

V. APPENDICES

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APPENDIX A – POSITION DESCRIPTIONS

Using this document: The information in this appendix is intended for use in the hiring process for staff members in the PMU Professional Development Center.

Summary of content: This appendix contains job descriptions for the various staff members of Professional Development Center. The positions described in this appendix are as follows:

Director of the Professional Development Center
Associate Director of the Professional Development Center
Teaching Consultant
System Analyst
Instructional Designer
Digital Media Specialist
Technical Support Specialist

POSITION TITLE: DIRECTOR OF THE PROFESSIONAL DEVELOPMENT CENTER

1. Position Purpose:

The Director of the Professional Development Center provides leadership to the conceptualization, design and evaluation of a comprehensive program that develops the skills of PMU faculty and professional staff with a focus on enhancing the university's student-centered learning environment and building PMU core competencies. Services under the director include individual consultation services, group workshops, and other events directed toward university faculty and professional staff.

2. Major Duties and Responsibilities:

- Provides leadership, planning, coordination and oversight of the implementation of a wide range of services that support excellence in teaching and services that support learning and the development of competencies.
- Oversees, develops, and evaluates professional development programs for faculty and professional staff, including staff of the Learning Resources Center and the various divisions of Student Services.
- Develops a professional development program, which includes classes, workshops, and support programs, designed to promote faculty and staff roles in student learning.
- Engages and collaborates with faculty from all disciplines and the staff of the Learning Resources Center as they develop and incorporate learner-centric teaching and assessment strategies into courses.
- Organizes and instructs summer institutes and workshops that develop faculty and professional staff skills in active learning and instructional design.
- Trains and directs specialized departmental staff who provide support to faculty in the classroom.
- Assists faculty in the use of instructional technologies and the acquisition and use of educational media that support active learning; develops a teaching and learning resource Web site
- Identifies the needs of faculty and professional staff for training in all areas; pursues the use of technology to transform and enhance the effectiveness of teaching and learning.
- Promotes the scholarship of teaching and learning by cultivating an atmosphere in which faculty view student learning as a subject of inquiry and investigation.

- Continually assesses the effectiveness of instructional practices and redirects efforts when needed.
- Coordinates faculty and staff orientation.
- Designs and facilitates strategies for evaluating faculty and professional staff performance across all disciplines.
- Identifies, assembles and maintains various resources for faculty and professional staff with the goal of enhancing teaching, learning, and the development of PMU competencies. Such resources include Web sites and publications.
- Collaborates with the Vice Rector for Academic Affairs, the Vice Rector for Student Services, Deans, the Director and Associate Director of the Learning Resources Center, other Directors and PMU administrative officers to achieve the objectives of the University.

3. Reporting Line:

The Director of the Professional Development Center reports directly to the Vice Rector for Academic Affairs.

4. Span of Control:

The Director of the Professional Development Center will oversee the Associate Director of the Professional Development Center and all related budgets and staff.

5. Qualifications:

- Ph.D. in adult education or related field.
- The ability to speak and write fluently in English.
- Record of successful teaching in a college or university setting.
- Experience with a variety of pedagogical theories and teaching approaches, effective uses of technology to support instruction, and learning and program assessment strategies.
- Demonstrated organizational and management skills.
- Excellent written and oral communication skills.
- Knowledge of faculty and staff development techniques, systematic approaches to research and evaluation assessment, and research design experience.

POSITION TITLE: ASSOCIATE DIRECTOR OF THE PROFESSIONAL DEVELOPMENT CENTER

1. Position Purpose:

The Associate Director of the Professional Development Center assists the Director with the implementation of a comprehensive program that develops skills of the female PMU faculty and professional staff with a focus on enhancing the university's student-centered learning environment and building PMU core competencies.

2. Major Duties and Responsibilities:

- Assists the director with the planning, coordination, and oversight of implementation of a wide range of teaching support services for female faculty and staff.
- Oversees, develops, and evaluates professional development programs for female faculty and staff.
- Develops a development program for female faculty and professional staff, including staff of the Learning Resources Center and the various divisions of Student Services. Such programs would include classes, workshops, and support programs to promote the advancement of student learning and PMU competencies.
- Engages and collaborates with female faculty from all disciplines as they develop and incorporate learner-centric teaching and assessment strategies into courses.
- Organizes and instructs summer institutes and workshops for female faculty and professional staff that develop skills in active learning and instructional design.
- Trains and directs specialized female staff who provide support to female faculty in the classroom.
- Assists female faculty in the use of instructional technologies, and the acquisition and use of educational media that support active learning; works with the director to develop a teaching and learning resource Web site.
- Identifies the needs of female faculty and professional staff for training in all areas of teaching; pursues the use of technology to transform and enhance the effectiveness of teaching and learning.
- Promotes the scholarship of teaching and learning by cultivating an atmosphere in which female faculty view student learning as a subject of inquiry and investigation.
- Continually assesses the effectiveness of instructional practices utilized by female faculty and redirect efforts when needed.
- Coordinates orientation for new female faculty and professional staff.

- Designs and facilitates strategies for evaluating the performance of female faculty across all disciplines.
- Identifies, assembles and maintains various resources for female faculty and professional staff with the goal of enhancing teaching, learning, and the development of PMU competencies. Resources include Web sites and publications.

3. Reporting Line:

The Associate Director of the Professional Development Center reports directly to the Director of the Professional Development Center.

4. Span of Control:

The Associate Director of the Professional Development Center oversees the female teaching consultant and female technical support staff.

5. Qualifications:

- Ph.D. in adult education or related field.
- The ability to speak and write fluently in English.
- Record of successful teaching in a college or university setting.
- Experience with a variety of pedagogical theories and teaching approaches; ability to effectively use technology to support instruction and learning; knowledge of program assessment strategies.
- Demonstrated organizational and management skills.
- Excellent written and oral communication skills.
- Knowledge of faculty and staff development techniques, systematic approaches to research and evaluation assessment, and research design experience.

POSITION TITLE: TEACHING CONSULTANT

1. Position Purpose:

The Teaching Consultant will work closely with the Director or Associate Director of the Professional Development Center (as appropriate according to the consultant's gender) to assist with the conceptualization, design, delivery, and evaluation of a comprehensive program that develops the skills of PMU faculty and professional staff with a focus on enhancing the university's student-centered learning environment and building PMU core competencies.

2. Major Duties and Responsibilities:

- Contributes to the Professional Development Center's work for teaching excellence, professional development, and assessment with the ability to explain learning theories and educational philosophies clearly and competently.
- Designs and conducts research while monitoring and sharing new concepts and research findings in teaching and learning.
- Serves as the consultant to work individually with faculty and as a presenter of workshops and other professional development offerings.
- Supports the mission, purpose, values, strategic plan, and programs of the university and the Professional Development Center.
- Works collegially as a team member or team leader.
- Sets program goals and priorities in consultation with the Director of the Professional Development Center.
- Collaborates with Professional Development Center team members.
- Assists in the development of professional development programs for faculty and professional staff, including staff of the Learning Resources Center and the various divisions of Student Services.
- Recommends the most appropriate teaching strategies for various deliveries (for example: classes, workshops, online instruction) and audiences (including faculty, administrators, and professional staff).
- Engages and collaborates with faculty from all disciplines and the staff of the Learning Resources Center as they develop and incorporate learner-centric teaching and assessment strategies into courses.
- Understands the use of technology to transform and enhance the effectiveness of teaching and learning.
- Promotes the scholarship of teaching and learning by cultivating an atmosphere in which faculty view student learning as a subject of inquiry and investigation.
- Assists in developing strategies for evaluating faculty and professional staff performance across all disciplines.

3. Reporting Line:

The Teaching Consultant reports to the Director of the Professional Development Center or to the Associate Director according to the consultant's gender and the gender served.

