ENGINEERING KFU

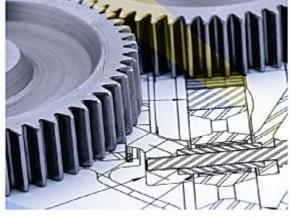Uniqueness | Partnership | Success

King Faisal University
College of
Engineering
FACULTY

INTRODUCTION

The College of Engineering is a newly established college that has come a long way in the achievement of quality control. Since the early beginnings, the College has realized that qualified faculty is a basic ingredient and a major asset to accomplish success and thus adopted a systematic approach in attracting and maintaining distinguished faculty and providing a work environment to keep them highly productive. Thanks to this approach and this work environment, the College has successfully built a culture of challenge, loyalty, and team work whilst celebrating accomplishment. This brochure is an attempt to clarify to the faculty the main things the College has been doing in this aspect keeping in mind, though, that more of faculty information and the details thereof are readily available at KFU's main page under the Deanship of Faculty Affairs.

AL-AHSA

Al-Ahsa is the largest oasis in the world with more than 2 million palm trees. It is located in the southern part of the Eastern Province of Saudi Arabia over an area of 650,000 km^2 making about 24% of the total area of Saudi Arabia. It forms the Saudi borders with Qatar, the UAE and Oman, in addition to being about 150 km away from the major metropolitan area of Dammam-Khobar-Dhahran, as well as the state of Bahrain. It hosts an impressive number of historical and archaeological sites in addition to the largest oil field in the world. Al-Ahsa has a dry, tropical climate and enjoys significant reserves of underground water allowing the area to develop its agricultural potential. Moreover, with a population of about 1.2 million, Al-Ahsa is developing into a modern vibrant area that hosts the two main cities of Al-Hofuf and Al-Mubarraz with substantial industrial, educational, and commercial activities, as well as major services including an airport, a train station, amusement parks, and malls, among others.

KING FAISAL UNIVERSITY

King Faisal University (KFU) was established in 1395 H (1975 G) in Al-Ahsa with the goal of contributing to spreading knowledge and region development through quality education and research and through specialized centers of excellence. Since its establishment, KFU has witnessed substantial growth and expansion in terms of student enrollment, teaching faculty, academic programs and degrees offered. KFU has recently paid special attention to academic quality and launched a comprehensive program known as 11/11 to achieve institutional accreditation. The University has a come a long way in this direction. As part of this effort, KFU has forged a strategic plan for the period 2011-2015 including a vision and mission statements both of which focus on transforming KFU into a leading institution in community partnership, engagement, and service through quality education and research, as well as leadership.

THE COLLEGE OF ENGINEERING

The College of Engineering at KFU was established as per a decision by the Higher Education Council in 1428 H (2007 G) and directed that the College include the following programs:

- Mechanical Engineering
- Electrical Engineering
- Civil and Environmental Engineering
- Chemical Engineering
- Materials Engineering
- Biomedical Engineering
- Desalination Engineering

Beginning with the first semester of the year 1430/31 H (Fall 2009/10) and based on an extensive market survey, the College started three B.S. programs: Mechanical Engineering, Electrical Engineering, and Civil Engineering. Later in the year 2010/2011, the Chemical Engineering program was incepted. In addition, plans are underway to start the Biomedical Engineering program in the year 2013/14 for female students in addition to the Materials Engineering program in the year 2014/15.

Over the next five years (2011-2015), the College will be guided by the following statement of vision and mission statements and the set of values that define its identity:

Vision

"The College of Engineering aspires to be recognized for supporting and sustaining the success of its community and stakeholders to contribute to the Kingdom's development objectives and enrichment of humanity."

Mission

"The College of Engineering strives for providing quality services through partnership with the community by demonstrating commitment to

- quality education that prepares graduates through a project-based learning with broad basic engineering knowledge to be professionals and to pursue postgraduate studies and research.
- quality research that leads to better solutions to hot arid region issues with emphasis on efficiency as it pertains to cost minimization by working closely with industry and research centers."

Values

As the College of Engineering realizes that different types of competitive advantages correspond to and require a different set of values, the college has selected the following list as its values based on the competitive advantages it seeks to accomplish, namely, quality and community engagement (partnership). Appendix A shows the mapping process the College has conducted to select its values. The list of the College values is as below

- Planning and continuous assessments and improvement
- Transparency
- Understanding the needs of customers
- Close relationship with customers that is based on courtesy, patience, appreciation, and continuous communication
- The eagerness to provide complete solutions
- Flexibility through employee empowerment and decentralization
- Continuous improvement and learning process
- Team work

- Commitment through compliance with procedures, regulations, and standards
- Initiative

Following the vision, mission, and values, the College adopted a multi-colored logo with relevance to the College identity that has the expressive shape of a key to indicate success and a three-word phrase underneath reading "Uniqueness ... Partnership ... Success."
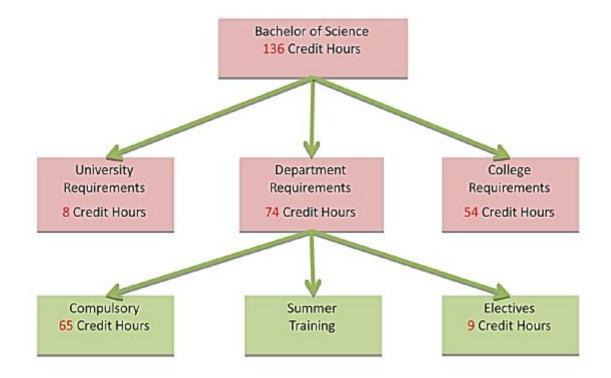

Quality of Education

It is quite obvious that the mission statement emphasizes quality education and research. As for education, there are five components that guarantee quality as shown in the figure below.

