

Deanery of Academic Services Job Descriptions: An Illustrative Case of Employment Law for Better Business

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A common fallacy in the business world is that employment law strictures are geared in favour of the workers, and hence are detrimental to the business-owners' interests – and, therefore, “obviously” enough, are against business *per se*. The reality is that employment laws themselves were – and almost always are – formulated by the ruling classes, which hardly ever are the workers. There is no logically conceivable reason, then, that such laws would be geared against the ruling classes, those owning the businesses included. The reality is that, employment laws were and are usually formulated by - or on behalf of – the more enlightened sections of the ruling classes, who saw greater benefit in regulating the employment of the workers sustaining the productivity of their businesses in such a way that the employees remain content and loyal enough to retain the stability of the society and the business environment, to ensure continued productivity and progress of the businesses. In the process, more as a by-product rather than as the end-goal itself, such laws ensure some of the minimal rights and benefits for the workers – the employees.

This is true of all employment laws, including those requiring that a job description be the basis of any employee's employment. This is true also of all businesses that employs employees, including universities and its component parts, e.g. deaneries for example, engaged in the business of providing academic services – altruistically, in the best of cases, and as a service-seller in its lesser form.

However, since written down job-descriptions are generally produced and much talked about in the case of blue-collar workers, academic institutions generally did not develop a tradition of producing written-down job-descriptions in case of highly educated white collar employees at such sublime places of academic activities as universities. The idea, it seems, was that this is a place where people involved – both the

employers and the employees – are expected to be of such high ideals, moral standing and standards of behaviour and fair dealing, that any squabbles about responsibilities and rights would simply be so unexpected as to require any clear-cut delineation in a written-down document. The reality is, that is not the case: misunderstanding about responsibilities and rights could occur amongst even the best of human beings, and as the universities expand into vast systems involving vast numbers of intricately interconnected responsibilities, expectations, functions and rights, such misunderstandings are even more expected today. To ensure stability and efficient functioning of universities – and their parts – it is essential that, they too be equipped with proper, written down job descriptions for each and every employee, white-collared or blue, as expected by employment laws, and now also, by the universally applied international human rights laws.

As detailed written-down job-descriptions for academicians have not come to be developed as part of the general tradition of the academic world of the past, we have a scope to develop a model – or, if necessary, models – of job descriptions for various academic roles at the universities. This is what I propose to do in this paper – though on a very limited scale. In this paper I would focus on developing a model for a deanery of academic affairs – or its equivalent, whatever we might call it - as an important part of any good university. I hope, other models for other parts of an university could – and would – be developed as a follow-up, by myself, and perhaps by others as well.

Academic Services

An university is primarily for academic services at the higher education level – teaching, research, and primarily academic support to these - and excellence therein. Administrative and all other sorts of activities at the University are only to help the academic functioning and excellence.

Before we proceed any further, right at this outset, we need to clarify both the terms “academic services” and “higher education”. The term “academic services” may have a broader meaning, and also a narrower meaning. The broader meaning of “academic services” will cover both (i) the basic academic services offered at an university – teaching at the higher education level, research and consultancy, and (ii) the supportive academic services – those geared to provide academic support to these three main academic services.

The narrower meaning of “academic services” refers only to the supportive academic services – those geared to provide academic support the three main academic services provided at an university, viz. teaching at the higher education level, research and consultancy. The term

“academic services” in this paper, unless mentioned otherwise, would refer to “academic services” in this latter, narrower sense.

The term “higher education” here refers to post-secondary education. The term “post-secondary” itself is somewhat problematic, because of the way it is used in different nations. For sure, all understand it to be education beyond the normal ten years of schooling culminating, in many nations, in the school-leaving certificate, ending for the student his High School years. However, in some nations, schooling may go on for 12 years – Year 11 and Year 12 still being within the High School years, yet having a kind of a special status within the High School. In some other nations, while High School does end with Year 10 of schooling, there may be 2 more years of “further education” after high school, before the student could enter an university to pursue “higher education”. Indeed, Year 11 and Year 12 are a transitional period – in between the clearly “secondary” and the clearly “higher” education levels, and it is not clear whether it is to be counted as a part of “secondary” education to be pursued within the High School or as a part of “higher” education, to be pursued within the University. Some nations, have coined a term or other – e.g., “further education” in Australia, and “intermediate college” in the Sub-continent - to refer to this transitory period if and when pursued after and outside the High School. Other nations have coined yet other terms, e.g. “Prep. Year” in Saudi Arabia, and “Alpha level” in Malaysia – to refer to this same transitory period if and when pursued after the High School and within the university, but without yet allowing the student to enter the full-fledged University education.

As universities expand – both in physical infrastructural size and geographical expanse, and in terms of academic areas covered and functions performed - the area of “academic services”, even when understood in the narrower sense of the term, has come to be such a vast area that, it in itself requires a full-fledged deanery of its own.

Given that an university is primarily for academic services – as noted earlier, above - such a “Deanery of Academic Services” would perhaps the most important academic division at any university aspiring to keep up with these times of globalization, demanding the kind of expansion we noted above.

