

Prince Mohammad Bin Fahd University
(Under Registration)

✦ Professional Development Center ✦

Final Report

2 June 2005

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 **PREFACE**

This *Professional Development Center Final Report* is submitted in fulfillment of Item IV.M. Teaching Development Center of the Contract between the Texas International Education Consortium (TIEC) and the Prince Mohammad Bin Fahd University (PMU) Founding Committee to facilitate the establishment of the PMU. The title of this report has been changed to reflect a broader range of persons who will benefit from the services provided by the Professional Development Center. The report was prepared by the TIEC Project Management Group and a team of experts from several TIEC-affiliated universities who are experienced in the development and delivery of services to professional educators in a creative learning environment.

The *Professional Development Center* report is both a project management document and an operational document. As a management document, it describes an organizational unit of the PMU that provides essential services to faculty and staff of the PMU to ensure that they are fully equipped to contribute successfully to the learning outcomes planned for the university. As an operational document, it is intended to guide the PMU executive leadership as they plan, organize, and direct the development of the PMU.

The Professional Development Center interacts with virtually all other units of the PMU. Consequently, the activities described in this report relate closely to several other PMU design reports including, among others, *PMU Professional Development Plan*, *Undergraduate Core Curriculum Design*, *Preparation Program Design*, *PMU Learning Resources Center Design*, and *Division of Research Development and Continuing Education*.

Nick L. Poulton, Ph.D.

President

Texas International Education Consortium

2 June 2005

PROFESSIONAL DEVELOPMENT CENTER

FINAL REPORT

I. EXECUTIVE SUMMARY

This report addresses the role of the Professional Development Center, an organization dedicated to providing services that assist faculty and professional staff of Prince Mohammad Bin Fahd University (PMU) in achieving the student-centered, outcomes-based pedagogy that will be characteristic of the university.

Because the university's planned methodologies of teaching and processes of assessing student achievement are new, all faculty, administrators, and professional staff will require introduction and ongoing support in implementing this culture of accountability. The Professional Development Center's staff of experts in teaching and learning will provide both orientation and ongoing development programs.

This academic function is distinct from the program described in the report *PMU Professional Development Plan*, which addresses training needs of senior executive management staff who will deal with the administration of the university. It is envisioned that executive training functions will be administered by the Department of Human Resources.

Also central to the university's defining characteristic is the use of technology to provide current, engaging, and challenging instruction. A highly skilled and collaborative technical staff in the Professional Development Center will be prepared to take the concepts of faculty and bring instructional activities and presentations to life in dynamic digital formats. Frequent communication with the university's Chief Information Officer (CIO) and the IT organization will bring important levels of cooperation to the technical infrastructure in support of learning.

Student-centered teaching and pervasive integration of technology are aspirations that must be supported by more resources than just the Professional Development Center. To that end, the center will devote time and talent to communicating the advantages of the university's pedagogy by creating venues for cross-curricular collaboration. One of these venues will be the University Committee for Integrative Learning. The Professional Development Center also will support the work of other units including the Preparation Year Program and the Assessment Capstone Series of courses in the university's Core Curriculum. The center will be located within the Learning Resources Center (LRC) and will have a special collaborative relationship with the LRC to support the development of information literacy.

The PMU will be a new university offering excellent instruction in a new style of pedagogy and delivery. These new elements, however, must be developed in accordance with established Saudi cultural values. Facilities will be located in the Learning Resources Center, which adheres to customs of gender separation while providing access to services for both male and female faculty and professional staff.

The Professional Development Center will understand that the professional development of all PMU personnel will be a foundation for the success of the university. To this end, a rich variety of programs will be offered including specialized responses to requests from other organizations at PMU for assistance with teaching and learning.

The Professional Development Center will be a critical factor in achieving the ambitious intentions of the Founding Committee of the PMU.

II. CONCEPT AND OVERVIEW

A. INTENT OF THE PMU FOUNDING COMMITTEE

The Professional Development Center will play a pivotal role in the efforts of PMU to become a 21st century university with a new academic culture.

Twenty first century approaches to teaching and learning imply special responsibilities for both faculty and student. In this culture, faculty set high standards for mastery of information, as well as the analysis and evaluation of material. Faculty understand their students' backgrounds and learning styles, and they communicate clearly what students need to learn. Faculty insist on active student engagement in a spirit of inquiry and organize their class activities and assignments in order to promote active learning. Emerging standards for good practice in teaching and learning emphasize students' attainment of demonstrated competencies that integrate knowledge and skills from across the curriculum as the final indication of effectiveness.

At the heart of the Professional Development Center's role will be the need to implant and institutionalize the effective practice of an outcomes-based pedagogy supported by the strategic integration of instructional technology. To achieve this overarching goal, the Professional Development Center will promote among PMU faculty, professional staff, and administrators a clear understanding that fulfilling the vision of the Founding Committee of the PMU can result only from persistent collaborative effort that crosses organizational lines.

B. VISION

The Professional Development Center will exist to support broadly and specifically the professional growth of PMU personnel. It will place special emphasis on skills and attitudes that are key to institutional goals. The center will be the place where PMU faculty, professional staff, and administrators go for professional development advice, assistance, and objective diagnosis to support excellence in teaching. The Professional Development Center will promote the effective use of instructional technology to advance student learning, and it will use these same technologies to further professional development. The center will operate with the conviction that PMU will be a learning community in which students, faculty, and all others are in pursuit of professional growth.

This vision finds further expression in the following:

- The Professional Development Center will lead in insisting on best practices in pedagogy and classroom management as an institutional standard in all classes at all times.
- The Professional Development Center will be a resource for PMU administrators regarding the philosophical and practical implications of supervising a faculty that will be expected to implement outcomes-based instruction.
- The Professional Development Center will provide critical leadership in information technology as it supports learning outcomes at the individual courses and program level and the achievement of the integrative competencies that PMU will require of its graduates.

C. MISSION

The Professional Development Center will have a well-defined mission to provide leadership for the development of PMU academic practice.

- The center will use all appropriate means and opportunities to communicate to all PMU professionals how the university's unique approach to post-secondary education affects their function and how they can perform their function in ways that advance institutional goals.
- The center will provide to all faculty the necessary support to implement institution-wide instructional standards of active and integrative learning.
- The center will provide technical support for both in-class instruction and for the use of online learning techniques to enhance student achievement.
- The center will provide close support for the construction of the Capstone Assessment Courses and continuing involvement in evaluating their effectiveness and subsequent revision.

