confidentiality should be maintained among the staff and the faculty in the process of question paper development and archiving.

### **7.11. Guidelines on Grading**

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Each examination answer script must be graded according to a pre-determined marking scheme within 72 hours of the date of the exam. The marking scheme must clearly show marks allocated for each section of a question. In specific the grading should be done according to the following norm:

- a) Use a red ball point pen for grading
- b) For each paper/question, develop a marking scheme showing marks for each component of a question. For example, if the question has 10 marks distributed over three clear components, you may allocate 2 marks for one component, and 5 and 3 marks for the other two components. Each component is marked showing the score out of the total for that component i.e. 1/2, 3/ 5 and so on.



- c) For each component, if you are deducting any mark, indicate this clearly with a reason (for example, -1 for component 1 for not being coherent) etc.
- d) At the end of each question, add the total mark, say 8/10, and circle it with a red pen.
- e) Transfer the mark for each question to the front page, and compute a grand total for the whole paper, for example 20/30 and circle it.
- f) Submit your marks to the PEAC for moderation together with the exam script. Do not disclose any mark or grade to the student until the moderation is completed and the dean has approved it.
- g) The results for the semester will be published within a week's time from the last date of the final examination.

Grading of assessments is subject to peer evaluation based on certain criteria as detailed in the moderation policy and procedures starting from Fall 2015.

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### 7.12. Course and Curriculum Development

Academic planning and development activities are an important and integral part of the overall workload of teaching faculty members. Such work will be initiated and completed through working committees appointed by the Colleges. A faculty member can claim credit for such activities while applying for promotion or contract renewal.

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### 7.13. Course Syllabus

Every semester, the instructor must prepare a syllabus for each class and a copy should be given to the Division Chair 14 days prior to the first class meeting to be kept on file. Suggested syllabi for each course are on file in the office of the Dean for Academic Affairs. A copy of the course syllabus must also be given to each student on the first day of class.

The syllabus must contain, but is not limited to, the following information:

- Course Number and Title
- Faculty Name
- Semester Beginning and Ending Dates
- Office hours
- Class Number and Location
- Course Description
- Course objectives
- Course outcomes:
- Course Calendar consisting of weekly outline of topical coverage with outcomes and assessments
- Modes of assessment with assessment rubrics
- Mapping of learning objectives and course outcomes

- Mapping of assessments with the outcomes
- Grade Calculation (see below)
- Course methodology
- Textbooks
- Attendance requirement
- Information on tutoring and extra help including the instructor's phone numbers and e-mail address.
- Additional resources beyond textbooks
- Other course requirements

### **7.14. Final Exams**

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As a part of the student learning assessment, each course must have a mid-term exam (weight 20%) and final examination (weight 30%), where a final examination may not be appropriate for a certain course, the instructor must take written permission from the Dean suggesting an alternative option for final assessment.

- Corrected exams or assignments are retained and archived by the college for future references. The exams or assignments should not be given to anyone other than the student without prior written permission of the student.
- Final grades must be submitted to the academic office no later than 72 hours after the final exam is given. Each student must receive a letter grade at that time as explained in the preceding sections.
- All tests and exams must be delivered (Word processed and ready to be photocopied) to the ECMIT photocopy facility 14 days prior to the exam dates. The instructor is responsible for editing the test or exam for accuracy.

### **7.15. Procedures for Establishing New Academic Programs or Restructuring Existing Ones**

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#### **a) Preamble**

New programs or modification to existing programs may be introduced for many reasons. The growth of new knowledge may make it necessary to introduce new sequences of courses to facilitate the dissemination of that knowledge. New perspectives and society's differing needs may encourage the restructuring of existing curricula or course offerings. On the other hand, increased resources may make it possible to introduce programs previously unavailable. Decreased resources may dictate the elimination of some courses or programs, and the restructuring of others.

The criteria for assessing proposals for new programs should ensure:

- That the program is consistent with the principles, mission and priorities of ECMIT.
- That the program is of high academic quality.

- That there is demonstrated market demand for the program.
- That sufficient resource can be made available to support the program.

**b) Procedures**

While the initiative, impetus and planning of an academic program normally is the primary responsibility of the department/unit that will implement it, the conceptualization of a program may come from any of a number of sources: for instance, from the President, Dean of Academic Affairs, Chairs, faculty members, or from some agency external to ECMIT.

**c) Planning**

Whatever the origin of the idea, the detailed planning process must usually take place in the department/unit. This does not, of course, preclude consultation with and assistance from other sources, including Chairs and members of the administration. Offices of the Chairs, the Dean of Academic Affairs or the President may suggest a new or modified program of their own. In this case, the proposal must be forwarded to the department/unit with written instructions for consideration.

**d) Approval Process**

In general, any plan for a proposed new program or for restructuring an existing program must first be approved by the department/unit that will have responsibility for its administration. The proposal after review by the Program and Curriculum Committee must then be submitted to the Dean of Academic Affairs Council for approval.

After a consensus is reached at the Dean of Academic Affairs Council level, the Dean of Academic Affairs will discuss the plan with the President. Two options may be followed:

- In the event that no objections are raised, and that resources are available to support the program, the plan will be submitted to the ECMIT Academic Council. The Academic Affairs Council makes its recommendation to the President for final approval or denial.
- In the event that serious concerns are raised about the importance, suitability and viability of the program, the plan will be returned to the Academic Affairs to address the concerns raised. If financial concerns are raised, the Dean of Academic Affairs may request that the proposed changes are reviewed by the Program and Curriculum Review Committee.

## Section 8: Academic year, Breaks and Vacations

### 8.1. Academic Year

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ECMIT's academic year runs from September to August of the next calendar year. It is divided into three semesters: Fall (September-January), Spring (January-May), and Summer (June- August). The duration of the Fall and Spring Semesters are 16 weeks, each. The summer semester is 8 weeks in duration. The Foundation Program follows a slightly different schedule.

### 8.2. Break Periods

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ECMIT follows the UAE Laws, and observes national holidays. However, if classes are missed, they must be made up. Faculty members can avail two days leave at the end of Fall and Spring semester and one day break after Summer semester.

#### 8.2.1. Early Departures and Late Arrivals

In some cases, a faculty member may wish to extend a break period by early departure or a late arrival. Such cases require approval of the DEAN. If classes are to be missed, the faculty member must satisfy the DEAN that appropriate arrangements have been made to cover the missed classes, or to make-up the classes at a later date.

In some cases, a late arrival may be due to unforeseen circumstances (e.g. a medical emergency, missed flight connection). Faculty members should make every attempt to notify the DEAN of such unforeseen arrivals, so that arrangements can be made to cover or classes that will be missed. Upon arrival, the faculty member should write a letter of explanation to the DEAN including any documentation (e.g. medical certificates, flight schedules). A copy of the explanation is attached to the arrival form, and sent to HR.

Unexplained late arrivals are reported by the Chair to the DEAN, and will result in pay being withheld for days missed when the faculty member is required to be on campus and resume normal duties.

### 8.3. Annual Vacation

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#### 8.3.1. Full time faculty members

Full time faculty members are entitled to paid annual vacation of 30 calendar days to be taken over summer, preferably from August 1 to August 31. However, a faculty vacation can be staggered and can be taken at other times during an academic year at the simultaneous approval of the DEAN/Dean and the President.

#### 8.3.2. Part time, adjunct and visiting faculty members

Part time, adjunct and visiting faculty members are not entitled to paid or unpaid annual vacation. Such faculty members are compensated on a monthly basis within the contractual period.

#### **8.4. Emergencies**

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In case of emergency situations, it may be impossible to follow the normal procedures. The faculty member should explain the situation to the Chair. The Chair may give verbal approval for the leave of absence. The Chair then provides a written explanation of the situation to the Dean and the Human Resources Department.

Normally, paid emergency leaves for personal reasons are approved for no more than one week (five working days). Extended leaves are approved without pay, and other faculty is assigned to cover missed classes on an overload basis.

## Section 9: Faculty Professional Development

### 9.1 Faculty Members

ECMIT is keen on providing its faculty members with opportunities that aim at increasing their overall effectiveness in delivering the curricula of academic programs.

Therefore, ECMIT encourages its faculty members to play an active role in all aspects of the academic process. This involves such activities as attending seminar, workshops, and conferences in and outside the College. The College recognizes the need to support the efforts of its faculty members to grow in their professional careers utilizing the available resources. This policy is to be implemented in light of the following assumptions:

- 1) Professional development of ECMIT faculty is based on the Standards for Academic Accreditation.
- 2) The institutional budget reflects the amount of funds allocated for the purposes of faculty development.
- 3) Efforts of faculty members in this regard should be relevant to the College's mission and the overall effectiveness of the individual programs.
- 4) Academic programs set the priorities for professional development in light of the academic interests of faculty members.
- 5) Faculty members' professional development activities are included in the annual evaluation of faculty.

Faculty members are required to:

- 1) Participate in local & international conferences, symposiums and seminars (at least once a year).
- 2) Contribute in research by conducting at least one activity a year.
- 3) Subscribe to international professional associations and/or organizations (at least one).
- 4) Attend training courses (at least one course per year) to update knowledge in scientific and technological advances.
- 5) Participate in community services such as training and consultation through organizing training courses (twice a year).
- 6) Participate in institutional research by conducting at least one research paper per year for developing one of the College functions.
- 7) Participate, within his/her Division in organizing conferences, seminars and /or workshops yearly.

#### **ECMIT role in Professional Faculty Development:**

- 1) Setting a plan using the budget allocated for the professional faculty development.
- 2) Providing funds for organizing/attending seminars, conferences, workshops and conducting research in addition to providing release time required.
- 3) Providing community service opportunities to faculty members

- 4) Providing training opportunities for both faculty to improve their performance and work skills.
- 5) Making IT infrastructure available for professional Faculty development. This includes:
  1. PCs with multimedia with high speed Internet.
  2. Online Database(s).
  3. Subscribe to periodical (hard and electronic copies).
  4. Acquire recent editions of textbooks and references.
  5. Smart classrooms.
- 6) Providing training to support faculty members in carrying out research.

## 9.2 Faculty Financial Support

### 9.2.1 Financial Support for Professional Activities and Research

ECMIT seeks to support attendance of conferences that help achieve its mission for professional development purposes according to the following procedure:

1. Requests for conference attendance must be submitted at least four weeks before the date of the event.
2. Faculty members are encouraged to apply early in the academic year to secure adequate funding.
3. Requests for conference attendance must be made by filling an Application Form designed specifically for this purpose.
4. Funding will be based on the potential benefit of the conference to both the individual faculty member and the College.
5. Upon approval of the request by Dean of Academic Affairs and the President, the faculty member is eligible for the following:
  - a. Registration fee.
  - b. AED 1000.0 for each night spent (Conference period + 1 night) provided that the maximum nights to be paid are less than 5.
  - c. AED 100.0 transportation per day.
  - d. Air ticket – economy class for faculty members, and business class ticket for the President and his deputies (if any).
6. Upon returning from the conference, the faculty member/instructor must submit a written report on the impact of the experience on his/her professional development to the Research Director through the proper channel.
7. The faculty member/instructor who has attended a conference funded by the College must deliver a seminar/workshop for other faculty members/instructors.

### 9.2.2 Procedures for Applying for Financial Support

Faculty members seeking financial support are advised to follow the following procedures:

- **ATTENDING A CONFERENCE:** If you are planning to attend a conference or other professional development activities, please fill the "**Application Form for Financial Support -A**" form

- **CONDUCTING OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES:** If you are seeking funding support for a research or creative project, please fill the " **Application for Financial Support -B**" form.

**The procedure for Application:**

- Develop a plan to conduct or get involved in professional development activities.
- Submit the plan along with the application (s) to Program Director for approval.
- Plan and application should be submitted at least four weeks before the activity starts.

**THE APPLICATION FORMS ARE ATTACHED IN THE APPENDIX 12.**

### **9.3 Faculty Appraisals and Promotions**

A consolidated yearly appraisal will be made for every faculty member at ECMIT which will incorporate all of the information received for every semester in the year from peer faculty observation reports by the Division Chairs, student feedback forms and general approach toward duties. The results of this appraisal form will form only the basis for extension of contract, promotion in rank, salary increments, etc.

