



Ministry of Higher Education and Scientific Research  
University of Mosul / College of Education for Humanities  
Quality Assurance and University Performance Division

## Self-Evaluation Report

### English Language Department

According to NCATE Accreditation Standards

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## Table of Contents

Subject	No.
Introduction	3
Section One: Descriptive and Quantitative Information about the Academic Department	3
Overview of the English Language Department	5
Descriptive Data	6
Vision, Mission, and Goals of the College	8
Administrative Structure of the Department	9
Academic Program Description	10
Section Two: NCATE Program Accreditation Standards	8
Standard One: Knowledge, Skills, and Dispositions	12
Standard Two: Assessment and Examinations System	13
Standard Three: Field Experiences and Practical Practices	14
Standard Four: Program Improvement	15
Standard Five: Faculty Qualifications, Performance, and Professional Development	16
Standard Six: Administration and Resources	19
Section Three: SWOT Analysis	20
Strengths, Weaknesses, Opportunities, and Challenges for Standard One	20
<b>Strengths, Weaknesses, Opportunities, and Challenges for Standard Two</b>	
Strengths, Weaknesses, Opportunities, and Challenges for Standard Three	
Strengths, Weaknesses, Opportunities, and Challenges for Standard Four	
Strengths, Weaknesses, Opportunities, and Challenges for Standard Five	
Strengths, Weaknesses, Opportunities, and Challenges for Standard Six	
Section Five: Appendices	

Self-assessment is the essential first step in the improvement process; therefore, it should focus on the strengths that need to be maintained and developed, as well as the weaknesses that may require objective improvement based on evidence and tangible proof, rather than mere impressions or inaccurate information. The importance of this fundamental step lies in its necessity for establishing quality plans in the English department based on objective criteria, and identifying priorities that should be focused on according to a timeline that considers the available human and material resources.

We must take into account three key points:

1. Planning: It is crucial to emphasize the importance of this point so that the English department creates a clear and objective plan regarding the timeline, tasks, roles, and responsibilities assigned to individuals and entities within (and outside, if applicable) the department. This is to ensure that the strategies employed are suitable and effective in achieving the specified goals of the concerned department.
2. Inclusiveness: The self-assessment process must be comprehensive, evaluating all aspects of the department's educational programs and scientific initiatives.
- 3- Diversity in Application: Although these proposed procedures are viewed from the perspective of the academic department, there must be some qualitative differences between the supporting departments in other colleges, such as the

College of Basic Education and others, in terms of objectives, programs, administrative aspects, activities, facilities, and services provided. This diversity will, in turn, reflect to varying degrees on the process of implementing self-assessment based on the nature and internal circumstances of each department.

Self-assessment in any educational institution consists of a set of procedural steps taken by members of the educational community to evaluate their institution based on quality and accreditation standards. This is done by collecting information and data about current performance and comparing it with quality and program accreditation standards.

In summary, the primary goal of the report is to implement changes that contribute to improving performance, supporting strengths, and eliminating weaknesses through efforts that meet the accreditation standards for higher education institutions. It aims to provide a comprehensive overview of the level of activities, services, and educational programs offered by the academic department, understand student levels, enhance the educational reality, identify the needs of faculty members, and determine the training courses and developmental programs they require, while ensuring the quality of the department's outputs and programs, thus guaranteeing the effectiveness of continuous quality processes and procedures. Self –evaluation: It is one of the methods used in assessing the quality of the university's performance and is carried out by the Quality Assurance Division in the institution in light of the specific controls and conditions, and the self – evaluation of a division and an administrative unit, or a scientific section, a specific academic curriculum or the entire educational institution can be (University and college).

### **–Steps to Prepare the Self–Assessment Report for the English Department**

The self–assessment report for the department serves as a specific file for evaluating the academic department, involving a thorough examination of all tasks, functions, and activities while considering the department's mission and objectives within the framework of quality assurance standards and program accreditation standards for the department.

Where the responsibility for conducting the self–study lies with those in the department under the supervision of the Quality Assurance and University Performance Division in the college, everyone is committed to conducting an objective and scientific self–assessment in the department in light of its mission. The evaluation serves as an effective means of identifying strengths and weaknesses and improvement plans. The results of the evaluation should be supported by attaching the required evidence and documentation, which is accomplished through the following procedures:

1. Forming a committee to write the self–assessment report for the English Department according to program accreditation standards.
2. Holding periodic meetings to monitor the progress of work according to the plans formulated by the committee within precise timelines, addressing obstacles, and attempting to resolve them.
3. Collecting necessary data and documenting it by the relevant department, which is then approved by the Head of the English Department and subsequently by the Dean of the college.

### *Section One: (Descriptive and Quantitative Information about the Academic Department)*

The English Department in Brief:

Initially, the current English Department was a branch of the Languages Department, which was established in the academic year 1974/1975 and also included a branch for the Arabic language. The English branch became an independent department in the academic year 1978/1979 after the number of accepted students from high school graduates, licensed teachers, and top students from teacher training institutes increased. This was to prepare them for teaching English in intermediate and secondary schools. The first batch of students graduated in the academic year 1978/1979.

