جامعة الإمام عبدالرحمن بن فيصل
IMAM ABDULRAHMAN BIN FAISAL UNIVERSITY
عمـــادة تطويـر التعلـيم الجـامعـي
Deanship of Academic Development

PROFESSIONAL DEVELOPMENT GUIDE FOR FACULTY MEMBERS

A reference for faculty members and those in charge of professional development in colleges

2021

This guide was developed by the Deanship of Academic Development at Imam Abdul Rahman bin Faisal University.

Contact information:
Email: ded@iau.edu.sa
Phone: (013) 33 32850
Twitter: @Edu_development

IAU is rated 5-Stars in Teaching

جامعة الإمام عبدالرحمن بن فيصل
مصنفة 5 نجوم في التعليم (2020)

IAU is Rated 5-stars in Teaching (2020)

List of contents:

Foreword from the Dean of the Deanship of Academic Development

Everyone knows that professional development is essential, especially in institutions of higher education.University faculty members have an extensive obligation to respond to the continuous and accelerating changes in the beneficiaries' expectations, the needs of the community, and the challenges of the university educational system. This idea explains why global trends and extensive studies emphasize the need for professional development and the faculty member's continuous improvement. Professional Development in the university is no longer an academic luxury but a requirement to deal with the explosion of knowledge, and the successive developments in the fields of teaching and learning, teaching skills, research and development, and social responsibility.

To promote this goal, the Deanship of Academic Development has developed a guide for professional development in which the deanship members have made a great effort. The theoretical literature about global developments was analyzed, and best practices and groundbreaking professional development experiences were investigated. The guide was also reviewed by a committee of experts, and their views and recommendations were adopted. This guide covers eight topics: two introductions, one is about the guide, the other relates to faculty development, factors that enhance or impede professional development, Core competencies for faculty members,   suggested roles, planning for best practices, and professional development activities and resources.
It is our pleasure - the team at the Deanship of Academic Development at Imam Abdulrahman Bin Faisal University – to provide this guide to the stakeholders, hoping that it will raise the awareness about professional development and its impact on the academic community.

The vision of the Deanship of Academic Development aims to empower the academic community to innovate and impact education. This vision helps to achieve high-quality learning experiences among students to enhance their attitudes, beliefs, knowledge, skills, and competencies. Furthermore, the efforts of professional development enable educational institutions to meet the criteria of the National Center for Academic Accreditation and Evaluation's standards through aligning learning outcomes, teaching strategies, assessment methods with the National Qualifications framework,. All this to provide a thriving teaching environment and positive learning experience for students.
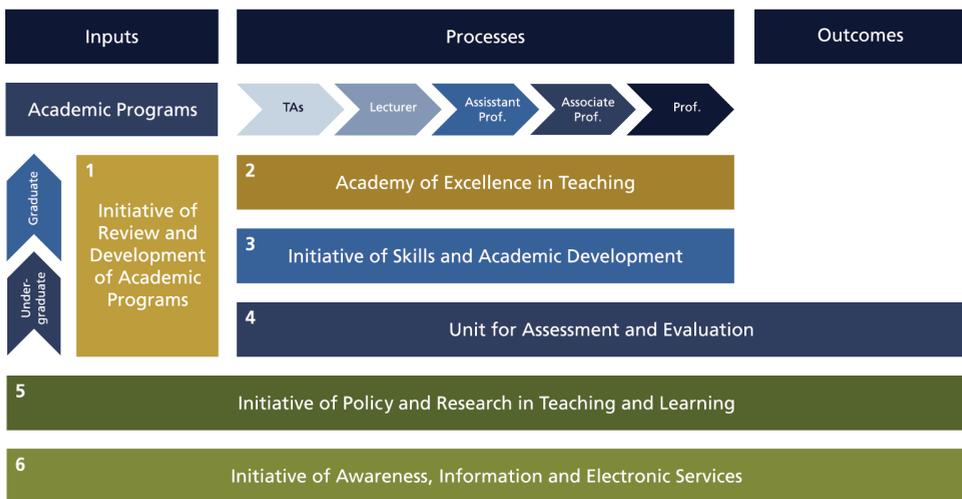To conclude, I thank all those who contributed to this guide's development and review. I ask Allah that it will positively impact Imam Abdulrahman Bin Faisal University, higher education, and the academic community.

