



College of Business Administration

Essential Faculty Guidelines

Revised on March 5, 2009

College of Business Administration

Prince Sultan University

Vision Statement:

Our vision is to be a hallmark of excellence and innovation in business education in the Kingdom of Saudi Arabia.

Mission Statement:

Our mission is to create an innovative academic environment to promote excellence in business education, research, and service in the Kingdom of Saudi Arabia through commitment to quality and continuous improvement in accordance with international standards.

Essential Faculty Guidelines

Contents

1. Introduction	1
2. The Faculty	1
3. Faculty Orientation	1
3. 1. Essential Faculty Guidelines	1
3. 2. Chairman’s Meetings with the New Faculty	2
3. 3. Mentor/s	2
4. Rights and Authority	2
5. Privileges and Benefits	3
6. Duties and Responsibilities	3
6. 1. Teaching	3
6.1.1. Preparations Required	4
6.1.1.1. Course plan/syllabus	4
6.1.1.2. Textbook/s and other reference materials	4
6.1.1.3. Lecture preparations	4
6.1.1.4. Cases, simulation games, exercises, projects, assignments etc	4
6.1.2. Faculty-Student Relationship	4
6.1.2.1. A real professional relationship	4
6.1.2.2. Attitude towards students	5
6.1.2.3. Role as a motivator	5
6.1.2.4. Private tutoring	5
6.1.3. Class Meetings	5
6.1.3.1. Reporting time	5
6.1.3.2. Command of the class	5
6.1.3.3. First session of the class	5
6.1.3.4. The lecture presentation	6
6.1.3.5. Case discussions, simulation games, exercise solving etc.	6
6.1.3.6. Cancellation of classes	6
6.1.4. Policy on Handouts	7
6.1.5. Attendance and DN policy	7
6.1.6. Office Hours	8
6.1.7. Working Schedule:	8
6.1.8. Faculty website	8

6.1.9. Student Evaluation and Grading	8
6.1.9.1. Plan an evaluation scheme	8
6.1.9.2. Communicate the evaluation scheme	9
6.1.9.3. Scheduling the exams	9
6.1.9.4. Preparations required for the exams	9
6.1.9.5. Conduct of examinations	10
6.1.9.6. Grading and announcing the grades	10
6. 2. Advising	11
6. 3. Committee or special assignments	11
6. 4. Research and other scholarly activities	12
7. Other guidelines and ethical directions	12
7. 1. End-of-Semester-Report	12
7. 2. Course Files	12
7. 3. CV in a special format	13
7. 4. Dress code	13
7. 5. Policy on part-time / private employment	13
8. Faculty evaluation	13

Essential Faculty Guidelines

1. Introduction

The purpose of this *Essential Faculty Guidelines* is to orient and familiarize faculty, especially the new ones, to the rules, regulations, policies, procedures, systems and practices that the College of Business Administration (CBA) considers as appropriate. It is prepared mostly by codifying several communications already made to the faculty through different memos, faculty meetings, and other discussions.

This document is specific to the CBA and is only supplementary to any other relevant document published by the University. The CBA would like every faculty member to read and be thoroughly familiar with this document. On most areas of faculty's performance, the provisions in this document serve as standards and benchmarks to do business in the College. However, any subsequent communication modifying the provisions in this document takes precedence if it is from an appropriate authority. Besides, the faculty member should read and understand the *Students' Manual* in full to be familiar with several academic rules and regulations. This is essential to discharge his duties and responsibilities as a teacher and an academic advisor.

In the subsequent parts, this document covers mainly seven aspects. To begin with, it defines the *faculty*, and explains the *faculty orientation* system being followed in CBA. Then it briefly summarizes the faculty's *rights and authority* as also the *privileges and benefits*. Further, it elaborately discusses the *duties and responsibilities* of the faculty with guidelines and procedural details, wherever required. Then it has a section dealing with *other important directions*. The final section presents the *faculty evaluation* schemes and methods being employed by CBA.

2. The Faculty

In the CBA, faculty members are those having the academic rank of Professor, Associate Professor, Assistant Professor, and Lecturer, who have been duly appointed by the Rector of the University with the primary responsibilities of carrying out teaching and scholarly activities.