- The center will give special attention to the needs of the faculty of the Preparation Year Program as a special constituency charged with a critical responsibility that will lay the groundwork for student success in all academic programs.

D. GOALS

The Professional Development Center will establish a number of goals as means for achieving its vision and mission. These goals will include the following:

1. Operate in a manner consistent with Saudi cultural values.
2. Provide academic orientation services to all newly appointed PMU faculty, administrators, and staff.
3. Support and provide resources for the efforts of academic units to implement cross-curricular coordination.
4. Develop faculty to promote improved student learning in student-centered instruction and outcomes assessment
5. Promote and provide resources for the strategic integration of instructional technology in all appropriate aspects of the PMU curriculum.
6. Promote and provide ongoing faculty development through programs, workshops, one-on-one mentoring, and the facilitation of faculty collaboration supporting the scholarship of teaching and learning.
7. Devise and help implement, in close collaboration with the Learning Resources Center, activities that support information literacy development.
8. Develop and aid in the implementation of approaches and instruments for the assessment of learning outcomes.
9. Provide special programming for administrators to enable them to better direct an institution founded on the precepts that guide PMU.
10. Maintain an active professional enrichment program that promotes academic and intellectual excellence across the PMU learning community.

The manner in which the Professional Development Center will achieve these goals is described in Section IV. Delivery of Services.

III. DEPARTMENTAL ORGANIZATION

A. STAFF

The Professional Development Center will provide development and support to faculty in incorporating the best and most current teaching methods and technologies in their courses. The center staff will be led by professional educators trained in both pedagogy and the use of instructional technology in the classroom.

1. Organizational Structure

The structure described in the sections below is graphically illustrated by a departmental organizational chart on the following page.

Full position descriptions for members of the Professional Development Center staff are provided in Appendix A of this report.

a. Leadership

Executive leadership for the Professional Development Center will be provided by a Director, who will report directly to the Vice Rector for Academic Affairs and will be a member of both the administrative organization and the academic organization. The Director of the Professional Development Center will be responsible for conceptualizing, designing, and evaluating a comprehensive program that develops the skills of faculty and professional staff with the goal of enhancing the university's student-centered learning environment and building PMU core competencies.

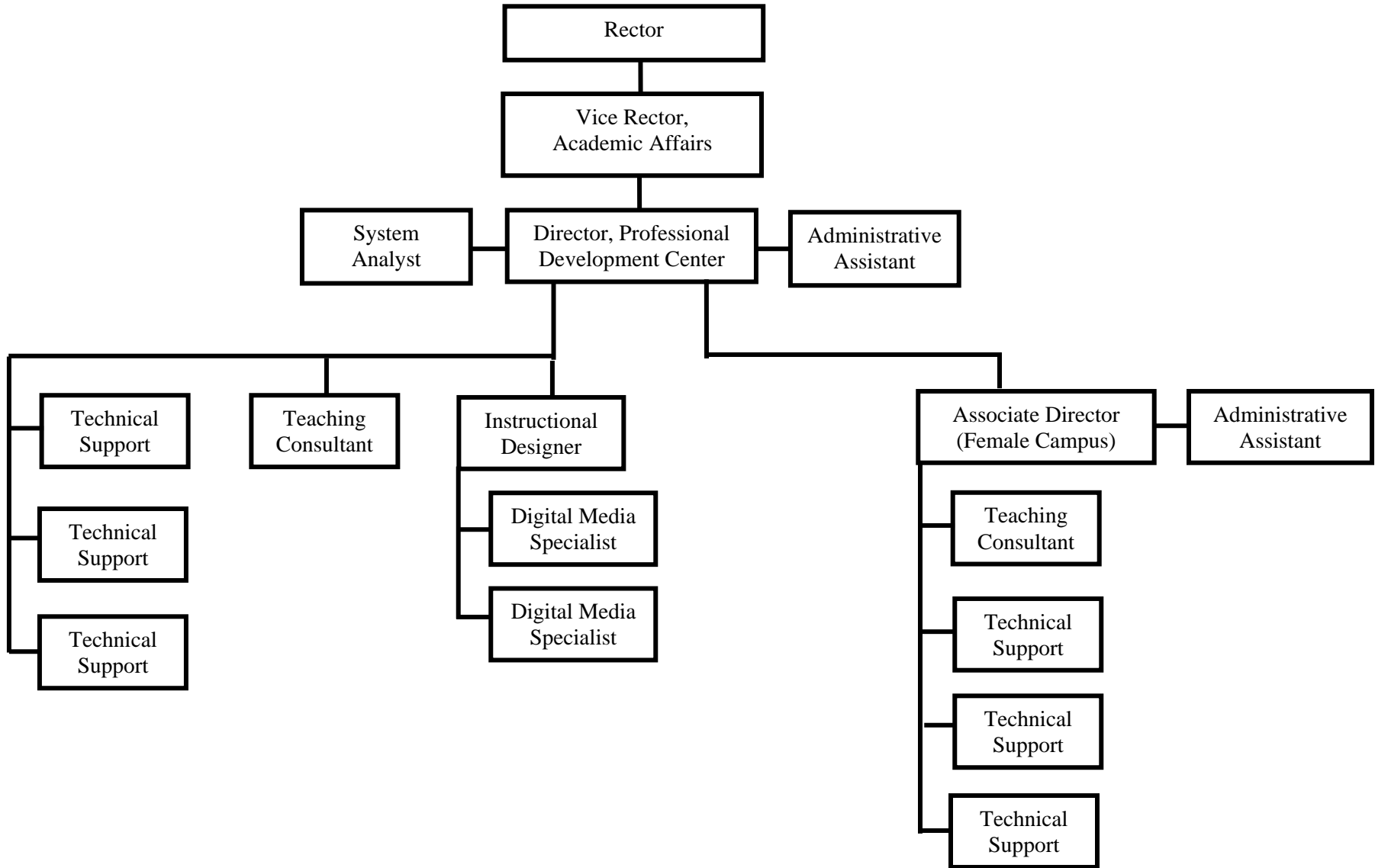
The Director of the Professional Development Center will direct the delivery of these services to the university's male faculty and male professional staff.

The Associate Director of the Professional Development Center will direct the delivery of development services for female faculty and female professional staff.

b. Instructional Support

The center will have two teaching consultants (one male, one female) who will provide workshops, seminars, individual consultations and other assistance in instruction techniques that create the desired student-centered environment and build designated learning outcomes.

The staff will include an instructional designer and two digital media specialists who will create online learning resources and instruct faculty in creating their own online resources.