Dr. Mohammed Saleh Alkathiri,
Dean, Deanship of Academic Development

Brief on the Deanship of Academic Development

In light of the vision and mission of Imam Abdulrahman bin Faisal University, the Deanship of Academic Development, established in 2011, has played a key role in enhancing teaching and learning excellence at the University and in the wider community. Through six major initiatives, which have yielded 27 varied programs, workshops and activities (including a catalogue of more than 100 workshops), and resources, the Deanship has provided academic development to more than 20,000 beneficiaries from 2011 - 2018. These efforts have sought to improve the University teaching and learning practices in accordance with the Saudi Arabian Qualifications Framework, SAQF (Formerly, National Qualifications Framework, NQF), and the National Commission for Academic Accreditation and Assessment (NCAAA), leading to the empowerment of faculty members and the expansion of opportunities for student learning and participation.

The Deanship of Academic Development has collaborated with a number of local and international bodies in order to facilitate continuous professional development and to bring best practices to the university and academic community. Several international experts from prestigious universities have also provided meaningful workshops and participation in the Deanship's programs. The Deanship has worked to spread a culture of development and lifelong learning in both the university and local community.

Inputs	Processes	Outcomes
Academic Programs	TAs → Lecturer → Assisstant Prof. → Associate Prof. → Prof.	

Graduate / Under-graduate	**1** Initiative of Review and Development of Academic Programs	**2** Academy of Excellence in Teaching
		3 Initiative of Skills and Academic Development
		4 Unit for Assessment and Evaluation

5 Initiative of Policy and Research in Teaching and Learning

6 Initiative of Awareness, Information and Electronic Services

Deanship's major initiatives cover the learning inputs, processes, and outputs at all academic levels.

Vision:

Empower the academic community to innovate and impact education.

Mission:

Enhance educators with the core values, professional knowledge, evidence-based competences, and shared practice that inspire high-quality teaching and learning experiences in the classroom and beyond.

Goals:

- To improve and raise awareness about teaching and learning best practices in the University academic community in order to achieve high-quality teaching and learning experiences in the colleges;
- To provide necessary support and resources for the development of faculty members of educational knowledge, skills and values to facilitate independent professional learning and ultimately provide effective education for students;
- To promote the alignment of learning outcomes, teaching strategies, and assessment methods in accordance with the requirements of the National Qualifications Framework (NQF), the Education Evaluation Commission (EEC), and the National Commission for Academic Accreditation and Assessment (NCAAA);
- To assess instructional performance reports and suggest solutions that will enhance the teaching and learning experience and quality for both the instructors and students;
- To research essential aspects of the teaching and learning process within the University to provide our academic community with credible and substantiated information that will improve the level and quality of teaching and learning overall; and,
- To develop and promote teaching and learning policy and assessment in academic programs and suggest appropriate modifications.

Target groups:

- ALL faculty members
- Academic leaders
- Stakeholders in the various departments and colleges at the university

Deanship initiatives:

The Deanship of Academic Development is linked to the office of the Vice President for Academic Affairs and oversees several departments implementing a range of initiatives to reinforce excellence in teaching and learning practices, namely:
1. Academic programs development and revision.
2. Academy of Teaching Excellence.
3. Improving teacher skills and professional education.
4. Measurement and evaluation programs.
5. Policy and Research in Teaching and Learning.
6. Teaching and acquiring skills, media, and electronic resources.
7. Continued programs for professional development.

## The Deanship of Academic Development conceptual framework:

The Deanship has proposed an Academic Development Conceptual Framework that will guide faculty members and academic stakeholders through their professional development journey. Four overarching domains or key areas with competences aligned to each area form the basic principles of the framework. The framework takes into consideration level of experience (novice to expert) and context (individual faculty member to communities of learners) to meet each stakeholder's needs.

Context Continuum
INDIVIDUAL

VALUES
Values and ethics that support lifelong learning and the professionalization of teaching in higher education

PRACTICE
Educational skills and competences in practice or application in the educational context

Expertise Continuum
NOVICE

EXPERT

KNOWLEDGE
Core educational content, theories and concepts that provide the foundation for teaching and learning

COMMUNITY
Education beyond the individual to the wider communities of learners at all levels internal and external to the Univesity

COMMUNITY

Training Methodology:

To satisfy recipients' varied demands, the deanship supports short-term and long-term programs. Short-term services fulfill the constant needs of the academic community. Long-term programs include in-depth and intensive programs in critical areas. It also facilitates continuous individual learning initiatives through the provision of supporting material and self-learning tools.
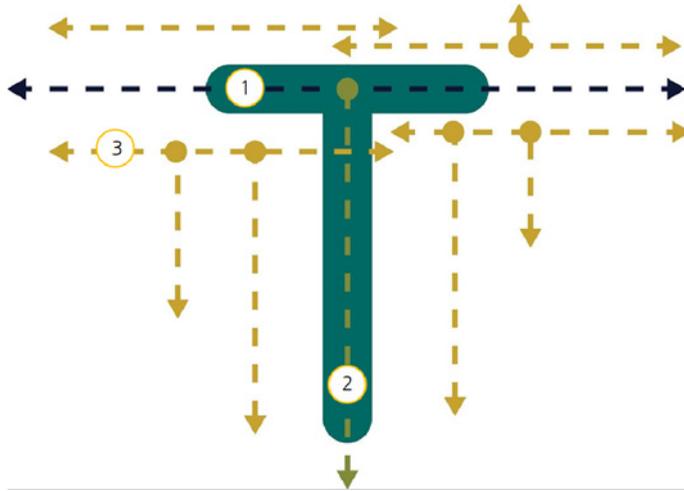
(1) Short training programs (horizontal lines), (2) Intensive training programs (vertical), (3) Support material and resources for self-development (golden lines).