3. Faculty Orientation

The CBA considers new faculty orientation as an important step in maintaining an organizational culture that is conducive for achieving its strategic goals and objectives. There are mainly three strategies employed by the CBA for faculty orientation as follows.

3.1 Essential Faculty Guidelines

Every new faculty, upon joining, will be provided with a copy of this document, which serves as a quick rule-book and guidelines for conducting his business in the College. The faculty member has the responsibility to read it in full and be conversant with the rules, procedures and guidelines given in it.

3.2 Chairman's Meetings with the New Faculty

Initially, the chairman of the concerned department conducts several rounds of meetings and discussions with the new faculty primarily for learning from the faculty acceptable and adoptable elements of his previous organizational culture/s, as also for introducing and explaining the desired elements of the CBA's existing culture to him. Such meetings focus on revealing the CBA's quality expectations from the new faculty. Besides, the meetings serve as a basis for ice-breaking and opening the doors of free communication between the department and the new faculty.

3.3 Mentor/s

The Dean of the CBA will appoint one or two existing faculty members as official mentor/s to help out the new faculty in familiarizing him with the systems and procedures being followed in the College. This mentor-protégé relationship is to remain in place mainly for the first semester of the new faculty, and if required, for a semester more. The relationship is more of a collegueship and relatively less formal in nature. It, in anyway, is not a superior-subordinate relationship at all. The appointed mentor/s is/are responsible for clarifying matters whenever the protégé requires that. Similarly, the protégé has the responsibility to seek clarification if this document and other relevant materials provided to him are less-sufficient or less-clear in dealing with any particular issue.

4. Rights and Authority

The faculty has several rights and authority as specified in his contract with the University and the ones communicated to him through subsequent memos. As the faculty is already aware of such rights and authority, they are not listed here. The additional rights and authority, especially the ones necessary for performing teaching and other assignments are discussed below.

Subject to the rules, regulations, and guidelines of the university and the CBA, the faculty has all rights, privileges and authority to lay down and implement policies and rules necessary for delivering effectively and efficiently the courses assigned to him. For example, he has the responsibility to maintain a classroom environment conducive to learning; hence has the right and authority to discipline the behavior of students in the class with necessary policies, rules and actions. The College strongly encourages the faculty to consult and communicate with the department chairman concerned, if any decision or action is out of the ordinary.

Further, he has the right to use the university facilities and materials required for discharging his duties and responsibilities. Permission shall be obtained for using any facility and material other than the ones normally allotted to the faculty. For example, the faculty may have to make a reservation, if he has to use the *computer lab* for training students whereas he can freely use the library, all facilities in the allotted classroom etc without prior reservation.

5. Privileges and Benefits

Mostly, privileges and benefits are specified in the contract signed between the University and the faculty. In general, they include the following. However, any one of them would apply to a faculty only if the provision is specifically mentioned in the contract signed between the faculty and the University. Similarly, the provision would apply exactly according to what is provided in his contract with limitations, if any. The contracts may include other privileges and benefits not mentioned here.

- Annual renewable contract provided that both parties agree on the renewal.
- Contracted salary.
- Free housing or housing allowance.
- Free medical care for the faculty and his family including children.
- Round-trip air tickets to Riyadh and back for the faculty and three of his dependents.
- Specific amount of tuition fees for school-age dependent children.
- Local transportation allowance.
- Two-months paid summer vacation.
- End-of-service benefits or gratuity as specified in the contract.

In the area of research and intellectual contributions, the University may provide certain assistance and support depending on the merits of the cases. On leisure and recreation, the University gives faculty members almost a free access to its recreation and sports facilities. Other privileges and benefits are determined by the administrative department or appropriate authorities and are communicated to the faculty through general or specific memos, messages and other communications. Faculty can make enquiries or seek clarification on any such matter from or through the Dean's office.

6. Duties and Responsibilities

The assigned responsibilities of any faculty member in the CBA can be classified mainly into four categories as follows.

