



كلية الهندسة
College of Engineering
QATAR UNIVERSITY جامعة قطر

FACULTY PERFORMANCE REVIEW & DEVELOPMENT SYSTEM

—College of Engineering Specific Criteria—

November 2021

Note: This document complements the Qatar University “Faculty Performance Review and Development System Guidelines” with College of Engineering Specific Criteria. It does not contradict any of the general guidelines and policies.

College of Engineering Faculty Performance Review and Development System (FPRDS)

Evaluation components, evaluation activities and their weights range are as in the Qatar University “Faculty Performance Review and Development System Guidelines” for regular faculty, research track faculty, clinical track faculty, lecturers and teaching assistants. Teaching is weighted between 40 and 60 percent of the total evaluation for professorial ranks; for regular faculty (teaching emphasis track), lecturers and teaching assistant who are teaching on a full time basis in college, the weighting is between 60 and 80 percent. The weight for the teaching component should be allocated in increments of 10-15% for each course taught, irrespective of the sections. Research and Innovation is weighted between 30 and 60 percent for regular track faculty and between 0 and 30 percent for lecturers, and between 0 and 20 percent for teaching assistants. The research faculty can be accommodated with the following ratings for teaching (15-35%) as per the university guidelines, and Research and Innovation (60-70%); the weighting for Professionalism and Service will remain as for regular faculty members, lecturers, and teaching assistants (10-20%). The total percentage of teaching and research should not be below 80%.

Table 1: Appraisal Weights

Domain	Range	Sub-domain	Weight	
			Regular Faculty	Research Faculty
Teaching and Learning	50-60% regular faculty 40% if course reduction 20-25 % research faculty	Teaching Portfolio	30%	30%
		Student course evaluation	20%	20%
		Peer observation (full process including reflection) (optional)		
		Innovation in teaching and utilizing excellence themes in teaching	10-20%	10-20%
		Course management and administration	10-20%	10-20%
		Curriculum Development/Enhancement	10-20%	0-20%
Research and Innovation	30-40% regular faculty 40% if course reduction for service-related roles 50% if course reduction for research-related roles 60-70 % research faculty	Publications	40-80%	60-80%
		Grants	0-30%	10-30%
		Scholarly and Creative activities	0-10%	0-10%
		Quality and Impact	10-30%	10-30%
Professionalism and Service	10-20% regular faculty 20% if course reduction for service-related roles 10% if course reduction for research-related roles 10-20% research faculty	Relationship with students, colleagues and supervisors	10%	10%
		Service to Department, Center, College, University, Community, and Profession	30-60%	30-60%
		Support Department, Center, College and University Strategic KPIs	10-20%	10-20%
		Teaching Willingness and Diverse Ability to Teach Different Types of Courses	0-10%	0-5%
		Leadership, Teamwork, and Effective Communication skills	15-25%	15-25%
		Awareness and Compliance with Qatari Culture and University Policies and Procedures	0 or 1 Yes/No	0 or 1 Yes/No
		Career Professional Development	10-20%	10-20%

1. Evaluation Criteria for Teaching and Learning

Table 2 shows the related performance indicators and rubrics. The total score for teaching and learning can be cumulated using a combination of all of the categories to indicate the level of achievement of the faculty member under the overall “Teaching and Learning” component.

Table 2: Performance Indicators and Rubric for Teaching and Learning

No	Teaching/Learning Effectiveness	Criteria		
1	Teaching Portfolio*: Maximum 10 pages. Should include:	Evidences / documentations provided for (1) Challenges faced in teaching these courses (2)Improvements and actions made to the courses taught (3) Suggestions for future improvements (4) Analysis of student grades		1.0 (ME)
		No evidences provided		0.0 (BE)
2	Feedback on the student course questionnaire (course evaluation) **	An average score of 2.8 (70%) or higher out of 4.0		1.0 (ME)
		Less than 2.8 out of 4.0		0.0 (BE)
3	Peer observation / evaluation (optional)	Satisfactory observation by peers		1.0 (ME)
		Non-satisfactory observation by peers		0.0 (BE)
4	Innovation in teaching and utilizing excellence themes in teaching *** <ul style="list-style-type: none"> Evidence of utilization of excellence in teaching (learner centric, experiential, research-informed, entrepreneurial, and digitally enriched) Use of several teaching methods that ensure the effective participation of students in the educational process and the achievement of the course learning outcomes. 	Show compelling evidence on student engagement through using different learning activities such as: 1. Interactive lectures; 2. Guided discovery approach; 3. Case studies; 4. Field studies; 5. Group discussions; 6. Collaborative learning; 7. Independent learning; 8. Information Literacy; 9. Extracurricular experiments; 10. Others to encourage student engagement to enhance Critical thinking, Communication skills, and/or Problem solving)	Show compelling evidence on student engagement through using 2 different learning activities <i>throughout the semester.</i>	1.0 (ME)
			Show compelling evidence on student engagement through using a single learning activity <i>throughout the semester.</i>	0.0 (BE)
		Integrates creative technology in teaching and learning beyond the basic requirements for effectiveness (e.g., developed an e-learning environment, use of Blackboard, blended e-learning, and others)	Integrates effectively technology in teaching and learning within the basic requirements <i>throughout the semester.</i>	1.0 (ME)
			Does not integrates technology in teaching and learning	0.0 (BE)
5	Course management and administration	Adopted different types of assessment methods (i.e. essay, project, quizzes, exams, assignments, etc.)	Adopted 3 types or more	1.0 (ME)
			Adopted less than 3 types of assessment	0.0 (BE)
		Provided evidence of effective assessment methods for utilizing the three types of assessment (diagnostic, formative, and summative) with samples of student work showing how the student performance level has been improved.	Evidences provided	1.0 (ME)
			No evidence	0.0 (BE)