4. Qualifications:

- Earned doctorate in instructional design, curriculum and instruction, educational psychology, or a related field
- The ability to speak and write fluently in English and communicate professionally
- Demonstrated ability to work collaboratively and on a team
- Knowledge, skills, and commitment to championing the PMU defining characteristics
- Understanding of accountability and students outcome measurement
- Experience consulting with adults
- Ability to be flexible, adaptable, and able to change
- Respect for the culture of Saudi Arabia and the PMU
- Willingness to engage in professional development
- Skills in using and respect for instructional technologies
- Record of successful teaching in a college or university setting
- Experience with a variety of pedagogical theories and teaching approaches, ability to effectively use technology to support instruction, learning, and program assessment strategies
- Demonstrated organizational and management skills
- Excellent oral communication skills and written communication skills including electronic mail, discussion boards, and other online communication
- Skills in online productivity
- Knowledge of faculty and staff development techniques

POSITION TITLE: SYSTEM ANALYST

1. Position Purpose:

The System Analyst provides the vision and coordination required for the Professional Development Center to support a learning environment infused with technology tools. This position works closely with the leadership of the Professional Development Center to conceptualize, design, and evaluate a comprehensive program that develops the skills of PMU faculty and professional staff to use the most effective technologies for delivery, instruction, and communication as a means for enhancing the university's student-centered learning environment and building PMU core competencies.

2. Major Duties and Responsibilities:

Application Maintenance

- Maintain systems to ensure support for efficient operation and correction of problems.
- Anticipates and solicits necessary changes to accommodate changes in other software/applications.
- Keeps system infrastructure up-to-date.
- Communicates changes to necessary parties.
- Establishes and maintains quality assurance compliance.

Application Development

- Designs and analyzes applications to ensure system requirements are met
- Coordinates development in phases and provides resource needs and release dates.
- Designs, codes, installs, and tests the application system, including programs and files.
- Implements applications and projects
- Ensures proper coordination and communication with all users.
- Coordinates post-implementation review
- Establishes and maintains quality assurance compliance

Project Management

- Leads project teams to define objectives and goals for projects
- Applies project management philosophies
- Guides project teams to establish plans to achieve project objectives
- Supervises tasks required to complete the project
- Monitors progress of project plans and modifies them as necessary to complete the project appropriately
- Assists team members in establishing appropriate training and documentation for projects
- Completes end-of-project follow up to be used in developing future projects of similar types

Educational Activities

- Attends conferences and workgroup meetings related to current job duties as appropriate
- Attends classes to improve technical skills or gain new ones
- Teaches classes – informal or formal
- Stays current on technologies, techniques, and philosophies employed in the department
- Conduct or coordinates training efforts on systems in support of departmental staff and university faculty and staff

Team (or Project) Leadership

- Prioritizes projects and continuously re-analyzes changing needs
- Creates and maintains an accurate list of projects
- Provides his supervisor annually with a list of goals and directions
- Evaluates departmental processes for improvements to operating procedures
- Conducts focus groups during and after projects

Exploratory / Research and Development

- Investigates new tools or approaches to problems, which may be beneficial to the teaching mission of the university
- Recommends a course of action to be taken on the products and services investigated
- Leads efforts to “beta test” potential new products and services

Feasibility Studies

- Identifies problem or opportunity to be addressed in the project
- Identifies alternatives
- Estimates technical and people resources required

Other Activities

- Contributes to committees or workgroups as appropriate
- Accomplishes miscellaneous tasks and projects
- Provides consultation in areas of experience and expertise as needed
- Make changes to systems as required by law, policy, client needs, or other reason

3. Reporting Line:

The System Analyst reports directly to Director of the Professional Development Center.

4. Qualifications:

- Masters Degree preferred in Computer Science, Management of Information Systems or related field. Bachelor's degree and significant experience may be substituted.
- The ability to speak and write fluently in English.
- Record of successful project development and maintenance in a university or corporate training setting.
- Experience with a variety of online and digital projects
- Demonstrated ability to make effective uses of technology to support instruction
- Demonstrated organizational and management skills
- Excellent written and oral communication skills
- Ability to initiate and self-manage with minimal supervision
- Excellent skills in current application and development
- Ability to manage projects and lead teams
- Ability to collaborate with persons from different areas of campus

POSITION TITLE: INSTRUCTIONAL DESIGNER

1. Position Purpose:

The Instructional Designer will serve as the lead person working with faculty and other members of the Professional Development Center staff to design courses that support student achievement and attainment of learning outcomes. The Instructional Designer must understand the importance of the use of technology in enhancing and transforming the effectiveness of teaching and learning. The designer will supervise projects that involve the construction of courses, course pieces, and learning objects in the PMU Course Management System. The designer will work closely with the Director and Associate Director of the Professional Development Center to assist with the conceptualization, design and evaluation of a comprehensive program that develops skills of PMU faculty and professional staff with a focus on enhancing the university's student-centered learning environment and building PMU core competencies.

2. Major Duties and Responsibilities:

- Assists faculty in the educational design and development of learner-centered courses and related activities.
- Reviews and facilitates the selection of software applications for enhancing instruction.
- Advises faculty on appropriate instructional technologies for delivering or enhancing the course materials.
- Determines the best methods of instruction and assessment for the specific course and student audience.
- Prepares materials and provides workshops on best practices in instructional design.
- Works closely with the Professional Development Center's Instructional Media Specialist to ensure best practice in instructional modules in production.
- Reviews existing course materials and recommend revisions as needed.
- Works collaboratively with other Professional Development Center team members on center's the broad agenda promote excellence in teaching at PMU.
- Works with faculty on issues of intellectual property and on obtaining permission to use materials under copyright.
- Assists in the development and design of professional development programs for faculty and professional staff, including staff of the Learning Resources Center and the various divisions of Student Services.
- Makes recommendations on appropriate teaching strategies for various deliveries (for example, classes, workshops, online instruction) and audiences (including faculty, administrators, and professional staff).

- Collaborates with and assists faculty from all disciplines and the staff of the Learning Resources Center as they develop and incorporate learner-centric teaching and assessment strategies into courses.
- Promotes the scholarship of teaching and learning by cultivating an atmosphere in which faculty view student learning as a subject of inquiry and investigation.
- Advises the Vice Rector of Academic Affairs in the development of strategies for evaluating faculty and professional staff performance across all disciplines.
- Performs other appropriate duties as determined by the Director of the Professional Development Center.

3. Reporting Line:

The Instructional Designer reports to the Director of the Professional Development Center.

4. Span of Control:

The Instructional Designer oversees the Digital Media Specialists in the Professional Development Center.

5. Qualifications:

- Masters Degree in instructional design, curriculum and instruction, or a related field.
- The ability to speak and write fluently in English.
- Record of successful teaching in a college or university setting.
- Experience with a variety of pedagogical theories and teaching approaches, effective uses of technology to support instruction, and learning and program assessment strategies.
- Demonstrated organizational and management skills.
- Excellent oral communication skills and ability to write clearly, including the effective use of electronic mail, discussion boards, and other online tools of communication
- Familiarity with such authoring tools as Flash and Front Page and experience in supervising the use of these to construct online learning materials.
- Knowledge of faculty and staff development techniques and systematic approaches to research and evaluation assessment.

POSITION TITLE: DIGITAL MEDIA SPECIALIST

1. Position Purpose:

The Digital Media Specialist will lead in the development of digitally formatted instructional and instructional support materials, particularly in the construction of courses, course pieces, and learning objects to be deployed using the PMU Course Management System. The Digital Media Specialist will work closely with the Instructional Designer in the conceptualization, design, and evaluation of a comprehensive program that develops the skills of PMU faculty and professional staff with a focus on enhancing the university's student-centered learning environment and building PMU core competencies.

2. Major Duties and Responsibilities:

- Provides computer programming to implement the multimedia and online components of courses created by faculty and the Instructional Designer.
- Collaborates with team members to identify and evaluate digital learning materials and facilitate integration into course materials.
- Participates in decisions regarding the selection of instructional technologies, including software applications, for enhancing course materials.
- Assists in the preparation of materials and presentation of workshops on best practices in digitally supported instruction.
- Reviews digital course materials and suggest revisions as needed.
- Responds to instructors' concerns about technology enhanced teaching and learning.
- Collaborates with other Professional Development Center team members
- Recommends the most appropriate teaching strategies for various deliveries (for example, classes, workshops, online instruction) and audiences (including faculty, administrators and professional staff).
- Collaborates with other digital media personnel and electronic publishing specialists, especially the staff of the Learning Resources Center, as they develop and incorporate learning-centered teaching and assessment strategies into courses.
- Interprets the importance of technology in transforming and enhancing the effectiveness of teaching and learning.
- Promotes the scholarship of teaching and learning by cultivating an atmosphere in which faculty view student learning as a subject of inquiry and investigation.
- Performs other appropriate duties as determined by the Director of the Professional Development Center.