At the set out, the curriculum is to be designed to achieve the so-called Program Educational Objectives (PEOs) that are assessed after few years of graduation and are consistent with the college competitive advantages. The table below shows the PEOs and their relation to the College competitive advantages and core competencies.

Competitive Advantages (PEOs)	Core Competencies
Integrative Perspective, Communication and Team Work Skills	- Broad Basic Engineering Knowledge
Professional	- Project Based Learning
Postgraduate Studies and Research	- FE Exam Components
Lifelong Learning	

In developing the curriculum for the academic programs, the College has put down a distinguished curriculum that is benchmarked against prestigious regional and international accredited institutions and organizations. Eventually, the College has come with a contemporary study plan that comprises 136 credits distributed as in the chart below. Still, however, the study plans were presented in a unique way based on the so-called project-based curriculum (PBC) featuring the concepts of clusters at the program as well as intra-program levels.

```
                        Bachelor of Science
                        136 Credit Hours
                                │
          ┌─────────────────────┼─────────────────────┐
          ▼                     ▼                     ▼
    University            Department              College
    Requirements          Requirements            Requirements
    8 Credit Hours        74 Credit Hours         54 Credit Hours
                                │
              ┌─────────────────┼─────────────────┐
              ▼                 ▼                 ▼
        Compulsory          Summer            Electives
        65 Credit Hours     Training          9 Credit Hours
```

Moreover, the College provides a productive environment and supporting services to its students by providing a package of activities. The college administers regular orientation days, and provides other numerous basic academic services that enhance student performance. Moreover, the college allocates space and hardware for a tutoring office and has an established system and documentation for academic advising and counseling. And, as the College believes that the complete and rewarding student learning experience goes beyond lectures and is more than just getting high grades, the College devises a diverse means to build the students' integrated character. The most highlighted of these include some extracurricular activities and initiatives that include, for instance, a set of soft skills and leadership doses, a design competition

contest, hosting professional student branch chapters including ASME, ASCE, IEEE, and, AIChE, field trips, and inviting professional to deliver relevant lectures on campus. Furthermore, the College motivates its students on a continuous basis through a number of initiatives that celebrate distinguished achievements. The most important initiatives include a system of student awards and support.

The College sets stringent admission requirements in order to guarantee and maintain the quality of its outcomes. In order to maintain its high standards, the College adopts a proactive recruitment policy of high caliber students via a diverse spectrum of initiatives. For instance, the College participates in the annual KFU exhibition, arranges for visits by top students from the community high schools to the college in addition to examining other means and tools of outreach to the Eastern Region (Province) high school students as well studying the possibility of sponsoring non-Saudi students from within the Kingdom and abroad.

The College possesses and operates according to a quality control system that relies on a number of quality practices that make a quality assurance system for achieving the educational goals set out for the College and ensure improvement on a continuous basis. These activities are administered by a Quality Office (Committee) that is dedicated to oversee all quality-related practices throughout the College. Below is a summary of these practices:

- Grade Distribution: Each semester, all instructors are required to submit the distribution of their course grades to the College Quality Office.
- In-Class Peer Evaluation: See *Performance Management* section below.
- GPA distribution: The College keeps updated records of the distribution of its students GPAs. As a result, the College has adopted a move that was approved by the KFU management that requires all students admitted in 2012 and thereafter to acquire a minimum GPA of 3.0/5.0 to graduate.
- Student Course Evaluations: See *Performance Management* section below.
- Learning Outcomes Assessment (LOA): See *Performance Management* section below.

Quality Research

As far as research is concerned, the College of Engineering opted to work along two parallel approaches in defining its research priorities: the Internal Approach and the External Approach. In the internal approach, the college builds on the research expertise of existing faculty. In the external approach, the research priorities were identified based on the industry needs and the challenges that are most significance to the national economy. The College underlined the issues of national

significance and further categorized them under two main classes: competitive advantages and competitive disadvantages. A competitive advantage is an industry or sector where Saudi Arabia enjoys an apparent strength such as oil and gas and petrochemicals, while a competitive disadvantage refers to a problem or challenge in Saudi Arabia like water scarcity and corrosion.

In its efforts thus outlined, the College focuses on specific industries/sectors perceived as most affected by these issues that include Oil and Gas, Petrochemicals, Fertilizers, Mining, Energy, Water Desalination, Telecommunications, Transportation, Construction, Air Conditioning and Energy-Efficient Buildings, and Healthcare Facilities.

It is obvious that these themes are quite broad and, therefore, the College has been seeking to narrow them down and be more focused. To this end, the College has passed through two phases: the first entails selecting the core competency where the College singled out "efficiency" under which College has selected the following research thrusts:

- High temperature climate and discomfort
- Air conditioning and energy-inefficient buildings
- Corrosion
- Sand and dust storms
- Water scarcity
- Open, unpopulated, and underserviced areas, and
- High energy consumption.

Using these thrusts, the College went on to the next step in identifying the mechanisms needed to get even more research focus in each theme. It followed several paths in an attempt to achieve excellence in these themes including conducting workshops, organizing international conferences, and hosting international research figures. In the implementation phase, the college has adopted different initiatives among which motivating faculty to carry out research in these fields, scientific chairs, and service contracts. Finally, the College identified a set of specific KPIs for the research component that include aspects related to funded research, publications, awards, fellowships, and patents, among others.