The English Department occupies the second and third floors of the college's registration building, housing the department head's office, faculty rooms, as well as classrooms. Evening studies in the department were initiated in the academic year 2004/2005, and MA studies were opened in the academic year 2010/2011. The study system is annual.

The department aims to prepare university graduates who hold an undergraduate degree tasked with teaching the English language by following modern scientific methods. The student graduating from the department is awarded a Bachelor's degree in English Language / Education. The department contributes annually to graduating large numbers of students to work as teachers in middle and secondary schools affiliated with the General Directorates of Education in Iraq.

### **Metadata**

Country: Iraq

Governorate: Nineveh

Name of Educational Institution: College of Education for Human Sciences

Name of Scientific Department: Department of English Language

Full Address of Institution: University of Mosul / College of Education for Human Sciences / Cultural Group

Email: [quality.eh@uomosul.edu.iq](mailto:quality.eh@uomosul.edu.iq)

Type of Institution: Governmental

Funding Source of Institution: Governmental

Date of Establishment of the College: 1975

Year of Establishment of the English Language Department: 1978

Duration of Study in the English Language Department: Four Years

Degrees Granted: Bachelor of Education in English Language

Number of Faculty Members: 29 permanent staff + 3 ministry contracts (2 Professors; 9 Assistant Professors; 31 Instructors; 8 Assistant Instructors)

Number of Administrative Staff: 3 permanent staff

Total Number of Students for the Academic Year 2021–2022: Daytime Study (978) Evening Study (418) Students.

Number of Laboratories: 1 (Computer Lab)

Number of Classrooms: 11

Number of Sports Fields: 0

Number of Graduates for the Academic Year 2020–2021: Daytime Study (200) Evening Study (53)



## **Vision, Mission, Goals**

### **Vision of the Department:**

The English language is considered the language of the age, reflecting advancements in science and technology. It is essential that the English language is given the importance it deserves to keep up with the latest developments in each field of specialization and work.

### **Mission of the Department:**

To nurture students educationally and make efforts to prepare them adequately in scientific, educational, and social aspects.

### **Goal of the Department:**

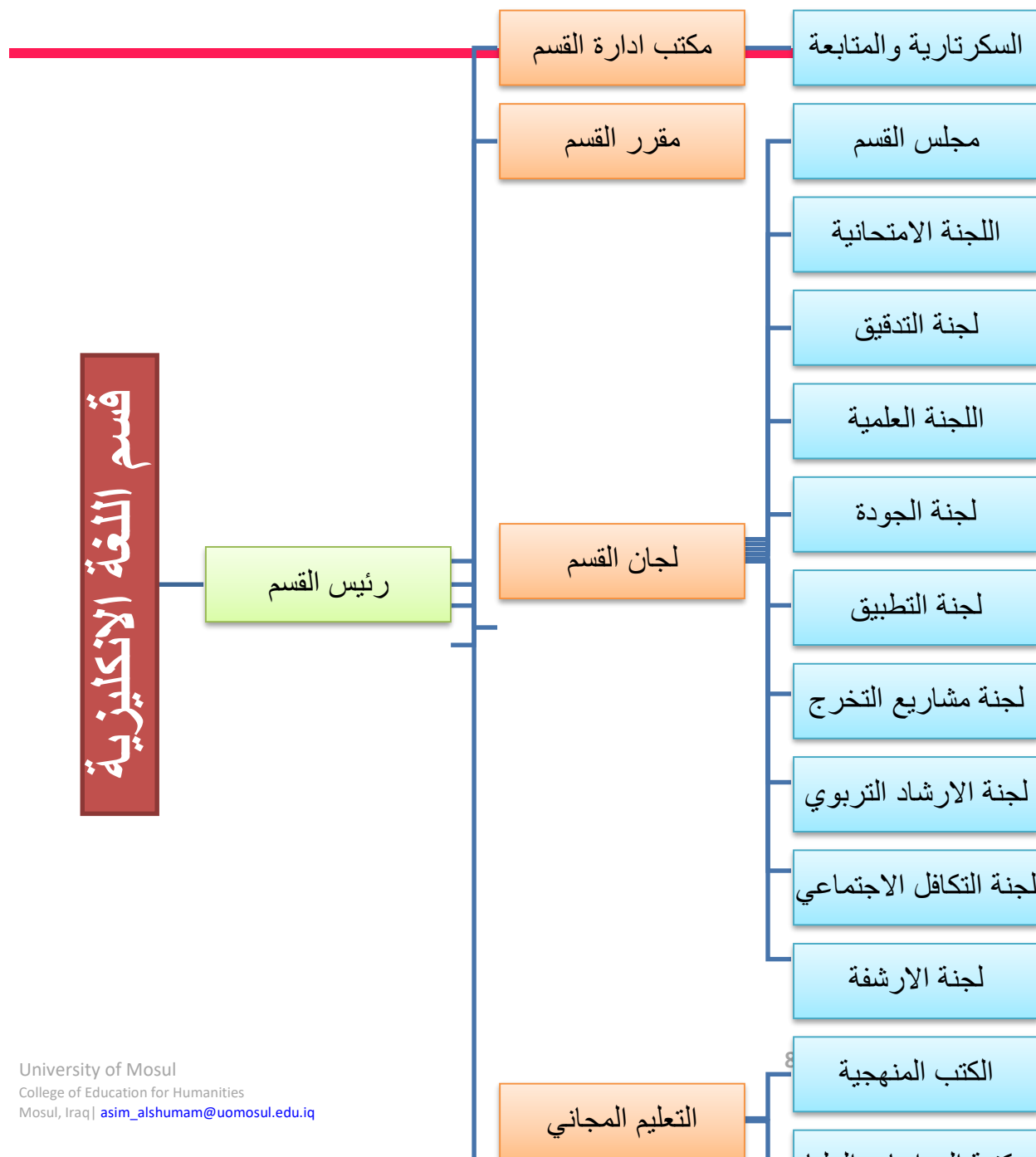
To graduate qualified personnel scientifically and educationally for teaching in secondary schools, capable of dealing with scientific developments in the field of English language specialization.