3. Reporting Line:

The Digital Media Specialist reports directly to the Instructional Designer of the Professional Development Center.

4. Span of Control:

The Digital Media Specialist oversees no other staff members.

5. Qualifications:

- Bachelor's Degree in Computer Science or Computer Engineering. Associate's Degree with significant experience may be substituted.
- Excellent skills in online productivity tools such as Front Page, Director, Dreamweaver, Flash, and Filemaker Pro. Certifications preferred.
- Ability to speak and write fluently in English.
- Excellent oral communication skills and ability to write clearly, including the effective use of electronic mail, discussion boards, and other online tools of communication
- Experience using technology to support instruction and assessment
- Experience developing instructional tools and modules.
- Demonstrated experience working successfully in teams.
- Demonstrated ability to produce online products to standards and on deadline.
- Professional demeanor.
- Experience producing and integrating digitalized audio files for Web delivery.

POSITION TITLE: TECHNICAL SUPPORT SPECIALIST

1. Position Purpose:

The Technical Support position provides immediate and effective support for the faculty in the classroom in order to ensure that faculty have immediate access to the instructional tools they need to make full use of the university's technology infused learning environment. This position works closely with the leadership of the Professional Development Center to reinforce the value of instructional technologies to enhance the university's student-centered environment.

2. Major Duties and Responsibilities:

Faculty and Student Support

- Reports in person immediately when requested by faculty
- Provides accurate, helpful, and courteous support in person

Application Maintenance

- Maintains systems to ensure they are operational and that faculty and students will have reliability and ease of use
- Keeps computers, printers, and other equipment upgraded and working
- Anticipates and solicits necessary changes to accommodate changes in software and applications
- Keeps the system infrastructure up-to-date
- Communicates changes to necessary parties
- Establishes and maintains quality assurance compliance
- Communicates to the System Analyst ideas for application development to support teaching effectiveness

Educational Activities

- Attends workgroup meetings related to current job duties as appropriate
- Attends classes to improve technical skills or gain new ones
- Stays current on technologies, techniques, and philosophies employed in the departments and colleges at PMU
- Conducts and coordinates training efforts for faculty and professional staff

Exploratory / Research and Development

- Assists in the investigation of new tools or approaches to solving problems which may be beneficial to the teaching mission of the university

- Recommends a course of action to be taken on the products and services investigated
- Participates in efforts to “beta test” potential new products and services

Other Activities

- Contributes to committees or workgroups as appropriate
- Accomplishes miscellaneous tasks and projects
- Provides consultation in areas of experience and expertise as needed
- Makes changes to systems as required by law, policy, client needs, or other reason.

3. Reporting Line:

Male Technical Support staff report to Director of the Professional Development Center. Female Technical Support staff report to the Associate Director of the Professional Development Center.

4. Span of Control:

The Technical Support Staff oversee no other staff members.

5. Qualifications:

- Bachelor’s Degree in Computer Science or Computer Engineering. Associate’s Degree with significant experience may be substituted.
- Demonstrated abilities to support applications, networks, and hardware. Certificates preferred.
- The ability to speak and write fluently in English.
- Record of successfully providing technical support in a university or corporate training setting.
- Experience with a variety of operating systems, applications, audio, and video applications
- Demonstrated ability to make effective uses of technology to support instruction
- Demonstrated organizational and management skills
- Demonstrated positive customer service attitude
- Excellent written and oral communication skills
- Ability to initiate and self-manage with minimal supervision
- Excellent skills in current application and development
- Ability to work as a part of a team
- Ability to collaborate with persons from different areas of campus
- History of reliability in attendance and performance

APPENDIX B

For easy reference, the following material is reproduced from the report *Undergraduate Core Curriculum Design*.

THE PMU ASSESSMENT CAPSTONE SERIES

A. SERIES OVERVIEW

Key	Title
ASSE 2111	Learning Outcome Assessment I
ASSE 3211	Learning Outcome Assessment II
ASSE 4311	Learning Outcome Assessment III

6 semester hours – Required

Every PMU student will take three credit-bearing courses associated with learning outcomes and assessments. These courses will be offered during the students' sophomore, junior, and senior years. They begin with an orientation to the assessment process and build to a comprehensive program that incorporates all of the PMU learning outcomes.

As a condition of graduation, each student must successfully complete these three courses and demonstrate a mastery of PMU competencies and learning outcomes.

B. SERIES COURSES

The Assessment Capstone Series includes the following three courses. Complete syllabi for these courses are found in Section VII., Course Syllabi.

1. ASSE 2111: Learning Outcome Assessment I

This course will be taken during the first semester in the sophomore year. It will orient students to learning-outcomes expectations, the development of a learning portfolio, and the assessment process. During the course, all students, regardless of major, will complete a set of projects that involve writing, oral presentations, decision-making, problem solving, and technology. The specifics of each assignment, however, will be tailored to the major. The course will carry one hour of credit.

2. ASSE 3211: Learning Outcome Assessment II

The course will be taken during their first semester of the junior year. Building on ASSE 2111, the course will provide additional depth to learning-outcomes expectations, the development of a learning portfolio, and the assessment process. Like ASSE 2111, it will tailor assignments within the assessment framework so that they will be relevant to students' majors. This two credit-hour course will prepare students for the final capstone experience, ASSE 4311, which will fully integrate assessment of competencies with the major field of study.

3. ASSE 4311: Learning Outcome Assessment III

This course will be taken during either the first or second semester in the senior year, depending on the student's major degree program. It will require students to demonstrate the full range of PMU competencies and learning outcomes as they complete a capstone project under direction of their college faculty. Students will be expected to take full responsibility for planning, managing and completing a project that requires them to synthesize, integrate and apply their knowledge and skills to produce research or other creative or professional work. The course will carry three hours of credit.

At the culmination of ASSE 4311, a summative assessment of the student's satisfactory completion of PMU assessment requirements will be conducted and documented by the course instructors. A report of this assessment will be included in the student's permanent university record and must be approved by the dean of each student's college in consultation with Dean of the Core Curriculum and Preparation Year before graduation.

Because departmental requirements and student assessment projects will vary from college to college, ASSE 4311 will be either cross-listed with a corresponding course name from the major department, or a notation concerning the nature of the course will be made on the student's transcript. The method used to differentiate ASSE 4311 courses and projects will be at the discretion of the PMU Registrar.

C. CAPSTONE ADMINISTRATION

The three courses in the Assessment Capstone Series will be administered and housed in the office of the Dean of the Core Curriculum and Preparation Year. In overseeing the series, the dean will work closely with the Director of the Teaching Development Center, Director of the Learning Resources Center, Chair of the Core Curriculum, Associate Chair of the Core Curriculum, and deans, department chairs, and associate chairs of the colleges of engineering (including interior design), information technology, and business administration.

The Dean of the Core Curriculum and Preparation Year will be responsible for the following:

- Orientation of faculty, administrators, and students to the expectations of PMU learning outcomes and the process of assessment
- Coordination of faculty development in learning assessment
- Training and certification of faculty assessors
- Scheduling, assigning faculty, and coordinating ASSE courses
- Maintenance of official student assessment records
- Liaison with college deans and faculty

The Dean of the Core Curriculum and Preparation Year, and the Chair and Associate Chair of the Core Curriculum will assign faculty from the staff of the Core Curriculum program to teach the first two assessment courses, ASSE 2111 and ASSE 3211. These faculty members may be specialists in assessment, or they may be members from the program's academic disciplines who have completed assessment training and achieved certification through the Teaching Development Center. The faculty who teach ASSE 2111 and ASSE 3211 will work closely with faculty from the colleges of engineering (including interior design), information technology, and business administration to develop meaningful exercises that will gauge the extent to which students are achieving the six university competencies.

The deans of the three PMU colleges, in consultation with Dean of the Core Curriculum and Preparation Year, will assign faculty from each college to teach the final assessment course, ASSE 4311.

As part of the program, each student will receive feedback from a diverse panel of assessors, also assigned by the dean. At the core of that panel will be two or more faculty members, one of whom has not instructed the student in a course. Other assessors may include university staff, upper level students, and community representatives.

Each college will establish the performance standards required of its students for graduation. Standards will take into consideration the requirements for successful professional performance in the field the student is preparing to enter.

