# Dire Dawa University

## Faculty Hand book

**May, 2025**

## 1. Introduction

Globally, higher education institutions bear a critical tripartite mission: the creation and dissemination of knowledge through research and scholarship, the education of skilled and ethical professionals, and active engagement with society to address pressing challenges and foster sustainable development. Universities serve as engines of innovation, cultural preservation, and socio-economic progress, striving to equip graduates not only with expertise but also with the capacity for critical thinking and civic responsibility. This mission demands robust frameworks to guide academic endeavors and ensure their relevance and impact.

Within the Ethiopian context, this global mandate takes on specific national dimensions. Higher education is recognized as a pivotal driver for achieving national development goals, poverty reduction, and technological advancement outlined in successive national plans. Universities are increasingly tasked with aligning their core functions – teaching, research, and community service directly with Ethiopia's strategic priorities, focusing on generating practical solutions, fostering industrialization, and contributing to the nation's knowledge-based economy. This necessitates adaptable and forward-looking institutional policies.

Dire Dawa University (DDU), embracing this national imperative, has articulated a clear vision and mission. Its mission is "to produce competent graduates, conduct impactful research, and provide community service through education, research, training, and technology transfer to foster national economic development." Aspiring towards its vision to "become a leading applied science university in Ethiopia and one of the top ten in Africa by 2030, recognized for its teaching, research, and problem-solving capabilities," DDU commits itself to excellence and tangible contributions to societal progress.

To realize this ambitious vision and mission effectively, Dire Dawa University is undergoing a significant strategic transformation, differentiating itself as a University of Applied Sciences. This pivotal shift moves beyond purely theoretical pursuits, emphasizing the practical application of knowledge, technology transfer, and the development of solutions directly relevant to industry, community, and national development needs. This evolution fundamentally reshapes the expectations and focus of the university's research, publication, and extension activities.

## 2. Rationale/Purpose

Staffs are encouraged to pursue critical and open inquiry and engage in constructive criticism on matters of public concern. They are also expected to behave professionally and with respect and consideration for others as well as to act honestly, conscientiously, reasonably and in good faith at all times having regard to their responsibilities, the interest of the University and the welfare of colleagues and students as well as the public in general.

The staff handbook is prepared to provide guidance and clarity on all job-related information which employees need to know. The policies included and referred to in this *Handbook* form part of the essential employment understandings between members of the university. It is a guide to assist in becoming familiar with some of the privileges and obligations of employment, help set clear expectations for behavior and performance and helps to foster a positive workplace culture. It serves as a comprehensive guide to universities mission, vision, values, employee and workplace policies, HR-related procedures, employee benefits, and code of conduct in the workplace, among other things.

None of the policies or guidelines in the Handbook are intended to give rise to contractual rights or obligations, or to be construed as a guarantee of employment for any specific period of time, or any specific type of work. The *Handbook* will be revised as University policies evolve and it may subject to modification, amendment or revocation by the university at any time.

## 3. Mission, vision and strategic priorities of the university

### 3.1. Mission statement

To produce competent graduates, conduct impactful research, and provide community service through education, research, training, and technology transfer to foster national economic development.

### 3.2. Vision statement

Become a leading applied science university in Ethiopia and one of the top ten in Africa by 2030

### 3.3. Values (Senate 2019)

➢ Pursuit of truth and freedom of expression;
➢ Institutional reputability based on successful accomplish of mission
➢ Competitiveness in scholarship and cooperation with other institutions

- ➢ Institutional autonomy with accountability
- ➢ Participatory governance and rule of law
- ➢ Justice and fairness
- ➢ a culture of fighting corruption
- ➢ Quality and speedy service delivery
- ➢ Economical use of resources and effective maintenance of assets;
- ➢ Recognition of merit
- ➢ Democracy and multiculturalism.
- ➢ Promotion and empowerment of research and scientific practices
- ➢ Professional and personal integrity and respect of ethical rules; respect and protect nature and its diversity
- ➢ Collaboration and
- ➢ Innovation

### 3.4. Strategic priorities of the university

## 4. University governance

The main governing bodies of the university are as follows (refer senate 2019, Article 19.1)

Governing and advisory bodies of Dire Dawa University consists of;

1. Board
2. Senate
3. President
4. Managing council
5. University council
6. Institute/college/school council
7. Department Assembly
8. Advisory/standing committees that may be established by the board, senate or university council

Apart from other non-academic administrative offices which are accountable to the respective offices, the University consists of the offices of the Quality Enhancement and Academic Program Affairs director, Enrollment, Academic Record and Alumni director, Library and Information Services director, Continuing and Distance Education director, which are all accountable to the Office of Vice President for Academic Affairs. Research Affairs director, Community Engagement director and Centers are accountable to the office of Vice President for Research and Community

Engagement. Non-academic administrative support staff are accountable to Vice-President for Administrative and Business Development. Whereas, all academic and non-academic administrative offices under the DDIT are accountable to the office of the Scientific Director.

The University has also such other offices and center necessary for its overall functions and to provide specific support for the research and community services. Such includes the Office of Legal Affairs, Office of Ethics and Anti-corruption, Office of Gender, HIV/AIDS and Special Needs, and Information and Communication Technology Development Office.

In this article nothing shall be taken to prohibit the recognition of pre-existing or the establishment of other offices and centers in accordance with this Legislation or any other law in force.

## 5. Role of EQED and Quality Principles

## 6. Academic Appointment, Categories & Probation

The contents of this section are briefly addressed in the university senate-2019, article 16

## Categories of the staff

- Academic staff
- Research staff
- Technical support staff
- Administrative support staff
- Professionals in teaching hospitals, as may be appropriate

The management of administrative support staffs of the University shall be governed by the Federal Civil Servants Proclamation No. 515/2007

Dire-Dawa University may have the following academic staffs;
- Professors, associate professors, assistant professors, lecturers, assistant lecturers and undergo unique circumstances or conditions of transition, graduate assistants employed for teaching and/ or research,
- Other employees of the University considered as academic staff by decision of the senate following international good practice or the University's internal regulations.

## University Staff Ranks

University staff ranks and general qualifications for these ranks are fixed by this Legislation. The University uses the following hierarchy of teaching staff in the ascending order

I.    Academic staff

- Graduate Assistant I
- Graduate Assistant II
- Assistant Lecturer
- Lecturer
- Assistant Professor
- Associate Professor
- Professor
- Professor Emeritus

II.    Research staff

The ranks of research staff shall be determined as per sub-article 1 to 8 of this article

III.    Adjunct Staff

Adjunct staff and honorary staff may be considered as academic staff. The senate shall through separate guideline determine the duties and privileges of adjunct and honorary staffs.

IV.    Graduate Assistance

- Graduate Assistants are persons employed for one year in order that the University may assess their ability and develop their suitability for future permanent contract employment as regular Academic Staff members after post-graduate studies and/or after attaining promotion to the next rank
- Graduate Assistants shall be given every opportunity for gaining insight into as many aspects as possible of the work of the department to which they are assigned as well as some opportunity to prepare themselves for the necessary advanced specialized study.
- A Graduate Assistant shall normally assume tutorial responsibilities; but under exceptional circumstances, may be given teaching responsibilities at the level of lower division courses and under the supervision of a senior faculty.
- A graduate Assistant may be given the following duties:

- Assist in the instruction of special types of classes as well as large classes under the supervision of senior academic staff.
- Give tutorial classes, provided that these classes are part of a regular course in the curriculum and giving of final grades in the course is the responsibility of the senior staff member to whom the course is assigned.
- Take over classes with the approval of the head of the academic unit in emergencies such as sickness or other unavoidable absence, provided that such arrangement shall not continue beyond four weeks and provided further that in the above instance a Graduate Assistant shall not be given the responsibility for more than half of the course time.
- Assist in research activities under the supervision of senior staff members.

V. Librarian staff

The University uses the following hierarchy of librarian and technical support staff in the ascending order:

Professional Librarian

    i. Assistant Librarian V
   ii. Assistant Librarian IV
  iii. Assistant Librarian III
   iv. Assistant Librarian II
    v. Assistant Librarian I
   vi. Associate Librarian
  vii. Librarian

The University uses the following hierarchy of technical support staff in the ascending order:

    i. Technical Assistant I
   ii. Senior Technical Assistant
  iii. Chief Technical Assistant I
   iv. Chief Technical Assistant II

- Adjunct/honorary academic ranks may be conferred upon qualified instructors employe on the basis of joint appointment, part-time, or other arrangements in accordance with general University policy

- Unless specific contractual arrangements are made to the contrary, an academic staff joining the University for the first time shall be subject to a probationary period during the first year with the University in which time the University may terminate employment for the following year by giving six months' notice

- An academic staff of the University who is assigned to perform essentially administrative or non-teaching duties may assumed an academic rank in his field with prioritize teaching in the University provided further that he satisfies the requirement of the rank.

- On its part, the University shall strive to create conducive environment that nurtures excellence and assists the staff in the endeavor to develop itself and discharge its responsibility with efficacy.

- A person joining any department of the University as full-time academic staff shall assume an academic rank, in accordance with the general criteria and procedures established by senate Legislation.