#### **9.3.1 Faculty Evaluation**

The purpose of evaluation is both developmental and evaluative. The system provides instructors with information about their performance that is consistent with effective teaching and other non-teaching responsibilities as outlined in this Faculty Handbook. An analysis of the data can provide the basis for an individualized development program and for personnel decisions. The faculty is evaluated in the following manner:

**a. Classroom Evaluation Report (Peer Evaluation)**

Each new faculty member will be observed in his/her first semester of teaching by two faculty members, one from the same discipline as the instructor who is being evaluated, and another from a different discipline. The peer faculty will complete the Peer Faculty Observation Report form (this form can be found in the appendices). The completed form will be given to the appropriate Division Chair who will meet the faculty member shortly thereafter to review the contents of the form. Tabulated results and the Chair's recommendations will be sent to the Faculty Review and Development Committee. The Committee's report will be filed in the faculty member's permanent file.

The Division Chair must observe every instructor in class at least once every semester after the initial observation report. In addition, the Dean of Academic Affairs will visit the class of any faculty member who requests a visit or whom the Dean of Academic Affairs or the Division Chair feels should be observed.



### b. Student Evaluation Report

Student evaluations will be administered in every instructor's class near the end of each semester. A copy of the Faculty Evaluation Questionnaire used for this evaluation process is found in the appendices. The faculty member will absent himself or herself from the classroom while the students are filling out the questionnaire. The Survey Administrator or an appointed representative will collect the forms and deliver them to the office of the Dean of Academic Affairs.

The forms will be tabulated and the results will be sent to the appropriate Division Chair who will meet with the faculty member after the end of the semester to share the tabulated results and student comments regarding the course. The results and the Chair's recommendations will be sent to the Faculty Review and Development Committee. The Committee's report will then be filed in the faculty member's permanent file. Copies of the student comments will be kept on file for three subsequent semesters for reference by the Division Chair and the Dean of Academic Affairs.

In general, professorial promotions follow a procedure similar to retention. A candidate for promotion informs the DAA in writing of the desire to be promoted. The DAA meets with the candidate to determine if the promotion request is likely to be approved. If so, the DAA determines if there is sufficient budgetary support for the desired position. If not, the DAA informs the candidate in writing that no promotion is possible at that time, and indicates when a promotion might be considered. If so, the DAA informs the candidate in writing that ECMIT is willing to consider promotion.

The deadline for promotion requests is the first day of November. Promotions, if approved, normally become effective the next academic year (September 1).

### c. Faculty evaluations relevant criteria:

	Category/Activity	Weight
1.	Teaching	60-80%
2.	Research & Scholarship	10-40%
	2.1 Research	
	2.2 Conferences, Symposia & Seminars	
	2.3 Professional activities	
3.	Committees & Administration	05-20%
	3.1 Committee Work:	
	3.2 Other Administrative Duties	
4.	Community Services	05-20%
<b>Total 100%</b>		

## 9.3.2 Policy and Procedures for Faculty Promotion

### 1. POLICY STATEMENT

ECMIT faculty members are promoted from one rank to the next in accordance with specified policies regarding the promotion criteria and the weighting of the criteria. Procedures for applying for promotion as well as procedures for considering and awarding promotions have also been clearly described by the College. This document explains the policies and procedures for academic promotion of faculty members.

### 2. PURPOSE OF THE POLICY

- Encouraging eligible faculty members to apply for promotion to next academic rank.
- Rewarding the faculty member who consistently performs effectively as a faculty member/scholar.
- Recognizing services of faculty members rendered to the College and the community through their endeavors and research activities.
- Motivating faculty members to consistently render greater efforts.

### 3. DETAILED POLICY STATEMENT

- ECMIT academic rankings are as follows:
  - Full Professor
  - Associate Professor
  - Assistant Professor
- Promotion and assigning academic ranks to ECMIT faculty members shall be confined to the following two cases:
- Promotion from assistant professor to associate professor
- Promotion from associate professor to full professor
- The Committee for Promotion formed by a decree from The President of ECMIT shall study and take decisions concerning the promotion applications submitted by ECMIT faculty members.

#### 3.1. PROMOTION CONDITIONS

3.1.1 Promotion conditions for Associate Professor or Full Professor ranks are as follows:

- a) Before applying for higher promotion, the applicant shall spend at least five calendar years in his/her first academic rank.
- b) The applicant shall have worked for at least two academic years at ECMIT. The period in which he/she is a visiting professor shall be considered.

- c) The applicant may apply six months before the end of the 5-year period as specified above provided that the conditions of the required research papers (as given below) are observed.
- d) The academic division council should assess all works of the applicants' in the College. This assessment should be approved by the Academic Affairs Council. The applicant should score no less than 50% for associate professor and 60% for Professor in each of the following fields: Teaching, Scientific Research and ECMIT development and Community Services through an assessment made by his/her Division. The total percentage must be 60% or higher for associate professor and must be 70% or higher for professor. Table 1 gives a clear picture of the criteria and their scoring:

Table 1

Fields of Assessments	Percentage
Teaching	40%
Scientific Research	40%
ECMIT development and community services	20%

3.1.2 The requirements for research papers submitted for promotion consideration are as follows:

- a) The faculty members to be promoted into the 'Professor' rank have to submit no less than five research papers. Those applying for a promotion for the 'Associate Professor' rank have to submit no less than three research papers. These papers must have been published in refereed academic journals.
- b) The academic published book shall be treated as a research work after being evaluated academically. Only one book can be eligible for this purpose.
- c) The translated and published book, in the respective field, shall be treated as a research work after being evaluated academically. Only one translated book can be eligible for this purpose.
- d) All research papers submitted for promotion should fall within the specialization area of the applicant.
- e) The research papers published in the refereed proceedings of scientific conferences shall be treated as a research work provided that only two research papers are eligible for this purpose.
- f) The research papers submitted for promotion may include one research paper accepted for publication in a recognized journal provided that all other papers have already been published.
- g) Research papers published in electronic periodicals are accepted provided that they are refereed and approved by the concerned division Council.
- h) Research papers published prior to the applicant's present job in the College would be considered provided that these papers should not exceed 50% of the total number of papers.

- i) The research papers submitted for promotion should have at least one paper written by the applicant him/herself. In case this is not possible due to multiple specializations, the applicant's name should appear first or second in the list of concerned researchers. See table 2.

Table 2

Type of submitted research	Percentage
Single author research paper	100%
Co-author research paper	50%
Co-author with two other researchers	35%
Co-author with three other researchers	25%

- j) The applicant must submit a written confirmation that he/she has not directly cited any research article submitted for promotion from his/her Masters or PhD, or already used in his/her previous promotion.
- k) The respective division council should certify that the research papers proposed are within the area required for promotion.
- l) All correspondences, special reports on promotions, deliberations in the division, academic affairs, the College Promotion Committee, together with the selected names of the referees must all be kept confidential.

### 3.2. REFEREES

- 1 When the Promotion Committee approves to proceed with the promotion procedures, it should request from the Academic Affairs Council to provide names, addresses and telephones of ten referees from different countries.
- 2 The referees should be specialized in the same field as that of the promotion applicant.
- 3 All referees evaluating the promotion into the 'professor' rank should be full professors at the time of judging the promotion concerned. Only one associate professor might evaluate the research work presented by an assistant professor applying for the associate professor rank.
- 4 When necessary and under certain conditions set by the Committee, one of the referees can be a faculty member from the College. Other referees must be from other accredited universities from inside or outside the UAE.
- 5 Any of the referees committed to evaluate the promotion applicant should not have co-worked with the applicant in any of his/her research papers presented for promotion.
- 6 Research papers submitted for promotion to 'professor' or 'associate professor' rank should be valued by the referees at least 'good' for promotion as in table 3.

Table 3

Overall evaluation of submitted research papers	Assigned Score	%
Excellent	5 points	90-100
Very Good	4 points	80-89
Good	3 points	70-79
Satisfactory	2 points	60-69
Weak	1 point	50-59

#### 4. PROMOTION PROCEDURES

4.1 If the applicant is a faculty member or a chair of division, he/she should present his/her documents to the Dean of Academic Affairs. If the applicant is the Dean of Academic Affairs, he/she is entitled to apply through the College President's office with the approval of the division council to which he/she belongs. In both cases, the required documents are as follows:

1. The applicant's research papers published in refereed journals with the journals' names and dates of publication.
2. A list of books or research papers which he/she presented in international conferences, if any.
3. Abstracts of his/her Master and PhD theses.
4. Titles of the research papers presented for the promotion to associate professor if the applicant applies to be promoted to full professor.
5. A comprehensive report concerning the applicant's teaching load, the courses he/she taught and all other services for the College, the College and Community besides the consultations he/she offered. These may include in particular the following elements:
  - a) Teaching loads and efforts of the applicant and the diversity of the courses taught by him/her.
  - b) The development and updating of the scientific materials.
  - c) The development of programs, study plans, and courses
  - d) The supervision of internship and graduation projects
  - e) The use of modern methodologies and technologies in teaching (if available)
6. The Counselling and interaction with students in the development of their skills, goals, and their abilities in self-learning.
7. ECMIT development should be considered, particularly in his/her participation and contribution in the following fields:
  - a) Committees at both Institutional and departmental levels.
  - b) Work groups or evaluation teams.
  - c) Creating/managing/or developing any of the academic units, such as departments, programs, centers or any of special units at the college.

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- d) Planning and implementation of professional development activities or improving the academic performance of faculty members.
  - e) Academic advising to the students and other student services
  - f) Non-class students activities
  - g) Applying the Academic Standards of the MOE in the UAE and committed to it.
  - h) Academic and professional exchange of experience with universities, associations and professional bodies.
  - i) Providing his/her academic and professional experience to those who request it from the College.
8. ECMIT community services should be considered, particularly in his/her participation and contribution in the following fields:
- a) Students' training within the College, governmental agencies or specialized authorities.
  - b) Training of community members through organizing specialized courses for workers in government, independent bodies or delivering courses to improve the performance of College's staff.
  - c) Providing excellent professional services to the society through conducting research in his/her academic specialization inside and outside the College, as approved by the College.
  - d) The work of associations and professional organizations: local, regional, or international related to his/her specialty.
9. The applicant consultation should be considered, particularly in his/her participation and contribution in the following fields:
- a) Scientific and professional consultation related to his/her field.
  - b) Professional committees outside the College.
  - c) Workshops and seminars outside the College.
  - d) Membership of Editorial Board of scientific journals and magazines, refereed professional publications, and the advisory bodies.
  - e) Evaluation of scientific research papers submitted for publication in scientific journals or applied for promotion and Conference proceedings.
  - f) Evaluation of books and scientific materials for publishing purposes.
  - g) The discussion committees of graduate theses.
10. Copies of the theses he/she supervised before and during his work at ECMIT.
11. Any official letters from other universities he/she used to work for, whether inside or outside the UAE, highlighting his/her contributions in teaching and other fields in those universities.
12. The applicant's CV.
13. All the above-mentioned documents should be reported to the Promotion Committee by the Chair of the Academic Affairs Council.
- 4.2 The Chair of the Promotion Committee shall choose three referees to evaluate the research papers presented for promotion from the.
- 4.3 The research papers shall be sent to the three chosen referees. Each referee gives his/her judgment about each research paper separately according to one of the following evaluations (excellent/very good/good/fair/poor) accompanied by a general
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result for evaluating the academic work as a whole, stating either (deserving promotion) or (not deserving promotion).

- 4.4 When a referee is late in sending his/her promotion reports for six weeks, the Committee should contact him/her through any of the communication means. In case the reports are late again for further two weeks after the last contact, then the chair of the Promotions Committee should choose another referee instead of him/her from the referee list available with the Committee.

