

## Academic Staff Development Unit Booklet (ASDU)

### Message from the President

The most important resource in any university is its staff, being academic or administrative. At ASU, we consider staff development as one of the most important pillars of our University. The work done by the academic staff development unit is commendable in keeping staff up to date with new teaching methods, technological advances in learning and techniques that enhance the research culture of the University amongst many other activities. The University is embarking on many new exciting and transformable initiatives that will make us amongst the best in the region. Staff development is vital in helping us achieving the transformation needed in our University. The Senior Leadership of the University is fully committed to supporting and developing staff. Our latest collaboration with the Higher Education Academy in the UK is a good example of keeping our staff fully aware of the best international practices in teaching and learning and research. I sincerely hope that our staff take advantage of the opportunities provided by the staff development unit.

**Prof. Ghassan Aouad**  
**President of Applied Science University**

### Message from the Vice President Academic Affairs and Development

Enhancing our student experience through improved learning and teaching, increased research output and effective leadership and management are top priorities at ASU. These are vital to the success of our vision and mission and attaining our strategic goals and objectives.

At ASU, we believe that making our vision a reality depends on skilled and motivated staff. Promoting excellence through our staff professional development programme, is the most effective tool we have to empower our academic staff with the skills needed to tackle the complex issues in teaching, learning and assessment that facilitate excellent student performance. We are supporting our administration and management staff by offering them the chance to develop the knowledge, skill and attitudes that we look for in support and professional roles across the University.

I look forward to this year's Staff Training and Development programme and encourage you to participate. I would like to take the opportunity to say that I am proud to be part of this initiative, and I believe that your determination and hard work will transform ASU and enhance our academic standing.

**Assem Al-Hajj**  
**Vice President Academic Affairs and Development**

### Message from the Director of Academic Staff Development Unit

The Academic Staff Development Unit (ASDU) provides effective academic development opportunities for all staff working on ASU programmes so that our students' experience of learning 'gets better all the time'. ASDU aims to work in collaboration with colleges and departments to support their staff. ASDU is both proactive and responsive and invites staff to discuss their developmental needs on an individual as well as departmental basis.

**We achieve our aims through:**

- Contributing to relevant strategies such as those related to learning, teaching and assessment strategy.

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- Leading the planning, development, co-ordination and delivery of academic staff development activity which supports Learning, Teaching and Assessment Strategy, Research Strategy, Staff Development Policy and other relevant strategies and legislation such as the MoE's Vision 2030
- Leading in the promotion of a learning culture among academic colleagues in which they are positively engaged in enhancing their own skills and effectiveness in pursuit of ASU and personal goals.
- Acting as a central link for colleges to external organizations, such as the Higher Education Academy (supporting applications for Fellowship of the HEA and the Staff and Educational Development Association (SEDA)).

**Dr. Adel M. Al Samman**  
**Director of Academic Staff Development Unit**

### **Vision**

The ASDU seeks to provide effective academic development opportunities for all staff working on ASU programmes so that our students' experience of learning that meets the highest international standards.

