

Standard 9: Employment Processes

Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities. Professional development strategies must be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for improvement when required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving teaching or other staff. (Note: Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants)

Main components of this standard:

- 9.1 Policy and Administration
- 9.2 Recruitment
- 9.3 Personal and Career Development
- 9.4 Discipline, Complaints and Dispute Resolution

Comment and General Description of Good Practice

The effectiveness of any institution is highly dependent on the quality and commitment of its teaching and other staff. While this quality is influenced to a considerable extent by the financial resources available to the institution and by the availability of skilled personnel in various areas of specialization, policies and employment practices can make a significant difference and need to be carefully assessed as part of the quality assurance process.

An institution with effective staff employment processes must have a comprehensive set of policies and procedures for recruitment, retention, and staff development, and succession planning for senior positions. It must adopt strategies and establish the conditions necessary to provide satisfying and professionally rewarding careers and recognition of outstanding achievement. Turnover should be monitored and patterns of movement studied as an indicator of staff satisfaction and continuity. Employment policies should be explicitly linked to the institution's mission, and take account of particular circumstances in the environment in which the institution operates.

A desired faculty and staffing profile should be developed that takes account of financial implications, a balance of experience and new perspectives, and the desired mix of ages, gender, qualifications, levels of seniority, and diversity of background. The profile should reflect broader policy initiatives such as that of Saudization.

Mechanisms should be in place for orientation and support for new teaching and other staff to ensure familiarity with policies and regulations and any special processes followed in the institution, understanding of development strategies, and support and encouragement during early stages of employment.

Arrangements for evaluation of the performance of teaching and other, and support for their improvement, should be used throughout the institution and statistical information on participation reported on within the institution.

Effective, transparent, and equitable processes must be in place for resolution of conflicts and disputes that might arise over staffing and employment matters.

Evidence and Performance Indicators

Evidence about quality of employment processes can be obtained from documents setting out employment and promotion processes and criteria, descriptions of orientation programs for new faculty and staff, and procedures for performance evaluation and support for improvement. Records of assessments of quality of teaching, and staff participation in professional development activities relevant to their employment can provide valuable evidence, particularly when they include ratios of participation and assessments of the value of those activities by the participants. Data on staff turnover in parts of the institution can be used to indicate stability or instability in staffing. Regulations on dispute resolution combined with records of the incidence and outcomes of disputes can provide evidence about the effectiveness of those processes.

Performance indicators almost always include student/teaching staff ratios and proportions of teaching staff with levels of qualifications. However a number of others that can also be readily quantified are important such as participation ratios in professional development and scholarly activities. Some others such as rates of turnover of teaching staff, and incidence of disputes might be selected if there are problems in the institution that need to be monitored.

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The scales below ask you to indicate whether these practices are followed in your institution and to show how well this is done. Wherever possible evaluations should be based on valid evidence and interpretations supported by independent opinions

Good Practices Relating to This Standard	Is this true? Y/No/NA	How well is this done? (enter stars)
9.1 Policy and Administration		
The institution must have clearly defined staffing and employment policies. The policies should include a desired staffing profile and other matters including employment and promotion policies and procedures, workloads, performance evaluations, professional development, delegations of responsibilities and procedures for reporting on performance in relation to these matters.	Y	****
9.1.1 A desired staffing profile appropriate to the mission and nature of the institution is approved by the governing body. (The profile includes matters such as age structure, gender balance where relevant, classification levels, qualifications, cultural mix and educational background, and objectives for Saudization.)	Y	***
9.1.2 A comparison of current teaching and other staff provision with the desired staffing profile is maintained and progress towards that profile is monitored on a continuing basis.	Y	****
9.1.3 A comprehensive set of policies and regulations is established and made widely available in an employment handbook or manual. (This should include rights and responsibilities of faculty and staff, recruitment processes, supervision, performance evaluation, promotion, counseling and support processes, professional development, and complaints, discipline and appeal procedures.)	N	**
9.1.4 Effective strategies are used for succession planning for senior positions.	Y	****
9.1.5 Teaching loads are established equitably across the institution, taking account of the nature of teaching requirements in different fields of study	Y	***
9.1.6 The level of provision of teaching staff in all programs (ie the ratio of students per teaching staff member calculated as full time	Y	****
	Y	****
		3.4

equivalents) is adequate for the programs offered and benchmarked against comparable student/teaching staff ratios at good quality Saudi Arabian and international institutions.