## 5. THE DECISION

- 5.1. The Promotion Committee shall review the evaluation of the referees and accordingly make recommendation to the President of the College who reports it to the College Council for Final approval.
- 5.2. The College Council takes the decision regarding the applicant's promotion in the light of the recommendations proposed by the College Promotion Committee. Once the promotion is approved, the applicant would be appointed according to the rank promoted as from the date of the President's ratification of the promotion, or after four months of the date of applying for promotion (the one which is nearer).
- 5.3. If the applicant's promotion is rejected, he/she might apply again for promotion provided that he/she should present a testimony of achieving progress to the level required to remove the reasons behind not promoting him/her in the preceding process of evaluation. The applicant may submit other published research papers or make major changes in his/her former research work. It is worth noting that he/she cannot submit any research paper whose evaluation is less than 'good'. The applicant can apply for promotion again after one full year from the date of rejection of his/her first promotion application.
- 5.4. The promotion's applicant has the right to complain to the President of the College within one month of notifying him/her of the decision of rejecting of his promotion. He/she should request reconsidering the decision of rejecting his/her promotion.
- 5.5. If the faculty member fails two consecutive times in his/her promotion for a higher rank, the Promotions Committee may consider his/her application for the third, but last time provided that he/she should pay all the expenses connected with the promotion.
- 5.6. A promotion decree in English/Arabic would be issued in two original copies, one to the applicant and the other to be filed in the College.

### 9.3.3 Procedures for Applying for Financial Support

Faculty members seeking financial support are advised to follow the following procedures:

- **ATTENDING A CONFERENCE:**

If you are planning to attend a conference or other professional development activities, please fill the "**Application Form for Financial Support -A**" form

- **CONDUCTING OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES:**

If you are seeking funding support for a research or creative project, please fill the "**Application for Financial Support -B**" form.

**The procedure for Application:**

- Develop a plan to conduct or get involved in professional development activities.
- Submit the plan along with the application (s) to Program Director for approval.
- Plan and application should be submitted at least four weeks before the activity starts.

### **9.3.4 Faculty Professional Development - Financial Support Details**

#### **Financial Support-A**

**ATTENDING A CONFERENCE:**

The financial support for attending a conference as set in the Faculty Handbook covers:

- a) Registration fee
- b) Airfares
- c) Accommodation
- d) Transportation

#### **Financial Support-B**

**CONDUCTING OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES:**

**1. Research and development**

ECMIT follows other private universities models, where limited funds are allocated for research from its own resources, in helping faculty to obtain external funds. Further, the College adjusts the workloads of teaching and other responsibilities.

**2. Training courses for faculty**

ECMIT provides financial supports to avail training opportunities for its faculty development as follows:

- Course registration fee
- Travel allowances
- Hospitality.

**3. Involvement in professional bodies**

ECMIT provides financial supports for membership dues in one professional body.

## **Section 10: Appendices**



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## Appendix 1: A Faculty Guide to Plagiarism Detection and Prevention

### INTRODUCTION:

The purpose of this document is to provide Emirates College for Management & Information Technology (ECMIT) faculty members with information about plagiarism. This guide covers the topics of plagiarism detection and confirmation, and preventing student plagiarism. As per ECMIT's Academic Dishonesty Policy, as course instructors, you are the responsible to ensure both ***“academic integrity & honesty”***. It further states that:

***“Faculty members are expected to maintain the good reputation and the integrity of ECMIT and of their own profession by guarding against scholastic dishonesty in students.”***

### DETECTING PLAGIARISM:

When reading a plagiarized assessment turned in by a student, the signs of plagiarism may not always be obvious. However, instructors can pay special attention to the following:

- a. **Observe citations throughout the paper:** This will help determine whether or not the required citation style was used. For example, if the citations in the paper conform to Turabian style when the MLA (Modern Language Association) style was required for the paper, you may be looking at a plagiarized paper. Also, you may find more than one citation style used throughout the paper. Robert Harris, the author of the web page "Anti-Plagiarism Strategies for Research Papers", has stated "if some paragraphs are cited in MLA style, while other references are in APA (American Psychological Association) and perhaps one or two are in CBE (Council of Biology Editors) or Chicago, you are probably looking at a paste up."
- b. **Changes in formatting, including mixtures of straight quote marks and curly (Smart Quote) marks.** Sometimes, you may notice that some of the writing used in a paper does not "sound like" something the student would write. The unusual words or wording may include "jargon or advanced vocabulary".
- c. **Look for signs that the paper is outdated:** Sometimes, instructors can find signs that the paper being read may be outdated. For example, the paper may contain statements which are no longer true such as "Al Gore, the vice-president of the United States.....". If all of the sources listed in references or works cited are several years old, then the paper may be an example of plagiarism.
- d. **Observe the font used in the paper:** A paper may contain more than one "font style or size." For example, you may find that Times New Roman is used in one section of the paper while Courier New is used in another. Different fonts throughout a paper would indicate that a student may have

copied and pasted various portions of Web pages together into a word processor.

- e. **Look for signs that the paper veers away from the topic:** The paper may not cover certain points that need to be covered or it may be completely or partially irrelevant to the original topic.

#### CONFIRMING PLAGIARISM:

**Using one or more search engines:** One way to confirm that a paper has been plagiarized is to use a Web search engine, such as [Google](#). In the search engine's search box, you can type in an unusual word or phrase and find documents on the Web containing the search term. If the paper was taken from a paper mill on the Web, the search engine can find the site containing the original paper. When performing a phrase search in a search engine, you may want to enclose it in quotation marks.

**Using anti-plagiarism software or an online service:** One way to confirm that a paper contains plagiarism is to use plagiarism detection software. Another way is to let an online service search for plagiarism for you. Two examples of online plagiarism detection services are [Turnitin](#) and [Glatt Plagiarism Services](#).

As faculty member of ECMIT, you have access to **Turnitin**. You may contact the IT Administrator (Ground Floor, Office 110, Ext 121) for your login ID & Password, and refer to the Faculty Manual for using Turnitin at ECMIT

#### Interpreting Originality Reports

When a paper is evaluated, Turnitin provides originality reports which tell you that text in the evaluated project or paper is similar to or identical to text Turnitin has in its database. It is up to the instructor to whether the parts identified by Turnitin that are similar or identical are actually plagiarized text. Note that all matches are shown, even those where students cited properly.

**Similarly**, if a paper is reported as "**original**" by Turnitin, that is not necessarily airtight evidence that the paper is original. Instead, it may mean that the student plagiarized from a work that is not available in the Turnitin database. If a faculty member has a concern, and strongly suspects plagiarism, it is best to check further and/or check the student's paper references in addition to digital sources. No database is entirely comprehensive and many sources are not digitally available. Therefore, plagiarism can occur and be undetectable by services such as Turnitin.

**A lower similarity index** may also be due to student defeating the detection system using image files, quotes in white color, etc. (please refer to *Plagiarism or Similarity* [http://turnitin.com/en\\_us/resources/blog/422-training/1686-plagiarism-or-similarity](http://turnitin.com/en_us/resources/blog/422-training/1686-plagiarism-or-similarity) or *How to Interpret Turnitin Originality Report* [www.salford.ac.uk/library](http://www.salford.ac.uk/library))

## TIPS FOR PREVENTING STUDENT PLAGIARISM:

**Educate Students on the Topic of Plagiarism:** Educating students on this topic can include teaching them what is and what not plagiarism is. More specifically, faculty members need to cover the issues of paraphrasing, using quotation marks with quotes, providing citations, and any other relevant topics ("Preventing Plagiarism").

**Warn Students of the Penalties for Plagiarizing and Let Them Know You Can Detect It:** One way to discourage plagiarism is to let students know that there is a penalty for plagiarizing. To make them aware of the penalty, you may wish to include the ECMIT Academic Dishonesty policy against plagiarism in your syllabus. According to Policy "cheating and plagiarism are not tolerated." It also states

*"Students are expected to maintain the integrity of the College by avoiding dishonesty in their own and by expecting honest behavior from their fellow students. One of the requirements for passing the courses students take at ECMIT is that students do their own work. Meeting this requirement means avoiding plagiarism, collusion, and cheating in home work, assignments, quizzes, presentations, examinations, admission and diagnostic tests etc. "*

**Have Students Do Their Research Papers or Term Papers in Progressive Steps:** Requiring students to do their papers in progressive steps can be an effective way to prevent plagiarism. For example, a professor may require students to turn in a list of resources, then an outline of the paper, then a rough draft, and finally the final draft (Whitley Jr. and Keith-Spiegel 89). If time permits, a professor may also want to require students to discuss papers in class as a step in the process (Stillwell).

**Give Students Narrow Topics:** Another way to prevent student plagiarism is to give students narrow topics to choose from instead of broad subjects. It may be more difficult to find another paper online on a given narrow topic than on a broad subject ("Plagiarism- Prevention and Detection").

This Guide is compiled from the following:

- Delta State University - *Plagiarism Detection & Prevention: A Guide for Faculty* (<http://www.deltastate.edu/academics/libraries/collection-development-resources/plagiarism-detection-prevention-a-guide-for-faculty/>)
- Pennsylvania State University - Defining Plagiarism, Academic Dishonesty (<http://tlt.psu.edu/plagiarism/instructor-guide/defining-plagiarism-and-academic-dishonesty/>)
- University of Washington - Using Turnitin: Guidelines for Faculty (<http://www.washington.edu/itconnect/learn/tools/canvas/canvas-help->

[for- instructors/assignments-grading/tii-faculty-guidelines/](#)

## TURNITIN SOFTWARE

### **What is turnitin?**

Turnitin is the leading originality checking and plagiarism prevention service used by millions of students and faculty, and thousands of institutions worldwide. Turnitin encourages best practices for using and citing other people's written material. The service offers a complete web-based service to manage the process of submitting and tracking papers electronically, providing better—and faster—feedback to students.

### **How does Turnitin work?**

Institutions license Turnitin on an annual basis. The institutions are encouraged to communicate with students about their use of Turnitin and how their academic integrity policies work. An instructor sets up a class and an assignment in the Turnitin service. Students or instructors then submit papers to Turnitin via file upload or cut and paste. Turnitin's proprietary software then compares the paper's text to a vast database of 12+ billion pages of digital content (including archived internet content that is no longer available on the live web) as well as over 110 million papers in the student paper archive, and 80,000+ professional, academic and commercial journals and publications.

### **What if Turnitin finds text matches in the paper?**

Turnitin determines if text in a paper matches text in any of the Turnitin databases. By itself, Turnitin does not detect or determine plagiarism—it just detects matching text to help instructors determine if plagiarism has occurred. Indeed, the text in the student's paper that is found to match a source may be properly cited and attributed. It is recommended that instructors carefully review the Originality Report and all matches before making any determination of plagiarism. Such determinations of plagiarism require human judgment, and instructors and students alike should understand their institution's academic integrity policies before turning in written assignments.

### **Who can see a paper?**

Only the course instructor, and possibly a TA (teaching assistant) assigned to the course, can see a student's paper. If a match is found between the student's paper and another student's paper, the instructor can request the matching paper from the other student's instructor. The instructors decide whether to share the matching paper depending on the circumstances.

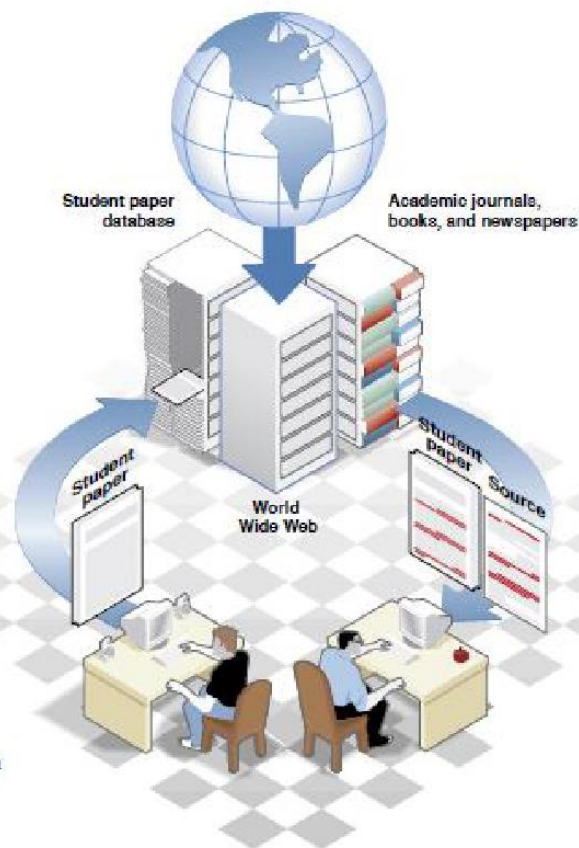
The only exception to this rule is in the case of peer review assignments. Students using Peer Mark will be allowed to view the text of the papers they are assigned to review as part of the peer review assignment, though the instructor can choose to distribute the papers anonymously or not.

