

STAFF DEVELOPMENT POLICY

Introduction

The Jayee University College requires a competent human capital to help achieve its set targets and objectives. This calls for a policy that will guide the staff development processes of the organization.

Jayee University College considers its people, their competencies and the ideas they generate as the most important asset. Staff development is therefore a key objective and quality aspiration of the university college. This policy sets out a number of guidelines for the attainment of this objective.

Purpose

The purpose of this staff development policy is therefore to outline in broad terms, the commitment of JUC to staff development and to indicate the roles of the parties involved in the delivery of staff development, particularly the Scholarship and Staff Development Committee.

The aim of the staff development policy is to assist the development of each individual, thereby enhancing the college's performance through improved organizational efficiency and effectiveness. The main aim of this policy is to empower employees to think independently and creatively and bring about innovative ideas for the development the university college.

Objectives

The objectives of the Staff Development Policy are to:

- Provide support for career and professional advancement, to enhance the capacity of all staff.
- Prepare staff for possible future responsibilities in the university college.
- Sharpen the skills of staff in their current jobs.
- Maintain and increase job satisfaction.
- Improve and develop the skills and capabilities of staff to initiate and respond constructively to change, especially change imposed by external pressures.
- Maintain and improve organizational effectiveness and efficiency; and
- Support the University's principles of equity.

Consistent with these objectives, annual staff development plans and activities shall be developed, implemented and continuously monitored in order to ensure that the university college has competent and skilled staff that will maximize their potential and develop satisfying careers.

Principles of the Staff Development Policy:

Equity

- There shall be equity in accessing staff development opportunities for all staff of the university college.
- No member of staff shall be treated less favourably on the grounds of sex, marital or parental status, race, ethnic or racial origin, colour, disability, religion or age.

Relevance

Provide relevant training so that employees can see the value of the college's development plans. Respect staff experience and knowledge and provide them with opportunities to reflect on their job roles within the University College.

Timing

Even though it is important to update the skills of the employees, the staff development programmes shall not interfere with their job schedules.

Flexibility

JUC shall provide employee's training that allows them to incorporate into the institutions needs and methods as they see fit when appropriate.

Goals

JUC shall define its goals and devise training and staff development techniques that shall lead to fulfilling of its strategic goals. The University College shall align all staff development plans with its mission and strategic goals that would focus on stakeholder satisfaction.

Identifiers

JUC shall identify the skills and characteristics of its staff and arrange for them to participate in training that taps into their natural abilities.

Consistency

Staff development shall be an ongoing and integral part of JUC's culture to ensure optimal production and staff satisfaction, while keeping up with trends and changes in the higher education environment. JUC shall maintain a consistent schedule of training as part of its organizational culture.

Support

JUC shall support their staff who indicate a desire for self-improvement and take into account their views about the kind of training they will need and how it will improve their performance.

Intervention

JUC shall use conflict management and grievance procedures to prevent and manage conflict that may arise in the course of duty. Allowing staff to interrupt the flow of work can be infectious and negate efforts at positive staff development.

1.1 Elements of Staff Development Policy

Staff development includes any activity which contributes to the enhancement of employees' knowledge, skills, competencies, or working practices for example:

- Long and short-term course, skill-based courses, vocational training, structured staff development activities, attendance at workshops and conferences, secondments, development of educational materials, curriculum enhancement and active involvement with professional bodies.
- Staff development may also be viewed as a cycle which is repeated at each organizational level as individuals grow personally and professionally.

Many will seek to move on the next level to further their careers, once they have acquired sufficient experience and demonstrated adequate proficiency in their current jobs. At each level, the cycle starts with recruitment and selection, then induction followed by training and practice. It culminates in annual performance appraisals to provide feedback identify further developmental needs and assess suitability for career advancement, or opportunities for lateral movements to cater for personal aspirations and organizational needs.

Staff development is a key contributor to the success of individuals and ultimately to the success of the university college as a whole. This is important for the University College in maintaining and enhancing its national and international reputation especially in teaching and research and in ensuring and in ensuring good management and administration.

1.2 Responsibilities of Key Parties

a. Scholarship and Staff Development Committee

The Scholarship and Staff Development Committee shall be responsible for the following:

- Advise the Academic Board on the University College's staff development policy and procedures.
- Adopt and manage the staff development policy for the University
- Propose an annual budget for staff development activities and see to its allocation equitably.
- Monitor the implementation of these and consequent activities through the Human Resource Unit.

b. The Human Resource Unit

The Human Resource Unit shall:

- In collaboration with the heads of directorate, deans and heads of department, analyze staff development needs through the performance appraisal system.
- Develop and implement plans to meet those needs.
- Make recommendations to the Scholarship and Staff Development Committee for approval.
- Ensure that staffs are released for approved courses and activities including PhDs.
- Evaluate the effectiveness of the staff development programmes.

c. Staff Members

The effectiveness of any staff development activity depends on the active and purposeful participation of individual staff. Staff members have a clear responsibility to develop their skills to enhance performance in their current positions and be ready to assume further responsibilities.