		Evidence of reviewing course evaluations from previous semesters and incorporating the feedback into the current courses	Evidences provided	1.0 (ME)
			No evidence	0.0 (BE)
		Managing and coordinating the course in a professional manner; Selecting appropriate and up-to date resource materials to students; Providing clear information and expectations in course syllabi to prevent misunderstandings between faculty and his/her students	Evidences provided	1.0 (ME)
			No evidence	0.0 (BE)
6	Curriculum Development / Enhancement ***	Evidence of curriculum development / enhancement such as developing a new course, new concentration / minor / major or substantive changes to a course or courses	Evidences provided	1.0 (ME)
			No evidence	0.0 (BE)

ME: Meet Expectations; BE: Below Expectations

* Teaching portfolio is needed from lecturers and TAs only when they are not fully responsible of a whole course or separate lab

** This is the cumulative student feedback rating achieved by the faculty member on all courses taught during the evaluation period.

***Lower range to cater for Research faculty at centers who do not have control on the courses they would like to teach. It depends on needs by department

2. Evaluation Criteria for Research and Innovation

Tables 3-6 show the rubrics for 4 major categories of research productivity indicators (publications, grants/ research funding, scholarly and creative activities, and quality and impact of research) based on the quality and quantity of the reported research activities. The total score can be cumulated using a combination of the 4 major categories to indicate the level of achievement of the faculty member under the overall “Research and Innovation” component.

Table 3: Performance Indicators and Rubric for Publications

Publications	Unit Scores							
	Top Tier*				Second Tier*			
	Full Professor		Others		Full Professor		Others	
	Senior Author**	Co-Author						
Journal Paper***	0.22	0.18	0.25	0.22	0.15	0.12	0.18	0.15
Book (Max. 1 will be counted)	0.22	0.18	0.25	0.22	0.15	0.12	0.18	0.15
Book Chapter/Edited Book (Max. 1 counted)	0.1	0.08	0.15	0.12	0.06	0.05	0.1	0.08
Conference Paper (Max 2 will be counted)	0.1	0.08	0.15	0.12	0.06	0.05	0.1	0.08
Granted Patent	0.22	0.18	0.25	0.22	0.15	0.12	0.18	0.15
Standards	0.12	0.1	0.12	0.1	0.12	0.1	0.12	0.1
Other (Specify/Justify)								

* See APPENDIX for definitions of Top and Second Tiers

** As defined in the CENG promotion criteria for senior authorship

*** To encourage high quality scholarship, the top tier journal publications shall be granted full credit in two successive evaluation periods.

Table 4: Performance Indicators and Rubric for Grants/ Research Funding

Ongoing Research Funding	Unit Scores*			
	Received		Running	
	LPI	PI	LPI	PI
Exceptional/Large Grants**	1.0	0.75	1.0	0.75
External/Industrial Grants	1.0	0.50	0.75	0.50
QU i-Grants	0.5	0.25	0.5	0.25
Other (Such as; UREP; PDRA, etc.)	0.5	0.25	0.5	0.25

*Maximum total is 1.0

** More than QR 4,000,000.00

Table 5: Performance Indicators and Rubric for Scholarly and Creative activities

Other Research Activities	Sub-Category	Unit Score*
Research Excellence Award or Registration of Patent (Granted full).	Internationally	0.5 (0.25 for Provisional Patent)
	Regionally	0.25 (o.125 for Provisional Patent)
Engagement in external competitive proposal written and submitted during the evaluation year but no funded	LPI & Co-LPI	0.5
	PI	0.25
Supervision of students involved in research grants (not part of the workload).	Such as; UREP	0.5
Practical applications derived from research and with proven impact (i.e. software, tools, protocols, novel drugs, procedures used in clinics, research or education).		0.5
Others (Specify/Justify)		

*Maximum total is 1.0.