# How Turnitin® Plagiarism Prevention Works

Ensuring a Classroom Free of Plagiarism.

**2** Turnitin's servers compare submitted documents against vast proprietary databases using advanced pattern-matching technology. Turnitin's database includes over 10 million student papers,

**1** Teachers and students submit documents through the easy-to-use Turnitin website. Turnitin receives more than 20,000 papers per day.



**3** Turnitin's content databases contain millions of pages of books and journals and over 4.5 billion pages of the current and archived Internet. The database updates and adds to the Internet archive at a rate of 40 million pages per day.

**4** The results are returned in the form of customized Originality Reports, in which any text matches found in our databases are highlighted and linked to their source. Originality Reports allow faculty members to make the final determination of whether plagiarism has occurred.

## Appendix 2: Sample Employment Contract

This is an employment agreement between:

**Employer:**

Emirates College for Management and Information Technology", hereinafter called ECMIT and referred to as "Employer", on one hand

AND

**Employee Name (Faculty member) :**

**Citizenship** :

**Passport Number** :

**Date of issue** :

**Date of Expiration** :

Herein after referred to as "Employee", on the other hand

**WHEREBY IT IS AGREED AS FOLLOWS**

**ARTICLE 1: Subject**

The Employer agrees to hire the Employee in the position of:

**1.1. Rank, Status and Period of Agreement**

Academic Rank : \_\_\_\_\_

Administrative Rank : \_\_\_\_\_

Department : \_\_\_\_\_

<b>Status:</b>	Full-Time	Part-Time	Adjunct
	Visiting	Special	Term
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contract
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Contract period** :

**Probation period** :

**1.2. Definitions**

**Academic Ranks:** as defined in the Faculty Handbook

**Faculty Classifications:** as defined in the Faculty Handbook

**1.2.1. Full time faculty**

A full time faculty member is an individual who works on an annual basis with ECMIT in different activities. A full time faculty member is not permitted to perform any kind of employment, paid or unpaid, with an external organization unless prior approval is received of Academic Affairs. A full time faculty member may hold a Master's degree (in lecturer ranks) or a terminal degree (in professorial ranks). All initial faculty appointments at ECMIT are time specific and renewable by mutual agreement.

**1.2.2. Part time, visiting and Adjunct faculty (term specific)**

A part time, visiting or adjunct faculty member is an individual who does not work on an annual basis, and who may or may not have his/her primary employment with an external organization. Such an appointment is for one semester, for specified dates. These individuals, depending on their qualifications and experience, are entitled to hold similar academic ranks to their full time counterparts. No amount of renewals of such an appointment creates a right to a regular appointment.

**1.2.3. Special Appointments**

Special appointments are awarded to those who possess unusual qualifications, but for whom none of the regular faculty ranks are appropriate. Such appointments can be full time or term specific.

**1.3. Duties and Responsibilities**

The duties and responsibilities of the Employee are determined by the present Contract and by the stipulations of the Faculty Handbook (FHB). The stipulations of the Faculty Handbook (FHB) are to be considered as an integral part of the present Contract. The Employee is advised to read the FHB carefully before signing this contract. Briefly, a faculty member's work at ECMIT consists of the following major components:

- Teaching
- Research
- Curriculum Planning and Development
- Student Advising
- Committee works

**1.3.1. Teaching**

Teaching is considered as the central and primary work of a faculty at ECMIT. In an academic year running from September to August, faculty members are required to teach certain number of courses distributed

between fall, spring and summer semesters as follows: .

**(a) Lecturers and Senior Lecturers**

In general, non-terminal degree holding full time faculty members in the ranks of lecturers to senior lecturers are required to teach a total of 12 courses during the period of an academic year spread over fall, spring and summer semesters. This may consist of 4 different courses and 1 additional section totaling a maximum of 15 credit hours per week in fall and spring semesters respectively, and two courses in summer consisting of 6 credit hours.

**(b) Assistant to Full Professors**

Faculty members holding terminal degrees in the ranks of assistant to full professors are required to teach a total of 10 courses during the period of an academic year spread over fall, spring and summer semesters. This will consist of 3 to 4 different courses and 1 additional section totaling a maximum of 12 credit hours per week in fall and spring semesters, respectively, and two different courses in summer consisting of 6 credit hours.

**1.3.2. Research**

Faculty members with terminal qualifications are required to be current and engaged in research as per the Research Policy of ECMIT. Details of the policy including provisions for consulting work and teaching load reductions are stipulated in the Faculty Handbook.

**1.3.3. Curriculum Planning and Development**

Each faculty member is required to take part in curriculum review, innovation, planning and development activities.. For details, please consult the FHB.

**1.3.4. Student Advising**

Every full time faculty is a student advisor. Each faculty has a group of students who the faculty members advise on study plan, course offering and registration matters etc. For details, please consult the FHB. .

**1.3.5. Committee works**

Faculty members may be assigned to work in different committees by their supervisor. Such activities are recognized by the institution and such contributions are considered for promotion and salary increment etc. For details, please consult the FHB.

**1.3.6. Other Duties**

Other duties as may be required by a department or ECMIT within the framework of the FH book.



**ARTICLE 2: Obligations of the Employee**

- 2.1 To conscientiously carry out the activities stipulated in Article 1 of the present Contract;
- 2.2 To produce original copies of his/her university diplomas and certificates upon joining; and to submit documentation attested by the required Ministries to validate the diplomas and to obtain any necessary work permits.
- 2.3 To obey and enforce policies and regulations as are approved and published for and by ECMIT
- 2.4 To comply with the Employer's disciplinary rules and standards of professional ethics.
- 2.5 In the event of a breach of such rules, to submit to such disciplinary procedures and/or measures as required by ECMIT policy.
- 2.6 To follow the directives of ECMIT authorities as long as such instructions do not extend beyond the terms set forth in the present Contract or the Employer's published guidelines;
- 2.7 Not to conclude contracts or agreements with other persons or organizations which might interfere in any manner with the performance of his/her duties described in Article 1 of the present contract or otherwise jeopardize the interests of the Institute, except as approved by the College administration.
- 2.8 To give advance notice of any travel outside UAE during working days if it affects work responsibilities. Such notification must be approved by the Dean of Academic Affairs before travel commences. Such permission is not needed during annual vacation.
- 2.9 To abide by all established internal security protocols and fire safety rules and procedures;
- 2.10 To inform management about any situations this might threaten the safety of the Employer's property and/or other Employees.
- 2.11 Not to distribute information that is a commercial secret, or that may be defamatory towards the Employer;
- 2.12 To correctly use and be responsible for equipment entrusted to the Employee in the fulfillment of his/her duties.
- 2.13 To take such security precautions as outlined by the Employer in the protection of any premises and equipment utilized by the Employee on behalf of the Employer.
- 2.14 Issues concerning intellectual property rights shall be regulated by the current regulations of the UAE and the provisions of the FHB.

**ARTICLE 3: Obligations of the Employer**

- 3.1 To create the necessary conditions for the efficient performance of the duties and responsibilities of the Employee as outlined in Article 1 of the present Contract, and to maintain an acceptable work environment in accordance with the standards of ECMIT and the labor laws of the UAE.
- 3.2 To make payment of salary once per month on a timely basis.
- 3.3 To pay compensation in accordance with the labor laws of the UAE, should the Employee suffer injury or other health problems resulting from the performance of his/her duties and responsibilities as stated in Article 1 of the present Contract;
- 3.4 To pay the UAE visa fee according to the labor laws of the UAE
- 3.5 To provide the Employee with medical insurance, this is offered with partial coverage of the insurance premium.
- 3.6 To provide transportation of remains to the country of citizenship in case of the Employee's death during the term of the present Contract.

**Article 4: Annual Vacation**

- 4.1 A full-time faculty member is entitled to an annual paid vacation of one month preferably to be taken over summer, depending on completion of their course load. All faculty members are required to report to work two weeks before the start of Fall semester, unless otherwise permitted by the College.
- 4.2 Vacations may be taken at other times upon approval of the departmental head and Dean of Academic Affairs. However, vacation scheduling should not conflict with and/or interrupt the normal course of work of the Employee.
- 4.3 Adjunct, visiting and part time faculty members who serve on semester basis are not entitled for paid vacation.
- 4.4 In between-semester breaks are considered as paid rest period for the faculty members.

**ARTICLE 5: Compensation**

- 5.1 The Employee will receive a salary of AED ...../-
- 5.2 Salaries are paid from the date the Employee joins ECMIT physically within the dates specified in the Contract.
- 5.3 The Employer will make social payments to the Employee during periods of temporary disability in connection with health problems or professional diseases resulting from the .....
- 5.4 Performance of his/her duties and responsibilities as stated in Article 1 of the

present Contract, in accordance with the legislation of the UAE.

- 5.5 Faculty will receive end of service benefits such as gratuity calculated on yearly basis as per the UAE labor law and ECMIT internal policy.
- 5.6 Faculty employed on annual contract terms will be eligible for return air passage every year.
- 5.7 Visa and residence permit expenses will be covered by ECMIT.
- 5.8 Employee will be entitled for medical insurance according to ECMIT policy

#### **ARTICLE 6: Termination of the Contract**

It must be clear to both Employee and Employer that conditions of employment, resignation and termination must take into consideration student interests, instructional continuity and integrity first. ECMIT reserves the right to terminate this employment contract in accordance with the labor legislation of the UAE and the provisions of the FHB. The Employee also has the right to terminate this contract under provisions specified in the FHB and in accordance with the labor legislation of the UAE. Premature termination or violations of the contractual agreements without proper notice period as specified in the FHB by a faculty member may lead to certain disciplinary action.

#### **ARTICLE 7: Other Conditions**

- 7.1 The present Contract shall be considered to be in force upon the collection of all required signatures, and shall remain in force until the completion of the term of appointment as stated in Article 1, or until such time as mutually agreed between the parties.

This contract may be allowed to continue, discontinue or renewed depending on:

- 7.1.1 the performance of the Employee during probation period
- 7.1.2 the financial situation of the Employer;
- 7.1.3 Other circumstances as may be deemed appropriate by the Employer.

#### **ARTICLE 8: Alteration of the Contract**

- 8.1 Within the valid term of the present Contract, the two parties may by mutual consent, or shall on a mandatory basis if necessitated by amendments to the legislation of the UAE, introduce into the Contract necessary modifications and/or amendments to be drawn up as an additional agreement, which shall be an integral and equally valid part of the present Contract.

**ARTICLE 9: Settlement of Disputes Arising from the Contract**

9.1 All issues not stipulated in the present Contract, as well as possible disputes ensuing from it, shall be resolved through negotiations in accordance with ECMIT policies and the provisions of the FH book.. In case a dispute cannot be resolved by means of negotiations, the parties may submit it to the exclusive jurisdiction of the courts of justice of the UAE.

**ARTICLE 10: Copies of the Contract**

10.1 The present Contract is printed in two copies: one for the Employer, to be maintained on the Employer's premises, and one for the Employee.