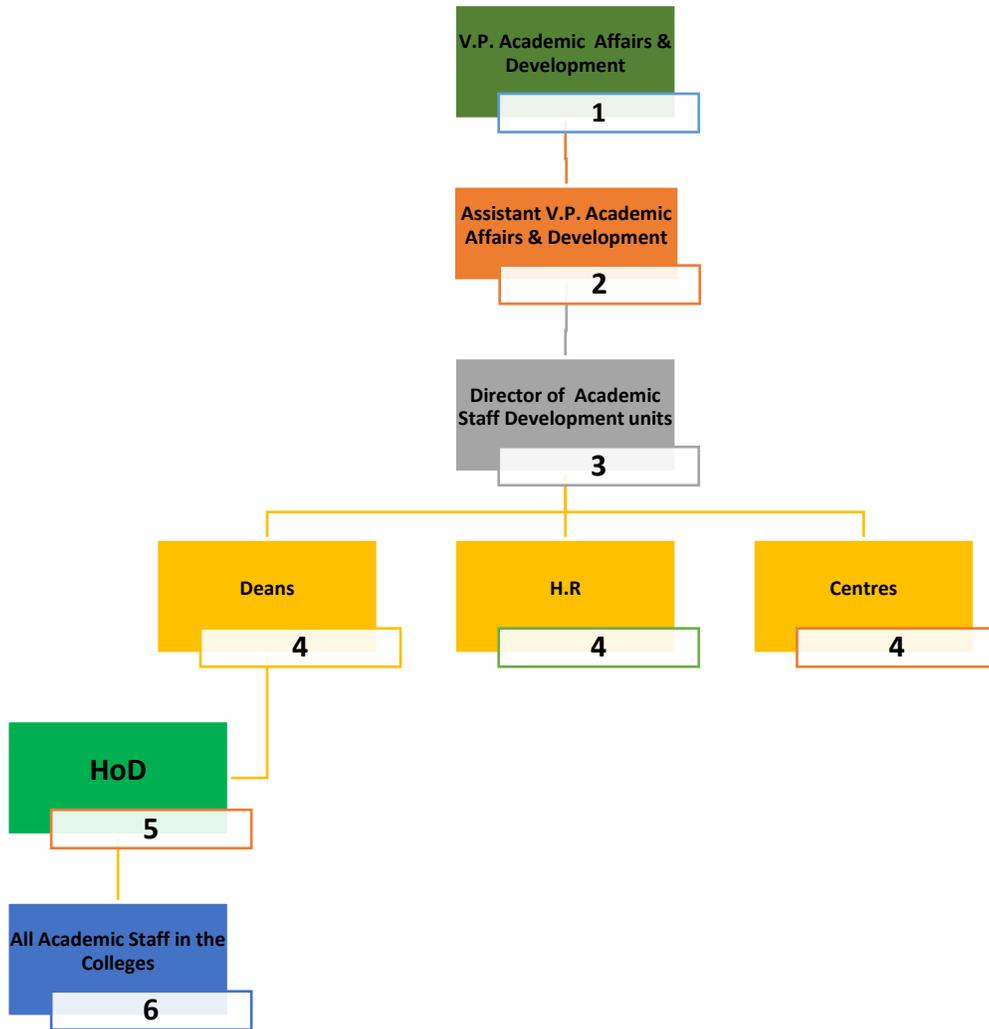
### **Mission/Philosophy**

To establish a distinguished environment within which teaching and learning are conducted to the highest level of quality standards.

Our approach is based on values developed by SEDA (Staff and Educational Development Association). It supports the ASU Mission and Values.

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## Structure and Mechanism for the ASDU



Note: the numbers above refer to the **Process Mechanism**

## Our goals and how do we achieve them

### 1. Collaborating with colleagues to develop academic practice and processes

We engage with others to support their, and their students' development, to develop ourselves and to contribute to the development of ASU as an organisation, and HE more widely.

### 2. Working in and developing learning communities

For example Pedagogic interest Groups; and the UK HEA

### 3. An understanding of how people learn

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The learning of all staff and students is on-going and continuous as is understanding how people learn. We engage proactively in the scholarship of learning and teaching; disseminating others' work, and undertaking our own in order to enhance the learning experiences of our colleagues and students.

### **4. Scholarship, professionalism and ethical practice**

Scholarship enables us to adopt an informed, analytical and critical approach to what and how we learn. By drawing on competing theories, policies, models and research scholarship allows us to interrogate and challenge our practice. Ethical practice permeates all our work; it involves valuing the roles everyone in the University plays, and being aware of how differences in power can impact on work relationships, and not misusing that power; confidentiality; sustainability; trust and mutual respect all contribute to ethical practice.

