

LEADERSHIP AND MANAGEMENT OF THE FACULTY

EMBOLDENED QUESTIONS

The primary question on the agenda is the **emboldened** question. The emboldened question is the question that is the most important and the most difficult to answer. It is the question that is the most important and the most difficult to answer. It is the question that is the most important and the most difficult to answer.

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KEY AREAS OF FOCUS

1. Faculty policies and strategies for effective leadership and management in the Faculty.
2. Overall quality of leadership and management in the Faculty.
3. Main kinds of leadership and management tasks in the Faculty.
4. Identification of strengths and weaknesses in leadership and management in the Faculty.
5. The uses made of leadership and management data in the Faculty.
6. Practices for monitoring and reviewing the actual quality of leadership and management in the Faculty.
7. Plans for interventions and staff development to improve the quality of leadership and management in the Faculty.

KEY QUESTIONS

1. How high is the quality of the leadership and management in the Faculty?
2. How do we know and how will we continue to know?
3. What is being done to improve leadership and management in the Faculty?

CORE QUESTIONS

1. What are the leadership and management policies and strategies in the Faculty?
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4. Are the procedures and processes for planning, monitoring, reviewing, and developing the leadership and management in the Faculty in place, operating and effective in meeting the Faculty's stated mission, values, purposes, policies, self-evaluation contents and criteria for the effectiveness of the Faculty?
5. 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)?
6. How high is the quality of the leadership and management the Faculty, and how does the Faculty know?
7. How has the Faculty improved the quality of its leadership and management over time, and how does it know?
8. What recommendations can be made for needed interventions and developments to develop further the leadership and management in the Faculty?
9. What does the Faculty do to monitor and improve the leadership and management in the Faculty?

LEADERSHIP IN THE FACULTY

1. Who are the leaders in the Faculty, and what are their leadership responsibilities in the Faculty?
2. How does the leadership promote cooperation, effective communication and sharing of skills and information at all levels?
3. How does the Faculty leadership promote innovativeness in the work environment, and draw on the benefits of diverse ideas, cultures and thinking?
4. How does the Faculty leadership promote, improve and enhance the quality of teaching, learning, supervision, research and publication in its work?
5. How do the leaders in the Faculty exercise leadership in respect of staff professional development and maximization of talent and expertise?

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COMMUNICATION, DECISION MAKING AND STAFF INVOLVEMENT IN SETTING AGENDAS

1. How is communication handled within and beyond the Faculty, and its effectiveness in supporting high standards of academic performance?
2. How frank and open is the communication?
 - o. How is staff informed of and involved in decision making and development?
 - o. How are decisions made?
 - o. How are decisions made for the future and coordinated?
 - o. How are decisions made?

STAFF MANAGEMENT MATTERS IN THE FACULTY

1. How are workloads decided and allocated in the Faculty? Who decides these?
2. What are the teaching loads, and how are they calculated and distributed?
3. Are workloads spread evenly and equitably?
4. What performance appraisal of staff is there in the Faculty, for what purposes and with what effects?
 - Do all staff have a performance appraisal?
 - o. How are staff involved in the appraisal process?
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SUMMARY OF LEADERSHIP AND MANAGEMENT OF THE FACULTY

1. What provisions are there for the long-range planning of the Faculty?
2. Current strengths and weaknesses in leadership and management of the Faculty.
3. Future directions in leadership and management of the Faculty.
4. Key challenges and prospects in leadership and management of the Faculty.
5. Key opportunities for leadership and management of the Faculty.