

Human Capital Development System Department of Professional Development, King Faisal University

1. Project: Implementing a Comprehensive Human Capital Development System

For purposes of this program, “Human Capital” means all those who work for and at King Faisal University (KFU), and the concept extends to our mandate to develop the nation’s human capital – our students. Hence, this is a project to systematically create programs and services to increase, utilize and reward the skills and knowledge of students, staff, faculty and administration. This is the meaning of “comprehensive” – extending to all in an effort to achieve first adequacy, then excellence for all, with the resulting contribution to excellence in teaching, research and community service at KFU. The word “system” means to generate a sustainable, competency-based program for both skills development and trainer development at KFU. The Apex notion imbedded in this project is to organize this entire system using an ePortfolio as the framework for identifying strengths and weaknesses, targeting skills deficits, showcasing learning and achievement, generating a commitment to lifelong learning and better utilizing our investment in digital technologies. This is the Vision of the Department of Professional Development.

The **purpose** of this program, then, is to implement the **vision** of the newly-created Department of Professional Development (DPD) in the Deanship of Academic Development (DAD) at KFU that all those who engage with KFU - faculty, administration, students, employees, clients and service suppliers - have the necessary skills, resources and learning opportunities to perform their teaching, learning, management, leadership, and service roles to the best of their ability and contribute directly to KFU excellence in teaching, learning, research, community outreach and administration.

The **mission** of the DPD at KFU is

- to provide the leadership¹, training², services³, resources,⁴ management⁵ and research⁶

¹ Leadership: Modeling behavior, professional networking, continuous improvement by Centre staff, localized and international conferences, research

² Training: Workshop and programs from entry level to expert, both onsite (KFU and at other institutions) and online, both non-formal (for CPD) and formal (for certification), for individuals and groups

³ Services: training, consultations, classroom visits, mentoring/coaching services, reading/study groups, learning communities and networks, labs, strategic planning

⁴ Resources: Website/portal, tools and materials, experts, manuals, emerging innovations

⁵ Management: Policies, protocols, reporting and accountability mechanisms

⁶ Research: professional and academic studies that demonstrate leadership and accountability, and contribute to the associated professional communities (e.g., scholarship in teaching and learning, learning innovations, quality assurance)

- to ensure that faculty⁷, administrators⁸, students, employees, clients and service suppliers
- develop mastery in the skills associated with their roles and responsibilities and demonstrate competence with personal and lifelong ePortfolios⁹
- to achieve excellence in Professional Development, in individual and collective achievement, and overall excellence of programs and services at King Faisal University.

To achieve the Mission of the DPD at KFU, the (1) goals are to:

- 1.1. implement policies and practices for excellence in Professional Development that contribute directly to quality assurance and excellence in teaching, learning and management at KFU, and to NCAAA accreditation requirements;
- 1.2. understand the skills development needs of faculty, administration, students, employees and learning clients (target audiences) in that order of priority;
- 1.3. address the individual and collective skills development needs of target audiences from introductory to advanced levels of achievement, with opportunities for continuing professional development (CPD);
- 1.4. offer a comprehensive, effective and efficient professional development system of training workshops, services, resources, and certifications;
- 1.5. manage individual learning and collective achievement with ePortfolio tools and services;
- 1.6. ensure effectiveness and accountability of Professional Development initiatives;
- 1.7. link as appropriate to existing departments, policies and practices;
- 1.8. systematically develop and expand the department as appropriate;
- 1.9. motivate, recognize and reward Professional Development for all; and
- 1.10. actively demonstrate the mission of the Department.