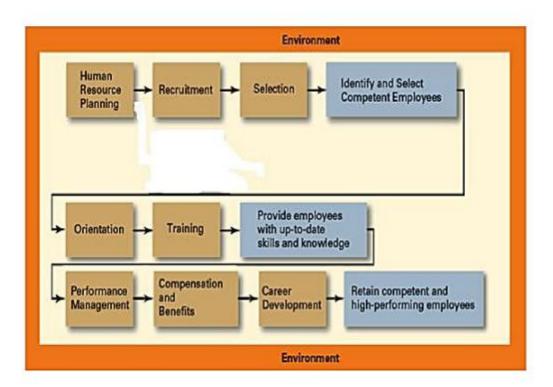Since its establishment, the College has aimed at guaranteeing the quality of its services according to international standards and thus the College has been working along ABET guidelines. With its innovative curricular coverage of broad basic engineering knowledge using a project-based learning model, the College ensures that its graduates fit in today's multidisciplinary engineering profession.

Moreover, the College has reached out to its community by establishing collaboration ventures and strategic alliances with leading industrial and well as societal organizations.

It should be noted also here that the College has been working so hard to build an atmosphere of family spirit and strong sense of belonging and ownership among all its employees.

HUMAN RESOURCE MANAGEMENT SYSTEM

The diagram below presents the general framework used by the College of Engineering to attract and maintain qualified faculty.

Environment

Human Resource Planning → Recruitment → Selection → Identify and Select Competent Employees

Orientation → Training → Provide employees with up-to-date skills and knowledge

Performance Management → Compensation and Benefits → Career Development → Retain competent and high-performing employees

Environment

Identify and Select Competent Faculty

Based on this system, identifying and selecting competent faculty can be accomplished by three functions: Human Resource Planning, Recruitment, and Selection. The College has adopted several initiatives to implement these functions.

Human Resource Planning: The needs of the College for faculty is built on a sound annual/bi-annual human resource planning by the programs according to their specific and justified requirements in terms of specialization, qualifications, and quantity. The table below shows the main specializations in the academic programs that drive their needs planning process. Regarding the number of faculty, the College attempts to maintain a faculty-to-student ratio in the range of 1:16.

Specializations in the Academic Departments				
Chemical Engineering	Civil Engineering	Electrical Engineering	Materials Engineering	Mechanical Engineering
Heat Transfer	Geotechnical Engineering	Communication and Microwave	Energy & Thermodynamics of Materials	Thermal Engineering
Unit Operations	Transportation Engineering (Traffic)	Communication Systems	Characterization of Materials	Applied Mechanics
Thermodynamics	Environmental Engineering	Wireless Communications	Metallurgy & Alloying	Control and Dynamics
Petroleum and Petrochemicals	Structural Engineering	Electronics	Ceramics & Composite Materials	A/C and Refrigeration
Modeling and simulation	Water Resources Engineering	Computer Engineering	Kinetics & Phase Transformation of Materials	
Reaction Engineering	Construction Management Engineering	Power	Nanotechnology and Nanomaterials	
Bio-chemical Engineering	Surveying and GIS	Power Electronics	Transport phenomena in Materials	
		Control Systems & Microprocessor	Nondestructive Analysis	
			Structural Materials	

- **_Recruitment_**: In addition to entrusted personal recommendations and nominations of potential candidates, the College has been placing its job vacancy ads in various ways and numerous locations. The purpose is to reach out to as many and as diverse as possible pool of potential candidates. As a result, dozens of candidates apply to the College every year. The following is a list of the most important of such locations:
    - IEEE Engineering in Medicine and Biology Magazine
    - IEEE Spectrum
    - Biomedical Engineering Society
    - Academic Keys
    - The Chronicle
    - University jobs
    - Denise DeLuca Mallon
    - Chemical Engineering
    - Civil engineer
    - Biomedical Engineering

- **_Selection_**: The final selection of a teaching faculty goes through a vigorous systematic, highly competitive and selective process that is conducted according to a set of high standards. It involves initial screening of applicants, interviews (via Skype), and a personal interview when deemed necessary. The process starts at the program Recruitment

Committee, goes to the Department Council, then via the College Recruitment Committee to the KFU Administration. Based on this selection scheme, all Ph.D. holders in the College hold degrees from institutions in developed countries especially the USA, then Canada, and Australia (Attachment #1).

Keep Faculty Up-to-date in the Domains of Skills and Knowledge

This objective is served by two main activities as explained below.

- *Orientation*: At the beginning of each academic year, KFU administers a prescheduled and rich orientation program for all new faculty joining the University including, of course, those joining the College of Engineering. The program lasts over several days during which the new faculty members are provided with information that help them undergo a smooth transition and settling, know about KFU and its expectations from them, and some technical training on teaching-related strategies.
  In addition, the College conducts its own orientation program at the beginning of each semester to all new faculty members, in which the College introduces the salient points in its strategy, culture, and general policies (Attachment #2), among other things. All these documents are built on KFU's relevant rules and regulations and with active participation of the College faculty members. These documents are intended to reflect and support the College identity.

