## POLICY: APPOINTMENT, MANAGEMENT AND DEVELOPMENT OF FACULTY

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| Custodian/Responsible Executive | Dean: Teaching and Learning | | | |
| **Status** | **Chairperson** | | **Date** | **Signature** |
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| **Related documents** | |
|---|---|
| **Da Vinci documents** | **Other** |
| (e.g. Policies, Regulations, Guidelines, Contracts) | (e.g. Legislation, DHET and CHE directives and guidelines) |
| <ul><li>Policy: Nomination and Appointment of External Examiners</li><li>Policy: Students-Supervisor Relationships</li><li>Policy: Appointment of Academic and Subject Matter Expert (SME) supervisors</li><li>Policy: Conducting Ethical Research</li><li>Policy: Da Vinci Research Policy Framework</li><li>Research Policy Guidelines: External examiners of dissertations and theses</li><li>Research Policy Guidelines: Supervisor and student roles and responsibilities</li></ul> | <ul><li>Constitution of the Republic of South Africa: 1996</li><li>Higher Education Act (Act 101 of 1997)</li><li>CHE: Higher Education Quality Committee (HEQC) Criteria for Programme Accreditation: November, 2004</li><li>DHET – Minimum admission requirements August 2005</li><li>DHET – Minimum admission requirements – 26 November 2009 (NCV)</li><li>SAQA: National Policy and Criteria for Designing and Implementing Assessment for NQF Qualifications and Part Qualifications and Professional Designations in South Africa, 2017</li></ul> |
| **Website address of this document:** | **www.davinci.ac.za** |

## Table of Contents

# 1   Preamble

This policy forms part of the set of general quality management policies of The Da Vinci Institute for Technology Management.

Da Vinci offers outcomes based, distance education opportunities. This policy details the principles and process that will ensure this offering is aligned with the principles of a Mode 2 institution, adhering to the required academic standards and empowering students with the knowledge and skills to contribute to the society and the economy of the future.

This Policy outlines the principles in terms of which academic (teaching) staff are appointed, managed and developed by The Institute.

# 2   Scope

The policy applies to the appointment, management and development of all academic staff (faculty) for the registered qualifications of The Da Vinci Institute.

Note: The appointment of research supervisors is covered in the Policy: Appointment of Academic and Subject Matter Experts (SME) Supervisors.

# 3   Purpose

The purpose of the policy is to:

- Provide a framework for the nomination, selection, appointment, development and retention of academic staff members in terms of facilitation of learning (teaching) and assessment
- Ensure consistency, fairness and transparency in the nomination, selection, appointment, development and retention of academic staff members in specific academic positions.

# 4   High level processes

## 4.1   Appointment of faculty

The appointment of full-time faculty is managed by the CEO/Vice President of The Institute, while the appointment of part-time faculty is managed by the Dean: Teaching and Learning with the support of the HR office of The Institute.

The selection process should ensure that new candidates contracted by The Institute are suitably qualified and experienced and will assist with the achievement of its dream and strategic objectives. The details are contained in the Procedure for Appointment of Faculty.

## 4.2   Performance management of faculty

The Dean: Economic and Management Sciences, supported by the Dean: Teaching and Learning, takes overall responsibility for the performance management of faculty. This process is documented by the Performance Management Procedure document, and is informed by a) student feedback and performance, b) moderation reports, and c) classroom visits conducted by Faculty Heads or the Deans.

## 4.3   Development of faculty

The development and retention process should ensure that the faculty contracted by The Institute is developed and retained on a long-term basis.  The development of the academic staff members focus on the skills and behaviours required to facilitate, assess, moderate and write content in a Mode 2 and distance learning environment.

# 5   Principles

The Da Vinci Institute's teaching and learning philosophy is based on Mode 2 research, andragogic and experiential learning principles.  These principles underpin all activities and deliverables in the teaching and learning space.