INTRODUCTION

Who should read this guide?

This guide is designed for faculty members and contributors to Imam Abdul Rahman Bin Faisal's teaching and learning professional development. The principles and underpinnings adopted by this guide may also apply to faculty members and those responsible for professional development in higher education institutions in general.

What is the need for this professional development guide?

The quality of higher education and the need to provide a higher quality education has never been more important than it is today. With the continuation of globalization and its effects such as economic interdependence, global competition and the expansion of communication technology, higher education has become more important to all countries around the world (Friedman, 2007). In this sense, the impact of higher education goes beyond the grades and students' achievement to contribute to global economic and social success.

Professional development in higher education also faces challenges that stem from the same challenges that its institutions face, such as the drive towards privatizing higher education institutions, the need to accommodate larger numbers of students, the information and technology revolution, and other challenges. Accordingly, there is a greater interest in the quality of education through obtaining

academic accreditation in the Kingdom and around the world.

These and other challenges have moved interest in professional development to the center of the higher education institutions' agenda over the past twenty years (Land, 2005). In the Kingdom of Saudi Arabia, the list of institutional accreditation standards for the National Center for Academic Accreditation and Evaluation provides several criteria related to professional development:

5-2-1 The institution provides effective programs to orient and train new teaching staff and employee.

5-2-2 The institution provides teaching staff with financial and professional support in the fields of education and research, especially to junior teaching staff with limited experience (e.g., providing personal guidance, involvement in research teams, helping them develop their research projects).

5-2-3 The institution provides teaching staff and employee with fair and appropriate opportunities for professional and personal development.

5-2-4 The institution provides effective mechanisms to motivate teaching staff and employee to develop their performance.

5-2-5 The institution applies mechanisms to ensure the continuous participation of faculty in the scientific, research, and professional activities.

5-2-6 The institution implements an effective, published system for evaluation of teaching staff and employee performance; provides them with feedback; and uses it to improve their performance. *

The significance of this guide is based on the role that the higher education institutions play in addressing these challenges, and the role that the Kingdom's Vision 2030 assigns to the education system. Professional development and its processes and contributors are essential tool for achieving this vision.

It is also related, directly or indirectly, to the strategic goals of Imam Abdulrahman bin Faisal University, foremost of which is the establishment and sustainability of high-quality education. Given the interrelated individual and institutional factors involved in planning and implementing plans and programs for professional development for faculty members, it became necessary to have a comprehensive framework that enables faculty members, stakeholders and those responsible for professional development to use it as a reference and guide for practices related to this regard. From this standpoint and based on the principles and theories of professional development, this guide is designed to be used as a reference in preparing, implementing and evaluating professional development practices that would improve the quality of teaching and learning at the university in a systematic and institutional manner.

What are the goals this guide would help you achieve?

- Identify the main concepts for the professional development for faculty members.
- Establish strategies to address the factors that impede professional development efforts.
- Determine the roles associated with professional development at the university.
- Determine the teaching and learning core competencies for faculty members.
- Develop a professional development plan aligned with the university's goals.
- Identify professional development resources and activities inside and outside the university.

What are the assumptions and principles underlying this guide?

- Transforming professional development efforts from individual efforts to systematic and institutional efforts aligned with the goals, culture, and context of the university (Hitchcock, Stritter, & Bland, 1993).
- Professional development efforts are tailored to suit the needs of the individual, the scientific field, and the institution.
- Professional development is an ongoing process integrated with everyday teaching and learning practices (Cannon, Kitchel, & Duncan, 2013).
- The professional development process begins with needs assessment, goal setting, and

structured planning to obtain optimal results (Guskey & Yoon, 2009).

- Professional development is an adaptive and responsive process (Simpson et al . 2006).

- Professional development is a shared responsibility between faculty members and the institution.

- Involving faculty members in planning professional development processes to enhance their roles and ownership of the development (Hitchcock et al., 1993)

-Professional development activities and practices are anchored in adult learning theories (Steinert et al., 2006).

- Environment and institutional support are essential to professional development (Hitchcock et al., 1993).