Table 6: Performance Indicators and Rubric for Quality and Impact of Research

Quality and Impact Indicators		Unit Score*
Quality	Number of Papers in Q1: at least 1	Yes/No
	H-Index: Within Program Average	0.25
	Citation: Within Program Average	0.25
	Author identifiers profiles: Scopus ID, ORCID and Google Scholar	Yes/No
Impact (at least two of the indicators)	Outputs in top percentiles: It indicates how many articles are in the top 1%, 5%, 10% or 25% of the most cited documents.	0.25
	Support of QU/CENG Ranking: Among top 50% of CENG authors contributing to QU and CENG Ranking in QS or THE.	0.25
	Commercialization of Research Product (Technology Readiness Level (TRL 5) or above	0.25
	Impact of research to Qatar (Community, Industry, Branding, Image...)	0.25

*Maximum total is 1.0.

3. Evaluation Criteria for Professionalism and Service

The faculty professionalism and service is evaluated through evidence-based and shall be well documented in Digital Measures and is based on the significance and impact of the activities as well as on the role played by the faculty in providing this such accomplishment (Table 7).

1. Relationship with students, colleagues, and supervisors:
 - Conducts interactions with students, colleagues and supervisors in nearly all circumstances with a professional and ethical mind-set, sense of duty, and sense of accountability.
 - Demonstrates conduct that illustrates insight into his/her own behavior.
 - Shall not be subject to any disciplinary sanction or investigation or misconduct or behavioral incidents related to students, peers and supervisors
2. Service to department, college, university, community, and profession:
 - Evidence of constructive and impactful service to department, college, university, community, and profession;
 - Evidence of editorial board membership or chairmanship and/or non-paid consultancy. Examples can be found in Tables 8, 9 and 10
3. Support department, college, and university strategic KPIs:
 - Evidence of support to the strategic plans (KPIs) of department or college or university
4. Teaching willingness and diverse ability to teach different types of courses (undergraduate vs. graduate, senior projects, thesis/project supervision...):
 - This should be documented by actual work load of faculty members.
 - Diversity in teaching courses (UG vs. Graduate courses, thesis supervision).
5. Leadership, teamwork and effective communication skills:
 - Evidence of leadership, such as mentoring students and/or junior faculty members
 - Evidence of effective teamwork such as working together in teams/committees
 - Faculty effectively communicates with others (Technicians, Admin Assistants, TAs, RAs...)
6. Awareness and compliance with Qatari Cultural and university policies and procedures:
 - Demonstrates awareness and compliance with Qatar University culture, policies, and procedures.
7. Career professional development:
 - Attending workshops on teaching excellence themes and assessment as explained in the reflection paper and action plan for improvement
 - Participating in follow-up sessions
 - Implementing new knowledge and/ or skills gained (i.e. presenting in front of participants how implementation took place and what was the added value in class, how it enhanced students learning, and inviting peer(s) for class observation
 - Registering for online training programs, participating in these programs, their follow-up sessions and the results received
 - Using different technology means to enhance teaching, assessment and research after taking workshops / training programs
 - Participating in training programs on research including follow-up sessions (on student engagement in research, grant writing, research techniques, etc.
 - Attending seminars on service-related issues (e.g., program assessment, program continuous improvement, accreditation, etc.)

Performance indicators and rubric for career professional development can be found in Table 11

It is the responsibility of the faculty member to provide all the necessary evidences that support his activities. The HoD evaluates these activities based on a holistic appreciation of the faculty member overall effectiveness, ethics, collegiality, professional behavior, impact and proactivity. The score must be in the range of 0 to 1 (Table 7)

Table 7: Performance Indicators and Rubric for Professionalism and Service

#	Professionalism and Service	Meet Expectations (1)	Below Expectations (0)
1	Relationship with students, colleagues, and supervisors	Conducts interactions in nearly all circumstances with a professional and ethical mindset, sense of duty, and sense of accountability. Demonstrates conduct that illustrates insight into his/her own behavior. Shall not be subject to any disciplinary sanction or investigation or misconduct or behavioral incidents related to students, peers and supervisors	Demonstrates repeated lapses in professional conduct wherein responsibility to students, peers, and/or the program are not met. These lapses may be due to an apparent lack of insight about the professional role and expected behaviors. Be a subject of sanction or investigation or complains from students or colleagues that must be documented
2	Service to department, college, university, community, and profession	Evidence of constructive and impactful service to department, college, university, community, and profession; OR Evidence of editorial board membership or chairmanship and/or non-paid consultancy	No any evidence of such service to any party is presented
3	Support department, college, and university strategic KPIs	Evidence of support to the strategic plans (KPIs) of department or college or university	No any evidence is presented
4	Teaching willingness and diverse ability to teach different types of courses	Evidence of teaching willingness and diverse ability to teach different courses to different levels of students (UG and PG) and/or ability to supervise student thesis/projects	No any evidence is presented
5	Leadership, teamwork and effective communication skills	Evidence of leadership, teamwork and effective communication skills	No any evidence is presented
6	Awareness and compliance with Qatari Cultural and university policies and procedures.	Demonstrates awareness and compliance with Qatar University culture, policies, and procedures.	Evidence of failure of awareness or compliance with such societal and/or university parameters
7	Career professional development	Evidence of professional self development such as attending workshops, continuous professional development, etc.	No any evidence is presented
	Final score:		

