SOP for On-boarding of Faculty Members
(Permanent & Guest Faculty)

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The Regional Centre for Urban and Environmental Studies, Lucknow aims to provide capacity building, handholding and mentoring support to the government officials and urban functionaries to enhance knowledge and build the capacities of the officials and functionaries thereby enabling them to effectively deliver their roles and responsibility. To meet this objective experience faculty permanent and guest are appointed and on-boarded. Centre follows a well formulated procedure for on boarding of Permanent and Guest faculty. This SOP aims to streamline the process and ensure a smooth transition for Permanent and Guest Faculty members joining our institute.

Onboarding Procedure for Permanent Faculty

1. Pre-Onboarding Communication:
- Send a welcome email or letter to the new faculty member, providing essential information about the onboarding process, start date, and any required documents.
- Provide a contact person or mentor for the faculty member to address any questions or concerns.

2. Documentation and Paperwork:
- Gather all necessary documentation from the faculty member, such as identity proof, educational certificates, experience letters, and any other required credentials.
- Ensure the completion of all required paperwork, including employment contracts, confidentiality agreements, and any other institute-specific forms.
- Verify and maintain records of the faculty member's qualifications, certifications, and professional licenses.

3. **Orientation and Induction Training:**
- Conduct an orientation session to familiarize the new faculty member with the institute's mission, vision, values, policies, and procedures.
- Provide an overview of the training programs, courses, and curriculum offered by the institute.
- Introduce the faculty member to the administrative staff, colleagues, and key personnel they will be working with.
- Provide training on any specific software, tools, or systems used by the institute for teaching, grading, or administrative purposes.
- Provide guidelines on classroom management, trainee engagement, and effective training methodologies.

4. Resource Allocation:
- Provide the faculty member with necessary materials, documents, modules, and other resources required for their job profile.
- Assign a workspace or office for the faculty member and provide them with the required equipment, such as a computer, printer, and access to relevant software or databases.

5. Mentoring and Support:
- Assign a mentor or a senior faculty member to guide and support the new faculty member during probation period.
- Conduct regular check-ins and meetings to address any concerns, provide feedback, and ensure the faculty member's successful integration into the institute.

6. Performance Evaluation:
- Establish a performance evaluation system to assess the faculty member's teaching effectiveness, research output, and overall contributions to the institute.
- Conduct regular performance reviews, provide constructive feedback, and address any performance issues or concerns in a timely manner.

7. Continuous Professional Development (Faculty Development Programme):
- Encourage and support the faculty member's professional development through workshops, conferences, webinars, and other relevant training opportunities.
- Provide resources and guidance for the faculty member to stay updated with the latest teaching methodologies, research trends, and industry practices.

8. Feedback and Improvement:
- Seek feedback from the faculty member regarding their onboarding experience and suggestions for improvement.
- Continuously review and refine the onboarding process based on feedback and lessons learned.

9. Exit or Transition Process:
- Process for faculty members who are leaving the institute will include knowledge transfer, course handover, retrieval of institute-owned materials and taking required NOCs from different sections/department.

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1. **Appointment and Contract Process:**
   - Identify the need for guest faculty based on the course requirements and availability of in-house faculty.
   - Create a comprehensive job description outlining the required qualifications, experience, and subject expertise.
   - Advertise the position through appropriate channels, such as job portals, professional networks, and academic institutions.
   - Shortlist candidates based on their qualifications and experience.
   - Conduct interviews in different rounds and select the most suitable candidate.
   - Issue an appointment letter clearly stating the terms and conditions of engagement, including duration, remuneration, and responsibilities.
   - Sign a contract with the guest faculty member (if required), indicating mutual agreement and compliance with institute policies.

2. **Pre-joining Preparation:**
   - Provide the guest faculty member with a comprehensive information package, including the institute's vision, mission, and values, as well as any relevant policies and procedures.
   - Request the guest faculty member to provide necessary documents for verification, such as educational certificates, identification proof, and address proof, professional certifications including TOT certifications.
   - Coordinate with the administrative team to arrange for necessary infrastructure, such as office space, computer systems, and access to relevant software and databases.
   - Share the course curriculum and materials with the guest faculty member in advance, allowing them to familiarize themselves with the content and teaching methodologies.

3. **Induction and Orientation:**
   - Conduct a formal induction program to introduce the guest faculty member to the institute's staff, facilities, and organizational structure.
   - Assign a designated mentor or coordinator to assist the guest faculty member throughout the onboarding process.
   - Provide an overview of the institute's policies, including code of conduct, attendance, leave, and evaluation procedures.
   - Familiarize the guest faculty member with the training institute's teaching methodologies, assessment practices, and student support services.
   - Offer a tour of the institute's facilities and resources, including libraries, laboratories, and administrative offices.

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4. Training and Professional Development:
- Identify any specific training needs of the guest faculty member and provide necessary support and resources to enhance their teaching skills and subject knowledge.
- Encourage participation in faculty development programs (FDP), workshops, and conferences to promote continuous professional growth.
- Facilitate collaboration and knowledge sharing opportunities with in-house faculty members to foster a dynamic learning environment.

5. Ongoing Evaluation and Feedback:
- Establish a mechanism for regular evaluation of the guest faculty member's performance, including trainees feedback, peer observations, and self-assessment.
- Conduct periodic feedback sessions to address any concerns, provide constructive feedback, and recognize achievements.
- Ensure open communication channels for the guest faculty member to seek guidance, share ideas, and report any issues they may encounter.

6. Exit Process:
- Conduct an exit interview with the guest faculty member to gain insights into their experience, suggestions for improvement, and reasons for leaving (if applicable).
- Process for guest faculty members who are leaving the institute will include knowledge transfer, course handover, retrieval of institute-owned materials and taking required NOCs from different sections/department.