

Executive Order No. 1012

Management Level Policy

Office of the Chancellor

Date : 7 December 2020

To : Vice Chancellor
Provost
University Strategic and Governance Committee

From : Chancellor, Dr. Waqar Ahmad

Subject : **Faculty Professional Development Policy**

This Executive Order is issued through the endorsement of the above Board of Directors' approval reference and under the authority of the Chancellor as outlined in the Policy on Policy Management under the Executive Order No. 0824.

Effective immediately, Vice Chancellor and Provost are given the authority to implement the revised "Faculty Professional Development Policy" outlined in this Executive Order.

The attached policy is aligned with ADU strategic goals by achieving operational excellence by creating a service oriented organization characterized by evidence-based assessment and continual improvement, instilling a culture of valuing people and create an environment conducive to innovation and professional excellence of faculty and staff.

The custody of Executive Order shall be maintained in the Chancellor Office of the University. If you have questions regarding this Executive Order, please contact Anabella Briones.

Please take the necessary action to ensure that all parties involved are informed of this communication.



Dr. Waqar Ahmad
Chancellor

FACULTY PROFESSIONAL DEVELOPMENT POLICY

POLICY OVERVIEW

Abu Dhabi University recognizes that faculty is a core strategic asset, and investment in faculty development is a key enabler for achieving the University's strategic objectives, to promote a high-performance culture, to fulfil its mission. This policy is intended to ensure that the criteria and processes used to authorize and manage faculty professional development serve Abu Dhabi University and faculty's interests.

Executive Order	1012
Supersedes	995
Version Number:	07
Date Approved:	7 December 2020
Effective Date:	7 December 2020
Policy Owner:	Provost
Viewing Access Level:	Employees
Next Review Date:	Fall 2023

Change History

Version Number	Change Description	Date	Changed By
02	<ul style="list-style-type: none"> The policy was modified to include the possibility that a master's degree holder could use professional development funds to take courses toward a doctorate degree. References to entities (e.g., ELI) and documents (e.g., the 2005 CAA Standards) that no longer exist were eliminated. 	09.12.2013	Provost
03	<ul style="list-style-type: none"> Formatting and Signature Line to be in compliance with the new approved ADU Bylaws 	16.2.2014	Provost
04	<ul style="list-style-type: none"> Formatting and Signature Line to be in compliance with the new approved Policy on Policy Management EO #524 	08.09.2014	Chancellor
05	<ul style="list-style-type: none"> Renewal of "Review Date" only as per CAA requirement 	15 April 2020	Policy Officer
06	<ul style="list-style-type: none"> Added lines ensuring the qualifications, and property training given to the faculty including e-learning 	8 October 2020	Associate Provost

07	<ul style="list-style-type: none"> Added lines for Faculty preparation and development for delivering e-learning/hybrid courses. 	30.11.2020	Director of Accreditation
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1. Introduction

The University is committed to providing its faculty with opportunities to become excellent teachers and leading scholars and researchers in their fields, and to developing managerial, leadership and technical abilities.

For example, in its licensure documentation, the University committed its Departmental Chairs to "encouraging departmental members to grow professionally by taking course work, and attendance at educational seminars and conferences and to be alert to new and different ideas, evaluation and assessment techniques and other relevant materials, ideas, and concepts that might help enhance the departmental mission within the department."

Its strategies for achieving these goals include providing faculty development programs and high-quality professional development advice and support. The University will provide faculty development and training programs and other opportunities to help faculty members meet their short-term needs and advance their long-term development objectives.

2. Principles

The following principles apply to the development of University provisions:

- Appropriate professional development is to be made available for all faculty, not as personal entitlements but as an expression of reciprocal obligations of mutual benefit in a community of scholars,
- Orientation and induction; mentoring; training as a lecturer/tutor; training for academic heads; and development in academic leadership, are all important for the development of good practice in a university community,
- Professional development needs should be considered whenever research findings, new technology, policies or procedures are being introduced,
- The expertise of the University's own staff should be used where appropriate, and such contributions should be recognized, and
- Improved performance will be recognized by the University, including in the context of contract and promotion decisions.
- The Faculty Development Framework will be used as a reference point to guide development activities, and prioritize funding, when determining faculty's development needs as part of the annual appraisal process to align personal and institutional strategic priorities.

This policy applies to faculty who are employed on a full-time basis for a period of at least one year.

3. Approaches to Professional Development

Professional development includes technical skill development to help faculty teach or research more effectively, serve as mentors, provide faculty with advice, support and act as a sounding board for self-review and appraisal, and finally actively support culture development.

Professional development comprises both:

- Formal programs (such as courses, seminars, workshops, conferences, retreats, research, pursuit of Ph.D. programs for master's degree holders, and professional certifications in IT) and
- Informal development activities (such as one-to-one support, coaching, informal peer review, and inclusion in groups and networks).

Responsibility for the design of professional development is shared between each individual and their line manager. Responsibility for delivery of professional development is shared between the individual, the College and Department, and the University.

4. University HR Development Services

The HR Department advises the University Strategic Governance Committee (USGC) concerning the central provision of professional development opportunities. Members of the USGC are expected to play a full role in the annual process of setting priorities regarding central provisions of faculty professional development.

The Performance Management and Development Unit in the HR Department will assist all faculty to achieve high standards in key aspects of their work. It will provide services that address:

- The needs of faculty,
- The policies and priorities of Abu Dhabi University, and
- International best practices.

The Performance Management and Development Unit in the HR Department will collate and publish an annual report on faculty professional development.

