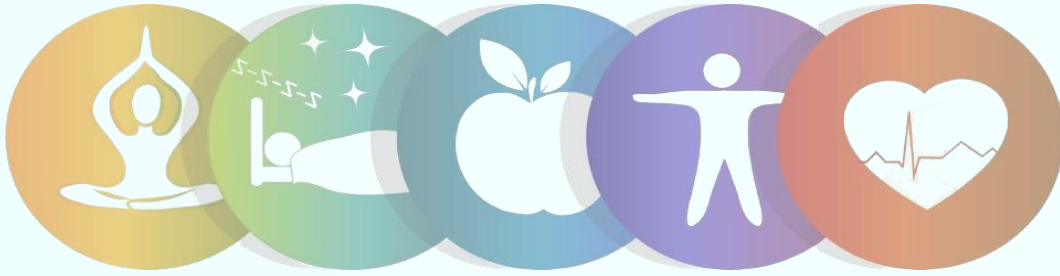


Department of Health Education and Promotion

Staff Manual of Policies and Procedures



قسم التثقيف والتعزيز الصحي Department of Health Education and Promotion



Kingdom of Saudi Arabia
Ministry of Education
Jazan University
College of Public Health and
Tropical Medicine
Department of Health Education
and Promotion

رؤية
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA
كلية الصحة العامة وطب المناطق الحارة
Faculty of Public Health and Tropical Medicine



المملكة العربية السعودية
وزارة التعليم
جامعة جازان
كلية الصحة العامة وطب المناطق الحارة
قسم تثقيف وتعزيز صحي



Purpose of this Manual

The policies contained in this manual have been compiled for the benefit of staff at the College of Public Health and Tropical Medicine (CPHTM) from a variety of University sources. In addition to these policies, staff should consult the Jazan University Faculty Handbook which is available in the website of Deanship of Academic Development and refer to important links in JU website.

Staff are expected to become thoroughly familiar with these policies and procedures and to contact the Office of the Vice Deanship for Quality and Development in the faculty about questions related to the Policy Manual. Most policies will also be made available on the faculty's website. Other informational announcements may be made as necessary during the year.

Staff should retain this manual and subsequent announcement for their reference. Modifications of the policies or procedures contained herein will be announced as they are approved.

College Profile

Public health is the science of preventing disease, promoting physical and psychological health through the efforts of organized society for health and environmental services, combating community diseases, teaching the individual the principles of personal hygiene, organizing medical and nursing services for early diagnosis and preventive treatment of disease. To develop social mechanisms that include everyone in the community, and ensure that they have an adequate standard of living to maintain health. The top priority of the Faculty of Public Health and Tropical Medicine in the Jazan region is the graduation of well-qualified health personnel to contribute to the prevention and control of current and potential health challenges, as well as enhancing the health of the population, locally and regionally, and thus strengthening the global health care initiatives, God willing.

Vision Mission Goals of the College

Vision

College of Public Health and Tropical Medicine will be locally and nationally recognized with its excellence in education, research and services to the community.

Mission

We provide education, research, and services in public health and tropical medicine that are based in science, proven in practice, and adapted through creativity to build a responsible and healthy community.

Objectives

1. To provide evidence-based educational experience for students through study, research, and practice, to address public health challenges of the twenty-first century.
2. To create and advance research that can inform policy and practice in order to improve health of people and population.
3. To engage in service activities that expand the capacity of communities to improve health and public health advocacy.
4. To cultivate partnerships with governmental entities, private and non-profit organizations to address the health needs of people and population.
5. To nurture an academic setting that fosters work ethics, respect, diversity, cooperation, learning, and fun.
6. To ensure that the college infrastructure supports operational effectiveness, through enhanced personnel, technical and financial capacity, and adequate modern facilities that meet the needs and expectations of faculty, staff and students.