To add to this, we may note that, in places, this very deanery of academic service or its equivalent, may also include in its array of “academic services”, also the preparation of the high school-graduating aspirants to full-fledged university education for entry into normal university faculties, e.g. of Arts, Physical Sciences, Medicine, Law, Business, Religion, etc. As such, the “Deanery of Academic Services” also happens to be That only adds to the importance of the Deanery, presenting it not

only as the central orchestrating body of the university for all its academic functions, but also as the very point of entrance and the foundation for virtually all academic programmes for the students at the university.

Job Description: An Efficiency Assurance Requirement

With the above in mind, we must realize that it is of utmost importance, for the ultimate optimal productivity at all and any faculties or colleges at an university, that such a deanery of academic services – or its equivalent - not only functions to its best, but also sets an illustrative example to serve as a model for other deaneries, faculties, and/ or colleges.

For this, in turn, it is indispensable that all the staff members at the deanery be equipped with a clear job description, and these job descriptions lock in to each other in such a practical ways that the work of the deanery is carried out to the optimal level of efficiency and productivity through a clear, smooth, organizational workflow, and checks and balances to each role in the system to allow this to happen without much problems. With this in view, the research for this paper aims at developing job descriptions for positions that would normally required at a Deanery of Academic Services in a developing university in a developing but highly aspiring nation like Saudi Arabia. At this stage, this is still in a rudimentary and incomplete – “work in progress” stage - offered here for primary conceptualization, and for welcoming feedback and suggestions for further improvements. At the next stage, this will be further developed – feeding in any suggestions and feedback, as well as data on actual individual staff members currently working or available for the positions.

The DAS’s workforce and roles/positions need to be classified in terms of the basic thrust of their work – as job descriptions will need to be developed in accordance with the different kinds of work involved. Following is a list of jobs that may exist at a DAS, together with an extra job or two which also might be required some time at a DAS:

Jobs at DAS:

1. Dean (Type of Work: Academic, Policy-Decision & Administrative)
2. Vice-Dean, Academic (Type of Work: Academic, Policy-Decision & Administrative),
3. Vice-Dean, Administration (Type of Work: Academic, Policy-Decision & Administrative)
4. Heads (Type of Work: (Type of Work: Academic, Policy-Decision & Administrative)
5. R & D Specialists/Experts (Consultant Professor, Professorial Fellow, Professorial Adviser, Senior Consultant, Senior Fellow, Senior Adviser, Consultant, Adviser, Fellow) : (Type of Work: Academic, Policy-Advice)

6. Chairpersons (Type of Work: Academic, Policy-Advice & Administrative)
7. Deputy Heads (Type of Work: Academic, Policy-Advice & Administrative)
8. Deputy Chairpersons (Type of Work: Academic, Policy-Advice & Administrative)
9. Teachers (Instructors/Assistant Instructors Lecturers/Senior Lecturers Assistant Professor/Associate Professor/ Professor (Type of Work: Academic)
10. Coordinators (Type of Work: Academic, Administrative)
Assistant Coordinators (Type of Work: Academic, Administrative)
11. Managers/Secretaries (Type of Work: Administrative)
12. Administrative Assistants (Type of Work: Administrative)
13. General Officers:Dispatch Officer (Type of Work: Administrative)
Registration Officer (Type of Work: Administrative)
14. Technical Support Staff:
Technical Support Manager
Technical Support Officer
Data Entry Officer
15. Other Positions

DAS Jobs – Functional Classifications

In the sense of different kinds of work needed, the DAS staff and roles/positions are of three different broad categories in one form of classification (Classification –I), and of three broader categories in another form of classification (Classification –I I), and of three broader categories in yet a third form of classification (Classification III). These are as follows, and need to be kept in mind in terms of job-description duties, rights and restrictions.

Classification – I:

Policy-Decision Making (Dean, Vice-Deans, Heads.): Restricted to Nationals only.

1. Policy-Recommendation (Consultants, Chairpersons, Deputy Heads, Deputy Chairpersons, Coordinators)
2. Policy Implementation (Managers/Secretaries, Instructors/Assistant Instructors, Assistant Professors, Associate Professors, Professors).

Classification –II:

Leadership (Dean, Vice-Deans, Heads, Deputy Heads, Coordinators, Assistant Coordinators);

1. Academic Service Delivery (Teachers: Instructors/Assistant Instructors, Lecturers/Senior Lecturers; Assistant/Associate/Professors;

2. Research & Consultancy: Consultants, Fellows, Advisers,); Support Staff (Secretaries, Administrative Assistants, Dispatch/ Registration Officers etc.).

Classification –III:

Administration (Dean, Vice-Deans, Heads/Chairpersons, Deputy Heads, Coordinators, Assistant Coordinators, Managers/Secretaries, Administrative Assistants, Dispatch/Registration Officers etc.);

1. Academic:

- a) Research & Development (Consultants, Fellows, Advisers);
- b) Teaching (Instructors/Assistant Instructors, Assistant Professors, Associate Professors, Professors).

These three forms of classifications can be combined into matrix diagrams, for easy reference.

International Standards for Job Descriptions:

An Employment Contract (EC) and a Job Description as a part or extension thereof is both a practical tool for good, optimal productive work by the employee - and also a requirement under various categories of law, including international law, employment law, customary law, etc.

