Inquiry Questions

1. What knowledge, motivation and organizational barriers have prevented faculty from creating curricula and strategies to support student learning and persistence to successfully advance to AU’s academic program?
2. What knowledge, motivation and organizational barriers have prevented faculty from applying policies and procedures related to attendance, grading and learning outcomes as mandated?
3. What are the recommended knowledge, motivation and organizational solutions to those barriers?

Key Literature

- Perspectives on Nationalization in GCC Region
- Changes and Growth in GCC Higher Education Sectors
- Main Obstacles to Nationalization
- Saudization and their Challenges
- Academic Bridge Programs in Different Regions
- Knowledge, Motivation and Organizational Needs of Faculty

Methods and Data Analysis

- Participants: Faculty: 22 online and 6 face-to-face
- Data collection procedures
  - Online Survey - 22 respondents / 26 questions
  - Interviews - 6 interviewees / 16 questions
- Analysis of data: Triangulation, validation of instruments and confidentiality.

Significant Findings

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<tr>
<th>Knowledge Gaps</th>
<th>Faculty lack knowledge in realms of factual, conceptual, procedural and metacognitive that deal with lack of support for teaching strategies, measuring student progress, and monitor and adjust student learning strategies.</th>
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<tr>
<td>Motivational Challenges</td>
<td>Faculty are not intrinsically motivated in the realms of choice, persistence and effort because policies and procedures constantly change.</td>
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<td>Organizational Barriers</td>
<td>Faculty lack preparation for cultural models in classroom, lack supportive praise for student achievement, and find no consequences when not abiding by policies and procedures.</td>
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Recommended Solutions

1. Improve recruitment and hiring to foster quality teaching in the bridge program as part of the University’s strategic plan;
2. Offer faculty continuous quality training and assessments; and
3. Provide open lines of communication to help further promote increased performance and production by the faculty and lead to the results needed by the program.

Future Research

Increasingly faculty in the region are hired from all across the globe bringing different work experiences, pedagogy, teaching styles and methodology, and different levels of language proficiency to the campus environment.

These diversities carry advantages and challenges. To provide training for a multicultural organization such as Alfaisal University requires more than a mere transmission of data.