PMU PROFESSIONAL DEVELOPMENT CENTER ORGANIZATION CHART

c. Technical Support

The center should have its own system analyst to provide dedicated technical support in the central facility located in the LRC and with the center's leadership create technology-based faculty and staff development programs.

As many as six part-time technical support staff (three male, three female) should be available to provide immediate in-classroom assistance for faculty in the effective use of Smart Classroom equipment.

2. Hiring Timeline

The expertise of the professional educators in the Professional Development Center will be vital from the earliest days of the university. In order to properly plan for the arrival of the initial group of faculty and staff in the fall of Year One (2006-2007), the Director and Associate Director therefore must begin their work in the spring of Year Zero (2005-2006).

The bulk of the Professional Development Center staff should arrive shortly before the beginning of Year One, in order to prepare to deliver developmental programs.

A Gantt Chart is provided on the following page graphically illustrating the recruitment schedules and start dates for the staff of the Professional Development Center.

3. Importance of an Early Beginning

An early beginning to the Professional Development Center's services will be important for a number of reasons:

- It is anticipated that many new faculty and professional staff will not be familiar with the learning-centered and competency-focused pedagogical techniques that will characterize the PMU. The professional Development Center must be ready to instruct all new faculty and professional staff in techniques that will enable the university to create the desired academic environment and reach its instructional goals.
- Regardless of their background, the first faculty and professional staff will bear the significant responsibility of teaching the first class of the Preparation Year Program. These students must begin to develop the designated PMU competencies from the very beginning if they are to benefit from the university's unique approach to education and a capstone series that builds step-by-step toward integrated learning.

NOTE: This page is left blank for the insertion of the Gantt Chart titled PMU Professional Development Staffing (TIEC M Final Gantt 3 of 3.ML8)

In a similar manner, faculty and professional staff must understand, agree with, and adopt the university's pedagogical approach from the very beginning. The first group of faculty and staff will set the tone for the overall academic environment and will influence their peers who are hired later. The degree to which faculty and staff adopt the PMU approach (or, conversely, the degree to which they ignore the approach) will directly determine the success of students.

4. Staff Professional Competencies

As with all employees of the university, the staff of the Professional Development Center will be expected to master and regularly use the six distinctive competencies that the PMU wishes to instill in its students. (The competencies are detailed in the report *Undergraduate Core Curriculum Design* and summarized in Section B.2 below.) By so doing, the staff will serve as role models to faculty, staff, and students and will teach the competencies by their daily example.

Because the ability of the center to fulfill its mission will depend on the quality of its staff and their ability to work effectively independently and as a group, employees must master four specific competencies for their professional work. These competencies are as follows.

- Teamwork and Collaboration
 - Displays cooperative behavior in the workplace.
 - Works effectively with other employees and supervisor and jointly with team or group.
 - Shares information, resources, credit, and opportunities with others when appropriate.
 - Actively seeks and achieves group participation to improve work and set priorities.
 - Shows sensitivity and concern for the interests and needs of others.
 - Works to reduce conflict and establish positive working relationships.
 - Shows appropriate leadership as needed.

- Communication
 - Expresses ideas and information in writing and verbally in a manner that is complete, clear, concise, organized, and appropriate to the audience.
 - Conveys information to supervisors, peers, and customers in a timely, clear, and concise manner.
 - Listens to others, is open-minded, and evaluates suggestions from others.
- Professional demeanor
 - Has adequate knowledge of organizational mission, goals, objectives, and programs.
 - Accepts authority and direction of supervisor.
 - Consistently maintains conduct that is appropriate for the position, taking into consideration courtesy, respectfulness, and helpfulness.
 - Maintains appearance that is appropriate for the position, including dress and grooming, according to Saudi cultural and religious customs.
- Attendance and punctuality
 - Comes to work on a regular and consistent basis, fully ready to work at beginning of the work schedule. Continues until the workday ends.
 - Makes appropriate arrangements when adverse conditions or other problems might cause a delay in arriving at work on time.
 - Conforms to work hours and schedule.
 - Follows procedures to request leave time and properly notifies supervisor of all absences.

The Director and Associate Director of the Professional Development Center not only must achieve and adhere to the competencies listed above for the staff, they must achieve a specific set of additional competencies related to their status as managers.

- Managing and Supervising Employees
 - Appropriately and effectively sets expectations, monitors performance, provides feedback, and documents performance.
 - Completes timely and periodic performance reviews for supervised positions.
 - Follows through with feedback, coaching, training, and development activities for individual growth and for improved departmental performance.
 - Develops clearly defined and realistic short-term and long-term objectives.

- Formulates strategies and plans to achieve objectives.
- Establishes priorities and schedules for their implementation.
- Delegates work appropriately and effectively to make efficient use of resources and to develop the abilities of the supervised staff.
- Makes self available to supervised staff, peers, manager, and the faculty and staff audience. Listens in order to understand needs and determine how best to meet those needs.
- Takes a leadership role in creating a productive, creative environment where people strive for quality of service, foster commitment for achieving goals, and set an example for others to follow.

B. COMMITTEES

1. Advisory Committee to the Professional Development Center

In order to fully participate in the PMU's highly collaborative environment, the Professional Development Center should organize an advisory committee that will enable faculty, staff, and administrators to provide advice and recommendations to the center concerning its operation.

This committee will provide a high profile vehicle for the flow of information and concerns up and down the academic administrative chart. Its input will help keep the offerings of the Professional Development Center closely aligned with the needs of the university community.

The Advisory Committee's meetings will be limited to three-to-four times per academic year, and will serve as an efficient means of briefing university executives on the center's activities and needs.

Appropriate members for such a committee would include the Vice Rector for Academic Affairs, the Vice Rector for Student Services, the CIO, academic deans (especially the Dean of the Core Curriculum and Preparation Year Program), the Director and Associate Director of the Learning Resources Center, and the Director of the Division of Research Development and Continuing Education. Other selected directors, PMU administrative officers, faculty, staff, and student representatives may be selected as needed.

2. University Committee for Integrative Learning

The Professional Development Center will play a vital role in facilitating cross-program coordination and understanding. It is therefore recommended that a committee be appointed from the university community to assist the center in its delivery of services.

This committee will have as its focus the outcomes-based mode of education that is employed in all PMU academic programs but which takes its most visible form in the Assessment Capstone Series of courses.

The committee will meet monthly (more frequently if needed) to ensure that the university's instructional goals being achieved. The committee will review syllabi, materials, shared online resources, student performance, and professional development. It will actively seek to remove barriers that slow the realization of the university's goals.