- *Training*: In addition to the various professional development opportunities provided by the KFU system, the College is also keen to keep its faculty on top of the latest developments in relevant skills and knowledge. To this end, the College works hard to provide ample opportunities for its faculty to attend related training events inside and outside the Kingdom. In the knowledge (technical specialization) domain, the College encourages its affiliates to attend and/or organize conferences, workshops, seminars, training sessions, etc. In the skills domain, however, the College focus is on teaching strategies that are meant to accomplish specific learning outcomes and the best assessment methods thereof. For instance, learning outcomes related to soft skills that include communication, teamwork and leadership, lifelong learning, and ethics make a fundamental aspect in the training of faculty.

Retain Competent and High Performing Faculty

As the College works really hard to recruit highly qualified faculty, invests heavily in their development, and regards them its most precious asset, it works even harder to retain them especially those who demonstrate excellence and dedication. In this pursuit, the College implements the following initiatives:

- *Performance Management*: All faculty members are subject to a number of evaluations that are used to assess each member's performance over the course of a semester or a year. All these evaluations are designed to help decision makers judge the overall performance of the faculty and identify possible measures for maintaining quality and continuous improvement. The most important of these include the following:
  - Peer evaluation (Attachment #3): All faculty members, especially new ones, are scheduled for at least one prescheduled visit to the new colleague in class while lecturing. The evaluation, which is strictly used for improvement purposes, is completely transparent and accessible to the concerned faculty who has the right to respond.
  - End-of-semester on-line evaluation by students (Attachment #4): The College uses the NCAAA template to evaluate courses at the end of each semester. The form evaluates what happens at the start of the course, during the course, and at the conclusion of the course.
  - Learning outcomes assessment (Attachment #5): Assesses the extent to which the listed course outcomes were actually achieved by the end of the course using both direct and indirect tools.
  - The annual self-evaluation instrument (Attachment #6): All faculty members have the chance to reasonably evaluate themselves in the education, research, and community service aspects.
  - End-of-year evaluation by the Dean (Attachment #7): Based on all above, the Dean provides his evaluation of a faculty member for decision-making purposes.

- *Benefits Package*: In order to recruit and then maintain its competent faculty, the College of Engineering provides an attractive package of benefits including a totally tax-free salary that is calculated according to an achievement-based formula (Attachment #8) that secures equity among all, annual flight tickets as well as health insurance for the faculty member and his family, annual housing allowance, kids international school fees, and a one-time furniture allowance. In addition, the College strives to provide a motivating and comfortable work environment via an annual awards system (**Attachment #9**) and various sports and social activities.

- *Career Development*: This is one of the important measures that aims to ensure operational continuity and high standard performance. It builds on faculty potential to channel their capacities to excel in serving the College in a specific aspect and focus their training efforts on that particular strength. Ultimately, it sort of prepares the faculty member not only to excel in a given filed of work but also to develop a career in a given direction to serve the College needs the best way possible. For instance, the College has successfully built faculty strengths in some areas such as quality and accreditation, public relations, infrastructure, safety, etc.

SOCIAL AND SPORTS ACTIVITIES

As part of its attempts to promote the family atmosphere and develop a positive sense of belonging among its affiliates, the College administers, organizes, and conducts various forms of activities via a dedicated committee called the "Social Committee". Such activities include social and sports events both on regular and casual bases. The College faculty participates in sports events more than once a week in KFU sports premises, organize gatherings for watching major international sports events in an allocated faculty break room, and participate in KF sports competitions. In addition, the College ceases any opportunity to promote harmony among employees by organizing and supporting family trips to nearby beaches and to Mekka for "Omra" as well as hosting regular gatherings such as the end-of-year dinner party, among other events.

Points for Lecturer Member Selection process

No.	Name	Citizenship	Year of birth	Current Job Location /Name/ Title	Specialization		Education				Publications				Teaching Experience (Course work & Lab's)	Industrial Experience	Interview	Total Points	Final points out of 5
					B.SC.	MSC	B.SC.		MSC		Journals	Conf.	Patents	Book chapters					
							University	Year	University	Year									

Guidelines for Evaluation of Lecturer Applications (Distribution of points)

Education Max. of 50 points		Publications Max. of 5 points				Teaching Experience (Course work & Lab's)	Industrial Experience	Interview
B.SC. Max. of (35 points)	MSC Max. of (15 Points)	Journals	Conf.	Patents	Book chapters	Max. of 10 points	Max. of 10 points	Max. of 25 points
North America Max. of 100%								
West Europe and Australia Max. of 80%								
Others Max. of 70%								

Attachment #2

General College Policies

The following are common college-wide policies regarding course instruction strategies, student attendance, student assessment, and other quality-related issues that are expected to be closely observed by all teaching staff. It should be clear that this code is intended to reflect other University policies and procedures; it does not create any additional or different rights or duties of a substantive or procedural nature.

Item 1. Interactivity in the classroom:

- Create an interactive atmosphere in class that manifests the student-centered teaching approach simply by adopting various teaching strategies, especially **projects**, during a given lecture to avoid monotony that leads to loosing students' attention.
- Stress the facilitator role of the instructor.

Item 2. Student **Attendance**:

- Refrain, whenever appropriate, from checking attendance for every lecture or assigning any part of the total grade to attendance.
- As there were two viewpoints here, it was agreed to leave it up to each individual faculty member to decide on this aspect. However the following is to be highlighted:
  - The significance of student attendance for the sake of benefit and developing the value of commitment in them,
  - Importance of student attendance into *every lecture* though by devising techniques and adopting strategies that create an attractive atmosphere such as interactivity, giving quizzes, ..., rather than forcing students to attend,
  - The belief that checking attendance for every lecture generates an undesirable feeling of mistrust.