To achieve the Goals of the DPD at KFU, the (2) Objectives are to:

- 2.1. develop policies that reflect best practices and innovation in Professional Development, and that ensure inclusivity, quality and accountability of services meeting accreditation requirements and international excellence;
- 2.2. understand, articulate and continuously update the lists of skills/competencies (entry level, advanced and expert) associated with the primary roles of the target audiences of the Department, and in this order of priority: faculty, administration, students, employees and clients

⁷ Faculty roles: Teaching, research, University service and community/professional service

⁸ Administrative roles: management and leadership

⁹ ePortfolio: a digital portfolio of acquired skills and knowledge with attached evidence of competence

- 2.3. assist individuals to manage their professional development, on a continuum from introductory to expert levels of achievement, for personal and professional achievement and for organizational (KFU) excellence;
- 2.4. seek out, engage and manage the best possible sources to provide training, services and resources (expertise, materials and certifications) to support the professional development and utilization of the target audiences;
- 2.5. develop and implement systematic mechanisms for needs assessment and environmental analysis, training transfer, quality assurance, ROI and impact analysis, research and reporting;
- 2.6. develop and implement systematic ePortfolio services to better assess learning, to foster better teaching, to assess achievements and target development needs, to provide evidence of claims, to motivate lifelong learning, and to deliberately increase the quality of teaching, research and community service;
- 2.7. collaborate with related departments and initiatives in the University to identify professional development needs, opportunities and resources, and to create consensus and accountability to support professional development initiatives;
- 2.8. develop and improve the department, and its services, in a phased fashion, prioritizing audiences and services, and addressing emerging needs and opportunities, while working towards a dynamic and self-sustaining system of expertise development and utilization at KFU and the communities it serves;
- 2.9. motivate participation in the professional development initiative with an individualized approach to professional development and lifelong learning, a competency-based approach to professional laddering, an evidence-based approach to demonstrating achievement, and a system for recognizing and rewarding professional development;
- 2.10. lead, manage, network, innovate, research and communicate effectively to model excellence in professional development.

In summary, the purpose of the Department of Professional Development is to systematize training and professional development of the human capital at King Faisal University so that it is sustainable¹⁰, equitable¹¹, effective¹² and efficient¹³. DPD is responsible for the development and implementation of policies, the allocation of financial and human resources, research for needs and impact analysis, and creating opportunities for the development and utilization of skills associated with the primary roles of faculty, administration, students, employees and learning clients at King Faisal University.

¹⁰ Cost-effective, developing and utilizing local resources and expertise

¹¹ Inclusive of all and of equal value to all

¹² Does what it claims to do: increases competencies, performance and organizational excellence

¹³ Makes the best use of existing resources

As a policy, opportunities for professional development will be offered in both English and Arabic where appropriate, and the services include, but are not limited to:

- Workshops, training sessions, courses and programs both onsite at KFU and online
- Training supports, e.g., mentors, coaches, learning communities
- ePortfolio training, mentoring and management tools and services
- Training trips, worksite visits and job placements to training venues
- Materials and resources, both actual and virtual, for professional development
- A portal of information about Professional Development
- Technology skills and tools to manage learning
- Motivation activities to increase participation in training
- Events for networking and training support

Opportunities for utilization are represented by accountability mechanisms and training transfer activities such as performance appraisals, training follow-up, and a system of train-the-trainers. The expectation is that successful training results in the application of new skills and organizational improvement.

Four components make this a leading-edge program worthy of global recognition in faculty development.

First is the competency-based approach which:

- Is based on skill standards that are international benchmarks
- Forms the basis of skills laddering, from entry-level to advanced and expert
- Creates an effective and efficient framework for an ePortfolio
- Contributes to improving recruitment, pre-service training, performance assessment, career advancement, professional development and lifelong learning.

