Professional and Career Development Policy

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Introduction

Al-Ayen Iraqi University seeks to provide a supportive institutional environment for professional and career development, based on its belief that investment in human capital is the foundation for improving performance quality and achieving academic and administrative excellence. This policy aims to establish an organizational and procedural framework that governs the professional development process for university employees and the development of their career paths, by continuously enhancing their capabilities and skills. This policy also provides the necessary support, guidance, and motivation to build the capacities of affiliates and improve their performance in alignment with the university's strategic goals and meets the requirements of continuous institutional development.

Vision

> To make Al-Ayen Iraqi University a pioneering model in developing its human resources, where faculty members and employees are distinguished by high efficiency and outstanding job performance that contributes to achieving institutional excellence and enhancing the university's competitiveness at the national and international levels.

Mission

To provide an integrated system for professional and career development that ensures the sustainable development of the skills and capabilities of all university affiliates. This system includes diverse training and development programs, incentive mechanisms, and continuous administrative support that enables individuals to achieve the highest levels of performance in their work, which positively reflects on the quality of the university's outputs and community service.

Objectives

The professional and career development policy aims to achieve a set of main objectives, the most prominent of which are:

- **Capacity Building:** Developing the professional and administrative competencies and skills of faculty members and employees through continuous training and qualification programs, thereby enhancing their ability to perform their tasks with high efficiency.
- **Improving Job Performance:** Raising the level of performance, productivity, and quality of work among affiliates by developing their knowledge and capabilities, which positively reflects on the effectiveness of the educational and administrative process at the university.
- **Establishing a Culture of Continuous Learning:** Encouraging a culture of self-development and lifelong learning within the university community, so that professional development becomes an essential part of the career path for each affiliate.
- **Equal Opportunities in Development:** Ensuring the provision of equal opportunities for training and professional development for all university affiliates without discrimination, and in a manner that meets their actual job needs and helps them achieve their professional aspirations.
- **Enhancing Job Satisfaction and Retaining Competencies:** Motivating affiliates by providing clear opportunities for promotion and career development based on competence and achievement, which increases the level of job satisfaction and contributes to retaining the best competencies at the university.
- **Aligning Development with Institutional Goals:** Linking professional development plans with the university's current and future needs and strategic priorities, to ensure that employee training and skills development efforts contribute to achieving the university's mission and comprehensive goals.

First: Governance and Organizational Structure

Central Committee for Professional and Career Development:

A high-level committee is formed under the chairmanship of the Assistant University President for Administrative Affairs and membership of representatives from colleges and relevant administrative units. This committee is responsible for formulating policies and strategic plans for professional and career development at the university level, and works to monitor their implementation and ensure the achievement of their objectives.

Human Resources Department (Professional Development Unit):

The Human Resources Department is the executive body responsible for managing professional and career development programs. The department determines training needs in cooperation with different colleges and units, and designs and implements appropriate programs, courses, and workshops.

Deans of Colleges and Directors of Units:

Deans of colleges and directors of different departments and units are responsible for supporting professional development efforts for their employees within their scope of supervision. This includes identifying developmental needs for faculty members and employees in their colleges or departments.

Second: Development Programs and Activities

Periodic Training Programs:

Organizing workshops and training courses on a regular basis (inside and outside the university) to develop the necessary skills in various professional aspects. These programs include diverse areas such as technical and artistic skills, administrative and leadership skills, modern teaching skills for faculty members, development of language and communication skills, and the use of educational and administrative technologies. The training content is updated periodically to keep pace with the latest developments and ensure its suitability for the needs of affiliates.

Individual Development Plans:

Adopting an individual professional development plan methodology for each affiliate. An annual plan is prepared for each employee or faculty member in coordination between them, their direct supervisor, and the Human Resources Department. This plan includes identifying the areas in which the affiliate needs development, and the targeted training paths or developmental opportunities during the year, with setting clear objectives for learning and improvement. The implementation of individual plans is monitored and the progress made is evaluated on a regular basis.

Third: Incentive and Recognition Mechanisms

- **Financial Incentives:**

  The university adopts a package of financial incentives to encourage professional development. For example, allocating financial rewards or development allowances for employees and faculty members who achieve tangible developmental accomplishments (such as obtaining a higher degree, passing a quality training course, or acquiring an advanced skill related to work). Rewards may also be granted to the college or department most active in training and development to encourage positive competition among different units.

- **Moral Incentives and Official Recognition:**

  In addition to financial incentives, distinguished efforts in professional development are recognized through various moral means. Certificates of appreciation are granted to individuals who have shown initiative and success in development programs, with announcement of their names and achievements in the university council or on the official website to serve as an incentive for others. Additionally, the university establishes annual awards for professional development (such as the Most Developed Employee Award, or the Most Supportive College for Development Award) and they are presented at an official ceremony to establish a culture of appreciation.

- **Promotion and Performance Evaluation:**

  The university links professional development with career promotion paths to ensure that efforts made in developing skills directly benefit the affiliate's professional life. Commitment to development and active participation in training programs are considered important evaluation and promotion criteria.

Fourth: Monitoring and Evaluation

Monitoring and Follow-up System:

The university adopts a systematic approach to monitor the implementation of the policy and ensure the achievement of its objectives. The Human Resources Department (in coordination with the Central Committee) collects data related to all implemented professional development activities, such as the number of programs held, the number of participants from each college or department, and attendance and achievement rates.

Key Performance Indicators:

A set of performance indicators has been identified to measure the effectiveness of professional and career development efforts. Among these indicators: the number of training hours obtained by each employee or faculty member annually, the number of approved training programs for each college and specialization, the percentage of improvement in employee performance evaluation annually after their enrollment in training programs.

Periodic Reports:

The Professional Development Unit in the Human Resources Department prepares a comprehensive annual report on the state of professional development at the university. This report is presented to the University Council and the Higher Committee for University Policy Development for review and necessary action.

Fifth: Continuous Improvement

Periodic Policy Review:

The university is committed to conducting a comprehensive review of this policy every (3-5) years to ensure it keeps pace with internal and external changes and developments. The review includes evaluating the extent to which defined objectives are achieved, the effectiveness of the organizational structure and approved programs, and the efficiency of resource utilization. Based on the results of this periodic review, policy provisions may be updated, mechanisms modified, or priorities rearranged as required by the university's general interest.

Opinion Surveys and Feedback:

As part of the continuous improvement process, stakeholder opinions are taken into consideration. Affiliates' opinions (faculty members and employees) are periodically surveyed regarding the effectiveness of professional development activities offered and the extent to which they meet their actual needs. Feedback is also collected from participants in each training program about the quality of content and organization.

Continuous Development of Programs and Content:

The university emphasizes that the professional development process itself is subject to continuous improvement. Based on the results of monitoring, evaluation, and opinion surveys, training program content is updated and modern training methods are introduced that align with best global practices. New programs that were not previously included are also adopted if a need for them becomes apparent.