6.1 Teaching

6.2 Advising

6.3 Committee or special assignments

6.4 Research and other scholarly activities

The duties and associated sub-responsibilities of all these assignments are discussed below in detail under appropriate heads. Wherever required, procedural details and/or guidelines are also given.

6.1 Teaching

Teaching is considered as the prime responsibility of every faculty member in the CBA. This is a function carrying 45% of the total weight in the faculty evaluation process. To be an effective teacher, the faculty should pay attention to the following functions, guidelines, procedures etc.

6.1.1 Preparations Required

6.1.1.1 Course plan/syllabus

As a first step, a syllabus should be prepared for every course detailing the objectives, course contents, recommended textbook and reference materials, modes of evaluation, attendance policy and any other relevant information. Bloom's Taxonomy Levels of Learning may be followed in preparing the syllabus. To guide the faculty, the concerned department will provide him with a draft / consultant's syllabus containing mostly the essential topics relevant to the subject. Accordingly, the syllabus should be prepared in a specific format uniformly followed in the Department. The faculty can obtain a soft copy of the format from the department concerned.

6.1.1.2 Textbook/s and other reference materials

The assigned course teacher/s should select an appropriate textbooks for the course. The book should be one of quality having a fair coverage of the syllabus, and as far as possible one followed in standard international universities offering similar programs. As a matter of rule, adopt the latest edition of the book unless the course teacher has very specific and convincing reasons to follow a previous edition. Similarly, any other required material should be specified well in advance. The teacher should cooperate and coordinate with the department concerned or the appropriate authorities in arranging for the textbooks and required reference materials in time.

6.1.1.3 Lecture preparations

Thorough and systematic preparations are to be made for every lecture by extensively referring to textbook and other materials. Power-point slides and other audio-visual aids may be prepared or customized to be used in lectures. Go over the prepared materials before every lecture so that the presentation will be more systematic and according to plan.

6.1.1.4 Cases, simulation games, exercises, projects, assignments etc.

All these items, when intended to be used in a course, should be planned and selected in advance. Whenever relevant, it is advisable that the instructor has a model (sample) solution with him so that the students will have better conviction about the teacher's preparedness and seriousness towards the job assigned to the students.

6.1.2 Faculty-Student Relationship

6.1.2.1 A real professional relationship

While cordial relationship with students is essential, faculty should take care in upholding utmost academic ethics and values in that relationship. No kinds of favors and gifts, however small they are, should be accepted from any student for any reason. Similarly, their invitations for private social engagements should not be entertained.

6.1.2.2 Attitude towards students

The instructor should express a positive attitude towards the students implanting a sense of motivation in their minds. Accept the idea that students have immense capability and potential; and that they should work hard to bring out the best in them. Simultaneously, the faculty may have to play a dual role to his students. On the one side, he should have love and great concern for the students' knowledge and skill development like a parent, and on the other side, he should be a serious trainer/teacher who demands exceptional hard work from his students.

6.1.2.3 Role as a motivator

As far as possible, every interaction with the students (class meetings, advisory sessions, consultations etc.) should be considered as an opportunity to motivate them. The success of a teacher, often, is determined greatly by how well he can motivate his students.

6.1.2.4 Private tutoring

The University prohibits faculty from any kind of private tutoring to his own or any other students for pay. Encourage students to utilize the faculty's office hours or other appointed time for consultation. All consultations should be exclusively in the University campus.

6.1.3 Class Meetings

6.1.3.1 Reporting time

Report to the class well in time; the CBA, as a matter of rule, would like to follow a *zero-minute tolerance policy* on this matter.

6.1.3.2 Command of the class

The instructor should take complete command of the class giving the message that learning is a serious matter. A learning atmosphere should be maintained in the class. For that, seek and obtain the cooperation of students in the most mature and diplomatic manner possible. However, if required, disciplinary action should be taken by the faculty to bring the class in order. For example, if a student is found playing with his mobile, reading other materials or chatting with his friends while sitting in a class, he could be warned for his misbehavior and asked for his cooperation. If he repeats his misbehavior, he could be ordered to get out of the class. If the student refuses to obey the order, leave it there and report it to the department chairman so that appropriate action can be taken against the student.

