

## **Professional Development Center Annual Report 2011-2012**

### **Developments & Innovations:**

In 2011-2012 the Professional Development Center underwent another transitional year, as the Center lost its founding director on July 1, 2011. Despite this loss in leadership, the PDC offered the following programs in 2011-2012:

- New Faculty Orientation (Total attendance: 12)
- 5th Annual Teaching & Learning Conference (Total attendance: 102)
- 19 Associate series workshops (Total attendance: 268)
- 20 Educational Technology Workshops (Total attendance: 116)
- Connections Mentoring Program (18 mentor/mentee relationships)
- Three award programs (Totaling \$30, 500 in award distributions to 28 faculty and staff)
- Four Renga Learning Communities, including a special offering for new faculty
- 12 Educational Advisory Board webinars
- Collective Memory Research & Writing Colloquium
- Faculty Research Exhibit
- Three social mixers for faculty and staff

In addition, the PDC developed a more efficient workflow for its staff by creating a dedicated PDC Conference area where workshops are currently offered. Formal written procedures were developed for PDC awards and Associates program reimbursements, which also contributed to streamlined processes for day-to-day operations.

The PDC improved access to information for faculty and staff by completing a website redesign project. As part of this process we additionally migrated our registration system to Google forms in order to replace a defunct, homegrown registration system.

### **Collaborative activities with faculty, other campus units, or external entities:**

- Collaborated with 20 faculty members in organizing and offering the Associates Series, Rengas, Research & Writing Colloquium, and Faculty Research exhibit programs
- Collaborated with the PDC Advisory Board in the review of 45 award proposals
- Collaborated with the PDC Advisory Board in offering the 5th Annual T&L Conference
- Collaborated with the Teaching & Learning Conference Chair and the PDC Advisory Board in organizing the 6th Annual Teaching & Learning Conference
- Collaborated with Randy Gadikian, Reed Library Director, and the Office of Academic Affairs in organizing Disruption Day
- Collaborated with the Office of Sponsored Programs in offering a grant writing webinar series
- Collaborated with ITS Multi-Media team to plan, pilot, and release technologies including Echo360 and Student Response Systems.

### **Assessment of Unit Operations:**

Assessment was carried out in the form of electronic surveys administered following PDC workshops and events. These tools measured the quality and relevance of program offerings in relation to faculty

and staff needs.

In the spring of 2012 the PDC implemented an “End of Year” impact survey, which was open to all faculty and staff. This tool measured perceived value of PDC programs, satisfaction with program offerings, and the collegiality of the PDC. Through this process we also collected information on ways to improve outreach to constituents who are currently not using our services, as well as identified future programming needs. (See attached)

Through the assessment of unit operations, the decision was made to restore clear leadership to the PDC by reinstating a full-time PDC Director position, enabling the Center to more effectively support faculty and staff in their professional and scholarly/creative roles. The need to expand support for integrated learning technologies on campus has also been identified, and as a result, a full-time Technology Training Coordinator was added to the PDC staff. This restructuring of the PDC has led to the creation of an Office of Online Learning, reporting to the Associate Provost of Curriculum, as a distinct academic unit, creating increased support for the campus’ growing number of online course offerings.

**Strengths:**

In the past year, the PDC was able to implement procedures and streamline many of its day-to-day operations, improving the quality of services provided to faculty and staff.

**Needs:**

As staffing for the PDC has grown to two full-time and one part-time employee, the Center’s immediate needs include the creation of an office space that is conducive to the PDC’s daily operations and staffing levels.

Long term space needs include the need for a physical PDC location that is in close proximity to a collaborative, learner centered, tech-ready teaching facility. This space should also include a roundtable-style conference room seating 15-25 and a lounge area with soft seating.

As programming continues to grow and develop, a full-time secretary will be required in the future.

**Unit Goals 2012-2012:**

Contribute to campus organizational development activities through the provision of programs and services that support the implementation of Baccalaureate Goals, Strategic Plan, and General Education revision.

Conduct a needs assessment in order to expand offerings tailored to the professional development needs of campus professionals, adjuncts and staff.

Develop instructional podcasts and programming which expands support for integrating advanced learning technologies in the classroom and workplace.

Work with the Interim Provost in order to increase professional development support for faculty research.

Contribute to fostering a culture of inclusion on campus by collaborating with the incoming Director of Multicultural Affairs to infuse diversity topics into the slate of faculty programming offered through the PDC.

Collaborate on space planning initiatives as Academic Affairs transitions to Maytum Hall, as well as long term plans for a PDC facility.

Contribute to the creation of a sustainable community by reducing the use of plastic products at PDC events.