



Policies & Procedures Manual

UIT University

Title of Policy: Faculty and Staff Training and Development Policy and Procedures	
Revision Date (if any): NIL	
Policy Area: Academic	Policy Number: UITU/P/ACAD/011-V1
Approved by (Statutory Body/ Competent Authority): Academic Council	
Approval Date: August 22, 2024	Effective Date: August 26, 2024
Date of Issue: August 26, 2024	Supersedes: Nil
Total Pages: 05	

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Note: The policy is effective immediately upon approval and supersedes all previous versions. It will remain in force until revised or replaced by an updated policy issued by the university authority.

Faculty and Staff Training and Development Policy

1 Introduction

UIT University (UITU) recognizes the importance of continuous training and development for its faculty and staff. This policy outlines the procedures, responsibilities, and guidelines for implementing and managing training programs. The Quality Enhancement Cell (QEC) will oversee the training programs per the Higher Education Commission (HEC) guidelines.

2 Goal and Objectives

2.1 **Goal:** To foster a culture of continuous professional development that enhances teaching quality, staff efficiency, and overall institutional effectiveness.

2.2 **Objectives:**

2.2.1 To improve faculty teaching skills and competencies for better student learning outcomes.

2.2.2 To enhance staff capabilities in their respective fields.

2.2.3 To foster an inclusive and culturally sensitive academic environment.

2.2.4 To support faculty in developing and implementing innovative curricula and teaching practices.

2.2.5 To keep faculty updated on emerging trends in education.

2.2.6 To promote the assessment and evaluation of current practices.

2.2.7 To provide training aligned with the university's philosophy, policies, and practices.

3 Faculty and Staff Training and Development Activities

3.1 **Orientation Programs:** Structured sessions for newly hired faculty and staff to familiarize them with institutional policies, culture, and job-specific expectations.

3.2 **Professional Development Workshops:** Regular workshops focusing on teaching methodologies, research skills, curriculum development, and leadership for faculty, as well as skill enhancement sessions for administrative staff.

3.3 **Pedagogical Training:** Continuous training programs aimed at improving teaching effectiveness, incorporating modern teaching techniques, digital tools, and student engagement strategies.

3.4 **Research Capacity Building:** Targeted workshops and seminars to enhance research skills, publication strategies, and grant-writing capabilities for faculty.

3.5 **Leadership and Management Training:** Specialized programs for department heads, deans, and administrative leaders to build strategic management, decision-making, and leadership skills.

3.6 **Technical Skills Training:** Sessions on software tools, data management, and other technical competencies required for academic and administrative roles.

3.7 **External Certifications and Courses:** Encouragement and support for faculty and staff to pursue external certifications and advanced courses relevant to their professional growth.

- 3.8 **Mentorship Programs:** Initiatives pair senior faculty and staff with junior members to guide professional development and career advancement.
- 3.9 **Continuous Learning Initiatives:** Support for attending conferences, seminars, and workshops locally and internationally, fostering exposure to best practices and industry trends.

4 Strategies and Procedures

- 4.1 **Coordination and Involvement:** The Dean of each Faculty will appoint a Faculty Development Coordinator (FDC) to develop, implement, and evaluate the faculty development program. The HR department will assist the FDC and teaching departments organize training programs.
- 4.2 **Participants:** Training programs will be designed to meet the needs of faculty and staff members.
- 4.3 **Needs Assessment:** Training needs will be identified through assessments, including self-assessments, and the needs of both departments and individuals will be considered.
- 4.4 **Time Frame:** Training programs will include short-term (semester-based) and long-term (five-year) activities, with updates as needed. Activities will be scheduled during summer semesters, evenings, and weekends.
- 4.5 **Resources and Funding:** The Dean of Faculty will secure budgetary approval for training programs. In-house trainers and external consultants may be used as needed.
- 4.6 **Evaluation:** The QEC will evaluate the effectiveness of training programs through subjective and objective measures, and the results will be shared with all stakeholders in an annual report.



5 Procedures

- 5.1 **Training Proposals:** The Provost will monitor, assess, and approve faculty training proposals per Charter and HEC guidelines.
- 5.2 **Training Reports:** The faculty's FDC will submit a report for each training session to the QEC within ten days of completion.
- 5.3 **Staff Training:** The HR department will propose and conduct staff training, with the QEC evaluating the proposals. Training reports will be submitted to the QEC within ten days of completion.
- 5.4 **Annual Evaluation Report:** The QEC will present an annual evaluation report to the board detailing the effectiveness of the training programs.

6 Record Keeping

- 6.1 **Activity Records:** Each training activity will be documented, including the description, objectives, participants, dates, times, locations, evaluation results, and participant feedback.
- 6.2 **Monitoring and Continuous Improvement:** The FDC will maintain records to document program progress and implement continuous monitoring to identify and address areas for future training. A quarterly report will be submitted to QEC.

7 Reporting Structure for the Annual Report

- 7.1 Structure of the Annual Report:
 - 7.1.1 **Executive Summary:** Overview of the year's training programs and critical outcomes.
 - 7.1.2 **Training Program Details:** Description of each training program, including objectives, participants, and results.
 - 7.1.3 **Evaluation Results:** Analysis of the effectiveness of training programs based on evaluations.
 - 7.1.4 **Challenges and Recommendations:** Identify any challenges encountered and make recommendations for improvement.
 - 7.1.5 **Future Plans:** Outline of proposed training activities for the upcoming year.

Annexures

Annexure A: Training Proposal Form

Field	Description
Training Title	[Enter Training Title]
Department	[Enter Department Name]
Facilitator	[Enter Facilitator Name]
Training Date	[Enter Training Date]
Duration	[Enter Duration]
Objectives	[Enter Training Objectives]
Expected Outcomes	[Enter Expected Outcomes]
Target Audience	

Annexure B: Training Completion Report

Field	Description
Training Title	[Enter Training Title]
Department	[Enter Department Name]
Facilitator	[Enter Facilitator Name]
Training Date	[Enter Training Date]
Duration	[Enter Duration]
Participants	[List of Participants]
Objectives	[Enter Training Objectives]
Outcomes Achieved	[Enter Outcomes Achieved]
Evaluation Summary	[Enter Evaluation Summary]
Recommendations	[Enter Recommendations]

Annexure C: Annual Evaluation Report

Field	Description
Executive Summary	[Enter Executive Summary]
Training Program Details	[Enter Training Program Details]
Evaluation Results	[Enter Evaluation Results]
Challenges	[Enter Challenges]
Recommendations	[Enter Recommendations]
Future Plans	[Enter Future Plans]