6.1.3.3 First session of the class

The first session of the class should start on the first day of classes as scheduled by the Registrar's office. Often, students have a tendency to believe that there will not be any serious session on the first day. The instructor should correct this notion by looking at the first day session as an extremely important one and hold the class for the full period. In this session, the instructor may distribute and discuss the syllabus, specify the textbook and other reference materials, explain the rules and regulations, and introduce the subject.

6.1.3.4 The lecture presentation

Lecture presentation is, probably, the single most important factor that attracts students to the course and the instructor. Hence, consider the following guidelines in your presentation.

- Clear evidence of preparation and knowledge about the subject should be exhibited throughout the lecture. Frequently reading the textbook while in the lecture may give students an impression of lack of preparation from the part of the instructor.
- Use power-point slides and audio visual aids to supplement and support the presentation.
- Care may be taken not to get the presentation overshadowed by audio-visual aids.
- Presenting the whole lecture by reading it from the slides is often judged ineffective by students; just follow the broad titles and sub-heads from the slides. Then a spontaneous explanation of their detailed contents and substance will be more effective with clear examples and cases naturally flowing into the lecture from the references and experiences of the instructor.
- Use only English language, but use it simply; cosmetic and flowery language often communicates less meaning than speaker imagines!
- Be focused on real content rather than slipping on to less-relevant to irrelevant topics or details.
- As far as possible, keep standing while delivering the lecture, looking alternately at different sides of the audience reading the feedback from their faces.
- Encourage discussion and two-way communication; students' involvement is, perhaps, the most creative part of education.
- Try to use the allotted time in full, and try to finish on time; it gives a better sense of time-management to our students.

6.1.3.5 Discussion / Presentation of cases and simulation games

If cases and simulation games are given for analysis, as far as possible, the students should be made to discuss them in class. While doing so, the instructor should make occasional intervention in the discussion exhibiting clear evidence of preparation from his side.

6.1.3.6 Cancellation of classes

It is the policy of the CBA that as far as possible no scheduled class meeting should be cancelled. In case of compelling emergencies, it may be done through the department chairman's office by serving notices to students concerned at the earliest possible date and time. Any cancelled class should be compensated, preferably within the first two weeks of such cancellation, by arrangement with the respective students. This must not affect their regular classes.

6.1.4 Policy on Handouts

The faculty should encourage students to read the assigned textbooks and reading materials so that their comprehension skills, independent learning capabilities, and topical involvement will be enhanced. The students may have a tendency to use shortcuts in their learning process by exclusively depending on brief notes or handouts, like the copies of power point teaching slides in order to study a course. Sometimes they may demand such easy facilitating materials from their teacher. The faculty should not allow students to take that easy route. Copies of teaching slides, teaching notes, and any other easy materials should not be given to students. Instead, strongly encourage, support and demand their hard-efforts based on textbooks and detailed reference materials. The instructor may force the students to read the textbook by incorporating some questions in exams that require the reading of the textbook.

6.1.5 Attendance and DN policy

The CBA has its own attendance and DN policy following the guidelines and instructions given by the University. Certain highlights of the policy and procedural guidelines are as follows.

- Right from the day first, strongly encourage students to attend all classes.
- Explain to them if any grade is assigned for attendance. In addition, the policy should be clearly mentioned in the course syllabus handed over to them.
- Start counting the absences from the first day of classes specified in the semester calendar, no matter when the student has actually registered for the course.
- Use the excel format available with the department for entering the attendance.
- All absences should be counted for DN purpose; no absence should be excused in this regard.
- However, if a student missed a quiz or a class test, the instructor is at discretion to repeat the same depending on his conviction about the genuineness of the absence.
- A student will earn a DN grade when his absences level is as follows.
 - a) 9 absences - 3 contact hour section meeting two times a week,
 - b) 13 absences - 3 contact hour section meeting three times a week, and
 - c) 16 absences - 4 contact hour section.
- Specify in the syllabus the number of absences that would result in a DN grade; explain it in the first class and occasionally keep reminding students about the DN.
- The instructor may mark the attendance as soon as he enters the class. Once he finishes the attendance record, he should not reopen it for any more entry. No excuse should be accepted for being late. Such absences should also be counted for DN purpose.
- Put this policy also in the syllabus, and explain it to students in the first and a few more subsequent classes.
- Fill out and submit the DN format available with the department when any student's absence level cross the DN limits.