Table 8-10 show the examples of service to department, college, university, community, and profession:

Table 8: Examples of Service to the Department/College/University

Examples
Effective and constructive involvement in various department/college/university committees
Active participation in developing the field of specialization in the university (i.e., program development, active participation in launching a new program, etc.)
Active participation in program assessment, evaluation, and continuous improvement efforts
Development of new university initiatives and/or bringing such initiatives to fruition
Leading the effort or contributing as a member of a task force to address issues facing the department/college/University or its community
Representing the University in public media forums
Contributing to student welfare through engagement in supporting extracurricular student activities, participating in student-faculty committees, or serving as advisor to student organizations, organization of events for the center/department, conferences, and inviting speakers.

Table 9: Examples of Service to the Community

Examples
Collaborative endeavors with schools, government agencies, and/or the industry
Consulting with private and public organizations
Making research outcomes understandable and useable by the public, or by policy makers
Having a media communication in popular and non-academic media including newsletters, newspapers, radio, and television on issues of general interest to the public
Offering presentations, workshops, short courses for the industry, the government, or the public
Evaluating programs or policies for external agencies
Recruiting or informational visits to schools
Serving as a member of a board

Table 10: Examples of Service to the Profession

Examples
Holding affiliations with professional associations in one's field of expertise
Contributions of time and expertise to serve external professional organizations and societies
Serving as an appointed or elected officer of an academic or professional association
Serving in areas of professional competence as a chair, an organizer or a program committee member for conferences, panel sessions, workshops, or meetings
Participating in external professional visits as an external program reviewer, competition judge, or accreditation organization representative
Serving as the editor or a member of editorial board of professional journals
Refereeing manuscripts submitted to journals or grant proposals submitted to competitive funding organizations

Table 11: Performance Indicators and Rubric for Career Professional Development

Examples of CPD activities	Unit Scores*
Evidence of: • Attending workshops on active learning and assessment as explained in the reflection paper and action plan for improvement.	0.25
• Participating in follow-up sessions.	0.25
• Implementing new knowledge and/ or skills gained (i.e. presenting in front of participants how implementation took place and what was the added value in class, how it enhanced students learning, and inviting peer(s) for class observation).	0.25
Evidence of registering for online training programs, participating in these programs, their follow-up sessions and the results received	0.25
Evidence of using different technology means to enhance teaching, assessment and research after taking workshops / training programs	0.50
Evidence of participating in training programs on research including follow-up sessions (on student engagement in research, grant writing, research techniques, etc.),	0.50
Evidence of attending 3 or more seminars on service-related issues (e.g., program assessment, program continuous improvement, accreditation, etc.)	0.50

*Maximum total is 1.0.

APPENDIX

Definitions of Top and Second Tiers' Publications

JOURNAL PUBLICATIONS

- **Top Tier:** ISI Quartile Ranking Category Q1 & Q2
- **Second Tier:** ISI Quartile Ranking Category Q3 & Q4

Based on Impact Factor (IF) data, the Journal Citation Reports (JCR) published by **Clarivate Analytics** provides yearly rankings of journals, in the subject categories relevant for the journal. Quartile rankings in a given year are derived for each journal in each of its subject categories according to which quartile of the IF distribution the journal occupies for that subject category. The quartile ranking categories are defined as follows:

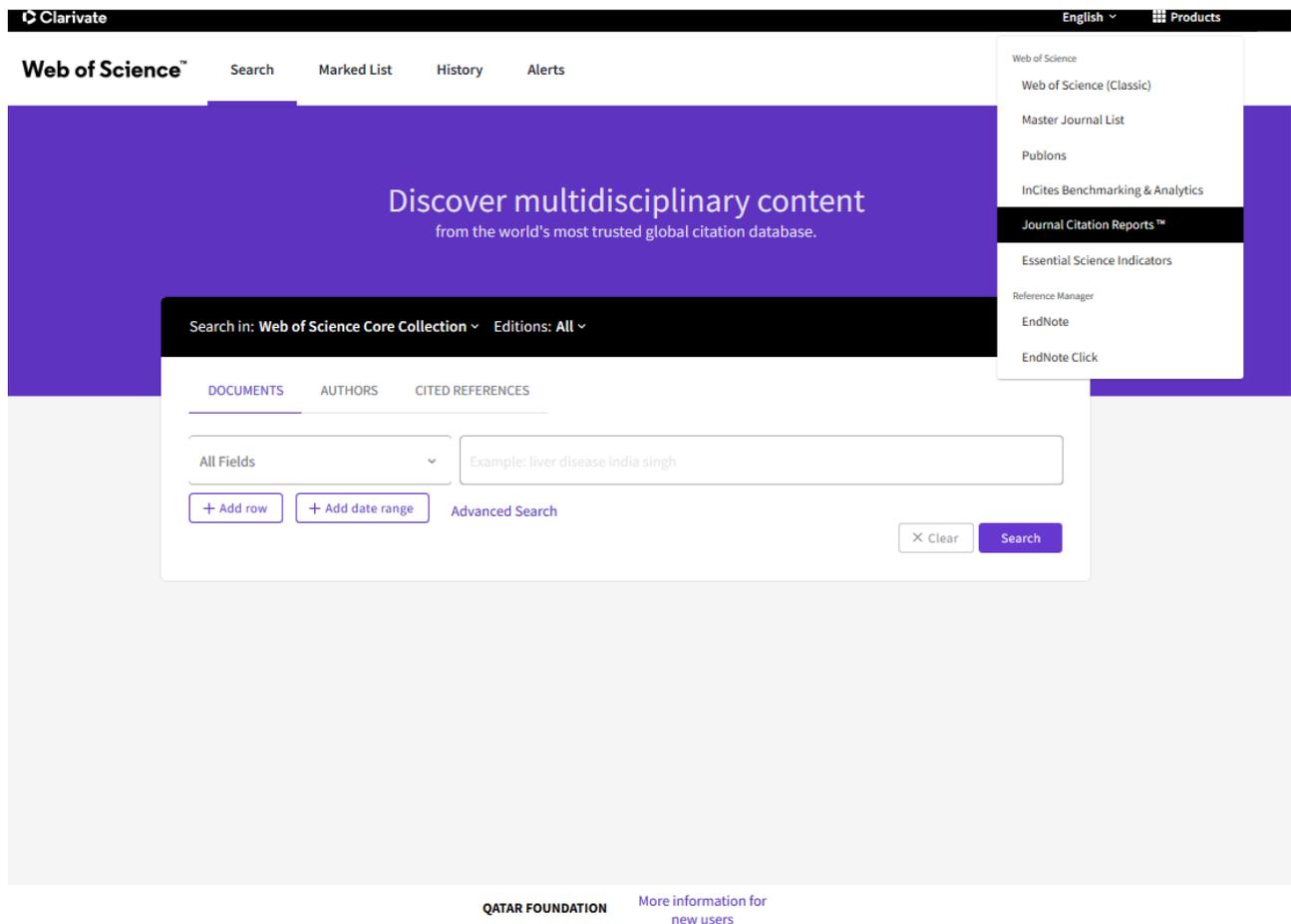
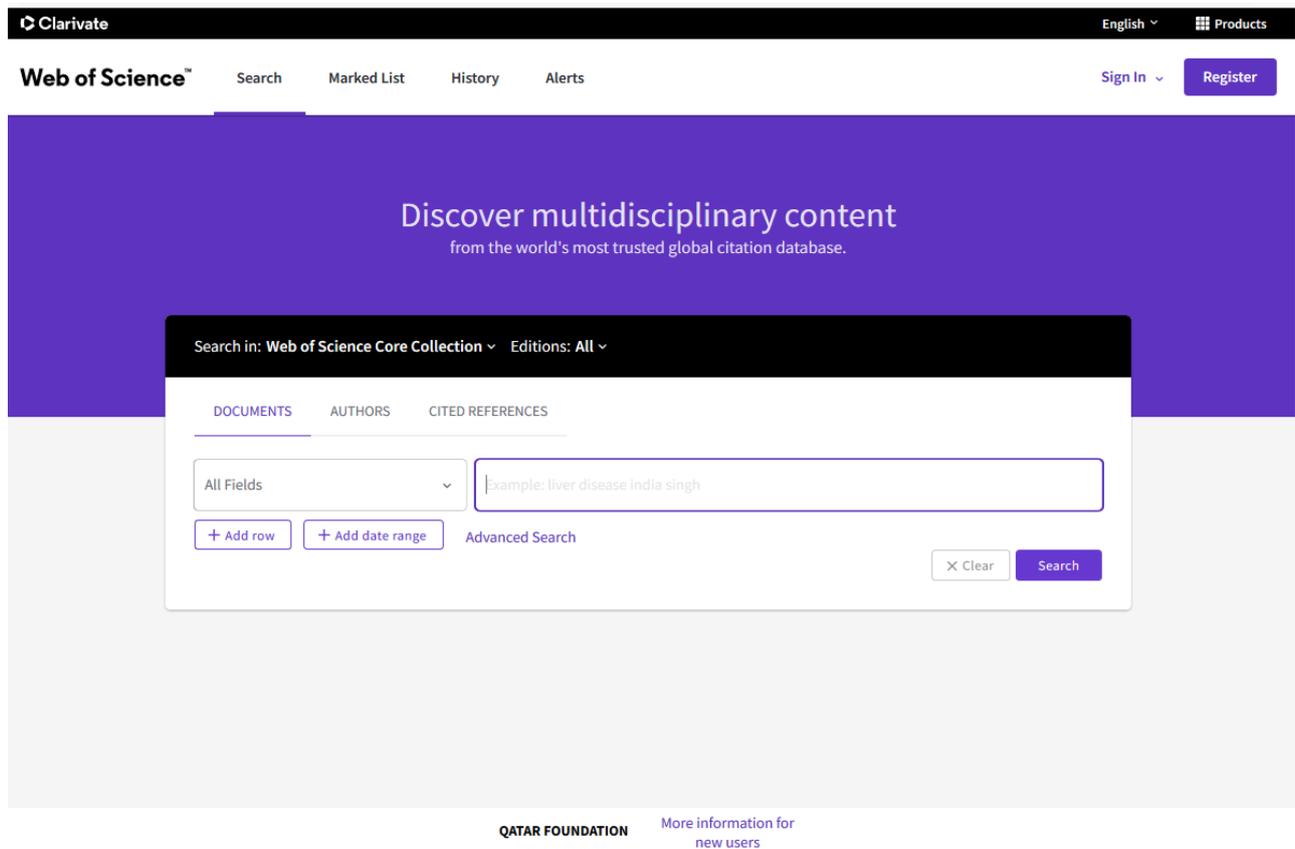
- Q1 denotes the top 25% of the IF distribution,
- Q2 for middle-high position (between top 50% and top 25%),
- Q3 middle-low position (top 75% to top 50%), and
- Q4 the lowest position (bottom 25% of the IF distribution).