The nomination, selection and appointment of sufficient, adequately qualified and experienced academic staff members are dependent on their ability to contribute to The Institute's dream (mission) and operate in accordance with a Mode 2 methodology as the foundation of The Institute's teaching and learning philosophy, based on the following requirements:

## 5.1   Academic requirements (as per CHE)

All faculty members must meet the academic requirements pertaining to teaching staff as outlined by the Council on Higher Education (CHE, 2004).  These include the following:

- Academic staff must have relevant academic qualifications higher than the exit level of the programme but at minimum a degree
- Academic staff for postgraduate programmes must have relevant academic qualifications at least on the same level as the exit level of the programme. (Junior or part-time tutors may act as facilitators of learning under supervision)
- Preference will be given to academic staff with two or more years of teaching experience at a recognised higher education institution in areas relevant to the programme
- Academic staff must be competent to apply the assessment policies of the institution.  Preference will be given to staff with assessment experience. However, The Institution's development programmes will also aim at enhancing this competency

⤜ Academic staff members must have research experience through their own research or studies and are encouraged to publish academic papers. Preference will be given to staff with research backgrounds relevant to the subject areas of The Institute's programmes.  In case of postgraduate programmes, the research profile of the staff includes recognised research outputs.

## 5.2   Real world working and learning experience

The Mode 2 context calls for 'real world' working and learning experience, which implies that facilitators should preferably have experience in the field in which they are teaching, in addition to their academic qualifications.

## 5.3   Fixed long term working contracts

While the core academic staff of The Institute are working for The Institute on a full-time basis, The Institute also utilises a core pool of learning facilitators on fixed long term working contracts.

## 5.4   On-boarding and continuous professional development (CPD) opportunities

An annual, integrated development plan for faculty is developed and issued in November of the preceding year.  In terms of this plan, The Institute:

⤜ Provides on-boarding (induction) opportunities in which new academic staff members are required to participate (refer Faculty On-boarding Guide)
⤜ Provides regular staff development opportunities (such as continuous professional development or professional workshops), in which relevant academic staff are required to participate.

## 6   Responsibilities

In this section the roles and responsibilities of the main role-players are described. Specific deliverables and contributions may be agreed with the role-players, documented in their annual Key Performance Indicators and/or informally agreed in terms of specific projects.

## 6.1   Dean: Economic and Management Sciences

The Dean: Economic and Management Sciences has overarching responsibility for the appointment, management and development of all part-time faculty; and has overarching responsibility for the management and development of full time faculty.

## 6.2 Dean: Teaching and Learning

The Dean: Teaching and learning is directly responsible for the appointment, management and development of part-time faculty (with respect to lecturing, assessment, supervision and similar teaching and learning functions) and is responsible for the management and development of full time faculty within the teaching and learning team.

## 6.3 Dean: Design

The Dean: Design is responsible for the management and development of all part-time faculty for material development; and is responsible for the management and development of full time faculty within the Design team.

## 6.4 Dean: Research

The Dean: Research is responsible for the management and development of all part-time faculty for research and supervision; and is responsible for the management and development of full time faculty within the Research team.

## 6.5 Programme Co-ordinator

The Programme Co-ordinator for the relevant programme is responsible for the following:

- The management of the academic staff in their own faculty, under leadership of the Dean: Teaching and Learning
- Quality assurance of teaching and learning, including classroom visits;
- Identification of development needs (staff)
- Annual review of learning material (with the Dean: Design).

## 6.6 Lecturer

A person responsible for facilitation of modules as outlined in each programme framework. During this process the lecturer is expected to guide the student towards achievement of the learning outcomes of the respective module. The lecturer will also fulfil the role of assessor. This work is covered in The Institute's Assessment and Moderation Policy.

# 7 Procedures

The following documentation support the implementation of this Policy:

- Procedure for appointment of academic staff members
- Faculty development strategy (updated annually)
- Assessment and Moderation Policy.

## 8   Version Control

| Author | Revision |
|---|---|
| Academic Head: Mrs Jean Grundling | 2015/01/30 |
| Registrar: Mrs Carin Stoltz-Urban | 2015/04/22 |
| Manager: Teaching and Learning: Mrs Carin Stoltz-Urban | 2017/05/25 |
| Manager: Teaching and Learning: Mrs Carin Stoltz-Urban | 2017/08/21 |
| Dean: Teaching and Learning: Ms Heather Goode | 2018/08/01 |