- Professional development outcomes are realistic and measurable.

What is professional development for faculty member?

The definition adapted by this guide is consistent with the definitions of (Centra, 1976), (Bland & Schmitz, 1988) and (Sheets & Schwenk, 1990) and states that:
Professional development in higher education is a planned continuous process aimed at helping the faculty members to grow in order to fulfill the mission of the institution and meet students' educational needs by developing their skills and knowledge regarding the core aspects of their role as a faculty member.

What are the levels of professional development?

Faculty development programs include 4 levels of participation in order to encourage career growth (Young et al., 2010).
- Educational development, whereby the faculty is provided with opportunities to improve   teaching.
- Professional development, as the faculty is provided with scholarly opportunities to enhance academic success.
- The development of leadership skills, which enhance the skills necessary for curriculum planning and for the faculty member to be an agent of change.
- Organizational development, in which faculty members participate in activities that affect policies and procedures.

What's effective professional development?

This guide provides a framework that can be used to plan and implement effective professional development activities. This framework includes practical strategies that take into account the characteristics of effective professional development. The framework also includes strategies that can be used to avoid challenges that may prevent successful professional development outcomes. Characteristics of effective professional development include:

- Working within the cultural and institutional context (Hitchcock et al., 1993).

- Change efforts are based on learning theories (Steinert, 2000).

- Fostering partnerships and collaborations within professional development efforts (Steinert, 2000).

- Evaluating professional development activities attentively (Steinert, 2000).

- Using a variety of learning methods (Steinert, 2000).

- Recognizing and taking action to overcome the challenges facing professional development efforts (Steinert, 2005).

- Leadership support and advocacy for professional development efforts (Simpson et al., 2006).

- Involving faculty members in planning professional development efforts and developing their ownership for development (Hitchcock et al., 1993)

- Involving faculty members in planning professional development efforts and developing their ownership for development

(Hitchcock et al., 1993)

- Inclusion of experts in career development planning (Hitchcock et al. 1993)Establish professional development goals and priorities (Hitchcock et al. 1993; Steinert 2005)

- Conducting a needs assessment (Steinert et al., 2006) Accommodating diverse participants (Steinert et al., 2006)

- Aligning faculty members roles and institutional needs (Simpson et al., 2006)

- Giving opportunities for applications and exchanging experiences in a safe environment (Accreditation Council for Graduate Medical Education Information, 2013)

- Develop long-term programs when applicable (Accreditation Council for Graduate Medical Education Information, 2013)

- Allocating adequate financial and human resources.

- Promote an open organizational culture (Eckhert, 2002).

- Consultation, ownership, negotiation, and commitment (Fullan, 1993).

- If the aim of development is change, then four requirements must be met: meeting the desire for change, knowing what to do and how to do it, and a supportive and rewarding work environment for embracing change (Kirkpatrick, 1994).

What is the theory behind the Professional Development for faculty members?

Theories of adult learning

As defined by the SAGE Dictionary of Social and Behavioral Sciences, adult learning theory refers to the knowledge body that includes what has been discovered about how adults learn. In the 1970s, participants in adult education sought to separate their field of work from the field of learning in general, which had previously been researched primarily by psychologists and educational psychologists. Where adult learning theory distinguishes itself from other areas of education, as well as between how children learn and how adults learn. Knowles (1984)'s concept of andragogy (the art and science of helping adults learn) is among the most well-known models of adult learning. The core of Knowles' theory lies in the following assumptions about adults which he considered critical in the design of their educational programs:

- Self-directed: As a person matures, they transform from being dependent to being a self-directed person.

- The accumulation of experience is a rich source of adult learning. Adults' willingness to learn is directly related to the tasks required in their social roles.

- Adult learning is more problem-centered than subject-specific as they seek direct application.

- Their intrinsic motivation is more significant than their external motivation for learning.
- Adults need to know the reason and importance of their learning and its applications.

Other theories that explain adult learning include:

Theory	Source
Situated Cognition	Brown, Collins, & Duguid, 1989
Self-Directed Learning	Knowles, 1975
Self-Determination Theory	Ryan & Deci, 2000
Reflective learning	Schön, 1983,1987
Experiential Learning	Kolb's 1984
Transformative Learning	Mezirow, 2000
Theory of Margin	McCluskey,1963
Model of the Learning Process	Jarvis's, 1987
Three Dimensions of Learning Model	Illeris's, 2002

Change theory

James (2011) defines the theory of change in its broad sense as «an ongoing process of thinking about exploring change and how it occurs - and what that means for the part we play in a given context.» Besides being a useful tool in planning development initiatives, it also fulfills a number of different purposes including strategic planning, communication, accountability and learning (Stein and Valters, 2012). Social psychologist Kurt Lewin's theory of change is one of the most well-known examples of theories of change. Lewin's theory consists of three stages of change:
Unfreezing: When a change is required.
Moving: When change begins.
Refreezing: Establishing and Sustaining Change.