**Legal Addresses of Both Parties**

**Employer:** Emirates College for Management and Information Technology, Dubai, UAE

**Employee:** \_\_\_\_\_

**Address** \_\_\_\_\_ **Email** \_\_\_\_\_

**Telephone** \_\_\_\_\_ **Mobile** \_\_\_\_\_

I have read and understood the conditions of this Contract and the conditions as outlined in the Faculty Handbook which is available on the ECMIT website ([www.ecmit.ae](http://www.ecmit.ae)). I fully understand that by signing this contract I express my consent to all of the above mentioned conditions.

**Approval Signatures:**

**On behalf of ECMIT**

**Employee**

\_\_\_\_\_

\_\_\_\_\_

**Dean of Academic Affairs**

**Date:**

**Date:**

\_\_\_\_\_

**President and CEO**

**Date:**

### Appendix 3: Creating a Syllabus

A syllabus is tangible evidence of the goals, learning objectives, instructional activities, and performance requirements of a specific course. While the syllabus is typically seen as a contract between the instructor and students concerning the nature and guidelines of a course, syllabi are also used to examine the relationship of a course within the broader curriculum. As such, in addition to facilitating communication between the instructor and student, syllabi are utilized by administrators, institutions, and accreditation agencies to document the role and effectiveness of a specific course. The purposes of a syllabus can be divided into three different functions: practical, theoretical, and institutional.

<b>Practical</b>	<b>Theoretical</b>	<b>Institutional</b>
<ul style="list-style-type: none"> <li>Establishes an early point of contact between student and instructor</li> <li>Helps set the tone for the course</li> <li>Acquaints students with the logistics of the course</li> <li>Defines student responsibilities for successful course work</li> <li>Helps students to assess their readiness for the course</li> <li>Describes available learning resources and encourages students' self-monitoring</li> <li>Communicates the role of various instructional strategies in the course</li> <li>Specifies the duties and responsibilities of both parties</li> </ul>	<ul style="list-style-type: none"> <li>Describes the instructor's beliefs about educational purposes of the course</li> <li>Sets the course in a broader context for learning</li> <li>Provides a conceptual framework for course activities</li> <li>Ties course material to learning outside the classroom</li> <li>Highlights purpose and rationale for course</li> <li>Reinforces the intentions, roles, attitudes, and strategies that an instructor will utilize to promote active, purposeful, effective learning.</li> <li>Communicates course focus within the curriculum</li> <li>Identifies course goals, learning objectives, and evaluation system</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence to meet accreditation requirements</li> <li>Serves as a learning contract between the student, instructor, and institution</li> <li>Provides a tangible record of course goals and objectives</li> <li>Creates an account of course activities</li> <li>May be utilized as part of the instructor's personnel file</li> <li>Ensures that instructor is providing contracted services to the institution</li> <li>Utilized for recruiting both students and instructors</li> <li>Serves as documenting evidence to protect against student complaints</li> </ul>

The main purpose of a syllabus is to provide information to assist students in successful completion of a course. A good, student-centered syllabus provides students with an overview of the course, outlines performance and knowledge expectations, and highlights resources that promote a quality learning experience. A well-constructed syllabus is a detailed document

that allows students to understand the course as an integrated whole while recognizing the discrete activities required to achieve overall course objectives. When designing your syllabus, carefully consider what information to include. While it is recommended that you include sufficient detail, avoid overloading students with unnecessary information.

### Using the Taxonomy of Educational Objectives to Create Effective Assessments

Contrary to popular belief, assessments are valuable for far more than a simple measure of students' acquired level of knowledge. Assessments serve a variety of functions including directing attention/focus, highlighting conceptual errors, motivating students' interaction with course material, and, finally, determining students' grades. The importance of assessments is often overshadowed by the time and energy invested into classroom activities; but, as discussed by McKeachie, "what students learn depends as much on your tests as your teaching" (1999, p. 85). Ideally, an effective assessment will reflect the educational goals in relationship to the content areas of a designated course.

As highlighted in the Taxonomy of Educational Objectives (Bloom, 1956), learning goals vary according to the level of understanding and/or skill desired. Consequently, learning begins at the bottom of the hierarchy (with simple knowledge) and cumulatively builds toward a deep understanding (as evident through the ability to evaluate information). Learning objectives include:

- a) **Knowledge.** Knowledge involves the remembering of terminology, facts, and methods. Typical knowledge assessments ask learners to define, describe, identify, label, list, match, or name.
- b) **Comprehension.** Comprehension requires an understanding of the meaning of conceptual information. An assessment of comprehension requires students to classify, convert, describe, discuss, estimate, generalize, or give examples.
- c) **Application.** Application involves the use of previously learned information in novel situations. To measure application knowledge, an instructor might ask students to chart, compute, construct, develop, implement, or predict.
- d) **Analysis.** The ability to understand the organizational structure of information is referred to as analysis. Typical analysis assessments ask students to break down information into component parts, develop divergent conclusions, or make inferences.
- e) **Synthesis.** Synthesis involves the creative application of prior knowledge and skills to produce an original entity. To measure synthesis understanding, an assessment might ask learners to adapt, create, design, generate, or revise.
- f) **Evaluation.** Evaluation is the ability to judge the relative value of information based on prior knowledge. An evaluative assessment involves the ability to compare and contrast, criticize critique, defend, or judge.

While many instructors have the goal of promoting higher-order cognitive abilities, such as critical thinking, problem-solving, and novel application, typical assessments are often unable to effectively measure these skills.

Research has repeatedly found that students' attention and focus are driven by the assessment measures not the educational goals of a course. Thus, if assessments focus primarily on the correct identification of factual information, students will devote their time and effort toward the shallow memorization of facts and definitions. On the other hand, if assessments require students to demonstrate a more complex understanding, students will concentrate their effort on acquiring the relevant skills. This leaves the instructor with the task of implementing measures that accurately reflect the desired educational objectives.

When designing assessments, instructors are faced with the dilemma of coordinating educational goals with an acceptable test format. While open-ended items, such as essay and fill-in-the-blank questions, often promote higher-order thinking, they are time-consuming to grade and are often not feasible for large-enrollment courses. Conversely, response-limited items, such as true-false and multiple-choice, can be easily graded but may limit the ability to assess higher-order learning. The variety of question types available allows educators to implement structured assessments that reflect their true learning goals. Key to the effective application of these various question types, is the instructional design of the questions. While learning goals and the taxonomy of learning provide an excellent structure for designing assessment items, the educational impact of any assessment still rests in the content of individual questions.

### Anderson's Revised Taxonomy

During the 1990's, Lorin Anderson (a former student of Benjamin Bloom) led a team of cognitive psychologists in revisiting the taxonomy with the view to examining the relevance of the taxonomy as we enter the twenty-first century.

As a result of the investigation a number of significant improvements were made to the existing structure. Before turning to examples of how the newly revised Taxonomy may be applied, it would be appropriate at this point to make both the revisions and reasons for the changes explicit. Figure 1 below describes both the 'old' and the 'new' taxonomies:

Figure 1 – The original taxonomy and the revised taxonomy

Bloom's Original Taxonomy	Anderson's Revised Taxonomy
Knowledge	Remembering
Comprehension	Understanding
Application	Applying
Analysis	Analyzing
Synthesis	Evaluating
Evaluation	Creating

Some of the more significant changes include changes in terminology, structure and emphasis. Summarizing each in turn –

### Changes in Terminology

- As depicted in the previous table, the names of six major categories were changed from *noun* to *verb* forms. The reasoning behind this is that the taxonomy reflects

different forms of thinking and thinking is an *active* process. Verbs describe actions, not nouns, hence the change.

- b) The subcategories of the six major categories were also replaced by verbs and some subcategories were reorganized.
- c) The knowledge category was renamed. Knowledge is an outcome or product of thinking not a form of thinking per se. Consequently, the word knowledge was inappropriate to describe a category of thinking and was replaced with the word remembering instead.
- d) Comprehension and synthesis were retitled to understanding and creating respectively, in order to better reflect the nature of the thinking defined in each category

### Changes in Structure

- a) The one- dimensional form of the original taxonomy becomes a two-dimensional table with the addition of the products of thinking (i.e. various forms of knowledge). Forms of knowledge are listed in the revised taxonomy as factual, conceptual procedural and metacognitive. See learning to think / Thinking to learn (Pohl, 2000) for further information about this.
- b) The major categories were ordered in terms of increased complexity. As a result, the order of synthesis (create) and evaluation (evaluate) have been interchanged. This is in deference to the popularly held notion that if one considers the taxonomy as a hierarchy reflecting increasing complexity, then creative thinking (i.e. creating level of the revised taxonomy) is a more complex form of thinking than critical thinking (i.e. evaluating level of the new taxonomy).
- c) Put quite simply, one can be critical without being creative (i.e. judge an idea and justify choices) but creative production often requires critical thinking (i.e. accepting and rejecting ideas on the path to creating a new idea, product or way of looking at things.)

### Changes in emphasis

- a) The revision's primary focus is on the taxonomy in use. Essentially, this means that the revised taxonomy is a more authentic tool for curriculum planning, instructional delivery and assessment.
- b) The revision is aimed at a broader audience. Bloom's Taxonomy was traditionally viewed as a tool best applied in the earlier years of schooling (i.e. primary and junior primary years). The revised taxonomy is more universal and easily applicable at elementary, secondary and even tertiary levels.
- c) The revision emphasizes explanation and description of subcategories.
- d) For example, sub-categories at the Remembering level of the taxonomy include:
  - Recognizing/Identifying - Locating knowledge in memory that is consistent with presented material.
  - Recalling/Retrieving/Naming – Retrieving relevant knowledge from long-term memory.



## COMPREHENSIVE OVERVIEW OF THE SUB-CATEGORIES

The figure below gives a comprehensive overview of the sub-categories, along with some suggested question starters that aim to evoke thinking specific to each level of the taxonomy. Suggested potential activities and student products are also listed.

### REMEMBER

Synonyms	Sample sentence starters	Potential Activities
<ul style="list-style-type: none"> <li>Recognizing</li> <li>Locating knowledge in memory that is consistent with presented material.</li> <li>Identifying</li> <li>Recalling</li> <li>Retrieving relevant knowledge from long-term memory.</li> <li>Retrieving</li> <li>Naming</li> </ul>	<ul style="list-style-type: none"> <li>What happened after...?</li> <li>How many...?</li> <li>What is...?</li> <li>Who was it that...?</li> <li>Can you name...?</li> <li>Find the meaning of...</li> <li>Describe what happened after...</li> <li>Who spoke to...?</li> <li>Which is true or false...?</li> <li>Identify who....</li> <li>Name all the.....</li> </ul>	<ul style="list-style-type: none"> <li>Make a list of the main events of the story.</li> <li>Make a time line of events.</li> <li>Make a facts chart.</li> <li>Write a list of any pieces of information you can remember.</li> <li>What animals were in the story?</li> <li>Make a chart showing...</li> <li>Make an acrostic.</li> <li>Recite a poem.</li> </ul>

### UNDERSTAND

Synonyms	Sample sentence starters	Potential Activities and Products
<ul style="list-style-type: none"> <li>Interpreting.. Changing from one form of representation to another</li> <li>Paraphrasing...</li> <li>Translating, Representing, Clarifying...</li> <li>Exemplifying.. Finding a specific example or illustration of a concept or principle</li> <li>Instantiating... Illustrating...</li> <li>Classifying.. Determining that something belongs to a category.</li> <li>Categorizing...Subsuming...</li> <li>Summarizing</li> <li>Drawing a logical conclusion from presented information</li> </ul>	<ul style="list-style-type: none"> <li>Can you write in your own words?</li> <li>How would you explain...?</li> <li>Can you write a brief outline...?</li> <li>What do you think could have happened next...?</li> <li>Who do you think...?</li> <li>What was the main idea...?</li> <li>Clarify why....</li> <li>Illustrate the .....</li> <li>Does everyone act in the way that ..... Does?</li> <li>Draw a story map.</li> <li>Explain why a</li> </ul>	<ul style="list-style-type: none"> <li>Cut out, or draw pictures to show a Particular event.</li> <li>Illustrate what you think the main idea may have been. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story.</li> <li>Retell the story in your own words. Write a summary report of the event.</li> <li>Prepare a flow chart to illustrate the Sequence of events. Make a coloring book. Cut out, or draw pictures to show a particular event. Illustrate what you think the main idea was.</li> <li>Make a cartoon strip showing the sequence of events.</li> </ul>

