

Far Western University
Tikapur Multiple Campus
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Human Resource Development Plan - 2025



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1. Background and Context

Tikapur Multiple Campus plays a central role in delivering higher education services to the Tikapur area and surrounding districts. The long-term sustainability and quality of the campus depend on skilled academic staff, capable administrators and a modern approach to Human Resource Management. The recent expansion of programmes and student intake, together with the evolving national higher education standards, necessitate a comprehensive HR development response.

Initial consultations and a rapid review of Human Resources reveal significant challenges, such as uneven staff distribution across faculties, shortages in key subjects, limited systematic professional development, the absence of an integrated Human Resource Information System (HRIS) and digital personnel records, inconsistent performance appraisal practices, and an aging workforce in some departments without clear succession plans. In response, this Human Resource Development Plan (HRDP) is informed by stakeholder consultations (administration, faculty, staff, and students), programme growth projections, and benchmarking against peer institutions.

2. Vision, Mission and HR Development Goals

- **HR vision:** A motivated, competent and future-ready workforce that delivers high-quality teaching, research and community services
- **HR mission:** To attract, develop and retain talented faculty and staff through fair recruitment, systematic capacity building, transparent performance management and equitable reward systems
- **HR Development Goals (2026–2030):**
 - i. Recruit and onboard 30% additional qualified faculty and 20% administrative staff to meet programme needs
 - ii. Ensure every staff member completes at least 24 hours of structured professional development annually
 - iii. Implement a performance appraisal system that covers 100% of staff and links appraisal to development plans and incentives
 - iv. Conduct the HR development training as needed
 - v. Prepare the teacher-staff self-evaluation report and students' feedback report in every year
 - vi. Implement the reward system for high-performance faculty and staff in each year by 2026
 - vii. Establish an effective digitalization of a human resource information system (HRIS) covering personnel records, leave management, and payroll integration by 2027.



- viii. Create succession plans for all critical roles and a leadership development pipeline by 2028.

3. HR Principles and Values

The following principles will guide HR activities:

- i. The institution shall ensure equity and fairness through transparent recruitment and promotion processes.
- ii. The institution shall uphold meritocracy by basing appointments and rewards on performance and competence.
- iii. The institution shall promote professional development through continuous learning and career advancement.
- iv. The institution shall ensure inclusion and diversity with balanced gender representation and participation of underserved groups.
- v. The institution shall maintain accountability through clear roles, performance indicators, and reporting lines.
- vi. The institution shall ensure compliance with national higher education regulations and labour laws.

4. Current HR Profile Overview

- i. Total Faculty/staff: 58 (Teaching: 40; Non-teaching: 18)
- ii. Gender split: 90% male; 10% female
- iii. Average years of service: 15 years
- iv. Highest qualifications: PhD: 06; MPhil: 08; Master's: 31; Bachelor's: 02; and others
- v. Vacancies: 09 approved posts unfilled (including one professor, 4 assistant professors, 4 office assistants)
- vi. Training history: All staff have been participating in workshops, seminars, conferences and skill development training for 15 years.

6. HR Needs Assessment

6.1 Methodology

- i. Document review of staff files, organizational chart and programme expansion plans
- ii. Stakeholder interviews and focus groups with committee heads, admin leaders and student representatives

- iii. Skills-gap analysis mapping current qualifications and competencies against required roles

6.2 Findings

- i. Critical shortages in science, technology, and ICT support programs
- ii. Weak institutional capacity in research grant management and external partnership facilitation
- iii. Need for improved classroom pedagogy and e-learning skills following blended learning trends
- iv. Administrative bottlenecks in finance, procurement, and student services

6.3 Priority Competencies to Develop

- i. Student-centred teaching and assessment design
- ii. Research supervision, proposal writing and publication skills
- iii. Basic and advanced IT skills, including Learning Management System (LMS) operation and data protection
- iv. Financial management, procurement and compliance for administrative staff
- v. Leadership, project management and communication skills for senior staff

7. Strategic HR Objectives (5-Year)

- i. To ensure effective workforce planning and recruitment so that staff levels adequately meet programme requirements, maintain a balanced mix of skills, and comply with university rules and regulations
- ii. To institutionalize continuous professional learning and development systems with clearly defined and measurable outcomes
- iii. To establish formal and transparent performance appraisal and recognition mechanisms linked to incentives and professional development
- iv. To strengthen human resource systems and processes through digitalization of records, streamlined onboarding, and automated leave and payroll management
- v. To develop leadership capacity and implement succession planning to prepare future departmental and institutional leaders
- vi. To enhance employee wellbeing by improving staff welfare provisions, counselling services, and the overall workplace environment

8. Staffing and Recruitment Strategy

8.1 Workforce Planning

- i. Conduct annual human resource planning aligned to academic programme projections and student enrolment forecasts

- ii. Use a post-classification matrix to determine core vs. temporary/adjunct needs
- iii. Recommendation of the needed workforce and obtain approval from the University