Organizational Chart



Department of Health Education and Promotion

Health education and promotion is a scientific discipline that combines biological, psychological, physical, environmental, and medical sciences to prevent disease, disability and premature death and promote health by educating individuals and societies to change their behaviors voluntarily in order to improve their health and well-being. Health education and promotion has a positive impact on the behavior of individuals and societies and helps prevent diseases through spreading health awareness, advocacy for health issues and helping people to adopt healthy behaviors. It also helps people with disabilities, chronic patients and their families to adapt and co-exist with illness or disability by teaching them new lifestyles. In addition to promote health of individuals and societies, it emphasizes on policy approaches to health behavior, health education and health promotion.

The platform provides opportunity and the ability to design, implement and monetize health education and promotion research that deals with health issues in society, within the framework of professional ethics. The program is keen to provide its graduates with the knowledge, capabilities and skills that qualify them to work as specialists in this field, through the continuous updating of academic curriculum and the intensification of practical training in various fields of health education and promotion. The program intends to promote the values of community responsibility, continuous self-construction, and the development of built healthy practice based on scientific evidence and teamwork.

The Department of Health Education and Promotion was established in 2013 in the College of Public Health and Tropical Medicine to prepare qualified and trained cadres in the field of health education and promotion in order to improve community health and achieve a better quality of life for all segments.

Purpose of the Program

The department provides students with broad theoretical and practical knowledge and deep understanding of health education and promotion. It provides information about the different behavior and biological risk factors which are currently responsible for more than 50% of deaths around the world. The program also

provides the students insight on how the different theories/models of health promotion can be used for prevention of these diseases. Health education and behavior program gives an opportunity for graduating public health professionals to be competent in finding out the major behavior and biological risk factors, disseminating the knowledge about causes of diseases, applying different models of health promotion for prevention of diseases, for doing research on risk factors responsible for major burden of diseases and plan for evaluation of different programs in the field of health education.