6.1.6 Office Hours

Every full-time faculty member should set apart around 8 to 10 hours per week as office hours to be available for students' consultations. During the office hours, the faculty should be compulsorily present in his office. Due to official or personal emergencies, if one has to leave for some time from his office during the office hours, a notice may be posted on his office door to that effect showing the likely return time as well. If the duration of absence is likely to be more than 30 minutes, the matter should be informed to the department's secretary. The office hours should be clearly shown in the faculty's working schedule.

The faculty members are also encouraged not to restrict students' consultations exclusively to office hours. Whenever required and possible, students may be allowed to consult you by appointment. It is the experience of the CBA that the students read such acts as an expression of faculty's concern for their cause.

6.1.7 Working Schedule

At the beginning of each semester, every faculty member should prepare and provide a working schedule to the Chairman's office. It should contain time schedules of his classes and office hours as also the venues of his class-meetings. A copy of his working schedule should be visibly posted on his office door. Similarly an electronic copy of it should be uploaded in his website / homepage. These are mainly to facilitate and encourage better students' consultations.

6.1.8 Faculty website

Every faculty should develop a website / homepage essentially to benefit his students. Working schedule, syllabus, frequently updated students' attendance records, assignments, exercises, projects, cases etc. should be uploaded onto the site so that students can access them at anytime, anywhere.

6.1.9 Student Evaluation and Grading

Each faculty member is responsible for evaluating and grading the students' performance on their respective courses. The process should be most fair, transparent, and something done with the utmost care and seriousness. The guidelines given under the following seven heads may be followed in this regard. Due to the peculiar nature of the course or other reasons, if any of the conditions or guidelines is to be violated on an exceptional basis, the matter may be discussed with the chairman of the department concerned. Besides, rules and directions given by the department of Registration, or any other higher authorities are also binding on the faculty.

6.1.9.1 Plan an evaluation scheme

- Before the start of a semester, plan an appropriate 100 marks evaluation scheme to be employed for the respective course.
- The evaluation scheme should cover a minimum of 70% of the total grade by written examinations. The excessive focus given to examinations is to have a more dependable and verifiable method of evaluation to ensure the academic honesty of students. In other words, it preempts and reduces the chance of

students obtaining grades by submitting less-genuine, externally-helped or pirated and copied versions of assignments, projects, cases etc..

- Written examinations should include two major exams and one final exam, and final exam should have the weight of a minimum 40% of the total grade.

6.1.9.2 Communicate the evaluation scheme

- At the start of the course itself, announce to the students the 100 marks evaluation scheme and grade allotment for each component of the scheme.
- Clearly mention the scheme in the course plan/syllabus handed over to students at the beginning of the course and in the one put on the website.

6.1.9.3 Scheduling the exams

- Schedules of major exams will be coordinated at the college level and final exams at the University level. The individual teachers should not fix their own schedules.
- Once the exams are scheduled, the schedule can be changed only through the Dean's office or the Registrar's office.

6.1.9.4 Preparations required for the exams

- The final exams should be comprehensive and cumulative, covering almost the complete syllabus, for 300 and 400 level courses. It means that portions covered in the major exams should not be exempted from the final exam. However, some such exceptions could be given for 100 and 200 level courses.
- Ensuring the secrecy and security of the prepared question papers is entirely the responsibility of the course teacher concerned. No failure on this matter will be tolerated.
- Prepare and keep the required exam papers ready at least a day before the exam.
- While preparing the question papers, care may be given to preempt the chance of academic dishonesty from the part of students. For instance, in an exam with multiple-choice questions, if two or more sets of question papers are used, the chances of cheating in the exam could be reduced considerably.
- The CBA strongly advises faculty to use a combination of different varieties of questions in the exam rather than having exclusively any one type. For example, a combination of multiple-choice and essay questions would be better than having either of the type exclusively.
- The CBA often feels that the students measure the seriousness and importance of a course and its teacher by looking at the seriousness with which its exams are prepared, conducted, and graded. Hence, we advise the faculty to do this part of their job with the utmost seriousness.
- The CBA strongly encourages the faculty to use Blooms Taxonomy methods for setting question papers and grading the exams, which will lend the process a real scientific touch.