The Teaching Development Center will provide assistance to faculty in developing sequence and content for all assessment courses. The goal will be to collaboratively design pedagogy and content that will assist students to achieve course objectives. An ongoing curriculum development process will stimulate the improvement of the faculty's teaching methods and assessment skills and will ensure that assessment curriculum undergoes continuous improvement.

The Dean of the Core Curriculum and Preparation Year will evaluate the performance of faculty assigned to teach ASSE 2111 and ASSE 3211. The deans of the three colleges, together with the Dean of the Core Curriculum and Preparation Year, will evaluate the performance of faculty assigned to teach ASSE 4311.

D. ASSESSMENT PROCESS

In order for students to make steady and satisfactory progress toward gaining the required PMU learning outcomes and competencies, each must understand his or her level of achievement at any given time. The Assessment Capstone Series is designed to provide students with formal and informal feedback concerning their performance throughout their university careers. This three-step series also will ensure that students achieve the required performance levels before graduation.

1. Evaluation Exercises

As the student progresses through the three-step assessment process, exercises developed by faculty of the college in which the student is enrolled will be used to determine student success in achieving PMU learning outcomes and competencies. Individual and group exercises will be administered under standardized conditions. These will be designed to simulate the skills and abilities from the PMU learning outcomes that are most essential for successful performance in the student's profession.

Assessment capstone exercises will include:

- **In-Basket Exercise:** a variety of memos, letters, and documents of varying importance. Students will prioritize and respond to the documents.
- **Leaderless Group Discussion:** specific problems in which students are instructed to attempt to reach a consensus within a specified amount of time. This exercise measures qualities such as decision making, leadership, teamwork, cooperation, and interpersonal skills.
- **Oral Presentation Exercise:** an oral presentation, using technological tools, in which students must defend their positions and recommendations concerning a specific issue.
- **Role-Play Exercise:** a hypothetical problem dealing with a subordinate, irate citizen, or member of the community. This exercise measures skills such as communication, problem solving, and interpersonal relationships.
- **Written Report / Analysis Exercise:** a student is presented with a job-related topic and is instructed to write a report, position statement, or outline of a new policy.
- **Technology Inventory:** Ability to demonstrate the use of spreadsheets, hi-tech presentations, telecommunications, graphics, and the Internet.
- **Portfolio Development:** a strategically organized, written, and visual documentation and reflection of student performances and accomplishments over the four university years.

2. The Student Portfolio

As a culmination and a record of the evaluation activities contained in the Assessment Capstone Series, each student will document his or her achievement of learning outcomes. The student portfolio will include work products or performance descriptions that the student has produced in class or during out-of-class or work-based activities.

Such work products might be class assignments, research or project reports, written feedback or evaluations from others (such as team mates and internship employers). The portfolio also can include documentation produced specifically for the portfolio, such as essays that faculty might assign on the capstone experience.

The portfolio will form one basis for the student's assessment report, which will be compiled by the student's advisory panel. A final assessment report covering all activities in the three courses of the series will become part of each graduating senior's permanent university record.

Equally important, the portfolio will become tangible evidence of achievements that the student can take to employers or others in the community. In compiling this documentation, students will make extensive use of the portfolio capabilities in the university's Courseware Management System (CMS). (For a discussion of CMS capabilities see Section III., Support for the Outcomes Process.) Even after graduation, the online portfolio will be available for students to access and utilize in their professional careers.

SYLLABI
ASSESSMENT CAPSTONE SERIES

ASSE 2111: Learning Outcome Assessment I
ASSE 3211: Learning Outcome Assessment II
ASSE 4311: Learning Outcome Assessment III

Course Title: ASSE 2111: Learning Outcome Assessment I

Semester Credit Hours: 1 (1,0)

I. Course Overview

The course will be taken by students during their first semester in the second year of the undergraduate program and will orient them to learning-outcome expectations, the development of a learning portfolio, and the assessment process.

II. PMU Competencies and Learning Outcomes

The course requires critical thinking and analysis as well as familiarization with the learning-outcomes expectations and measures. The course provides a logical framework by which students will prepare for the senior year capstone experience. Students will be introduced to the fundamental concepts and tools used to enhance decision-making. They will learn to recognize the importance of specific concepts and how they fit together. The students will be able to use appropriate communication to assess the degree to which they have achieved the learning-outcomes requirements. Course exercises will require students to work as a team to analyze a problem, and write and orally present a report. Students will work in groups on projects and assignments, and will use the Internet to retrieve relevant information and data needed to address the projects and assignments.

III. Detailed Course Description

The course introduces students to the management of information and information technology. It is designed to raise questions and problems in order that students can learn to clearly and precisely formulate answers. The course shows students how to gather and assess relevant information, so that they can meet the university learning objectives. Students also will learn how to think within alternative systems of thought and communicate effectively with others to arrive at solutions to complex problems.

IV. Requirements Fulfilled

ASSE 2111 satisfies the first of three Assessment Capstone Series requirements.

V. Required Prerequisites

This course does not have a prerequisite.

VI. Learning Outcomes

- A. To write a variety of memos, letters, and documents of varying importance. Students prioritize and respond as appropriate.
- B. To understand the components of decision making, such as leadership, teamwork, cooperation, and interpersonal skills.
- C. To make an oral presentation using technological tools.
- D. To solve problems.
- E. To develop a strategically organized, written and visual documentation and reflection of student performances and accomplishments.
- F. To demonstrate the use of spreadsheets, hi-tech presentations, telecommunications, graphics, and the Internet.

VII. Assessment Strategy

All of the following assessment strategies will be linked to the course.

A. Pre/Post Testing (10% of grade)

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

B. Portfolio Assessment (40% of grade)

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course.

C. Assignments and Projects (50% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

VIII. Course Format

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain information about interesting new ideas, to discuss current policy issues and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows, as below:

Classroom Hours (1 hour per week)

Class: 1

Online discussion: 1

IX. Topics to Be Covered

- A. Written and oral communication
- B. Critical thinking and problem solving
- C. Quantitative analysis
- D. Research
- E. Information and computer literacy

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on BLACKBOARD or other server, so the instructor and the students can communicate via email. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted and examinations are taken online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, the audio on the computer can be used to discuss class issues.

XII. Special Projects/Activities

The following two group assignments are required to complete the course.

A. Assignment 1

Students will be assigned a project based on the major. The project will prepare students to face the challenges of working with people, something they will do throughout their career. Students will organize, select a team leader, produce assignments on time, and share the administrative work. The project will require students to schedule standing meetings when everyone will attend, as if it is an extra class meeting. The only people who will be responsible for an efficient team are the team members. If there are minor difficulties in scheduling assignments at the beginning of the course, faculty will be available to lend a hand to organize the team. All the members will receive the same grade for the team project. Students who do not contribute exist only if the team allows it. Students will have a chance to grade their contribution. Peer-evaluation forms will be used. Every student will evaluate the contribution of other group members at the end of the semester. To some extent these evaluations will affect the students, grades.

B. Assignment 2

Each team will write a detailed analysis of an industry selected by the team. The selected industry must be approved by the faculty in an outline form by the third week of classes. This project will require extensive literature search, creativity, depth and breadth of analysis. The finished report will be presented orally to the rest of the class. The presentation must be creative and interesting.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Paul, Richard and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. Englewood Cliffs, New Jersey : Prentice Hall, 2002.
ISBN: 0-13-064760-8

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. Paul, Richard and Linda Elder. *The Miniature Guide to The Art of Asking Essential Questions*. Dillon Beach, California. : Foundation for Critical Thinking, 2002.
(No ISBN)

D. Supplemental Online Materials

None

Course Title: ASSE 3211: Learning Outcome Assessment II

Semester Credit Hours: 2 (2,0)

I. Course Overview

The course will be taken by students during their first semester in the third year of the undergraduate program and will orient them to learning-outcome expectations, the development of a learning portfolio, and the assessment process. The course builds on ASSE 2111 to prepare students for the final capstone experience – ASSE 4311.

II. PMU Competencies and Learning Outcomes

The course requires critical thinking and analysis as well as familiarization with the learning-outcome expectations and measures. The course provides a logical framework by which students will prepare for the senior year capstone experience. Students will be introduced to the fundamental concepts and tools used to enhance decision-making. They will learn to recognize the importance of specific concepts and how they fit together. The students will be able to use appropriate communication to assess the degree to which they have achieved the learning-outcome requirements. Course exercises will require students to work as a team to analyze a problem, and to write and orally present a report. Students will work in groups on projects and assignments and use the Internet to retrieve relevant information and data needed to address the projects and assignments.