Item 3. Student **Assessment**:

- Use diverse types and as many as is practical number of assessments in each course in an attempt to guarantee fairness of grading and continuous follow up by students.
- Lower the weight on the final exam (preferably named third, fourth, ... exam) to be in the range 20% up to 30% to defuse the extent of student tension, anxiety and fear normally accompanying "Final Exams".
- Avoid, whenever possible, giving comprehensive final exams in the sense of including the whole course material in the final exam. Rather, the third midterm (final exam) to be limited to only the material covered after the second midterm.
- If faced with problems using the Banner, please refer to the Program Coordinator/Dean to look into those.

Item 4. Students' **Post-Exam Rights:**

- Instructors are expected to do the following after all exams including the third (final) exam:
  - Return students papers (only for the first and second exams) and post students results as well as key solution in an appropriate way within a week after giving the exam.
  - Handle students' complaints informally in the office on a case-by-case basis. All informally unresolved cases shall go through the official appeal process.
  - Post the total course work grade long enough before final exams commencement.
  - Keep all third (final) exam papers for at least the following semester to accommodate for the resolution of possible appeal cases that may arise in the following semester.

Item 5. Involvement:

- All colleagues are urgently requested and are expected to completely and persistently resist accepting or allowing any interference in students' fair grades from any source in any way or by any means. This is a basic part of an overall ethical conduct code.

Item 6. Student Respect and Trust:

- Instructors are expected to show due respect to students and to work to gain their trust, lift their self confidence and trustworthiness.
- Avoid embarrassing students in public (among their peers)
- Resolve problems with individual students on a private basis

Item 7. Student **Cheating** and **Intellectual Property:**

- Colleagues to get their students to know that the College is totally committed to the adherence to intellectual property rules.
- All cheating cases by students to be officially reported by instructors and are further processed according to rules set forth in the College *Students Rights and Responsibilities* document.

Item 8. Student Support

The College strives to make available several mechanisms for student support including:
- Encourage students to file cases of inadequate assessment of their work by instructors through official legal channels
- Get students to know of and encourage them to utilize available resources such as Academic Advising, Counseling, and Tutoring Office.
- Develop students' desired skills via hosting students clubs, professional associations, and extra-curricular activities.

- Stress the vital importance of instructors' roles as role models and examples to their students to effect the desired change in them.
- Involving students and facilitating their participating in the decisions making process by Creating:
  - Student Advisory Boards
  - Student Forums

Item 9. Miscellaneous

The following policies are of particular importance and to be carefully observed:

- Instruction and communication language (outside the classroom) with students is English.
- Neatness as demonstrated by
  - Cleaning the board before leaving class
  - Avoiding posting paper notes and ads on office doors or anywhere else (use bulletin boards instead)
  - Leaving meeting halls clean by removing our belongings at the end of each meeting
  - Acting in a way that preserves the University property and resources, shows respect to the local culture, and observes safety considerations.
- Keep your cell phone silent during meetings
- Avoid contacting the *Academic Affairs Coordinator* regarding the Class and Exam schedules. This is strictly **his business** in coordination with Department Coordinators (refer to your Program Coordinator).
- Make sure to arrange for compensating your classes that you may miss for one reason or another by another colleague or else inform students ahead of time and arrange for compensation at a later date.
- In carrying out the institution's research, teaching, and public service mission, members of the College community (community members) are dedicated to advancing the College and University core values.

Faculty Member Respect

- All policies shall be adopted without infringing on faculty members' rights of full respect
- All cases of student infringement on faculty members while adopting these policies will be dealt with firmly according to effective rules in this regard.

Attachment #3

ENGINEERING KFU

جامعة الملك فيصل
KING FAISAL UNIVERSITY

King Faisal University

College of Engineering

Faculty Evaluation Form

Instructor:	
Year:	
Semester:	
Course Name and Code:	
Date:	

	Criteria	1	2	3	4	5
1.	Manages class effectively					
2.	Prepares well for the class					
3.	Uses available media effectively					
4.	Presents lecture professionally and clearly					
5.	Encourages participation					
6.	Uses English language effectively					
7.	Expresses himself well					

1 = strongly agree

2 = agree

3 = agree most of the time

4 = disagree

5 = strongly disagree

Committee Members			
Signature			

Attachment #4

Course Evaluation Survey (CES)

Course Title _____ Program _____

Semester _____ Year _____

Feedback from students is very important in trying to improve the quality of courses.

This is a confidential survey. Do not write your name or identify yourself in any way. Your responses will be combined with the responses of others in a process that does not allow any individual to be identified and the overall opinions will be used to plan for course improvements.

Please respond to the following questions by completely filling a response for each of your answers.

Do this ○ ● ○ ○ ○   Do not mark in any of these ways Ⓞ ○ ⊗ ○ ○

Use a pencil or blue/black pen only   Do not use red, green or yellow
Make heavy marks that fill in your response   Do not use highlighters

- Strongly agree means the statement is true all or almost all of the time and/or very well done.
- Agree means the statement is true most of the time and/or fairly well done.
- True sometimes means something is done about half the time.
- Disagree means something is done poorly or not often done.
- Strongly disagree means something is done very badly or never or very rarely done.

