



جامعة الأمير محمد بن فهد
PRINCE MOHAMMAD BIN FAHD UNIVERSITY

Professional Development

POLICIES AND PROCEDURES

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PROFESSIONAL DEVELOPMENT CENTER FUNCTIONS AND RESPONSIBILITIES

A. Purpose of the Policy

The Professional Development Center plays a pivotal role in the efforts of PMU to become a 21st century university with a new academic culture. It has as its primary role the development of faculty and administrative personnel in carrying out their duties by keeping abreast of current and changing methodologies as the university seeks its identity among the institutions of higher learning.

B. Policy Statement:

The Professional Development Center Functions and Responsibilities Policy lays out *Functions and Responsibilities* of the Professional Development Center. It does not specify the specific procedures for the Professional Development Center.

Functions & Responsibilities

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 academic staff. The programming provided by the center will emphasize the integration of principles of good practice in teaching and learning.

The professional development center staff will follow the university's gender separation policies as they provide equivalent services in these areas to both the male and the female campuses of the university. This may involve employing both male and female staff in the center and making use of technologies as necessary and appropriate.

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

The Professional Development Center provides 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. The training of upper level and mid-level management will be conducted in cooperation with the Human Resources Director and his team, with the Human Resources Department assuming the primary responsibility.

Orientation will introduce new faculty and professional staff to the vision and mission of the university. In particular, it will provide orientation to student-centered teaching and learning. General orientation will be supplemented by specialized follow-up sessions that focus on specific needs and responsibilities of each college and/or department and in which each college/department assumes the primary responsibility.

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

- b. **Program-specific emphasis:** Within individual programs, the staff will work to integrate PMU's educational approach into the curriculum
 - *Preparation Program:* The Professional Development Center will provide faculty with the development, guidance, and support that are essential for students to be successful in the Preparation Program.

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

- *Capstone Program:* Since the colleges have assumed responsibility for implementation of the capstone assessment course, the Professional Development Center will provide assistance, when requested, to each of the colleges in developing the content and delivery of such courses
 - *Academic Colleges:* The Professional Development Center will assist PMU's colleges in creating and implementing customized instructional and assessment processes.
 - *Support Units:* The Professional Development Center will oversee, develop, and evaluate professional development programs for professional staff outside the academic colleges. This will be done in coordination with but is not limited to the librarians in the Learning Resources Center, the tutors and staff in the Learning Enrichment Services program, and the staff and faculty of the Division of Research Development and Continuing Education, and all other academic staff.
4. Develop faculty to promote improved student learning in student-centered instruction and outcomes assessment

The faculty-oriented programs of the Professional Development Center will assist in orienting faculty who are not familiar with the outcomes approach and will promote improvement of the learning-outcomes program overall.

- 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.

- The Professional Development 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 PMU.

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 program in instructional methods that will assist these part-time teachers in mastering the competencies needed to teach in the PMU culture as needed. Adjunct faculty completing the program will be eligible for incentives such as preference in renewal of contracts.

c. Programs to recognize faculty

Faculty will receive not only coaching and mentoring from the Professional Development Center, but also systematic recognition for excellent performance. The center will develop criteria for recognizing faculty at PMU for outstanding teaching performance and for the extent of professional development activities in which they engage.

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

PMU is committed to the broad use of technology for instructional purposes. When appropriately applied in an instructional setting, instructional technology is 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. 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

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 Professional Development Center will provide ongoing services 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 Professional Development Center provides support in eleven key areas.

- a. **Best Practices:** The center will assist when requested to develop best practices in:
 - Course planning
 - Course design
 - Syllabus construction
 - Classroom management
 - Lecturing
- 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
 - Training in, support of, and demonstration of the use of instructional technologies
 - Nurturing the faculty continuously
 - Orientating new faculty and professional staff 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
 - 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
 - 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
 - Recognition of outstanding faculty

- j. **Collaborate With Other Units:** The center will coordinate and collaborate with other units of the university
 - 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.
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 is to reinforce the close working relationship these two organizations should have. The Library leadership 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

b. Resources for the Professional Development Center

The Professional Development Center will use three strategies to secure key resources.

These will include the following:

- Working closely with acquisition 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.

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
 - 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.
 - Evaluation of faculty performance will be a function of the academic departments and colleges. The faculty support functions of the Professional Development Center must be kept separate from the evaluation of faculty performance. It should not in any way be related to measures that would be considered punitive to the faculty member.
9. Provide special programming for administrators to enable them to better direct an institution founded on the precepts that guide PMU.

The center will:

- Design programs in coordination with the Director of HR and with the Rector, to encourage administrators to constantly re-examine administrative patterns and their effects on employee performance.
- Coordinate closely with HR to help university leaders stay up-to-date on changing circumstances. Such programs should be aimed at building knowledge, skills, and abilities among the executive management who will deal with the administration of the university. (To accomplish this, the rector, vice rectors, deans, and directors of the university will be encouraged to attend a number of on- and off-campus seminars and programs run by professional organizations including attendance at conferences related to their area of expertise. This may also be accomplished through a series of regular staff meetings and retreats for these senior executives.)
- Concentrate on building the knowledge, skills, and abilities of faculty and professional staff who will deliver academic programs.