Other theories that explain change management:

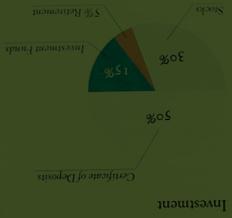| Theory	Source
ADKAR model	Hiatt, 2003
Kotter's theory	Kotter, 1996
Kübler-Ross' change curve	Kübler-Ross, 1969
The Satir change management model	Satir, 1991
Nudge theory	Thaler & Sunstein, 2008
McKinsey V-S model	Peters & Waterman,1980
Five Phases of Planned Change	Rogers, 2003
Lippitt's Seven Phases	Lippitt, Watson, & Wesley, 1958
Prochaska and DiClemente's Change Theory	Prochaska & DiClemente, 1983

FRAMING
PROFESSIONAL DEVELOPMENT
EFFORTS

The framework proposed in this guide is consistent with the standards and best practices set forth in:

- Institutional accreditation standards related to the professional development of the Education and Training Evaluation Commission (2-5).
- UK Professional Standards Framework (UKPSF)
- David Kern's Six Steps Model for Curriculum Development
- The Conceptual Framework of Barriers and Supports by Rosemary S. Caffarella and Lynn F. Zinn.

What are the factors that support or impede professional development?

To ensure the success of professional development efforts, consideration should be given to factors that may enable or impede these efforts. These factors can be divided into four areas (Rosemary, Caffarella, & Zinn, 1999):

- People and Interpersonal Relationships
- Institutional structures
- Personal Considerations and Commitments.
- Intellectual and Psychosocial Characteristics.

People and Interpersonal Relationships

Enabling factors

- Personal support systems at the work site.

- Positive working relationships with department chair and other university administrators.

- Mentoring or modeling by respected colleagues which is freely given.

- Department or division faculty who work together and team in teaching, research, and service.

- Faculty respect each other as colleagues, despite differences in personal philosophies and ways of working.

- Recognition provided for your work by colleagues at local, national, and international levels.

Impeding factors

- Lack of personal support systems at the work site.

- Passive or active opposition by department chair, other administrators, and faculty leaders.

- Little, if any, colleague support and work-related interaction.

- Most faculty work individually and rarely collaborate on any projects.

- Faculty interactions characterized by infighting, lack of professional respect, and «one-up-manship».

- Acknowledgment and appreciation are limited.

Adopted from: Caffarella, R.S. & Zinn, L.F. Innovative Higher Education (1999).

Institutional Structures

Enabling factors

- Provision of necessary resources (e.g., funding, personnel, time, technology) for professional development.

- Variety of opportunities for professional development both on and off campus.

- Recognition through official policy statement of different forms of professional development (i.e., self-directed, formal programs, organizational development).

- Time allotted for professional development within the framework of your work life as a faculty member.

- Climate of the department, division, and/or college which fosters collaboration and collegiality.

- Written and unwritten procedures and operating norms of the unit which encourage professional development and career success for all faculty and which allow for differing definitions of success.

Impeding factors

- Lack of resources or access to resources for professional development.

- Poorly coordinated or sporadic opportunities for professional development available on campus or within a reasonable distance.

- Policy statements which recognize only formal professional development programs.

- Insufficient time provided for professional development, given high time and energy demands of your faculty role.

- Climate of competition between individuals and groups within the department, division, and / or college.

- Written and unwritten procedures and operating norms encouraging professional development in the form of formal programs and career success only for a select few top performers (primarily in the area of research).

Adopted from: Caffarella, R.S. & Zinn, L.F. Innovative Higher Education (1999).

Personal Considerations and Commitments

Enabling factors

- Support and encouragement of family members and friends.

- Resources (e.g., people, time, funds) to meet demands of the many everyday roles we play in our lives.

- Major life transitions and crises.

- Continued good health enabling us to carry out roles as faculty members and engage in professional development activities.

- Cultural and/or religious values confirming faculty role and commitment to professional development.

Impeding factors

- Lack of support from, or active discouragement by family members and friends.

- Lack of adequate resources to manage the various roles taken on as adults.

- Major life transitions and crises which are frequent and overwhelming, making it difficult to adequately perform your role as a faculty member or engage in professional development activities.

- Significant or frequent personal health issues which interfere with both the faculty role and professional development .

- Cultural and/or religious values in conflict with the professional role as a faculty membe.

Adopted from: Caffarella, R.S. & Zinn, L.F. Innovative Higher Education (1999).

Intellectual and Psychosocial Characteristics

Enabling factors

- Strong personal beliefs and values which demand excellence in our work.

