



A List of Criteria for Evaluating the
Performance of Teaching Staff
Members in Teaching, Research and
Community as well as their
Contribution to Quality Activities,
Scientific Leadership and Resources
Development.

Section (1): Educational Tasks

Performance Indicators	
1	Teaching staff members acquaint their students with the course description.
2	To acquaint their students with the intended learning outcomes of the course (Knowledge-Professional skills-Intellectual skills-General skills)
3	To inform their students about the course objectives.
4	To inform their students of the course content.
5	To inform students of the methods of learning & teaching.
6	To inform students of the course evaluation techniques.
7	To give students the necessary time to acquire the different skills.
8	Courses provide students with training opportunities in the workplaces and production sites.
9	Courses develop not only the students' profession, but also their character.
10	Courses take into account the rapid technological developments in the field of specialization.
11	The applied part of the course is intrinsically related to the theoretical one in such a way as would achieve the intended learning outcomes.
12	Courses develop self-learning & problem-solving skills for student.
13	Courses grant students planning & organization skills.
14	Courses provide students with opportunities to learn within teamwork.
15	Courses help students to follow security instructions and occupational safety procedures in teaching rooms.
16	Courses reduce the student's need for private tuition
17	Courses encourage students to use scientific references such as those which are mentioned in the course description.
18	University books (applied-theoretical) are available at prices affordable for all students.

19	Students' performance evaluation is not associated with purchasing the university books.
20	Assignments vary in such a way as would achieve the intended learning outcomes of the course.
21	To use an educational content related to the intended learning outcomes.
22	To use different leaning and teaching methods that are related to the intended learning outcomes.
23	To use varied evaluation methods which have to do with the intended learning outcomes.
24	To present the course content in an organized way taking into account the individual differences between students.
25	To offer activities and experiences which are suitable for students' abilities.
26	To have in-depth knowledge which is related to the area of specialization.
27	To enrich the students' cognitive experiences.
28	To have lofty morals in compliance with the profession ethics.
29	To observe punctuality at lectures and to finish the tasks assigned to them on time.
30	To initiate cooperating with students, colleagues and the faculty administration.
31	To achieve equality and justice among students.
32	To accept others' criticism and viewpoints, especially those which have to do with performance improvement.
33	To use a proper language suitable for the student' level.
34	To employ the latest technologies in order to achieve the intended learning outcomes.
35	To provide students with opportunities for exploration, research and critical thinking.
36	To motivate students to participate and to be disciplined.
37	To properly manage the time of learning & teaching.
38	To use the results of students' evaluation to improve the academic performance.

39	To make a connection between the academic content and the problems of society.
40	To promote excellence and creativity among students.
41	To design an effective educational environment.
42	To participate in the programs of academic guidance.
43	To hold predetermined and stated office hours to meet with their students.
44	To inform students from the beginning about the system of evaluation marks distribution, appeal system and how grades are calculated in the different courses.
45	Evaluation methods are intrinsically related to the intended learning outcomes as stated in the course description.
46	Evaluation methods are associated with the content of the course.
47	Evaluation methods are related to learning and teaching strategies.
48	The marks allotted to each question in the exam take into account the different components of the course.
49	The exam questions are suitable for students' levels.
50	Time allotted to the exam is suitable for questions.
51	Evaluation methods are fair and transparent.
52	Assessment results reflect the real performance of students.
53	Students get feedback in accordance with the assessment results.
54	Assessment is continuous at specific times throughout the semester.
55	There exist specific and stated rules to deal with urgent situations: illness, absence, lateness and cheating.
56	Assessment results are announced at specific times and in different ways.
57	Students get feedback from their appeal against the grades awarded to them in the assessment.

Section (2): Research Tasks

Performance Indicators	
1	To employ the tools of scientific research in such a way as would add something new to the field of specialization.
2	To publish scientific researches internationally, periodically and continually.
3	To help and guide researchers to acquire the tools and methods of research.
4	To choose research topics that truly reflect the problems of society.
5	To effectively participate in research groups for national projects.
6	To continually keep up with the latest researches in their field of specialization.
7	To participate in the competitive research projects both nationally and internationally.
8	To participate in developing a scientific research map of the latest topics of research.
9	To participate in evaluating and developing research work.

