**بسم الله الرحمن الرحيم**

**DEVELOPMENT OF TEACHING STAFF ACADEMIC SKILLS IN KING FAHD SECURITY COLLEGE, RIYADH, SAUDI ARABIA.**

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# ABSTRACT

Developing teaching staff academic skills will optimize the academic setting and enhance college outputs expected to serve in the different security sectors in Saudi Arabia. To attain this goal it is important to offer teaching staff with the qualifying Courses, this will boost staff's self-esteem, improve instruction quality, cadets achievement, enhance college outputs, and in overall help to create an efficient IT-related environment.

The researchers will investigate the skills that will contribute to the development of teaching staff, encompassing: the utilization of IT-related instruction for academic purposes, Audiovisual aids, communication skills, language skills, teaching methodology as well as the use of professional software for teaching and research by the teaching staff of the college. The researchers have conducted focus group as a workshop for 10 teaching staff from different departments of the college to evaluate and discuss the subject matter of this research. Generating data from the discussion was the method used to draw the results and the interpretations of the findings of this research

The overall aim of the research is to evaluate the application of academic professional skills for optimizing the academic setting, subsidiary objectives include investigating the feasibility of engaging teaching staff in self-development skills such as: conducting researches, participating in conferences, training, media, and consultancy, and to investigate the need to have the teaching staff signed up in language and computers courses. Looking into the application of Audio-visual aids for optimizing the learning setting : such as smart board, forensic laboratories, computer labs and language labs and their availability to the teaching staff in the college.

***Keywords***— Self-development, Academic, Research, Lecturing, Training,.

Contents

[ABSTRACT 2](#_Toc382173634)

[I. INTRODUCTION 4](#_Toc382173635)

[II. RELATED LITERATURE 6](#_Toc382173636)

[III RESEARCH METHODS 13](#_Toc382173637)

[IV. RESULTS AND DISCUSSION 15](#_Toc382173638)

[V. Conclusion 24](#_Toc382173639)

[REFERENCES 25](#_Toc382173640)

[APPENDICES 27](#_Toc382173641)

[A: TOPICS OF DISCUSSION 27](#_Toc382173642)

[B: THE EVALUATED SKILLS IN ARABIC 28](#_Toc382173643)

[C: COMMENTS BY ONE OF TEACHING STAFF IN THE MEETING 34](#_Toc382173644)

[BIOGRAPHIES 35](#_Toc382173645)

# I. INTRODUCTION

Good teachers are made not born, teaching staff in police academies like in any educational institute are preoccupied with quality education, that is to develop their skills, attributes, potential, self-esteem and achieving excellence. They can explore themselves, and acquire academic skills by being open to self-assessment, self-development and by implementing effective teaching strategies and working on optimizing the teaching setting and improving working environment. such quest is not only fundamental to the learning process, but also to police academies outputs, indeed these skills are achievable and not pie in the sky. These benchmarks can bring about a difference in teaching staff professionalism, consequently in the efficacy of instruction in police academies.

The teaching staff in KFSC consist of uniformed and civilian members who are equipped with different academic qualification, knowledge, and expertise needed to graduate law enforcement professionals capable of protecting life, rights and property. Maintaining communities' security and order is becoming incrementally technology oriented which necessitate carrying such burden an extra mile every time police work become more challenging, therefore police academies should live up to their communities expectations and demands in order to meet the complexity of police work and the intricacies of life which crime is a constituent part of it. This can be achieved by being dedicated to the pursuit of development of teaching staff in police academies.

A twelve-axes perspective was conceived to evaluate the efficacy of the programs offered in KFSC with the purpose of optimizing training and academic instruction, ten elements were suggested for each axis. A workshop and interviews with college departments chairmen and number of teaching staff were held to probe the availability and the significance of the elements that comprise each axis, they are: teaching methodology and techniques, language skills, communication skills, computer skills, internet and data bases, utilization of the library, laboratories, research computer programs, "conferences, symposiums, and workshops", media, consultancy and counseling. The researchers have held a position brainstorming meeting to give their opinion about the availability and the significance of these twelve-axes and their elements.

# II. RELATED LITERATURE

Before introducing the theoretical approach and the literature review, one can give the definition of terms to ease the understanding of the subject matter. the definitions as the following:

* Self-esteem: Self-esteem is the way you perceive yourself. If you view yourself as inferior to others, or as having little confidence to do everyday things, you are lacking in self-esteem. If, on the other hand, you are full of confidence and consider yourself to be competent in most situations, you have good self-esteem [20}.
* KFSC: King Fahd Security College is a police academy in Riyadh, Saudi Arabia, all cadets are graduates, they fall into 2 tracks, qualifying section 1 year and diploma section 2 years depending on their specialty, upon graduation they work as police officers in one of the 12 sectors of the ministry of interior.
* Meta-cognition: It is thinking about thinking , Metacognition is thinking about thinking. Metacognitive skills are usually conceptualized as an interrelated set of competencies for learning and thinking, and include many of the skills required for active learning, critical thinking, reflective judgment, problem solving, and decision-making [14].
* Self-development: self-development is a process implies the following: Self-awareness and introspection, realization of capacity and shortcomings, self-initiated willingness to change, Long-term commitment to change, the motivation to change, embarking on a process of change and acceptance of possible failure [15].
* Problem based learning (PBL): it is an approach that requires learners to collect information in a self-directed manner in order to learn the necessary knowledge that will assist them to discover, analyze, and solve realistic problems [19].

It is of the very nature of police officers to interact with general public. Police officers often come under fire from the public, therefore, they need to be trained in professionalism and customer service, the police should maintain good relationship with the public and go about their work professionally, since the establishment of the first school of criminology in 1916 Policing is becoming academic in nature , August Vollmer, father of modern-day policing proposed that" police officers should be college educated" [18].