The core of this committee's work will be to advise the center on building an understanding among all persons at the PMU concerning the university's goal of educating the "whole person" and graduating individuals who have mastered the six PMU competencies. These competencies (explained in detail in the report *PMU Undergraduate Core Curriculum*) have been established as follows:

- **Communication:** the ability to communicate effectively in both English and Arabic in professional and social situations.
- **Technological Competence:** the ability to use modern technologies to acquire information, communicate, solve problems, and produce intended results.
- **Critical Thinking and Problem Solving:** the ability to reason logically and creatively to make informed and responsible decisions and achieve intended goals.
- **Professional Competence:** the ability to perform professional responsibilities effectively in both local and international contexts.
- **Teamwork:** the ability to work effectively with others to accomplish tasks and achieve group goals.
- **Leadership:** the ability to be informed, effective, and responsible leaders in family, community, and the Kingdom.

Students can best acquire these competencies if the university promotes them as educational outcomes in all courses, and if it insists that all faculty and academic supervisors work to actively implement this intent.

To instill these competencies and integrate them with the coursework students will pursue in their majors, the PMU Core Curriculum establishes three courses in an Assessment Capstone Series. (Descriptions of the PMU assessment process and syllabi for the three assessment courses from the report *Undergraduate Core Curriculum* are attached to this report as Appendix B) While the responsibility for the effectiveness of assessment courses will remain with the Dean of the Core Curriculum and Preparation Year Program and with the deans and faculties of the university's three colleges, the University Committee for Integrative Learning and the Professional Development Center will serve in a supporting role to help PMU realize its goals for an outcomes-based education.

The committee will be led collaboratively by a three-member executive sub-committee that includes the Director of the Professional Development Center (convening chair), the Director of the Learning Resources Center, and the Dean of the Core Curriculum and Preparation Year Program.

Other members of the committee should include the Associate Director of the Professional Development Center, the Associate Director of the Learning Resources Center, male and female representatives (as appropriate to the degrees granted) of the three academic colleges, and other individuals as indicated by changing needs of the university.

The University Committee for Integrative Learning will play a role in the formulation of both policy and practice. As circumstances warrant in a developing institution, the committee will make policy recommendations to the Vice Rector for Academic Affairs.

C. FACILITIES

The Professional Development Center will require dedicated space for administrative personnel and staff as well as for technical support functions. The center will need recurring access to non-dedicated facilities for meetings, group technical training, orientation sessions, workshops, and the larger range of programs it will offer to the PMU community.

In order to reach the faculty and staff who will work on both the male and female campuses of the university, the Professional Development Center should be housed primarily in the Learning Resources Center. This building has been designed to allow access from both the male and female campuses, with separation of the genders inside the building in accordance with Saudi custom. In its offices areas, however, the LRC makes provision for occasional access - when necessary and appropriate - for both male and female staff to common classrooms, conference rooms, and other areas. These areas of the LRC, therefore, will be ideal for serving both genders among the PMU faculty and professional staff.

Based on the *August 2004 30% Submittal* construction documents and the *Final Space Program Report* dated May 10, 2004 by Zuhair Fayez Partnership Consultants (ZFP), it is suggested that the following areas can be designated for use by the Professional Development Center. It is recognized that certain adjustments may be required to space assignments as the building is occupied by library staff and the staffs of the LRC's Learning Enrichment Services and Academic Advising Services. (These services and their staffing requirements are described in the report *PMU Learning Resources Center Design*.)

1. Functions Located in the LRC

a. Executive leadership

The Director of the Professional Development Center can occupy the office designated "Director" on the first floor of the LRC office area across from the space designated "Conference Room." His administrative assistant can occupy the office designated "Secretary" adjacent to the director's office.

The Associate Director can occupy the second office designated "Director" on the first floor of the LRC office area and near the female area. Her administrative assistant can occupy the adjacent office designated "Secretary."

b. Staff and support functions

The Teaching Consultant for the male campus and the System Administrator can occupy offices designated "Professional Trainers" on the first floor of the LRC office area across from the Conference Room. Alternatively, either the consultant or the administrator might occupy the office designated "Secretary" that is not used by the director's administrative assistant.

If appropriate to gender policies among staff, the Teaching Consultant for the female campus can occupy one of the offices designated "Professional Trainers" on the first floor of the LRC office area or the adjacent office designated "Secretary." If gender policies require, other space may be found for her in the female section of the LRC office area.

c. Media Lab

The Instructional Designer and two Digital Media Specialists will require an instructional design and materials development lab with space for equipment, work, and consultation. These professional staff members can occupy the space designated as "Computer Graphics Lab" on the first floor of the LRC office area. Any student interns assigned to this function may be housed working space nearby, to be determined.

d. Non-Dedicated Training Space

The center's faculty and staff training programs will require a training facility with at least 24 networked workstations and full smart classroom capabilities. The space designated "Classroom" on the first floor of the LRC office area adjacent to the Associate Director's office and near the female area can be used for Professional Development Center training sessions. Other classrooms on the first floor of the building adjacent to library stacks on the male side of the building may be used for the center's training programs. Unoccupied classrooms in the university's academic buildings also may be used for training.

The center will require a meeting room accessible to both male and female staff that accommodates 12 persons. The area designated "Conference Room" on the first floor of the LRC office area will serve this need. The LRC and the Professional Development Center will have joint responsibility for scheduling and use of this shared space.

Large group meetings such as new employee orientation can be conducted in the university auditorium.

e. Technology facilities

The construction documents produced by Zuhair Fayez Partnership Consultants (ZFP) and titled *August 2004 30% Submittal* do not differentiate support spaces that will serve the university's computing infrastructure from spaces that will serve heating / ventilating / air conditioning and other building functions. Certain spaces are labeled only "Mechanical." If servers and other computing equipment serving the LRC is housed in the LRC building, however, it is recommended that any dedicated servers or other equipment that the Professional Development Center might have also be housed in the same location.

2. **Functions Located in College Buildings**

Male and female technical support staff should be housed in academic buildings on their respective campuses if they are to assist faculty effectively with Smart Classroom equipment. These members of the Professional Development Center staff may individually occupy faculty-type offices in the three colleges or they may share offices according to the availability of space.

D. IT FUNCTION

Throughout the university, technology infused instruction will call upon the central technology infrastructure and telecommunications services. However, the Professional Development Center has a special responsibility to motivate users of technology and support the integration of technology into the PMU instructional program. As a result, care must be taken to ensure agility of planning, implementation, and response to changing needs. A cooperative relationship and open communication between the Director of the Professional Development Center and the CIO will be imperative.