Mission and Goals of the Program

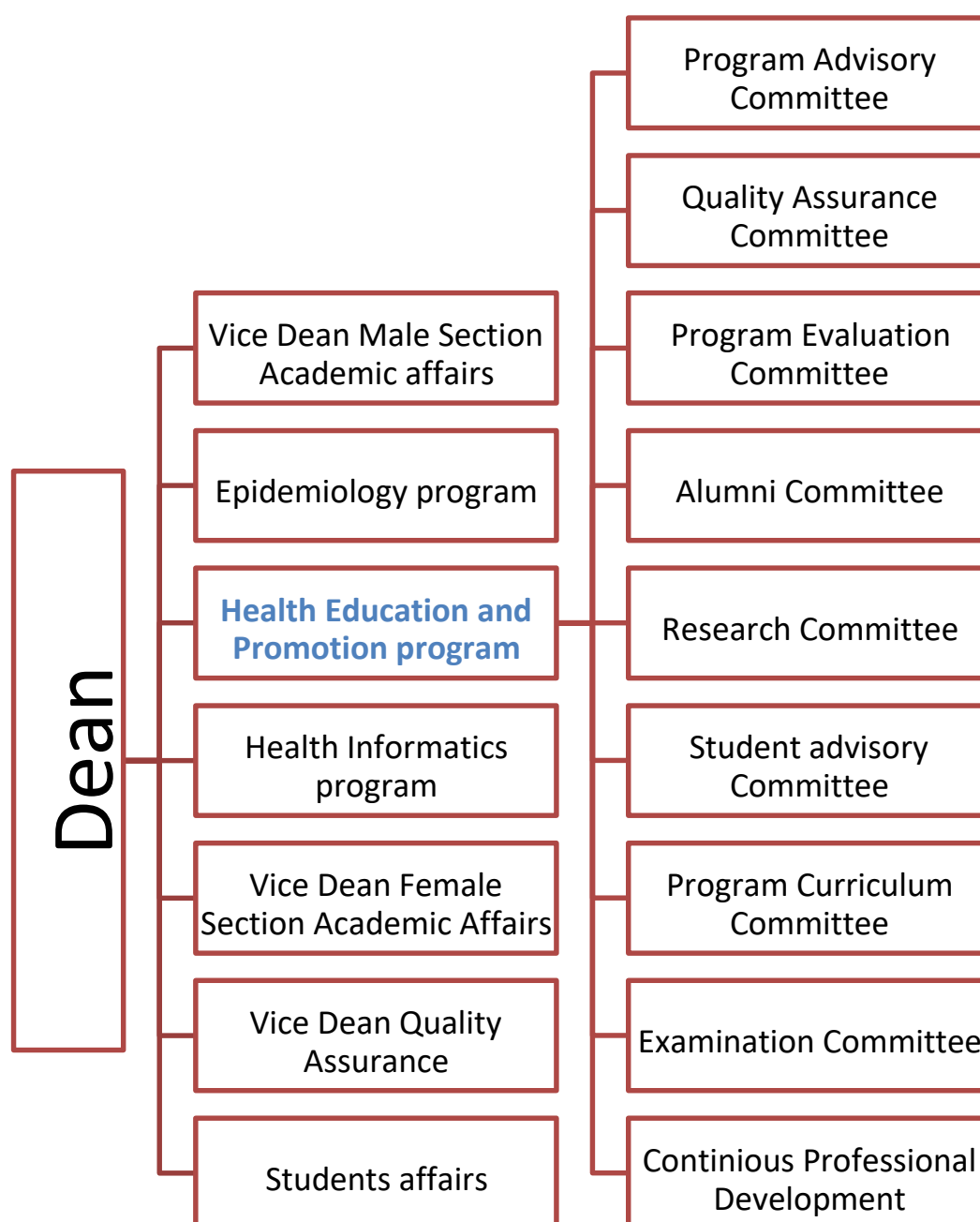
Mission

Health Education and Promotion program is committed to provide quality based academic education, research and innovative community services with in the spirit of professional ethics, responsibility and collaboration.

Goals

1. To graduate competent health education and promotion specialists to serve in different health care and community settings, based on Health education and Promotion core competencies.
2. To foster multidisciplinary health promotion research and intervention programs within academic institutions and in collaboration with Ministry of Health and relevant sectors, in order to improve individuals, families and community's well-being.
3. To cultivate strong work ethics, team work and responsibility towards lifelong personal and community development.
4. To enthuse students' and staff members' engagement in community based health education and promotion programs and activities to promote health and improve quality of life.
5. To foster high quality of health education and promotion practices through providing consultation services and continuous professional and academics training programs.

Department structure



Staff Details

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Staff Manual of Policy and Procedures

Academic Staff Policies

Academic Responsibility & Duties

The University considers the faculty's role in teaching and educational engagements as primary and essential. The faculty members, as teacher, shall discharge their teaching responsibilities by presenting materials accurately and effectively in accordance with the approved course objectives and course outlines. They should make every effort to encourage students to learn and perform better, and in this respect, they shall adopt teaching methods. They should convey at the beginning of the semester the instructional objectives of each course and see that the objectives are fulfilled through course-related activities. Apart from the classroom teaching assignments, a teacher has the responsibility to develop a relationship with students in which he/she should act as an intellectual guide, counselor, advisor and mentor.

Teaching Load

Teaching load for a full-time teaching instructor in a regular semester may vary from semester to semester depending upon the requirements of the department and the number of available staff. Primarily, teaching load includes teaching preparatory year and undergraduate courses. The teaching load varies for staff depending on their professional rank. The teaching load distribution is as follows:

- For Lecturers: 16 hrs.
- For Assistant Professors: 14 hrs.
- For Associate Professors: 12 hrs.
- For Professors: 10 hrs.

The department may reduce the course load of a member who is assigned a special duty by the department, the College or by the University. Up to 40 hours periods per week, faculty members are expected to be available for professional duties.

Curriculum Development

- Each faculty member should have a continuing commitment to the development of subjects in his field.

- He should review and update the course contents, as and when necessary, to reflect new developments and advances.
- A review committee within the department is established for reviewing the quality and relevance of the content of the courses.

Hours of Instruction and Conduct of Classes

- The duration of each lecture and laboratory session is indicated by the Registrar's office.
- An instructor is responsible to the department offering the course and to the college dean for orderly and competent conduct of classes and all teaching activities.
- Faculty members are expected to start and finish their scheduled classes promptly on time.
- The teaching time of one lecture session is considered up to 50 minutes.