For this reason, to ensure high standards of productivity and regulatory propriety, we need to prepare employment contracts and job descriptions of international standards – both on practical, and legal levels. *Such international standards are also a necessity for longer term needs of international recognition and accreditation, specially for new universities.*

Saudi Arabia, as an illustrative case for example, is already one of the nations highly commended in recent times for sincere efforts in fast progress and development in the area of incorporating international standards in matters of employments and jobs, into its own national law and employment practice. Thus, for example, commenting on the fact that,

“After a visit to Saudi Arabia earlier this year [i.e. 2002,] by a team of ILO experts, the Saudi Minister of Labour, Dr. Ali Al-Namlah, ...signed into law new labour rules [for] ... workers in Saudi Arabia - both national and foreign ...to guard their [and their employers’] interests at workplaces“¹,

¹ **International Labour Organisation, Document ILO/02/17, “Boost... in Saudi Arabia”**

<http://209.85.229.132/search?q=cache:zcHwJ2FoPYIJ:www.december18.net/web/docpapers/doc371.pdf+Somavia+Namlah&cd=2&hl=en&ct=clnk>, **Thursday 18 April 2002; “International Labor Organization: Boost.../In Saudi Arabia”, U.S.**

it was hailed as

“a move welcomed by [the United Nations’] ILO (International Labour Organisation) Director-General Juan Somavia as another step in promoting social and labour rights[and duties] in the Middle East” and commented that,

"This is a milestone in the... history of Saudi Arabia and recognizes the valuable role that... [this] can play in the economic and social development of the country... It is gratifying for the ILO to be cooperating with a country which is making real efforts to promote social and labour [employees’] rights [and duties] ."

Prior to that, the International Labour Organisation chief

“Mr. Somavia visited ...Saudi Arabia in October 2001 and signed a cooperation agreement with the labour Ministers of the Gulf States, under which these countries will benefit from ILO technical programmes to promote core ILO standards in the fields of... labour... opportunities.”

Clearly, Saudi Arabian law is fast incorporating international standards on employment related practices worldwide. An University, naturally, is expected to be an institution to lead and show path in this great area of progress and development, and a clear contract of employment with a clear job description is the foundation of any good work in that direction.

This document tries to develop job descriptions based on world standards, adapted to the circumstances in the developing nations such as Saudi Arabia.

For this, I draw ideas, standards and potential suggestions mainly from the following sources, and adapt- and improvise on – them for the specific circumstances of Saudi Arabia:

- a. International Law & Customs on Employment Practices in relations to jobs;
- b. Models offered by such diverse and leading institutions of Higher Education as Harvard University, MIT, Australian National University, University Utara Malaysia, Multimedia University, University of New South Wales, Oxford University, and others;
- c. Existing rules and regulations in place at the University or from the Ministry of Higher Education, e.g. policy on employment of non-nationals;
- d. Practices at some universities in the GCC region; Practices and expectations already in existence at places in Saudi Arabia;

- e. Other sources such as job descriptions and practices current in UK, USA, Australia, Malaysia;
- f. My own experience in virtually all the jobs – at one time or other, in one place or other - which would normally exist at a DAS like this, from Office Manager (Boston), to Director (Boston), Head of Department/Centre (IUB), to Coordinator (Harvard), to Dean (Melbourne), to Assistant (MIT), to Consultant (MIT), to Fellow (Harvard, Melbourne), and Lecturer to Associate to Professor (UNSW, Melbourne Education Institute);
- g Interviews and conversations with personnel at various levels (Dean/ Vice-Dean, Head/ Deputy Head, Chairman, Coordinator, Assistant Co-ordinator, Office Managers/Assistant Managers/Secretarial Staff, Dispatch Officer/ registration Officer; instructors).
- h. My own creative analysis and projection;
- i. Other relevant documents, solicited suggestions.