As described in section III.C.1. Functions Located in the LRC, above, the center must have staff computers, computer-based training, and a development lab in order to fulfill its mission. In order to achieve its flexible technology needs, it may be desirable for the center to house and manage its own production server (for active courses) and its own development server (for courses or modules that are being tested). The center's systems analyst would ensure that the center's LAN is secure and that its operations do not jeopardize the security of other networks. This may be particularly important as the center tests new equipment for the potential delivery of course materials.

As in the rest of the university, high bandwidth communications capabilities will be imperative if the center is to provide instantaneous and visually sophisticated instructional materials to faculty and professional staff. High bandwidth supports digital video, an effective instructional technology that will enable the PMU to ensure that both male and female students have access to dynamic materials.

A role of the PDC also will be to identify emerging technologies and to evaluate their usefulness for delivering instruction. Student members of the Advisory Committee will be helpful in identifying the technologies that young people (who typically are early adopters of new technology) are using to communicate amongst themselves. Vendors also will be eager to share their new products.

The learning specialists in the Professional Development Center will collaborate with the campus IT organization in evaluating technologies such as PDAs (personal digital assistants) and cellular telephones that might be useful in providing educational communications. They also will monitor online discussion groups on which their colleagues in other universities discuss the technologies they are exploring. Students eagerly adapt good tools, and they expect to use these tools in communication with faculty and collaboration with classmates for team projects. To prepare to use these emerging tools for instruction, the Professional Development Center will need to regularly acquire new technology with which to experiment.

IV. DELIVERY OF SERVICES

A. CENTER ACTIVITIES

The Professional Development Center will undertake a broad range of activities to achieve the goals outlined in Section II.D above. Among these will be:

- Workshops
- Seminars
- Online modules
- Consultations (individual)
- Consultations (department or other groups)
- Colloquia
- Forum
- Guest speakers
- Visiting scholars
- Sponsoring faculty to attend conferences
- Review of case studies
- Review and guided revision of teaching materials
- Large group events (including orientation)
- Learning communities
- Informal lunchtime gatherings
- Customized sessions for Executive MBA faculty, Continuing Education faculty, and student advisors
- Certificate programs to attest to faculty and staff mastery of specific competencies (especially in assessment)
- Incentive programs
- Recognition for faculty
- Role-playing exercises to develop communication skills
- Committees
- Required training

B. APPLYING ACTIVITIES TO GOALS

Appropriate activities and programs will be conducted to achieve the following development goals:

1. Operate in a manner consistent with Saudi cultural values.

The Professional Development Center will be responsible for enhancing the knowledge and skills of PMU faculty and staff. The programming provided by the center will emphasize the integration of principles of good practice in teaching and learning.

The instructional designers, consultants, and technology specialists will follow the university's gender separation policies as they provide equivalent services in these areas to both the male campus and female campuses of the university. This will involve employing both male and female staff in the center and making use of technologies such as online learning and closed circuit television as necessary and appropriate.

2. Provide academic orientation services to all newly appointed PMU faculty, administrators, and staff.

The Professional Development Center will provide general orientation for all new PMU employees including new executives and mid-level management and all faculty including adjunct faculty. This orientation will focus on and fully explain the unique instructional environment maintained by PMU.

A proposed agenda for faculty and professional staff orientation, including descriptions of topics to be covered and designation of leaders for each section of the program, is provided in Appendix C, Orientation Schedule, of this report.

Orientation will introduce new faculty and professional staff to the vision and mission of the university. In particular, it will provide an in-depth orientation to student-centered teaching and learning. General orientation will be supplemented by specialized small group follow-up sessions that focus on specific needs.

Because many new faculty and staff will come to the PMU from traditional academic environments, it will be important to set the expectations of the university's educational environment by explaining the concept of learning outcomes at the very first meeting. The following learning outcomes should be clearly communicated before the orientation and reinforced at the beginning of the orientation.

At the conclusion of the orientation, all participants should be able to:

- Summarize the mission and vision of PMU.
- Articulate the instructional philosophy of the institution.
- Name the five main organizational areas and the three academic colleges plus the preparation program.
- List IT resources available to support their teaching, research, or administrative needs.
- List support services available to faculty and staff.
- Summarize the primary services available in the LRC.
- Articulate the performance requirements of their position and how they will be evaluated.
- Describe the general characteristics of the student body.

Faculty should be able to:

- Explain student-centered instruction.
- Describe at least two active pedagogies and be able to give applications to their specific disciplines.
- Explain faculty responsibilities and evaluation procedures.
- Describe the role of instructional technology at the PMU.
- List the teaching support services available through the Professional Development Center.

3. Support and provide resources for the efforts of academic units to implement cross-curricular coordination.

As introduced in Section III.B. above, the University Committee for Integrative Learning will play a key role in ensuring that the entire PMU community understands and adheres to the importance of the university's unique approach to student-centered and outcomes-based education.

a. Cross-university emphasis

In all programs, the center staff and the committee will work together to achieve the following goals:

- Awareness of faculty responsibility and cooperation in promoting in each discipline-specific course the goals that are important to the Assessment Capstone sequence of courses
- Understanding that syllabi in sequenced courses must be coordinated in order to achieve efficient and effective learning.
- Involvement in identifying and utilizing other information that might be important for determining the extent to which integration is being achieved in the academic programs of the PMU.
- Proactive participation of center staff in providing activities such as:
 - assisting faculty in designing or redesigning courses to include activities specifically supporting the goals of the assessment
 - assisting faculty and academic programs in coordinating instructional efforts to maximize cumulative learning outcomes in sequenced courses.

b. Program-specific emphasis

Within individual programs, the staff will work to achieve a number of goals that integrate the PMU's educational approach into the curriculum

Preparation Year Program - The success of the PMU Preparation Year Program will be achieved only when all faculty in the program understand and confidently implement methodology, techniques, and classroom management that are skills-based, student-centered, communicative, and interactive. The Professional Development Center, therefore, will provide faculty with the development, guidance, and support that are essential for students to be successful in the Preparation Year Program.

Capstone Program - The center will assist faculty in developing the sequence and content of all assessment courses in order to ensure pedagogy and content that assist students in achieving course objectives. The Director of the Professional Development Center and the Dean of the Core Curriculum and Preparation Year Program will work closely with faculty who implement the Assessment Capstone Series. Appropriate faculty who have taught in the Core Curriculum will be assigned to teach the first two assessment courses. These faculty may be specialists in assessment, or they may have completed assessment training and earned certification provided through the Professional Development Center.