- Persons contracting to join the University to perform essentially administrative, non-teaching duties may, in exceptional cases, may assumed an academic rank within a relevant school/college/institute of the University provided the following conditions are satisfied:
  - The candidate must be a recognized scholar in his field with prior experiences;
  - The candidate must be formally recruited pursuant to the University's rules and regulations; and
  - The candidate must be invited to join a specific school/college/institute of the University, although his attachment to that school/college/institute need not entail teaching or other academic duties. However, such an appointment shall be approved by the University Senate.

- A research staff may change his status to a teaching staff or vice versa where requested by department/unit and approved by academic vice president/scientific director with the consent of the staff.

## 7. Academic Staff Duties & Responsibilities
- Teaching & Learning
- Assessment & Feedback
- Curriculum Development & Review
- Supervision of Students & Projects
- Research & Innovation
- Community Engagement & Knowledge Transfer

## 6. Workload, Contact Hours, and Time Allocation

### i. General Principles

Workload represents the total academic responsibilities of a staff member, including teaching, research, community engagement, advising, and administrative duties. Every academic staff member is expected to contribute effectively in these three core areas in alignment with the University's mission.

### ii. Time Allocation

- Teaching staff shall allocate 75% of their workload to teaching activities and 25% to research and community engagement.
- Research staff shall allocate 75% to research and community engagement and 25% to teaching.

### iii. Contact Hours and Lecture Equivalent Hours (LEH)

Teaching load and related activities are measured using *Lecture Equivalent Hours (LEH)* as follows:

| Activity | Equivalent Load (LEH) |
|---|---|
| One undergraduate course credit | 1.0 LEH |
| One graduate course credit | 1.5 LEH |
| One hour of laboratory, tutorial, or practical session | 0.67 LEH |
| Advising one undergraduate senior essay/project | 0.5 LEH |
| Advising one undergraduate project group | 0.67 LEH |
| Advising one Master's thesis | 1.5 LEH |
| Co-advising one Master's thesis | 1.0 LEH |
| Advising one PhD dissertation | 2.0 LEH |
| Co-advising one PhD dissertation | 1.5 LEH |
| Advising one medicine or veterinary student | 1.5 LEH |

*(Source: Article 68.1.3.1)*

### iv. Full Workload

- The maximum full workload of an academic staff is 12 LEHs per semester.

- Each staff member is expected to work approximately 39 hours per week, covering teaching preparation, instruction, research, community engagement, committee service, and advising.
- An academic staff shall not teach more than three different courses at a time.

v.      Overload and Compensation

In case of staff shortage, academic members may be assigned an overload beyond the full workload. Compensation will be provided either by:

- Reduced teaching load in the next semester, or
- Payment at the prevailing part-time rate.

vi.      Research and Community Engagement Load

- Principal investigators or project coordinators: 3 LEHs
- Research team members: 1 LEH
- Community engagement load shall be determined according to guidelines issued by the Vice President for Research and Community Engagement. *(Source: Articles 70 & 71)*

vii.      Reporting and Monitoring

Department Heads shall report the teaching, research, and community engagement workload of each staff member every semester to the Vice President for Academic Affairs (VPAA) by the fourth week of classes. Written justification must be provided for any staff whose load is below or above the standard.

## 7. Professional Development & Capacity Building

i.      Overview

Dire Dawa University is committed to ensuring continuous professional development (PD) and capacity building of its academic staff. These programs aim to enhance teaching effectiveness, research competence, and community engagement skills in alignment with the University's mission and the national higher education framework.

ii.      Objectives

- To improve teachers' professional knowledge, pedagogical skills, and research capabilities.
- To strengthen instructional design, course development, and assessment practices.
- To promote academic excellence, innovation, and quality enhancement.
- To provide continuous learning opportunities through structured training, workshops, and mentorship.

## iii.    Core Areas of Professional Development

Professional development activities focus on, but are not limited to, the following areas:

| Area | Description |
|---|---|
| Pedagogical Skills | Training on modern teaching methods, student-centered learning, assessment of learning outcomes, and use of ICT in education. |
| Curriculum and Course Design | Enhancing capacity in developing, revising, and implementing effective curricula aligned with academic standards. |
| Research Skills | Building competence in research proposal writing, data analysis, publication, and ethical research practices. |
| Language and Communication | Providing English language improvement and professional communication training for effective teaching and collaboration. |
| Technology Integration | Improving digital literacy and promoting use of multimedia and e-learning tools in teaching and assessment. |
| Leadership and Mentorship | Developing academic leadership, teamwork, and student advising skills. |
| *(Source: Articles 206.1.2–206.1.6)* | |

## iv.    Implementation Mechanisms

- Needs Assessment: Conducted regularly across departments to identify skill gaps and training priorities.
- Training Delivery: Includes workshops, seminars, online learning, peer mentoring, and experience sharing.
- Collaboration: The Teachers' Professional Development Coordinator works closely with the Quality Enhancement and Academic Program Affairs (QEAPA) Directorate to implement programs.

- Monitoring & Evaluation: Each program is evaluated to ensure relevance, quality, and measurable improvement in teaching and learning performance.

## v.  Capacity Building Programs

The University encourages both short- and long-term training and development initiatives, including:

- Higher Diploma Program (HDP)
- English Language Improvement Program (ELIP)
- Instructional Skills and Curriculum Development Training
- Educational Technology Workshops
- Research Methodology and Publication Seminars

## vi.  Staff Development Planning

Each department shall prepare and submit a staff development plan in line with the University's strategic priorities and national higher education policies. The plan considers:

- Staff profile and academic rank distribution
- Student-to-staff ratio
- Program expansion and new academic offerings
- Institutional training priorities

### vii. Coordination and Accountability

- The Teachers' Professional Development Coordinator is accountable to the QEAPA Director and is responsible for planning, implementing, and reporting all professional development activities.
- The Academic Staff Recruitment, Appointment, and Promotion Committee oversees policies and strategies related to staff development, training, and scholarship opportunities.

### viii.  Linkages and Resource Mobilization

The University fosters partnerships with national and international organizations to access funding and technical support for capacity building. Collaboration with industries and research institutions enhances staff exposure to practical experiences and innovation opportunities.

# 8. Academic Integrity, **Ethics & Research Conduct**

## i. Overview

Dire Dawa University upholds academic integrity and ethical conduct as fundamental values that sustain trust, accountability, and excellence in teaching, learning, and research. All academic staff members are expected to model honesty, fairness, and respect for intellectual property in every professional activity.

## ii. Core Ethical Principles

All members of the University community shall adhere to the following principles:

- Honesty: Present and report one's work truthfully without falsification or fabrication.
- Accountability: Take responsibility for professional actions, teaching, and research outcomes.
- Fairness: Treat all colleagues, students, and collaborators equitably.
- Respect: Acknowledge others' ideas, contributions, and property rights.
- Integrity: Avoid conflicts of interest and corruption in all academic and administrative dealings.

## iii. Academic Integrity in Teaching and Learning

Academic staff must foster a learning environment that promotes honesty, intellectual curiosity, and critical inquiry. The following acts constitute academic dishonesty and are strictly prohibited:

- Cheating: Using or attempting to use unauthorized materials, information, or aids in any academic activity.
- Fabrication: Falsifying or inventing data, citations, or information.
- Plagiarism: Presenting another's ideas, words, or data as one's own without proper acknowledgment.
- Facilitating dishonesty: Assisting others to commit academic misconduct.

## v. Ethical Research Conduct

Research activities at Dire Dawa University must comply with ethical standards and ensure academic credibility. The University requires that:

- All research involving human or animal subjects must receive ethical clearance from the Institutional Ethical Review Committee.
- Research data must be collected, stored, and reported responsibly, ensuring accuracy, confidentiality, and transparency.
- Plagiarism, falsification, and data manipulation are serious violations of research ethics.
- All publications must properly acknowledge the University and funding sources.

## v. Anti-Corruption and Professional Conduct

The Ethics and Anti-Corruption Directorate is responsible for promoting ethical awareness, investigating breaches, and preventing misconduct. Academic staff shall:

- Abstain from using University resources for personal, political, or commercial gain.
- Avoid nepotism, favoritism, bribery, or harassment in academic or administrative functions.
- Participate in ethics awareness and anti-corruption training organized by the University.

## vii.    Disciplinary Actions for Violations

Violations of academic integrity and research ethics shall result in disciplinary measures proportional to the severity of the offense, including:
- Written warnings or reprimand
- Suspension from duty or research privileges
- Termination of employment for repeated or serious misconduct

## viii.    Institutional Responsibilities

The University, through the Ethics and Anti-Corruption Directorate and the Research Affairs Directorate, shall:

- Provide ethical guidelines and training for staff and students.
- Monitor compliance with research and publication ethics.
- Ensure protection of whistle-blowers and promote a culture of transparency and accountability.

## ix.    Academic Freedom and Responsibility

Academic freedom includes the right to teach, research, and publish freely while maintaining scholarly integrity and respect for scientific truth. Freedom must not be exercised to promote falsehood, political propaganda, or discriminatory views.

## 9. Performance Evaluation, Appraisal & Promotion

### i. Overview

Performance evaluation and promotion are integral components of the University's academic quality assurance and staff development systems. Dire Dawa University ensures that evaluation and promotion processes are transparent, merit-based, and aligned with national higher education standards.