In the law enforcement world, police training is as important as preparing doctors and lawyers, these careers revolve around saving life and protecting rights [18]. If we fail to optimize police academies outputs and furnish cadets and law enforcement personnel with proper police training our communities will run the risk of ending up with impaired societies that can't successfully function. All these high expectations of law enforcement professionals call for development of teaching staff in police academies.

Today, with advent of new technologies we live in a world featuring an ever accelerating pace of change with challenging degree of uncertainty, being part of this world, police academies assume the burden of protecting and ensuring security, order and the wellbeing of their communities. on the other hand, learners have access to the internet content where oceans of information are available at their fingertips at any time, therefore teaching staff need to empower themselves though self-development to be able to equip learners with the necessary skills to make use of computer technology, IT-information such as: digital libraries, databases, simulators, diagrams, statistics, pictures, YouTube, search engines and scientific website, these are indispensable assets for teachers and learners alike, they can at any given time access, review, synthesize and analyze data. Computer assisted instruction(CAI) has become a necessity not a luxury.

It is true that over reliance on teachers centered strategies in education programs for police recruits has drawn criticism. However, there is a consensus among studies that conventional education programs for Police recruits failed to promote functional knowledge, problem solving skills and critical thinking needed in police operational role [3,4,5]. Learner-centered approaches in the learning setting in police programs have demonstrated superiority over traditional teaching approaches [5].

One of the avenues to the development of teaching staff in police academies is to brush up on their skills constantly and be keen about offering quality education and training. Development of teaching staff is the tricks of the trade which underlines successful police training program. Devising a self-improvement inventory for development of teaching staff will be an insightful approach in that direction. As a kickoff, teaching staff look into changing teachers' actions, suggesting the utilization of rating of instruction by learners . These strategies are worth investigation to see if they can bring about a change in teachers' actions as well as the teaching setting. Teaching staff need to develop themselves by looking into new techniques , new strategies and new approaches, however , Christensen believes in "the teachability of teaching" , he shifts our attention to another area that is to acquaint ourselves with ourselves as teachers [2]. A comprehensive development teaching staff program to be constructed around some criterions: teaching staff to be acquainted with their academic roles , they should sign up for teaching skills, computer, workshops and language courses, and work on fostering sense of self-development such as participating in conferences and giving consultation. The program should also aim at promoting skills of leadership and organizational activities. They need to be integrated in the police environment and be empowered to bridge the gap between the academic setting and the police training setting often overshadowed by rigidity and disciplinary of police training. Teaching staff need to learn what effective teaching is all about . The overall objective is to help teaching staff to become effective educators who are part of a vibrant police training environment.

Getting acquainted with the learning theories on the part of the teaching staff can broaden their horizons and they will gain insights into learning skills. A great deal of the ideas can be gleaned from learning theories in pursuit of development of teaching staff . Active learning theory is proposed here to serve as a platform for devising learning strategies that will eventually serve that purpose.

Active learning theory is neither a new education fad or a new construct in education, the earliest recorded form of active learning is dated back to ancient Greece, the Socratic method. So what is active learning? it is about meta cognition, meaning " learn to learn", there are many definitions of active learning, "It is a planned series of actions or events to invite the participant to process, apply, interact and share experiences as part of the educational process" [12]. In other words "Active learning is anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes" [16].

Over the past three decades, pedagogical research showed that a number of strategies have been devised in the light of some theories of learning, an ample body of literatures has been compiled on the acquisition of teaching skills.

Teaching staff need to draw on a learning theory that can be capitalize on to construct learning strategies around, by which the learner have free rein in the learning setting. An old native American saying may sum up the logic behind active learning, it goes "Tell me and I will forget. Show me and I may not remember. Involve me and I will understand" [12]. activities are not teacher centered, rather they revolve around the learner as an active participant. Research found that active learning can enhance learner's understanding and retention of information as well as improving cognitive skills such as critical thinking and problem solving, It can be concluded that active learning is any instructional method that engages students in the learning process as active learning [1].

Contemporary views on learning emphasized the importance of giving learners the upper hand in the educational setting to control their learning by engaging in active learning, meta-cognition and transfer of knowledge [13] .

Over the last decades active learning has become a common practice in higher education settings, it is a panacea for many educational setting problems such as lacking motivation where students have often been having a problem with focusing on tasks or lectures or being inattentive.

A study by Johnson, Johnson, & Smith found that when students were passive recipients in the classroom, the acquisition of facts took precedence over the development of higher cognitive processes, such as analyzing, synthesizing, and evaluating [17].

Another Study drawn its data from a population of over 6000 science students revealed an evidence of efficacy of utilizing active learning based instruction. It was found that students who used active learning and interactive techniques improved 25 percent points (A percentage point is the [unit](http://en.wikipedia.org/wiki/Unit_(measurement)) for the arithmetic difference of two [percentages](http://en.wikipedia.org/wiki/Percentage)). And 48% on a standard test of physics conceptual knowledge, compared to a gain of 23% for students in traditional, lecture-based courses [11].

Police work requires problem solving skills, it is an area that intrigued researchers to tackled the proposition, a study by Brett Shipton proposed a Problem-based Learning (PBL) model. as an alternative for traditional instruction, the study investigated whether a 'Police PBL' course originating in North America provides appropriate levels of scaffolding for novice learners in police recruit education or not. It also discussed how guidance for learners can be utilized in a hybrid PBL model at the New South Wales (NSW) Police College. The study concluded that the Police PBL model provides flexible guidance to novice learners via a range of scaffolding strategies. A hybrid PBL curriculum is also proposed to seek a more effective balance of teacher and learner-centered approaches 6, PBL has demonstrated some advantages over traditional teaching approaches 22, however, the model has been criticized for not providing novice learners with appropriate levels of guidance and a number of studies found PBL unsuitable for novice learners due to minimal guidance [21].

Computer assisted instruction (CAI), on the other hand, is another avenue to development of teaching staff, it has intrigued researchers to investigate it's utilization in the academic setting. Recently, researchers are looking into combining and comparing CAI with programmed instruction/distance learning approaches [9,10].

