

Teaching competencies that the faculty member should have to ensure the quality of the educational process of learning

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Abstract

Teaching is considered as one of the most important jobs performed by the faculty member, and it is one of the most important functions of the university, therefore ensuring the quality of education is related to teaching quality which includes the skills, methods, and strategies that are followed by the faculty member to achieve the desired goals. As the teaching skills and the faculty member interest in teaching and taking care of his students are the most important characteristics of his professionalism from the perspective of university students, perhaps this is why educators and politicians considered “teacher’s professionalism “ is “good teaching”, and that the “professional teacher” is characterized by the expansion of his knowledge, and his understanding of pedagogy, in addition to commitment, enthusiasm, and creativity in teaching. Therefore, this study aimed to answer the following question: What are the Teaching competencies that the faculty member should have to ensure the quality of the educational process of learning?

The researchers used the descriptive approach through a survey of previous experiences at the level of local and international organizations, as well as the studies and the scientific researches that had the same subject of this study. The study concluded a set of the Teaching competencies that the faculty member should have to ensure the quality of the educational process of learning.

Key words: Teaching competencies, The faculty member, Ensuring the quality of the educational process of learning.

1.1 Introduction

University teaching with its various patterns is considered as one of the most important main means that communities depend on to face changes and developments, and in leading development in the different aspects of life and in dealing with these developments to achieve sustainable development. The faculty member has an important role in achieving the university message in which the teaching activities represent its most important components, because these activities prepare highly skilled human cadres that are able to meet the aspirations of the community and contribute in its development in various fields.

University teaching as a key part of the overall system of education is considered the cornerstone in achieving comprehensive development and progress of civilization through building a modern man, raising his scientific level, preparing leadership competencies in various fields, establishing the rules of scientific ideology, and consolidating the cultural identity (Olimat, 155: 2006). Preparing and training the manpower is one of the university functions priorities in an era that emphasizes the importance of human capital as a source of wealth, so as much as you prepare and develop the skills and the knowledge of the individual, his value and efficiency are determined as a member of the individuals among his peers in the community at the local and international levels. Through teaching the manpower is prepared, and as much as it is effective is the quality of its outputs, and the acquired knowledge and skills (Al-Basis, 10:2011).

The responsibility of teaching rests with the faculty member, in addition to the other roles that he must perform such as scientific research and community service. The new functions of the faculty member in this century are: creative teaching, sober scientific research, effective training, continuous education, and community service (Kholi, 375: 2009). Teaching as a primary job for the faculty member, makes it the central element that is responsible for the practical side through the teaching practices; to get to a good quality of students that have high degrees of quality, which is the key to achieve quality (Zubaidi, 279: 2009).

University teaching is considered as an important axis in reliance standards and the international classifications, in the classification of the Times (The Times Higher Education Supplement System) university teaching percentage was 20% of the six classification criteria weight, the European Organization for Quality Assurance in Higher Education noted to the importance of the teaching and evaluation process carried out by the faculty members, as it considered them as the most important elements of higher education and they have a great influence in preparing the students and in his future career, therefore it emphasized the importance of the teacher’s thorough knowledge of the subject that he teaches, and that he has the necessary skills and the

sufficient experience to transfer his knowledge and experience to the students using methods, different teaching strategies, and various evaluation methods. The organization believes that “the faculty members should be given the opportunity to develop their teaching abilities, and should be encouraged to develop their skills, also there must be some opportunities to develop and help the less efficient professors to raise their abilities and skills to an acceptable limit, and the organization also should have the appropriate methods to exclude them from carrying out their teaching duties, if it turns out they continue to provide an unsatisfactory level. (European Association for Quality Assurance in Higher Education p.17, 2005) (Saudi ,15, 2010).