### **5. Working effectively with diversity and promoting inclusivity**

We seek to ensure that each learner, and each colleague, has, as far as possible, the same or appropriately equivalent opportunity to learn, develop and succeed. We learn from and are enriched by this diversity in the staff and student body.

### **6. Continuing reflection on professional practice**

Interrogating what we are doing now; what works; what needs improving; rationale for change/meeting internal and external priorities. What can we do in the short and long terms:

## **Preparation of the Training Plan for the ASDU**

### Fundamentals of the Planning Process

The unit built its planning process on a number of pillars, mentioned below, that were not dealt with separately as each variable of them interferes with and affects the other variables. We tried our best to integrate them in a way that fits with both, the university expectations and the individual's needs .

Such pillars are listed below:

-1 The university's strategic objectives. Achievement of the strategic objectives of the university represent the umbrella under which all activities of academic members' development are directed. Strategic objectives of Applied Science University are framed with internationalization. This requires specific gearing and preparation of its academic staff. We need to get academics ready as soon as we can to meet the needs of modern age students with all their prospects, potentials, and expectations .

-2 Self-recognized training/ development need forms. Forms were distributed to all academic members during the last semester of previous academic year to recognize the individual development of each one .

-3 Issues related to training/ development that arose during meetings, conferences, workshops and reports of HEC .

Such pillars represented the guidelines for the analysis process that resulted in the tentative training/ development plan for the academic members of the university. Which get us to the following part of the report.

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The training plan of the ASDU is focused on the following characteristics:

1. Information Technology: it includes linking the theory with practice through the following activities:

- E- Learning
- The university website
- The use of the database at the library.
- Plagiarism in research and course-work.
- Tests and evaluating the students through the new registration system

2. Professional Skills

It includes the following activities:-

- To improve academic staff efficiency of the scientific research using modern methods.
- Etiquette and behavior of the university profession
- To develop the methods of evaluating the performance of students and the quality of the exam paper.
- The skills of effective teaching
- To evaluate the participation of the teaching staff in the community services.

3. To Guarantee the Quality of Education

It includes the following activities:

- Mechanism of internal quality and continues evaluation.
- The quality criteria in the teaching operations.
- The assurance of quality in the educational operation.
- Self -evaluation report.
- To develop the academic efficiency to serve the community.

4. Strategic Plan

It includes the following activities:

- To prepare the executive plan for development.

5. Leadership and the Management

It includes the following activities:

- To make decisions and solve problems.
- To build a working team.
- Leadership development for the university academic jobs.

6. Skills of Communication and Dealing with the Group

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It includes the following activities:-

- The use of the social network in the university (Facebook, Twitter, Blogs)
- Organizing scientific conferences
- Competitive research projects

### **7. Community and Cultural Services**

It includes the following events and activities:

- Seminar in the community services

### Training & Development Process

#### 1. Purpose

The purpose of this process is to ensure that an effective procedure exists for the identification, provision and review of training requirements for each staff member.

#### 2. Responsibility

Responsibility for this process lies with ASDU. All line managers within the University are responsible for implementing the procedure.

#### 3. Procedure

Training & development is a two-way process which is driven by both the staff and University with the sole purpose of helping staff to perform better by maximizing its effectiveness. The training can be on- and off-site depending on the availability and need.

##### A. Development driven by the staff

- The line manager and employee discuss what training or development programmes are required and identify when these can take place. The training requirements identified for each individual are based on the individual's competence, qualifications, and experience compared to the competence, qualifications and experience required for their role in the University.
- Complete the Development Action Plan form (see Annex)
- Submit to ASDU for consideration.
- Whenever training takes place, the details are recorded on the individual's Development Action Plan form and the employee comments on the effectiveness of the training that was undertaken. Where certificates are received, these should be copied and attached to the record.

##### B. Development driven by ASDU

As part of its responsibilities, ASDU continues to seek novel and innovative ways to improve staff performance helping them to be the best they can. In many occasions, ASDU is presented with training opportunities which will be beneficial with staff needs.