### ii. Objectives

- To recognize and reward academic excellence and professionalism.
- To ensure accountability, motivation, and continuous improvement in teaching, research, and community engagement.
- To provide fair and systematic appraisal that supports staff development and promotion.

### iii. Performance Evaluation Components

The performance of academic staff is assessed every semester or academic year, based on a combination of quantitative and qualitative indicators.

a.                    Effectiveness                    in                    Teaching                    (40%)
Teaching effectiveness is determined by:
- Student evaluation (50%)
- Department/Unit Head evaluation (35%)
- Colleague evaluation (15%)
- A cumulative weighted average of at least 75% over four consecutive semesters is required for                    promotion                    consideration.
  *(Source: Article 151.1.2)*

b. Research and Publication (35%)

- Publication of at least one article in a reputable, peer-reviewed, and indexed journal is mandatory for promotion to Assistant Professor or above.
- Books, teaching materials, or technological releases may also be considered if approved by internal and external assessors.
- Publications arising from theses or dissertations may count toward promotion if not previously used for rank adjustment.

c. University Affairs Participation (15%)

- Active involvement in academic administration, committee work, and professional development.
- Staff must achieve at least 80% of assigned points in this category to qualify for promotion.

d. Community Engagement (10%)

Recognized activities include:

- Participation in community-based projects and professional services.
- Media-based educational outreach (radio, TV, or print).
- Fundraising and public service activities.

## iii. Appraisal System

Performance appraisal is continuous and guided by established criteria and tools approved by the University Senate.

- Evaluation results are reviewed by the Department Head, College/School Council, and Quality Enhancement Directorate.
- Results are used for promotion eligibility, scholarship recommendations, and professional development planning.

## v. Promotion Procedures

Promotion recognizes merit, commitment, and contribution to academic excellence.

General Procedures:

1. The staff member initiates a promotion request through the Department by submitting required credentials.
2. The Department and College/School/Institute Councils review and recommend within specified time frames.

3. Final approval is made by:

   - o Department Assembly (DA) for Lecturer and below.
   - o School/College/Institute Council for Assistant Professorship.
   - o University Senate for Associate Professorship.
   - o University Board for Professorship.

## vi. Promotion Criteria

| Academic Rank | Minimum Requirements |
|---|---|
| Graduate Assistant II → Assistant Lecturer | One year of effective service and recommendation by DA. |
| Assistant Lecturer → Lecturer | Master's degree or equivalent. |
| Lecturer → Assistant Professor | 4 years teaching experience, ≥75% performance rating, at least one reputable publication. |
| Assistant Professor → Associate Professor | 4 years as Assistant Professor, ≥80% rating, at least two reputable publications or equivalent book/project. |
| Associate Professor → Professor | 4 years as Associate Professor, ≥85% rating, at least six reputable publications or equivalent output. |

### viii. Accelerated and Extraordinary Promotion

- Accelerated Promotion: Granted to staff who publish prolifically, secure research grants, and demonstrate exceptional academic performance. Each 100% publication value equals one year of effective teaching service.
- Extraordinary Promotion: May be granted for outstanding achievements, innovations, or national/international recognitions that significantly enhance the University's reputation.

## 10. Recruitment, Promotion Criteria & Procedures

### i. Overview

Dire Dawa University ensures that the recruitment, appointment, and promotion of academic staff are governed by the principles of merit, transparency, fairness, and equal opportunity. The process aligns with national higher education standards and the University's long-term staff development plan.

### ii. Recruitment Principles

All recruitment of academic staff shall:

- Be merit-based and open to competition.
- Uphold fairness, rule of law, credibility, and equal employment opportunity.
- Ensure transparency and optimization of career prospects for existing employees.
- Be conducted in the context of institutional staff development planning.

iii.    Recruitment Procedures

1. Recruitment requests are initiated by the academic unit and forwarded to the Human Resource Directorate.
2. All academic vacancies must be advertised nationally and internationally (including on the DDU website).
3. Where suitable candidates cannot be found through advertisement, special recruitment may be allowed with approval from the College/Institute Council or Senate.
4. Female candidates receive a 3% bonus on total evaluation points until gender parity (50:50) is achieved.
5. Differently abled candidates with equal or near-equal scores are given preferential right in selection.
6. Applicants for Assistant Lecturer and above must deliver a public lecture in their specialization area, evaluated by senior staff.
7. Academic rank and salary at recruitment are determined by qualification, experience, and publications.

iv.    Qualification Criteria for Academic Ranks

| Position | Minimum Qualification and Criteria |
| --- | --- |
| Graduate Assistant I | Bachelor's degree with CGPA $\geq$ 3.25 (male), $\geq$ 3.00 (female); $\geq$ 2.75 for candidates from developing/pastoralist regions or with disabilities. |
| Lecturer | Master's degree with B+ or "Very Good" in thesis, no probation in undergrad or graduate studies; CGPA $\geq$ 3.50 (male) and $\geq$ 3.35 (female). |
| Assistant Professor | PhD or equivalent; OR recognized Assistant Professor rank with verified publications. |
| Associate Professor | PhD or equivalent, minimum of 10 years research/teaching experience, and 8 publications in reputable journals or equivalent research output. |
| Professor | PhD or equivalent, at least 4 years as Associate Professor, and 6 publications in reputable journals or equivalent works. |

## v. Promotion Criteria

Promotion is based on cumulative achievements in teaching effectiveness, research productivity, community service, and participation in University affairs.

| Evaluation Area | Weight (%) | Key Indicators |
| --- | --- | --- |
| Teaching Effectiveness | 40% | Student, peer, and supervisor evaluations; average $\geq 75\%$ over 4 semesters. |
| Research & Publications | 35% | At least one article in a reputable, peer-reviewed journal; books or teaching materials also count. |
| University Affairs Participation | 15% | Active involvement in administration, committees, mentoring, and quality assurance activities. |
| Community Engagement | 10% | Community-based projects, training, and outreach verified by documentation. |

## vi. Promotion Procedures

1. The staff member initiates a promotion request through their Department/Unit by submitting all required documents.
2. The Department Assembly (DA) reviews and forwards recommendations to the College/Institute Council (CC/IC).
3. The Senate or University Board approves promotions depending on the rank:
   - DA → Lecturer and below
   - CC/IC → Assistant Professor
   - Senate → Associate Professor
   - Board → Professor
4. Decisions should be finalized within one month of submission at each stage.
5. Promotion becomes effective on the date of approval by the corresponding body.

## vii. Accelerated and Extraordinary Promotion

- Accelerated Promotion: Granted to staff with outstanding research output or grants. Every 100% publication value equals one year of service.
- Extraordinary Promotion: Awarded for exceptional academic or professional achievements that bring significant recognition to the University.

## 11. Academic Staff Recruitment, Appointment & Promotion Committee (SRAPC)

The SRAPC oversees recruitment and promotion processes to ensure compliance with University regulations.

Membership:

- VP for Academic Affairs (Chairperson)
- VP for Research & Community Engagement
- Scientific Director of DDIT
- Dean of Graduate Studies
- HR Director (Secretary for recruitment)
- QEAPA Director (Secretary for promotion)
- Deans, Directors, and Senate Representatives

Major Responsibilities:

- Ensure all recruitments follow established rules and merit principles.
- Endorse promotions up to full professorship level.
- Develop staff development and scholarship guidelines.
- Advise Senate on recruitment policies, academic manpower planning, and incentives.

## 9. Grievance and Review

- Complaints related to recruitment or promotion may be appealed to the Department and, upon dissatisfaction, to the College/Institute Council.
- The President or delegated Vice President may review such cases for errors in law or fairness.

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## 12. Intellectual Property & Consultancy

### i.    Overview

Dire Dawa University promotes innovation, applied research, and community-oriented consultancy services as part of its academic mission. The University recognizes the need to protect

and manage intellectual property (IP) generated by its staff and students, ensuring fair benefit-sharing and the translation of research into societal and industrial impact.

## ii.    Objectives

- To protect the intellectual property rights of inventors, creators, and the University.
- To encourage innovation and commercialization of research outputs.
- To establish transparent mechanisms for consultancy service delivery and revenue sharing.
- To foster university–industry linkages and community development through expert services.

## iii.    Ownership of Intellectual Property

1. University Ownership:
   o Any invention, research output, software, or creative work produced using University resources, facilities, or funding is the property of Dire Dawa University.
   o Joint ownership applies if the work is co-funded or co-developed with an external organization.
2. Individual Ownership:
   o If the staff member conducts research or produces creative work without using University resources and outside assigned duties, the intellectual property belongs to the creator.
3. Shared Ownership:
   o For jointly funded or collaborative projects, ownership and benefit-sharing shall be governed by a Memorandum of Understanding (MoU) or contract between the parties.

## iv.    Patent, Copyright & Licensing

- All patentable inventions and innovations must be registered through the Research and Community Engagement Office.
- Copyrights for books, lecture notes, and digital teaching materials belong to the University unless explicitly granted to the author through agreement.
- Licensing of University-owned technologies to industries or enterprises must follow approved guidelines ensuring royalty sharing among inventors and the institution.

## v.  Benefit and Revenue Sharing

Revenues obtained from commercialization or consultancy shall be distributed as follows (subject to Senate approval):

- Inventor(s): 50%
- Department/College/Research Center: 25%
- University (Research & Innovation Fund): 25%

## vi.  Consultancy Services

Academic staff are encouraged to engage in consultancy activities that contribute to the University's community engagement mission and national development goals.