9.1.7 Promotion policies and processes are clearly documented and fair.

9.1.8 The exercise of delegations relating to employment processes is monitored and coordinated to ensure equitable treatment across the institution. (These delegations may relate to matters such as junior appointments, promotions, rewards for outstanding performance, and professional development opportunities.)

9.1.9 Indicators of successful administration of staffing and employment policies are clearly specified and performance compared with successful practice elsewhere.

9.1.10 The governing board studies annual reports from the person with overall responsibility for employment practices on implementation of policies on staffing and employment practices.

Overall Assessment

Comment:

PMU system has very well defined policies and procedures for employment, promotion, workloads, performance evaluation and professional development.

These policies and procedures were created and approved during the design phase of PMU system and they are based on international practices and standards.

Priorities for Improvement:

To develop a system whereby succession to senior positions is made clear and does not impose administrative problems. A second line of leaders should always be there ready to take over in case a senior position becomes suddenly vacant.

A system for recognition and reward of excellent performance to be developed and implemented.

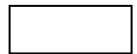
Independent Opinion

Comment

PMU has a Human Resources Department headed by a senior administrator that provides clear guidance on recruitment, hiring and employment policies.

9.2 Recruitment

Recruitment processes must be designed to ensure that capable and



appropriately qualified teaching and other staff are available for all teaching and administrative functions, administered fairly, and that new faculty and staff are thoroughly prepared for their responsibilities.

9.2.1 Recruitment processes are managed to ensure that teaching staff have the specific areas of expertise, and the personal qualities, experience and skill to meet teaching requirements.

Y

9.2.2 When appointments are to be made through promotion or transfer within the institution rather than by external appointment, the appointments made meet qualifications and skill requirements, and contribute to achievement of the desired staffing profile.

Y

9.2.3 If a particular appointment can be made either from within or from outside the institution the position is publicly advertised, internal candidates are given adequate opportunity to apply, and judgments made are equitable considering the applicants experience, qualifications, and current levels of performance.

Y

9.2.4 Candidates for employment are provided with full position descriptions and conditions of employment, together with general information about the institution and its mission and programs. (The information provided should include details of employment expectations, indicators of performance, and processes of performance evaluation.)

Y

9.2.5 References are checked, and claims of experience and qualifications verified before appointments are made.

Y

9.2.6 Assessment of qualifications includes verification of the standing and reputation of the institutions from which they were obtained, taking account of recognition of qualifications by the Ministry of Higher Education.

Y

9.2.7 In professional programs there are sufficient teaching staffs with successful experience in the relevant profession to provide practical advice and guidance to students about work place requirements.

Y

9.2.8 New teaching staffs are given an effective orientation to ensure familiarity with the institution and its services, programs, and student development strategies, and institutional priorities for development.

Y

Overall Assessment

3.5

Comment:

PMU endeavours to reach qualified faculty and staff that can fill vacant positions from internal (inside the Kingdom) and international sources. PMU publicly advertizes it vacant positions and on its website in addition to utilizing international recruitment agencies. In every case the required qualifications and experiences are made very clear are never compromised.

Priorities for Improvement:

Recruitment procedures to be continually reviewed and enhanced so as to reach and recruit international faculty with qualifications and experiences that perfectly fits the requirements of PMU and at the same time to fulfill faculty diversity on campus.

Independent Opinion

Comment

Recruitment of faculty is done primarily on the basis of review of vitae and telephone interviews. The process could be improved by arranging a more extensive recruitment process including routine reference checks, face-to-face interviews and on campus candidate presentations.

9.3 Personal and Career Development

Processes for personal and professional development must be fair to all teaching and other staff, designed to encourage and support improvements in performance, and recognize outstanding achievements.

9.3.1 Criteria for performance evaluation are clearly specified in advance and made known to teaching and other staff.

9.3.2 Consultations about work performance by supervisors (including heads of department, deans, and administrative supervisors) are confidential and supportive, and occur on a formal basis at least once each year.