III. Detailed Course Description

The course introduces students to the management of information and information technology. It is designed to raise questions and problems in order that students can learn to clearly and precisely formulate answers. The course shows students how to gather and assess relevant information, so that they can meet the university learning objectives. Students also will learn how to think within alternative systems of thought and communicate effectively with others to arrive at solutions to complex problems.

IV. Requirements Fulfilled

ASSE 3211 satisfies the second of three Assessment Capstone Series requirements.

V. Required Prerequisites

Students must have passed ASSE 2111 to take this course.

VI. Learning Outcomes

- A. To write a variety of memos, letters, and documents of varying importance. Students respond and prioritize as appropriate.
- B. To understand the components of decision making, such as leadership, teamwork, cooperation, and interpersonal skills.
- C. To make an oral presentation using technological tools.
- D. To solve problems.
- E. To develop a strategically organized, written and visual documentation and reflection of student performances and accomplishments.
- F. To demonstrate the use of spreadsheets, hi-tech presentations, telecommunications, graphics, and the Internet.

VII. Assessment Strategy

All of the following assessment strategies will be linked to the course.

A. Pre/Post Testing (10% of grade)

To determine a student's progress, a test or assignment is given at the beginning of the course, and a similar test or assignment is given at the end.

B. Portfolio Assessment (40% of grade)

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course.

C. Assignments and Projects (50% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

VIII. Course Format

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments alternate among lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain ideas and information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows, as below:

Classroom Hours (2 hours per week)

Class: 2

Online discussion: 2

IX. Topics to Be Covered

- A. Written and oral communication
- B. Critical thinking and problem solving
- C. Quantitative analysis
- D. Research
- E. Information and computer literacy
- F. Core competencies
 - 1. Continuous self-directed learning
 - 2. Initiative
 - 3. Results and achievement orientation
 - 4. Planning and organizing
 - 5. Teaming and relationship management
 - 6. Quality and continuous improvement
 - 7. Communication

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on BLACKBOARD or some other server, so that the instructor and the students can communicate via email. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted and examinations are taken online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, the audio on the computer can be used to discuss class issues.

XII. Special Projects/Activities

The following two group assignments are required to complete the course.

A. Assignment 1

Students will be assigned a project based on the major. The project will prepare students to face the challenges of working with people, something they will do throughout their career. Students will organize, select a team leader, deliver assignments on time, and share the administrative work. The project will require students to schedule standing meetings when everyone will attend as if it is an extra class meeting. The only people who will be responsible for an efficient team are the team members. If there are minor difficulties in scheduling, assignments at the beginning of the course, faculty will be available to lend a hand to organize the team. All the members will receive the same grade for the team project. Students who do not contribute exist only if the team allows it. Students will have a chance to grade their contribution. Peer-evaluation forms will be used. Every student will evaluate the contribution of other group members at the end of the semester. To some extent these evaluations will affect the students' grades.

B. Assignment 2

Each team will prepare and submit a marketing plan as term project on a company and/or product selected by the team. The company may be hypothetical or real. The plan will be graded on the originality and clarity of the written and oral presentation, and the depth and breadth of research of the company and its environment. In selecting the company, students should consider accessibility, size and availability of information. Students should writing a plan for a company in the same industry they analyzed in ASSE 2111. The presentation must be creative and interesting.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Paul, Richard and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. Englewood Cliffs, New Jersey: Prentice Hall, 2002. ISBN: 0-13-064760-8

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. Paul, Richard and Linda Elder. *The Miniature Guide to The Art of Asking Essential Questions*. Dillon Beach, California: Foundation for Critical Thinking, 2002. (No ISBN)
2. Paul, Richard and Linda Elder. *The Miniature Guide on Active and Cooperative Learning*. Dillon Beach, California: Foundation for Critical Thinking, 2002. (No ISBN)

D. Supplemental Online Materials

None

Course Title: ASSE 4311: Learning Outcome Assessment III

Semester Credit Hours: 3 (3,0)

I. Course Overview

The course will be taken by students either first or second semester of the fourth year of the undergraduate program. The semester during which the course is taken will be determined by the student's major field of study. The course will orient students to learning outcomes expectations, the development of a learning portfolio, and the assessment process. The course requires students to meet all the university learning objectives.

II. PMU Competencies and Learning Outcomes

The course requires critical thinking and analysis as well as familiarization with the learning-outcome expectations and measures. The course provides a logical framework by which students will prepare for the senior year capstone experience. Students will be introduced to the fundamental concepts and tools used to enhance decision-making. They will learn to recognize the importance of specific concepts and how they fit together. The students will be able to use appropriate communication to assess the degree to which they have achieved the learning-outcome requirements. Course exercises will require students to work as a team to analyze a problem, and to write and orally present a report. Students will work in groups on projects and assignments and will use the Internet to retrieve relevant information and data needed to address the projects and assignments.

III. Detailed Course Description

The course introduces students to the management of information and information technology. It is designed to raise questions and problems in order that students can learn to clearly and precisely formulate answers. The course shows students how to gather and assess relevant information, so that they can meet the university learning objectives. Students also will learn how to think within alternative systems of thought and communicate effectively with others to arrive at solutions to complex problems.

IV. Requirements Fulfilled

ASSE 4311 satisfies the third of three Assessment Capstone Series requirements.

V. Required Prerequisites

Students must have passed ASSE 2111 and ASSE 3211 to take this course.

VI. Learning Outcomes

- A. To write a variety of memos, letters, and documents of varying importance. Students will respond and prioritize as appropriate.
- B. To understand the components of decision making, such as leadership, teamwork, cooperation, and interpersonal skills.
- C. To make an oral presentation using technological tools.
- D. To solve problems.
- E. To develop a strategically organized, written and visual documentation and reflection of student performances and accomplishments.
- F. To demonstrate the use of spreadsheets, hi-tech presentations, telecommunications, graphics, and the Internet.

VII. Assessment Strategy

All of the following assessment strategies will be linked to the course.

A. Pre/Post Testing (10% of grade)

To determine a student's progress, a test or assignment is given at the beginning of the course and a similar test or assignment is given at the end.

B. Portfolio Assessment (40% of grade)

Tests, papers, specific assignments, and/or research, products are collected into a portfolio that is evaluated at various stages in the course.

C. Assignments and Projects (50% of grade)

Data gathered by these measures are considered an indirect assessment of student learning; nonetheless, information from these sources enhances the information gathered from the direct measures of a student's academic achievement.

VIII. Course Format

Students are expected to attend all classes, read the assigned material before class, and spend an average of two hours per week outside of class for every hour of lecture. These are minimum expectations. The class consists of lectures, group assignments and projects, and online discussions. Assignments alternate among lectures, group assignments and projects, and online discussions. Assignments are due approximately every second or third week. All assignments and projects should be done as part of a group.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain ideas and information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

A list of the number of hours for each type of instruction follows, as below:

Classroom Hours (3 hours per week)

Class: 3

Online discussion: 2

IX. Topics to Be Covered

- A. Written and oral communication
- B. Critical thinking and problem solving
- C. Quantitative analysis
- D. Research
- E. Information and computer literacy
- F. Core competencies
 - 1. Continuous self-directed learning
 - 2. Initiative
 - 3. Results and achievement orientation
 - 4. Planning and organizing
 - 5. Learning and relationship management
 - 6. Quality and continuous improvement
 - 7. Communication
- G. Shared competencies
 - 1. Coaching
 - 2. Consulting
 - 3. Critical thinking and problem solving
 - 4. Group facilitation
 - 5. Leadership
 - 6. Persuasion and influence
 - 7. Project management
 - 8. Self-management
 - 9. Visioning
 - 10. Work collaboration
- H. Technology competencies
 - 1. Strong proficiency in personal computer use (*i.e.*, word processing, spreadsheets, presentation, database, internet, email)
 - 2. Basic programming and principles of database development and management
 - 3. Project management fundamentals

X. Laboratory Exercises

This course does not require a separate lab.