6.1.9.5 Conduct of examinations

- All care should be taken in preventing academic dishonesty and cheating. The course teacher and any invigilator with him have the necessary powers and authority to exercise this duty.
- Mobile phones or other electronic equipment (except calculators or computers, if applicable) should not be allowed during exams.
- The invigilation should be a serious business. As far as possible, keep standing, moving and watching every nook and cranny so that students are prevented from any temptation to cheat in the exam.
- While conducting an exam, do not take it for granted that *every thing is fine* or *students are very mature*; instead remain watchful and vigilant throughout the exam.
- If any student is found cheating in the exam, the invigilator has the right and responsibility to take his exam paper and send him out of the exam venue. The course teacher may award him a zero grade for that exam.
- Cases of cheating should be reported to the Dean of the CBA, and in case of the final exam also to the appropriate authorities according to the guidelines given by the Registration department or the Exam committee.

6.1.9.6 Grading and announcing the grades

- The course teacher has the complete responsibility to grade all exams and other evaluation components included in the evaluation scheme.
- Grades awarded should be convincingly fair, and as far as possible the grading process itself be made transparent by letting the students know what will fetch them a grade on a question and what will make them lose it.
- Besides the exams, projects, assignments, cases, exercises etc. should also be graded with deserving seriousness. The students should not get the impression that anything submitted will fetch them a good grade, and the quality of work done is less important.
- Students have the right to know all their grades up to the final exam, and also to see (mainly for understanding the mistakes) their graded exam papers. However, the students should not be allowed to take away the graded exams; immediately after showing the papers to them, the teacher should take the papers back to be kept in his custody.
- For students' access, put all grades up to the final exam on the faculty website / homepage, as far as possible, at least a week prior to the final exam. While putting the grades, show students' ID Numbers alone against their grades and keep their names hidden.
- After the final exam, do not announce or let any student know their final grade directly from the course teacher. The students should know their grades only through the official channels of department of the Registration.
- All the graded papers, including assignment, projects, cases etc should be kept under the custody of the instructor for two years (except the ones put in the Course File prepared for the Ministry of Higher Education), and then hand them over to the concerned department.

6.2 Advising

Most full-time faculty members will be allotted a certain number of students for academic advising. In the role of an academic advisor, the faculty is expected to follow the rules and guidelines given below.

- The advisor has the responsibility to collect and prepare necessary student records in an *advisory file* maintained for every student.
- The items to be kept in the advisory file includes the concerned student's latest transcript, copy of the latest *Receipt Voucher (RV)* or latest *Schedule Release Permission (SRV)*, latest *Courses Schedule*, copies of the signed *Course Request forms*, *Add and Drop forms*, and any other relevant records pertaining to the students.
- Besides, well before the day of registration, the advisor should prepare and maintain an electronic file for every student concerned using the program *Advising-Made-Easy*. The preparation of the file is a home-work for the advisor to be better equipped for student advising. The file will help the advisor to know precisely the progress of a student's academic performance, and the remaining courses to be completed in their order of priority according to the course plan.
- Advising should be considered as a serious function. The consulting student should be briefed about his GPA and academic performance, likely consequence of his course registration plan on the GPA, required GPA level for graduation and scholarly performance, method of GPA calculation etc, and should be encouraged to work hard.
- Further, all instructions given by the Registration department on the advising function are to be strictly adhered to.