9.3.3 If performance is considered less than satisfactory clear requirements are established for improvement.

9.3.4 Formal performance assessments of teaching and other staff are kept confidential but are documented and retained. Teaching and other staff have the opportunity to include on file their own comments relating to these assessments, including points of disagreement.

9.3.5 Outstanding academic or administrative performance at any level of the institution is recognized and rewarded.

9.3.6 All teaching and other staff should be given appropriate and fair opportunities for personal and career development.

9.3.7 Junior teaching and other staff with leadership potential are identified and given a range of experiences to prepare them for future career development.

9.3.8 Promotion criteria include contributions to achievement of the mission of the institution, and in the case of teaching staff include proper recognition of quality of teaching and efforts to improve it, and service to the institution and the community as well as research.

9.3.9 Assistance is given in arranging professional development activities to improve skills and upgrade qualifications.

9.3.10 Appropriate professional development activities are provided to assist with new programs or policy initiatives.

Y

9.3.11 Teaching staff are expected to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so is monitored.

Y

Overall Assessment

3.5

Comment:

Processes for personal and career development were considered and addressed in the early stages of PMU System design. As a result PMU system includes a

Professional Development Center that is responsible for providing services and support for faculty and staff to develop professionally. (See Professional

Development Center design report)

The basis for faculty promotion is the contribution of the faculty in the areas of teaching, Scholarly activity and service. Therefore, outstanding performance is considered as an important factor in promotion.

For staff there are appraisals of annual performance. These appraisals are discussed with staff and areas for improvement are identified.

PMU supports the participation of faculty in international and regional conferences which will result in their Career development.

Priorities for Improvement:

Procedures are to be developed to identify junior teaching and other staff with leadership potential to give them more attention to develop professionally and assume senior responsibilities in the future.

Independent Opinion

Comment

Professional development relating to teaching responsibilities is available for faculty members. Career planning assistance is less evident.

9.4 Discipline, Complaints and Dispute Resolution

Procedures for management of disputes must be efficient and fair to all parties involved

9.4.1 Procedures for dealing with complaints about or by teaching or other staff, and resolving disputes among them, are clearly specified in policies and regulations.	Y	****
9.4.2 The normal initial step in resolving disputes that cannot be settled by those directly involved is through conciliation by a person independent of the issue, with the possibility if required for referral to a committee or senior officer for determination.	Y	****
9.4.3 Disciplinary processes for neglect of responsibilities, failure to comply with instructions, or inappropriate behavior, are clearly specified in regulations and consistently followed.	Y	***
9.4.4 The regulations provide for rights of appeal against decisions to a person or committee at least one level beyond that at which the dispute occurs.	Y	****
9.4.5 Serious disputes are addressed through quasi-judicial processes including provision and verification of evidence and impartial judgments by a person or persons experienced in such procedures.	Y	***

Overall Assessment

3.6

Comment

Policies and procedures of PMU include a description of processes for discipline, complaints and dispute resolution. The University endeavors to make these processes known by all its employees and especially policies are developed for their implementation.

Priorities for Improvement

Current practices might need to be reviewed so that discipline, complaints and dispute Resolution processes as per PMU system design are carefully followed.

Both faculty and staff need to be made aware of the processes and administrators are to be strongly encouraged to adhere to them.

Independent Opinion

Comment

Procedures are available relating to discipline and dispute resolution.

Overall Assessment of Employment Processes

9.1 Policy and Administration	3.4
9.2 Recruitment	3.5
9.3 Personal and Career Development	3.5
9.4 Discipline, Complaints and Dispute Resolution	3.6
Combined Assessment	3.5

Comment

Employment processes at PMU have been designed taking into consideration international practices. These processes are very well documented in PMU design reports. However, PMU started operation just over 6 years ago. The implementation of the processes is being continuously enhanced and adjusted to adapt to local rules and regulations and be respectful of local Cultural Constraints.

Independent Opinion

Evaluators Comment

Procedures related to the recruitment, hiring and retention of faculty members are in place. These need to be strengthened to increase the ability of PMU to attract more highly qualified faculty and provide conditions to promote their retention.

Indicators Considered _____

Priorities for Improvement _____