Staff members shall be encouraged to:

- Seek opportunities to upgrade their skills and knowledge required in their current positions.
- Use the performance appraisal process to determine present staff development needs and opportunities.

- Advise the Scholarship and Staff Development Committee, through heads of department where specific needs are not being met, as well as give feedback on the usefulness of staff development programmes.
- Upgrade their academic qualifications through further studies to prepare for future responsibilities in the University College.

Policy Implementation

The implementation of this policy shall take account of the need:

- To select and recruit qualified staff and integrate them into the Institute.
- To train and provide staff with other opportunities for professional development.
- To appraise staff performance and provide where possible, the chance to progress on appropriate career paths.

1.3 Staff Development Framework

The Framework for staff development consists of broad career paths which provide the opportunity for staff to progress from one level to the next. It should, however, be noted that career paths for the various categories of staff have been developed and are being implemented by the Institute.

Career Paths for Senior Members

Requirements and procedures for tenure and promotion of academic and non-academic senior members to progress along a career path, such as, from assistant lecturer and other analogous grades to professor are well established in the statutes of the University.

Career Paths for Unionized Staff

Unionized staff members are classified under the senior and junior staff ranks with identifiable classification into job categories like administrative, information technology, library, accounting, technical, health and sanitation and trade and services. A comprehensive scheme of service for the unionized staff has been prepared by the registrar and is being used as a guide to policy implementers to facilitate identification of potential avenues for advancement.

Selection and Recruitment

The Institute's selection and recruitment policy also referred to as the appointment process is clearly spelt out in the Institute's Statutes and in the conditions of service for both senior members and the unionized staff. Internal applicants can become better

prepared and more competitive for promotion through attending career advancement programmes targeted at various levels.

Induction (Integration)

Induction begins the moment a potential candidate seeks information about an advertised position and continues through the acceptance stage and throughout the probation period of one year. The induction process includes:

- Information posted on the Institute's website and other mass media. Induction or orientation programmes.
- Meeting with Management and other staff members to encourage a sense of belonging to the Institute.

All newly employed staff, including staff promoted, or staff taking on additional responsibilities and transferring to new jobs shall undergo induction programmes developed by the Human Resource Unit in consultation with the respective heads of department. Such new staff shall also be introduced to the context and environment in which they will be working.

Content of Induction Programmes

The subject matter shall include, as appropriate to the staff concerned:

- The University's history, mission, vision, values and objectives.
- The operations of higher education/ tertiary institutions such as the University.
- Policies and procedures of the University College.
- Conditions of employment.

Activities at organizational unit level include:

- a) Introduction of staff
- b) Introduction to all departments, units and sections
- c) Confirmation of duties of the position and role of the unit heads with respect to probation and performance appraisal.
- d) An overview of the unit's work, mission, goals ethics, values and its place within the structure of the University.
- e) Use of information technology.

Induction for Academic Staff

For academic staff, induction programmes shall include in addition to the above, an introduction to the theory and practice relating to

- Student learning, curriculum/ syllabus planning, course preparation

- Course management and evaluation
- Teaching, student supervision, assessment and examination, scholarship, research and community engagement.

1.4 Training

- At the beginning of each year, training needs assessment and analysis shall be conducted to validate existing courses and identify new requirements.
- This will be carried out by the Human Resource Unit in consultation with the heads of department and the staff concerned through the performance appraisal process.
- Selected staff members shall be recommended to the Scholarship and Staff Development Committee, which will then approve the budget, fees and the course/ programme.
- At the end of every academic year, the Human Resource Unit shall ensure that each staff member has benefitted from one staff development package.

The Human Resource Unit shall keep a database of other institutions and organizations which offer tailor-made courses that meet particular needs of staff members. This database shall be updated periodically and brought to the attention of the Scholarship and Staff Development Committee at the beginning of each semester.

Training needs analysis will ensure that career advancement and performance enhancement courses meet organizational needs and identify suitable participants for training courses. Career advancement and performance enhancement courses which embody skills and personnel development training requirements will be identified at each level to enable staff improve their expertise and better perform in their current positions.

It must be noted that completion of career advancement courses for staff will not provide automatic promotion.

1.5 Performance Appraisal

Performance appraisal processes for all senior members (academic and non-academic) and the unionized staff have been put in place and shall be on-going in all departments.

Performance Indicators

At the end of every academic year, the Human Resource Unit shall use the following performance indicators to assist in the assessment of the impact and worth of courses attended by staff members.

- Results of participants' evaluation of the Institute's induction programmes

- Results of participants' evaluation of career advancement and performance enhancement courses
- Number and percentage of staff attending courses
- Number and percentage of staff of unionized staff who participated in career advancement courses and were promoted.
- Quality of work of staff who attended courses during the period.

Funding

Funding for staff development shall be sourced from the following:

- Internally generated funds (IGF) of the University College
- Scholarship offered candidate by admitting institution/university

Staff Development Policy Review

The Scholarship and Staff Development Committee shall keep this policy and its implementation processes under regular review by the Human Resource Unit.