XI. Technology Component

Students are expected to have a computer account on BLACKBOARD or some other server, so that the instructor and the students can communicate via email. Students should immediately sign up for the online discussion group for the class. Students are also expected to become familiar with the use of the Internet.

All assignments and projects are submitted and examinations are taken online. Assignments focus on guided collaborative learning, media-assisted instruction, research projects, and laboratory and computer exercises. Students should check with their instructor in order to obtain the specific methods to be used in the course.

An online discussion group is set up to discuss the topics of the course outside of the classroom. Students are required to actively participate in this online discussion forum to obtain ideas and information about interesting new ideas, to discuss current policy issues, and to elaborate on materials presented in class. The instructor contributes regularly to the discussion and replies to questions asked and comments offered.

Office hours are available via audio and video for discussion of class materials. Even without a video camera, the audio on the computer can be used to discuss class issues.

XII. Special Projects/Activities

The following two group assignments are required to complete the course.

A. Assignment 1

Students will be assigned a project based on their major field of study. The project will prepare students to face the challenges of working with people, something they will do throughout their career. Students will organize, select a team leader, submit assignments on time, and share the administrative work. The project will require students to schedule standing meetings when everyone will attend as if it is a regular class meeting. The only people who will be responsible for an efficient team are the team members. If there are minor difficulties in scheduling assignments at the beginning of the course, faculty will be available to lend a hand to organize the team. All the members will receive the same grade for the team project. Students who do not contribute exist only if the team allows it. Students will have a chance to grade their contribution. Peer-evaluation forms will be used. Every student will evaluate the contribution of other group members at the end of the semester. To some extent these evaluations will affect the students' grades.

B. Assignment 2

Each team will prepare and submit a marketing plan as a term project on a company and/or product selected by the team. The company may be hypothetical or real. The plan will be graded on the originality and clarity of the written and oral presentation, and the depth and breadth of research of the company and its environment. In selecting the company, students should consider accessibility, size and availability of information. They should consider writing a plan for a company in the same industry studied in ASSE 2111 and ASSE 3211. The presentation should be creative and interesting.

XIII. Textbooks and Teaching Aids

A. Required Textbook

Paul, Richard and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life*. Englewood Cliffs, New Jersey: Prentice Hall, 2002.
ISBN: 0-13-064760-8

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. Paul, Richard and Linda Elder. *The Miniature Guide to The Art of Asking Essential Questions*. Dillon Beach, California: Foundation for Critical Thinking, 2002.
(No ISBN)
2. Paul, Richard and Linda Elder. *The Miniature Guide on Active and Cooperative Learning*. Dillon Beach, California: Foundation for Critical Thinking, 2002.
(No ISBN)
3. Paul, Richard and Linda Elder. *The Miniature Guide to Understanding the Foundations of Ethical Reasoning*. Dillon Beach, California: Foundation for Critical Thinking, 2002.
(No ISBN)

D. Supplemental Online Materials

None

APPENDIX C

ORIENTATION SCHEDULE

All administrators, faculty, staff

8:00-8:10 Welcoming remarks
Vice Rector

At the opening session, the Rector will greet the new employees and give a quick overview of the orientation program and its goals, mentioning the expected outcomes for the orientation. His remarks will emphasize the importance of the faculty and staff to the institution, how excited the senior administrators are about the beginning of the university, and how pleased everyone is that the new employees are there.

8:10-8:25 Overview of mission and vision
Rector

Since the mission and vision of PMU are unique in Saudi Arabia, the Rector (or his designee) will distribute a printed copy of the mission and vision as stated by the Founding Committee. He will then read the mission and comment on why it is unique in comparison to other institutions in the Kingdom. He will read the vision statement and briefly indicate how he believes PMU will achieve this vision.

8:25-8:40 Overview of instructional philosophy
Director of the Professional Development Center

The Director of the Professional Development Center will first greet the new employees and then reiterate those parts of the mission and vision statements that relate directly to instruction. He will introduce the concept of student-oriented and outcomes-based instruction, but he will not go into a great deal of detail at this time since the topic will be covered much more extensively in the afternoon session. He will explain the importance of technology in instruction and will emphasize that the Professional Development Center and the IT department complement one another and do not compete in terms of services and programs. He will mention that the technology and other services offered by the Professional Development Center are part of the institutional commitment to the instructional philosophy, but he will not go into detail on the services until after the break.

8:40-9:00 Organizational Structure and Colleges
Vice Rector for Academic Affairs

The Vice Rector for Academic Affairs will have printed copies of the institutional organizational chart for all the new employees and possibly a PowerPoint or other multimedia presentation that illustrates the structure of the institution. He will mention the chief organizational groups (Academic Affairs, Student Affairs, Finance and Business Affairs, Institutional Relations, and Information Technology). He will then list the colleges (Engineering, Information Technology, Business Administration) and the Core Curriculum and Preparation Year program. He will introduce the deans and invite them to give a very brief presentation on their colleges.

9:00-9:20 Information Technology at PMU
Chief Information Officer

The CIO will discuss the technology infrastructure of the university, including the capacity to support administrative, teaching, and research functions. He will introduce key technology managers, such as the Director of Academic Computing, Director of Telecommunications, Director of Administrative Computing, and the Director of Infrastructure Services. He will distribute and explain the technology support services available to the faculty and staff and will emphasize the collaborative working relationship of IT with the Professional Development Center.

9:20-9:40 The LRC and Library Services
Director of the Learning Resources Center

The Director of the Learning Resources Center will present the mission of the LRC and discuss the LRC's role in learning and technology. He will review the goals for the LRC, beginning with the how the physical layout of the library will serve both male and female faculty, staff, and students. He will conclude by discussing the current and anticipated collection, including electronic resources, and will review the services that the LRC will provide to faculty, staff, and students. These services include reference services, information literacy instruction, learning enrichment, and an advising and mentoring center.

[NOTE: This session is not intended to take the place of a separate tour and overview of the LRC, with additional instruction in, for example, how to search the electronic databases for materials and how to access reference services.]

9:40-10:00 Characteristics of Student Body and Student Support Services
Vice Rector for Student Affairs or Director of Enrollment Management

The Vice Rector for Student Affairs or the Director of Enrollment Management will introduce the different units within Student Affairs and give a brief overview of their functions. Since students are the heart of the university, he will profile the student body and describe the projected enrollment growth by college and gender. He will also discuss recruiting strategies.

10:00-10:20 BREAK

10:20-11:00 Breakout session on Faculty Issues—faculty only
Faculty Roles and Responsibilities
Vice Rector for Academic Affairs

The Vice Rector for Academic Affairs will meet with new faculty to elaborate on the roles and responsibilities of the faculty. This will include a discussion of expectations regarding teaching load, research, service, and professional development. The vice rector will also discuss any expectations concerning work hours or office hours and will explain the faculty evaluation process. There will be a question and answer period so that faculty can ask any questions they may still have about their role or responsibilities.

10:20-11:00 Breakout session on staff issues—staff only
Staff roles and responsibilities
Vice Rector Finance and Business Affairs or Director of Human Resources

The Vice Rector Finance and Business Affairs or the Director of Human Resources will meet with new staff to elaborate on the roles and responsibilities of the staff. This will include a discussion of expectations for work hours, service, and professional development. The vice rector will also discuss expectations concerning interactions with students and specific guidelines related to gender separation. There will also be a question and answer period so that staff can ask any questions they may still have about their role or responsibilities.

Staff Support Services
Director of Human Resources

The Director of Human Resources will provide a handout and give a brief explanation of staff support services, in particular about training and

professional development opportunities. The director will also explain performance evaluation system for staff.

11:00-12:00 Benefits orientation – all
Director, Human Resources

During this session, all new faculty and staff will receive materials explaining employee benefits such as retirement plans, health insurance, vacation, and sick leave. All employees will have an opportunity to fill out any paperwork needed to enroll any benefit programs. [A more detailed and personalized benefits orientation might be scheduled for a separate session on another day.]

12:00-1:30 LUNCH
This is an important time for networking and community building.

1:30-4:00 Teaching at PMU – faculty only
Director, Professional Development Center

- Follow-up on Instructional Philosophy
- Learning-centered and outcomes-based instruction
- Active pedagogies
- Role of instructional technology in instruction
- Teaching support services

This session will be a workshop that will include presentations, active learning exercises, video clips with demonstrations of different pedagogies, and small group discussions. This format will allow faculty to learn about various pedagogies and techniques as they experience them.