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**Appendix 1: Development Action Plan**

<b>Development Action Plan</b>				
Ser.	Development Need	Action to achieve	What support do I need?	When do I expect to have completed this?
1-				
2-				
3-				

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### Appendix II: Training Needs' Form



Vice President for Academic Affairs and Development Office  
Academic Staff Development Unit

#### Training Needs' Form نموذج احتياجات تدريبية

The purpose of this form is to provide us with information on development requirements of academic staff members of our university. It is one of the key requirements in preparing a training/development plan and will provide us with information on which to base your training/development plan for the academic year 2017/2018. Moreover, this form shall enable us to:

- Identify the gap between current and required levels of knowledge, skills and aptitude
- Identify what the general content of training should be
- Form the foundation of a training/development plan
- Provide a baseline for the evaluation of a training/development plan
- Ensure that appropriate and relevant training/development is delivered
- Maximize use of resources

If you have already established any of the training needs for your department or college, please could we ask that you also submit a copy of this along with this form, together with any knowledge already gained from any training program that you have previously been a part of.

Your views will help us form a high level of understanding of your development needs which will then be validated and added to be more detailed analysis at individual level as a part of the usual Performance Review and Staff Professional Development process.

If you have any questions about completing this questionnaire, please contact +973-33821339.

Your cooperation is highly appreciated,

Name of Faculty Member:

ID #:

Department/College:

Contact no:

Email:

الغرض من هذا النموذج هو توفير المعلومات المتعلقة باحتياجات التطوير لأعضاء هيئة التدريس بالجامعة. وهو أحد الأركان الرئيسية في إعداد خطة للتدريب/التطوير، وسيمنحنا بالمعلومات المتعلقة التي بمقتضاها سنقوم بإعداد الخطة المتعلقة بالعام الجامعي 2018/2017. وبالإضافة إلى ذلك، فسوف يوفر لنا هذا النموذج ما يلي:

- تحديد الفجوة بين المستويات الحالية والمأمولة للمعرفة والمهارات والإعدادات المتعلقة بأعضاء هيئة التدريس.
- تحديد المحتوى المطلوب للتدريب.
- يمثل أساس خطة التدريب/التطوير.
- يوفر ركيزة لتقييم خطة التدريب/التطوير.
- يضمن توفير أنشطة التدريب/التطوير المطلوبة.
- يعظم من استخدام الموارد المتاحة.

إذا كنت قد وضعت احتياجاتك التدريبية للقسم/الكلية، يرجى إمدادنا بنسخة منها مع هذا النموذج، مصحوبا بآية معرفة تكون قد اكتسبتها من مشاركتك في برامج سابقة.

ستساعدنا وجهة نظرك في وضع تصور مرتفع المستوى لاحتياجات التطوير الخاصة بك، والتي ستخضع لعملية تقييم، ومن ثم نخرج بعملية تحليل مفصل على مستوى كل عضو من أعضاء هيئة التدريس كجزء من عملية مراجعة الأداء والتطوير المهني.

في حالة وجود أي استفسار، يرجى الاتصال على رقم 33821339.

شاركين لك تعاونك معنا.

إسم عضو هيئة التدريس:

الرقم الوظيفي:

القسم/الكلية:

رقم الاتصال:

البريد الإلكتروني:

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### Vice President for Academic Affairs and Development Office Academic Staff Development Unit

1. What are the key components of the academic /administrative work you perform?

ما هي المكونات الرئيسية للعمل الذي تقوم به أكاديميا أو إداريا ؟

2. What skills and knowledge are required to perform the work?

ما هي المهارات والمعرفة المطلوبة لتنفيذ العمل المنوط بك؟

3. What are the measures of successful performance of the work that you do?

ما هي مقياس النجاح للعمل الذي تقوم به؟

4. Which roles require specific knowledge /technical training and what is it?

ما هي الأدوار التي تتطلب التدريب المعرفي / التقني ؟

5. Specify the internal development programs or activities that you believe will enhance your skills and knowledge in performing your work.