Classroom Supplies

Each classroom is fitted with a white board, an overhead projector, a screen, markers and dusters. A faculty member is also expected to develop new courses to include new advances and topical issues, which would strengthen the academic curricula. He should work in collaboration with other faculty members in his field to seek continuous updating and improvement of curricula.

Record of Class Attendance

A regular student is expected to attend all classes and laboratory sessions. To discourage class absenteeism of students, the University enforces a policy on class attendance in which a regular student will not be allowed to continue in a course and take the final examination, if his unexcused absences exceed 25% of the lecture and laboratory sessions scheduled for the course or, if his attendance, allowing for both excused and unexcused absences, is less than 66.7% of the scheduled class and laboratory sessions. A course instructor should therefore keep a record of class and laboratory attendances of all students.

Cancellation of Classes and Make-up Classes

An instructor may cancel a class due to sickness, emergency leave, official business trip or assignment or any other unforeseen, unavoidable events. In such cases, he must inform the department of the cancellation with justification and also notify the class. For all cancelled classes, make-up classes must be scheduled to complete the course coverage. It is the responsibility of the instructor to make arrangements for the extra class meetings at a suitable time free of conflict with student`s academic engagements. The department should be informed of the scheduling of all make-up classes.

Course Portfolio

- The University maintains a policy on course portfolio, according to which an instructor/member of staff is required to prepare a course file with necessary documentation and submit it to the department on completion of the course. The course file should contain materials in accordance with the department`s policy and may include:
 - Lectures, Assignments, Course reports, Course specifications, Course descriptions, relevant resources, examinations and answer keys(encrypted) and samples of students' work.

Teaching Methodologies

The faculty engages in contemporary and innovative teaching methods based on an integrated curriculum, which enables a thorough preparation for teaching and preparing students for their future professions.

- Faculty members are expected to meet students' diverse learning styles and expectations by ensuring the availability of contemporary resources and an appropriate learning environment to achieve the defined learning outcomes.
- Course descriptions are required to be distributed to students at the beginning of each semester.
- Teaching methodologies should enable the transfer of foundation knowledge to the student to facilitate achieving learning outcomes.
- All teaching methodologies should be integrated to allow progressive reinforcement of foundation knowledge in the curriculum, while minimizing unnecessary redundancy.
- Teaching methodologies should work collaboratively so that information is structured in a way that demonstrates relationships between key concepts.
- Teaching methodologies used for each course should incorporate a horizontal integration with other courses in the department to facilitate achievement of the program learning outcomes.

Teaching Methodologies

Interactive Lectures:

Instructors are expected to carry out fifty minutes' lectures using PowerPoint Presentation during which the instructor delivers information by asking questions and providing feedback on their responses. *Small*

Group Discussions:

The students are divided into small groups (5-7 students), with each group assigned a certain task to be completed in a predetermined amount of time. This may include a case study, a research paper, or other exercise.

Laboratory Demonstrations:

The instructor demonstrates procedures to the students in step-by-step, and students are subsequently expected to duplicate the procedure at the acceptable level of performance.

Assignment-Based Learning:

Assignments that are predetermined in the course syllabus are distributed among the students either individually or in groups. The instructor explains and discusses the outline of each assignment with each group of students, who are expected to complete the assignment within a predetermined period of time. After evaluating the completed assignments, the instructor gives feedback to each individual or each student group.

Assuring quality of Teaching

To assure a high degree of excellence in the field of academic the Faculty of Public Health and Tropical Medicine has based its quality management system based on the guidelines of NCAAE and Deanship of Academic Development (DAD). The quality process is committed to perform comprehensive evaluation of its educational effectiveness. A quality assurance unit within the department is responsible for managing quality and plays an important role in distributing the quality culture among the institutional personnel. Quality coordinator is assigned to each department who oversees the quality process and guides the staff members about the requirements related to documentation which serve as evidence of quality teaching and learning activities.