The Director of the Professional Development Center will review the instructional philosophy introduced in a morning session. The concepts of learning-centered and outcomes-based instruction will be presented and reinforced with active learning exercises. Video clips or demonstrations of several active pedagogies, with follow-up applications to specific disciplines, will familiarize faculty with the range of techniques available to them. The presenters will also integrate multimedia into their presentations to demonstrate some effective uses of technology in instruction.

The workshop will conclude with a discussion of teaching support services offered by the Professional Development Center that will assist faculty in selecting and implementing particular discipline-appropriate pedagogies as well as appropriate technologies to support that instruction.

APPENDIX D

ACTIVITY SCHEDULE

INTENSIVE ORIENTATION TO TEACHING WORKSHOP

A three-day workshop required for all new faculty, including adjunct faculty

DAY ONE

8:00-8:10 Opening remarks
Vice-Rector for Academic Affairs

The Vice-Rector for Academic Affairs will welcome new faculty to the workshop, making reference to the general orientation the new faculty has participated in and noting that this Teaching Workshop continues that orientation in their specific area of responsibility. The Vice-Rector will acknowledge the importance of the contributions that the Director and Associate Director of the Professional Development Center and the center's professional staff as well as invited workshop facilitators [if any] have made in planning the workshop and will be making over the next two days. The Vice-Rector will review and emphasize the unique challenge that the Founding Committee has set forth to establish at PMU a new academic culture, with effective pedagogy as a prime dimension of the larger goal. He will note that the new faculty have been appointed because in each case PMU administrators were convinced that he or she would be able to contribute to the special pedagogical goals of the university, even if previous teaching experience had been at an institution in a different academic culture. He will close his remarks with the repeated assurance that the PMU administration is committed to working with the faculty to forge an instructional program that defines new standards for outcomes-based learning.

8:10-8:25 Introductory Comments on the Teaching Workshop
Director of the Professional Development Center

The Director of the Professional Development Center will thank the Vice-Rector for his words of support and encouragement and will affirm that he, the Associate Director of the Professional Development Center, and the entire center staff is committed to the PMU vision of teaching excellence referenced by the Vice-Rector. The director will remind the new faculty of the discussions that had taken place during the general orientation for faculty and staff and indicate that the Teaching Workshop

will deal with specific issues and at a concrete level. The director will emphasize that the activities of the next three days will serve, most of all, to start the faculty on a development path that they will continue with the support of the Professional Development Center and the larger PMU community. The director will identify and recognize the Associate Director, other members of the center's professional staff, and the center's support staff. He will then ask the Associate Director to make some comments and preview the activities of the workshop.

8:25-8:40 Remarks and Workshop Schedule Overview
Associate Director of the Professional Development Center

The Associate Director will welcome faculty and other in attendance. She will confirm her personal and professional commitment to the teaching philosophy of PMU and her enthusiasm for turning the institutional intent into concrete results. She notes that, like the director, she is aware that the activities of the workshop constitute a point of departure but that she also expects every participant to finish the workshop with significantly enhanced capacity to implement the pedagogy of active learning with a focus on student outcomes.

8:40-9:40 The Course Syllabus: A Pivotal Document
Facilitator to be determined

- The importance of the syllabus as a plan and contract
- Inspection of model syllabi
- Clarifying student-centered instruction and outcomes assessment in the syllabi
- Using a common syllabus
- Devising/revising syllabi
- Syllabi and cross-curricular coordination
- The syllabus and your grade book

9:40-10:00 Break

10:00- 12:00 Promoting Active Learning: The New Gold Standard
Facilitator to be determined

- The importance of Active Learning
- Promoting active learning in a lecture setting
- Assignments that promote active learning
- Using online resources as a tool for active learning
- Assessing Active Learning

12:00-1:30 Lunch
Assigned seating will promote discussion across disciplinary boundaries.

1:30-4:00 The Learning Resource Center in Depth
Facilitator: Director of the Learning Resources Center

- Tour of LRC and introduction of LRC staff.
- Explanation of use and logistics of LRC under gender separation.
- Presentation and review of faculty guide to LRC.
- Distribution of guide and instructions for student use of LRC services with special attention to LRC support for student completion of specific assignments.
- Mentored hands-on completion of information-retrieval tasks. This will include how to search the electronic databases for materials and how to access reference services.

Reserved time for independent completion of a similar set of tasks

DAY TWO

- 8:00-8:10 Good Morning and Remarks
Director of the Professional Development Center
- 8:10-12:00 Collaborative Learning
(with break) Facilitator to be determined
- The role of collaborative learning in the post-secondary setting
 - Exemplary and Participatory CL activity
 - Devising activities and assignments that employ CL
 - Using online resources as a tool for CL
 - Assessing individual performance in collaborative learning
- 12:00-1:30 Lunch
New seating will promote more discussion across disciplinary boundaries.
- 1:30-4:00 Integrating Online Instruction
Facilitator: Professional Development Center Instructional Designer
- The role of online learning in a face-to-face environment
 - Review of the online learning services provided by the Professional Development Center
 - Orientation to the PMU Course Management System (BLACKBOARD, WebCT, or other system selected by the university)
 - Assessing learning outcomes in an online format

DAY THREE

- 8:00-8:10 Good Morning and Remarks
Associate Director of the Professional Development Center
- 8:10-9:40 Everyone Teaches Writing
Facilitator to be determined
- The critical role of writing in promoting higher order cognitive skills
 - Constructing writing assignments that advance both mastery of discipline-specific concepts and communication skills
 - Using rubrics and peer review to assess student writing
- 9:40-10:00 Break
- 10:00-12:00 Testing as a Tool for Teaching and Evaluation of Learning Outcomes
Facilitator to be determined
- Devising valid tests
 - Devising valid test items
 - Creative and integrative testing
 - Creating discipline-specific testing
 - Testing for learning outcomes
- 12:00-1:30 Lunch
Seating by discipline to promote content-focused discussion.
- 1:30-2:30 Ensuring Academic Integrity
Facilitator to be determined
- Academic integrity in the information age
 - Plagiarism defined and illustrated
 - Managed learning as an antidote to plagiarism
 - PMU policies and procedures in cases of academic dishonesty

2:30-4:00 Workshop Wrap-up: Consolidation and Integration
Co-facilitators: Director and Associate Director of Professional
Development Center

The director will offer retrospective comments on the scope of the three days of presentations and reinforce the importance of putting what the faculty has learned into practice. He will reemphasize the process of becoming an effective teacher in an institution that insists on instruction that is student-centered and that supports the attainment of core competencies. He will remind the faculty that all are expected to plan their assessments as carefully as they plan their instruction. He will encourage the faculty to take advantage of the services of the Professional Development Center to advance their pedagogical expertise.

The associate director will offer her perspective on the material presented and the discussion that has taken place. She will second, in her own words and with emphasis of her choosing, the remarks of the director regarding the persistent and long-term effort that is expected of PMU faculty to implement outcomes-based pedagogy and the role of the Professional Development Center in supporting this effort.

The wrap-up session will continue with:

- Faculty comments and questions
- A brief time designed to allow course-based or disciplinary-based groups of faculty to discuss and report how they will collaboratively work to implement the new pedagogy.
- Adjournment

APPENDIX E

PMU TEACHING CERTIFICATE PROGRAMS

The teaching certification programs offered by the PMU Professional Development Center build directly on the content presented in the general orientation for new faculty and professional staff and the Intensive Orientation to Teaching Workshop. Specifically, it builds on the following elements: (1) The concept of learning-centered, outcomes-based instruction and the support services designed to help faculty with this pedagogy, as introduced in the general orientation, and (2) The student-centered learning and outcomes assessment techniques which are woven in more detail into each session of the teaching workshop.

After attending the general orientation and the Intensive Orientation to Teaching Workshop, faculty members seeking certification will reflect on the unique mission and instructional goals of PMU and will apply these student-centered learning and outcomes assessment techniques to the specific courses they will teach.

Requirements Beyond General Orientation and the Teaching Workshop

To demonstrate mastery of the desired teaching concepts, faculty are required to write a minimum 3,000-word paper which incorporates essential components of development as a teacher and a professional - integrated understanding of the concepts from reflection and specific examples of application of these concepts.

With the paper, the faculty member submits a portfolio containing exemplars of various discipline or course-specific products that the faculty member has created.