حدد برامج أو أنشطة التطوير الداخلية التي تعتقد أنها ستعزز المهارات والمعارف الخاصة بأداء عملك .



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## Appendix III: Activity Evaluation Form

Academic Staff Development Unit وحدة تطوير أداء أعضاء هيئة التدريس

### Feedback Form

مكان الاجتماعات:		الوقت:		تاريخ الاجتماعات:		عنوان ورشة العمل:	
Location: Dome Hall		Time: 10:00-11:30		Date: 7/12/2017		Subject: Academic Advising	
Multiple Speakers				اسم للتدريب:		Organized By: ASDU	
معلومات عامة							
General Info:							
College/ Dept.:				اسم العمل:		الاسم (اختياري):	
Name: (Optional):							
1	2	3	4	5	يرجى الإشارة بعلامة صح (✓) في المربع المناسب:		
Minimum				Maximum	Please tick (✓) in the desired cell:		
a- Material presented at the workshop					أ. معلومات عن المادة العلمية لورشة العمل		
					1- وضوح المادة التدريبية وتنظيمها		
					1- Clarity and organization		
					2- مدى تطبيق المادة التدريبية لأهداف الورشة .		
					2- Workshop achieved its objectives		
					3- مدى اتصال الورشة بموضوع التدريب.		
					3- Workshop related to the training subject		
					4- احتواء البرنامج التدريبي على موضوعات جديدة تعزز وتزيد من خبرتك.		
					4- Training was motivational and enhancing		
b- Trainer/ Presenter					ب. المتحدثون		
					1- قدرته على التوضيح والشرح .		
					1- His/her explaining and illustrating abilities		
					2- قدرته على ضرب أمثلة واقعية ذات علاقة بالمادة التدريبية .		
					2- His/ her in giving real life examples related to content		
					3- نجاح المدرب في خلق جو مناسب لتبادل الأفكار والمناقشات.		
					3- He/she was successful in creating a convenient environment for discussion and exchanging ideas		
					4- استجابة المدرب لأسئلة الحضور وإلزامهم.		
					4- He/she was responsive to questions and opinions		
c- Training facility					ج. مكان التدريب		
					1- تنظيم المقاعد والكراسي لكفاءة		
					1- Chairs and tables were well organized		
					2- مقر التدريب صحي وبيئته الجيدة .		
					2- Facility was healthy and well ventilated		

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## Appendix IV: External Activity Feedback Form

<b>Applied Science University</b> <b>Academic Staff Development Unit- ASDU</b> <b>External Activity Feedback Report</b> (This report should be filled out by the academic member upon completion of his/her external activity)			
<b>Academic Member's Details</b>			
<b>Academic's Name:</b>		<b>Employee ID</b>	
<b>Academic Rank:</b>		<b>College/ Department</b>	
<b>ACTIVITY DETAILS</b>			
<b>DATES:</b>	<b>From:</b>	<b>To:</b>	<b>LOCATION</b>
<b>TITLE:</b>			<b>SERVICE PROVIDER</b>
<b>Activity Contents:</b>			
1.  2.  3.			
<b>Reflection</b>			
How do you think the delivered activity is to be reflected upon your teaching/ learning experience (such as the students, the university's strategic objectives, your personal development... Etc).			
<b>How do you plan to share the knowledge gained in this activity among your colleagues?</b>			
<b>Would You Recommend Your Colleagues To Attend This Program?</b>			
<b>Other Recommendations:</b>			
<b>Academic's Signature</b>			<b>Date</b>
P.S:- <u>Please attach a copy of the activity certificate, if available, with this form</u> Please provide ASDU with any materials or handouts you were provided during the activity so that other colleagues would benefit from them.			