### **Geographical Location of the English Language Department:**





## Administrative Structure of the English Language Department



### **First: Program Identification and General Information (Undergraduate)**

- 1– Undergraduate program in English Language (annual system over four years)
- 2– Total credit hours: 97 hours, comprising 62 theoretical hours and 35 practical hours; the credit units required are 41 units for the first year, 39 units for the second year, 41 units for the third year, and 38 units for the fourth year to complete the program.
- 3– Qualification (degree) awarded upon program completion: Bachelor of Education in English Language
- 4– Details of courses, including credit hours and units:

### **Second: Program Identification and General Information (Graduate)**

- 1– Graduate program specializing in Linguistics and English Language Teaching (semester system: coursework and a research year)
- 2– Total credit units: 32 units, including 22 units for the preparatory year and 10 units for the thesis
- 3– Qualification (degree) awarded upon program completion: Master's degree in Linguistics and English Language Teaching

4– Details of courses and their credit hours:

## Section Two: Program Accreditation (NCATE)

This program includes six main standards, which are:

### Standard One: Cognitive, Affective, and Skill Domains

The institution aims to provide sufficient knowledge and essential skills for the teaching profession, while fostering positive attitudes toward the profession to support effective learning among student teachers. Evaluations are conducted to ensure that candidates meet the required standards.

This standard includes several sub-indicators:

1– Knowledge content of the specialization among candidates qualified to practice teaching.

2– Skill aspects of students in practicing the teaching profession.

3– Educating candidates about teaching ethics, focusing on:

- Professional ethics
- Academic integrity
- Encouragement of publishing in reputable journals

4– Skills of a good teacher:

- Proficient in using modern technology
- Innovative and cooperative
- Familiar with the latest teaching methods and learning theories
- Utilizes feedback effectively
- Persuasive ability
- Encourages students

- Correct language use and clear pronunciation
- Employs various classroom interaction patterns

## Standard Two: Assessment

The department has a rigorous evaluation and examination system capable of collecting data about students' academic qualifications for the profession and their post-graduation performance, which supports feedback and improvement in assessment programs.

This standard includes several sub-indicators:

1– Evaluation system: The college regularly implements an annual evaluation system, with exams conducted according to schedules issued by the university presidency and college councils, following orders and instructions from the Ministry of Higher Education and Scientific Research, as per the following:

For all courses except those with practical application:

- Daily and semester exams: 15%
- Midterm exam: 25%
- Final exam: 60%

For courses with practical applications (e.g., computer courses):

- Daily exam: 15%
- Practical exam: 15%
- Mid-course exam: 20%
- Final exam: 50%

2– Data collection, analysis, and evaluation: The college’s evaluation system provides regular and comprehensive information on program quality through distributing questionnaires, as detailed in the appendices.

3– Use of data to improve the program: By processing questionnaire results and announcing findings, outstanding cases are encouraged and recognized.

4– Changes are made not only when evidence indicates system weaknesses but also through continuous systematic studies, encouraging future research in quality assurance (research aspect) to address existing weaknesses in the department, such as promoting graduation projects, scientific research, or graduate theses.

### Standard Three: Field Experience and Practical Training

This standard is achieved through several indicators:

#### 1– Department collaboration with education directorates:

- Cooperation via organizing courses, workshops, seminars, and joint conferences hosting many teachers from the Ministry of Education through the college’s central continuing education unit or by conducting courses within the education directorates (preparation and training).

- Observation and theoretical application course (mini-teaching techniques training).

- Practical teaching course (practicum) offered in the fourth year.

2– Designing, implementing, and evaluating field experiences and clinical practices through enhanced roles of educational guidance and its committees.

3– Development of candidates’ knowledge, skills, and professional attitudes to assist all students’ learning:

- Exam results announced by the examination committee serve as a measure of student performance and knowledge acquisition.
- Evaluation of teaching staff performance incentivizes skill development.
- Awards during Science Day celebrations.