National Interest, Nomenclature & Structural Uniformity

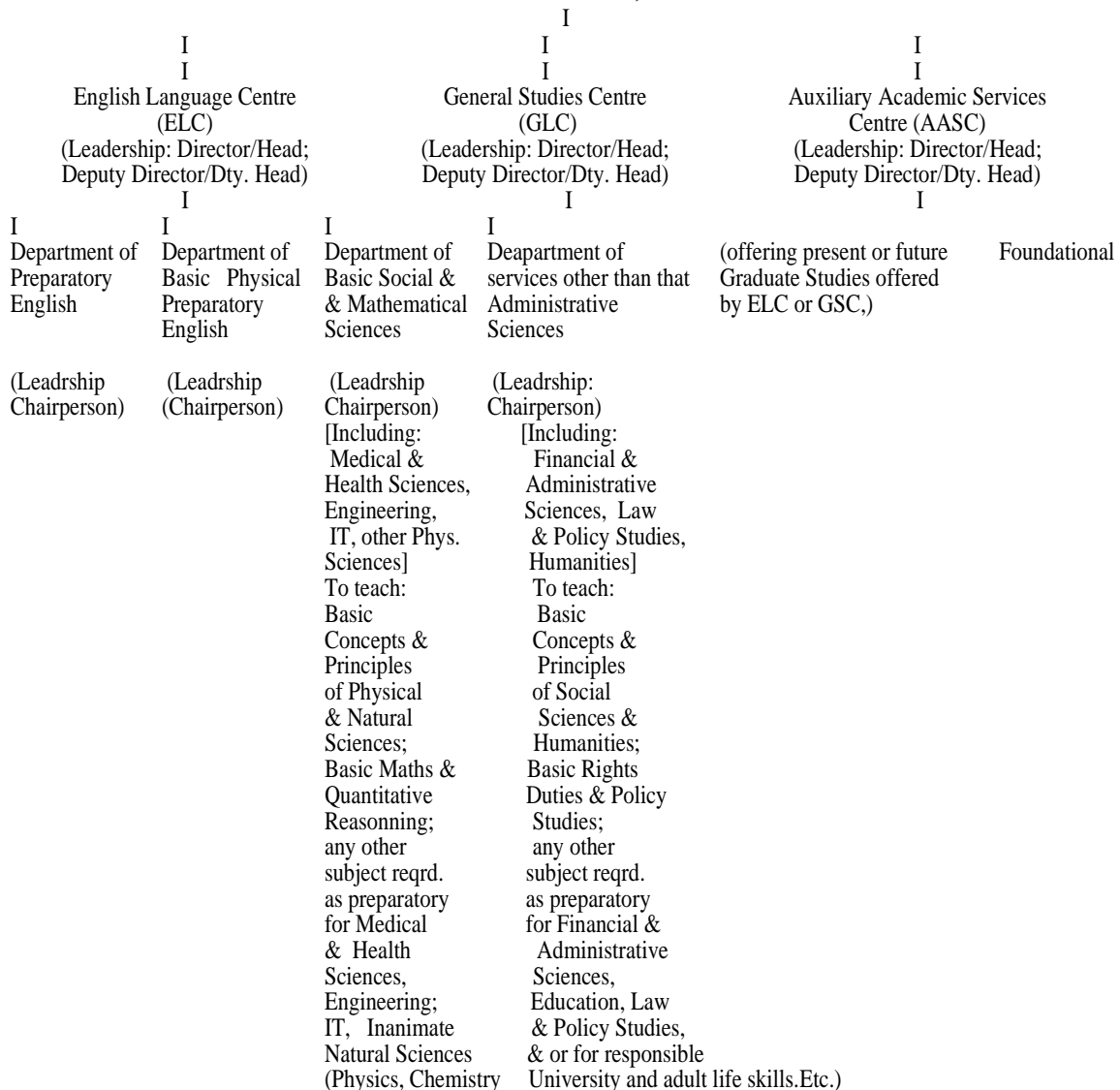
Nomenclature is system of names employed in a situation, e.g. at a deanery, a centre, or an university. It is very important as this carries connotations, and agencies dealing with quality assessment often unconsciously attach connotations to mere names of units and positions to start with – and that may affect their further, more substantive work on assessment for things, say, like accreditation, international standing, international collaboration, etc.

Some of the nomenclatural terminology employed in referring to various institutional levels in a Deanery of Academic Services' organizational structure at a given place may be quite non-conventional, and from an international perspective – somewhat confusing. This situation with the terminology may be partly a product of the somewhat unique need in a given nation – specially, if it is a developing nation with a strong sense of national identity, together with a need for employing foreign nationals for development efforts - to differentiate between positions of some level of leadership offered by non-nationals from the higher levels of leadership offered by nationals. This need for, and policy of, differentiating between nationals' and non-national roles in the eventual evolution of national institutions of higher education is an understandable – even, perhaps commendable - aspect of the policy of national development. As such positions like Dean, Vice-Dean, Head – which involve policy level decision-making – need to be kept limited to nationals only, at least at this stage, in the interest of national development. At the same time, positions like Chairman, Consultant, Advisers, Deputy Heads, Deputy Chairman which involve policy level decision-recommendations, may be left open for any qualified and suitable person, national or non-national.

While this is both understandable and commendable, the resulting terminology and corresponding unevenness of organizational units within the Deanery of Academic Services - from an international perspective of those who would eventually assess accreditation status and feasibility, as well as broader worldwide academia - would be confusing and will not be seen positively. I humbly recommend some minor terminological changes in places where such confusing terminological situation occurs – changes, which will, in the long run, pave way for greater uniformity in the Deanery’s organizational structure, and its – and its centres, units and cells’- development along lines more recognizable in line with international conventions. For this, I suggest a a e DAS structure as follows:

DAS

**(Leadership: Dean;
Vice-Deans)**



However for further progress in that direction of uniformity and moving closer to international recognition, I propose further modification of the above structure in the future along the lines I suggest in the attached Appendix to Part I, at the end of this Part.

Employment Contract – the Basis of the Job Description

A Job Description is a natural extension or corollary to a Employment Contract (EC) – often termed in English also as a “contract of employment”. In the words of the influential British employment lawyer Sir Otto Kahn-Freund,

"the relation between an employer and an... employee or worker is typically a relation between a bearer of power and one who is not a bearer of power. In its inception it is an act of submission [by the employee], in its operation it is a condition of subordination [of the employee to the employer], however... the indispensable... 'contract of employment... [under] law has been, and... will always be a countervailing force to counteract the inequality of bargaining power which is inherent... in the employment relationship."

As an encyclopedia explains, “A contract of employment is a category of "Contract" used in labour [i.e., employment,] law to attribute rights and responsibilities between the employer and the employee. On the one end stands an "employee" who is "employed" by an "employer".