Section (3) Tasks of Community Services and Environment Development

Performance Indicators	
1	To build social relationships with those who benefit from the outcomes of the institution.
2	To build relationships with the graduates of the faculty in order to be acquainted with their performance in the labor market.
3	To effectively participate in community projects which meet the needs of different sections of society.
4	To make use of the activities of the faculty in building such relations with students that would support teaching and learning.
5	To provide community services for the outside-institution beneficiaries and to cooperate with the institutions of civil society and external beneficiaries.

Section (4): Faculty Activities of Quality & Development

Performance Indicators	
1	To undertake the tasks entrusted to them by the Quality Unit.
2	To commence cooperating and participating in the activities of the Quality Unit.
3	To work within a teamwork in one of the faculty activities such as marketing and community participation.
4	To propose suggestions that would promote education, research, community, quality and scientific leadership.
5	To fill out their own performance follow-up form.
6	To prepare their course description.
7	To participate in the faculty programs description.
8	To prepare their course portfolios.
9	To prepare annual reports of the courses they teach.
10	To develop their courses in accordance with the results of course reports.
11	To perform selfevaluation of their performance.
12	To participate in the faculty council and committees.
13	To participate in developing the faculty regulations.
14	To participate in the dissemination of the culture of criteria, especially the academic criteria.

Section (5): Scientific Leadership

Performance Indicators	
1	To hold office hours for academic guidance.
2	To be in their offices during the office hours to guide students and answer their questions.
3	To be in their laboratories to guide students and answer their questions.
4	To help students participate and succeed in their courses and guide them academically.
5	To encourage outstanding students and discover gifted students in order to develop their talents.
6	To guide students academically, professionally and psychologically.
7	To interact with students in a positive way.
8	To identify the academic and professional needs of students.
9	To observe students since their first day into college until their graduation to ensure the proper functioning of the educational process and to guarantee the completion of graduation requirements.
10	To follow up the student's performance and progress as reflected in their students' portfolios which involve authoritative information, documents, activities, reports and achievements.
11	To observe and follow up the student's academic progress and submit the students' reports to the head of the department who hand them over to the faculty Vice Dean for education & students affairs.
12	To send for students into their office, talk with them and draw their attention to the circumstances in which they may be called for such as their poor academic performance or their irregular attendance.
13	To guide and advise students so that they can acquire the skills needed in the labor market and achieve their own goals.
14	To encourage students to participate in student activities and interact with others.

15	To acquaint students with the faculty programs and activities and how to benefit from them(Scientific leadership_)
16	To stay up to-date and informed on the university regulations which have to do with students and to make students acquainted with these instructions.
17	To encourage students to know the faculty and university regulations which they may need such as the preconditions for success in the faculty, the submission of absence excuses and postponement requests.
18	To meet regularly with their students and take the notes of such meetings.

Section (6): Participation in Scientific Conferences

Performance Indicators	
1	To participate within a teamwork in organizing local scientific conferences.
2	To participate within a teamwork in organizing regional scientific conferences.
3	To participate within a teamwork in organizing international scientific conferences.
4	To attend local scientific conferences.
5	To present researches at local conferences.
6	To participate in regional conferences.
7	To attend international scientific conferences.
8	To present researches at international scientific conferences.

Section (7): Self-Resources Development

Performance Indicators	
1	To participate in adopting a marketing policy for the services provided by the faculty of Education.
2	To participate in disseminating the culture of services marketing among leaders, teaching staff members, and students.
3	To participate in activating and promoting the marketing role of the special units of the faculty.
4	To participate in providing advisory, training, research and educational services at both the national and international level and take part in enhancing their effectiveness as one of the faculty resources.
5	To participate in directing scientific research so that it can be one of the faculty resources.
6	To participate in strengthening the ties between the faculty and community institutions in such a manner as would develop the faculty finances.