#### Standard Four: Diversity

This involves seeking knowledge, skills, and forming positive attitudes to help students achieve professional integration. It includes several indicators:

- 1– Designing, implementing, and evaluating curricula and experiences:
  - Detailed course syllabi and descriptions presented as lectures.
  - Questionnaires for curriculum and experience evaluation.
- 2– Experience working with diverse team members through nominations, participation, and scientific and research collaboration.
- 3– Experience working with diverse candidates by cooperating with school teachers and students, using their feedback and suggestions to achieve effective diversity serving the department and the broader educational community.
- 4– Methods for dealing with diverse students in schools:

Graduates of the English language department are expected to work with three types of students:

  - Gifted students
  - Average (typical) students
  - Students with special needs

## Standard Five: Qualifications of Faculty Members

Faculty members possess adequate academic qualifications, making them exemplary role models for professional practices. They have the necessary teaching experience and ability to effectively evaluate their students and collaborate collegially within their specializations and other disciplines. This standard includes several indicators:

### 1– Qualified faculty members:

Every academic year, a list is prepared detailing the number and names of instructors, along with their titles, degrees, general and specific specializations, gender, and official email addresses. This list is signed by the department head, approved by the dean, and submitted as an official document for departmental evaluation.

### 2– Representation of best professional teaching practices:

#### – Use of effective leadership and classroom management styles:

There is no single best teaching style; rather, a balance should be maintained among styles suited to the nature of the subject, student characteristics, and available resources. Teaching styles are not strictly separate or precisely defined but rather overlap to express the predominance of certain teaching methods, behavioral traits, or personal characteristics in the teacher's performance.

#### – Desired behaviors inside and outside the classroom include:



1. Establishing learner understanding and delivering information clearly and easily to facilitate rapid comprehension.

2. Supporting and accompanying all educational, training, or behavioral activities to ensure effective communication between sender and receiver, building a fundamental relationship between the message and the teacher's outward personality (appearance, gestures, posture, eye contact), which is a persuasive tool.

3. Facilitating communication with students, encouraging participation, capturing attention, and eliminating mental distraction; using body language embodies teaching competencies and helps solidify learning in any field.

– Methods to attract students' attention:

A successful teacher maintains students' attention throughout the lesson, recognizing that no learning occurs without attention. Every teacher can develop, enhance, or modify these behaviors, which include:

1. Preparing the classroom environment (lighting, sound, ventilation, board, etc.) to minimize distractions.

2. Directing students' focus at the lesson's start by allowing brief time for preparation, seating adjustments, or responding to questions, followed by clear instructions on expectations during the lesson.

3. Ensuring organized and sequential learning, presenting the lesson logically and avoiding randomness.

4. Teaching for understanding by ensuring students comprehend the material, since lack of understanding leads to disengagement.

5. Employing various teaching methods to engage students, such as motivational questions, storytelling, current event discussions, and other stimulating techniques.

6. Demonstrating enthusiasm during teaching, as an enthusiastic teacher transfers excitement to students.

7. Moving around the classroom and varying movement rather than remaining seated or standing in one spot.

8. Modulating voice tone, varying pitch and volume appropriately according to teaching situations.

9. Using sudden silence to gauge students' attention.

3– Representation of best practices in scientific work:

Group division and distribution of group members encourage optimal scientific work, for example, dividing students in labs or during group scientific presentations or lectures.

4– Representation of best professional practices in service delivery:

1. Mastery of course material by the instructor
2. Effective use of the board, language, and accent
3. Maintaining eye contact and attention to all students
4. Presenting material in an engaging and simple manner
5. Utilizing modern technologies in explanations
6. Incorporating blended learning methods in teaching

5– Department evaluation of faculty professional performance:

Through faculty performance evaluation forms in collaboration with the Quality Assurance and University Performance Division.

6– Facilitating faculty professional development:

Through activities organized by the college's Continuing Education Unit.

Standard Six: Management and Resources:

Achievable through the following indicators:

1– Positive leadership of the department.

The department head is responsible for leading the department and is considered the primary and ultimate authority for its development and improvement, working collaboratively with the curriculum coordinator and all faculty members for the common good.

2– Department budget

The central budget is fully linked to the college budget, noting that there are evening and parallel studies in the department in addition to postgraduate studies (self-funded).

3– Staff

Includes employees and service staff working within the department.

4– Facilities provided by the department to the college

Facilities offered by the department to the college and other departments include providing lecturers for continuing education courses, teaching English language courses in other departments and for postgraduate students, peer reviewing research for scientific journals, and conducting language assessments for master's theses and doctoral dissertations.

### Section Three: SWOT Analysis

#### SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats:

##### Standard One: Cognitive, Skill, and Affective Domains

##### Strengths:

- High demand from students wishing to obtain a university degree in English.
- Specialized courses challenge students' abilities, positively impacting learners.
- Academic course descriptions enable students to acquire diverse skills and competencies, supported by enrichment courses available on e-learning platforms.
- Courses emphasize the affective domain, fostering motivation and positive attitudes toward the teaching profession.

##### Weaknesses:

- The large number of courses per stage may burden students.
- High volume of vocabulary in each course within the current study plan.
- Limited practical applications in most courses, especially at the undergraduate level, which is predominantly theoretical.
- Lack of up-to-date scientific resources that keep pace with developments in English language and literature specializations.
- Absence of cultural or academic exchange programs with universities and departments of similar specialization.

- No opportunities for outstanding students to study abroad during summer vacations in English-speaking countries to practice the language and attend lectures.