A study on the efficacy of utilizing CAI in police training setting was conducted to develop study materials and evaluate the effectiveness of the learning materials as compared with conventional classroom instruction in the same subject areas. Experimental group were cadets at Golden West Police Academy who studied the course materials though a syllabus and CAI, control group were cadets at Los Angeles Police Academy , both groups studied the same subject though conventional classroom instruction. Both took intelligence tests, personal tests, and completed a written examination. Results of performance scores on the examination showed that experimental group performed significantly better than the control group. The study concluded that CAI and independent study are effective techniques for police training, the study called for further investigation and to be expanded [8].

The end product of any efforts should aim at the development of teaching staff potential and law enforcement professionals in pursuit of excellence. this is attainable though qualifying programs for teaching staff to be able to cater for cadets' needs and set the tune for acquiring skills and strategies.

# III RESEARCH METHODS

An exploratory study was conducted to look into the development of academic skills for teaching staff in King Fahd Security College. A framework index was developed to investigate the factual development of academic skills in King Fahd Security college. The development of the framework took three procedural steps:

1. The evaluation of literature and the related training programs in the college and elsewhere in the kingdom of Saudi Arabia.
2. The meeting of 10(work shop) teaching staff in the college in their regular academic meeting for Academic studies department .
3. The meeting of the head of the Applied studies department.

These procedural steps resulted in formation of 12 dimensions as follow:

1. Teaching method skills: Audi-visual aids: smart board,
2. Language skills: English
3. Communication skills.
4. Computer skills: computer labs: WORD, POWER POINT and EXCEL.
5. Internet and databases
6. Library
7. Laboratories: forensic laboratories, and language labs.
8. Research computer programs: ENDNOT, SPSS and NUDIST.
9. Conferences, symposiums and workshops
10. Media
11. Consultancy
12. Counseling

Each dimension encompasses 10 elements. For the total of 120 elements. These elements are the academic skills that were evaluated by the researchers. The academic skills are presented in the result section (IV). The researchers held a position brainstorming meeting to evaluate the factual academic skills for teaching staff in the college. The discussions concentrate on two related information about the academic skills as follow:

1. the extent of availability of the practice or skills in the college. The joint evaluation by researchers was used the scale from 1 to 10. The highest evaluation indicates the highest availability.
2. the extent of importance of the practice or skills in the college. The joint evaluation by researchers was used the scale from 1 to 10. The highest evaluation indicates the highest availability.

After this position brainstorming meeting by researchers, the results and discussions were produced. See this in Section IV in this research.

# IV. RESULTS AND DISCUSSION

The following tables are representing the results of both the meeting and interview of the teaching staff at King Fahd Security College. The researchers have played objectively a major role in evaluating the staff idea and giving their interpretations of the results as well as the scientific recommendations. Table 1 to table 12 are giving information about the availability and the importance of each dimension of the academic skills. Each table include 10 elements of academic skills for their availability and importance for the academic skills.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 1  Teaching method skills: | | | |
| A | Skills | Availability | Importance |
| A1 | Enrolling to teaching methodology courses | 4 | 7 |
| A2 | Utilizing PowerPoint in classroom | 6 | 8 |
| A3 | Utilizing smart board in classroom | 2 | 7 |
| A4 | Hybrid approaches of theory and application | 6 | 9 |
| A5 | Hybrid approach of lecturing and dialogue | 8 | 8 |
| A6 | Training cadets on active learning | 5 | 6 |
| A7 | Utilizing internet in the classroom | 2 | 4 |
| A8 | Self-assessment by cadets | 4 | 6 |
| A9 | Utilizing audio-visual aids | 2 | 7 |
| A10 | Benefiting from pedagogical studies' findings | 1 | 9 |
|  |  | 40 | 71 |

From table 1, one can depict that the general mean of importance (71) is exceeding the availability (40) of these skills. This indicates, however, that still much efforts needed to reach the importance level. The researchers included that the reason of the low availability (less than the 50%) is the lack of awareness by the management about the importance of teaching and learning in contrast with the military training. The awareness campaign is now very much needed to fill this gap in the thinking of administration.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 2  Language Skills | | | |
| B | Skills | Availability | Importance |
| B1 | Mastering English language speaking skills | 3 | 5 |
| B2 | Mastering English language writing skills | 3 | 6 |
| B3 | Mastering English language reading skills | 3 | 7 |
| B4 | College organizes English Learning courses | 6 | 9 |
| B5 | Teaching staff take English courses locally | 4 | 9 |
| B6 | Teaching staff take English courses overseas | 6 | 8 |
| B7 | Utilizing internet in translation (such as Google) | 7 | 8 |
| B8 | Teaching staff learn languages other than English | 1 | 4 |
| B9 | Teaching staff take courses on Arabic language skills | 1 | 8 |
| B10 | Teaching staff take Arabic editing courses | 1 | 9 |
|  | Grand mean | 35 | 73 |

From table 2, one can depict that the general mean of importance (73) is exceeding the availability (35) of these skills. The language skills are very important for teaching staff to be able to read and understand the literature needed for their course of teaching. The results in this table shows that the availability of English training and knowledge is in its low level in the college. Also the importance of such skills is not reaching very high level of importance. The reason for this level of importance is that all course are taught in Arabic language. Once the college start to teach some of its course modules in English, the need of such skills will be necessary. And therefore, the college must provide a training courses in English for its teaching staff.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 3  Communication skills | | | |
| C | Skills | Availability | Importance |
| C1 | Listening skills among teaching staff | 3 | 8 |
| C2 | Involving others in decision making | 5 | 8 |
| C3 | Promoting independent decision making | 5 | 8 |
| C4 | Verbal communication prevails among teaching staff | 6 | 7 |
| C5 | Positive activities are reinforced among teaching staff | 6 | 9 |
| C6 | Allowing faults correction among teaching staff | 7 | 8 |
| C7 | Tolerance prevail among teaching staff | 5 | 8 |
| C8 | Communication training courses for teaching staff | 2 | 7 |
| C9 | Communication among teaching staff is bilateral | 7 | 8 |
| C10 | Respect and appreciation prevail among teaching staff | 10 | 10 |
|  | Grand mean | 56 | 81 |

