

# STAFFING AND STAFF DEVELOPMENT

## EMBOLDENED QUESTIONS

The priority questions and points are **emboldened**. These are intended to act as a guide and help in deciding to what to address/include in preparing the report on the each area. They are

4. **How does the Faculty inform itself/stakeholders about how these procedures and processes for the Faculty are effective in terms of outcomes and quality (i.e. impact analysis)?**
  - . **How high is the quality of the staffing and staff development the Faculty, and how does the Faculty know?**
  - . **How has the Faculty improved the quality of its staffing and staff development over time, and how does it know?**
  - . **What recommendations can be made for needed interventions and developments to develop further the staffing and staff development in the Faculty?**
  - . **What does the Faculty do to monitor and improve the staffing and staff development in the Faculty?**
  - . **What does the Faculty seek to achieve for its staff?**

## **ACADEMIC STAFF**

1. **Details of the academic staffing in the Faculty and a commentary on what the data show (e.g. quality, credentials and experience of the academic staff in the Faculty number of full-time and part-time academic staff and their areas of expertise. full-time and part-time, with a commentary on what the data show).**
2. **How does academic staff recruitment, appointment, promotion and appraisal operate in the Faculty? What are the mechanisms, criteria, and processes for the appointment, appraisal, and promotion of staff? Are these mechanisms and criteria transparent to all staff?**
3. **Match between background, expertise and qualifications of the academic staff and the programs and courses on which they work. Are academic staff qualified and experienced to work at the level at which they are working? How do we know?**
4. **What induction and support for new academic staff are provided in the Faculty?**
  - . **Commentary on the number of new faculty and faculty who have left each year over the preceding three years and the present year retention and turnover rates.**
  - . **Commentary on the faculty-to-student ratios for programs.**
7. **What system is there to ensure the quality of full-time and part-time academic staff? How well does it work? How do we know?**
8. **Are there sufficient academic staff to service the Faculty and its programs?**
9. **What equity principles are practised in the academic staffing of the Faculty?**
10. **What are the expectations of the academic staff in the Faculty in respect of teaching, research and publication, supervision, scholarly activity and service?**
11. **What Teaching Assistants are there in the Faculty, how and where are they used, with what effect, and how does the Faculty assure itself that they are being used to maximum benefit?**
12. **Is there an appropriate academic staffing structure in the Faculty, with competitive remuneration packages, benefits and conditions of service to attract, retain and motivate qualified staff members?**
13. **Is there a sufficient pool of full-time staff to provide the appropriate level of teaching, tutoring and counselling for students?**

## **STAFF DEVELOPMENT**

1. **What are the Faculty's policies, strategies and measures for providing orientation/training/staff development to existing and newly appointed staff, and what is the impact of these?**

2. How does the Faculty provide for the realization of the full potential of the staff, and reward staff in their moving toward achieving the highest possible standards of performance?
3. What are the strategies for career development in the Faculty, and what is the impact of these?
4. How are staff professional development needs/wishes identified and addressed?
  - . What research training is there for academic staff in the Faculty, and how does the Faculty assure itself that this is effective and sufficient?
  - . What supervision training is there for academic staff in the Faculty, and how does the Faculty assure itself that this is effective and sufficient?
  - . What training in teaching, learning and assessment in higher education is there