## APPLY

Synonyms	Sample sentence starters	Potential Activities and Products
<ul style="list-style-type: none"> <li>• Executing</li> <li>• Applying knowledge (often procedural) to a routine task.</li> <li>• Carrying out....</li> <li>• Implementing</li> <li>• Applying knowledge (often procedural) to a non-routine task.</li> <li>• Using.....</li> </ul>	<ul style="list-style-type: none"> <li>• Can you write in your own words?</li> <li>• How would you explain...?</li> <li>• Can you write a brief outline...?</li> <li>• What do you think could have happened next...?</li> <li>• Who do you think...?</li> <li>• What was the main idea...?</li> <li>• Clarify why....</li> <li>• Illustrate the .....</li> <li>• Does everyone act in the way .. That ..... Does?</li> <li>• Draw a story map.</li> <li>• Explain why a character acted in the way that they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a model to demonstrate how it works</li> <li>• Make a diorama to illustrate an event</li> <li>• Make a scrapbook about the areas of study.</li> <li>• Make a papier-mâché map / clay model to include relevant information about an event.</li> <li>• Take a collection of photographs to demonstrate a particular point.</li> <li>• Make up a puzzle game.</li> <li>• Write a textbook about this topic for others.</li> </ul>

## ANALYZE

Synonyms	Sample sentence starters	Potential Activities
<ul style="list-style-type: none"> <li>• Differentiating</li> <li>• Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material.</li> <li>• Discriminating, Selecting, Focusing, Distinguishing,</li> <li>• Organizing. Determining how elements fit or function within a structure. Outlining, Structuring, Integrating, Finding coherence.</li> <li>• Attributing Determining the point of view, bias, values, or intent underlying presented material.</li> <li>• Deconstructing</li> </ul>	<ul style="list-style-type: none"> <li>• Which events could not have happened?</li> <li>• If. ..Happened, what might the ending have been?</li> <li>• How is...similar to...?</li> <li>• What do you see as other possible outcomes?</li> <li>• Why did...changes occur?</li> <li>• Can you explain what must have happened when...?</li> <li>• What are some or the problems of...?</li> <li>• Can you distinguish between...?</li> <li>• What were some of the motives behind..?</li> <li>• What was the turning point?</li> <li>• What was the problem with.?</li> </ul>	<ul style="list-style-type: none"> <li>• Design a questionnaire to gather information.</li> <li>• Write a commercial to sell a new product</li> <li>• Make flow chart to show the critical stages.</li> <li>• Construct a graph to illustrate selected information.</li> <li>• Make a family tree showing relationships.</li> <li>• Devise a play about the study area.</li> <li>• Write a biography of a person studied.</li> <li>• Prepare a report about the area of study.</li> </ul>

## EVALUATE

Synonyms	Sample sentence starters	Potential Activities
<ul style="list-style-type: none"> <li>• Checking</li> <li>• Detecting inconsistencies or fallacies within a process or product.</li> <li>• Determining whether a process or product has internal consistency.</li> <li>• Testing, Detecting, Monitoring</li> <li>• Critiquing</li> <li>• Detecting the appropriateness of a procedure for a given task or problem.</li> <li>• Judging</li> </ul>	<ul style="list-style-type: none"> <li>• Is there a better solution to...?</li> <li>• Judge the value of... What do you think about...?</li> <li>• Can you defend your position about...?</li> <li>• Do you think...is a good or bad thing?</li> <li>• How would you have handled...?</li> <li>• What changes to.. Would you recommend?</li> <li>• Do you believe...? How would you feel if. ...?</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a debate about an issue of special interest.</li> <li>• Make a booklet about five rules you see as important. Convince others.</li> <li>• Form a panel to discuss views.</li> <li>• Write a letter to. .. advising on changes needed.</li> <li>• Write a half-year report.</li> <li>• Prepare a case to present your view about...</li> </ul>

## CREATE

Synonyms	Sample sentence starters	Potential Activities and Products
<ul style="list-style-type: none"> <li>• Generating</li> <li>• Coming up with alternatives or hypotheses based on criteria</li> <li>• Hypothesizing</li> <li>• Planning</li> <li>• Devising a procedure for accomplishing some task. producing</li> <li>• Designing</li> <li>• Producing</li> <li>• Inventing a product.</li> <li>• Constructing</li> </ul>	<ul style="list-style-type: none"> <li>• Can you design a...to...?</li> <li>• Can you see a possible solution to...?</li> <li>• If you had access to all resources, how would you deal with...?</li> <li>• Why don't you devise your own way to...?</li> <li>• What would happen if...?</li> <li>• How many ways can you...?</li> <li>• Can you create new and unusual uses for...?</li> </ul>	<ul style="list-style-type: none"> <li>• Invent a machine to do a specific task.</li> <li>• Design a building to house your study.</li> <li>• Create a new product. Give it a name and plan a marketing campaign.</li> <li>• Write about your feelings in relation to...</li> <li>• Write a TV show play, puppet show, role play, song or pantomime about..</li> </ul>

Web site: <http://www.nyoraps.vic.edu.au/anderson.htm>

## Resource Links

- <http://www.nyoraps.vic.edu.au/anderson.htm>
- [Major Categories in the Taxonomy of Educational Objectives](#)
- [Learning Skills Program: Bloom's Taxonomy](#)
- [Learning Domains of Bloom's Taxonomy](#)

## References

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- Popham, W. J. (2000). *Modern Educational Measurement: Practical Guidelines for Educational Leaders (3rd Edition)*. Boston, MA: Allyn and Bacon.
- Trice, A. D. (2000). *A Handbook of Classroom Assessment*. New York: Addison Wesley Longman, Inc.

## Course syllabus content

## a) Course Information

The first items in a syllabus should give basic course information. ECMIT requires that each syllabus list the course number, course title, term, meeting days/times, and meeting location. In addition, instructors may want to include the number of credit hours, pre- requisite courses, and the academic campus. If the course is cross-listed or has special designation be sure to include that information with the course number. Always double- check to ensure that the course number and title are accurate as listed in the Academic Catalog.

## b) Contact Information

Following the course information, provide the information necessary to contact the instructor. All instructors should list their full name, office location, phone number, email address, and office hours. Optionally, instructors may choose to list an emergency phone number (department office, home, etc.), campus mailbox, fax number, and course website. To ensure that students are able to contact you, it is helpful to provide a range of different contact options. When there are multiple ways to contact you, specify the preferred method of contact, where to leave assignments, restrictions on calling and whether students need to make appointments in advance for office hours. While adjunct instructors may not have a specified office, all instructors must designate a means for students to contact them outside of regular class times

## c) Course Description

As per ECMIT requirements, each syllabus must list the verbatim course

description from the Academic Catalog. Instructors also have the option to add a separate paragraph describing an overview of the course and pre-requisite knowledge or skills expected of students enrolling in the course. This type of information may help students realistically assess their readiness for the course and provides a bridge between the concepts, skills, and knowledge from previous courses to the current course. You may also want to list suggestions for students to refresh their skills if they feel uncertain about their preparation for the course.

d) Course Goals or Objectives

Course objectives are general statements describing the major components or framework of the course. Generally, there is at least one course objective for each major unit of instruction. These course objectives or goals then provide instructional guidance to highlight the purpose of the course and sequencing of events. The course goals are instructor-focused as they describe the conceptual structure, logic, and interrelationships of course topics. Each course goal can then be subdivided into more specific learning objectives.

e) Learning Objectives and outcomes

Learning objectives are specific, measurable knowledge and skills that a student is expected to demonstrate upon successful completion of the course. Learning objectives stem directly from the course goals and target various levels of the educational taxonomy. Unlike the course goals, learning objectives are student-centered and describe in detail the knowledge and skills a student should possess. Because learning objectives are much more specific than course objectives, there are generally multiple learning objectives for each course goal.

f) Course Arrangements

Course arrangements describe the teaching methods, techniques, and strategies to be used and their implications for students. Course arrangements may include lectures, discussions, group interactions, Internet activities, films, case studies, student presentations, electronic discussions, chat rooms, newsgroups, laboratories, research projects, fieldwork, etc. For each course arrangement, provide a brief description of the instructional format, expectations for student involvement, and implications on learning. In addition, it may be beneficial to estimate the student workload; this estimation may include the amount of time students should anticipate spending outside of class time on reading, studying, and completing assignments.

g) Course Requirements

The course requirement section of the syllabus provides an explanation of all assessments and methods of evaluation. While the method of evaluation will vary with the teaching style, delivery technique, subject matter of the course, and

learning objectives, ALL courses must implement some assessment of student learning. The key to designing and implementing course requirements is careful reflection on learning objectives; each assessment should directly reflect meaningful learning as targeted by the learning objectives. Assessments may include exams, case studies, papers, homework, oral reports, journals, portfolios, projects, group work, presentations, laboratories, learning logs, field trips, research, website development, attendance, class participation, etc. In addition, instructors may want to highlight their use of optional assignments or extra credit.

The importance of assessment is indisputable; assessments are utilized to determine student learning, course grades, effectiveness of instruction, instructor/institution accountability, accreditation, etc. Because of the importance of assessment in the course mix, instructors should ensure that all course requirements are explicitly stated in the syllabus. Specifically, state the format of each assignment, the expected length of papers/projects, and the nature of the tests (multiple-choice, essay, short-answer, take-home, closed book, etc.). If class participation is being assessed, expectations and grading procedures for participation need to be directly addressed.

**h) Textbook(s)**

List all textbooks that will be utilized for the course. ECMIT requires the instructors provide the title of the text, author, edition, and publication date. In addition, it is helpful to include the publisher, ISBN, and textbook website (if one is available through the publisher). For each textbook listed, indicate whether the text is required or optional.

**i) Supplemental Resource Materials**

Supplemental resources include any additional readings, materials, or supplies that students need to successfully complete the course. Supplemental materials may include library reserves, manuals, articles, lab equipment, art supplies, calculators, software, workbooks, drafting materials, etc. For each supplemental resource, instructors should indicate whether it is required or optional as well as providing guidance for locating the relevant materials. If supplemental materials are optional, it is useful to explain the benefits and utility for students.

**j) References**

Instructors may want to provide course-specific references to guide students who wish to continue independent investigations of course material. References may include related books, library reserves, or a list of relevant websites. The purpose of the reference section is to provide a connection between course material and outside resources. References are useful for expanding on textbook information or guiding students who need additional assistance in understanding course material.

**k) Course Schedule**

The course schedule is designed to assist students in planning their work and preparing for course deadlines. An effective course schedule should list all class meetings by date and provide a sequence of course topics with related class activities. Specifically, course schedules should include topics to be covered in class, readings, learning activities,

assignments due, field trips, guest speakers, scheduled quizzes, exams, school holidays, etc. To ensure that students are prepared for each class period, specify whether readings are due prior to class and list the chapter or page numbers of each reading assignment. While instructors should try to adhere to the course schedule (especially concerning exam dates), you may want to highlight that the schedule is tentative and subject to change depending upon the progress of the class. Finally, in creating the course schedule, try to prevent overload by keeping the workload evenly balanced throughout the term.

**l) Class Policies**

To prevent conflict and potential dissatisfaction, clearly state all course policies in the syllabus. ECMIT requires that each syllabus include the verbatim statement on academic honesty and disability taken from the Academic Catalog

**m) Academic Honesty**

"Academic honesty is required of all members of a learning community. Hence, ECMIT will not tolerate cheating or plagiarism on tests, examinations, papers or other course assignments. Students who engage in such dishonesty may be given failing grades or expelled from ECMIT." Instructors may want to expand on this statement to include their own course-specific policies regarding academic honesty, cheating, and plagiarism. Many students do not know what constitutes plagiarism; thus it is important to provide plagiarism guidelines. In addition to the required academic honesty and disability statements, instructors should include their own policies regarding class attendance, tardiness, submitting late work, missing homework, tests or exams, make-up assignments, requesting extensions, and reporting illness or absence. It is also helpful to highlight unacceptable classroom behavior and important institutional drop/withdrawal dates.