Academic Colleges - The center will assist the PMU's three colleges in creating and implementing customized instructional and assessment processes. Results of student assessments of faculty and courses will be valuable tools in evaluating the effectiveness of the PMU educational programs. These assessments also will provide guidance in modifying or improving programs. Evaluation forms for programs will be returned to the Professional Development Center for tallying and interpretation.

Support Units - The center will oversee, develop, and evaluate professional development programs for professional staff outside the academic colleges. These will include the librarians in the Learning Resources Center, the professional and faculty advisors in the LRC's Academic Advising Services program, the tutors and staff in the LRC's Learning Enrichment Services program, and the staff and faculty of the Division of Research Development and Continuing Education. Each of these professionals also will play an important role in creating the

university's desired learning atmosphere. They will teach students indirectly through their own professional behavior. They will directly influence student success through their recommendations of courses of study. They will build a perception of the PMU as a unique institution through their interaction with the surrounding community.

4. Develop faculty to promote improved student learning in student-centered instruction and outcomes assessment

Because many members of the new PMU faculty will be accustomed to using traditional methods of teaching, all faculty members, regardless of their prior qualifications, must participate in intensive teacher training before teaching classes. The Professional Development Center will offer this training before the opening of the initial year of the Preparation Year Program and every year thereafter.

The faculty-oriented programs of the Professional Development Center will:

- Assist in orienting faculty who are not familiar with the outcomes approach.
- Coordinate training and certification of all instructors who assess students.
- Promote improvement of the learning-outcomes program overall.

A schedule of activities for an "Intensive Orientation to Teaching Workshop" is included in this report as Appendix D.

a. Programs for all faculty

To achieve PMU's outcomes-based instruction, the Professional Development Center will both coordinate professional development activities and create a supportive climate that will assist faculty. With the center's help, faculty will be able to focus on achieving consensus concerning interpretation of learning outcomes, common rules for student presentation and defense of learning documents, and improvement of pedagogy and learning assessment processes.

The center will also provide opportunities for faculty to discuss student needs, share instructional methods, establish assessment criteria, and explore their own solutions to educational issues at the PMU.

The wide range of programs offered by the Professional Development Center (with instruction provided by the director, associate director, and two teaching consultants) will include:

- Individual teaching consultations
- Cross-unit instructional coordination and collaboration
- Customized support (for example, how to lead a discussion) requested by department chairs and deans
- Development programs focusing on executive and mid-level management
- Consultation with departments regarding discipline-specific faculty development
- Assistance to faculty in developing efficient methods of delivering materials within gender policies
- Help for faculty in developing a full repertoire of pedagogical techniques, such as active learning, collaborative learning, effective lecturing, case studies, and problem-based learning
- Help in developing a full repertoire of assessment techniques, especially techniques for outcomes assessment
- Assistance to faculty with techniques that promote students' critical thinking capabilities
- Support for adjunct faculty
- Assistance with classroom time management
- Assistance with effective syllabus construction
- Consultation with individual faculty and course committees on course design
- Professional development for the staff of the Professional Development Center

Through its programs, the Professional Development Center will help overcome any faculty reluctance to participate in the development activities necessary. The center will help faculty learn how to implement student-centered cooperative and collaborative methodologies in an academic community sensitivity to Saudi culture.

b. Programs for adjunct faculty

Because instructional staff will include adjunct faculty with whom PMU wishes to establish a continuing relationship, the Professional Development Center will offer a certificate program in instructional methods that will assist these part-time teachers in mastering the competencies needed to teach in the PMU culture. Adjunct faculty completing the certificate program will be eligible for incentives such as preference in renewal of contracts.

c. PMU teaching certificate programs

A certificate from the Professional Development Center will provide tangible evidence that faculty are prepared to support the specific learning and assessment culture of PMU. For adjunct faculty, it will assist in continuing their relationship with the university. For full-time faculty, it will demonstrate professional development and commitment to the university. As such, a certificate from the Professional Development Center may be considered as a positive achievement when faculty are evaluated for merit raises and promotions.

To earn certification, faculty must:

- Attend the Orientation (described in Appendix C)
- Participate in the Intensive Orientation to Teaching Workshop (described in Appendix D)
- Demonstrate mastery of the concepts in an original paper (described in Appendix E)
- Present a portfolio containing examples of discipline-specific or course-specific products that the faculty member has created.

A detailed description of certificate program requirements is included in this report as Appendix E.

d. Programs to recognize faculty

Faculty will receive not only coaching and mentoring from the center, but also systematic recognition for excellent performance. The Professional Development Center will develop programs such as outstanding teaching awards and an academy of distinguished teachers to recognize faculty who have exemplary records in mastering the PMU approach to student-centered, outcomes-focused learning.

5. **Promote and provide resources for the strategic integration of instructional technology in all appropriate aspects of the PMU curriculum.**

PMU will be committed to the broad use of technology for instructional purposes. When appropriately applied in an instructional setting, instructional technology will be a powerful asset that enhances the teaching and learning environment.

Decisions about the selection and use of instructional technologies and applications, therefore, must reflect good practices if they are to be effective in support of desired student learning outcomes. To that end, the Professional Development Center will provide four key teaching resources:

- Training for faculty and staff on a range of instructional technologies
- Training for faculty on appropriate pedagogies for online instruction
- Training to faculty and staff concerning key resources, including course management systems, linear presentation software, and multimedia software
- Training on how to identify and effectively integrate into the curriculum online learning resources

Information technology staff will be one of the principal resources available to the Professional Development Center. Like all other members of the university community, IT staff should be dedicated to supporting the culture of student-centered learning. It will be important, therefore, for the staff in academic and administrative computing to communicate freely and frequently with persons outside IT – especially with faculty and administrators. Too often, the technical terminology of IT is a closed language. Those in non-technical fields may not fully understand the support that IT provides, or the fact that IT staff even agrees with their goals.

The Professional Development Center can help IT providers understand that they are an integral part of teaching and learning and that, without their help, the university cannot achieve its goal. The center can also assist faculty and administrators in improving their communication with the IT experts who provide instructional tools that make PMU distinctive.

6. Promote and provide ongoing faculty development through programs, workshops, one-on-one mentoring, and the facilitation of faculty collaboration in the scholarship of teaching and learning.

The heart of the Professional Development Center will be the ongoing services it provides to faculty, which will be designed to help them promote improved student learning. The center will provide a variety of instructional and professional development services, ranging from individual teaching consultations, to workshops designed to broaden faculty awareness of learner-centered strategies, to customized discipline-centered workshops.

The Professional Development Center will both initiate professional enrichment activities and design activities in response to requests by instructional units with specific needs.

