

HUMAN RESOURCES MANUAL

Policy and Procedures for Recruitment of Academic Staff

1. The Ministry of Manpower and any agencies with which it enters into contractual arrangements take responsibility for recruiting new academic staff for the Colleges.
2. The College identifies academic staff shortages and reports these in writing to the Ministry.
3. Staff are then recruited by the Ministry or its appointed agents through
 - Placing advertisements in appropriate national or international newspapers, or by advertising on web sites
 - Scrutinizing application forms and/or curricula vitae
 - Conducting panel interviews
4. The College selects Heads of Department according to the criteria and procedures set out below.

Criteria:

1. Academic achievement such as degrees earned, employment record and experience in education.
2. Administrative and managerial capacity and experience
3. Industrial links and experience
4. Awareness of quality assurance issues
5. Personality, character, conduct and other personal factors

Procedure:

Procedure 1:

Head of department position can be decided from within the department council and faculty through a ballot. This process is to take place every two years or whenever it is necessary to do so (resignation, end of service etc).

The department then passes the name of elected Head of Department to the assistant Dean for Academic Affairs for approval.

Procedure 2:

Head of the Department can be nominated by the Assistant Dean for Academic Affairs.

Regardless of the Procedure, the nominee to get the approval of the college council and the authorities at the Ministry.

Policy and Procedures for Recruitment of Administrative Staff

1. At present the responsibility for recruiting administrative staff for the College rests largely with the Ministry of Manpower and any agencies with which it enters into contractual arrangements. This state of affairs is likely to persist.
2. The College contributes to the recruitment process by identifying administrative staff shortages and reporting these in writing to the Ministry.
3. The Ministry or its appointed agents then recruit staff by
 - Placing advertisements in appropriate national or international newspapers, or by advertising on web sites
 - Scrutinizing application forms and/or curricula vitae
 - Conducting panel interviews

Policy on Induction, Mentoring and Development of College Staff

1. The induction, mentoring and development of staff are all vital elements in the assurance and enhancement of quality in a College.
2. Induction is used here to mean the process through which a new staff member is welcomed and quickly assimilated into the College organization. Mentoring is the process (here normally overseen by the Head of Department) through which the staff member can seek information and advice over the first three months of work.

Development is the process through which a staff member extends his/her professional skills, knowledge and awareness through internal and external training sessions, conferences, workshops and courses.

3. The College places great emphasis on the effective induction, mentoring and development of its entire staff. All three processes (as defined in 6.3.2 above) play a critical role in supporting the quality of College performance.
4. Effective staff induction, mentoring and development procedures help to support staff morale and job satisfaction. They encourage individuals to stay in post longer, growing in competence and efficiency year on year.
5. A quality organization is one in which all staff know their roles and can perform them to a high level. Staff induction, mentoring and development play an important role in creating a high quality organization.
6. The College will therefore endeavor at all times to follow its procedures for staff induction, mentoring and development meticulously and with enthusiasm.

Induction of College Staff

1. The term 'induction' refers to the process of welcoming and briefing new staff so that they immediately feel at home in the work environment, and begin to operate in their role with effectiveness from an early stage.

The induction of a new staff member will normally include:

- Introduction to the College Dean and Assistant Deans
- A guided tour of the College and its facilities
- A social gathering (such as a coffee break or buffet lunch) at which the new staff member can meet others with whom he or she will be working
- Briefing about the duties of the post-holder, College work practices and work priorities.
- Briefing from a colleague at a similar level of seniority on day to day operations
- Briefing on the College's Quality Assurance Manual (QAM) and the Bylaws
- Briefing on the College Strategic Plan and the College calendar
- Briefing on staff rights, staff code of conduct, and dress code

Procedures for the Mentoring of College Staff

1. The term 'mentoring' is used to mean the ongoing counseling and guidance provided by a longer-established colleague (such as a Head of Section or Head of Department) to a newly-arrived colleague. Mentoring is a widely accepted practice internationally, and is held to be of benefit to both mentor and mentee.
2. Mentoring will normally be available to a newly arrived member of staff for the first three months of service.

The Development of College Staff

1. Staff development is the responsibility of the Dean, Assistant Deans and Heads of Department.
2. General staff development opportunities will be available through
 - Workshops, training sessions and seminars in the College involving outside speakers or trainers
 - Workshops, training sessions and seminars in the College led by College staff
 - College-organized visits to conferences, workshops, training sessions or seminars elsewhere in the Sultanate
3. Staff development opportunities may be initiated either by the Head of Department (in order to address a weakness noted in staff appraisal) or by the individual staff-member.
4. Staff development will be a key issue to be addressed in annual College Action Plans. A section of the plan should address the training needs of staff and indicate ways in which these will be met. Progress on implementing this section of the plan will be investigated by the Quality Assurance Committee.
5. Provision for administrative staff development will be at a lower per capita rate than that for academic staff development, reflecting the College's commitment to excellence in teaching and learning. In addition the development of administrative staff can often be achieved in-house.
6. Specifically in order to promote the professional development of administrative staff, the College will
 - Maintain links with other institutions and professional associations so as to have access to training specialists in areas such as librarianship, record-keeping, bookkeeping, accountancy, financial management, word-processing and spreadsheet work, software design and other specializations
 - Maintain awareness of visits to Oman of 'experts' in various fields, so as to invite them to visit the College
 - Maintain contact with colleagues in neighboring countries so as to be aware of regional conferences and other professional gatherings
7. When a member of academic staff is nominated to attend a conference or other event (in Oman or outside) he or she is required to give a presentation to colleagues on

return to the College. If possible, printed materials or other information from the event should be collected and distributed.

8. The college will seek at all times to encourage its academic staff, and particularly young Omanis, to pursue further studies (such as a Masters degree or doctorate) and to make use of available support from the Ministry.

Staff Appraisal

1. The College believes that rigorous procedures for staff appraisal are an important component of an effective system of quality assurance and improvement in a college. Staff appraisal should be linked to staff development, with any comparative weaknesses in a staff member's performance indicating a staff training need. Staff appraisal should not therefore be seen by the individual as threatening. Rather it should be seen as a means of assessing how skills can be improved.³
2. The appraisal systems for the various categories of staff are different, reflecting the differing characteristics of the roles.