One of the most important skills are communication skills. Apparently the availability of such skills as in table 3 is moderately low. This skills took high level of importance as indicated in this table, which is (81). By all means the need for training of teaching staff of the college is very much needed in this kind of skills.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 4  Computer skills | | | |
| D | Skills | Availability | Importance |
| D1 | Computer skills  Adequate practical know-how ( Visual Basic) | 1 | 5 |
| D2 | Computer operation | 6 | 10 |
| D3 | Practical know-how(WORD) | 6 | 10 |
| D4 | Practical know-how(PowerPoint) | 6 | 8 |
| D5 | Practical know-how(Excel) | 4 | 6 |
| D6 | Practical know-how(Photoshop) | 1 | 4 |
| D7 | Practical know-how basic computer engineering program(CEN) | 1 | 3 |
| D8 | Practical know-how (basic network troubleshooting) | 3 | 6 |
| D9 | Practical know-how(Access) for constructing basic data-base | 1 | 4 |
| D10 | Practical know-how (blogs and pages) | 5 | 8 |
|  | Total | 34 | 64 |

Computer skills in the modern education and training become very important. Here in table 4 the availability is very low in general. Three skills namely the use of WORD, Power Point and Knowledge of computer operation are in the high level. These three are the main important computer skills. KFSC in this regard is in good position but needed more encouragement and training for these computer programs and other skills mentioned .

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 5  Internet and databases | | | |
| E | Skills | Availability | Importance |
| E1 | Internet and utilizing data-bases  Know how to use e-mail | 8 | 10 |
| E2 | Utilizing the college website | 7 | 10 |
| E3 | Using search engines(Google, Yahoo) | 8 | 10 |
| E4 | Utilize scientific website | 3 | 8 |
| E5 | Glean data from the internet for instruction | 3 | 8 |
| E6 | Collecting data using electronic questioners | 1 | 6 |
| E7 | Knowing data bases | 2 | 8 |
| E8 | Having the skills to use data bases | 3 | 6 |
| E9 | Use social networks (Twitter, Facebook) | 6 | 8 |
| E10 | Using the internet for academic purposes | 2 | 7 |
|  | Total | 43 | 81 |

In table 5, the general level of the availability of internet and databases is 43 out of 100. This is considered as a low level of skills. Also these skills need to be enhanced by two ways; Training and the awareness of administration for the importance of these skills for the teaching staff.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 6  Library | | | |
| F | Skills | Availability | Importance |
| F1 | Conventional library cataloging system in the college | 10 | 6 |
| F2 | Digital cataloging system in the college | 10 | 10 |
| F3 | The availability of data bases in the college library | 4 | 5 |
| F4 | The availability cultural books in the college library | 8 | 8 |
| F5 | The availability of scientific specialist books | 6 | 10 |
| F6 | The availability of Humanities, Law and Sharia law books. | 8 | 10 |
| F7 | The availability of the syllabuses and textbooks | 5 | 10 |
| F8 | Services for providing outside references | 1 | 8 |
| F9 | The availability of cadets services in the library | 4 | 10 |
| F10 | College participate in digital data bases | 1 | 10 |
|  | Total | 57 | 87 |

The availability of the library elements is in the level of 57 out of 100 in the college. This, however, need more efforts from administration to develop the library.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 7  Laboratories | | | |
| G | Skills | Availability | Importance |
| G1 | Availability of language laboratories | 10 | 10 |
| G2 | Availability of computer labs and digital evidence | 10 | 8 |
| G3 | Availability of drugs and toxics labs | 10 | 8 |
| G4 | Availability of communication and information technology | 10 | 8 |
| G5 | Availability of topography and GIS systems | 8 | 8 |
| G6 | Availability of forensic medicine labs. | 10 | 8 |
| G7 | Availability of scientific laboratories (DNA, chemical, physical, biological) | 8 | 8 |
| G8 | Availability of biometrics (fingerprints) | 10 | 10 |
| G9 | Availability of field training: civil defense, shooting range, Motorbikes fields, maintaining order | 10 | 10 |
| G10 | Availability of training sections: first Aids , arm, traffic | 8 | 10 |
|  | Total | 94 | 88 |

In this dimension (table 7) the availability of the laboratories is in very high level in the college. It is exceeding the level of importance as was evaluated. For the time being there is no much effort needed to these facilities. But still the need to keep up with the updating of programs and the maintenance. For skills of using laboratories the training still needed for the teaching staff to be able to use and operate such facilities.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 8  Research Skills | | | |
| H | Skills | Availability | Importance |
| H1 | The availability of data collection software on the internet | 3 | 8 |
| H2 | The availability of statistical data analysis software :SPSS,STAT, SAS | 10 | 9 |
| H3 | The availability of references software: Endnote, Procite | 1 | 8 |
| H4 | The availability of Quality Data Processing software (NUD\*ST) | 1 | 5 |
| H5 | Teach staff assume writing scientific papers | 5 | 8 |
| H6 | Teaching staff assume conducting academic researches | 6 | 8 |
| H7 | Organizing training courses on research methodology | 2 | 9 |
| H8 | Attending training courses on research fields | 2 | 9 |
| H9 | The availability of sample selection software | 1 | 5 |
| H10 | The availability of software for research tool design | 1 | 6 |
|  | Total | 32 | 75 |