In order to accomplish its mission, the PDC provides support in eleven key areas.

a. Best Practices: The center will define and supports teaching excellence by expecting best practices in:

- Course planning
 - Pedagogy appropriate to student backgrounds and academic level
 - Pedagogy appropriate to subject area
 - Instructional technology appropriate to audience and content
 - Collaborative learning
 - Inquiry-based teaching
 - Competency-based teaching
 - Student feedback and faculty reflection
- Course design
 - Content selection
 - Textbook selection
 - Supplemental materials identified or created
 - Competency-based course organization
- Syllabus construction
 - Course guide for students
 - Measure of outcomes relative to objectives
 - Statement of student responsibility
- Classroom management
 - Appropriate to culture and gender
 - Time management
 - Encourages to student engagement and interaction
 - Discussion skills
- Lecturing
 - Presentation skills
 - Preparation

b. Instructional Technology Tools: The center will enhance student learning by supporting appropriate instructional technology tools for faculty such as:

- Communication tools
- Course management tools
- Linear presentation tools
- Multimedia software tools
- Online resources
- Mobile learning tools
- Database tools
- Authoring tools

- c. Exemplary Learning Resources: The center will provide exemplary learning resources including:
- Instructional technology tools
 - Personal consultation for teaching improvement
 - Journals, books, online communities
 - Learning communities
 - Visiting experts
- d. Parallel Learning Opportunities: The center will offer parallel learning opportunities for male and female campuses with a focus on:
- Student learning styles
 - Student motivation
 - Interactive video
- e. Model for Professionalism: The center will extend the model for professionalism by:
- Planning strategically
 - Preparing thoroughly for presentations and meetings
 - Prioritizing services
 - Conducting needs assessment
 - Planning for accountability
 - Putting in place recurring processes for professional renewal
 - Putting in place recurring processes for assessment
 - Providing service to the university
 - Being role models of desired attributes and abilities
- f. Support for PMU Culture: The center will contribute to and support the desired culture at PMU by:
- Aligning with university mission, vision, values, and goals
 - Offering intensive support for administration and faculty in the planning year to prepare them for academic leadership
 - Training in, support of, and demonstration of the use of instructional technologies
 - Nurturing the faculty continuously, especially the first cohort of faculty hired
 - Orientating new faculty and professional staff annually to reinforce the distinctive instructional environment of PMU
 - Highlight the desired PMU culture in all its documents and products

- g. Accountability: The center will exemplify accountability by:
- Listening to advice from its Advisory Committee
 - Surveying faculty and other clients of the center each semester
 - Building pervasive assessment into center policies and procedures
 - Striving for continuous improvement
- h. University-Wide Learning Community: The center will nurture a university-wide learning community by:
- Supporting collegiality
 - Training faculty, administration, and professional staff for managing change
 - Focusing on building relationships within the university community beginning in Year Zero
 - Offering summer workshops
 - Organizing functions and events for all faculty and staff to attend
- i. Value Continuous Learning: The center will communicate the importance of teaching and learning across the campus through its:
- Orientation programs
 - Advisory Committee
 - The University Committee for Integrative Learning
 - An online newsletter
 - Student focus groups
 - Recognition of outstanding faculty
- j. Collaborate With Other Units: The center will coordinate and collaborate with other units of the university including:
- The Learning Resources Center
 - The Preparation Year Program (in order to learn about incoming students and then prepare faculty with the skills, techniques, technologies they will need to teach them)
 - Human resources
 - Finance office (to occasionally purchase equipment, materials, and technology)
 - Student services
 - Continuing Education
 - Academic Advising Services (professional and faculty)
 - Learning Enrichment Services
 - College deans and department chairs
 - Central administrative IT
 - Faculty governance groups
 - The Executive MBA program

- k. Value Continuous Learning: The center will value continuous learning through:
- Professional development for all center staff
 - Ongoing development for faculty, administration, and professional staff
 - The teaching of collaboration skills
 - Programs in the performance of professional responsibilities in local and international contexts
 - Mentoring or programs on working in a university environment for faculty and administrators coming from government or business
 - Advice on balancing administrative and teaching responsibilities
 - Help for adjunct faculty in understanding PMU's expectations
 - Development of an understanding among executives and middle-managers that they are important in the PMU instructional environment.

For these programs to succeed, faculty must not be passive consumers of information. They must be active participants in the process.

In order for PMU students to master the university's designated competencies, all faculty must demonstrate mastery of their own important competencies in teaching excellence. Developing these competencies and supporting the faculty as they work to master them will be a core function of the Professional Development Center.

Achieving excellence in teaching will require that all faculty know where their courses fit in the scope of competencies required for their students' graduation. Teaching excellence will also be promoted by the individual faculty member's recognition that he or she is accountable to colleagues, students, and the university in fulfilling the obligations to teach competencies.

Additionally, faculty can use their mastery of teaching excellence to enhance their own careers, receive recognition and prestige for the university, and contribute to the advancement of teaching and learning in the Kingdom of Saudi Arabia. In recent years, the new field of Scholarship in Teaching and Learning has appeared. Faculty members who achieve success with their own teaching techniques may contribute articles on their experience to professional journals specializing in this field.

7. **Devise and help implement, in close collaboration with the Learning Resources Center, activities that support information literacy development.**

The physical location of the Professional Development Center within the Learning Resources Center will reinforce the close working relationship these two organizations should have. The LRC will collaborate with the Professional Development Center to share librarians' expertise in information literacy. It also will enhance the development of the library staff's own skills and abilities in the field of information literacy.

a. **LRC Staff Development**

Collaboration between the Professional Development Center and the LRC will help achieve the understanding that continued professional development for librarians will be a key factor in their success in providing effective information literacy programs.(as described in the report *PMU Learning Resources Center Design*). Strong competencies in information literacy will enable the professional staff of the LRC to actively participate in all PMU academic programs. Information literacy skills will make librarians an especially valuable resource in the Core Curriculum's Assessment Capstone Series for students developing and faculty assessing core competencies.

b. **Resources for the Professional Development Center**

Faculty and staff participating in the center's programs will need library and technological resources to support their development activities. Books, journals, and other printed materials, as well as a variety of electronic resources, will be made available through the Professional Development Center and LRC. Additionally, center staff will develop multimedia modules that will enable faculty to learn about techniques and strategies independently, at their own pace.