Guiding Principles:

- Consultancy services must align with the University's ethical standards and policy guidelines.
- All consultancy projects must be registered and approved by the Vice President for Research and Community Engagement (VPRCE).
- Consultancy should not interfere with teaching or administrative duties.
- Consultancy income is subject to institutional cost recovery and benefit sharing.

Revenue Sharing for Consultancy Projects (Standard Practice):

- Consultant(s): 70%
- University (Administrative/Overhead): 30%

## vii.  Ethical and Legal Compliance

- All IP and consultancy activities must comply with national and international laws, including intellectual property rights, data protection, and research ethics.
- Plagiarism, data falsification, or misuse of institutional resources in consultancy or IP creation shall result in disciplinary measure

## viii.  Institutional Support and Administration

The Research and Technology Transfer Directorate is responsible for:

- Administering IP registration, licensing, and technology transfer processes.

- Supporting consultancy projects with legal, financial, and technical guidance.

- Maintaining a University IP and consultancy database.

- Promoting staff awareness and capacity-building on innovation management and commercialization.

ix.    Dispute Resolution

Any conflict regarding IP ownership, benefit sharing, or consultancy agreements shall be resolved through:

1. Mediation by the Research and Community Engagement Directorate, and if unresolved,
2. Arbitration by a special University committee, and
3. Final appeal to the University Senate.

# 12. Leave, Absence & Flexible Working Arrangements

i.    Overview

Dire Dawa University recognizes the importance of rest, well-being, and professional balance in enhancing academic performance. Accordingly, the University provides various forms of leave and flexible work arrangements in accordance with national labor laws and institutional policies.

## ii. Types of Leave

a. Annual Leave
- Every full-time academic staff member is entitled to 30 working days of annual leave per fiscal year.
- Leave shall be granted during semester breaks or other periods when teaching and examination duties are completed.
- Leave not taken within the year may be carried over once, with approval from the Department Head and Dean/Director.

b. Sick Leave
- Academic staff who are ill and unable to work are entitled to fully paid sick leave for up to six months per year, upon submission of a medical certificate.

- Extended sick leave beyond six months may be granted without pay based on medical board recommendation.

c. Maternity and Paternity Leave

- Maternity leave: Female staff are entitled to 120 consecutive calendar days (30 days pre-natal and 90 days post-natal) of fully paid maternity leave.
- Paternity leave: Male staff are entitled to five consecutive working days of fully paid paternity leave.

d. Study Leave

- Academic staff pursuing approved postgraduate studies are eligible for study leave with pay upon meeting University service requirements and signing a contractual agreement to serve after completion.
- Staff may also be granted unpaid study leave for personal educational advancement, depending on departmental staffing and workload.
- Study leave is subject to Senate approval and performance evaluation results.

e. Special Leave

- Granted for purposes such as attending academic conferences, workshops, seminars, or professional development programs.
- Normally limited to 30 days per academic year, extendable upon approval by the Vice President for Academic Affairs.

f. Compassionate Leave

- Staff may take up to five working days with pay for the death of an immediate family member (spouse, parent, or child).
- Additional unpaid leave may be granted upon justified request.

ii. Absence and Reporting

- Staff must notify their Department Head immediately in cases of absence due to illness, emergency, or other unavoidable causes.
- Absence of five or more consecutive working days without justification constitutes unauthorized absence, leading to disciplinary action.

- Any absence beyond approved leave must be reported to the Human Resource Directorate through proper channels.

### iii. Flexible Working Arrangements

The University supports flexible work arrangements to accommodate academic and research responsibilities, provided teaching quality and service delivery are not compromised.

Possible arrangements include:

- Adjusted Teaching Schedules: Flexible class hours arranged to balance teaching, research, and community engagement.
- Remote Work: Permitted for research, publication, or consultancy tasks that do not require on-campus presence, subject to supervisor approval.
- Part-Time Engagement: Available for staff with external professional or academic assignments, based on Senate-approved guidelines.

### iv. Leave Application and Approval Procedure

1. Staff complete a Leave Request Form and submit it to the Department Head.
2. The Department Head verifies workload and forwards the request to the Dean/Director.
3. Approved forms are submitted to the Human Resource Directorate for record and payroll processing.
4. Study and special leave requests must include evidence of acceptance or program details.

### v. Return and Reintegration

- Upon completion of study or special leave, the staff member shall submit a completion report to the Department and HR Directorate.
- Staff who fail to return after the agreed period shall be required to refund the University's financial support and may face administrative penalties.

## 13. Grievance, Discipline and Misconduct Procedures in academic staff

The Grievance, Discipline, and Misconduct Procedures for teachers (academic staff) at Dire Dawa University are primarily governed by the university's Senate Legislation, which aligns with the Ethiopian Higher Education Proclamation. The system is structured to ensure due process, fairness, and a clear path for resolving complaints and addressing misconduct. The core document that outlines the human resource management policies, disciplinary measures, and grievance procedures for academic staff at Dire Dawa University is the Dire Dawa University Senate Legislation (Finalized in February 2019)

The university Senate Legislation defines the framework for disciplinary action against academic staff for rehabilitation of a staff member who can learn from their mistakes or discharge if they are recalcitrant (Article 177)

Faculty must use university facilities responsibly and adhere to safety protocols. Access to libraries, labs, and other facilities is provided. Work-life balance and stress management resources are available. Thus, the aims of this Disciplinary Policy are to:

• set out the standards of conduct expected of all staff

• ensure consistent and fair treatment for all

• ensure that any disciplinary matter is dealt with fairly and in a timely manner

## 1. Grievance Procedure for Academic Staff

The procedure is designed to provide a formal channel for academic staff to raise work-related complaints or dissatisfaction. While specific, step-by-step details for all stages may not be publicly available, the general framework and principles are outlined:

•Policy Basis: Dire Dawa University has a policy on disciplinary procedures, grievances, and due process detailed in its Senate Legislation. This ensures all faculty members have the right to a fair and impartial review of grievances.

•Initiation: A grievance is a formal complaint or feeling of injustice in connection with the employment situation brought to the attention of the management.

•Resolution Principles: The process is expected to be fair, impartial, and equitable, with an emphasis on consistency, fairness, equity, transparency, and promptness in dealing with the grievance.

•Right to Appeal: The policy generally ensures the right to be heard and to appeal decisions

## 2. Discipline and Misconduct Procedures

The disciplinary process is a structured system for handling allegations of academic or professional misconduct.

### A. Initiation and Investigation

•Reporting: Disciplinary cases can be initiated by Department Heads or any university member who reports an incident of misconduct.

•Initial Steps: The reported incident or grievance is forwarded to the College/Institute level disciplinary committee for further investigation if necessary .

•Investigation and Timeline:

•An initial investigation is conducted to gather facts and determine the validity of the complaint. It typically should  completed within 30 days of the initial report.

•Role of Ethics Directorate: The Ethics and Anti-Corruption Directorate at the university also plays a role in coordinating ethical issues, promoting work and professional ethics, and investigating acts of corruption and impropriety among employees.

### B. Formal Hearing and Resolution

•Hearing: If required, a formal hearing is scheduled where the involved parties can present their case.

•Hearing Timeline: This formal hearing usually occurs within 60 days of the initial report.

•Decision and Action: After the hearing, a decision is made regarding any disciplinary action or resolution of the dispute.

•Fairness: The overall policy guarantees the right of faculty members to a fair and impartial review of any disciplinary actions.

## C. Types of Misconduct (General Academic Context)

•While the full list from the Dire Dawa University Senate Legislation is not provided, academic misconduct in a higher education setting generally encompasses violations of the professional code of conduct, which for academic staff includes but is not limited to:

•Breach of professional ethics and code of conduct.

•Neglect of academic duties and responsibilities (e.g., preparation of teaching materials, keeping contact/teaching time, assessing student work, conducting research).

•Failure to uphold the University's guiding values; Misuse or destruction of University property.

•Unlawful or unethical activities. The procedures are mandated by the university's governing documents and guided by national laws like the Ethiopian Higher Education Proclamation.

3. Disciplinary rules

The normally accepted rules of behavior, which apply in society as a whole, apply equally in the work situation. Any breach of an employee's contract of employment, any conduct, which the university considers unsatisfactory or prejudicial to its interests, or any failure to meet the required standards of work, may render an employee liable to disciplinary action.

The lists below are not exhaustive and only serve as a guide to matters that the university may deem (depending upon the nature, circumstances and severity of the incident) to be a breach of general discipline or gross misconduct.

It is accepted that to differentiate between general and serious breaches of discipline is difficult; therefore, each case must be treated on its own merits. Since the examples are only guidelines,

discretion will have to be exercised by the university in categorizing breaches of discipline having regard to all the circumstances under which the breach of discipline occurred.