The research skills are in low level of availability. Training can be recommended in this regard in the college.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 9  Conferences, symposiums and workshops | | | |
| I | Skills | Availability | Importance |
| 11 | Teaching staff prepare workshop papers | 5 | 8 |
| I2 | Teaching staff prepare academic researches | 5 | 8 |
| I3 | Organizing courses on research methodology | 2 | 7 |
| I4 | Attending conferences, symposiums, and workshop | 8 | 8 |
| I5 | Participating with researches and papers in conferences, symposiums, and workshops | 5 | 8 |
| I6 | Attending training courses in research field | 2 | 9 |
| I7 | Moderating conferences, symposiums, and workshops | 2 | 6 |
| I8 | Publishing scientific articles in arbitrated journals | 4 | 8 |
| I9 | Publishing scientific researches in research centers participating in research arbitration | 4 | 8 |
| I10 | Computational research tools | 8 | 6 |
|  | Total | 45 | 76 |

As an academic skills, research is in the for front skills for teaching staff in the college. Based on the information depicted from table 9, the skills is in its low level. The training of research is needed for the staff.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 10  Media | | | |
| J | Skills | Availability | Importance |
| J1 | Participating in newspapers, magazines, and journals | 5 | 7 |
| J2 | Participating in radio programs | 5 | 7 |
| J3 | Participating in TV programs | 6 | 8 |
| J4 | Participating in social networks on the internet(Twitter) | 6 | 10 |
| J5 | Participating in social networks on the internet(Facebook) | 6 | 8 |
| J6 | Participating in WhatsApp | 9 | 8 |
| J7 | College coordinates teaching staff participation with the media | 2 | 8 |
| J8 | Teaching staff participate in media philanthropic campaigns | 1 | 6 |
| J9 | Teaching staff participate in national media campaigns | 2 | 6 |
| J10 | Teaching staff participate in international philanthropic media campaigns | 1 | 4 |
|  | Total | 43 | 72 |

The skills of teaching staff in the college is in the low level in participating in media.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 11  **Consultancy** | | | |
| K | Skills | Availability | Importance |
| K1 | Consultancy for official security bodies | **7** | **10** |
| K2 | Consultancy for private security agencies | **2** | **10** |
| K3 | Consultancy for non- security official bodies | **6** | **7** |
| K4 | Consultancy for social service organizations | **4** | **7** |
| K5 | Consultancy for economic establishments | **4** | **6** |
| K6 | Consultancy for health establishments | **2** | **6** |
| K7 | Consultancy for philanthropic organizations | **2** | **8** |
| K8 | Participating in development committees works in the college and in the ministry of interior | **9** | **8** |
| K9 | Participating in the development committees in the college | **8** | **8** |
| K10 | Participating in quality management committees in the college | **7** | **9** |
|  | Total | 51 | 79 |

Some of teaching staff in the college are participating in consultancy, with more than 50%. More consultancy to other agencies are still need to be encouraged.

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 12  Counseling | | | |
| L | Skills | Availability | Importance |
| L1 | Participating in counseling in the college | **6** | **8** |
| L2 | Participating in counseling through the radio | **3** | **8** |
| L3 | Participating in counseling through the TV | **3** | **7** |
| L4 | Participating in counseling in the press | **3** | **6** |
| L5 | Participating in counseling in volunteers centers | **7** | **7** |
| L6 | Participating in private counseling centers | **4** | **6** |
| L7 | Participating in government counseling centers | **6** | **6** |
| L8 | Participating in social and family counseling | **6** | **6** |
| L9 | Participating in security and correctional counseling institutions | **9** | **6** |
| L10 | Participating in counseling delinquent | **6** | **7** |
|  | Total | 53 | 67 |

Many of teaching staff are participating in counseling. This, however, need to be encouraged more to reach more level up to the level of importance (67).

|  |  |  |  |
| --- | --- | --- | --- |
| TABLE 13  Teaching Staff Skills Dimensions | | | |
|  | Skills Dimensions | Availability | Importance |
| 1 | Teaching method skills: | 40 | 71 |
| 2 | Language skills: English | 35 | 73 |
| 3 | Communication skills. | 56 | 81 |
| 4 | Computer skills: computer labs: | 34 | 64 |
| 5 | Internet and databases | 43 | 81 |
| 6 | Library | 57 | 87 |
| 7 | Laboratories: | 94 | 88 |
| 8 | Research skills: | 32 | 75 |
| 9 | Conferences, symposiums and workshops | 45 | 76 |
| 10 | Media | 43 | 72 |
| 11 | Consultancy | 51 | 79 |
| 12 | Counseling | 53 | 67 |
|  | Grand Mean of all | 49.08 | 76.17 |

In table 13, the grand mean of availability of all academic skills in the college get 49.08 %. It is below the medium level. The most available dimension is laboratories and the least available is Research skills. It seems that the material availability is apparent more than the no-material. The administration is called to encourage teaching staff to acquire more skills and to put more facilities for the teaching staff to reach the level of importance that pointed out in this table, it is (76.17), and also to put an awareness program for both the staff and the management of the college about the importance of all skills to reach higher level.

# V. Conclusion

The evaluation of the availability and the importance of teaching staff academic skills in King Fahd Security College is very important. This evaluation can be used for other police academies. This research contributed very important technique to evaluate the academic skills needed for police academies. This technique is recommended to be put under more investigation in different police academies in the world. The suggested research method is to use the dimensions used in this research for open workshops. The twelve dimensions are suggested for further application in the participating members of the International Association of Police Academies INTRPA.