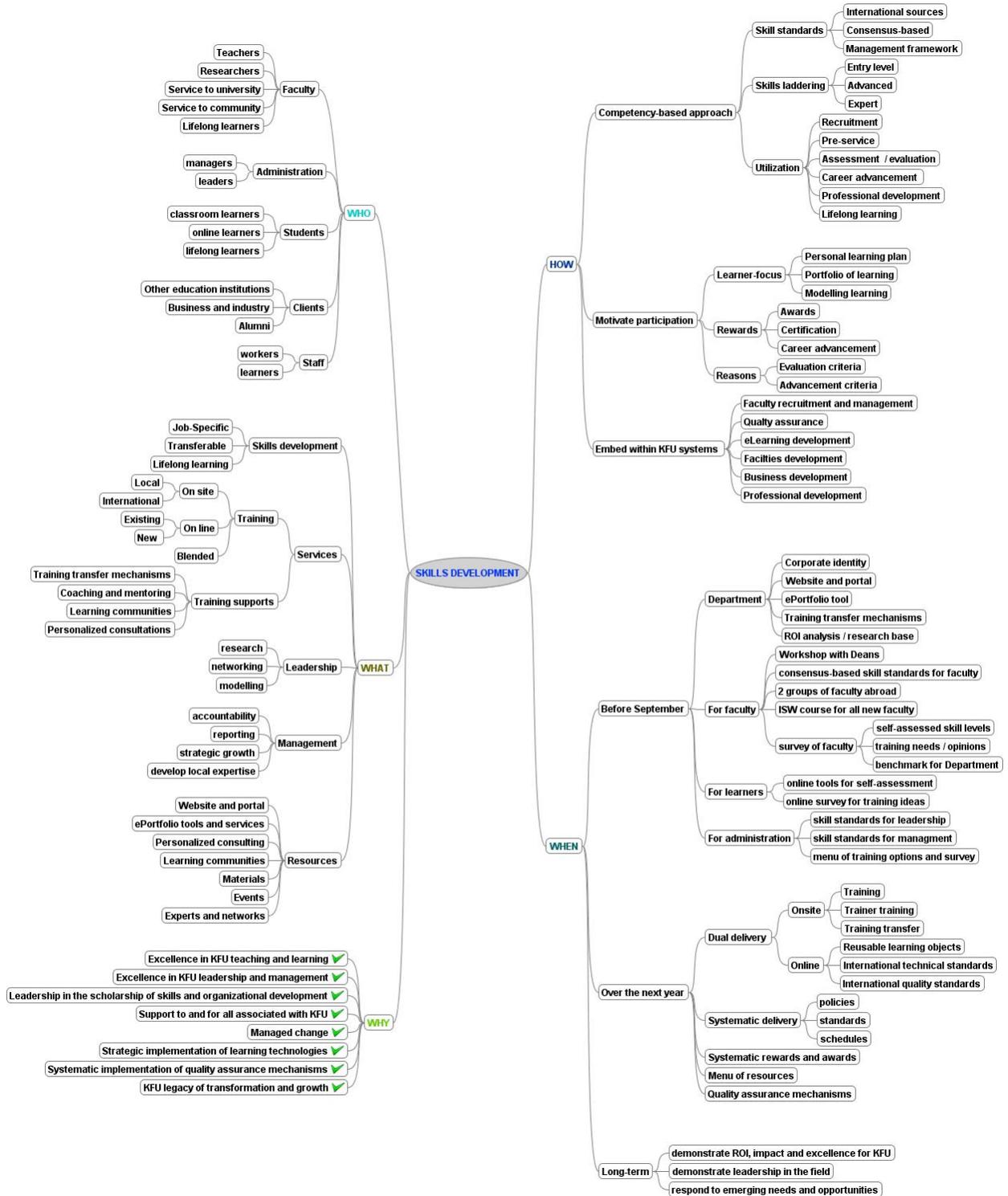
Second is the intention to motivate participation through:

- Individualized learning with personal learning plans and ePortfolios of achievement
- A reward system of certification, awards, and career advancement
- A requirement system for performance evaluation and advancement

Third is the intentional embedding of this Human Capital Development system in:

- Faculty and staff recruitment and management
- Quality assurance mechanisms
- eLearning development and innovative use of ICT
- development of community engagement and services
- business development for KFU
- Continuing Professional Development

Fourth is the innovative and comprehensive use of ePortfolio here as a part of a larger, comprehensive ePortfolio strategy to improve teaching and learning, promote lifelong learning, manage faculty and professional development, demonstrate quality assurance, and lead in ICT innovation.