8.2 Recruitment Principles

- i. Competitive, transparent and merit-based recruitment with public advertisements
- ii. Gender-sensitive shortlisting to improve female representation
- iii. Use of a selection committee including external subject experts for full-time contracts
- iv. Selection of full-time permanent staff by the University Service Commission
- v. Flow up the rules and regulations of FWU

8.3 Recruitment Process for Full-Time Contract Staff

1. Vacancy identification and approval by the University Council
2. Job description and person specification prepared by HR and the campus administration
3. Public advertisement (Campus website and pages, national & local newspapers, professional associations)
4. Application screening and scoring against predetermined criteria
5. Written test (where applicable), class observation (for lecturers) and structured interviews
6. Reference and credential checks
7. Selection and appointment letter

8.4 Adjunct and Visiting Faculty

Adjunct and visiting faculty will be engaged with clear teaching-only contracts, a remuneration schedule, and limited-term agreements. The campus shall offer exposure of visiting faculty (National and International) based on the requirement. The method of exposure can be in person or virtual.

9. Learning, Training and Professional Development

9.1 Objectives

- i. Build teaching excellence, research capacity and administrative competence
- ii. Provide regular upskilling in ICT and student support services



9.2 Training Framework

- i. Establish an annual learning calendar that integrates internal workshops, external training programmes, and peer-learning initiatives to support continuous capacity development
- ii. Implement mandatory training programmes for all staff in teaching methodologies, examination conduct, gender sensitization, and basic information and communication technology skills
- iii. Provide elective training opportunities in areas such as research methods, laboratory safety, waste management, counselling, and leadership development to address specialized needs
- iv. Introduce study leave policies to support staff pursuing higher academic degrees, with clearly defined return-of-service conditions

9.3 Delivery Modalities

- i. Blended learning (online modules and face-to-face workshops)
- ii. Partnerships with universities, educational institutions, and professional bodies for certification courses
- iii. Internal Communities of Practice and journal clubs

9.4 Training for Administrative (Non-teaching) Staff

- i. Finance and procurement training aligned with public-sector compliance
- ii. Student records management, admissions, examination and EMIS skills
- iii. Student service, conflict resolution and public relations

9.5 Monitoring Training Impact

- i. Pre and post training assessments, participant feedback and follow-up action plans
- ii. Link training outcomes to performance appraisals and career progression

10. Performance Management and Appraisal

10.1 Objectives

- i. To promote accountability and continuous improvement
- ii. to use appraisal outcomes to guide promotions, increments and development

10.2 Appraisal Criteria

- i. Teaching and academic contributions shall be assessed based on the quality of teaching, student engagement, curriculum development, and research and publication outputs.

- ii. Administrative performance shall be evaluated in terms of efficiency, teamwork, compliance with institutional policies, and contribution to campus development.
- iii. Professional development shall be measured through participation in workshops, seminars, certifications, and continuous learning activities.
- iv. Behavioral competencies shall be assessed with reference to communication skills, leadership, innovation, problem-solving ability, and ethical conduct.

10.3 Appraisal Methods

- i. Self-assessment report by employees annually
- ii. Peer review and 360-degree feedback from students, colleagues, and stakeholders annually
- iii. Performance scorecards to provide a quantitative assessment and maintain the evaluation score for all staff by the campus administration
- iv. Fill up the annual performance appraisal form for all staff according to the university format

11. Reward Strategy

The campus will adopt a reward strategy to recognize and encourage outstanding performance, commitment, and contribution to institutional development.

11.1 Forms of Rewards

- i. Certain monetary prize for faculty and staff who exceed expectations
- ii. Incentives for research publications, conference participation, and academic achievements
- iii. Certificates of excellence, appreciation letters, and “TMC Best Faculty/Staff of the Year” recognition
- iv. Opportunities for professional development, such as attending workshops, training, or further studies
- v. Priority in career advancement and promotion consideration
- vi. Public recognition during campus events or meetings
- vii. Sponsorship for higher studies or skill development programs
- viii. Other rewards are mentioned in the rules and regulations of the university

11.2 Reward Implementation Process

- i. The campus chief and administrative body will identify high performers based on appraisal outcomes.
- ii. Rewards shall be announced in the campus annual day or special events to ensure transparency.



- iii. Continuous monitoring ensures that exceptional contributions are recognized timely.

12. Punishment Strategy

A fair and consistent punishment system is necessary to maintain discipline, accountability, and ethical standards. All disciplinary actions must follow due process, including investigation, employee explanation, and documentation. The campus administration should take all decisions to ensure fairness and transparency.

12.1 Forms of Punishment

- i. A verbal warning shall be imposed in cases of minor or first-time misconduct.
- ii. A written warning shall be issued and entered into the official personnel record of the concerned employee.
- iii. Annual increments, incentives, or other institutional benefits may be withheld for a specified period as a disciplinary measure.
- iv. The employee may be suspended from duty for a defined period in accordance with applicable rules and due process.
- v. The employee may be demoted or reassigned to a lower position or responsibility as prescribed by institutional regulations.
- vi. The service of the employee may be terminated in cases of serious or repeated misconduct, subject to compliance with prevailing laws and the procedure of the university.

