**SECTION TWO: LEADERSHIP AND MANAGEMENT OF THE FACULTY**

1. Leadership and management of the Faculty
2. Membership of the Faculty Board and Program Committees
3. How and how well, the Faculty leaders guide, steer, develop and lead the Faculty in its academic activities
4. How leaders: develop and reach the Faculty's vision and values; promote a culture that emphasizes academic quality; promote an environment that fosters, requires and results in ethical behaviour and high academic standards; create a sustainable Faculty and staffing; create and sustain an environment for organizational performance, Faculty improvement and student and staff learning; develop future leaders for the Faculty; encourage frank, multi-directional communication; take an active role in reward and recognition of high standards of performance; create a focus on actions to accomplish the Faculty's objectives; improve academic performance
5. How does the Faculty leadership promote a safe, secure and supportive environment for the work of the Faculty?
6. How does the Faculty leadership identify key factors that affect workforce engagement and satisfaction, and foster and measure a culture conducive to high standards of academic performance and a motivated workforce?
7. How does the leadership promote cooperation, effective communication and sharing of skills and information at all levels?
8. How does the Faculty leadership promote innovativeness in the work environment, and draw on the benefits of diverse ideas, cultures and thinking?
9. How does the Faculty promote, improve and enhance the quality of teaching, learning, supervision, research and publication in its work?
10. How does the Faculty leadership promote a climate of change and sustainable development?
11. Staff professional development and maximization: breadth, needs-driven, depth, uptake and impact
12. How is communication handled within and beyond the Faculty, and its effectiveness in supporting high standards of academic performance?
13. How frank and open is the communication?
14. How are staff informed of, and involved in, decisions, changes and developments?

15. How, and how well, does the Faculty address its social and public responsibilities and ensure ethical behaviour?
16. What are the key communities within and outside the Faculty?
17. What are the duties and roles of the Faculty administrative officers?
18. How are decisions reached?
19. How are agendas for meetings set and communicated?
20. Which meetings are minuted?
21. Information systems for Faculty monitoring, review and development
22. How is information used to improve the Faculty, the performance of students and staff and the processes of the Faculty administration?
23. How are priorities for development identified and derived from monitoring and review, and how are these communicated to, and shared with staff?
24. Relationships to other Faculties
25. How are workloads decided and allocated in the Faculty? Who decides about these?
26. Do all staff know what the workloads are?
27. Are workloads spread evenly and equitably?
28. External review and quality assurance
29. Performance appraisal of staff in the Faculty
30. What provisions are there for the long-range planning of the Faculty?
31. What are the budgeting arrangements in the School? Are staff consulted about budgetary matters?
32. What student involvement is there in management and on committees and forums in the Faculty?
33. Current strengths and weaknesses
34. Future directions
35. Key challenges and prospects