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# APPENDICES

## A: TOPICS OF DISCUSSION

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|  | TOPICS OF DISCUSSION | محاور المناقشة |
| 1 | Teaching method skills: Audi-visual aids: smart board, | طرق التدريس وتقنياته |
| 2 | Language skills: English | مهارات اللغة |
| 3 | Communication skills. | مهارات الاتصال |
| 4 | Computer skills: computer labs: WORD, POWER POINT and EXCEL. | مهارات الحاسب |
| 5 | Internet and databases | الإنترنت والاستفادة من قواعد المعلومات |
| 6 | Library | استعمالات المكتبة |
| 7 | Laboratories: forensic laboratories, and language labs. | المعامل |
| 8 | Research computer programs: ENDNOT, SPSS and NUDIST. | برامج البحوث الحاسوبية |
| 9 | Conferences, symposiums and workshops | المؤتمرات والندوات وورش العمل |
| 10 | Media | التواصل مع وسائل الإعلام |
| 11 | Consultancy | الاستشارات |
| 12 | Counseling | التوجيه والإرشاد |

## B: THE EVALUATED SKILLS IN ARABIC

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| أولا  طرق التدريس وتقنياته: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| A | طرق التدريس وتقنياته | درجة التوفر | درجة الأهمية | Teaching method skills: Audi-visual aids: smart board, |
| A1 | الحصول على دورات تدريبية في طرق التدريس |  |  | Teaching method skills: |
| A2 | استعمال البور بوينت في القاعات |  |  | Language skills: English |
| A3 | استعمال السبورة الذكية |  |  | Communication skills. |
| A4 | الجمع بين التعليم النظري والتطبيقي |  |  | Computer skills: computer labs: |
| A5 | الجمع بين الحوار والإلقاء في التدريس |  |  | Internet and databases |
| A6 | تدريب الطالب على مهارات التعلم الذاتي |  |  | Library |
| A7 | استعمال الإنترنت أثناء التدريس في داخل المحاضرة |  |  | Laboratories: |
| A8 | طلب المحاضرين بالتقويم الذاتي من قبل الطلاب |  |  | Research skills: |
| A9 | استعمال وسائل الإيضاح السمعية البصرية |  |  | Conferences, symposiums and workshops |
| A10 | الاستفادة من نتائج البحوث العلمية في التدريس |  |  | Media |
|  |  |  |  | Consultancy |
|  |  |  |  | Counseling |

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| ثانيا  المهارات اللغوية: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| B | المهارات اللغوية | درجة التوفر | درجة الأهمية | Language Skills |
| B1 | إجادة اللغة الإنجليزية تحدثا |  |  | Mastering English language speaking skills |
| B2 | إجادة اللغة الإنجليزية كتابة |  |  | Mastering English language writing skills |
| B3 | إجادة اللغة الإنجليزية تفهم الموضوع (القراءة) |  |  | Mastering English language reading skills |
| B4 | تنظم الكلية برامج لتعليم اللغة الإنجليزية |  |  | College organizes English Learning courses |
| B5 | تلحق الكلية المحاضرين لتعليم اللغة الإنجليزية محليا |  |  | Teaching staff take English courses locally |
| B6 | يلحق المحاضرون لتعليم اللغة الإنجليزية خارج المملكة |  |  | Teaching staff take English courses overseas |
| B7 | يستعمل الإنترنت في الترجمة (مثل: قوقل) |  |  | Utilizing internet in translation (such as Google) |
| B8 | يتعلم المحاضرون لغات أخرى غير الإنجليزية |  |  | Teaching staff learn languages other than English |
| B9 | يلتحق المحاضرون ببرامج المهارات اللغوية بالعربي |  |  | Teaching staff take courses on Arabic language skills |
| B10 | يلتحق المحاضرون ببرنامج التحرير العربي |  |  | Teaching staff take Arabic editing courses |

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| ثالثا  مهارات الاتصال: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| C | مهارات الاتصال | درجة التوفر | درجة الأهمية | Communication skills |
| C1 | تتحقق مهارات الاستماع لدى أعضاء هيئة التدريس |  |  | Listening skills among teaching staff |
| C2 | تتحقق مهارات إشراك الآخرين في اتخاذ القرارات |  |  | Involving others in decision making |
| C3 | تتحقق مهارات التشجيع لاستقلال القرار |  |  | Promoting independent decision making |
| C4 | يشيع أسلوب التواصل اللفظي بين أعضاء هيئة التدريس |  |  | Verbal communication prevails among teaching staff |
| C5 | تعزز النشاطات الإيجابية فيما بين أعضاء هيئة التدريس |  |  | Positive activities are reinforced among teaching staff |
| C6 | يعطى الأخرون فرصة لتصحيح الأخطاء فيما بين الأعضاء |  |  | Allowing faults correction among teaching staff |
| C7 | يشيع بين الأعضاء سلوك تحمل أخطاء بعضهم البعض |  |  | Tolerance prevail among teaching staff |
| C8 | توجد دورات تدريبية لمهارات الاتصال |  |  | Communication training courses for teaching staff |
| C9 | يوجد تواصل متبادل بين الأعضاء وليس من جانب واحد |  |  | Communication among teaching staff is bilateral |
| C10 | يتصف التعامل بين الأعضاء بالاحترام والتقدير المتبادل |  |  | Respect and appreciation prevail among teaching staff |

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| رابعا  مهارات الحاسب: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| D | مهارات الحاسب | درجة التوفر | درجة الأهمية | Computer skills: |
| D1 | معرفة كيفية البرمجيات الأساسية (فيجول بيسك) |  |  | Programming |
| D2 | تشغيل الحاسب |  |  | Computer skills  Adequate practical know-how ( Visual Basic) |
| D3 | معرفة برنامج ورد |  |  | Computer operation |
| D4 | معرفة برنامج بور بوينت |  |  | Practical know-how(WORD) |
| D5 | معرفة برنامج أكسل |  |  | Practical know-how(PowerPoint) |
| D6 | معرفة برنامج فوتو شوب |  |  | Practical know-how(Excel) |
| D7 | معرفة التصميمات الهندسية المبدئية في الكمبيوتر |  |  | Practical know-how(Photoshop) |
| D8 | معرفة التعامل مع الأخطاء البسيطة في الشبكة |  |  | Practical know-how basic computer engineering program(CEN) |
| D9 | معرفة برنامج أكسس لبناء قاعدة معلومات مبسطة |  |  | Practical know-how (basic network troubleshooting) |
| D10 | معرفة تصميم صفحات انترنت شخصية |  |  | Practical know-how(Access) for constructing basic data-base |
|  |  |  |  | Practical know-how (blogs and pages) |