2. Operational Plans

The operational plan of this program is to prioritize:

- the target audience: faculty, administration and students first, then employees and clients second
- primary roles of each, i.e.,
 - for faculty: 1. teaching, 2. research, 3. university service, and 4. community service
 - for administration: 1. management and 2. leadership
 - for students: 1. learning, 2. communication, 3. research
 - for employees: 1. learning management
- levels of development, i.e., entry level for all, then advanced for each

In addition, ICT skills development will be offered to and expected of all who work at and with KFU.

The system for this requires that DPD:

- create consensus-based lists of competencies associated with the roles and with KFU quality assurance policies (see Appendix A);
- contract or create appropriate training so that each and all can develop the core competencies;
- communicate opportunities that are equitable, relevant and of high quality;
- generate a system of certification and awards to motivate participation in professional development;
- provide a tool for the management of learning by individuals (ePortfolio); and
- collect data to show the impact and ROI of the training.

This system, then, for individuals:

- begins with pre-assessment to ensure that training is needed, and to create benchmark levels;
- involves training and the production of evidence of competencies acquired;
- begins and ends with training transfer strategies; and
- includes continuous updating of their personal ePortfolios.

Training coordinators will work directly with the target audiences to respond to needs and plan appropriate training and support services. Technicians will help create communication and management tools and systems.

Through this program we will:

1. work with all academic administration to implement the competency-based approach to professional development for faculty, administration and students
2. create and implement programs that offers basic instructional skills training and certification to all faculty
3. implement a program of trained faculty to serve as trainers, mentors and coaches as required
4. create and implement a program that offers basic technology skills to all at KFU
5. create a program of skills development for students new to KFU
6. implement a program that offers basic eLearning skills to all faculty who are interested in teaching and learning online
7. implement an ePortfolio system, with training and supports, for all faculty to manage their professional development
8. develop and implement a systematic means of promoting and managing training (e.g., online information and registration, with training transfer strategies)
9. conduct training workshops and presentations for the four primary audiences as opportunities and needs present themselves
10. create an inventory / database of local training expertise
11. create and implement an system of recognition and rewards for training
12. create a corporate image, portal and promotions to launch and sustain the DPD services
13. create at least one major training event for all of KFU
14. create and implement a system for international training trips for faculty
15. examine and network with similar departments at other universities in KSA and beyond
16. create a research agenda and data gathering methods to study implementation of the new DPD

3. Program Rationale:

Primarily, this program is necessary for KFU to achieve excellence in teaching, research, community service and academic leadership. Human capital is the basis of all problems and solutions. Ultimately, we would like to have outstanding faculty; currently, we need to begin with adequacy in all roles before moving to excellence in a systematic fashion.

Secondarily, we are required to meet Faculty Development standards for NCAAA Accreditation. We will use NCAAA standards to guide and evaluate our Professional Development program, and we will address a large number of recommendations in order to achieve accreditation.

Therefore, our program goals include, but are not limited, to:

1. ensure that all faculty have completed core training / certification for excellence so that they can be expected to provide excellent teaching, conduct excellent research, and contribute to excellent university service and community service;
2. develop a sustainable and accountable system of trainers, coaches and mentors, and learning communities at KFU;
3. ensure that all who work at KFU have opportunities, requirements and rewards for Continuing Professional Development;
4. ensure that students have the skills for academic success and lifelong learning;
5. implement ICDL for all; and
6. implement an ePortfolio system to manage faculty development, improve teaching and assessment of learning, contribute to quality assurance, and promote lifelong learning.