- Students show little interest in expanding their scientific knowledge and educational culture through external sources, relying solely on lecture materials.

#### Opportunities:

- Strong interest from large numbers of high school graduates seeking a bachelor's degree in the department's specialization to become middle and high school teachers.

- Use of modern teaching methods aligned with current developments, along with supporting tools, to be passed on by graduates to their future students.

#### Challenges:

- Very few classrooms insufficient for the number of students.
- Insufficient teaching staff relative to student numbers and the department's capacity, affecting the educational process.
- Lack of language labs (for audio or conversation, for example) due to damages caused during the ISIS occupation of Mosul University, which led to theft and destruction of most infrastructure including university faculties.

### Standard Two: Assessment and Examination System

#### Strengths:

- The department has a theoretical and practical assessment and examination system that collects data on students' academic qualifications for professional practice and their post-graduation performance.

- Electronic exams and monitoring are positives for handling large numbers of enrolled students.

- Archiving exam questions with specific codes for each course.

- Postgraduate (master's) students are evaluated through two courses and a research period.

#### Weaknesses:

- Large student intake burdens the examination committee due to limited teaching staff.

- Faculty members are overburdened with a relatively high number of invigilation duties due to the large student population.

- Grading in in-person exams is taxing due to the high volume of exam booklets.

- Exam booklet verification is a heavy load on both the examination and auditing committees.

#### Opportunities:

- Centralized admission sequences for students to the college and department.

- Opportunities to hire teaching staff to support administrative and teaching functions.

#### Challenges:

- Developing an effective mechanism to balance between in-person and electronic examinations.

### Standard Three: Field Experience and Practical Training

### Strengths:

- Faculty members conduct and apply scientific research to improve educational reality.
- Faculty participation in continuing education courses and activities, including external workshops and seminars with civil society organizations.
- Collaboration between faculty and the Community Service Center and Continuing Education Center at the university presidency.

### Weaknesses:

- Insufficient support for establishing specialized laboratories.
- Weak communication with department alumni.
- Lack of joint cooperation agreements with organizations to develop research, studies, and consultations serving the local community.
- No five-year strategic plan outlining the department's roadmap, especially related to community service activities.
- Small number of faculty members insufficient to cover teaching and educational projects with real impact.
- Heavy teaching and administrative burdens reduce faculty participation in community services.
- Limited financial support to conduct activities outside university premises that support and address community problems.

### Opportunities:

- Execution of projects beneficial to society.
- Activation of student volunteer work that develops specialization and fosters cooperation between faculty and students to ensure success.



- Utilization of financial and moral support provided by the university and college.
- Potential to benefit from college support for training and community service.
- Continuous support from university leadership for active departmental participation in community service, providing high-quality community services aligned with the university's reputation as a center of expertise.

#### Challenges:

- Changing traditional methods of community interaction with the department, which are weak.
- Finding supporters from local community institutions for partnerships.
- Facilitating communication and cooperation between the local community and the department.
- Bureaucratic formalities between institutions causing frustration among those providing these services.

#### Standard Four: Diversity

##### Strengths:

- Faculty members possess high and diverse skills enabled by their advanced scientific qualifications, allowing them to conduct numerous seminars and training workshops in various fields.
- Leadership of the Continuing Education Unit by a faculty member dedicated to training faculty and administrative staff, enhancing their capabilities and development.

- The department pays attention to and supports students' linguistic, literary, artistic, and sports activities across all departments, working to develop and monitor their abilities.

- Faculty and administrative staff show motivation and willingness to participate in advanced local and international training programs that contribute to their professional growth.

#### Weaknesses:

- Heavy teaching and administrative workloads reduce faculty participation in college- and university-level training programs and workshops.

- Some training programs' schedules conflict with faculty lectures and commitments.

- Insufficient support and encouragement for students' talents in sports and arts.

#### Opportunities:

- Availability of full support to hold training workshops inside and outside the college.

- Variety of programs offered by many training entities inside and outside the university.

- Possibility of obtaining funding for college activities from international organizations after approval from university leadership.

#### Challenges:

- Heavy teaching and administrative duties may prevent faculty from participating in training.

- Activation of direct communication between the department and training institutions inside and outside the university.
- Balancing faculty teaching and administrative workloads with available training programs.

## Standard Five: Faculty Qualifications, Performance, and Professional Growth

### Strengths:

- Significant contributions by faculty in scientific research and educational studies.
- Diversity in specializations and academic degrees within the department.
- Collaboration among faculty members in scientific research.
- Cooperation between faculty and researchers in university research centers.
- Moral support for scientific research at college and university levels.
- Varied research experiences among faculty members.

### Weaknesses:

- Heavy teaching and administrative burdens, plus extra lectures, reduce faculty participation in research.
- Limited research collaboration among faculty with similar specializations within the same university (neighboring colleges).
- Lack of encouragement for research teams to conduct studies and write collective works (such as research in collective books and electronic articles published in journals and newspapers).

#### Opportunities:

- Investment of material and moral support provided for scientific research.
- Utilization of support from the university.
- Benefit from research cooperation agreements signed by the university with various educational and research institutions.
- Encouraging and increasing collaborative research within the department, college, university, and with other universities to support joint research.
- Practical application of completed research in specific fields to serve the community.