6.3 Committee or special assignments

In addition to the regular teaching and advising functions, any faculty member may be assigned to work on certain committees or will be required to perform certain special assignments. The CBA gives much importance to these kinds of duties as it is in the takeoff stage of its growth plan. The College may have to draw appropriate plans and develop required systems and procedures for many programs. The College solicits the dedicated cooperation and support from every faculty member in this regard. The College expects that the faculty will consider their roles on these assignments as forming part of building the history of the institution. Hence, the College require you to have meticulous care and seriousness on such assignments, rather than looking at them as mere secondary functions to your major academic roles. In this connection, the following few points may be noted.

- In the faculty evaluation scheme, the performance of faculty on committee and special assignments is an item carrying 25% of the total weight.
- The College values your ability to meet the deadlines given for such assignments.
- The quality of the work done is equally or more important a consideration than just meeting the deadlines.
- Keep, as far as possible and required, meticulous records of work done.

- On assignments of an on going and continuous nature like AACSB International accreditation, Student Exchange Programs etc., keep detailed and systematic records with all relevant documents so that the continuity of such efforts would not be bound to any individual who is currently doing it.

6. 4 Research and other scholarly activities

The CBA strongly encourages faculty to engage in research and scholarly activities. It appreciates your participation in departmental, college and university research projects whenever solicited. In addition, it values and supports your individual research and scholarly initiatives. Besides, it considers genuine consultancy projects as helpful in keeping the faculty members updated with the latest theory and practice. However, such scholarly initiatives should be taken-up only with the permission of the Dean.

Nonetheless, the College would like to clarify that though research and scholarly activities are definitely a priority item in our agenda, it is not the item of first priority given the growth stage of our College. Your research and scholarly contributions carry a weight of 30% in the faculty evaluation scheme of the College.

7. Other guidelines and ethical directions

7.1 End-of-Semester-Report

At the end of every semester, every faculty member should submit an End-of-Semester-Report. As was mentioned above, it is an opportunity for any faculty to make his own self-evaluation about his performance. The report should cover his experiences with the courses taught, the level of success he could achieve, the unsuccessful areas, and suggestions for improvements in the subsequent semesters. It should also cover work done in the areas of committee/special assignments, and research and scholarly activities.

7.2 Course Files

When a semester ends, the faculty members should prepare and submit a course file on each of the courses taught, primarily for the purpose of verification by the Ministry of Higher – Education, Saudi Arabia. The course file should contain copies of the following documents.

- ❖ syllabus
- ❖ Final results
- ❖ Statistical analysis of final results
- ❖ Question papers used for major and final exams
- ❖ Six original answer sheets (two each from best, average and poor performance categories)
- ❖ Original assignments, projects, case studies etc (four each).
- ❖ End-of-semester-report
- ❖ Any other document that the course teacher feel as important information

The specific format of the file can be accessed from the secretary of the department. The faculty members are advised to start preparing the file from the beginning of the semester itself so that it will be more systematic and convenient for them. Similarly, after showing all graded answer sheets, assignments, projects etc. to the students concerned, the faculty should keep all such documents in his custody as samples of them are to be finally put in the course file.

7.3 CV in a special format

Every faculty member should prepare their CV in a particular format and handover a hard and soft copy to the Dean's office. This is mainly to be produced for accreditation reviews. The format is available with the Dean's secretary. The faculty member may have to update and submit the CV in every year or whenever requested.

7.4 Dress code

The CBA considers faculty dress code as important. All faculty members who are Saudi nationals are expected to follow the national dress code. Non-Saudi faculty members are expected to wear suit with tie.

7.5 Policy on part-time / private employment

The faculty members should not take up any part-time or private employment or job for pay or otherwise without the knowledge of the College even if the employment/job will not hamper the working time of the faculty in the university.

8. Faculty evaluation

The CBA has a formal faculty evaluation scheme. As explained earlier, the department places weights of 45%, 25% and 30% respectively on teaching, committee/special assignments and research/scholarly activities in evaluating a faculty member's performance. Keeping this broad rule, a scientific evaluation scheme like a *Faculty Score Card* will be used.

Besides, the College strongly encourages faculty to make genuine self-evaluation. End-of Semester-Report is a formal opportunity to make such a self-evaluation.