4. Tangible Outcomes and Resources Required:

Tangible Outcome	Year 1 (m SAR)	Year 2 (m SAR)	Year 3 (m SAR)
Established PD offices and facilities (M/F)			
Program planning and evaluation			
Faculty development system including: <ul style="list-style-type: none"> • Orientation • Teaching skills • Research skills • Community service • Leadership and management • ICT and eLearning skills 			
Trainer development system			
Student skills development service			
Employee skills development system			
Administration skills development system			
ICDL for all			
ePortfolio system for all employees			
ePortfolio system for students			
PD resources including: <ul style="list-style-type: none"> • Website • Databases 			
Mentoring and counseling services			
Symposia and forums			
Online performance supports			
mLearning resources (just-in-time)			
Reward and award system			
Research projects			
Learning community supports			
Total			

Grand Total:

Appendix A

(focused on but not restricted to faculty development)

Professional Development Program (Yr. 1)

To achieve the first three goals, the **training plan** is based on these premises:

1. There are 4 sets of Core Skills Training – Instruction, Research, Administration and Community Service.
 - 1.1. Training will take place in groups of 50, 25 female and 25 male each time.
 - 1.2. Training will be in English and Arabic where necessary/possible.
 - 1.3. Trainers will be recruited, trained and supported within KFU using outside expertise.
 - 1.4. In 2010, all new faculty will be required to take CIS training.
 - 1.5. In 2010, all faculty will be invited to earn the 4 Core Certificates.
 - 1.6. In 2011, all faculty will be required to earn the 4 Core Certificates.
2. In addition, there are 3 sets of IT Skills – basic (ICDL), Blackboard/eLearning, ePortfolio.
 - 2.1. Training will take place in small groups using KFU trainers and facilities.
 - 2.2. By end of 2010, all employees should have the ICDL.
 - 2.3. By end of 2010, all faculty should have ICDL and Blackboard training
 - 2.4. By end of 2010, all faculty participating in training will have a PD portfolio.
3. Based on this plan:
 - 3.1. 500 (250 new and 250 old) Faculty will be trained on CIS (Core Instructional Skills)
 - 3.2. 20 Faculty will be trained as CIS trainers
 - 3.3. 120 Faculty will be trained on CRS (Core Research Skills)
 - 3.4. 20 Faculty will be trained as CRS trainers
 - 3.5. 400 Faculty will be trained on CAS (Core Administrative Skills)
 - 3.6. 20 Faculty will be trained as CAS trainers
 - 3.7. 100 Faculty will be trained on CCS (Core Community Skills)
 - 3.8. 20 Faculty will be trained as CCS trainers
 - 3.9. 400 Employees will be ICDL certified
 - 3.10. 500 Faculty will be ICDL certified and have eLearning skills
 - 3.11. 400 Faculty will have ePortfolio skills
 - 3.12. 50 Faculty and employees will have new language skills

Date	Training Title	Trainer	Training Place	Number of beneficiaries	Target group
Jan (beginning) every 6 weeks (8 sessions / yr)	ICDL – 6 weeks, one module / week	KFU trainers	KFU Computer Labs	400 - in groups of 50 (25 M / 25 F)	All employees -
Jan (beginning) - 1 day / month x 10 months	Blackboard Skills and Tools	KFU trainers (IT and DAD staff)	KFU Computer Labs	500 faculty in groups of 50 (25 M / 25 F)	All faculty
Jan (beginning)	Arabic Language Training	TBA	KFU Training Rooms	10 Female Faculty	Faculty
Jan (beginning)	English Language Training	TBA	KFU Training Rooms	50 Females in groups of 10	Employees and faculty
Feb – 3 days	Core Instructional Skills (CIS) for New KFU Faculty (3 intensive days)	Group from Al Ain U	KFU Training Rooms for M/F	60 (estimated)	All faculty hired for second semester and those who missed training from first semester
Feb (and September) - 3 days	CIS Train the Trainer (3 intensive days)	Group from Al Ain U	KFU Training Rooms for M/F	10 (5 M, 5 F)	KFU Faculty trainers from inside KFU (volunteers)
Feb - 3 days	CIS Training for Group 1 of “Old” Faculty (groups of 25 max until all are trained/certified)	Group from Al Ain	KFU Training Rooms for M/F	50	First group of 50 (25 M, 25 F) of faculty who volunteer for training and certification
March (beginning) - 1 day/ month x 8 months	ePortfolio Skills for Faculty	KFU experts	KFU Computer Labs	400 faculty in groups of 50 (25 M / 25 F)	All faculty (voluntary)
March - 2 days	Core Research Skills (CRS) for KFU faculty for CRS Group 1	KFU and guest experts	One session for both M/F (new shared training room)	30	CRS Group 1 - Faculty volunteers who wish to increase research skills (nominated by Deans?)
March (and November) - 2 days	CRS Train the Trainer (2 intensive days)	KFU and guest experts	KFU Training Rooms for M/F	10 (5 M, 5 F)	KFU Faculty trainers from inside KFU (volunteers)
April - 3 days	CIS Training for CIS Group 2	KFU – CIS Trainers	KFU Training Rooms for M/F	50	Second CIS Group of 50 KFU faculty
April - 2 days	Core Admin Skills (CAS) faculty training for CAS	Outside experts	KFU Training Rooms for M/F	100 (50 M/ 50 F)	CAS Group 1 – volunteers from faculty nominated by Deans