Policies for assuring quality of teaching include:

- The faculty members will utilize the appropriate methods for comprehensive evaluation of the elements of its educational effectiveness.
- The results of evaluation must be discussed with academic leadership and beneficiaries in order to put enhancement and improvement action plans.
- Plans must be timed, monitored and measured by using objective key performance indicators.

- At the Course Level surveys in the form of questionnaires have to be distributed to students to evaluate students' satisfaction of the curriculum, teaching staff, continuous assessment and feedback, and learning resources.
- Surveys in the form of questionnaires have to be distributed to the teaching staff to evaluate faculty's satisfaction of the course
- Standardized key performance indicators for each course must be determined and benchmarked with the values in the previous years. The trend of performance is indicated and interpreted based on evidences of ideal assessment practices. The indicators are completion rate, success rate and grade distribution.
- The CLOs actual achievement should be tabulated, whereby the actual achievement of each CLO is calculated from the students' scores in various assessment events. Then the actual achievement score is compared to the target values expected from students to determine whether the students met, exceeded or unmet the target.
- The course instructors and course coordinator should prepare the course report at the end of the semester then send the report to the Quality Unit. The unit reviews the report, updates statistical charts and database, and saves it in the course file.

Policies and procedures for faculty grievance

The grievance procedure policy outlines processes and guidelines for filing a formal complaint regarding a workplace, job, and/or coworker dispute or issue. The faculty and department considers to provide a fair, internal process for resolving employment related disputes that arise between faculty or academic staff members and/or administrators or any issues they may be facing. The formal procedures described in this policy are intended to be used only when matters cannot be resolved informally.

Definitions

- Grievance: A written complaint filed by a faculty or academic staff member against a faculty member and or an administrator of the College / University alleging a violation of University / College policy or established practice e.g. improper, arbitrary, or discriminatory application of university rules, regulations, standards, practices, and/or procedures relating to the conditions of employment or to other circumstances giving proper grounds for complaint.
- Faculty member: A person with a paid University appointment at the rank of professor, associate professor, assistant professor, lecturer or instructor.
- Administrator: A person appointed as the head of an administrative unit, director, department chair or dean.
- Violation: A breach, misinterpretation, or misapplication of existing policy or established practice.

Policy

- The Faculty Grievance Policy is designed to provide due process for faculty members. This policy will apply anytime a grievance is filed by a faculty member against a faculty member or an academic administrator / administrator where no other policy is appropriately applied. Grievances may include work assignments, work schedules, working conditions, annual evaluations, or the interpretation or application of a rule, regulation, or policy.
- The Faculty Grievance Committee will not, however, review any grievances relating to
 - Promotion or denial of promotion in an academic rank or reappointment
 - suspension without pay, demotion or termination of employment due to disciplinary action
- University committees and processes concerning promotion, reappointment and tenure should be used for grievances relating to these types of matters.
- A grievance may also be filed against a faculty member who violates University / College policies, College By-laws or other policies as appropriate.
- The procedures listed herein are intended to be used only when matters cannot be resolved informally. A faculty or academic staff member who feels aggrieved should first seek an informal

resolution at his/her department level before filing a formal grievance to the college Dean under this policy. The procedures contained in this policy are not intended to challenge the desirability of Jazan University policies.

- If a member of the committee is involved with the grievance or may have a conflict of interest with hearing the case, the member is expected to excuse him / herself from committee for the duration of the case.

Faculty grievance committee

The grievance committee can be an ad hoc committee established by the faculty dean after receiving a request or a written complaint. The committee could consist of five persons with appropriate expertise and without bias or direct interest in the outcome and will exhibit adherence to hearing procedures assuring a full and impartial hearing strictly on the merits of the cases.

The Dean shall designate one member of the committee to act as chair.

Procedure

- To initiate a formal grievance, the employee shall present the grievance in writing to his or her supervisor within a week from the date of the action that is the subject of the grievance.
- The employee's statement of complaint must include the employee's recommendation(s) for resolution of the grievance. Relevant documents or any other information pertinent to the matter should also be provided. Once the grievance has been committed to writing, it cannot be changed.
- Immediate supervisors and department heads must respond to the employee in writing within seven calendar days of receipt of the grievance.
- If an employee's immediate supervisor is the subject of the grievance, the employee may file the grievance in writing directly with the Chair of the Committee.
- Once received by the committee, the process is as follows:
 - Hearings shall be scheduled as expeditiously as possible with due regard for the schedule of both parties.