**n) Grading Policy**

The grading policy should give specific instructions on how students will be evaluated and how final course grades will be assigned. In describing the grading procedures, include a listing of all assessable work and the weights assigned to each component.

**o) Grade Calculation**

Final grades must be calculated on the basis of the entire spectrum of the continuous assessment that include a combination of the following: Class Presentations; Homework Assignments; Classroom Participation; Course Research Papers; Mid-term exam; and Final Exam

The combination of these above items that make up the final determination of the course grade is at the discretion of the instructor as long as it includes (but is not limited to) at least three graded items.

**p) Teaching Philosophy**

The teaching philosophy provides students insight on the selection and rationale for instructional strategies and assessment. Generally, the teaching philosophy will be a brief paragraph that highlights pedagogical preferences, theoretical orientation, and/or educational standards.

q) Study Tips or Learning Resources

Instructors may choose to include study tips or learning resources to assist students in being successful in the course. Many students lack the metacognitive skills to select or create effective study strategies, thus providing a list of tips and resources may help guide student preparation for the course. Learning resources may include term lists, practice questions, online quizzes (often available on the textbook website provided by the publisher), study guides, lecture notes, tips on studying, guidelines for taking notes, keys for budgeting time, etc. In addition, you may want to organize study groups, provide a list of peer tutors, and highlight institutional resources (Academic Support Center, Tutoring Services, Writing Center, computer labs, etc.).

r) Support Services

ECMIT has a range of support services available to assist students. These services include the Library, Counseling Center, Computer and Technology Services, and the Language lab. Your syllabus may want to briefly highlight and provide contact information for relevant services



## Appendix 4: Employee Performance Evaluation Form

### EMPLOYEE PERFORMANCE EVALUATION

Employee Name: \_\_\_\_\_

Date of Review: \_\_\_\_\_

Evaluator's Name(s): \_\_\_\_\_

or Employee Self Evaluation

Evaluation Period

Date since last Review: \_\_\_\_\_

(Check one):                      6 month review  
   Annual review  
   Other

Job Title : \_\_\_\_\_

Years in Job : \_\_\_\_\_

This Performance Evaluation links ECMIT's expectations of professional staff to actual performance. The principal objective of the evaluation is to assist in professional development by identifying strengths and areas for improvement. Evaluations enable management to assess an individual's job performance and determine appropriate promotion opportunities and compensation.

#### Performance Evaluation Ratings

- SER**    Substantially Exceeded Requirements – Clearly and consistently exceeded many requirements
- ER**     Exceeded Requirements – Clearly exceeded some, and met all other requirements
- MR**    Met Requirements – Clearly met all requirements, or balance minor need for improvement in one area with exceptional performance in another
- MSR**   Met Some Requirements – Met some requirements, but clearly needs to improve in one or more areas to fully meet requirements
- NMR**   Did Not Meet Requirements – Clearly needs significant improvement in one or more areas to fully meet requirements
- N/A**    Not Applicable

My signature bellows indicates neither agreement nor disagreement with this Performance Evaluation, but it does indicate that I have read the Performance Evaluation and the evaluator or supervisor has discussed with me.

**Employee's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

I acknowledge that I have reviewed this appraisal with the employee.

**Evaluator(s) Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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Employee Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Major Responsibilities (Essential Functions):** List the major responsibilities (essential functions) of the position in the approximate order of importance or attach a copy of the most current job description

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Employee Name: \_\_\_\_\_

**Performance Factors Rating:** Using the following definitions, rate the employee's performance for each of the performance factors as it relates to the employee's job duties/responsibilities.

PERFORMANCE FACTORS	RATING	COMMENTS/ AREAS FOR IMPROVEMENT
<b><u>Job Understanding:</u></b> <ul style="list-style-type: none"> <li>Understands job duties and responsibilities.</li> <li>Possesses sufficient skill and knowledge to perform all parts of the job effectively, efficiently and safely.</li> <li>Understands and promotes department mission and values.</li> <li>Makes an active effort to stay current with new developments.</li> </ul>		
<b><u>Organizational Skills:</u></b> <ul style="list-style-type: none"> <li>Ability to prioritize workload.</li> <li>Ability to manage information flow (including internal, volunteer, and external communication, and filing/documentation).</li> </ul>		
<b><u>Quality:</u></b> <ul style="list-style-type: none"> <li>Attentive to detail and accuracy.</li> <li>Demonstrates thoroughness, completeness, follow through on presentation and appearance of work.</li> </ul>		
<b><u>Dependability/Reliability:</u></b> <ul style="list-style-type: none"> <li>Punctuality and regularity in attendance: (arrives on time and ready for the workday)</li> <li>Completes tasks satisfactorily:               <ul style="list-style-type: none"> <li>Meets commitments</li> <li>Works independently</li> <li>Handles change</li> <li>Stays focused under pressure</li> </ul> </li> </ul>		
<b><u>Communications Skills</u></b> <ul style="list-style-type: none"> <li>Listens effectively and responds clearly and directly.</li> <li>Makes effective oral and written communication clear and easy to understand.</li> <li>Interacts with others in a helpful and informative manner.</li> </ul>		
<b><u>Constituent Service Skills:</u></b> <ul style="list-style-type: none"> <li>Builds relationships with members of the constituency.</li> <li>Deals appropriately with confidential information and maintains discretion.</li> </ul>		

<p><b><u>Other Professional Skills:</u></b></p> <p>Professionalism</p> <ul style="list-style-type: none"> <li>Promotes and treats peers with mutual respect.</li> <li>Demonstrates integrity and deals well with ethical and confidential issues.</li> <li>Demonstrates commitment to the Seminary's stated missions and goals.</li> </ul> <p>Initiative/Innovation</p> <ul style="list-style-type: none"> <li>Self-directed, resourceful, creative toward meeting job objectives.</li> <li>Introduces new concepts and processes using independent and original thought.</li> </ul> <p>Motivation</p> <ul style="list-style-type: none"> <li>Displays drive, energy and a positive attitude in completing assigned tasks.</li> <li>Eagerly takes initiative.</li> <li>Handles several responsibilities concurrently and comfortably.</li> </ul> <p>Interpersonal Skills and Teamwork</p> <ul style="list-style-type: none"> <li>Works effectively with other employees/departments.</li> <li>Develops positive working relationships.</li> <li>Helps improve work processes.</li> <li>Helps to accomplish specific tasks.</li> </ul>		
<p><b><u>Computer Skills</u></b></p> <ul style="list-style-type: none"> <li>Possesses computer skills and knowledge to perform job duties and responsibilities.</li> </ul>		
<p><b><u>Planning Skills:</u></b></p> <ul style="list-style-type: none"> <li>Ability to establish short and long-term goals and objectives.</li> <li>Ability to develop a well-defined plan according to established goals and objectives.</li> <li>Ability to execute a plan in an organized fashion.</li> </ul>		
<p><b><u>Problem Solving:</u></b></p> <ul style="list-style-type: none"> <li>Defines problems/central issues.</li> <li>Collects and evaluates significant or relevant data.</li> <li>Evaluates options, proposes and implements a sound solution.</li> </ul>		

**Leadership and Staff Development:**

- Influences others to achieve department and organizational goals.
- Promotes ethical behavior.
- Provides on the job training and development.
- Provides timely and constructive feedback.

**Overall Rating:** \_\_\_\_\_**Overall Comments:**

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**Employee Name:** \_\_\_\_\_**Date:** \_\_\_\_\_

**Performance Development:** Use this section to identify development that sustains, improves and builds performance, and enables the employee to contribute to organizational effectiveness. This section should also be used to identify career development activities, and should be completed by the supervisor in collaboration with the employee.

Performance Development That Applies To	Development Activities/ Resources	Time Frame	Expectations

## Appendix 5: Peer Evaluation Form

### PEER OBSERVATION OF CLASS ROOM TEACHING REPORT

Department: \_\_\_\_\_

Instructor: \_\_\_\_\_

Semester: \_\_\_\_\_

Course Name and Number: \_\_\_\_\_

Using a rating of 1 to 5 with 1 =Below average, 2=average, 3=Good, 4=V.Good and 5= excellent

Provide responses on the following attributes of the instruction:

**How many students were present in the class on the day of the observation?** .....

S.no	Attributes	1	2	3	4	5
1	Was the lecture well organized and paced?					
2	Was the material covered correct and at an appropriate level?					
3	Were concepts emphasized and with example where necessary?					
4	Was the instructor well prepared?					
5	Did the instructor foster a classroom environment that was conducive to learning?					
6	Was instructor's command of subject matter noticeable?					
7	Was interest and participation of students noticeable?					

Date of observation: \_\_\_\_\_

Observer: \_\_\_\_\_

Observers' signature: \_\_\_\_\_



## Appendix 6: Assessment Moderation Form

Semester / Year: \_\_\_\_/\_\_\_\_ Assessment: ☐ Assign ☐ Quiz ☐ Case Study Course CODE: \_\_\_\_\_ Course Title: \_\_\_\_\_

S. No.	CRITERIA for MODERATION	Achievement Level		MODERATOR'S COMMENTS	MODERATOR'S COMMENTS <i>after</i> Revision
		Yes	No		
1	The assessment covers the required units and course learning outcomes according to syllabus.				
2	The assessment uses proper evaluation level and at appropriate difficulty with students' levels.				
3	The assessment marks are consistent with assigned marks in the syllabus				
4	The assessment marks are distributed clearly and fairly among questions				
5	The assessment is provided in a clear and correct language (both grammatically & semantically)				
6	Quality model answer and rubrics are provided for this assessment				

Instructor Name: \_\_\_\_\_

Moderator Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: / /

Signature: \_\_\_\_\_

Date: / /

Moderator Signature after fulfilment of comments: \_\_\_\_\_ Date: / /

Moderator's remarks (if any): \_\_\_\_\_

Program Director's Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: / /

**NOTE:** *If the moderator check is 'no', he/she should give comments to indicate the issue and what adjustments are needed to ensure a 'yes'.*

## Appendix 7: Peer Evaluation of Instructor's Marking of Assessments

### 10% Faculty Marking Samples

Semester / Year: \_\_\_\_/\_\_\_\_

\*Assessment: \_\_\_\_\_

Course CODE: \_\_\_\_\_

Course Title: \_\_\_\_\_

S. No.	CRITERIA for EVALUATION	Achievement Level		ASSESSOR'S COMMENTS	ASSESSOR'S COMMENTS after Revision
		Yes	No		
1	Student scripts are correctly, properly and completely marked against Instructor Worked Answers, Marking Schemes and assigned marks in the syllabus.				
2	Remarks are given to students to justify deducting marks in the student's scripts				
3	Marks are correctly added				
4	Instructor was able to detect plagiarism and took the proper action as per ECMIT plagiarism policy and procedures.				