## 3.1. Examples of misconduct

According to Article 178 of university senate legislation, the acts and/or forbearance shall constitute serious breach of duty and/or violation of disciplinary regulations by an academic staff which include

•Repeated and willful failure, despite warning from the dean or the director and/or the department chair specifying the conduct disapproved of, to perform anyone or all of the obligations stipulated in one's contract of employment with the University and/or any one or all of the duties of an academic staff specified under the provisions of this Legislation;

•Repeated and willful refusal, despite warning from the dean or the director and/or the department chair specifying the conduct disapproved of, to perform assigned teaching and/or research function, University or academic unit committee assignments;

• Continuation of a willful course of conduct, despite warning from the head of department specifying the conduct disapproved of, that demonstrates open disloyalty to, and disrespect of, the University or causes unjustified embarrassment to the University and harm to its programs;

•Conviction of a serious crime or the commission of other acts of misconduct that clearly reflect immorality or dishonesty failure to inform such conviction by court of law;

• Continuation of a willful course of conduct, despite warning by head of department/unit specifying the conduct disapproved of, that exhibits neglect of duties, repeated absence from class and invigilation, failure in grade submission, habitual drunkenness or similar breaches of social decorum, which produce serious embarrassment to the University;

•Continuation of a willful course of conduct, despite warning from the dean or the director and/or the department chair specifying the conduct disapproved of, that demonstrate neglect of duties, breach of professional code of conduct, habitual drunkenness or similar breaches of social decorum which produce serious embarrassment to the University;

•Abuse of position and/or authority in University in clear violation of professional ethics and principles governing academic profession and/or profession of staff concerned, and/or improperly discharging or negligently or willfully failing to discharge administrative responsibilities;

•Discrimination and harassment on unjustifiable grounds such as membership of a social and political group, political opinion, race, ethnicity, religion, gender, disability, HIV/AIDS or other unreasonable status;

•Nepotism or vengeance in administration of examinations, correction of examinations and assignments and in determination of grades;

•Use of resources or facilities of the University for personal, political, commercial or religious gain or benefit;

•Conducts that harass, physically or verbally abuse or maliciously defame or arbitrary detention of any member of the University;

•Favoritism in grading, sexual harassment, molestations, physical violence, incitements of riots and ethnic clashes, friendship, theft or breach of trust, abuse of power and accepting bribes.

•Engaging in academic dishonesty which means any of the following or a combination thereof:

◦ Failure to submit grades on time according to University scheduled produced and distributed by the office of Enrollment and Academic record Alumni

◦Failure to submit research/project outputs on specified deadline without good cause

◦Cheating which means intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercises; or

◦ Fabrication which means intentional and unauthorized falsification or invention of any information or citation in an academic exercise; or

◦Plagiarism that means intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; or

◦Academic negligence that means willfully, with or without malice, abrogating ones academic duty and responsibility through indifference, apathy and disregard of the prevailing rules and practices of the University; or

◦Facilitating academic dishonesty which means intentionally or knowingly helping or attempting to help another to commit any of the above acts of academic dishonesty.

•Commit any breach of discipline of equal gravity with the offensives specified under this article

• Notwithstanding this article, breaches of duty and/or violations of disciplinary regulations which are not mentioned under this article; repeatedly committed and have less gravity shall, for the purpose of this Legislation be deemed non serious breach of violation.

## 3.2 Classification of Disciplinary Measures

Article 179 of senate legislation states that depending on the gravity of the offense, one of the following penalties may be imposed on staff members for breach of discipline.

- Non-serious breaches or violations as specified under Sub- Article 178.15 hereof for the first time, shall subject such staff to:
- Oral warning
- Written warning
- Fine up to one month salary
- Serious breaches of duty and/or violation of disciplinary regulations referred to under Article 178.1- 178.14 of this Legislation:
- Fine up to two month salary
- Fine up to three months' salary
- Suspension from work for a period not exceeding two months;
- Withholding the next academic rank or
- salary increment up to the period of two years
- Dismissal
- After a disciplinary measure has been taken on an academic staff, such measure shall remain in his record:
- for two years, where the penalty is simple;

- for five years, where the penalty is rigorous

3.3   Disciplinary Actions by Department Head, Dean of College/School /Institute Director, Vice-President for Academic Affairs /Scientific Director and President(Article 180:)

- The Head of Department or School head is vested with the power to take measures for:
- Oral warning;
- Written warning;
- The Dean/Director is vested with the power to take disciplinary measures
- A fine up to one month salary;
- Notwithstanding article 180 (1)(1-2), the dean/director shall have the power to take the measures prescribed under Article.180 (1) (1-2) when the staff subject to disciplinary measure is directly accountable to the Dean/Director
- Disciplinary Actions by the VPAA/SD
- A fine up to two months' salary; or
- A fine up to three months' salary;
- Postponement of promotion for an academic rank for a period not exceeding two years;
- Disciplinary Action by the President The president is vested with the power to take measures for disciplinary breaches resulting in the dismissal from the university.
- Any office holder shall be responsible for initiating disciplinary proceeding falling under his jurisdiction under this Legislation.
- Actions taken by respective bodies may be appealed by the academic staff to the next higher body within two weeks' time.

3.4: Taking Disciplinary Measures ( Article 181)

•Dire Dawa University shall establish a disciplinary Committee which shall investigate disciplinary charges brought against academic staffs and there by submit recommendations to the concerned officials of the University's.

• Disciplinary measures may be taken irrespective of any court proceedings or decision.

3.5 Academic Staff Disciplinary Committee (ASDC)  (Article 182)

School/College/Institute shall have disciplinary committee, three to five members, two appointed by the dean/director and the other three shall be elected by the staff. In case the committee consist three members, the dean/director elects one member and the two shall be elected from the staff. The Dean/Director appoints the chair person from the members.

### 3.5.1 Inter-College Disciplinary Proceedings (Article 183)

- There shall be a University level Inter-College Disciplinary Proceedings committee composed of five members to be established by the President, two appointed by the President and three elected by the senate members, among which one of the member shall be from DDIT. The President shall appoint the chairperson of the committee from the members.

- Breaches of duty or violations of disciplinary regulations that are inter- college in nature shall be investigated and heard by the University level disciplinary committee.

- Based on the recommendations to be made by the Inter-College Disciplinary Proceedings, the VPAA/SD may take any one of the penalties specified under the provisions of this Legislation on a staff member responsible for breaches of duty or violations of disciplinary regulations.

- After the conclusion of inquiry, the Inter-College Disciplinary Proceedings shall forthwith submit to VPAA/SD on their respective staff cases.

- The President may forward appealed cases to the Inter-College Disciplinary Proceedings if he believes that they should be seen again.

- Inter-College Disciplinary Proceedings committee shall have its own permanent offices with necessary facilities provided by the administration of the University

- Inter-College Disciplinary Proceedings committee accountable to the VPAA/SD.

### 3.6 Disciplinary Procedures (Article 184)

- Any disciplinary case may be initiated by the Department head or any member of the University. The Head/Dean/Director may take disciplinary measures prescribed in this Legislation if he is convinced that there appears sufficient evidence showing that the person who is subject to disciplinary measure has committed the disciplinary offense. The decision of the Head/Dean/Director is appeal able.

- Notwithstanding the provision of sub-article 1 of this article, the Head/Dean/Director shall forward without delay disciplinary matters to the College/Institute level disciplinary committee when the case merits additional investigation

- The disciplinary committee shall be responsible for the hearing and investigation of any breach of duty or violation of disciplinary regulations forwarded to it.

- An initiation of disciplinary proceedings shall be made in writing including the name of the accused, particulars of the offense, the time and place of the offense, list of the evidences, and violated provisions of the law or code of conduct.

- The committee shall handle and dispose disciplinary proceedings in accordance with the Law of the Land, this Legislation and accepted norms of fairness and equity. In particular, the committee shall give the accused the opportunity to defend himself by all legitimate means:

•The committee has to inform the accused the contents of the case in writing;

•The accused may be asked to reply in writing with the attachment of all the necessary evidence;

•The committee shall evaluate the case based on the evidence produced by the parties;

•The committee is authorized to get access to any relevant documents and to call any person who might be needed for investigation;

•Upon careful scrutiny of the case, the committee has to establish the facts of the case and submit its recommendations to the head.

•The inquiry of the committee and the recommendations of the sanctions to be applied thereon shall be submitted to the Dean of School/College or Institute Director in case of School/College/Institute level disciplinary committee.

•The Dean/Director, upon the recommendation of the committee, shall take the necessary disciplinary measures prescribed under article 180.

•An academic staff member dissatisfied with the inquiry and recommendations of the committee and actions by the head may appeal to the concerned authority.

•All appeals for reconsideration shall be submitted to the appeal body within two weeks of time after the final decision.

•Without prejudice to the right to appeal based on higher laws, the decision of the President shall be final.

3.7 Suspension from Duty( Article 185)

- •        Any academic staff will be suspended from duty if it is presumed that:
- He may obstruct the investigation by concealing, damaging or destroying evidence related to alleged offense; or
- He may commit additional offense on the property of the University; or
- The alleged offense is so grave as to demoralize other academic staffs or negatively affect the public trust towards the academic staff;
- The disciplinary offense may lead to dismissal.

•An academic staff can be suspended from duty and may not get his salary according to sub article (1) of this Article only for a maximum period of not exceeding two months.

•The decision given in accordance with sub-article (2) of this Article shall be notified to the academic staff in writing, with the grounds and duration of his suspension signed by the President of the University.

•Unless the decision of dismissal is rendered against a suspected academic staff, the salary withheld at the time of suspension shall be paid to him without interest.