- On the rare occasion when a party fails to respond to repeated attempts (not more than one week) to schedule a hearing or unreasonably delays the scheduling of a hearing, the Grievance Committee will schedule the hearing for the first date available to the panel members and the other party
- The Grievance Committee shall provide written notice of the time and place of the hearing, the names of counsel, the names of any witnesses, and copies of any documents submitted by the parties and deemed relevant by the Grievance Committee, to each party at least seven days before the hearing.
- The hearing shall be conducted in good faith and must be completed within 14 calendar days unless the Grievance Committee determines that an extension of time is necessary.
- All hearings shall be recorded. A party may request and obtain a copy of the recording from the Grievance Committee.
- Hearings shall be closed unless the parties agree otherwise. ○ The privacy of confidential records used in the hearing shall be respected.
- The Grievance Committee shall report their findings and recommendations in writing within 14 days of the completion of the hearing to the Grievance Committee, who shall forward them to the grievant, the respondent, their counsel, and the appropriate supervisor
- If the grievance is not satisfactorily resolved by the Committee or if the employee does not receive a response in accordance with the timelines outlined in this policy, the employee may submit a written response stating why the decision is unacceptable to the Department head, Concerned Vice Dean and Dean

Policies and Procedures for Academic Staff Recruitment

Department Chair

Appointment Criteria:

The department chair or the Head of Department will be appointed by University President, based on recommendation by the Dean of the faculty and the faculty board. The notice of the appointment is communicated through the internal communication system of the university.

Job Description:

- The Department Head shall be the chairman and chief executive officer, and hence will be a member of the faculty board / council.
- Leads the students, faculty, and staff in achieving the missions and goals of the Department and University.
- Directs the faculty in planning, implementing, and evaluating the undergraduate and graduate programs and their curricula.
- Manages human and financial resources with input from faculty, staff, and students.
- Guides the faculty in achieving excellence in teaching, scholarship, and service, including approval/accreditation by the appropriate bodies.
- Represents the Department at a national and international level, at seminars, conferences and other relevant events.
- Seeks funding opportunities from private and public sectors to enhance existing programs.
- Serves as student advocate.
- Conducts Departmental meetings.
- Serves as ex-officio member of all standing committees of the Department.
- Prepares reports as designated by the College, the University, and approval/accreditation bodies.
- Facilitates the development and coordination of programs, policies, and procedures of the Department, the College, and the University.

Professor, Assistant Professor and Associate Professor:

Academic Credentials: PhD degree in the job specialty Requirements

- Practical experience: Minimum practical experience of not less than 5 years in the field of his job specialty.
- Training: Advanced training courses in the job specialty or support fields.

- Excellent knowledge of and familiarity with the modern teaching methods and channels of communication.
- Ability to manage and administer the lectures for maximization of benefit.
- Ability to galvanize the objectives of the academic division into tangible reality.
- Ability to direct and orient the students in a way that enables them to attain self-development.
- Good knowledge of the regulations and laws related to the nature of his job.
- Knowledge of and familiarity with the computer systems which run the academic processes.

Duties & Responsibilities:

- Assume responsibility before the head of the competent academic division for the progress of the teaching and educational process in the sections where he teaches.
- Take up a teaching load within the designated quota or additional teaching load over and above the prescribed share in case of need.
- Seek to transfer to his students the most recent and sophisticated advances of knowledge in the field of his specialty, recommend to the division board amendment of the components of the curricula and propose the more developed curricula that are likely to attain total specific quality sought.
- Prepare the examinations on the topics he/she teaches.
- Participate with his division members in the development of the study plans and promotion of the division's programs.
- Supervise the practical and field aspects of the specific quality of the material he/she teaches.
- Organize the research, studies and workshops and participate in the group research in the field of specialty.
- Supervise the research and theses of the postgraduate students within the limits of applicable legislations and regulations.
- Guide, orient and direct the university students and the postgraduate students.
- Get and keep in touch with all new developments in the field of their specialty, follow up on fresh publications, periodicals, clubs and research in the field of their specialty.
- Participate in the sessions and committees of the division boards, the activities of the division, college, and university and community service.
- Provide proper adequate support for the operations and activities undertaken by the university and the committees formed for this purpose.

