



Policy Title: Professional Development Policy

Policy Number: HRO.102

Policy Owner: Director of Business Affairs

Responsible Office: Human Resources Office

Revision Date: 8/30/2017

1. Purpose and Scope

This policy stems from the institution's philosophy that professional development and continuous learning are necessary to maintain the quality of the University employees and their continued readiness and ability to carry out the mission and goals of the University.

The policy provides assistance and support to employees to increase the effectiveness of their overall performance in their respective positions, and encourages employees to acquire knowledge and to hone skills which may in turn provide employees more opportunities to advance their career within the University.

This policy applies to all NAU employees including faculty, staff, and administrators.

2. Policy

North American University (NAU) supports both career-related and job-related professional development activities and expects its employees to complete their professional development annually.

3. Definitions

Faculty Development: Each department is expected to establish faculty development plans that include both in-service training and professional growth activities to enhance faculty expertise. There shall be documented evidence on an annual basis of these development plans and their implementation. These plans are to be appropriate given each faculty members' training, education, and related work experience and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty. Faculty is expected to engage in ongoing development of instructional methods and teaching skills as part of their faculty development plans.

Staff Development: Staff development is defined as learning undertaken by university staff to maintain and advance their skills, knowledge and competencies, specifically as they relate and add value to the job and workplace. It is a dynamic process and may be achieved not only through participation in formal coursework but also through professional experience, collaboration, mentoring, and participation in activities of professional organizations. Staff development is expected to include a proper mix of in-service training and professional growth activities.

Administrator Development: Professional development provides opportunities for administrators to better serve the educational process, the academic community, and thus the institution by increasing the effectiveness of the administrators through on-going training and development for a current assignment, as well as preparing for the future.

In-Service Training: Training which is provided within the university to support the continued professional and personal growth of all employees in their work. Special training emphasis is made in the areas of service excellence, diversity, communication, use of technology, effective management and other

contemporary issues pertaining to workplace. In-service training also includes on-the-job training, preparation for job assignment, and continuing training programs which are basically job oriented to equip an individual to properly perform assigned tasks, to develop additional work capabilities, or to increase the employees' level of competence.

In-Service Training for Faculty: Special planned and systematic experiences sponsored by an institution and related to curriculum and instruction that affect the majority of the faculty in a collective fashion. In-service education has as its major goal the updating of faculty in (1) subject matter, (2) curriculum concepts, (3) new theories and techniques of instruction and teaching, and (4) new educational media.

Professional Growth: The process by which employees gain or improve knowledge and skills required in the profession or by the position.

4. Procedures

The employee and his/her supervisor should jointly discuss the professional development goals, review available opportunities, and determine applicable benefits. Discussions about professional development goals may occur at any time during the performance review cycle.

Faculty Development Plan

North American University requires academic departments to establish faculty development plans including in-service training and professional growth activities to enhance faculty expertise. The plan must be in writing and shall consist of a combination of in-service activities and professional growth activities. There is to be an annual faculty development plan on file for all faculty members, both full-time and part-time.

The evaluation of faculty development is based on the academic calendar. At the beginning of each academic year, department chairs review the faculty development activities completed previous year. Documentation is required to confirm that the faculty have completed the activities listed on his or her plan. After the review of those activities, faculty development plan for the upcoming year is discussed with the department chair.

In-Service Training and Development Opportunities

North American University provides in-service training and development opportunities during normal work hours. In general, such courses and programs are considered as actual hours of work. All employees shall attend these training programs to fulfill their professional development requirements.

NAU in-service training and development activities may include but are not limited to:

1. on-the-job training,
2. webinars sponsored by NAU,
3. attendance at
 - a. courses,
 - b. seminars
 - c. lectures,
 - d. meetings, and
 - e. workshops organized by the University.

All employees including part-time and full-time faculty, staff and administrators are required to attend at least one of the aforementioned activities each academic/fiscal year.

Professional Growth Activities

Professional growth may be accomplished through a combination of the following activities:

1. Membership in educational associations and professional organizations,

2. Participation in
 - a. continuance of education,
 - b. concurrent related business experience,
 - c. educational research,
3. Awareness of current practices and standards,
4. Attendance at
 - a. seminars,
 - b. conferences,
 - c. conventions,
 - d. field visits,
 - e. vendor shows,
 - f. equipment exhibits, and
5. Professional writing

5. Who Should Read This Policy

- Faculty and Staff
- Administrators

6. Related Documents and References

- Annual Faculty Development Plan Form