•The suspension of an academic staff shall not deprive him of other rights and duties that are not affected by the suspension.

**3.8 Period of Limitation (Article 186)**

- Disciplinary measures shall not be taken against an academic staff who has committed an offense entailing simple disciplinary penalty unless such measure is taken within six months, from the time the commission of the offense is known; provided, however, that

the official who has failed to take the disciplinary measures within the time limit shall be held responsible.

- No disciplinary charge shall be brought against an academic staff who has committed an offense entailing rigorous disciplinary penalty and such offense also subjected to criminal liability, Unless the disciplinary charges is brought within the time limit provided in the criminal code for such criminal offense.

- No disciplinary charge shall be brought against an academic staff who has committed an offense entailing rigorous disciplinary penalty and such offense is not subjected to criminal liability, Unless the disciplinary charges is brought within the time limit provided in the criminal code for petty offenses.

- Notwithstanding the provision of Sub-articles (2) and (3) of this Article the official, who has failed to take the measures within a period of one year, shall be held responsible.

- Any claim by an academic staff for payment of money shall be barred by limitation after six months from the date it becomes due.

3.9 Suspension of Pronouncement of the Penalty (Article 187)

When an academic staff who has committed an offense entailing rigorous disciplinary penalty and such offense is not subjected to criminal liability, he has no previous penalty, also does not appear dangerous, where his breach of discipline is punishable with fine not exceeding three months, the Committee, after having taken the disciplinary measure on the academic staff, may suspend penalty, and place the academic staff on probation, where it is of the opinion that such measure will lead to the reform of the academic staff.

No measures shall be entered when an academic staff is placed on probation and does not break the conditions of his probation within the time specified under article 179(3) (1).

3.10 Establishment of Grievance Handling Committee (Article 188)

The University shall establish a grievance handling committee that conducts grievance inquiry, and submits recommendation to the President.

3.11 Duties of Grievance Handling Committee (Article 189)

The grievance handling committee shall investigate complaints lodged by academic staffs and submit recommendations relating to:

- Interpretation and implementation of laws and directives;
- Protection of rights and benefits;
- Occupational safety and health;
- Placement and promotion;
- Performance appraisal;
- Undue influence exerted by supervisor;
- Disciplinary measures provided under Article 180 (1)(1-2) up to Article 180(3) (1-3) of this Legislation

**6. Right to appeal**

Employees have the right of appeal against any disciplinary sanction. At the discretion of the university the appeal may be a complete re-hearing of the matter or it may be a review of the fairness of the original decision in the light of the procedure that was followed and any new information that may have come to light. At an appeal, any disciplinary penalty may be reconsidered but it cannot be increased.

New evidence will only be considered if relevant and there is a good reason why this had not been included as part of the original hearing. Any employee who wishes to appeal a sanction should do so in writing within seven calendar days of the receipt of a decision letter to the person named in the letter. The employee's letter to lodge the appeal should include the grounds for appeal i.e. breach of procedure, severity of disciplinary penalty, against the fact or all of the above reasons. Wherever possible the appeal will be heard by an appropriate individual, or panel of individuals, who have not been involved in the decision to impose a disciplinary sanction. To be quorate, the appeal panel must consist of at least the same number of governors as at the previous hearing.

**7. Minutes and Records**

Copies of meeting records will be given to the employee, including copies of any formal

minutes that may have been taken. In certain circumstances (for example, to protect a witness), the university/ Council reserves the right to withhold some information. The following written records will be kept on the employee's personal file:

•the complaint against the employee

• the employee's defense

•findings made and actions taken

•the reason for the actions taken

•whether an appeal was lodged

•the outcome of the appeal

• any grievances raised during the disciplinary procedure; and subsequent developments.

## 14. Health, Safety & Laboratory Conduct (STEM-specific)

Dire Dawa University as an institution transitioning to a University of Applied Science, emphasizes hands-on learning and has a Field and Laboratory/Workshop Directorate committed to safety, specific, publicly detailed guidelines for STEM teachers' health, safety, and laboratory conduct are not immediately available. General observations and broader responsibilities, however, can be inferred from DDU documents and general international best practices for science and technology education.

**Context at Dire Dawa University**

Dire Dawa University acknowledges the critical role of laboratory and workshop safety, as evidenced by the establishment of the Field and Laboratory/Workshop Directorate

•Directorate Role: This directorate's primary responsibility is to ensure the availability, safety, and efficient management of field resources, laboratories, and workshops. The Director is explicitly responsible for:

•Encouraging ownership, responsibility, and safe use of laboratories and workshops.

•Ratifying policies and guidelines for utilization and management of good field education, laboratory, and workshop practices.

•Infrastructure Challenges (Health Science): Research from DDU's health science departments indicates challenges, such as insufficient medical equipment and safety materials (like gloves and reagents for students), which highlights a need for continuous improvement in resource provision for safe practical learning.

•Regulations: The DDU Senate Legislation includes the breach of any regulations issued by a competent university authority, such as laboratory regulations, as a disciplinary offense, underscoring the formal expectation for adherence to safety rules.

**Inferred Responsibilities and Conduct for STEM Teachers**

Based on the role of an instructor in a STEM and Applied Science context, and general best practices, a STEM teacher's health, safety, and laboratory conduct at DDU would typically include the following core responsibilities:

1. Safety Planning and Instruction

•Hazard Identification and Risk Assessment: Before any practical session, the teacher must conduct and communicate a risk assessment to identify potential hazards (chemical, electrical, mechanical, biological) and outline control measures.

•Pre-Lab Instruction: Provide detailed, clear safety instructions to students before starting any experiment or practical work.

•Written Guidelines: Prepare and distribute written safety rules for students, and ensure they understand and commit to following them.

•Emergency Preparedness: Ensure all students know the location and proper use of safety equipment, such as fire extinguishers, safety showers, and eyewash stations.

2. Supervision and Enforcement

•Constant Presence: Be present in the laboratory at all times when students are conducting experiments to provide adequate supervision and counsel.

•PPE Enforcement: Mandate and enforce the use of appropriate Personal Protective Equipment (PPE), such as safety goggles, lab coats, and gloves, as required by the activity.

•Prohibited Activities: Strictly prohibit eating, drinking, and unauthorized experiments in the laboratory.

•Immediate Clean-up: Ensure prompt and correct clean-up and disposal of waste chemicals and broken glassware according to established protocols.

3. Professional Conduct and Maintenance

•Personal Health and Safety: Take reasonable care of their own health and safety and that of others by following all established safety procedures.

•Reporting Hazards: Immediately report any hazardous or possibly hazardous conditions (e.g., malfunctioning equipment, chemical spills, poor ventilation) to the appropriate administrative unit (like the Field and Laboratory/Workshop Directorate).

•Professional Development: Seek and attend in-service courses and training on laboratory safety, first aid, and the proper use of new equipment to maintain current knowledge and skills.

•Equipment and Chemical Management: Follow procedures for the safe handling, storage, and inventory of chemicals and equipment, including checking for Material Safety Data Sheets when necessary.

4. Basic Safety Rules:

•Know locations of laboratory safety showers, eyewash stations, and fire extinguishers. ...

•Know emergency exit routes.

•Avoid skin and eye contact with chemicals.

•Minimize all chemical exposures.

•No horseplay will be tolerated.

•Assume that all chemicals of unknown toxicity are highly toxic

What are the laboratory safety and good laboratory practices?

Never eat food, drink beverages, chew gum, apply cosmetics (including lip balm), or handle contact lenses in the laboratory. Use a chemical fume hood or bio-safety cabinet, as directed by your supervisor. Observe good housekeeping - keep aisles clear. Report damaged electrical equipment to the supervisor.

**Be prepared to.**

•Attend all required laboratory safety training prior to the start of your research assignment.

•Read all procedures and associated safety information prior to the start of an experiment.

•Perform only those experiments authorized by your supervisor.

•Follow all written and verbal instructions. Ask for assistance if you need guidance or help.

•Work under direct supervision at all times. Never work alone in the laboratory.

•Know the locations and operating procedures for all safety equipment. This includes the eyewash station and safety shower.

•Know the locations of the nearest fire alarms and at least two ways out of the building. Never use an elevator in emergencies.

•Be alert and proceed with caution at all times in the laboratory. Immediately notify the supervisor of any unsafe conditions. Know the proper emergency response procedures for accidents or injuries in the laboratory.

•Conduct yourself in a responsible and professional manner at all times. No pranks. No practical jokes.

•Dress for work in the laboratory. Wear clothing and shoes that cover exposed skin and protect you from potential splashes. Tie back long hair, jewelry, or anything that may catch in equipment.

•Avoid eating food, drinking beverages, chewing gum, applying cosmetics (including lip balm), or handling contact lenses in the laboratory.

•Use a chemical fume hood or biosafety cabinet, as directed by your supervisor.

•Observe good housekeeping - keep aisles clear.

•Report damaged electrical equipment to the supervisor. Do not use damaged electrical equipment.

•Practice good personal hygiene. Wash your hands after removing gloves, before leaving the laboratory, and after handling a potentially hazardous material.

• wear personal protective equipment - eye protection, gloves, laboratory coat - as directed by your supervisor while working in the laboratory.

•Properly segregate and dispose of all laboratory waste.