(Subaie, 2010) conducted a study aimed to identify the reality of female faculty members’ practice of teaching science skills in the light of the overall quality standards from the perspective of students in the Faculty of Applied Science (Chemistry / Biology / Physics) at the University of Umm Al-Qura. To achieve the objective of the study a questionnaire was designed, this questionnaire included four axes of science teaching skills in the light of the overall quality standards. The first axis was associated with teaching methods and strategies, it included (37) standard. The second axis was associated with education means and techniques, it included (6) standards. The third axis was associated with interaction and communication, included (21) standard. The fourth axis was associated with evaluation, it included (9) standards. The questionnaire items were (73) standard, the questionnaire reliability and stability was (0.95), the study sample included (189) students, here are the study results as follows:

- The faculty members of science departments practiced the skills of teaching science weakly in light of the overall quality standards, from the perspective of students in the Faculty of Applied Sciences, this means that the practice of the faculty members of the teaching skills didn’t reach the acceptable level set by Subaie which is (87.50%), which indicates that the performance of faculty members in science departments in teaching skills dropped for the overall level of quality.
- There is a difference in the degree of faculty member’s practice of teaching science skills, in favor of the faculty members in the department of Biology.

(Al-Basis, 2011) study aimed at defining the standards that ensure the quality of teaching performance in university education, and the necessary teaching competencies for the faculty member to carry out his different roles in a way that ensures the output quality and to develop the learners abilities and energies, and to achieve education characterized by excellence and efficiency. The study also aims to provide a suggested perception to develop the teacher’s performing competencies in the light of the quality standards. The descriptive analytical approach had been used to achieve the objectives of the study, by reviewing the related researches and studies to demonstrate the reality of teaching performance at the university, and setting the standards of performance quality and the necessary performing competencies for the faculty member at the university education. In the light of viewing the results of previous studies and researches, and by examining the teaching reality, the study proposed a suggested perception to develop the general competencies of the teacher in accordance with the quality standards that are associated with inputs, processes and outputs of the educational process.

(Khalifa Sarairah and Al-Heliah 2014) investigated the teaching quality of the faculty member in the light of quality assurance requirements from the perspective of the Middle East University students in Jordan .To achieve the objective of the study questionnaire was developed and its stability and reliability were ascertained. The study sample included at (113) students from various scientific and humanitarian colleges, they were chosen randomly. The results of the study revealed that the quality level of teaching performance fields is high, In addition to the presence of statistically significant differences in teaching performance skills of the faculty member, which is attributed to the educational level in favor of Master’s students. Also the study revealed that there aren’t any statistically significant differences in the fields of the faculty member skill, and in implementation, evaluation, contact and communication skills, the study also revealed statistically significant differences in the fields of planning skills to teach the subject which are attributed to gender, and in favor of female students. In addition to the presence of statistically significant differences in all the fields of teaching performance skills, which are attributed to college variable and in favor of human faculties.

In order to achieve quality assurance standards in university teaching we should rely on the faculty members’ competencies and skills that are associated with the quality of the educational inputs, operations and outputs. Therefore the current study seeks to provide a conceived proposal of the teaching competencies that the faculty members should have to ensure the quality of the educational process of learning.

1.2 Problem and Questions of the Study

Despite all the efforts to develop the faculty members’ competencies and skills that are associated with quality and its assurance, there are a range of challenges that face higher education and limit its effectiveness, and it is reflected on quality and its assurance, the most prominent challenges are, the large increase of students’ number, the desire for e-learning, Distant Learning, and the expansion of globalization, these challenges affected the quality of teaching performance by depending most of the times on direct learning style, and focus on the

quantum of knowledge and lack of attention to quality , creative thinking skills and self-learning (Al-Basis15: 2011).

The attention toward performance skills and competencies is because it is a crucial and influential element in achieving output quality; the professional faculty member can make up any lack of curriculum, outcomes, or study programs, where he can interact with his students, improve their personalities, expand their knowledge and develop their thinking patterns (Kubaisi 0.10: 2010).

In this area we reviewed many studies and researches that are related to the teaching competencies that the faculty members should have to ensure the quality of the educational process of learning. So the problem of the study lies in answering this question:

- What are the Teaching competencies that the faculty member should have to ensure the quality of the educational process of learning?

1.3 Study importance and objectives

This study is important because it responds to contemporary developments in providing the faculty member with the necessary teaching competencies that achieve the quality of teaching performance in university lecture which affects outputs quality positively, also the study might be useful in the following aspects:

- Benefiting the faculty members by providing them with the necessary teaching competencies to ensure the quality of the educational process.
- Increasing awareness of the importance of improving the professional performance of faculty members through the development of their skills and develop their performance in order to reach the required quality level.
- Respond to modern trends, which calls for increasing attention to the issue of ensuring the quality of university education, either at the Arab or global level?
- This study may contribute to reconsider the development of teaching practices for faculty members at universities.
- Such a study could be a starting point for other studies.