- Strong personal beliefs and values about the value of continuous professional development; sense of obligation to be active teachers, scholars, and learners throughout the career.

- Self-confidence in our roles as faculty members and the perception that we can make a difference in the lives of students, other educators, and in our fields of study.

- Enjoyment of challenges and change.

- Ability to see the «big picture» issues related to our universities and our fields, in general.

- Ability to thrive with intrinsic rewards.

- Continued enthusiasm for the role of faculty member and for continued professional growth.

Impeding factors

- Lack of commitment to excellence; «getting by» with the minimum is sufficient.

- Lack of interest in and commitment to continuing professional development; lack of commitment to continue as active learners, teachers, and scholars.

- Little confidence that we are, or can be, successful faculty members.
- Feelings of discouragement, or frustration related to our roles as faculty members.

- Reluctance and/or active resistance to change.

- Focus of concern solely on your own work, or issues relevant to your department or division.

- Need for extrinsic rewards as a primary source of motivation.

- Feelings of exhaustion or burnout as a faculty member.

Adopted from: Caffarella, R.S. & Zinn, L.F. Innovative Higher Education (1999).

UK Professional Standards Framework (UKPSF) provides a comprehensive and variety set of professional standards and guidelines for everyone involved in teaching and learning in higher education. These principles can be applied to professional development programs at the individual or institutional level to improve the quality of teaching.

The UKPSF divides the professional practice dimensions related to teaching and learning support as follows:

• The areas of activities carried out by the faculty member.
• The core knowledge needed to carry out those activities at the appropriate level.
• The professional values that the individuals performing these activities should embody.

Areas of Activity

A1 Design and plan learning activities and/or programmes of study.
A2 Teach and/or support learning.
A3 Assess and give feedback to learners.
A4 Develop effective learning environments and approaches to student support and guidance.
A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

Core Knowledge

K1 The subject material.
K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme.
K3 How students learn, both generally and within their subject/ disciplinary area(s).
K4 The use and value of appropriate learning technologies.
K5 Methods for evaluating the effectiveness of teaching.
K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.

Professional Values

V1 Respect individual learners and diverse learning communities.
V2 Promote participation in higher education and equality of opportunity for learners.
V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.
V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice.

The framework presented by this guide aligns the efforts of the institutional leadership with "ownership" of these efforts by the stakeholders and the targets of these efforts such as faculty members, responsible for professional development in colleges and deanships, and the academic community in general. The roles of entities responsible for professional development include the following:

Deanship of Academic Development

- Study and analyze the current status of the university in relation to professional development and teaching and learning practices and make recommendations in this regard.
- Participate in setting professional development policies and procedures within the university based on the results of the study of the current status.
- Design, implementation, and evaluation of professional development programs at the university level.
- Providing support services, programs and resources to colleges and faculty members in relation to professional development.
- Provide a supportive environment for professional development and provide faculty with the necessary tools for knowledge, skills, and educational values to facilitate independent professional learning.
- Follow up on the implementation of the professional development plan and provide the needs and resources required

to implement the plan at the university level.

- Documenting professional development activities and events at the university level.
- Evaluating professional development activities and programs at the university level.

Colleges

- Assess the college's professional development needs based on a study of the current situation.
- Create a professional development plan aligned with the institutional and individual's needs, with the participation of faculty members and educational experts from the Deanship of Academic Development.
- Coordinate with the Deanship of Academic Development regarding the implementation of professional development programs.
- Oversee the implementation of the professional development plan and provide the needs and resources necessary.
- Documentation of the professional development activities and events at the college and individual levels.

Faculty member

- Participate in planning the college's professional development activities.
- Set an individual professional development plan aligned with the individual needs and the needs of the college.
- Participate in professional development programs inside and outside the college.
- Document individual professional development activities.
- Evaluate individual professional development activities.
- Evaluation of professional development activities and programs.

The professional development plan aims to prepare and organize professional development goals and activities. Work on this plan will be a joint responsibility and effort between those responsible for professional development in the college and the faculty member (suggested roles).

The professional development plan is drawn up at the beginning of each academic year and is reviewed as needed during the year, provided that it is formally reviewed at the end of the academic year before the annual evaluation phase.

The professional development plan consists of 6 main elements that are interrelated as follows:

1. Define the problem and general needs.
2. Needs assessment of the target audience for the professional development program.
3. Appropriate, specific and measurable goals.
4. Development Strategies.
5. Implementation.
6. Evaluation.