	Strongly Agree	Agree	True Sometimes	Disagree	Strongly Disagree

Questions about the start of the course:

1. The course outline (including the knowledge and skills the course was designed to develop) was made clear to me. ○ ○ ○ ○ ○

2. The things I had to do to succeed in the course, including assessment tasks and criteria for assessment, were made clear to me. ○ ○ ○ ○ ○

3. Sources of help for me during the course including faculty office hours and reference material, were made clear to me. ○ ○ ○ ○ ○

Questions about what happened during the course:

4. The conduct of the course and the things I was asked to do were consistent with the course outline. ○ ○ ○ ○ ○

5. My instructor(s) were fully committed to the delivery of the course. (Eg. classes started on time, instructor always present, material well prepared, etc) ○ ○ ○ ○ ○

6. My instructor(s) had thorough knowledge of the content of the course. ○ ○ ○ ○ ○

7. My instructor(s) were available during office hours to help me. ○ ○ ○ ○ ○

8. .My instructor(s) were enthusiastic about what they were teaching ○ ○ ○ ○ ○

9 My instructor(s) cared about my progress and were helpful to me. ○ ○ ○ ○ ○

10. Course materials were of up to date and useful. (texts, handouts, references etc.) ○ ○ ○ ○ ○

11. The resources I needed in this course (textbooks, library, computers etc.) ○ ○ ○ ○ ○

were available when I needed them.

12. In this course effective use was made of technology to support my learning. ○ ○ ○ ○ ○

13. .In this course I was encouraged to ask questions and develop my own ideas ○ ○ ○ ○ ○

14. In this course I was inspired to do my best work. ○ ○ ○ ○ ○

15. The things I had to do in this course (class activities, assignments, laboratories etc) were helpful for developing the knowledge and skills the course was intended to teach. ○ ○ ○ ○ ○

16. The amount of work I had to do in this course was reasonable for the credit hours allocated. ○ ○ ○ ○ ○

17. Marks for assignments and tests in this course were given to me within reasonable time. ○ ○ ○ ○ ○

18. Grading of my tests and assignments in this course was fair and reasonable. ○ ○ ○ ○ ○

19. The links between this course and other courses in my total program were made clear to me. ○ ○ ○ ○ ○

Evaluation of the Course

20. What I learned in this course is important and will be useful to me. ○ ○ ○ ○ ○

21. This course helped me to improve my ability to think and solve problems rather than just memorize information. ○ ○ ○ ○ ○

22. This course helped me to develop my skills in working as a member of a team. ○ ○ ○ ○ ○

23. This course improved my ability to communicate effectively. ○ ○ ○ ○ ○

Overall Evaluation

24. Overall, I was satisfied with the quality of this course. ○ ○ ○ ○ ○

Open Ended Items

25. What did you like most about this course?

_____

_____

26. What did you dislike most about this course?

_____

_____

27. What suggestion(s) do you have to improve this course?

_____

_____

Attachment #5

Students Outcome (a): an ability to apply knowledge of mathematics, science, and engineering

Course #: _____   Course Title: _____
Semester: _____   Year: _____   Instructor: _____
Number of Students: _____   Grade Distribution: A_____ B_____ C_____ D_____ F_____

- Number of course outcomes that are mapped to this Students outcome: _____

- Based on the achievement of course outcomes that are mapped to this Students Outcome, please assess whether or not this Students Outcome was achieved.

  - Level of achievement?   ☐ High   ☐ Medium   ☐ Low
    {**Criterion**: *Course outcomes achieved: (high)* ≥ 80%, *(low)* ≤ 60%}
    Comments:

  - If the achievement level is "medium", please list the course outcomes or topics that needed to be emphasized upon more in order to reach "high" level achievement:

  - If the achievement level is "low", please suggest a corrective action (use a separate sheet if needed:

- What measures were used? *(please check all that apply)*
  ☐ Homework   ☐ Quizzes   ☐ Exams   ☐ Projects   ☐ Final Exam
  ☐ Lab Reports   ☐ Presentations   ☐ Others (specify)
  Please Elaborate:

- Please list any of the outcome measures listed above which you have not used in the current assessment of this outcome but you recommend using next time around.

Attachment #6

FACULTY NAME

POSITION

STANDARD	WEIGHT	SUB WEIGHT	YOUR SCORE	QUALITY WEIGHT
I. Quality of Teaching	.40			
A. Classroom Lecturing		.35		.00
B. Ability to Relate to All Students		.10		.00
C. Class Management		.10		.00
D. Student Advising		.10		.00
E. Academic Service		.35		.00
Total Sub Cat WT		1.00		.00
Weighted Subtotal		.40		.00
II. Quality of Research	.30			
A. General Research and Dissemination		.60		.00
B. Research and Dissemination				
Related to the Mission of the College		.20		.00
C. Collaboration		.20		.00
Total Sub Cat WT		1.00		.00
Weighted Subtotal		.30		.00
III. Service to Society	.20			
A. Professional Service		.60		.00
B. Service to College and University		.40		.00
Total Sub Cat WT		1.00		.00
Weighted Subtotal		.20		.00
IV. Collegiality	.10			
A. Interaction with Chair, Dean, and Higher Authority		.50		.00
B. Interaction with colleagues		.50		.00
Total Sub Cat WT		1.00		.00
Weighted Subtotal		.10		.00
TOTALS		1.00		.00

ANNUAL EVALUATION: "1">>>MINIMUM "5">>> MAXIMUM | 1 |

Faculty Comments

Dean Comments

Faculty Signature   Date

_____   _____

Dean's Signature   Date

_____   _____

King Faisal University
College of Engineering
Out-of-Classroom Faculty Evaluation Form

Faculty Name: _AMJAD OMAR_   Semester (Fall or Spring): _FALL_____

Date__23/6/2010_____

This evaluation form provides an opportunity to assess progress of our faculty. The form is prepared with "no one is perfect" in mind.