1.4 Study Methodology

The study used the descriptive approach which is based on analyzing the ideas that are related to the educational ideology in the fields of teaching methods, quality assurance, and collecting, classifying, analyzing and interpreting information to use it in the subject of the study.

Answering the study question:

“What are the Teaching competencies that the faculty member should have to ensure the quality of the educational process of learning?”

The present time witnesses a rapid development in all fields of life, as a result of information technology revolution and communication revolution which calls for developing, and modernizing the elements of the educational system in order to respond to the requirements of these variables, therefore education reform processes had a great interest all over the world. Quality assurance had a great interest to the point that researchers call this era the era of quality. (Canaan, 2003; Subaie, 2010).

So today the quality of university teaching is one of the most important challenges that faces the education systems in the third world countries, especially that global organizations reports emphasize the need to reconsider the philosophy of higher education with a focus on the importance of developing better standards to achieve the quality of educational outcomes that are expected to lead to the student's personality development to serve the community and support the national culture, Studies emphasizes the need to adopt a total quality management method (TQM) in the development of university education for the following reasons (Tablan .53: 2007; Subaie .13: 2010):

- Educational deficit: it means a deficit of educational learning process outputs to meet all the requirements of the labor market to the required extent.
- High unemployment rates: This is because that the labor market does not provide a sufficient and appropriate number of jobs for the educational learning outputs.
- The wide gap between production and Education: This means the absence of appropriate scientific disciplines for required careers in the labor market.
- The high cost of education: as a result of low returns and educational investment in addition to the delay in the recruitment of graduates.

The quality assurance trend appeared as a positive reaction to the academics, officials and the community's concern about the quality of higher education, this trend emerged due to many factors such as international competition, and the changing needs of the market and finance, because the government and communities have a great interest in the quality of higher education, and seek to find systems that determine the responsibilities clearly, here it can be said that quality assurance is essential to meet the quality-related needs and determine the responsibility in higher education.

From here comes the trend toward developing the faculty member skills, because he is directly responsible for achieving quality in higher education. "Saliz" says people's investment is built the successful institutions experience, and he emphasizes that the skilled motivating labor force is important to its success and those who are interested in developing individuals provide a methodology for staff development in ways that will help to achieve the university goals, and the core elements that must be achieved in a university to become a people investor are:

- A strong commitment to develop all university professors to accomplish the objectives of the university.
- The existence of a strategic plan that sets the university objectives and the available resources that must help the university professors to work to achieve it.
- Conduct periodic reviews of university professors training and development on an ongoing basis.
- evaluating the investment in training and development, to review the effectiveness of teacher training and development process.

Teaching is considered as one of the most important jobs performed by the faculty member, and it is one of the most important functions of the university, therefore ensuring the quality of education is related to teaching quality which includes the skills, methods, and strategies that are followed by the faculty member to achieve the desired goals. As the teaching skills and the faculty member interest in teaching and taking care of his students are the most important characteristics of his professionalism from the perspective of university students, perhaps this is why educators and politicians considered "teacher's professionalism is "good teaching", and that the "professional teacher" is characterized by the expansion of his knowledge, and his understanding of pedagogy, in addition to commitment, enthusiasm, and creativity in teaching.

Studies emphasized that one of the most important qualities to be met in the faculty member from the perspective of his peers and students is the ability to communicate information clearly, his ability to link the material that he teaches with reality, taking into account the individual differences between students when he puts the questions, his ability to control and manage the classroom, and respecting the students' opinion. The faculty member professionalism also includes encouraging the student to debate and participate in discussions, the extent of his willingness to answer students' questions, using the specific clarification means effectively, and accepting useful criticism, as well as hid fairness and objectivity in correcting exams. In addition to good knowledge of scientific material, and the ability to make difficult subjects easy to understand, and the desire to help the students inside and outside the classroom, good preparation for the lesson, and the obvious explanation of topics (Subaie 12: 2010; Khalifa, Sarairah and Al-Heileh 8: 2014).