To know the Quartile ranking of any ISI indexed journal for any specific year, you need to use the ISI Journal Citation Reports (JCR). You can access the JCR website from the QU Library Website by searching for JCR as shown below:

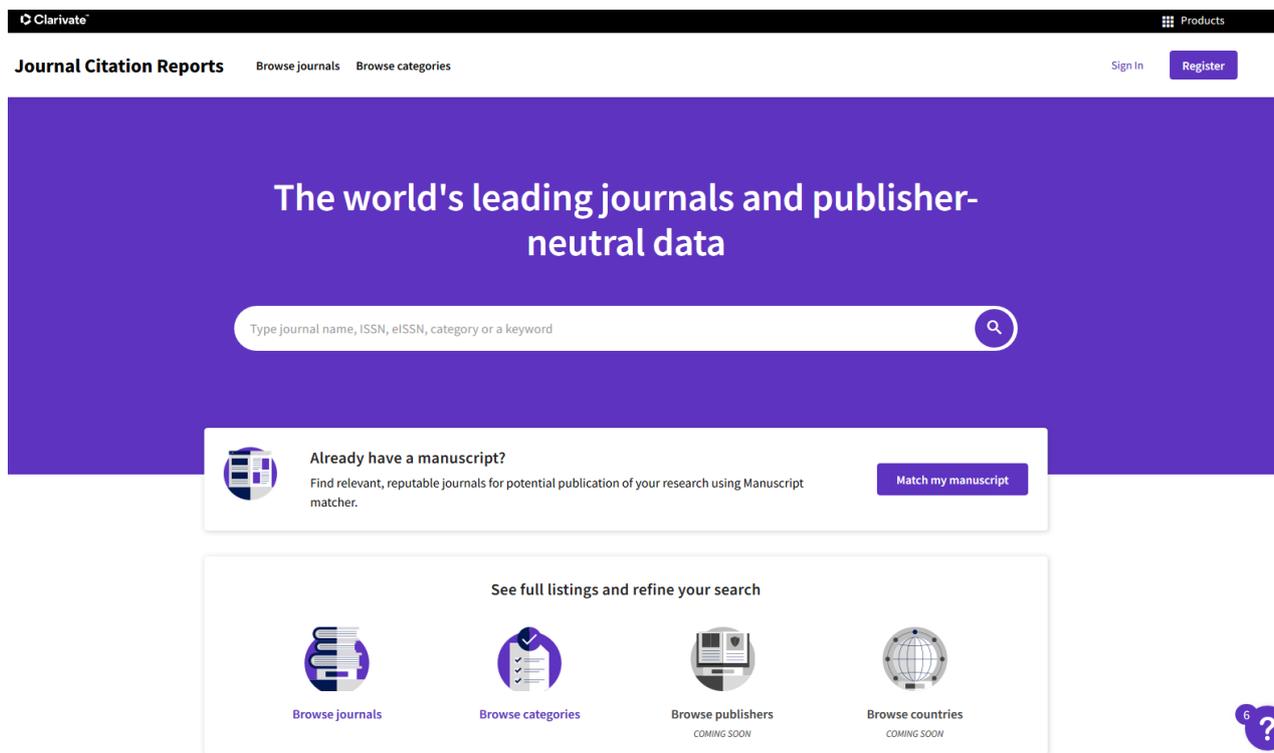
The screenshot shows the Qatar University Library website. The top navigation bar includes 'QU Home', 'myQU', 'Directory', and 'العربية'. Below the navigation bar is a search bar and a list of services: 'Home', 'About the Library', 'Research Tools & Collections', and 'Services'. The main content area features a 'Search Discovery' section with tabs for 'Search All', 'E-Resources', 'Journal Finder', and 'Library Catalog'. The 'E-Resources' tab is selected, showing a search interface with a 'Database by title' dropdown, a 'Search by keywords' input field, and an alphabetical index (A-Z). Below the search interface is a banner for 'Working Hours 7:30 AM to 6:00 PM'. The 'E-Resources Result' section displays a table with the following data:

Expand	Title
+	Web of Science
+	Westlaw Gulf
+	WestLaw International
+	Westlaw UK
+	Wiley Encyclopedia of Operations Research and Management Science
+	Wiley Online Library
+	Wiley Online Library - Ebooks

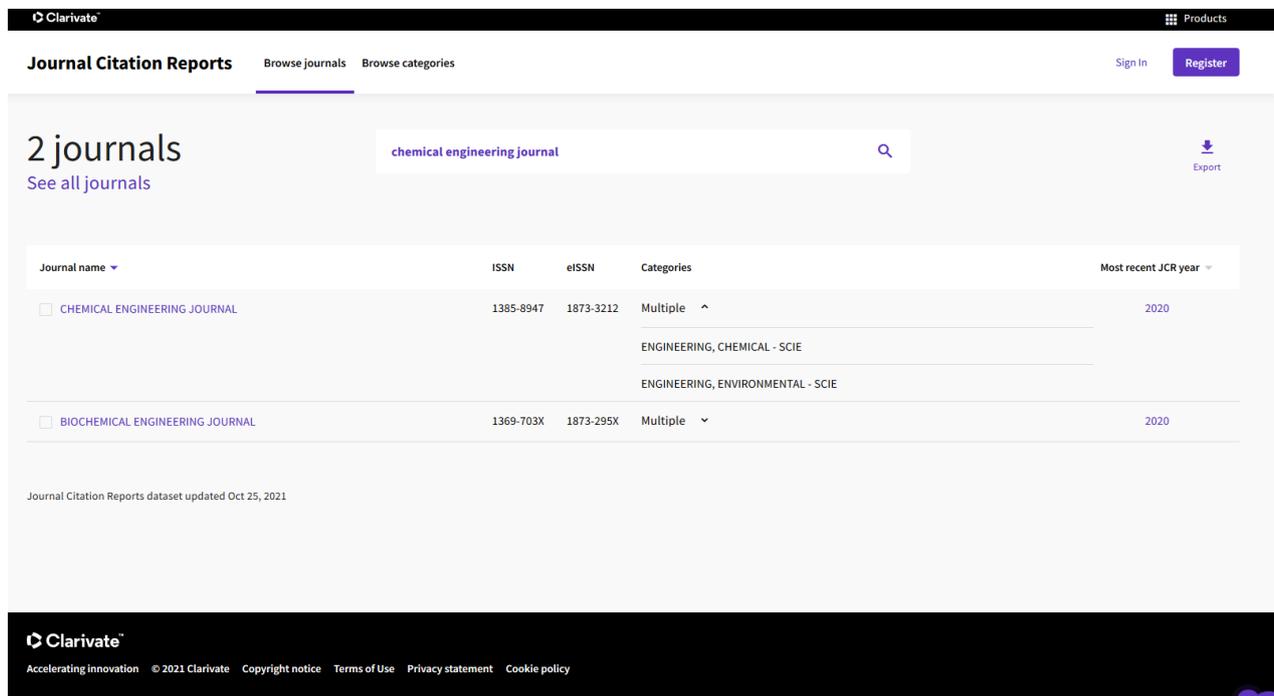
Click on “Web of Science” which is under E-resources. You’ll get the following screen:



Click on "Products". By clicking on the Journal Citation Report (JCR) link, you'll get the following screen:



You search for the specific Journal (Chemical engineering Journal) and click on it to get the detailed information about the specific journal as shown in the following screen:



Then, click on one of the journals to see the journal performance and details about it. Example of the first journal “Chemical Engineering Journal”.

Clarivate
Products

Journal Citation Reports Browse journals Browse categories Sign In [Register](#)

Search results > Journal profile

JCR YEAR
2020

CHEMICAL ENGINEERING JOURNAL

ISSN
1385-8947

EISSN
1873-3212

JCR ABBREVIATION
CHEM ENG J

ISO ABBREVIATION
Chem. Eng. J.

Journal information

EDITION
Science Citation Index Expanded (SCIE)

CATEGORY
ENGINEERING, ENVIRONMENTAL - SCIE
ENGINEERING, CHEMICAL - SCIE

LANGUAGES
Multi-Language

REGION
SWITZERLAND

1ST ELECTRONIC JCR YEAR
1997

Publisher information

PUBLISHER
ELSEVIER SCIENCE SA

ADDRESS
PO BOX 564, 1001
LAUSANNE, SWITZERLAND

PUBLICATION FREQUENCY
24 issues/year

Journal's performance

6
?

You can see the “Rank by Journal Impact Factor” of this Journal as seen in the example below.