For each item below, please place an "X" in the appropriate box that best describes the faculty skill level. The following descriptors apply to the various numbers on the scale:

1 – Will need little assistance and practice in order to grow to full professional competence

2 – Will need regular assistance and practice in order to grow to full professional competence

3 – Will need major assistance and practice in order to grow to full professional competence

4 – Not observed

ASSESSMENT OF PROFESSIONAL POTENTIAL	1	2	3	4
Meets obligations and deadlines				
Accepts procedures and rules				
Submits work that reflects high personal standards				
Demonstrates effective use of problem-solving techniques				
Demonstrates tenacity and self-reliance in pursuit of solutions				
Reflects upon and takes responsibility for own behavior				

PERSONAL & PROFESSIONAL RESPONSIBILITY	1	2	3	4
Solves problems in constructive ways				
Displays appropriate affect and emotions				
Demonstrates awareness of social and professional behaviors and expectations				
Accepts suggestions positively and modifies behavior appropriately				
Demonstrates awareness of self and sets reasonable goals and expectations				
Demonstrates ability to make the best of all experiences				
Demonstrates a high-energy level and generally positive attitude				
Understands role of positive and negative experiences in personal development				

SOCIAL AND EMOTIONAL WELL-BEING	1	2	3	4
Demonstrates respect for feelings, opinions, knowledge and abilities of others				
Is genuine and authentic in relationships				
Demonstrates effective interpersonal skills				
Functions effectively in a variety of group roles				
Solicits and considers alternative viewpoints				
Speaks with clarity, fluency, and appropriate grammar				
Communicates effectively with diverse audiences				

EVALUATION SUMMARY

Areas of strength are
1.

2.

3.

4.

5.

Areas of weakness are
1.

2.

3.

4.

5.

Overall judgment

Dean: **Date:**

Attachment #8

BENEFITS PACKAGE: *SALARY CALCULATION*

The college views its faculty as a major asset for the realization of the College goals. As such, the College takes pride in the highly qualified faculty it recruits thanks to an effective and transparent human resource management that relies on a well-structured recruitment policy and planning. As part of this policy, the college has preset criteria for faculty salary that ensures equity among all its affiliates. The following templates show the details thereof.

Salary Calculation Sheet*

Job (Rank)	Starting Basic Salary (SR)	Annual Experience Raise (SR)	Max Basic Salary (SR)	Transportation Compensation	Annual Housing Allowance

Years of Experience	
Exceptional Raise	
Additional Exceptional Raise (*Those with European or North American Citizenship*)	
Raise for Medical Clinical Practice	NA
Uniqueness Raise	---

Basic Salary	
Experience Raise	
Exceptional Raise	
Additional Exceptional Raise (*Those with European or North American Citizenship*)	
Raise for Medical Clinical Practice	NA
Uniqueness Raise	---
Total Salary including Exceptional Raise	
Transportation Compensation	
Grand Total	

*This template is available as an active Excel sheet wherein you can enter your info and get your monthly salary instantly.

Clarification Details of the Exceptional Raise

Name	
Job Title/Rank	
Department	

Table 1. Calculation of points of scientific achievement.

Accomplishments	Points/unit	Quantity	Product
Published articles in specialized, refereed international journals	3		
Published articles in specialized, refereed international conferences	1		
Published book chapters in specialized, refereed international books	3		
Patents	6		
Published books by international publishers	10		
Editorship of specialized, refereed international journals	2		
Administrative academic positions (Department Chair or higher)	2		
Chairmanship of specialized, refereed international conferences or workshops	2		
Recognized regional or international awards	2		
Industrial experience	2		
TOTAL			
YEARS OF EXPERIENCE			
AVERAGE ACCOMPLISHMENT SCORE = TOTAL/ YEARS OF EXPERIENCE			

Table 2. Itemized details of the exceptional raise.

Item	Percentage
A. Major: Engineering	40%
B. Graduation University - Native English speaking countries including the USA, Canada, Australia, and West Europe (40) - Non-English speaking countries but where English is the instruction medium (35) - Non-English speaking countries and the instruction medium is not English (20)	40%
C. Scientific Activity and Achievement: Average Score 1 to 1.99 2 to 3.99 4 to 9.99 10 or more	 5% 10% 15% 20%
TOTAL	95%

Attachment #9

King Faisal University / College of Engineering

Best Researcher Award

Policy and Procedures

Preface Given that the College of Engineering at KFU is a newly established college, it should be noted that the College at the current status lacks the necessary infrastructure for scholarly research in all field of teaching staff interests. This matter is viewed as a challenge that may hamper some colleagues from demonstrating their full research potential but may also be viewed as a motivator for faculty to get engaged in joint research projects.

Purpose The purpose of the Best Researcher Award is to recognize the individuals who have conducted research at an outstanding level among their peers. The College Evaluation Committee (CEC) will evaluate the research accomplishments of all faculty members who have applied for this award. One "Best Researcher Award" will be awarded **each year** at the whole College level.

Eligibility Nominee must be a fulltime teaching staff members (professor or lecturer) currently conducting research at College of Engineering (COE). He must have been at the College of Engineering at KFU for a minimum of three academic semesters prior to his nomination. Before applying, Nominee must ensures that he has not been awarded in last three years.

