

UBT College
Peja Branch

**CAREER DEVELOPMENT POLICY
FRAMEWORK**

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TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
1. INTRODUCTION	3
2. ELIGIBILITY	3
3. EQUALITY	3
4. INDIVIDUAL CAREER DEVELOPMENT PLAN	4
5. LIFE-WORK BALANCE FOR EARLY CAREER STAFF	4
6. ROLES AND RESPONSIBILITIES	4
7. PERSONAL DEVELOPMENT	5
8. SUPPORT	5
9. SPECIAL ASSISTANCE FOR CAREER AND PERSONAL DEVELOPMENT	6

1. INTRODUCTION

As a premium education higher education institution, College UBT Peja Branch seeks to support its staff to attain their personal and professional potential and capacity and accomplish their personal and professional potential and accomplish high level of performance in their roles as academic staff, researchers, and administration.

The Staff Career Development Policy Framework of College UBT Peja Branch supports early career staff to become high achieving and performing individuals dedicated to achieving a long-term career goals in conformity with the goals of the program/department/faculty/institution and supports mid-career staff in their personal development and career ladder goals.

The Staff Career Development Policy supports the staff members to achieve the following:

- Identify a career development plan, with appropriate mentorship from experienced academic and administrative colleagues
- Receive periodic feedback on their performance and progress against their established and developed career development plan
- Establish the range of skills and experience on which they can continue to grow a successful academic and administrative career and which will support the achievement of their career potential.
- Identify training opportunities that are necessary to achieve the fullest career potential and personal goals.

2. ELIGIBILITY

All staff members who meet the following criteria are eligible to receive support under Career Development Policy Framework:

- Appointed to a role for the first time or has less than 1 year experience;
- Have the academic title of Assistant Professor and want to progress further;
- Late-career staff before retirement that wish to develop personally;

3. EQUALITY

All staff are eligible to receive equal support and treatment under Staff Career Development Policy Framework. The exceptions shall apply to the following:

- Maternity leave;
- Absence due to career leave;
- Temporary incapacity;
- Pregnancy and other Health and safety issues
- other exceptional reasons

4. INDIVIDUAL CAREER DEVELOPMENT PLAN

For the purpose of maximizing value to the program/department/faculty/institution the staff members must adopt the Individual Career Development Plan, which should be developed as follows:

- within the first 3 months of employment for early career staff;
- Three years after having achieved the academic title of Assistant Professor;
- Five years before the retirement of late-career staff wishing to achieve personal development and growth

The Individual Staff Career Development Plan should map the specific targets set by the staff member to actions needed to ensure that such career goals are achieved.

Staff Career Development Plan shall be subject to review and monitoring in the following instances:

- After five years for early career staff;
- Every three years for mid-career staff;
- Annually for late—career staff

Staff Development Career Plan is not an Individual Annual Development Plan, which is adopted by each academic staff annually. The Plan is more long-term rather than with annual objectives such as Individual Annual Development Plan

5. LIFE-WORK BALANCE FOR EARLY CAREER STAFF

The early career staff are eligible to life-work balance in order to ensure that they smoothly achieve their career development goals.

6. ROLES AND RESPONSIBILITIES

The Staff Career Development Framework stipulates the following:

- Dean/Head of department ensures the support is received under SCDP, which contribute to the achievement of the mission and vision of College UBT Peja Branch;
- Dean/Head of Department ensures that staff understands that they must design career and personal development plan;
- Dean/Head of Department ensures that early career staff are assigned mentors from the ranks of more seasoned staff
- The mentor meets with staff on regular basis to ensure and encourage the staff to achieve the goals agreed by an Individual Career Development Plan;

- All parties must be committed to equal opportunity and diversity;

7. PERSONAL DEVELOPMENT

As staff roles change during the work, since many of staff members aspire to new roles in the future, personal development must be continuous and follow the model as presented below:

- **20% formal learning** – learning from books, courses, and personal development workshops;
- **30 % learning from others** – receiving feedback from mentors, peer learning sessions;
- **50% on-the-job learning** – applying new knowledge in the work either in teaching, research or administration;

The following personal development template is used by the staff to guide their personal and career development planning:

PERSONAL DEVELOPMENT SAMPLE

	Short term	Long term
What are my career and personal development goals?		
What capabilities do I need to develop to achieve these goals?		
What I need to do to gain these capabilities?		
What support and resources do I need from College UBT Peja Branch?		
When will I achieve each goal?		
Performance indicator to let me know whether I have been successful?		

8. SUPPORT

For early career professionals the following support shall be provided for both career development and personal growth:

- Curriculum design support;
- Assessment of student learning support;
- Classroom climate training;
- Teaching methodologies training;
- Program design and development support;
- Life-work balance support;

- Training support for administrative staff;

For mid-career staff the following support is foreseen:

- Program development sessions;
- Alternative pedagogies training;
- Peer consultations sessions;
- Life-long training for administrative staff;

For late-career staff the following support is foreseen:

- Alternative pedagogies training;
- Internal Networking;
- Peer consultation sessions;
- Pre-retirement book publication support;
- More flexible schedule for late-career administrative staff;

9. SPECIAL ASSISTANCE FOR CAREER AND PERSONAL DEVELOPMENT

The Policy Framework provides for special assistance to those facing difficulties in achieving the goals set by the Individual Career Development Plan and Individual Personal Development Plan. The following special assistance is provided:

- Appointment of career mentor;
- Access to a range of academic, management, and administrative learning opportunities;
- Peer consultations sessions for staff facing difficulties in bridging capability gap
- Professional development certifications;
- Quantitative Analysis Training for scholarly publications
- Academic productivity and stress management;
- Teambuilding;
- Job rotation;

Prof. Dr. Edmond Hajrizi, 01.08.2023