#### Challenges:

- Faculty inability to contribute effectively to research due to teaching burdens.
- The department's library is not adequately equipped for scientific research needs.
- Need to develop a comprehensive work plan for the department's research contributions and activate research partnerships with other departments inside and outside the university.
- Difficulty in securing research partnerships with local community institutions.
- Limited benefit by involved parties from research outcomes conducted by the department.
- Researchers' reluctance to conduct research outside the university academic scope, restricting studies mainly to promotion requirements, conference participation, or evaluation activities.

## Standard Six: Management and Resources

### Strengths:

- The department enjoys good management in task distribution and committee assignments among faculty.
- Presence of evening and parallel study programs in the department.
- Existence of postgraduate (master's) studies with two self-funded seats.
- Cooperation with the Continuing Education Unit to conduct English language proficiency courses.

### Weaknesses:

- Slow procedures and approvals for organizing scientific conferences, coupled with the absence of a dedicated budget.
- Heavy teaching and administrative burdens on faculty members.
- No independent budget for the department to fund conferences and seminars.

### Opportunities:

- The distinguished name and scientific reputation of the University of Mosul are major assets for the success of various activities inside and outside the university.
- Expansion of local and international cooperation opportunities to support initiatives through communication tools and electronic platforms.
- The knowledge and communication expertise acquired by the faculty members has turned them into prominent figures who attract institutions and centers to collaborate with the university.

There is both financial and moral support from the college and the university for organizing and participating in seminars and conferences.

–Efforts are made to provide the necessary facilities and resources within the college and university to hold various scientific events.

There is a strong desire from the local, regional, and international communities to participate in conferences held in the Arab region.

#### Challenges:

Weak support for coordination with similar institutions, centers, and universities, along with hesitation and the imposition of unnecessary difficult conditions that hinder collaboration.

Competition from other higher education institutions—local, regional, and international—in hosting conferences and seminars.

Difficulty in securing financial support from local community organizations.

#### Appendix (1)

##### Names of Faculty Members in the English Department According to Degree, Academic Title, and Specialization

No.	Name	Degree	Academic Title	Specialization
1	Kamal Hazem Hussein Ali Al Mawla	PhD	Professor	Linguistics
2	Hassan Mohammed Saleh Ubaid Al Alawi	PhD	Professor	English Literature

3	Ismail Fathi Hussein Mohammed Al Bajari	PhD	Assistant Professor	Linguistics
4	Ahmed Basheer Hassan Al Qattan	Master's	Assistant Professor	Linguistics
5	Hassan Moayad Hamed Abdullah Al Hayali	PhD	Assistant Professor	English Literature
6	Mahmoud Mohammed Hassan Atiyah	Master's	Assistant Professor	English Literature
7	Sahar Faeq Ali Saleh Al Azzawi	Master's	Assistant Professor	Linguistics
8	Ziyad Rakan Qasim Abdullah Al Jawari	Master's	Assistant Professor	Linguistics
9	Fadi Boutros Karoumi Toubia	Master's	Assistant Professor	English Literature
10	Omar Ali Elias Ali Al Hadidi	PhD	Assistant Professor	English Language Teaching Methods
11	Shoaib Saeed Abdul Fattah	PhD	Professor	Teaching Methods
12	Iqbal Mahdi Saleh Abdullah Al Tai	PhD	Assistant Professor	English Literature
13	Abdul Basit Saadi Yousif Dawood	Master's	Lecturer	English Language Teaching Methods
14	Mohammed Fattah Rasheed Arif Al Obaidi	PhD	Assistant Professor	English Literature
15	Mahmoud Rakan Ahmed Abdulrahman Al Abbas	Master's	Assistant Professor	English Literature
16	Ammar Hashim Saleh Mirza Al Abbasi	PhD	Assistant Professor	English Literature



17	Zeina Mati Khidr Asoufi	Master's	Assistant Professor	Linguistics
18	Amia Idris Younis Yousif Al Baqoush	Master's	Lecturer	Linguistics
19	Firas Moayad Saleh Ahmed Al Sanbasi	Master's	Lecturer	English Language Teaching Methods
20	Nahil Haitham Saeed Mustafa Al Obaidi	Master's	Lecturer	Linguistics
21	Ashraf Abdul Wahid Dhanoon Al Taha	Master's	Lecturer	Linguistics
22	Dalal Mundhir Faraj Naoum	Master's	Assistant Professor	Linguistics
23	Ahmed Khidr Fadel Abed Al Nuaimi	Master's	Assistant Professor	English Literature
24	Ramziya Khalil Ismail	Master's	Lecturer	Linguistics
25	Saja Moataz Hassan Dawood	Master's	Assistant Lecturer	Linguistics
26	Hiba Dreid Taha Saeed Al Tai	Master's	Assistant Lecturer	Linguistics
27	Rawaa Fathi Ubaid Dawood Al Hayani	Master's	Assistant Lecturer	Linguistics
28	Ahbab Lazim Mehran	Lecturer	Master's	Linguistics
29	Salah Yaseen Rasheed	Master's	Assistant Lecturer	Linguistics
30	Ziyad Rakan Khalaf	Master's	Assistant Lecturer	Linguistics
31	Ahmad Jameel	Master's	Assistant Lecturer	Linguistics

Annex (2)

Questionnaire No (1) .