Two Broad Types of Employment Contracts

An Employment Contract may be of either of two slightly different categories:

- i. a "Contract of service " (EC/COS), and
- ii, a "Contract for services " (EC/ CFS).

While the difference between the two is only slight, it, nevertheless is important for practical – and even legal – reasons. Hence, it is important that we clarify this right at the beginning of going into details of any job descriptions – to be given in the next, “Part II”, of this document.

First thing to understand in this regard is that, *not everything of an Employment Contract might be written down* – for example, virtually no Employment Contract ever mentions what type of Employment Contract it is. *But that does not change the fact that unwritten, deductible aspects of an Employment Contract remain legally binding or significant part of an Employment Contract.* The common layman’s notion that a contract must be written down on official stationery and signed by both the employer and the employee – is simply wrong. Under law, anything that can prove that there was an agreement – even if just verbal - between the employee and the employer about any aspect of his employment before the employee began working on the employment, is taken, in principle, as

an Employment Contract. Once that is established, more things than written down or proven as said, can and may be deduced from there on, by reference to conventions, legal principles, jurisprudence and many other similar analytical tools. While very costly disputes arising out of such situations is not a problem as yet in developing nations like in Southeast Asia and the Middle East (e.g., in Malaysia or Saudi Arabia) – they are already basis for a multi-million dollar litigation business, posing millions of dollars of losses to corporate businesses and big institutions like universities for example. Developing nations like those in Asia and the Middle East are fast moving along the lines of westernization, and eventually same kind of things are likely in the *very near future*, if adequate care is not taken on these issues – now – ahead of the time. Clear and detailed job descriptions in as comprehensive legally tenable language as possible is one of the ways to do that. Another is having senior professional experts of the kind noted above, readily available on the institution's own staff, for clarification on these issues well before any ambiguity may give rise to a problematic situation.

Because of the above, it is a good practice to elaborate on normally briefer Employment Contracts by more detailed Job Descriptions as an extension of the Employment Contract. Also, those aspects which are not specifically written down even in the Job Descriptions, need to be deduced – as and when needed – by legal and professional experts trained and experienced in/ with conventions, jurisprudential bases and implications of what has been written down and also the unwritten aspects covered by evolving conventions. Keeping this in mind, we may now proceed to consider further this aspect of two – often unsaid – types of employment contracts that are in vogue worldwide.

The employee whose Employment Contract falls within the category of "contract of service"(COS), is a person who is "employed" – in the sense that the ultimate responsibility for his work rests not with him, but with his employer. The employee whose Employment Contract falls within the category of "contract for service" (CFS), is a person who is, even though employed by the employer in the broad sense – is seen more as a "self employed" person, in the sense that the ultimate responsibility for his work lies with himself, and not his employer.

The first one has less freedom in his work – he is more of a servant of his employer, and much of his work is carried out in accord with his superiors' instructions in details – but, the good part is that, he is less responsible for the good or bad of his work, than the "freer" person employed by contract for service.

The second category of the "employee" – the one under a "contract of service" – is still a servant of his employer, but is much freer in terms of

his work, its style, its timings etc., but he bears the ultimate responsibility for his work he set out to do under the contract for service, at the time of the deadline for delivery of the service.

Both have their advantages – for both the employee, and the employer – and disadvantages as well. A well-qualified person employed on a contract for service is much less headache for the employer as he delivers his services with much regular supervision and troubles on a day to day basis. Similarly, less-qualified younger staff requiring regular supervision are better kept under contract of service.

Some kinds of work requires the work to be under contract of service – irrespective of whether the employee is qualified or senior – or otherwise. For example leadership positions like institution heads (Dean, Vice-Dean, Head, Deputy Head, Coordinators, Assistant Co-ordinator) and positions involving day to day administration of an institution (secretaries, administrative assistants, etc.), by their very nature, need to be more within stricter chain-of-command structure and daily time-schedule regimes, and hence under service of contract. On the other hand, creative or advisory kind of work (Advisers, Consultants, Teachers, Curriculum Developers, Artistes, etc.) is better done through more flexible but more responsibility-laden work-style, the worker often working alone or only ad hoc meeting situations at his own pace – which at times quickens, at others slows down with the mental gestation-period required in creative tasks – and hence is better assigned under contract for service.

Employment Types by Default

As most employers do not have standing sophisticated legal advice available at hand, often the Employment Contract of their employees remains vague as to whether it is a contract of service or a contract for service in any given individual case. When this is the case, the customary law would suggest that the contract is interpreted as a contract of service in cases where the primary service required of the employee is the kind better done as under a contract of service; similarly, the contract is interpreted as a contract for service in cases where the primary service required of the employee is the kind better done as under a contract for service. For example, As the encyclopedia explains, a worker who works mainly as a "professional" or a "dependent entrepreneur" – rather than mainly as an administrator or in an administrative deputy or assistant's role - will normally be regarded as under a CFS rather than COS.