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| خامسا  الإنترنت والاستفادة من قواعد المعلومات: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| E | الإنترنت والاستفادة من قواعد المعلومات | درجة التوفر | درجة الأهمية | Internet and databases |
| E1 | معرفة استعمالات البريد الإلكتروني |  |  | Internet and utilizing data-bases  Know how to use e-mail |
| E2 | الاستفادة من موقع الكلية على الإنترنت |  |  | Utilizing the college website |
| E3 | البحث في الإنترنت عن المعلومات العامة (قوقل، ياهو) |  |  | Using search engines(Google, Yahoo) |
| E4 | دخول المواقع العلمية |  |  | Utilize scientific website |
| E5 | الوصول للمعلومات العلمية لغرض المحاضرات |  |  | Glean data from the internet for instruction |
| E6 | جمع المعلومات بالاستبانة الإلكترونية |  |  | Collecting data using electronic questioners |
| E7 | معرفة قواعد المعلومات |  |  | Knowing data bases |
| E8 | القدرة على استعمال قواعد المعلومات |  |  | Having the skills to use data bases |
| E9 | استعمال تقنية التواصل الاجتماعي: تويتر ، فيس بوك.. |  |  | Use social networks (Twitter, Facebook) |
| E10 | الاستفادة من الإنترنت في التدريس |  |  | Using the internet for academic purposes |

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| سادسا  استعمالات المكتبة: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| F | استعمالات المكتبة | درجة التوفر | درجة الأهمية | Library |
| F1 | توفر الفهرسة التقليدية في مكتبة الكلية |  |  | Conventional library cataloging system in the college |
| F2 | توفر الفهرسة الإلكترونية في مكتبة الكلية |  |  | Digital cataloging system in the college |
| F3 | توفر قواعد معلوماتية في مكتبة الكلية |  |  | The availability of data bases in the college library |
| F4 | توفر الكتب الثقافية العامة في مكتبة الكلية |  |  | The availability cultural books in the college library |
| F5 | توفر الكتب العلمية التخصصية في مكتبة الكلية |  |  | The availability of scientific specialist books |
| F6 | توفر الكتب الشرعية والقانونية والإنسانية في مكتبة الكلية |  |  | The availability of Humanities, Law and Sharia law books. |
| F7 | توفر المواد المقررة في مكتبة الكلية |  |  | The availability of the syllabuses and textbooks |
| F8 | توفر خدمات توفير المراجع الخارجية في مكتبة الكلية |  |  | Services for providing outside references |
| F9 | توفر الخدمات المكتبية والطلابية في مكتبة الكلية |  |  | The availability of cadets services in the library |
| F10 | تشترك الكلية في قواعد المعلومات الرقمية |  |  | College participate in digital data bases |

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| سابعا  المعامل: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| G | المعامل | درجة التوفر | درجة الأهمية | Laboratories: forensic laboratories, and language labs |
| G1 | توفر معامل اللغة الإنجليزية |  |  | Availability of language laboratories |
| G2 | تتوفر معامل الحاسب الآلي والدليل الرقمي |  |  | Availability of computer labs and digital evidence |
| G3 | تتوفر معامل السموم والمخدرات |  |  | Availability of drugs and toxics labs |
| G4 | تتوفر أجنحة الاتصالات وتقنية المعلومات |  |  | Availability of communication and information technology |
| G5 | توفر معامل المساحة ونظم المعلومات الجغرافية |  |  | Availability of topography and GIS systems |
| G6 | تتوفر معامل الطب الشرعي |  |  | Availability of forensic medicine labs. |
| G7 | تتوفر معامل علمية (كيميائية، فيزيائية، حيوية، دي إن أ) |  |  | Availability of scientific laboratories (DNA, chemical, physical, biological) |
| G8 | توفر معامل تحقيق الشخصية (البصمات) |  |  | Availability of biometrics (fingerprints) |
| G9 | توفر ميادين التدريب: ، الدفاع المدني، الرماية، الدراجات، حفظ النظام |  |  | Availability of field training: civil defense, shooting range, Motorbikes fields, maintaining order |
| G10 | توفر أجنحة التدريب: الإسعافات، مسرح الحادث، الأسلحة، المرور. |  |  | Availability of training sections: first Aids , arm, traffic |

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| ثامنا  برامج البحوث الحاسوبية: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| H | مهارات البحث | درجة التوفر | درجة الأهمية | Research computer programs: |
| H1 | تتوفر برامج جمع المعلومات بالإنترنت |  |  | The availability of data collection software on the internet |
| H2 | تتوفر برامج التحليل الإحصائي:SPSS, STAT, SAS |  |  | The availability of statistical data analysis software :SPSS,STAT, SAS |
| H3 | تتوفر برامج المراجع , Endnote, Procite |  |  | The availability of references software: Endnote, Procite |
| H4 | تتوفر برامج معالجة البيانات الكيفية: NUD\*ST |  |  | The availability of Quality Data Processing software (NUD\*ST) |
| H5 | يقوم الأعضاء بإعداد أوراق عمل علمية |  |  | Teach staff assume writing scientific papers |
| H6 | يقوم الأعضاء بإعداد بحوث علمية |  |  | Teaching staff assume conducting academic researches |
| H7 | تقديم برامج تدريبية في مجالات البحث |  |  | Organizing training courses on research methodology |
| H8 | حضور برامج تدريبية في مجالات البحث |  |  | Attending training courses on research fields |
| H9 | يتوفر برامج لاختيار عينات البحوث |  |  | The availability of sample selection software |
| H10 | يتوفر برامج لتصميم أدوات البحث بالحاسب |  |  | The availability of software for research tool design |