The Professional Development Center will use three strategies to secure these key resources. These will include the following:

- Working closely with acquisitions librarians to ensure that teaching and learning materials are in the library's holdings
- Developing online training modules for faculty development
- Designing and disseminating materials that enhance teaching and learning

8. Develop and aid in the implementation of approaches and instruments for the assessment of learning outcomes.

No instructional activity will be complete until instructors know whether or not their instruction has been successful. Within the context of the PMU learning environment, this success will be measured by the extent to which their students have achieved the intended learning outcomes.

Additional measures include peer evaluation, which when properly implemented can provide valuable insight for faculty into their strengths and weaknesses in the classroom. Likewise, faculty must rely on student feedback in order to know whether the techniques they are using help students learn.

To aid in this assessment process, the Professional Development Center will take action in four areas. The center will:

- Support the development of effective peer evaluation
- Support student evaluation of faculty
- Assist faculty in developing testing and assessment techniques
- Assist administrators, faculty, and students in developing portfolios for the purpose of assessment

a. Coordination with other units

As it works to build understanding of the value of integrated learning and assessment competencies among faculty and professional staff, the Professional Development Center will become a central point around which assessment activities revolve. However, it will be necessary for the center to continue to work with other entities and responsible individuals within the PMU to ensure that the entire university is infused with programs and processes for developing PMU learning outcomes and competencies.

In addition to their work with the Advisory Committee and the University Committee for Integrative Learning, the Director and Associate Director of the Professional Development Center, should work individually and meet often with the Dean of the Core Curriculum and Preparation Year Program, the deans of the three academic colleges, and the Director and Associate Director of the Learning Resources Center. Close individual working relationships with these leaders of the PMU academic community will help ensure that faculty agree on and follow pedagogical approaches that will achieve the university's learning outcome-oriented goals.

b. Responding to changing needs

Throughout the process, the Professional Development Center will provide a distinct set of support services for learning

assessment. These services, however, will not be static. They will be constantly evolving.

At the end of the university's third year of operation, the Director and Associate Director of the Learning Resources Center, in consultation with the center's Advisory Committee, should evaluate the center's resources to determine if an assessment specialist should be added to accommodate enrollment growth.

Similarly, at the end of the fifth year, an evaluation should be made to determine if there are advantages to identifying the learning assessment function as an official organization of the university. As described in the report *PMU Core Curriculum Design*, such an organization might be desirable to ensure that processes are managed efficiently and effectively with regard to student record keeping, reporting, and similar administrative requirements. This organization also would focus efforts to ensure that faculty agree on and follow pedagogical approaches that will achieve the university's learning outcome-oriented goals. If created, the unit may take a name such as "The Center for Learning Assessment" within the Professional Development Center.

c. Distance from assessment of faculty

Evaluation of faculty performance will be a function of the academic departments and colleges. It will be extremely important to keep the faculty support functions of the Professional Development Center separate from the evaluation of faculty performance.

The primary role for the Center for Professional Development in the assessment of faculty would be to provide confidential, developmental feedback to faculty during the academic term in order to assist them in preparing for their departmental evaluation.

It would be appropriate, however, for the center to provide training in peer observation. It also would be appropriate for the center to assist in creating a reliable tool that would enable faculty evaluation by students and administrators

The Professional Development Center's involvement in the assessment of learning outcomes will be part of an overall focus on the scholarship of teaching and learning. It should not in any way be related to measures that would be considered punitive to the faculty member. Confusing faculty development with faculty assessment would have a negative impact on the very atmosphere the Professional Development Center will be striving to create as a means to achieving the mission and vision of the PMU

9. Provide special programming for administrators to enable them to better direct an institution founded on the precepts that guide PMU

A key competence of PMU administrators will be the ability to perform their professional responsibilities effectively in both local and international contexts. Persons entering academic administration from business or governmental sectors will require orientation to the university environment. The university will address this requirement in at least two ways:

- Mentoring by experienced educational administrators will ensure that new administrators make daily use of their colleagues' knowledge of educational processes. Mentoring also will reinforce the awareness of PMU competencies and values gained during orientation.
- Programs conducted by the Professional Development Center will encourage all administrators, regardless of their background, to think creatively. These programs will encourage administrators to constantly re-examine administrative patterns and their effects on employee performance. The center will help university leaders stay up-to-date on changing circumstances.

Programs for administrators offered by the Professional Development Center will be in addition to those described in the report *PMU Professional Development Plan*. That document recommended that the Rector, vice rectors, deans, and directors of the university attend a number of on- and off-campus seminars and programs run by professional organizations. It also described a series of regular staff meetings and retreats for these senior executives. Such programs would be aimed at building knowledge, skills, and abilities among the executive management who will deal with the administration of the university.

The offerings of the Professional Development Center will concentrate on building the knowledge, skills, and abilities of faculty and professional staff who will deliver academic programs.

11. Maintain an active enrichment program that promotes academic and intellectual excellence across the PMU learning community.

The Professional Development Center will provide programs to enhance the intellectual and professional climates of the university by bringing in guest speakers and visiting experts in pedagogy, nurturing learning communities, and promoting the scholarship of teaching and learning. The center will extend and institutionalize a vibrant teaching and learning environment at PMU in a number of ways, including:

- Sponsoring guest lecturers for faculty development (for example, scientists teaching scientists)
- Coordinating visits by experts in teaching and learning
- Nurturing faculty and student learning communities
- Promoting and recognizing good teaching
- Promoting the scholarship of teaching and learning

While these and other programs of the Professional Development Center will have a defining impact on the character of the PMU experience, it must be remembered that they also have great potential for influence beyond the university. Guest lecture programs, for example, might be made available to the general public, to secondary school teachers and administrators, or to faculty and administrators of other universities in the Eastern Province. Beyond such special events, the center also can have an even stronger, ongoing influence. As it develops the professional capabilities of the faculty and staff of the Division of Research Development and Continuing Education (the university's principal outreach to the surrounding community) the center can extend excellence in teaching and learning to the entire region.

C. ASSESSMENT OF THE CENTER

Just as it will be essential for faculty members to know whether or not their students are achieving the desired learning outcomes for their courses and programs, it will be equally essential for the PMU's academic and administrative units to conduct regular assessment of the center's performance. The assessment for the Professional Development Center will be tied to four critical elements:

- Strategic plan for the unit, specifying benchmarks of performance against which the center will measure its work
- Annual strategic plan assessment report, detailing the accomplishments of the center in quantitative and qualitative terms
- Continuous quality improvement, as measured by the center with regular formal assessments of its programs and services and whose results are used to improve its operation
- External, periodic review of its services and programs by invited outside reviewers

A number of forms that the Professional Development Center can use for assessing the effectiveness of its programs are provided in Appendix F.