## 15.  Equity, Diversity & Inclusive Teaching Practices

Teachers at Dire Dawa University particularly in its applied science focus, are engaged in practices that promote equity, diversity, and inclusion, though they also face significant systemic challenges common to Ethiopian higher education institutions.

**Equity and Diversity Practices at DDU**

DDU, as an Ethiopian public university, operates within a national context that mandates promoting diversity and equal access, as stipulated in the Higher Education Proclamation.

•Institutional Policy and Recruitment: The Dire Dawa University Senate Legislation includes the formulation of guidelines and strategies to enhance staff diversity through affirmative recruitment for applicants from disadvantaged groups, such as women and persons with disability(Article 12).

•Active Learning and Student-Centered Approaches: Studies suggest DDU teachers apply "process indicators" of quality education in a "reasonable manner." These processes often align with inclusive teaching, including practices such as:

•Using active learning strategies.

•Motivating students and extending their aspirations to participate in activities.

•Understanding how students learn and being creative in facilitating learning.

•Giving students opportunities to articulate their own views and treating those views with respect.

•Assessing and diagnosing individual students' context, strength, and learning needs and teaching to address these personal characteristics.

**Applied Science Context**

The university's shift toward an "Applied Sciences" focus suggests an emphasis on practical, hands-on learning, which inherently offers opportunities for inclusive pedagogy through:

•Curriculum Responsiveness: The commitment to the applied science shift includes a focus on identifying and resolving bottlenecks related to applied teaching and learning, and is intended to better serve the local community and economy. A multicultural and applied curriculum is crucial for facilitating effective teaching and learning for a diverse student body.

•Developing Staff Competency: The university aims to create a conducive environment for developing staff to have industry experience, which can translate into practical, contextually relevant, and applied teaching methods that are often more engaging and accessible to diverse learners than traditional lecture-based formats.

**Challenges to Equity and Inclusion**

The practices are often hindered by broader systemic and institutional challenges in Ethiopian higher education:

•Lack of Comprehensive Policy and Strategy: A significant challenge across Ethiopian universities is the absence of a clear, feasible national and institutional policy and strategy that specifically directs and supports diversity management and inclusive higher education. Inclusive education strategies often focus more heavily on general (pre-primary, primary, secondary) education than on higher education.

•Deficiency in Curriculum: While the university aims to make the curriculum responsive, a general finding in Ethiopian universities is the deficiency in the curriculum to fully respond to diversity-related issues, including a lack of incorporation of soft/life skills and multicultural education components.

•Teacher Training Gaps: There is a significant lack of provision of sufficient knowledge and exposure to practical, hands-on experiences for teachers to fully understand and implement inclusion effectively, which directly impacts their attitudes and self-efficacy toward inclusive education.

•Resource and Infrastructure Barriers: Challenges include:

•Physical inaccessibility of facilities for students with disabilities.

•Shortage of trained special needs teachers and a general lack of resources and funding.

Societal and Attitudinal Barriers: Teachers and the wider society still grapple with negative societal attitudes and stereotypes against students with disabilities, and a "stigma or psychological ignorance" of disabled students.8 Students with disabilities also report a lower sense of belonging and less engagement with faculty and peers

 **Institutional Commitment to Equity and Diversity**

Dire Dawa University explicitly lists Equity and Diversity as core values in its mission and strategic documents.

•Core Values: The university officially upholds Equity and Diversity as fundamental values, alongside Quality, Professionalism, Integrity and Honesty, Social responsibility, and Accountability.

•Strategic Objectives: One of DDU's corporate strategic objectives is "To ensure educational access and equity." This strategic goal suggests a top-down mandate to address disparities in educational opportunities.

•Policy and Legislation: University legislation includes formulating guidelines and strategies to enhance diversity of staff through affirmative recruitment for disadvantaged groups, such as women and persons with disability, which reflects an institutional focus on broader inclusion.

•College-Level Commitment: Departments, like the Anesthesia Department in the College of Medicine and Health Science, also commit to upholding the university's values of integrity, equity, and quality education in their student admission policies.

**Teacher Practices and Perceptions of Quality**

Research on teacher practices at DDU, while not exclusively focused on equity and inclusion, provides some insight into pedagogical approaches that are essential for inclusive teaching.

•Emphasis on Process: Studies on DDU teachers' perceptions of quality in higher education suggest that faculty value input indicators (like curriculum and materials) more than process or output indicators. However, their practice also indicates they apply process indicators in a reasonable manner, which can include student-centered approaches vital for inclusive teaching.

•Self-reflection:

Educators should reflect on their own beliefs and biases to understand how they might affect their teaching.

•Classroom environment:

Establish an inclusive atmosphere early, be dynamic with classroom space, and accommodate different learning styles and abilities.

•Curriculum and lessons:

Ensure lesson plans and activities reflect the diversity of the students and incorporate culturally responsive teaching methods.

•Communication:

Challenge negative attitudes and stereotypes, be mindful of how technology is used, and be aware of religious holidays.

**•Barrier reduction:**

Actively work to reduce race and gender barriers that could prevent students from learning effectively.

•Create a "warm" syllabus: The syllabus is often the first impression a student has of a course. Using inviting and positive language, rather than focusing on punitive rules, can signal to students that the instructor is approachable and committed to their success.

•Use inclusive language: Be mindful of gender-inclusive and person-first language. Avoid potentially discriminatory phrases or micro-aggressions, and ensure that language respects all backgrounds and identities.

•Set clear expectations: Establish ground rules for respectful and inclusive classroom discussions and address any incidents of discrimination promptly. Making expectations explicit helps create a safe and predictable environment.

•Mitigate biases: Address your own unconscious biases. Use grading and assessment techniques, such as clear rubrics, to ensure evaluations are as objective as possible.

**Diversify course materials and content**

•Incorporate diverse perspectives: Actively include materials—textbooks, articles, and examples written by and featuring people from a range of backgrounds and cultures. This ensures that a diverse array of voices and experiences is visible to students.

•Curate representative examples: Use diverse names, images, and real-world examples in your lectures and exams to help students connect with the material and see their own success represented.

•Conduct a content audit: Regularly review your course content to identify and address any missing perspectives or biases. Ask yourself why certain voices are missing and how you can fill those gaps.

**Adapt teaching methods and assessments**

•Apply Universal Design for Learning (UDL): Design your course to be accessible to the widest possible range of students by using multiple methods for engagement, representation, and expression.

•Representation: Provide information in multiple formats, such as a mix of text, video, and audio recordings.

•Engagement: Offer multiple paths for students to participate, including group work, individual assignments, and discussion forums.

•Expression: Offer students varied options for demonstrating their knowledge, such as written essays, presentations, or creative projects.

•Incorporate active learning: Shift away from traditional lectures towards techniques that encourage student participation and critical thinking, such as guided group work, "think-pair-share," and hands-on activities.

•Ensure accessible design: Make sure that all course elements, both physical and digital, are accessible. This includes using accessible technologies, providing transcripts for videos, and making sure all PDFs are accessible to screen readers.

•Offer flexible policies: Create flexible policies regarding attendance and late submissions. This acknowledges that students have varied circumstances outside of the classroom that may affect their ability to attend or complete work.

Foster student relationships and feedback

•Learn about your students: Get to know your students' backgrounds and experiences. You can do this through surveys at the beginning of the term or by encouraging open dialogue in class.

•Empower student voice: Create opportunities for students to express their opinions and engage in critical discussions. Actively incorporate student feedback into your curriculum to demonstrate that their voices are valued.

•Provide individualized support: Accommodate for different learning needs and offer students multiple ways to get support, including accessible office hours and various communication options.

## 16. Resources, Facilities & Support Services

Dire Dawa University (DDU), in its capacity as an Applied Science University, provides a range of resources, facilities, and support services to its teachers (academic staff) with a strong emphasis on practical education, research, and professional development.

**Key Resources and Facilities**

The university focuses on providing a practical, high-quality learning and research environment.

•Laboratories and Workshops: A core component of the "Applied Science" focus, DDU boasts a significant number of practical facilities.

•The university has more than 41 laboratories and 4 workshops

•There are also over 30 computer laboratories.

•These facilities are maintained by the Field and Laboratory-Workshops Directorate to support teaching, practical training, and research for academic staff and students.

•Library and Information Services: The university has a dedicated Library and Information Service Directorate, which is crucial for academic staff's teaching and research needs.

•ICT Resources: The university mentions an Information Communication Technology (ICT) Directorate and ICT Support links on its website, indicating provision for technological resources.

•Online resources such as the DDU e-SHE Portal and Library Links are available.

•Physical Infrastructure: Academic staff have access to classrooms and administration buildings. A strategic objective of the university is to enhance and modernize the overall infrastructure and facilities.

**Support Services and Professional Development**

Support for academic staff at DDU is primarily structured around enhancing teaching quality, facilitating research, and supporting career growth.

**Professional and Academic Development**

• Training and Development: The University emphasizes the training and development of its faculty as a key human resource investment.

• Continuous Professional Development (CPD) Directorate: This directorate likely coordinates ongoing training, workshops, and short-term attachments to ensure teachers receive intellectual nourishment and practical support.

• Quality Enhancement and Academic Programs Affairs Directorate: This office plays a direct role in supporting teachers by:

• Providing and facilitating training/awareness workshops regarding academic quality enhancement and assurance.