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

The Professional Development Center should strive to 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.

PROFESSIONAL DEVELOPMENT COMMITTEES

A. Purpose of the Policy

The main purpose of these committees is to ensure that Professional Development programs adapt to the ever changing and ongoing needs of the university. In addition, advice and leadership is to be provided on the assessment needs of the various programs and also provide opportunity for the faculty to have a voice in the sharing of information and a place to express their wants and needs.

B. Policy Statement:

This Professional Development Committee policy describes each of the required committees including their purpose, schedule of meetings, and the composition.

1. Advisory Committee to the Professional Development Center

Purpose: To 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.

Additionally, this committee will serve as an efficient means of briefing university executives on the center's activities and needs.

Scheduled Meetings The Advisory Committee's meetings will be limited to twice per academic year.

Composition Members of the committee will be selected from -- the Vice Rector for Academic Affairs, the Vice Rector for Student Services, the Chief Information Officer, the academic deans, the Director of the Learning Resources Center, the Coordinator of Learning Enrichment Services, the Director of the Division of Research Development and the Director of the Library.

Other selected directors, PMU administrative officers, faculty, staff, and student representatives may be selected as needed.

2. Ad Hoc Committees

Purpose: In order to promote understanding and learning among the faculty, the Professional Development Center will establish *ad hoc* committees that will assist and give input into activities such as the Faculty Forum, orientation and other professional development activities including social events etc.

Scheduled Meetings The committees will meet as needed and will be disbanded at the end of their intended use.

Composition Members will be selected based on representation from those areas where the focus is limited to specific purposes.

ASSESSMENT OF THE PROFESSIONAL DEVELOPMENT CENTER

C. Purpose of the Policy

For the Professional Development Center to meet its intended purpose there must be means of measuring the successes and failures of the center.

D. Policy Statement:

Assessment of the Center The assessment of the Professional Development Center will be tied to these 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
- 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

PROFESSIONAL DEVELOPMENT UNITS

E. Purpose of the Policy

The primary goal of earning Professional Development Units is to help each faculty member grow as an instructor or college professor and, in turn, improve student achievement in the courses taken. Additionally, this provides an opportunity for faculty to broaden their professional and social experience at the university by participating in a broad range of activities benefiting themselves and also leading to the advancement of the university. A means of quantifying and measuring the extent of faculty involvement is by introducing the concept of Professional Development Units (PDUs).

F. Policy Statement:

A **Professional Development Unit** (PDU) is a measurement used in professional development to award credit for participation in a broad range of activities, including action research, staff development programs, curriculum design, faculty forums, workshops and seminars, etc. PDUs generated by such workshops, seminars and conferences are generally earned at the rate of one for each hour of participation. Such a workshop or seminar must be offered by a provider previously approved by the Professional Development Director.

PDU activities that are selected must address one of the following purposes:

- To advance your knowledge and skills in your current area(s) of expertise.

- To develop your knowledge and skills in areas determined to be critical for all PMU faculty.
- To expand your knowledge and skills in an additional teaching field or toward the acquisition of a relevant education degree.
- To update and/or reinforce relevant skills
- To explore other areas of interest such as social, educational, political, or cultural issues.
- To meet like-minded people to improve the quality and delivery of education

How To Earn PDUs Professional development units may be earned by any of the following activities.

- Attending Faculty Forum meetings
- Volunteer service to professional or community organizations
- Participating on collaborative planning and professional improvement teams and committees
- Participating in decision-making teams or relevant committees related to department or content improvement plans
- Mentoring or Peer Coaching
- Evidence of completing graduate or post graduate credit courses
- Evidence of completing modules from online programs such as Alison or SkillSoft or certificate programs
- Serving on conference planning committees or making presentations at conferences or at professional meetings
- Writing and publishing research and/or position papers

“Other” Activities: A faculty member may earn professional development units for activities not specifically mentioned in the PDU description. These “other” activities may be acceptable if the person involved keeps on file written evidence that:

- Describes the activity and its purpose, intensity, duration, and outcomes;

- Discusses how the activity is related to the improvement of your knowledge and skills;
- Identifies which activity mentioned earlier most closely resembles the claimed activity and proposes a number of PDUs that is commensurate with the value assigned to the similar activity identified above.

It should be noted that the category “Other” may not be used to claim credit for activities that are only partially completed. PDUs are not earned through attendance at department organized meetings.

Certificate of

Accomplishment PDUs may be earned throughout the academic year. At the end of each academic year, certificates will be awarded to faculty based on the following criteria:

Bronze	20 PDUs
Silver	35 PDUs
Gold	50 PDUs

Reporting PDUs Faculty will be required to report the number of PDUs earned on the annual self-assessment instrument that has to be completed and submitted each year. This will have an impact on decisions made concerning each faculty member. The official number of PDUs on record for each faculty member may be obtained from the office of the Professional Development Director.