A team of professionals from the Professional Development Center will score the papers as described below. A certificate will be awarded to faculty who earn a score of 4 or 5 on the 5-point scale. Faculty who do not receive the required score on the first submission will receive personalized instruction from Professional Development Center staff and may then submit another paper.

Certificates are included in faculty teaching portfolios.

Adjunct faculty completing the certificate program will be eligible for incentives such as preference in the renewal of contracts.

Full time faculty completing the program may have their certificates considered as evidence of professional development and commitment to the university during evaluation for merit raises and promotions.

Techniques and Standards for Scoring the Papers

PMU faculty are expected to use the concepts and ideas presented in the general orientation and intensive teaching workshop to design instruction and assess student learning. Using concrete examples, they will be asked in their paper to illustrate how to design instruction and assess outcomes in a course they will be teaching. The paper will be at least 3,000 words long in order to demonstrate deep understanding as well as specific application. A score of 4 or 5 is required to receive a certificate.

Score of 5

Almost always explains ideas using appropriate terminology. Integrates ideas from the orientation, the workshop, and other credible sources into a central thesis statement. Clearly connects the concepts with classroom activities or plans, using abundant discipline-specific applications. Clearly articulates concrete examples that are very appropriate for the classroom setting and the discipline. Writing has clarity, coherence, and organization. Almost always uses proper grammar, mechanics, spelling, and paragraph structure. Paper is the appropriate length. Overall, the paper provides excellent examples including original ideas, clearly shows understanding, and correctly demonstrates application in the discipline.

Score of 4

Frequently explains ideas using appropriate terminology. Integrates ideas from the orientation, the workshop, and other credible sources into a central thesis statement. Clearly connects the concepts with classroom activities or plans, using many discipline-specific applications. Clearly articulates concrete examples that are appropriate for the classroom setting and the discipline. Writing has clarity, coherence, and organization. Almost always uses proper grammar, mechanics, spelling, and paragraph structure. Paper is the appropriate length. Overall, the paper provides good examples including original ideas, clearly shows understanding, and correctly demonstrates application in the discipline.

Score of 3

Sometimes explains ideas using appropriate terminology. Mentions ideas from the orientation, the workshop, and other credible sources but only minimally integrates them into a central thesis statement. Connects the concepts with classroom activities or plans, using some discipline-specific applications. Examples are vague or somewhat appropriate for the classroom setting and the discipline. Writing has some problems with clarity, coherence, and / or organization. Sometimes uses proper grammar, mechanics, spelling, and paragraph structure. Paper is either too long or too short. Overall, the paper demonstrates basic comprehension, shows some understanding, and demonstrates a few applications in the discipline but fails to provide adequate examples or show connections.

Score of 2

Rarely explains ideas using appropriate terminology. Mentions ideas from the orientation and the workshop but does not integrate them. Connects the concepts with classroom activities or plans but fails to provide adequate discipline-specific applications. Uses examples that are very vague or inappropriate for the context and discipline. Writing often lacks clarity, coherence, and organization. Rarely uses proper grammar, mechanics, spelling, and paragraph structure. Paper is either too long or too short. Overall, the paper demonstrates some comprehension of the material but fails to provide adequate examples, show connections, or demonstrate application.

Score of 1

Almost never explains ideas using appropriate terminology. Mentions ideas from only one source. Does not connect the concepts with classroom activities or plans and fails to provide adequate discipline-specific applications. Makes little or no attempt to provide examples related to the context and discipline. Writing consistently lacks clarity, coherence and organization. Almost never uses proper grammar, mechanics, spelling, and paragraph structure. Paper is either too long or too short. Overall, the paper demonstrates little comprehension of the material and fails to provide adequate examples, show connections, or demonstrate application.

APPENDIX F

PROGRAM ASSESSMENT FORMS

Following are three forms that the Professional Development Center can use in order to assess and improve the effectiveness of its general operation and of specific programs and instructors. The center's staff may be able to use the results to fine tune the programming and identify other needs. As the program grows, the Professional Development Center may choose to add additional forms as appropriate and necessary.

Professional Development Center Satisfaction Survey

This survey should be administered once a year to all faculty and professional staff. It is designed to provide a general sense of the overall effectiveness of the Professional Development Center.

Professional Development Center Program Evaluation

This form should be administered to participants at the end of a program. It is designed to provide the center with specific comments to be used in evaluating and improving its programs.

Professional Development Center Instructor Evaluation

This form should be administered to participants at the end of a program. It is designed to provide instructors with specific comments that can assist them in improving their course content and teaching techniques.

Name: _____

Department _____

(Information is optional)



Professional Development Center Satisfaction Survey

1. In the past year, I participated in the following the number of programs or services:

_____0-3 _____4-6 _____7-10 _____ More than 10 programs

2. I participated in the following programs or services.

Please rate your experience with Professional Development Center programs.

	Strongly Agree	Agree	Disagree	Strongly Disagree
3. There is an appropriate range of topics and content in the programs offered by the center.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The atmosphere in the training sessions and programs offered by the center is professional and collegial.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The center staff who have presented programs have been knowledgeable and effective.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The invited presenters who have presented programs have been knowledgeable and effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I have had ongoing discussions with other PMU colleagues about concepts and skills learned in a center program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly Agree **Agree** **Disagree** **Strongly Disagree**

8. I am currently using the concepts and skills that I acquired as the result of participation in center programs.

9. I plan to implement the concepts and skills I learned in the programs in collaboration with PMU colleagues.

10. Based on my participation in programs, I am able to provide student-centered instruction and outcomes-based assessment to support the mission and vision of PMU.

11. What do you personally find most valuable in Professional Development Center offerings?

Comments:

12. What do you find least valuable in the Professional Development Center offerings?

Comments:

13. What suggestions do you have for improving the Professional Development Center?

Comments:

14. What additional programs and services would you like to see the Professional Development Center offer?

Comments:

Class name: _____
 Date of class: _____
 Instructor(s): _____



Professional Development Center Program Evaluation

	Strongly Agree	Agree	Disagree	Strongly Disagree
<u>Your Participation</u>				
I encouraged others with my comments and cooperation	O	O	O	O
I hesitated and/or resisted participating in some activities	O	O	O	O
I plan to discuss concepts and principles with colleagues	O	O	O	O
I enjoyed the exercises and activities	O	O	O	O
I learned new and/or different ideas and concepts	O	O	O	O
I plan to recommend this course to others	O	O	O	O

Comments:

Course Materials

The materials provided to participants helped me understand the concepts	O	O	O	O
The materials will be a useful resource for me	O	O	O	O
The appearance and contents of participant materials conveyed a professional image	O	O	O	O

Comments:

Strongly Agree Agree Disagree Strongly Disagree

Visual Aids

Videos, flip charts, and transparencies helped me understand the concepts

Videos and transparencies conveyed a professional image

Comments:

Instructor(s)...

Encouraged participation, facilitated discussions, incorporated ideas of participants.....

Used time and course materials effectively

Explained learning concepts and skills thoroughly and in an easy-to-follow manner

Used relevant examples/activities to support main concepts ..

Comments:

Classroom Facilities and Equipment

The seating arrangement helped me get to know participants

The facilities/equipment conveyed a professional image

For off-site classes: Lodging arrangements conveyed a professional image

Comments:

Questions and Further Comments

Which of the learning concepts and skills will be most helpful to you on the job?

In what specific ways do you anticipate using the concepts and skills?

Please state any suggestions you have for improving the course.

What questions do you have about this topic that were not answered in the training session?

Please state any other comments you might have.

.....

Optional Information

Name _____

Department _____

Date: _____
 Title of Class: _____
 Presenter's Name: _____



Professional Development Center Instructor Evaluation

Please Check (✓) your rating of the session and presenter(s):

Did the presenter(s) and/or session...	Poor	Somewhat Poor	Average	Very Good	Excellent
1. Meet the stated objectives?					
2. Make learning easy for you?					
3. Help you apply concepts outside of class?					
4. Provide useful resources?					
5. Encourage your participation?					
6. Respond sensitively to participants?					
7. What did the presenter(s) do well?					
8. What could the presenter(s) do to improve?					

9. What will you do differently based on what you learned in the session?

--

10. What additional training would you recommend?

--

.....

Optional Information

Name _____

Department _____