- Track, follow up on and pursue fresh developments in his specialty, contribute to their development, submit related reports to the competent entities and present to the division board as may be required.

Lecturer

Academic Credentials: Master's degree in the field of specialty in accordance with the applicable legislations and regulations.

Requirements:

- Practical experience of not less than 3 years in the field of their job specialty.
- Advanced training courses in the job specialty field or support fields.
- Excellent knowledge of and familiarity with the modern teaching methods and channels of communication.
- Ability to manage and administer the lectures for maximization of benefit.
- Ability to galvanize the objectives of the academic division into tangible reality.
- Good ability to direct and orient the students in a way that enables them to attain self-development.
- Good knowledge of the regulations and laws related to the nature of their job.
- Knowledge of and familiarity with the computer systems which run the academic processes.

Duties & Responsibilities:

- Assume responsibility before the competent head of the academic division or support academic division for the progress of the educational and teaching process in the sections where they work.
- Give lessons within the prescribed load of the teaching quota additional teaching load over and above the prescribed quota in case of need.
- Seek to transfer to their students the most recent and sophisticated advances of knowledge in the field of their specialty and guide them in a way that boost their skills and capabilities.
- Prepare the examinations on the topics they teach.
- Participate in the research, studies and workshops and participate in group research in the field of their specialty.
- Participate in the research and studies related to the university guidance and orientation.
- Stay updated with the new developments in the field of their specialty, follow up on fresh publications, periodicals, clubs and research in the field of their specialty.

- Take part in the activities of the division, college, and university and community service.
- Perform the curricula and other functions assigned by the division head and commit to attend and teach as per the schedules set for these curricula.

Teaching Assistant

Academic Credentials: Bachelor's degree in the specialty of their job in accordance with the applicable legislations and regulations.

Requirements:

- Practical experience in the specialty of their job in accordance with the applicable legislations and regulations.
- Advanced training courses in the specialty of their job or support fields
- Good knowledge of the specialty teaching methods related to the practical aspect.
- Ability to follow up on the lectures to maximize the benefit there from.
- Good ability to direct and orient the students in a way that enables them to attain self-development.
- Good knowledge of the regulations and laws related to the nature of their job.
- Knowledge of and familiarity with the computer systems which run the academic processes.

Duties & Responsibilities:

- Assume responsibility before the competent head of the support academic division and faculty member for the duties assigned to him in the sections where he teaches.
- Assist the faculty member in the practical aspects and teaching aspects as part of the designated work quota.
- Attend all meetings as directed by the faculty member.
- Attend the lectures and share opinion and consultation with the students, offering only assistance but without any intervention in the grading or examination processes.
- Document all working hours in accordance with the number of the maximum working hours a week and the teaching load quota.
- Sufficient preparation for any task assigned to him by the head of the competent division

- Follow up on with the students any academic gathering or knowledge enrichment as may be directed by the faculty member.
- Assist in setting grade for the student and the exam correction process.
- Assess the students' performance and promote their skills in acquisition of grades.
- Provide the students' grades at the right time and in a professional manner, ensuring that the grades are documented electronically as well as in hard copies.
- Follow up on the student's conditions where their study progress is concerned.

Policy and Procedure for Staffs' Continuous Professional Development Activities

Faculty of Public Health and Tropical Medicine (FPHTM) acknowledges that professional development is integral to personal job satisfaction, workplace productivity, reward, and recognition, and is critical to the achievement of the FPHTM's mission and continuous improvement in the quality of its programs and services.

Principles

FPHTM is committed to providing a supportive and rewarding environment for employees and recognizes that the quality, responsiveness, and professionalism of its workforce are linked to the further development of their skills and competencies.