Thus, if not specified, positions like those of the Dean, the Vice-Dean, the Head, the Deputy Head, the Coordinators, the Assistant Coordinator, secretaries, administrative assistants, etc., would generally be taken as under contract of service – with regular weekly and/ or daily work-hours, and a strict chain-of-command structure to be strictly followed. Similarly,

if not specified, positions like those of the Advisers, Consultants, Teachers, Artistes, Writers, Translators, etc., would generally be taken as under contract for service – with maximum possible flexibility with schedules, and reporting back to employer’s appointee (Dean, Head etc.) more on deadlines and workload assignments basis. Teachers and Instructors will fall within the border of the two categories – as their exact class-times and teaching related duties will be rather strict and according to the contract of service structure; but the rest of their work – class- preparation, preparing teaching and examination material would be more like under contract for employment. In special cases where a Dean, a Vice-Dean, a Head, or a Deputy Head has his work primarily in creative – “academic” (teaching, research) – rather than in administrative areas, there his Contract Employment may be interpreted as under the CFS rather than COS category.

These differences are of utmost importance to understand and respect for a smooth running and working of institutions involving creative work delivered through an administrative system – such as Universities, and Deaneries within them. As an encyclopedia explains,

“The purpose of the [COS-CFS] dividing line is to attribute rights [and duties,] to some kinds of people who work, from others. This could be the right to a minimum wage, holiday pay, sick leave, fair dismissal, a written statement of the contract, the right to organise..., and so on. The... [CFS-based] employed people should be able to look after their own [work] affairs[rather independently], and... work they do for others should not carry with it an obligation to look after these rights” for the others, while COS-based employed people often need direct and constant supervision and are required to look after those rights for their subordinates .

Job Descriptions & Employment Typology

Based on the above understanding, a clear and good job description in any specific case shall reflect the nature of the work and the category of Employment Contract it comes under. If it is a primarily administrative leadership or administrative support job, the job description will reflect usual COS requirements of chain-of-order discipline, stricter schedules, and means and ways of sticking to those – even if at the expense of slowing down on creative new initiatives. If it is a primarily creative or advisory/ consultancy or research leadership or initiative job, the job description shall reflect usual CFS requirements of deadline-based and output-determined work, and flexibility in terms of routine schedules.

A second point to keep in mind is that, in all job situations, there are specified areas of tasks and responsibilities, and there are residual areas

of tasks, initiatives and time. A general principle is that, while people under CFS category of work, and also people in leadership positions in both COS and CFS categories have total freedom in residual areas of tasks, initiatives and times – in case of support staff, residual areas within the specified broad tasks, responsibilities and work-hours are under the discretion of the staff-members' immediate superior – or superiors higher up, through their immediate superiors.

This means, people under CFS category of work, and also people in leadership positions in both COS and CFS categories may not be required to do anything beyond the areas specified in their job descriptions – and are not responsible or answerable to anyone for anything in the residual areas of tasks, initiatives and times, until and unless they themselves take initiatives on their own in any of these areas. This, at the same time, means that, in case of support staff (e.g. Secretaries, Administrative Assistants, etc.) , their immediate superiors may ask them to do things within the residual areas of tasks not specified in their job description but may be shown to fall within the specified broad tasks, and may be asked to do these within the specified work-hours.

These points, while might appear rather minor, are of critical importance in the smooth running of the organization – the Deanery, for example – as a whole. These minor points are small nuts and bolts fitted into a huge engine, without which being kept in place and used as instructed, will render the entire engine immovable, and create crisis.

A third point to keep in mind is that, in case of daily or weekly routine schedules, as well as specified deadlines, it is of utmost indispensable importance that they are strictly maintained and met. These too, are like the nuts and bolts mentioned above.

A fourth point to keep in mind is that, there can be no simple, general, standard job descriptions for specific positions. Each existing, new-coming and potential employee is an unique human being – with unique strengths that he brings with him/ her. Each such employee also would have unique idiosyncracies which develop in work habits over time and which becomes his/ her work-personality which too need to be taken into account while trying to extract maximum good work out of him/ her out of his general – as well as special, extra strengths.

For this reason, *a new job description needs to be tailored for each individual employee* – for an employee to be of optimal usefulness and productivity for the institution, e.g., the DAS. For this reason, a job description will have its main body comprising general points of tasks, responsibilities, routine schedules or deadlines, minimum qualifications and experience required. But, the job description will also have a very important, additional part which would specify special tasks and

corresponding aspects which will be based on the employee's own special, extra strengths he brings in. This part - being unique to his/ her case - will be the one which will also be a key to his continuation and advancement at the job.

Facilities & Rights Necessary for Performance of Duties

While jobs are tasks – duties – and hence necessitate that job descriptions focus on tasks an employee is required to do. But, both for practical reasons of feasibility of a job to be done - and for religious, ethical and legal reasons of fairness – each jobs duties come with a set of rights and facilities as well, which can not be separated from the duties on a job. For example, it is absurd to ask a person do a job without giving him the tools or space required to do the job. Similarly, it will be equally, if not more, absurd to expect a person continuing to do a job without means to survive in his day to day life in terms of earnings for food, accommodation etc.