The most important general criteria for the quality of the teaching are (Abbas, 16: 2011; Khalifa, Sarairah and AL-Heialeh 10: 2014):

- Planning and organizing the educational and learning attitudes by investing the available learning potentials, not to be superficial in cognitive performances, and to focus on brainstorming and targeting higher cognitive skills of students.
- Expect high achievements of students in the field of learning information, skills, and aspects of self-learning, and comprehensive of all learning fields and levels.
- Determining learning experiences with the appropriate attitudes to achieve the educational goals.
- Planning to evaluate learning outcomes, enhancing its outcomes, and to invent ways, methods, and new means to improve teaching.
- Collaborating with colleagues in planning the educational and learning process , implementing and evaluating it , and to use all the available learning sources, guide students to take advantage of different learning resources, and focus on individual learning, collaborative learning.

The most important quality standards that are associated with the faculty member are (Khalifa, Sarairah and Al-Heileh, 2014):

- Commitment to the profession ethics and behaviors.
- The faculty member mastery to his scientific subject.
- The faculty member respect for time.
- The faculty member competency to deliver the information to students.
- The faculty member justice in the evaluation of students.

- Treating the students as mature individuals by the faculty member.
- The faculty member adoption on modern technology and multi-media in teaching.
- The faculty member must follow the following techniques and methods in teaching:
 - Take into account individual differences among students.
 - Take into account the number of students inside the classroom.
 - Develop students' problem-solving skills.
 - Develop critical thinking skills among students.
 - Students gain skills to work in a team.
 - The student had to apply what he learned in his public life.

The National Council for Educational standards and tests (NCEST) sought to develop general academic frameworks to provide academics with the necessary competencies and skills to provide effective support for learners (Baume, 2006: 58), also it determined the common elements between these frameworks and its design methods to suit different European environments. Also “the Dearing Report” included recommendations for university teaching apprenticeship in Europe and the need for professional accreditation to teach in higher education for those who wish to practice the profession through a national authority that sets special standards can be used as basis for initial training before practicing the profession. British universities as independent learning institutions have sought to create voluntary mechanisms to take advantage of government support, which contributed in the establishment of Higher Education Academy as an Accreditation Commission, as it accredited more than 100 training program in Britain in Teaching and Learning in Higher Education (Oxford Learning Institute, 2009: 69).

The commission of university education support in England has provided support for all the specialized institutes in training academics to enable all faculty members to reach specific levels of professional standards. Accreditation was used as a base in the development of training programs for the new faculty members, where the member joins it after recruitment, and before the practice of university teaching. (Oxford Learning Institute, 69: 2009, Khalifa, Sarairah and Al-Heilah ,2014).

British universities have recently developed a framework for standards of teaching and supporting learning in higher education, as it aimed at finding a mechanism to support professional development operations for the faculty member, and encourage them to adopt developmental approaches that aims to stimulate students' creativity, continuous development, and innovation operations. It also contributes in highlighting the high professionalism in the performance of faculty members and the university officials (The Higher Education Academy, 2006: 18). The frame has addressed three key fields are as follows (Khalifa, Sarairah and Al-Heileh.2014):

1- The field of activities, including the following:

- Planning and designing learning activities and / or study programs.
- Teaching and / or supporting the students' learning.
- Evaluate the performance of learners and provide them with feedback.
- Developing an effective learning environment, support and guide students.
- The integration of scientific knowledge, research and professional activities with teaching and support learning.
- Evaluating practices and continuing professional development.

2. Basic knowledge field: the faculty member should understand and know the following:

- The subject vocabulary.
- Appropriate methods of teaching and learning at the level of the subject and the academic program.
- How students learn in general and in the educational subject in particular.
- Using the appropriate learning techniques.
- Evaluating methods that evaluate the effectiveness of teaching.
- Quality assurance applications and enhancing professional practices.

3. Professional values field: It includes the following aspects:

- Respect learners.
- Commitment to integrate the operations and outputs of sciences and researches that are related to professional practice.
- Commitment to develop the learning community.
- Commitment to active participation in higher education, and the promotion of equal opportunities.
- Commitment to continuous professional growth and evaluation practices.