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| تاسعا  المؤتمرات والندوات وورش العمل: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| I | المؤتمرات والندوات وورش العمل | درجة التوفر | درجة الأهمية | Conferences, symposiums and workshops |
| I1 | يقوم الأعضاء بإعداد أوراق عمل علمية |  |  | Teaching staff prepare workshop papers |
| I2 | يقوم الأعضاء بإعداد بحوث علمية |  |  | Teaching staff prepare academic researches |
| I3 | تقديم برامج تدريبية في مجالات البحث |  |  | Organizing courses on research methodology |
| I4 | حضور المؤتمرات والندوات وورش العمل |  |  | Attending conferences, symposiums, and workshop |
| I5 | المشاركة بالأبحاث في المؤتمرات والندوات وورش العمل |  |  | Participating with researches and papers in conferences, symposiums, and workshops |
| I6 | حضور برامج تدريبية في مجالات البحث |  |  | Attending training courses in research field |
| I7 | إدارة جلسات المؤتمرات والندوات وورش العمل |  |  | Moderating conferences, symposiums, and workshops |
| I8 | نشر مقالات علمية في المجلات المحكمة |  |  | Publishing scientific articles in arbitrated journals |
| I9 | نشر البحوث العلمية في مراكز البحوث |  |  | Publishing scientific researches in research centers participating in research arbitration |
| I10 | المشاركة في تحكيم البحوث |  |  | Computational research tools |

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| عاشرا  التواصل مع وسائل الإعلام: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| J | التواصل مع وسائل الإعلام | درجة التوفر | درجة الأهمية | Media |
| J1 | المشاركة في الصحف والمجلات |  |  | Participating in newspapers, magazines, and journals |
| J2 | المشاركة في الإذاعة |  |  | Participating in radio programs |
| J3 | المشاركة في البرامج التلفزيونية |  |  | Participating in TV programs |
| J4 | المشاركة في وسائل الاتصال الاجتماعية بالتويتر |  |  | Participating in social networks on the internet(Twitter) |
| J5 | المشاركة في وسائل الاتصال الاجتماعية بالفيس بوك |  |  | Participating in social networks on the internet(Facebook) |
| J6 | المشاركة في وسائل الاتصال الاجتماعية بالواتس أب |  |  | Participating in WhatsApp |
| J7 | تقوم الكلية بتنسيق المشاركات الإعلامية للأعضاء |  |  | College coordinates teaching staff participation with the media |
| J8 | يشارك الأعضاء في الحملات الإعلامية الخيرية المحلية |  |  | Teaching staff participate in media philanthropic campaigns |
| J9 | يشارك الأعضاء في الحملات الإعلامية الوطنية |  |  | Teaching staff participate in national media campaigns |
| J10 | يشارك الأعضاء في الحملات الإعلامية الخيرية العالمية |  |  | Teaching staff participate in international philanthropic media campaigns |

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| الحادي عشر  الاستشارات: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| K | الاستشارات | درجة التوفر | درجة الأهمية | Consultancy |
| K1 | الاستشارة في الجهات الأمنية الرسمية |  |  | Consultancy for official security bodies |
| K2 | الاستشارة لدى جهات أمنية خاصة |  |  | Consultancy for private security agencies |
| K3 | الاستشارة في جهات رسمية غير أمنية |  |  | Consultancy for non- security official bodies |
| K4 | الاستشارة في جمعيات الخدمة الاجتماعية |  |  | Consultancy for social service organizations |
| K5 | الاستشارة للمؤسسات الاقتصادية |  |  | Consultancy for economic establishments |
| K6 | الاستشارة للمؤسسات الصحية |  |  | Consultancy for health establishments |
| K7 | الاستشارة للجمعيات الخيرية |  |  | Consultancy for philanthropic organizations |
| K8 | المشاركة في لجان العمل بالكلية والوزارة |  |  | Participating in development committees works in the college and in the ministry of interior |
| K9 | المشاركة في لجان التطوير للكلية |  |  | Participating in the development committees in the college |
| K10 | المشاركة في لجان الجودة في الكلية |  |  | Participating in quality management committees in the college |

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| الثاني عشر  التوجيه والإرشاد: يرجى التكرم بوضع درجة من ا إلى 10 أمام كل مهارة حسب التوفر في الكلية وحسب أهمية المهارة لتطوير أعضاء هيئة التدريس | | | | |
| L | التوجيه والإرشاد | درجة التوفر | درجة الأهمية | Counseling |
| L1 | الاشتراك في التوجيه والإرشاد داخل الكلية |  |  | Participating in counseling in the college |
| L2 | الاشتراك في التوجيه والإرشاد عبر الإذاعة |  |  | Participating in counseling through the radio |
| L3 | الاشتراك في التوجيه والإرشاد من خلال التلفزيون |  |  | Participating in counseling through the TV |
| L4 | الاشتراك في التوجيه والإرشاد بالصحف والمجلات |  |  | Participating in counseling in the press |
| L5 | الاشتراك في التوجيه والإرشاد في مراكز التوجيه التطوعية |  |  | Participating in counseling in volunteers centers |
| L6 | الاشتراك في التوجيه والإرشاد في مراكز التوجيه الخاصة |  |  | Participating in private counseling centers |
| L7 | الاشتراك في التوجيه والإرشاد في مراكز التوجيه الرسمية |  |  | Participating in government counseling centers |
| L8 | الاشتراك في التوجيه والإرشاد الاجتماعي والأسري |  |  | Participating in social and family counseling |
| L9 | الاشتراك في التوجيه والإرشاد الأمني وغي السجون |  |  | Participating in security and correctional counseling institutions |
| L10 | الاشتراك في التوجيه والإرشاد في مجال الانحراف السلوكي |  |  | Participating in counseling delinquent |

## C: COMMENTS BY ONE OF TEACHING STAFF IN THE MEETING



# BIOGRAPHIES

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