Subject to available resources, FPHTM is committed to providing employees with;

- The opportunity to plan and develop skills, knowledge and attributes that complement faculty and work unit goals
- The opportunity to participate in career development activities that extend and enhance their capabilities and capacity for advancement within the FPHTM.
- Equity of access to professional development opportunities.

Purpose

□ To declare Jazan University guidelines with regards to FPHTM Faculty Development and ensure uniform interpretation and application of this policy by encouraging and supporting employees in their professional and career development as part of their employment with the university; and providing administrative guidelines to facilitate fairness and equity in the application of these general principles.

Statement

The FPHTM's professional development program for faculty is designed to enhance the teaching effectiveness and scholarly growth of faculty. Faculty will be expected and when necessary required, making full use of the

resources available to them through the FPHTM Professional Development. Among the programs in which faculty should participate are:

- Workshops and seminars
- Online modules
- Consultations (individual)
- Consultations (department or other groups)
- Colloquia
- Review and guided revision of teaching materials
- Certificate programs to attest to faculty and staff mastery of specific competencies (especially in assessment)

Policy - Position specific professional development

Where the FPHTM Dean decides that it is necessary for a staff member to acquire a particular skill, to learn specific material, or to acquire specific qualifications in order for them to carry out the duties attached to their existing position, the FPHTM shall be fully responsible for all costs incurred in acquiring that skill, that learning, or that qualification, and the staff member shall, where necessary, be given permission to attend any such course within working hours.

As such requirements would normally have been taken into account in the drafting of a position description and set out in the criteria for selection; it would thus seldom be the case that continuing employees would be required to acquire new qualifications.

Policy - Non position specific professional development

In its performance review procedures, the FPHTM shall in every case encourage the person concerned to explore their professional development options.

The Faculty shall endeavor to facilitate such education or training through

- Permitting (at the discretion of the Dean, and taking into account the efficiency of the workplace) any rearrangement of working hours that would assist the prospective student

- Permitting (at the discretion of the Dean, and taking into account the efficiency of the workplace) any use by the person of the FPHTM's equipment or services that would assist the prospective student
- Permitting (at the discretion of the Dean, and taking into account the efficiency of the workplace) any annual leave or unpaid leave arrangements that would assist the prospective staff.
- Granting up to two days study leave as necessary to attend examinations.
- Educational or training requirements involving reimbursement of fees or provision of paid study leave may also be negotiated as part of the contract of employment between the employee and the FPHTM.

Procedures Professional development

Professional development programs shall include orientation, induction and on-the-job training, career development and transition programs, internal or external courses, support for undertaking research or project work, support for participation in internal or external governance processes, attendance at conferences or seminars, and networking, coaching and mentoring programs.

Proposals for professional development

- The CPD unit of the faculty and the department will conduct professional development activities and the faculty members are expected to attend the same.
- A Training needs analysis should be conducted periodically by the Department Head for determining the needs of program.
- Employees shall be encouraged as part of the performance review process, to take an active role in their own ongoing professional and career development and to apply their learning to its most effective use.
- Any proposal by an employee for any change in their existing conditions of employment (hours of work, taking of leave, use of equipment, etc.) to facilitate their professional development shall be considered by the Dean subject to:
 - The policy of the FPHTM to encourage such development where possible
 - The overall training needs and priorities of the FPHTM

- Satisfactory assurances from that person's supervisor that the business of the FPHTM can be carried on satisfactorily in those circumstances
- Equity in the provision of such facilitation between employees.

Faculty Research

Staff members are highly encouraged to expand knowledge by conducting a scientific research. The RU should have complete and detailed database for any research activity done in the faculty or under its name (Publications, Projects, and Grants).

- At the end of each academic year all staff members should submit list of their publications in the last year to the registrar office of the RU.
- An abstract of any research project that will be done in the faculty or under its name should be submitted to the registrar office of the RU.
- Principle investigators should inform the RU about their accepted grants, budget, and progression of their research.

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College of Public Health and
Tropical Medicine
Department of Health Education
and Promotion



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