In Scotland, the professional standards for lecturers in colleges included six basic criteria as follows (The Scottish Government, 2006: 26):

- Guidance and support.
- Planning and preparation of educational experiences.
- Teaching / facilitating learning.
- Evaluation.
- Quality and Standards.
- Practices and professional development.

The Australian government has implemented a national project (The Learning and Teaching Academic Standards Project), it is expected that it would be implemented in 2013, and the project addresses four key dimensions, as follows (Australian Learning and Teaching Council., 2010):

- Standards of service providers.
- Qualification or certification standards.
- Search criteria.
- Known standards.

1.4 The Teaching Competencies that the faculty member should have

Teaching competencies means the ability shown by the faculty member in a specific instructional position (Attieh 52:2007). Studies and researches have reported numerous classifications of teaching competencies, based on different criteria such as Bloom's Taxonomy; it was classified into cognitive, emotional, and dynamic competencies, or based on the roles of professor as a vector of knowledge, the director of the educational activity, a designer for educational missions, and a participant in the supervision. (To'eima 60: 1999; Khalifa, Sarairah and AL-Heileh 2014).

Some studies revealed that the main performance competencies that are necessary for the faculty member at university "to be patient in the interaction with students inside and outside the class, and the development of creative thinking skills among students" (Ibn Hoichl and Khtaabh (25: 2002). Another study has shown that the main qualities of professional faculty member his characteristics that are associated with the educational process of learning from the student's point of view "Scientific mastery, and determining the curriculum clearly, allowing the students to discuss and debate, the ability to give the lecture in diverse and new methods, he should have a character that imposes love and respect on others, the ability of getting to know individual differences, providing material resources, encourage students to go to the library, and follow- up students and their home works" (Al Naji 52: 1999; Khalifa, Sarairah and AL-Heileh 2014).

(Olimat 9: 2006) study showed that the educational practices competencies are the most important competencies that are necessary for the faculty members, followed by the system efficiencies and human relations, then the efficiencies of planning, evaluation and raising motivation.

Based on the foregoing, the field of competencies that are associated with the performance of the faculty member is very wide, but most of studies and researches that classified competencies relied on the systemic approach that includes the competencies of planning, implementation, and evaluation, and added other competencies that are related to the qualities and personality traits, and aspects related to the curriculum and the need to work on its continuous development that is based on previous competencies, thus we can determine the main and sub-competencies that the study will be based on, in the following aspects (Arabiat, 36: 2007; Khalifa, Sarairah and AL-Heileh 2014):

- 1- Lesson planning competencies: it includes determining the needs of students, instructional goals of the lesson, choose activities that suit their abilities, and to determine the appropriate methods of evaluation.
- 2- Lessons implementation competencies: it includes introducing the course material in a clear and sequential way, the use of teaching methods that suit the educational situation, focus on knowledge and main concepts, taking into account individual differences among students, providing educational activities, motivating students, using a proper language in teaching, and to overcome the difficulties and obstacles that limit the effectiveness of communication.
- 3- Evaluation competencies: it includes preparing the evaluation tests, and applying evaluation methods that reveal the extent of achieving the targets.
- 4- Curriculum development competencies: by analyzing the curriculum to know how much it achieves the desired goals, to determine the weakness and strength of the curriculum elements, and providing enriching activities to cover the gaps of the educational subject.

In light of the foregoing, we can determine some of quality standards that are associated with the inputs of the educational learning process, its operations, outcomes and development, and then suggest a set of quality assurance standards the university lecture should have:

1- Quality planning (inputs): proper and good planning is considered as the most important element in the educational learning process, the success or failure of education depends on planning. Therefore, the faculty member in this step needs to develop his teaching and performance competencies and they must meet the quality standards, the necessary quality planning and teaching competencies standards are determined as follows:

- The first criterion: mastery of the scientific subject structure and to know its aspects.
- The second criterion: determining the students' characteristics and analyzing their needs.
- The third criterion: determining the educational goals and formulating it according to the needs of students.
- The fourth criterion: preparing teaching aids and materials.
- The fifth criterion: knowing the proper teaching methods, its procedures, and where to use it.
- The sixth criterion: preparing the right place for teaching or training.