University of Mosul

College of Education for Humanities

Department of English

### Opinion Survey on the Employment of University of Mosul Graduates

Graduate of the year ..... College .....  
Department .....

Specialization.....

Date of hiring ..... Male Female

Name of the ministry / institution where the graduate works  
..... Name of the department / section .....

Workplace .....  
Government Private

Number of years the graduate has worked in this place  
.....

Position of the evaluator .....

Specialization of the evaluator .....

Knowing the performance of graduates in their jobs from the institutions they work in is very useful in enhancing the quality of academic and training programs for all specializations in universities. This feedback to colleges and scientific departments helps supply public and private sector institutions with graduates who

have high competencies in performing their job duties. Therefore, we ask you to provide us with the information by answering the following model phrases by placing a mark (    ) in the place that reflects the performance of the graduate with accuracy and objectivity in service of the public interest, so that we can connect with graduates capable of serving the nation. Thank you very much .

No.    Statement    Strongly Agree (5)    Agree (4)    Don't Know (3)    Disagree (2)  
Strongly Disagree (1)

1.    Possesses sufficient knowledge and information related to work affairs
2.    Possesses sufficient skills related to work affairs
3.    Possesses social communication skills with clients
4.    Possesses written communication skills (writes required reports clearly and correctly)
5.    Possesses research and analysis skills in work affairs
6.    Possesses critical thinking skills and problem-solving ability
7.    Possesses teamwork skills
8.    Possesses teamworking skills
9.    Possesses planning and organizational skills for work affairs
10.    Possesses high productivity at work
11.    Possesses quality in performance
12.    Possesses creativity, innovation, and development skills in work
13.    Possesses adaptability to different work conditions

14. Possesses responsibility
15. Possesses social interaction skills
16. Possesses the ability to accept and implement directives
17. Possesses awareness of the importance of the work performed
18. Possesses the ability to review and audit assigned tasks
19. Possesses the ability to handle problems and endure work difficulties
20. Follows up on what's new in their field of work

A– Briefly add the information your department needs from the graduate in their specialization:

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

B – What skills or knowledge do you think the graduate excels in within your department ?

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

C – What are the suggestions to improve the quality of the graduate in your specialization?

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

### Annex (3)

#### Questionnaire No (2) .

University of Mosul

College of Education for Humanities / Department of English

Faculty Satisfaction Survey for the Academic Year (2021–2020)

Dear Faculty Member .....

The faculty satisfaction survey mainly depends on the opinions and suggestions of the faculty member as the human pillar of this scientific institution. Therefore, the Quality Assurance Division / College of Education for Humanities conducts a survey to measure faculty satisfaction with the educational institution, comprising several questions aimed at leveraging your expertise and suggestions to improve and develop the educational process. Thank you for your cooperation with us .

College ..... Department .....

Degree: Master's, PhD, Institution awarding the last degree

.....

Academic Title: Professor, Associate Professor, Lecturer, Assistant Lecturer

Gender: Male, Female

First: Faculty Rights and Duties in Relation to the Educational Institution.

(Agreed to a degree)

No. Statement 0% 25% 50% 75% 100%

1. Extent of participation in decision-making at the college, department, or branch level

2. Extent of your participation in quality activities and programs

3. Performing all assigned tasks with honesty, seriousness, and dedication

4. Working to avoid exploiting academic positions for personal gain and favoring the public interest

5. I feel the educational institution is fair in distributing courses and supervising scientific theses in accordance with my specialization

6. Faculty members adhere to teaching strategies and course descriptions

7. There is a motivational system for faculty members

8. I benefit from faculty development courses in enhancing the educational or administrative process

9. The scientific department clearly provides sufficient information about its activities and instructions on the college's website

10. Modern curricula encourage self-learning among students while keeping pace with contemporary changes and needs and implementing necessary modifications in the course content to ensure continuity and quality of the scientific curriculum

11. The college library provides course materials and modern references that keep up with the latest scientific developments

12. The suitability of adopted mechanisms for encouraging and conducting scientific research to improve and develop the educational process and serve the community

13. Directing students to various sources of knowledge and information, and references that help students achieve academic excellence efficiently and effectively

14. Respecting the intellectual property of others, accuracy in conveying ideas, and belief in the value of research

15. I feel the research I supervise or participate in is fair and accurate

16. Allocating part of your completed research for the benefit of the community

17. I feel the number of conferences, seminars, or workshops contributing to the development of scientific skills of faculty members held at the college is sufficient

18. Contributing to strengthening ties with civil society institutions and helping solve their problems

19. The college or department organizes field visits regularly

20. I always strive to represent the university favorably and honorably by having a good appearance and speaking well everywhere

21. I feel classrooms are equipped with information and communication technology (computers, data projectors, photocopiers, internet) and provide a suitable educational environment

22. I am satisfied with the institution's support in research and innovation

23. I feel treated fairly by the officials

24. Extent of contribution to orientation and employment activities in the college

25. I feel the qualifications and academic experience I possess match the subjects I am assigned to teach



Survey No. (4)

University of Mosul

College of Education for Humanities / Department of English Language

Measurement of Student Satisfaction for the Academic Year (2025–2024)

Dear Student,

□ The Quality Assurance Division / University of Mosul – College of Humanities is conducting a survey to measure student satisfaction with the educational institution you are affiliated with during your years of study at that institution. Please express your opinion by marking (□) in the appropriate space.