While it is quite understood that duties of a job are directly connected to the pay (“salary”, “fees”, etc.) the employee receives on the job, it is not as often understood that rights corresponding to duties at a job are NOT limited to the pay only. Law – and worldwide custom of good working conditions clearly underline the fact that person may not work just for a pay: more than half the waking hours of person's precious life on a full-time job – and often much more – is consumed by working for his job. It is sheer unreasonable to expect to buy it off simply for a stated amount of money. By law and custom, there are other rights that are tied down to this “sale” of a person's life's major time and energy – e.g. job satisfaction and respectability, things which while often unsaid, are much expected and on the mind of each employee, and which – if not properly attended to in a job situation, create dissatisfaction and long term decline in productivity of the employee top much damage to the institution. In short, each employee, apart from the long of widely comprehensive list of duties, needs to be granted the following rights in clear terms, in his employment contract or job description:

- a) Fixed amount of payment at specified times, for services he undertakes to do as his duties under the employment contract as elaborated upon by the job description of the job he/ she is employed in (e.g. a fixed amount of monthly salary to be given – even without the employees asking for it – on a specified date of each month, plus any other specified benefits and payments like housing allowance, medical care allowance, air-fares, increments, special skills allowance, relocation allowance, transport allowance etc.); the level of payment needs to be commensurate with his qualifications, and all his/ her work experience that can be related to his job at the institution

(Centre, Deanery etc.), from any time he started working in his life, as well as with the standards of institutions he/ she has earned his qualifications from and places he acquired his experience.

- b) A fixed workstation specifically assigned to each full-time employee at his workplace (shared workstation may be a temporary solution for a fixed, short-term – but in the long term, because of the way unconscious human mind works and remains productive – it is essential that every employee has a person-specific personal workstation: the cost to provide is much lesser than the cost in declining productivity and work quality if employees are made to work with such personal work-station);
- c) Tools- of- the- Trade required for his/ her work on the job assigned to him, be provided to each full-time employee (for example, a researcher be given computers, access to internet, telephone line, printer etc. at his disposal);
- d) Self-esteem and Respectability for Job-Satisfaction: This is a right increasingly emphasized upon in developed nations – something which costs NOTHING at all, or hardly anything in monetary terms, but enhances productivity by the employer to many folds. This is ensured by the following:
Job-title : Every employee must have a clear, respectable-sounding job-title;
- e) Delimitation of Duties and Rights: Every employee must be allowed to work within his area of specified duties and rights without undue invasion and/ or interference by superior or colleagues;
- f) Each employee shall have – without affecting his/her other emoluments except as specified under “j)” below - periods of time off for rest and recreation to continue working afresh after that, as all other staff members. (Research has shown that lesser hours of work punctuated with periods of rest is more productive than continuous work over longer period. So, in advanced nations, the practice has developed that work-time is punctuated with differing lengths of periods of rest counted as part of work – as the mind continues to work during such periods of rest as well, through a psychological process referred to as “gestation”. This is a smart business policy. The policy has been found so good in the long run for the employer that in some much-advanced nations, e.g. Sweden, in some places the employer makes it compulsory for employees working on computer screens, to go for 10 minutes rest while counting that period as work and paying for it. Providing such periods of rest without affecting other benefits (e.g., pay,) is also a requirement under international law.) The employees’ entitlement to time off noted, shall be as follows:

- i) 2 days a week (Thursday -Friday);
 - ii) 2 segments of two-weeks' break every semester
 - iii) 2 months of holidays apart from any other times off
 - iv) The month of Ramadan, plus the first week of Shawwal, for whenever that might be
 - v) 1 hour daily for noon prayers and lunch break
 - vi) ½ hours break for any other prayers while at work
 - vii) A maximum of 3 days of Medical Leave a year, with production of ordinary Medical Certificate from a doctor.
 - viii) A maximum of 1 month of extra-ordinary medical leave, in cases of extraordinary medical conditions requiring surgery or long time recovery, recuperation or rest with Medical Certificate from a doctor.
 - ix) A maximum of 3 days of ordinary Emergency Leave for any emergency or pressing need other than and/or over-and-above those noted under “g)” and “h)” above.
 - x) A maximum of a semester of unpaid leave for any purpose other than the above.
- a) Workplace courtesy: No employee shall be put in a position of being insulted or humiliated in front of his subordinates or equals at his workplace;
 - b) Workplace safety: employees should not be exposed to short or long-term health hazards (e.g. smoking, radiation, any other potentially damaging pollutants) and/ or safety (e.g. accident-prone situations) and be warned and made aware;
 - c) Preservation his person – including his reputation, and property – including intellectual property - while at work.

While these might sound like pious suggestions of excellent behavior derived from books like *Imam al-Bukhari's – rahimahullah - al-Adab al-Mufrad*, these are also hard and fast legal requirements under contemporary Law as well.

Patents, Copyrights & Intellectual Property

Following from point “h)” from the last section, we need a little elaboration on “intellectual property” here.

An employer, through an employment of an employee, buys the employee's labour, but neither his person - nor his property. This is where employment is different from unrestricted slavery. Intellectual property – product of a person's own creativity or original thinking, even if using used raw material from others – is regarded both as a part of the

person's own self, and as his personal property. European Law regards it more as part of the person, while Law in primarily Anglo-Saxon jurisdictions regard it more as the person's own property. Whichever way it is seen, the ultimate result remain the same: it is inviolable, and may not be used or sold or kept or copied without explicit documented permission of the person whose "intellectual property" it is.