2- The quality of implementation (Operations): it represents the core of the educational learning process; it aims to achieve the educational objectives ideally, through treatment and application starting with introducing the lecture in a proper way and ending with final evaluation, the necessary implementation quality and teaching competencies standards are determined as follows:

- The first criterion: organizing the environment inside the lecture hall.
- The second criterion: good presentation and introduction of the lecture.
- The third criterion: to raise motivation and attention to the lecture.
- The fourth criterion: the application of teaching methods and the educational activities associated with them.
- The fifth criterion: using education means and technology.
- The sixth criterion: taking into account the specified and needed time for the teaching activities within the lecture.
- The seventh criterion: facilitate effective learning experiences.
- The eighth criterion: the teacher's evaluation and feedback.

3- Evaluation Quality (output evaluation): it represents the process of judge the achievement of objectives (inputs), so its importance lies in the report of planning and implementation quality, which enables the teacher to review his educational performances and practices, also it shows weakness and strength points in achieving the objectives, the necessary evaluation quality and teaching competencies standards are determined as follows:

- The first criterion: formulating and asking classroom questions.
- The second criterion: using the alternative and original evaluation strategies.
- The third criterion: final evaluation for students' performance and their acquired experiences.

4- The quality of follow-up (Development): it represents the faculty member interest to develop his performance and his educational practices in the light of previous evaluation criteria, and checking the quality of outputs.

Therefore, a list of competencies was formed to ensure the teaching performance quality of the faculty member as follows:

1.4.1 First: the competency of planning to teach the material:

- Determines the overall objectives of the material.
- Gives his students a written copy of the study plan that includes: (the material goals, content, activities, required appointments, dates of tests, and references).
- Determines the teaching methods that are expected to be used in the light of the material objectives.
- Chooses activities and educational materials that provoke thinking.
- Selects appropriate topics of the material for students.
- determines the material requirements (exams, readings, worksheets) before the beginning of the semester.
- distributes the topics of the material in the plan logically.
- Reviewing the material plan constantly and adjusts what needs to be modified.
- Determines the specific objectives of the lecture in advance in the light of the general plan of the material.
- Collects the scientific material on the topic of the lecture from multiple references.
- Preparation his lecture before the scheduled time in advance.
- Determines suitable teaching strategy for the lecture.
- Preparing a summary that includes the keywords of the main ideas in the lecture.

1.4.2 Second, teaching implementation competencies:

- Provides students with the material plan at the beginning of the semester.
- Begins and ends his lecture in the specified time.
- Tells the students the objectives of his lecture at the beginning of the lecture and invests the time of the lecture effectively.
- Focuses on giving students home works.
- Relies on a university book in teaching.
- Follows students' attendance and absence.
- Answering students' questions magnanimously.
- Adhere to the deadlines of exams.
- Comprehensive exam questions that cover the expected educational learning outcomes.
- keep calm in difficult situations.
- Commit to the office hours to instruct students.
- Treats all students with interest and objectivity and accept the views that are against his view.
- Uses previous experience as a prelude to the new lecture.
- Introduce the lecture with an exciting sentence that attracts students' attention.
- Presents general ideas of the subject but the details are linked to the central ideas.
- Presents the subject logically and gradually toward the final point.

- Addresses topics with a level of depth that suits students.
- Encourage students to think about the contradictory ideas and try to explain it.
- Gives students the opportunity to express their views on the issues that are related to the content.
- Directs students to how to get the information sources.
- Employs modern techniques to facilitate learning.
- Ends the lecture with reviewing the material by placing it in coherent summarized sentences.

1.4.3 Third: students learning evaluation and providing feedback

- Asks students to read individually that are related to their interests.
- Gives the students home works about the material content.
- Explains to students the evaluation standards of their home works.
- Allocates part of students grade for classroom activities.
- Takes into account that the requirements of the material are reasonable and balanced with other materials requirements.
- Writes comments on the duties papers of students in a way that improves their performance.
- Gives the opportunity for some students to re-submit their papers to correct once again taking advantage of the previous notes on them.
- Discuss with students the reasons for their low grades in the classroom tests.
- Studies the students' answers and analyze the mistakes patterns they made.
- Helps students in providing solutions to the difficulties they faced during the test.
- Allows students to discuss the test.
- Gives attention to the questions that elevate students thinking.
- Puts grades of students according to their performance in the exams without bias.
- Analyzes the results of students in exams.