Instructor Name: \_\_\_\_\_

Assessor Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: / /

Signature: \_\_\_\_\_

Date: / /

Assessor Signature after fulfilment of comments: \_\_\_\_\_ Date: / /

Assessor's remarks (if any): \_\_\_\_\_

Program Director's Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: / /

**NOTE:** *If the moderator check is 'no', he/she should give comments to indicate the issue and what adjustments are needed to ensure a 'yes'.*

**\*Assessment is Quiz, Assignment, Case Study, Midterm exam or Final Exam**

### Appendix 8: MIDTERM / FINAL Examination Moderation Form

Semester / Year : \_\_\_\_/\_\_\_\_ Exam: ☐ Final ☐ Mid-Term Course CODE: \_\_\_\_\_ Course Title: \_\_\_\_\_

S. No.	CRITERIA for MODERATION	Achievement Level		MODERATOR'S COMMENTS	MODERATOR'S COMMENTS after Revision
		Yes	No		
1	Questions are in alignment with course learning outcomes				
2	Properly cover all the assigned units in the syllabus				
3	Use of correct and clear language of exam questions both syntactically and semantically				
4	Questions are correct and clear				
5	Exam details and instructions are clearly provided				
6	Use of proper and diversified questions (Ex: multiple choices <=20, short answers, definitions, fill in blanks, problem solving, Critical thinking/Reasoning, explanations ... etc.)				
7	Use of different forms of exam questions with equal levels, if required				
8	Exam questions are not repeated from Group-work or Assignments in the same semester				
9	Exam questions are at appropriate difficulty levels				
10	Length, time and duration of exam are at appropriate levels				
11	Quality model answers are provided and approved (for final exam)				
12	Exam marks are consistent with the syllabus				
13	Marks are distributed clearly and fairly among questions				

Instructor Name: \_\_\_\_\_

Moderator Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: / /

Signature: \_\_\_\_\_ Date: / /


Moderator Signature after fulfilment of comments: \_\_\_\_\_ Date: / /

Moderator's remarks (if any): \_\_\_\_\_

Program Director's Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: / /

**NOTE:** *If the moderator check is 'no', he/she should give comments to indicate the issue and what adjustments are needed to ensure a 'yes'.*

## Appendix 9: Grade sheet for Class Participation



EMIRATES COLLEGE

For Management & Information Technology

CLASS PARTICIPATION GRADE SHEET

S.No	Student ID	Student Name	Level of Engagement and active participation				Listening Skills				Relevance of Contribution to topic under discussion				Preparation				Remarks on noted achievements seen
Marks			2.5	2	1.5	0	2.5	2	1.5	0	2.5	2	1.5	0	2.5	2	1.5	0	
1																			
2																			
3																			
4																			
5																			
6																			

## Appendix 10: Rubric for Evaluation of Class Participation

Performance Elements or Criteria	Exemplary/Displays leadership (2.5 Marks Each)	Accomplished/ Meets Expectations (2 Marks Each)	Developing but below expectations (1.5 Marks Each)	Inadequate (0 Mark)
Level of Engagement and active participation	Proactively and regularly contributes to class discussion; Initiates discussion on issues related to class topic	Proactively contributes to class discussion, asking questions and respond to direct questions	Few contributions to class discussion; Seldom volunteers but responds to direct questions	Student never contributes to class discussion; fails to respond to direct questions
Listening Skills	Listens without interrupting and incorporates and expands on the contributions of other students	Listens and appropriately responds to the contributions of others	Does not listen carefully and comments are often nonresponsive to discussion	Does not listen when others talk, interrupts, or makes inappropriate comments
Relevance of Contribution to topic under discussion	Contributions are relevant and promote deeper analysis of the topic	Contributions are always relevant	Contributions are sometimes off-topic or distracting	Contributions, when made, are off-topic or distract class from discussion
Preparation	Student is consistently well-prepared; Frequently raises questions or comments on material outside the assignment	Student has read and thought about the material in advance of class	Student has read the material but not closely or has read only some of the assigned material in advance of class	Student is not adequately prepared; Does not appear to have read the material in advance of class

### Sources:-

1. Mayer, Connie - Rubric for Evaluation of Class Participation  
<http://lawteaching.org/conferences/2011/handouts/plenary2b-UsingRubricstoAssess.pdf>
2. Carnegie Mellon University, Eberly Center for Teaching Excellence [www.cmu.edu/teaching/assessment](http://www.cmu.edu/teaching/assessment)

## Appendix 11: Faculty, Course, and Teaching Survey

Dear Student,

Your opinion has a great role in developing the educational process in the College. Therefore, you are kindly

requested to fill in the following questionnaire. Please be fair and honest in expressing your views. You can be assured

that your answers will be treated with full confidentiality. Thank you.

Please tick the circle that reflects your opinion for each of the following statements where :

Strongly Agree = 5, Agree =4, Neutral = 3, Disagree = 2, Strongly Disagree= 1

Course Name: .....

Course Code: .....

Instructor's Name: -.....

Knowledge of the Subject	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Covers all the topics in the course outline adequately in class					
Is organized in Class					
Is familiar and at ease with subject					
Introduces new ideas in an interesting manner					
Uses enough examples and illustrations to clarify lessons					
Takes effort to explain concepts slowly and repeats them with sufficient examples if not understood in the first instance					
Proficient in the medium of instruction					
Has the ability to arouse interest and stimulate thinking					
<b>Please give your comments/suggestions:</b>					
.....					
.....					
.....					

<b>Classroom Management</b>	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Encourages active class participation					
Is helpful when students have difficulty					
Treats all students alike in the class					
Exercises effective control of class					
Administers fair and regular assessment					
Gives, regular, timely and constructive feedback on student's performance in class					
<b>Please give your comments/suggestions:</b> ..... ..... .....					
<b>Time Management and Fairness</b>	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Starts and ends the class at the allotted time					
Is accessible for consultation after lecture hours					
Is fair in giving examinations					
Is fair in giving mark/grade					
Exhibits punctuality in reporting to class					
<b>Please give your comments/suggestions:</b> ..... ..... .....					
<b>Teaching ability as whole</b>	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
Rate the teaching ability as a whole					
<b>Please give your comments/suggestions:</b> ..... ..... .....					

About the Course	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
The objectives and requirements of the course are clear.					
The topics covered in the course are useful and interesting.					
The topics in the class deal with modern issues.					
The course supported learning of other courses.					
The contribution of the textbook to the course is vital.					
The contribution of other learning materials in the class is helpful.					
The learning experience in the class is up to my expectations.					

**Please give your comments/suggestions:**

.....

.....

.....

Thank you for your support.

**Office of Planning and Institutional Effectiveness**

**ECMIT, Dubai**



**Appendix 12: Professional Faculty Development**

## Professional Faculty Development Program

## Application for Financial Support –A

**1. Personal Information:**

Name	
Rank	
Address	
Email	
Field of specialization	
Division	
Program	
List of publications in the specific field (attach separate sheet)	
If holding membership of national/international bodies, please specify	

**2. Activity Information**

The Activity	
Dates	
Venue (Place & Country)	
Name(s) of the sponsors of the activity	
Proposed Date of departure from Dubai	

**3. The role of applicant in the proposed Professional Development Activity**

Role	Please tick	Needed Document
(a). Presiding/Chairing over session		attach a copy of the letter of invitation
(b). Delivering a plenary lecture/ invited talks / seminar		give title and attach a copy of the letter of invitation. Attach a copy of summary of the lecture also
(c) (i) Presenting a paper:		If yes, give the title and attach a copy of the abstract
(ii) Has the paper been accepted or invited		If yes, please attach a copy of the acceptance/invitation letter
(d) Attending a conference / Professional meeting		Please specify
(e) Any other role		Please specify: State, if you hold an office, such as membership of executive body etc. in the conference

**4. Participation in any international conference abroad during 24 months prior to date of this conference.**

.....

5. Visit conducted under Collaborative Exchange program with Peer College.

.....

6. Financial assistance required from the College for the conference proposed to be attended.  
Please provide details as under:

- (a) **Air fares** (If the organizers offer this, please indicate the amount granted and purpose for which provided. (attach a copy of the letter of grant)

.....

- (b) **Hospitality for the conference** (Please, indicate if a part or whole of local hospitality is being met by the organizers of the conference or by any other national or international organization (attach a copy of the letter)

.....

- (c) **Actual registration fee - Exempted/not exempted** (if exempted, attach copy of the letter of exemption)

.....

7. Assistance from other sources in the UAE (please attach a copy of letter if assistance is being received)

.....

8. An approximate estimate of travel support required from ECMIT (AED/US\$) .....

Name: .....

Signature of the applicant .....

Date: / /

Forwarded and Recommended by:

Dean of Academic Affairs:

Signature:

Date: / /

Final Approval:



Approved



Not Approved

College President

## Professional Faculty Development Program

## Application for Financial Support –B

1. Name of Applicant: .....

2. Program/Division: .....

3. Date: / /

4. Project Title: .....  
.....

5. Fund Requested (amount): AED (or US \$) \_\_\_\_\_

Source: (please tick)

\_\_\_\_ Professional Faculty Development budget/fund

\_\_\_\_ Institutional Research fund

6. Abstract of Proposed Research or Creative Project (Limit to 100-250 words)

.....  
.....  
.....  
.....

7. Significance of Research or Creative Activity

.....  
.....  
.....  
.....

8. Special Qualifications of Applicant for Proposal Research or Creative Activity

(Experience, languages, etc.)

.....  
.....

9. Outcomes Expected from the Research or Creative Activity, including Publications,

Performance, Shows, etc.

.....  
.....  
.....

10. Previous Grants from ECMIT

.....  
.....  
.....

11. Are Students Involved in this Research or Creative Activity (provide the names of the students, if known)

.....  
 .....  
 .....

12. Detailed Budget for Requested Fund.

.....  
 .....  
 .....

13. **Project Description:** describe the proposed research project or creative activity in some detail. **Relate** what you propose to do to previous and current work on the subject by yourself or others. **Cite** references to published work, previous performances, juried shows, etc.

14. **Budget**

• Student Wages	_____
• Fringe benefits	_____
• Travel	_____
• Supplies	_____
• Equipment	_____
• Materials, books, films, etc.	_____
• Contractual Services	_____
• Other	_____
<b>TOTAL</b>	_____

**Attach an explanation** for amounts requested in each of the above funding categories. Only travel necessary for conducting the research or creative activity will be considered. Itemize travel expenses in your budget explanation.

**Assurances:**

If this proposal is funded, a final report of expenditures and results will be completed by

\_\_\_\_\_.

(Date)

*Successful applicants for the funding of a research project through the Research Committee are required and agree to submit a copy of the written work, article, or report of the research project to the Research Committee in a timely manner following the conclusion of the research project. The written works are to be submitted to the library and its archives for cataloging and reference.*

*Successful applicants for the funding of a creative project through the Research Committee are required and agree to submit to the Committee a photograph of the completed art work, an event program, review, or other evidence in a timely manner following the successful completion of the creative activity.*

Name: .....

Signature of the applicant .....

Date:    /    /

Forwarded and Recommended by:

Dean of Academic Affairs:

Signature:

Date:    /    /

Final Approval:



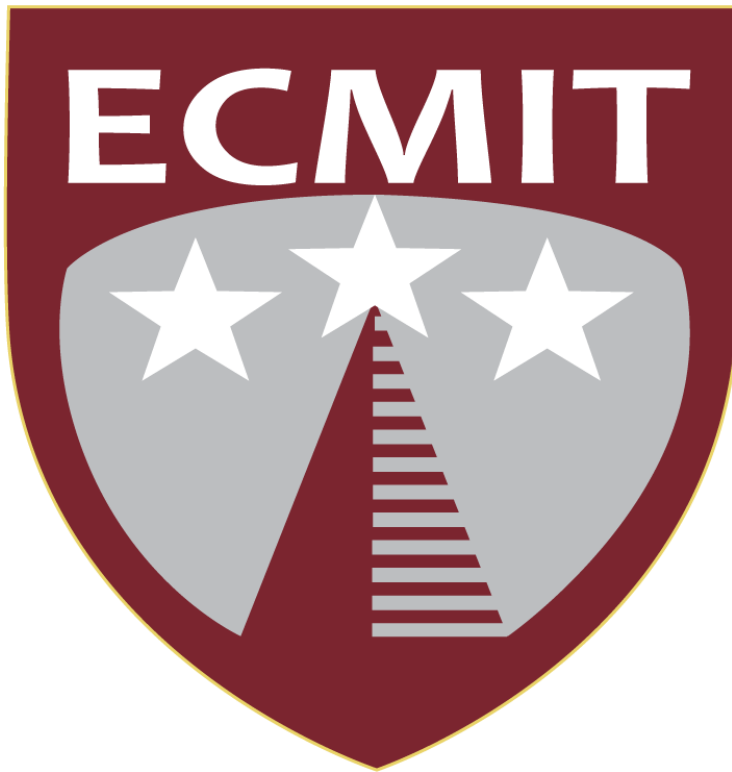
Approved



Not Approved

College President

.....



# EMIRATES COLLEGE

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