Phase	Evidence Examples
Define the problem and general needs It is the first step in the planning process and aims to define the purpose of the development plan and link it to the university goals, field of specialization, and the needs of the faculty member. This can be determined through an assessment of a general need to determine the current situation, the desired situation, and how to fill the gap between them. For example: Is the professional development program related to a current problem that needs to be resolved urgently, or is it continuous development related to introducing new policies and regulations?	• Collect data on the current situation. • A description of the ideal or desired situation. • Determine the gap between the current situation to and the ideal or required situation.
Needs assessment of the target audience for the professional development program Once the problem or the overall goal of the faculty development program is defined, the needs of the individual faculty and the needs of the institution related to the problem must be determined. Critical questions at this phase include: Who will be the target of the program? Are they new or experienced members? Why do they need a development program? What is the current level of knowledge and skills?	• PD Needs assessment tools. • PD Needs assessment results.
Appropriate, specific and measurable goals At this stage, specific and measurable goals are set for professional development programs based on what has been done in the previous steps.	• Specific and measurable goals for professional development programs

Phase	Evidence Examples
Development Strategies The development strategies used in the faculty development program must be contextually relevant, based on theories of learning, and aligned with the learning outcomes. Questions at this stage may include: How can we achieve the announced results? What are the theoretical foundations for this activity? How can diversity of participants be accommodated? What interaction activities can be used?	• A description of the professional development program plan and the strategies used, including the rationale for its use and its relationship to the desired goals.
Implementation This stage includes the implementation of the professional development program based on the specifications determined in the previous stage. It also includes identifying the resources and time required for implementation.	• Documentation of implementation activities.
Evaluation The evaluation of the faculty development program should be related to the desired outcomes. Important questions about measuring program effectiveness must also be asked and answered during the planning phase and when goals are set. The evaluation questions of professional development programs measure several levels, which are: to measure the satisfaction of the participants, the achievement of learning, the impact on practice, and the impact on the students and the institution.	• The plan and tools for evaluating professional development programs and initiatives. • Evaluation reports including findings and recommendations.

Adapted from: AMEE GUIDE NO 36 by Taylor and Mifflin 2008.

PROFESSIONAL
DEVELOPMENT ACTIVITIES

Types of professional development activities:

Professional development activities include three main types (Cranton, 1994; Elam, 1996; Houle, 1996; Schuster, Wheeler, and Associates, 1990):

1. Self-learning experiences
2. Formal professional development programs
3. Organizational development strategies.

And these types are divided into several forms as follows:

1. Professional Experience
2. Qualifications and training
3. Community participation
Self-study

The table on the next page shows a model for participating in professional development activities.

Minimum points of mandatory activities:

Minimum points of non- mandatory activities:

Activity example	Forms of professional development	Points (number of hours)	Mandatory
• Professional practice: applying best practices • Peer observation • Mentorship and counseling • Meetings to develop courses, solve problems, improve performance, and learn a new strategy. • Comprehensive institutional development programs	Professional Experience		Mandatory
• Qualifications from the Deanship of Academic Development • Qualifications from an accredited training center • Professional qualifications from awarding bodies • Blended and online training	Qualifications and training		Mandatory
• Organize activities related to the field • Contribute to discussion forums • Attend learning communities' events	Community participation		non - mandatory
• Books, guides, and publications • Scientific journals and case studies • Online resources	Self-study		non - mandatory

Adopted from: AMEE GUIDE NO 36 by Taylor and Mifflin 2008.

PROFESSIONAL
DEVELOPMENT RESOURCES

Institutions and centers
Entities affiliated with Imam Abdulrahman bin Faisal University

1. Office of The Vice President for Academic Affairs.
2. Deanship of Academic Development.
3. Deanship of E-Learning and Distance Learning.
4. Deanship of Quality and Academic Accreditation.
5. Deanship of Library Affairs.
6. Quality of Assessment and Examinations Center.
7. Academic Leadership Center.
8. Educational Research Unit.
9. Teaching and learning units in colleges.

Local entities

1. Ministry Agency for University Education, Ministry of Education.
2. The National Center for Measurement and Evaluation.
3. The National Center for Academic Accreditation and Evaluation.
4. Education and Training Evaluation Commission.
5. Research and Development Office RDO, Ministry of Education.
6. 5National e-learning center.

International entities
Higher Education Academy.