Procedure and Required Documents

Applicants shall submit the following supporting documents to the CEC (*Deadline: Mid-September*):

- Research accomplishments – during the last three years should be categorized and listed, beginning with the most recent.
- Grantsmanship – award notification letter or notification of receipt from funding agency or documentation from the Office of Grants for the previous three year.
- Journal Publications/Conference Proceedings – copies of original publication including table of contents, letters from the editor or other authorizing persons notifying receipt or acceptance for the previous three year.

Criteria for Evaluation

CEC will evaluate the Applicant's research activities based on the following criteria:

- Journal publications and Conference proceedings will have cumulative weightage equal to 80%, and external funding will have weightage equal to 20%.

- Applicant's record of research and publication while at College of engineering at KFU will be given the greatest weightage in the committee's deliberations, although the research record for the last three years may be submitted.
- Only those Journal publications (domestic and international) which show KFU as the applicant's affiliation will be considered.
- Only those Journal Publications which have been published or accepted for publication will be considered (KFU affiliation is compulsory).
- Only those Conference Proceedings which appear in Scopus or having an ISI Index will be considered (KFU affiliation is compulsory).
- In general, applicants will be evaluated for

  - ✓ Internationally recognized research (Citations in Scopus, Impact Factor),
  - ✓ Rank in the list of authors (single authored papers will be given maximum weightage in evaluation),
  - ✓ Quality and intensity of scholarly work,
  - ✓ Contribution to profession/discipline,
  - ✓ Amount of external funding,

College Evaluation Committee (CEC)

CEC includes Dean COE (committee head), and one member from each department (to be elected through voting of the respective faculty members of the department).

- Members CEC be elected once every three years.
- Faculty Coordinators in each department shall conduct voting and send the name to Dean COE (Dead line- last week of April).
- Members CEC Must have been at the College of Engineering at KFU for a minimum of one year prior to their election.

Review & Distribution of awards

- Entries submitted by the applicants will be reviewed by the CEC (Deadline- End of September)
- The Committee will report to the Deanship of College of Engineering (Deadline Mid October)
- The Deanship of College of Engineering to announce winner of award (Deadline- End of October)
- The Deanship of College of Engineering to present award to winner (Dead line- Early November)

King Faisal University / College of Engineering

Best Teacher Award

Policy and Procedures

Purpose The purpose of the Best Teacher Award is to recognize the contributions of individuals (Faculty Members) in terms of their outstanding achievements in teaching, curricular development, and student counseling skills. The College Evaluation Committee (CEC) will evaluate the overall performance of all faculty members who have applied for this award. One "Best Teacher Award" will be awarded **each year** at the whole College level.

Eligibility Nominee must be a fulltime teaching staff member at the College of Engineering at KFU. He must have been at the College of Engineering at KFU for a minimum of one year (two academic semesters prior to his nomination). Before applying, Nominee must ensures that he has not been awarded in last three years.

Procedure and Required Documents

Applicants shall submit his course portfolios (for the subjects he has taught in last two semesters), and all other supporting materials for the Award to the CEC (*Deadline: Mid-September*). Following may be submitted as part of the supporting materials:

- Philosophy of teaching statement including any new techniques added,
- Syllabus of new courses,
- Impact of teacher techniques on students,
- Results,
- Student Evaluation Report,
- Others.

Criteria for Evaluation

CEC will evaluate the Applicant's educational/teaching activities based on the following criteria:

- Bench Marks a & b carry 30-points each, while the remaining 40-points are reserved for bench marks c, d, e, and f (CEC is to decide about the distribution of the rest of 40-points between these bench marks).
- Detail of above mentioned Bench Marks is given as following:

  a) *Achieve outstanding student's satisfaction in the courses taught during the previous year (award year).*
  b) *Demonstrate excellence in continuous curricular development and in the development of new courses.*

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c) *Demonstrate excellence in teaching laboratories, teaching techniques, and/or software packages for self teaching.*

d) *Bring research into the classroom (leading to skills required for graduate study and research careers).*

e) *Demonstrate excellence in emphasizing contextual learning (the broader public impact or interdisciplinary implications).*

f) *Play the role of an understanding counselor of students who seek guidance in their choice of career.*

College Evaluation Committee (CEC)

CEC includes Dean COE (committee head), and one member from each department (to be elected through voting of the respective faculty members of the department).

- Members CEC be elected once every three years.
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- Members CEC Must have been at the College of Engineering at KFU for a minimum of one year prior to their election.

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For more information and comments

The College invites all to visit and brows its web site and also welcomes phone calls and personal visits.

Contact Information
P.o Box 400, Alhofuf 31982
Tel. +966-358-95414
Fax +966-358-17068
e-mail: engineering@kfu.edu.sa
College website: http://www.kfu.edu.sa
Facebook: College of Engineering@King Faisal University

Vision

"The College of Engineering aspires to be recognized for supporting and sustaining the *success* of its community and stakeholders for realizing the Kingdom's development objectives and enrichment of humanity."

Mission

"The College of Engineering strives for providing quality services through *partnership with the community* by demonstrating commitment to

- quality education that prepares graduates through a project-based curriculum with broad basic engineering knowledge to be professionals and to pursue postgraduate studies and research.
- quality research that leads to better solutions to hot arid region issues with emphasis on efficiency as it pertains to cost minimization by working closely with industry and research centers."

Values

- Planning and continuous assessments and improvement
- Transparency
- Understanding the needs of customers
- Close relationship with customers that is based on courtesy, patience, appreciation, and continuous communication
- The eagerness to provide complete solutions
- Flexibility through employee empowerment and decentralization
- Continuous improvement and learning process
- Team work
- Commitment through compliance with procedures, regulations, and standards
- Initiative