• Coordinating the development and implementation of the academic quality enhancement internal system.

• Overseeing and facilitating the management of external academic quality audits.

• Undertaking and guiding activities for curricular development, updating, and implementation.

• It also has a designated Teachers Development Coordinator.

• Study Leave: The university actively supports staff capacity development by granting study leave; a significant number of academic staff are on leave for their second and third degrees (MSc/MA and PhD).

**Research and Community Engagement Support**

• Research Facilities: The laboratories and workshops are explicitly intended to facilitate research activity for academic staff, post-graduate students, and other stakeholders.

• Research Publication and Ethics Induction Directorate: This office supports the research endeavors of the faculty, including the promotion of research finding dissemination protocols, such as journal publishing (e.g., Harla Journals) and hosting workshops, seminars, and research fairs.

• Industry Linkage and Technology Transfer Directorate: This supports teachers in bridging the gap between theory and practice, often through Field Education and University-Industry linkage programs.

• Community Service Directorate: This office coordinates and promotes community engagement and consultancy services that academic staff can participate in.

**Human Resource and Institutional Support**

The institutional framework also addresses the well-being and management of academic employees.

• Perceived Organizational Support: While some studies indicate areas for improvement (such as in pay systems, work-family support, and recreation facilities like internet access and transportation), the university's strategic goals include initiatives for Capacity building, Staff Retention, and service delivery enhancement to improve academic staff satisfaction and the work environment.

• Academic Affairs Vice President (AVP): The AVP's office provides direct supervision, monitoring, and coordination of teaching-learning activities for the colleges and institutes, offering leadership support for faculty.

Strategic Initiatives: The University's strategic issues include a focus on Leadership, management and good Governance and Infrastructure, facility development and digitization, all of which are intended to provide a better working environment and support for the academic staff.

**Teacher Support and Professional Development**

DDU has established specific directorates and policies aimed at the professional growth and retention of its academic staff.

• Continuous Professional Development (CPD) Directorate: This directorate is central to teacher training and support.

• It serves as a CPD Course accreditor, CPD provider accreditor, and CPD activity provider (training, workshops, review meetings, etc.).

• It's involved in providing need-based training and improving pedagogical capacities, including on-job pedagogical training.

• The directorate works on grant proposals to secure funding for CPD activities.

• Research and Publication Support:

• The Research Publication and Ethics Induction Directorate Director supports academic staff involved in various research projects.

• Facilities like equipped and conducive working laboratories and workshops are provided to facilitate research.

• Staff are encouraged to engage in action research to improve their practice.

• Academic and Career Support:

• The university actively engages in capacity development and staff retention initiatives. A significant number of academic staff are on study leave for their second and third degrees.

• There is a focus on creating a conducive environment for developing staff to acquire industry experience.

• The university aims to improve teachers' professional knowledge and skills.

• Compensation and Benefits:

• The university provides for housing or a housing allowance for its teaching staff and works toward enabling staff to own houses.

• Academic staff can receive payments for services rendered in teaching and/or research that exceed their full workload.

The quality of school facilities and resources has a significant and direct impact on teachers' career intentions, influencing their job satisfaction, well-being, and ultimately, their decision to remain in the profession or at their current school.

Here is a breakdown of the key relationships:

1. Impact on Job Satisfaction and Motivation (Mediators of Intentions)

• Positive Effect on Enjoyment and Motivation: Adequate teaching resources and well-maintained facilities are crucial aspects of a supportive teaching context. They increase teachers' enjoyment, motivation, and satisfaction with their job.

• The Teaching Context Matters: Research suggests that teachers are deeply affected by their work environment, and the resources and facilities they have available are key parts of that environment.

• Resources vs. Facilities: One study found that resources (like teaching materials, technology/equipment, and non-classroom support) can be more impactful on career intentions than the physical facilities themselves, though both are important.

2. Influence on Teacher Retention and Turnover Intentions

• Retention Predictor: The quality of school facilities is an important predictor of a teacher's decision to leave their current position or the profession entirely. Poor conditions can make it difficult for teachers to deliver an adequate education and increase the likelihood of them leaving.

• Reasons for Dissatisfaction: When teachers leave due to dissatisfaction, a significant concern is often school conditions, including facilities and resources. Other organizational factors, like school leadership and school climate, are also major drivers of turnover.

• Physical Environment Factors: Specific facility conditions that negatively impact teachers and increase the likelihood of them leaving include:

• Poor indoor air quality and ventilation

• Poor thermal comfort and lighting

• Lack of specialized facilities (e.g., science, music, or art classrooms)

• Lack of adequate teacher workspace and overcrowding

3. Connection to Effectiveness and Well-being

• Teaching Effectiveness: Without well-designed classrooms, sufficient materials (resources), and appropriate infrastructure, an instructor's teaching methods can be undermined and their overall effectiveness reduced.

• Teacher Health and Well-being: Poor-quality buildings and environmental factors (like toxic indoor air quality) can adversely affect a teacher's health and lead to dissatisfaction and "negative place attachment," which can prompt them to seek reassignment or leave the school.

• Job Resources as a Buffer: Access to "job resources"—which can include physical and technological resources—helps protect teachers from stress, burnout, and negative feelings associated with job demands, thereby supporting their professional well-being and long-term commitment.

17. External Engagement, Partnerships & Industry Attachment

Dire Dawa University (DDU) is actively transitioning to an Applied Science University model, which heavily emphasizes external engagement, industry partnerships, and practical, problem-driven education for both students and teachers.

**Key Partnership and Linkage Focus Areas**

• Industry and Community Engagement: DDU is committed to forging strong partnerships with industries, government agencies, NGOs, and community organizations to create diverse and impaction field education experiences for students. The Industry Linkage and Technology Transfer Directorate is a dedicated unit for this purpose.

• International Collaboration: The University has a Strategic Partnership and Internationalization directorate to build bridges globally.

• Community Service: The University uses its resources, including its numerous laboratories and workshops, to provide services and outreach to external customers, including governmental and non-governmental organizations, and to offer skill-building training and problem-solving research to the community.

• Strategic Goals: Enhancing University-Industry Linkage and improving Strategic Partnership and Internationalization are explicit objectives in the university's strategic planning. The International and Public Relations Directorate plays a key role in promoting these collaborations and building the university's global brand.

Dire Dawa University (DDU) as an Applied Science University focus is a core component of its strategy to enhance the quality and relevance of its education, research, and community service. Here is a breakdown of the key aspects of DDU's commitment to external engagement and industrial attachment for its teachers:

1. Strategic Focus on Applied Science and Industry Linkage

• Applied Science Vision: DDU's overarching goal is to evolve into a leading Applied Science University in Ethiopia and one of the top ten in Africa by 2030. This transformation is driven by a commitment to hands-on, problem-driven training/teaching and applied research.

• University-Industry Linkage Directorate: DDU has a dedicated Industry Linkage and Technology Transfer (UIL-TT) Directorate. This office is specifically established to:

• Initiate and establish a center for internship and extern ship services.

• Facilitate and support linkages, transfer, and commercialization of technologies.

• Cultivate pathways for emerging technologies to improve industry performance and community welfare.

• Emphasis in Strategic Plans: University-Industry linkage is explicitly listed as a key strategic area in DDU's planning documents, alongside partnership and internationalization.

2. Teacher/Faculty Industrial Attachment

While general information about Dire Dawa University's policy is available, details about industrial attachment for university teachers can be inferred from the context of an Applied Science University model and examples from related local institutions:

• Objective: Staff Development and Industry Experience: A key specific objective in DDU's transformation plan is "to create a conducive environment for developing staff and have industry experience." This directly implies that industrial attachment and externship opportunities are considered vital for faculty capacity building.

• Capacity Building through Partnerships: DDU has signed strategic agreements with different bodies  which specifically includes a focus on capacity building through short- and long-term training programs, as well as internship and externship opportunities. This directly supports faculty exposure to global industrial practices.

• Lessons from Polytechnic Colleges (Illustrative): Examples from institutions in the city, such as Dire Dawa Polytechnic College, demonstrate a strong model for staff industrial attachment. In these instances, college teachers:

• Undertake workplace practical training in industrial parks.

• Acquire new knowledge and skills.

• Provide training for newly employed industry workers (mutual benefit).

• Use their experience to solve real-world problems for the industries (e.g., designing new equipment or spare parts). DDU's applied science model aims to incorporate similar hands-on problem-solving for its faculty.

3. Roles of Teachers in External Engagement and Partnerships

The role of a teacher in DDU's Applied Science model goes beyond the classroom:

• Problem-Solving Research: Faculty are encouraged to engage in problem-solving research and produce technology outputs that are demand-driven and relevant to the community and industry.

• Consultancy and Community Service: The Community Service Directorate promotes and coordinates community engagement and consultancy services offered by the university's academic departments, which involves faculty participation for government and other organizations.

• Curriculum Relevance: Teachers are expected to revise and design the curriculum to emphasize hands-on learning, practical exercises, and real-world projects informed by their industrial experience.

• External Examiner Roles: University legislation also allows for the selection of external examiners from industry or research institutions to participate in assessment procedures, which is another form of external engagement for faculty.

• Project-Based Collaboration: Faculty collaborate with external partners on joint events, academic conferences, workshops, and community outreach projects, enhancing the visibility and aligning mutual interests