5. Professional Development in Colleges and Departments

Deans of Colleges and Department Chairs are responsible for encouraging the growth of, and participation in, professional development activities. They are expected to document that support and participation. It may include support for conference hosting, hosting strategic guests and the design of professional development activities.

Colleges and Departments are also encouraged to acquire external research grants (including consultancies) that include fully costed overheads, so that they will add to the University's capacity to invest in capability building through professional development.

It is desirable that professional development activities both address and anticipate needs. The appointment of academic leaders, for example, should be determined sufficiently far in advance for preparatory training to be possible.

Professional development supported by the Colleges and Departments should be planned and provided for in annual budgets. It should also be related to other management processes, such as college reviews, department reviews, as well as teaching, course and program evaluations. It may include part or all of fees for faculty enrolled in advanced qualifications of demonstrable benefit to the College and Department.

The latter phases of faculty performance reviews should involve the joint development of a Faculty Development Plan for each faculty member. A copy of this Plan should be held on file by the HR Department.

6. Professional Development related to Teaching

Abu Dhabi University faculty may be required to teach face-to-face courses, and/or by e-learning/blended learning. Pedagogy training will be provided to newly appointed faculty, and existing faculty, to ensure they have contemporary knowledge, skills and competence to develop, deliver and assess courses, by either mode of delivery, and to ensure teaching excellence.

Faculty preparation and development for delivering e-learning/hybrid courses is realized via mandatory training programs and support systems, including support in instructional design and development of course materials, and involving, as appropriate, graphic designers, multimedia specialists, programmers, librarians and others.

More customized and discipline-specific teaching skills development will be provided by Colleges and Departments, in collaboration with their teaching and learning committees and the HR Department.

Academic supervisory skills development will be provided by HR Department in consultation with the Provost.

Each unit providing professional development will document that support.

7. Professional Development related to Leadership and Management Development

The Provost's Office and the Vice Chancellor's Office, in collaboration with the Deans and the HR Department, will provide a support and development program for leaders and managers, and document that support.

Included in this program will be the orientation, induction and mentoring of new appointees, briefings concerning University policies, structures and procedures, as well as skill development workshops in key areas such as performance management,

leadership development, planning, budgeting, resource allocation and general professional development of faculty.

It is the policy of the University to provide the majority of professional development opportunities as part of line management services.

Deans, in consultation with appropriate Department Heads, have the discretion to authorize their faculty to attend professional development opportunities outside the University, where such programs are particularly relevant to the faculty member's employment. The Dean, in consultation with appropriate Department Heads, may also decide to meet the cost of attendance in external programs.

The HR Department, and other internal providers of professional development, will continually evaluate the developmental processes they offer, make changes as a result of these evaluations, and report annually to USGC.

8. Professional Development related to Research

The Research and Innovation Committee, supported by the Office of Research and Sponsored Programs, will collaborate with College and Department research committees to provide faculty professional development concerned with, *inter alia*:

- Research leadership,
- The supervision of research staff,
- Writing research proposals,
- Writing and publishing papers,
- Information management and retrieval,
- Management of research funds,
- Computers in research,
- University policy and practices related to research, and
- Pursuit of Ph.D. programs for Master's degree holders.

College Deans have the discretion to authorize partial financial support of Ph.D. programs pursued by the College master's degree holders, including tuition and travel expenses.

9. Professional Development related to Human Resource Management

The HR Department will support professional development related to staffing policies and procedures (e.g. appointment, contracts, promotion, study leave and conditions of service). This support will be documented.

In collaboration with the Vice Chancellor, the HR Department will support professional development in financial management, computer training, and organizational development to improve procedures, structures and information systems.

The HR Department will also provide generic professional development to address the needs of all faculty members. Examples may include time management, problem solving, stress management, communication skills, and career planning.

10. Budgeting for Professional Development

In addition to the Internally-Funded Research Grants made available to faculty to support their research projects, the University will allocate every year in the annual operating budget of each College a percentage of the total faculty cost of the College (normally 2.5%) for other professional development programs. Such programs aim to develop the capabilities of all faculty members in working towards excellence in the University's core functions of learning and teaching; dissemination of research output, developing closer links with the industry, business and the community; and enhancing their management and leadership skills.

Portion of the faculty professional development budget could be used to assist faculty members in participating in national and international conferences to facilitate the dissemination of their research. Priority will be given to the presentation of accepted full research papers in refereed conferences. All applications should be made on the appropriate form, signed by the Department Chair and the Dean of the College, and must be accompanied by full documentation detailing the nature of the participation, the letter of acceptance of the research paper and the basis for calculating the costs.

Given that the funds allocated will never satisfy all expectations, each College will establish its own professional development priorities and an allocation process using:

- This policy
- The University Strategic Plan
- The College Strategic Plan
- The principles of:
 - Equitable access to professional development support over time,
 - Openness in decision making criteria and processes,
 - Peer review to establish comparative quality, and
 - Due process to resolve conflicts of interest.

Norms and variations are expected to emerge in each College and across the University, consistent with the disciplines represented. For example, it is expected that all faculty proposing to present papers at conferences will normally have the opportunity to receive a degree of support on a rotating cycle, depending upon the number of requests each year, the funds available, and the quality of proposals as determined by peer review.

Such support will require reciprocal contributions by faculty to the College and University, for example, through:

- Archiving all presented papers in the University Library,

- Departmental and College seminars,
- Providing professional development opportunities for colleagues,
- Publications that benefit from the feedback gained,
- Improvements to the content and pedagogy of taught courses, and

Exceptions

The Chancellor reserves the right to decide on any situation/circumstances outside the conditions stated in this policy.

Authorization

This policy was authorized by the **University Chancellor:**



7 December 2020

Date