	Group 1				
May - 2 days	Core Research Skills (CRS) Group 2	KFU and guest experts	One session for both M/F (new shared training room)	30	CRS Group 2 - Faculty volunteers who wish to increase research skills (nominated by Deans?)
May - 8 days	ICT for Administration (Group 2)	Monash University	Monash U facilities - Italy or Malaysia	20	VPs, Deans and Vice-Deans nominated by VP
June - 3 days	CIS Training for CIS Group 3	KFU - CIS Trainers	KFU Training Rooms for M/F	50	Third CIS Group of 50 KFU faculty
June - 2 days	CAS Training for CAS Group 2	Outside experts	KFU Training Rooms for M/F	100 (50 M/ 50 F)	CAS Group 2 - volunteers from faculty nominated by Deans
July - 8 days	Community Service Skills and Tools - Train the Trainers	Portland State University	PSU, Oregon	20 (10 M / 10 F)	Faculty nominated by Deans to become Community Service leaders at KFU
August - 3 days	New Faculty Orientation and CIS Training	KFU - CIS Trainers	KFU Training Rooms for M/F	100	All faculty hired for first semester 2010/11 academic year
August - 2 days	CRS Training for CRS Group 3	KFU and guest experts	One session for both M/F (new shared training room)	30	CRS Group 3 - Faculty volunteers who wish to increase research skills (nominated by Deans?)
Oct - 2 days	Core Community Skills (CCS) for CCS Group 1	KFU and guest experts	KFU Training Rooms for M/F	50	CCS Group 1 - Faculty volunteers who wish to increase CS skills (nominated by Deans)
Oct - 3 days	CIS Training for CIS Group 4	KFU - CIS Trainers	KFU Training Rooms for M/F	50	Fourth CIS Group of 50 KFU faculty
Oct - 2 days	CAS Training for CAS Group 3	Outside experts	KFU Training Rooms for M/F	100 (50 M/ 50 F)	CAS Group 3 - volunteers from faculty nominated by Deans
Nov - 2 days	CRS Training for CRS Group 4	KFU and guest experts	One session for both M/F (new shared training room)	30	CRS Group 4 - Faculty volunteers who wish to increase research skills
Dec - 3 days	CIS Training for CIS Group 5	KFU - CIS Trainers	KFU Training Rooms for M/F	50	Fifth CIS Group of 50 KFU faculty
Dec - 2 days	CCS Training for CCS Group 2	KFU and guest experts	KFU Training Rooms for M/F	50	CCS Group 2 - Faculty volunteers who wish to increase CS skills (nominated by Deans)
Dec - 2 days	CAS Training for CAS Group 4	Outside experts	KFU Training Rooms for M/F	100 (50 M/ 50 F)	CAS Group 4- volunteers from faculty nominated by Deans