Tools and references

Tools

1. Saudi Digital Library SDL
2. EDUCAUSE Teaching and Learning
3. MAGNA
4. McGraw-Hill Education
5. Lynda.com
6. mooc.org
7. GetSmarter
8. edX
9. TED-ED
10. Conference Alerts

References

1. Saudi Vision 2030
2. Education and Saudi Vision 2030
3. The National Qualifications Framework (SAQF)
4. Code of Ethics for faculty of Imam Abdulrahman bin Faisal University.
5. Teaching and Learning Handbook for faculty members
6. Deanship of Academic Development Professional development content on Blackboard.
7. Orientation guide for faculty members
8. Horizon Report
9. Resource Guides, Center for Teaching, Vanderbilt University
10. Faculty Development Resources, Faculty Development Office, McGill.
11. Harvard Initiative for Teaching and Learning, Harvard University.
12. Directory of Faculty Development Resources, Office of the Executive Vice President and Provost, University of Nevada, Las Vegas
13. Review of Educational Research.
14. Learning and Instruction.
15. Computers & Education
16. Educational Psychologist.
17. Educational Researcher.
18. Harvard Educational Review.
19. Studies in Higher Education.
20. Journal of Higher Education

21. Active Learning in Higher Education
22. Assessment & Evaluation in Higher Education.
23. Technology Pedagogy and Education
24. INSIDE HIGHER ED

List of references

Bland, C. Stritter, F. (1988). Characteristics of an effective family medicine faculty development program. Family Medicine, 20: 282-288.

Bland CJ, Schmitz CC. (1988). Faculty renewal: Concepts, strategies and lessons from the past twenty years, in: JH Schuster & DW Wheeler (Eds), Enhancing Faculty Careers: Strategies for Renewal, (San Francisco, Jossey Bass).

Caffarella, R. S., & Zinn, L. F. (1999). Professional development for faculty: A conceptual framework of barriers and supports. Innovative Higher Education, 23, 241-254.

Cannon, J. G., Kitchel, K. A., & Duncan, D. W. (2013). Perceived professional development needs of Idaho secondary career and technical education teachers: Program management. Online Journal for Workforce Education and Development, 6(1), 1-15.

Centra, J. (1976).Faculty development practices in U.S. colleges and universities. Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 141 382)

Cranton, P. (1994). Self-directed and transformational instructional development source. Journal of Higher Education, 65, 724-726

Eckhert N (2002) The global pipeline: too narrow, too wide or just right? Med Educ 36: 606-613.

Elam, J. H. (1996). Development programs for optometric educators. Optometric Education, 21, 114-116.

Freidman, T. (2007).The World is Flat. Picadorusa. New York, NY.

Fullan, M. (1993). Change Forces: Probing the Depths of Educational Reform. London: Falmer Press.

Guskey, T.R. & Yoon, K.S. (2009). What works in professional development? Phi Delta Kappan, 90(7), 495-500.

Hitchcock, M. A., Stritter, F. T., & Bland, C. J. (1993). Faculty development in the health professions: Conclusions and recommendations. Medical Teacher, 1A(4), 295-309.

James, C. (2011) 'Theory of Change Review: A Report Commissioned by Comic Relief'. London: Comic Relief.
Hitchcock, M. A., Stritter, F. T., & Bland, C. J. (1993). Faculty development in the health professions: Conclusions and recommendations. Medical Teacher, 1A(4), 295-309.
Kirkpatrick, D. L. (1994). Evaluating training programs: The four levels. San Francisco: Berrett-Koehler.

Meyer, J. H. F., & Land, R. (2005). Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning. Higher Education, 49(3), 373–388.

Lucas, A. F. (1990). Redirecting faculty through organizational development. In Schuster, J. H., Wheeler, D. W., and Associates, Enhancing faculty careers(pp. 230-253). San Francisco: Jossey-Bass.

Sheet, K.J. & Schwenk T. L., (1990). Faculty development for family medicine educators: An agenda for future activities. Teach Learn Med, v.2.

Simpson D, Marcdante K, Morzinski J, Meurer L, Mclaughlin C, Lamb G, Janik T, & Currey L. Medical education fellowships - fifteen years of aligning faculty development with primary care clinician-educator roles and academic advancement at the Medical College of Wisconsin. Acad Med 2006;81: 945-53.

Stein, D. and Valters, C. (2012) 'Understanding "Theory of Change"', in 'International Development: A Review of Existing Knowledge'. JSRP Paper 1, London: JSRP and The Asia Foundation.

Steinert Y, Mann K, Centeno A, Dolmans D, Spencer J, Gelula M and Prideaux D. (2006).
A systematic review of faculty development initiatives designed to improve teaching eff ectiveness in medical education: BEME Guide No 8. Medical Teacher 28, 6, pp 497-526

Steinert, Y. (2000). Faculty development in the new millennium: Key challenges and future directions. Medical Teacher, 22(1), 44–50.

Steinert Y. (2005). Staff development, in: JA Dent & RM Harden (Eds), A Practical Guide for Medical Teacher, pp. 390–399 (London, Elsevier, Churchill Livingston).

Young, M., Brown, B., Noesgaard, C., Child, O., Maich, N. M., Mines, C., & Linton, J. (2010). A comprehensive faculty development model for nursing education. Journal of Professional Nursing, 26(3), 152-161.