College ..... Department ..... Stage  
.....

Undergraduate Studies (Morning, Evening) / Gender: (Male, Female) /  
Graduate Studies

First: Effectiveness of the Educational Process and Self-Education (Agree  
to a Degree)

No.    Statements    0%    25%    50%    75%    100%

- 1 Theoretical aspects of the study material are explained with practical real-life examples.
- 2 The scientific content is given in accordance with the lecture time.
- 3 I feel fairness and equality between myself and my fellow students in all the practices I participate in.

- 4 The college receives complaints from all students through direct or indirect methods (complaint box, communication via the college's website).
- 5 The use of modern teaching aids (data show, electronic board) in explanation and clarification helps in following and understanding the scientific material.
- 6 Available scientific references contribute to comprehension and understanding, conducting experiments, and scientific projects.
- 7 I find the grades I received reflective of my actual performance.
- 8 The instructor uses various methods to assess students' performance such as reports, research papers, quizzes, written exams, oral tests.
- 9 The presence of faculty members during office hours helps in understanding some points that I did not comprehend during lectures or scientific sessions.
- 10 The instructor works to increase your knowledge accumulation.
- 11 Availability of electronics for information technology represented by (electronic library, availability of study material on the website, ...)
- 12 The study schedules achieve flexibility allowing for the practice of academic and extracurricular activities.
- 13 The college website publishes (grades, notifications, course syllabi, ...).
- 14 The suitability of the curriculum (study materials) to labor market requirements.

- 15 Announcement of students' midterm grades before the final exams commence.
- 16 Comprehensive exam questions reflect what I have learned in terms of information, skills, and knowledge.
- 17 Laboratory experiments help convey the theoretical material.
- 18 Support methods exist for academically struggling students to help elevate their academic level.
- 19 I contribute to extracurricular activities.
- 20 Availability of boards and screens for publishing instructions and various activities.
- 21 Field training (summer) contributes to enhancing my abilities and skills in practicing the profession and work.
- 22 Modern resources are available in the college library.
- 23 The green area within the college is sufficient and appropriate.
- 24 Suitability and quality of classrooms.
- 25 Sports fields are available for student activities.
- 26 Quality of reading rooms in the college library.
- 27 Availability of clarification aids (video programs, publications...).
- 28 Quality of laboratories (availability of devices, materials, necessary equipment).

- 29 Cleanliness of the classrooms.
- 30 Appropriateness and cleanliness of sanitary facilities.
- 31 Quality of services provided in the student club.
- 32 The college buildings are designed appropriately for the educational environment.
- 33 Transportation is sufficiently available within the university campus.
- 34 Continuous electricity supply during official working hours. 35
- Availability of potable water and appropriate locations designated for it.

#### Granting Accreditation:

##### Step One: Applying for Programmatic Accreditation:

After adopting a programmatic standard for the department and applying its criteria, a request is submitted for programmatic accreditation, and an accreditation contract is signed with the National Center for Academic Evaluation and Accreditation.

##### Step Two: Verification of Academic Program Eligibility for Accreditation

Documents required for programmatic accreditation eligibility are sent (as a link), reviewed by evaluators, and a report with remarks and recommendations for the program is sent.

##### Step Three: Formation of the Review Team and Scheduling the Visit

The final list of reviewers is formed and endorsed (the number of reviewers may vary depending on the program size). Then, the visit schedule is prepared and endorsed in coordination with the review team and those in charge of the academic

program, and a meeting with the program officials is held to prepare and ensure final readiness for the visit.

#### **Step Four: Field Visit to the Program and Preparation of the Review Report**

The field visit to the program is conducted over three days. During this time, interviews with all categories within the program are conducted, facilities and equipment are visited, and more documents are inspected according to the visit schedule. The team leader is fully responsible for the review process, consulting with the accreditation advisor as needed. After the review visit concludes, the team leader submits the initial draft report, which is reviewed by the center's advisor. Then, a confidential copy (without the final accreditation recommendation) is sent to the program for reviewing the general information in the report and accepting the recommendations.

#### **Step Five: Accreditation Decision**

The final report is submitted to the advisory committee to verify the report's accuracy and its consistency with other accredited programs' reports and make a recommendation for accreditation. The Accreditation Board then approves the recommendations of the Accreditation Review Team and the advisory committee's recommendations and announces the program's accreditation status.

#### **Step Six: Annual Follow-Up on Accredited Programs**

The program prepares an annual report about the program's status and the efforts made regarding the recommendations mentioned in the accreditation report. The report is then reviewed by advisors and may include conducting a visit to the program (if necessary), preparing a follow-up report, and sending it to the program.

تم بحمد الله