Rank by Journal Impact Factor

Journals within a category are sorted in descending order by Journal Impact Factor (JIF) resulting in the Category Ranking below. A separate rank is shown for each category in which the journal is listed in JCR. Data for the most recent year is presented at the top of the list, with other years shown in reverse chronological order. [Learn more](#)

<p>EDITION Science Citation Index Expanded (SCIE)</p> <p>CATEGORY ENGINEERING, ENVIRONMENTAL 2/54</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">JCR YEAR</th> <th style="text-align: left;">JIF RANK</th> <th style="text-align: left;">JIF QUARTILE</th> <th style="text-align: left;">JIF PERCENTILE</th> <th></th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>2/54</td> <td>Q1</td> <td>97.22</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.22%, gray 97.22%);"></div></td> </tr> <tr> <td>2019</td> <td>2/53</td> <td>Q1</td> <td>97.17</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.17%, gray 97.17%);"></div></td> </tr> <tr> <td>2018</td> <td>2/52</td> <td>Q1</td> <td>97.12</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.12%, gray 97.12%);"></div></td> </tr> <tr> <td>2017</td> <td>3/50</td> <td>Q1</td> <td>95.00</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 95.00%, gray 95.00%);"></div></td> </tr> <tr> <td>2016</td> <td>3/49</td> <td>Q1</td> <td>94.90</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 94.90%, gray 94.90%);"></div></td> </tr> </tbody> </table>	JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE		2020	2/54	Q1	97.22	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.22%, gray 97.22%);"></div>	2019	2/53	Q1	97.17	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.17%, gray 97.17%);"></div>	2018	2/52	Q1	97.12	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.12%, gray 97.12%);"></div>	2017	3/50	Q1	95.00	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 95.00%, gray 95.00%);"></div>	2016	3/49	Q1	94.90	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 94.90%, gray 94.90%);"></div>	<p>EDITION Science Citation Index Expanded (SCIE)</p> <p>CATEGORY ENGINEERING, CHEMICAL 4/143</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">JCR YEAR</th> <th style="text-align: left;">JIF RANK</th> <th style="text-align: left;">JIF QUARTILE</th> <th style="text-align: left;">JIF PERCENTILE</th> <th></th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>4/143</td> <td>Q1</td> <td>97.55</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.55%, gray 97.55%);"></div></td> </tr> <tr> <td>2019</td> <td>4/143</td> <td>Q1</td> <td>97.55</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.55%, gray 97.55%);"></div></td> </tr> <tr> <td>2018</td> <td>6/138</td> <td>Q1</td> <td>96.01</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 96.01%, gray 96.01%);"></div></td> </tr> <tr> <td>2017</td> <td>7/137</td> <td>Q1</td> <td>95.26</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 95.26%, gray 95.26%);"></div></td> </tr> <tr> <td>2016</td> <td>6/135</td> <td>Q1</td> <td>95.93</td> <td><div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 95.93%, gray 95.93%);"></div></td> </tr> </tbody> </table>	JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE		2020	4/143	Q1	97.55	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.55%, gray 97.55%);"></div>	2019	4/143	Q1	97.55	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.55%, gray 97.55%);"></div>	2018	6/138	Q1	96.01	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 96.01%, gray 96.01%);"></div>	2017	7/137	Q1	95.26	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 95.26%, gray 95.26%);"></div>	2016	6/135	Q1	95.93	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 95.93%, gray 95.93%);"></div>
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2017	3/50	Q1	95.00	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 95.00%, gray 95.00%);"></div>																																																									
2016	3/49	Q1	94.90	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 94.90%, gray 94.90%);"></div>																																																									
JCR YEAR	JIF RANK	JIF QUARTILE	JIF PERCENTILE																																																										
2020	4/143	Q1	97.55	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.55%, gray 97.55%);"></div>																																																									
2019	4/143	Q1	97.55	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 97.55%, gray 97.55%);"></div>																																																									
2018	6/138	Q1	96.01	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 96.01%, gray 96.01%);"></div>																																																									
2017	7/137	Q1	95.26	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 95.26%, gray 95.26%);"></div>																																																									
2016	6/135	Q1	95.93	<div style="width: 100%; height: 10px; background: linear-gradient(to right, purple 95.93%, gray 95.93%);"></div>																																																									

BOOKS AND BOOK CHAPTERS

- **Top Tier:** Well recognized international publishers (e.g. Pearson, Wiley, McGraw-Hill, ...)
- **Second Tier:** Well recognized regional publishers

Note: Books and Book Chapters published from PhD Dissertations should not be counted.

CONFERENCE PUBLICATIONS

- **Top Tier:** Conferences indexed in Web of Science
- **Second Tier:** Conferences indexed in Scopus.

Note: Sometimes, conference indexing takes time. In this case, it is possible to refer to previous years' history of the conference.

PATENTS & STANDARDS

- **Top Tier:** International
- **Second Tier:** Regional & National