1.4.4 Fourth: The competencies of communication with students

- Has a clear voice and correct pronunciation.
- Diversifies in tones of voice.
- Uses a language and terms that are easy to understand.
- Uses gestures and facial expressions.
- Shows enthusiasm and vitality in the lecture.
- Maintains friendly relations with his students.
- Keen to know the names of his students.
- Welcomes to meet students outside the lecture time.
- Shows balanced emotions.

- Understands the feelings of students.
- Accepts the students' feedback about his teaching with an open mind.

Based on the foregoing, and in addition to what Al-Zahrani and Ibrahim (2012) reported we conclude the following:

1- The personal traits that the outstanding faculty member is supposed to have:

-Risks warded: who avoids the risk sources such as when learners lose the sense of learning, or not taking into account the individual differences between learners, or using educational experiences that doesn't suit the intended targets.

- Solidarity: who bears the responsibility with learners and the whole institution of learning in achieving the goals without severe partial view of the routine work tasks that prevents sanctions

-Ideal: who represents a good example for his teammates in the devoted work to present a professional teaching; also the teacher is a model for his students in moral values and scientific perseverance.

- Leader: the leader, who runs his students in terms of their abilities, their different patterns, to the extent that unites the student with his teacher.

- Clairvoyant: who owns a developmental vision for his profession and for the institution he works in, and he is able to clarify this vision work to achieve as much as possible.

- Learner: through developing his professional and academic competencies, as well as attending various training programs.

- Discusser: who provide the free the educational environment to encourage his students to make discussions and encourages the entrepreneurial spirit and spontaneity.

2-The features and professional practices that the outstanding faculty member should have:

In the field of the scientific material: he must possess abundant knowledge of the material and shows a clear interest in it, and search for authentic and important ideas on the subject of his specialization, and follows recent developments in his material.

In the field of teaching methods and strategies: He must establish appropriate learning goals and present them for students clearly, and let his students know the general and specific objectives of the material and the evaluation methods that he will use, he has to choose the content, skills, and educational experiences for the topics that he is planning to teach so that it supports personal and mental development of students, and achieve the profession objectives. He has to diversify in teaching methods and strategies, and provide his students opportunities that build their own learning experiences and encourage them to control their own learning process, and to develop students' self-confidence by giving them challenging home works, he has also to care about the students lives and their experiences, and links the subject with the students' professional objectives, he has to make sure that all the sources of knowledge are available to his students. Finally he has to review the educational content regularly, and meditates in his teaching using the feedback of different sources to ensure its success in helping students to identify the degree of their achievement to their goals and the material objectives.

In the field of evaluation: the faculty member has to evaluate his students' works fairly, and develop suitable evaluation methods to improve their learning, sets clear goals that are related to the development of their thinking, distinguishes hid weaknesses, then face and learn from them, he must present useful feedback to his students about their achievement and progress.

In the field of students: he must make students' learning his first priority, he should show positive attitudes toward them, trust them, and works constantly to overcome the difficulties that may hinder learning, encourages them to express their opinions freely with integration and respect, lead them successfully through exploration and critical and creative thinking and problem solving, helps them to deal with ideas and information that they need to develop their own understanding, encourage them to discover themselves, and present an objective and useful feedback regularly.

In the field of communication: the faculty member should show effective oral and written communication with his students, helps them to use effective communication skills, listen to them attentively, encourages them to participate effectively, and help in developing the communication skills of students by providing opportunities to present oral and written, gives them feedback about their performances, and encourages the students to evaluate their works and their colleagues works critically.

Recommendations

- 1- Designing training programs for the faculty members in light of the educational learning process quality standards, to develop their performance competencies in preparing, training and rehabilitation.
- 2- Provide the faculty member with the standards that can be applied in the educational learning process in a way that suits the material and the characteristics of learners.
- 3- Conducting workshops and training sessions for faculty members in the light of quality assurance, to provide them with the necessary performance competencies especially the new ones.
- 4- Conduct a field study of the application of these standards in practice.
- 5- The adoption of quality standards in evaluating the performance of the faculty member and judge the quality of university education outputs.

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