For an institution like the DAS (/ELC) this calls for twofold caution:

- a) Extra caution shall be exercised to prevent any form of copyrights violations as may be involved in wholesale photocopying of text-books, and copying of softwares, or audio or video products – by engaging in such violation of copyrights, the violator exposes the Deanery (/ELC) – and eventually the University – to possible litigation in the future which may be costing millions of dollars in compensation;
- b) Similar caution shall be exercised to prevent any form of patents or copyrights violations as may be involved in photocopying, keeping, circulating and/ or using any documents, soft-wares, video or audio medium, containing intellectual property of a staff-member – or even ideas contained in such documents – in any way beyond that he/ she explicitly permits (e.g., by a memo, or putting it on public domain, or by a note on the document, software, audio or video medium itself. By engaging in such violation of patents and copyrights – even when quite innocently - the violator exposes the Deanery (/ELC) – and eventually the University – to possible litigation in the future which may be costing dearly in compensation.

Work-hours

If the Deanery (including the ELC and its others component) – and the University - seriously likes to be of international standards, the practice here on as important critical a matter as working hours also need to be in emulation of the nations on the forefront of advancements in this area. France Europe and Scandinavia in Europe, and Australia, Canada and New Zealand in the Pacific Basin are most advanced in this area, and have developed their practices in line with latest research in to work psychology, ergonomics and other related areas of scientific guidance for optimal productivity and efficiency of work, as well as long-term health and well-being of the workers. We shall summarise salient aspects of these practices below, and recommend to incorporate at least to some extent, some of them into job descriptions at the Deanery of Academic Services:

- 1) **Total working time:** A full-time employee shall work on his employment tasks – and also shall not work on these tasks more than - 35 hours a week.

While this is the best European standard led by France, followed by the Scandinavian and Canada, Australia and New Zealand set-ups – British and American set-ups generally follow the rather older standards of 40 hours/ week. I recommend that at our model DAS, we combine the two in the following manner:

- a) 40 hours/week for routine/junior administrative positions (Managers and below) and junior teaching positions (Lecturers and below) – positions requiring mainly routine tasks and higher levels of physical energy generally available to younger, junior staff-members in such positions;
 - b) 35 hours/week for policy-related decision-making, creative/ research-based senior academic administrative consultancy and/ or teaching positions (Dean, Vice-Deans, Heads, Assistant Professor and above teaching positions) – positions requiring brainstorming and creative tasks and stretch of unaccounted thinking and gestation-period exacting higher levels of mental energy leaving with lesser amount of physical energy compared to the younger, routine-task positions.
- 2) **Flexible Work-period:** DAS normally should follow a Flexi-time Work Period policy - one of the advances made in the West in regards to work-hours policy, set by latest psycho-biological research outcomes to optimize work-productivity by each individual employee as a part of the total work-force at any institution. This policy allows employees, subject to certain conditions, to vary their working hours as suitable to their individual, personal biological clock, and best-productivity times in the day, and to their requirements.

A flexi time scheme provides for authorised time worked beyond the weekly contracted hours to be ‘banked’ as ‘credit’, and taken as time off at a later date - to suit both the employer and the employee.

According to the flexi-time system, adapted to the DAS,

- a) Each employee may choose and/or vary their start and finish time, but *only on the following conditions:*
- b) The start must be within the first half of the maximum stretchable limits of a normal working day (8 am – 6 pm);
- c) No employee shall, normally, miss the working day’s *core time* for the entire institution, when almost all employees would be expected to be available on campus at the same time - at the DAS seems most suitably, 11 am – 2 pm;
- d) No employee shall, normally, miss more than 1 of the working week’s *core days* for the entire institution, when almost all employees would

be expected to be available on campus on the same day- at the DAS seems most suitably, Tuesday –Thursday if the week-end is Saturday-Sunday, or Sunday-Tuesday if the week-end is Thursday-Friday;

- e) No employee in an administrative position shall, normally, any of the working week's *core days* for the entire institution, when almost all employees would be expected to be available on campus on the same day;
- f) No employee shall, normally, miss any fixed routine scheduled hours e.g. for lectures etc. for lecturers and 8 am to 2 pm for purely administrative staff (Office Managers, Secretaries, specific tasks' officers)
- g) All the above would be subject to the employees' ultimate superiors in the chain of command (Dean, Head), who may override some aspect (s) of "a) " for any staff member if it becomes demonstrably necessary to ensure that the DAS/Centre is adequately staffed during normal office hours (9 am- 5 pm);
- h) All members of staff *must* take a minimum of 30 minutes of a lunch & mid-day prayers break, and may extend it to up to 1 hour if they remain at workplace (campus, or any other site assigned by the DAS or any component part thereof e.g. an English Language Centre); they may take 15 minutes breaks each for every prayer-time if that occurs during their work.
- i) A flexi (accounting) period is normally of four weeks duration. There are then 13 flexi periods in a year.
- j) If an employee works more than their weekly work- hours (40 hours, or 35 hours, depending on the classification noted earlier), the extra hours worked will be counted as *flexi time credit*, which may be carried into the next flexi period, including into the next flexi year, on condition that an employee may accumulate over a week only *up to a maximum of an employee's daily/weekly work- hours*
- k) With a prior notification of not less than 3 days, to his/ her superior – an employee may take time off to use up flexi credit by an employee who already has accumulated flexi credit hours equal to, or more than, the time being taken off , on condition that such flexi-time off does not exceed 1 day/ week or 15 day off per calendar year.
- l) Work outside 'limits of working day' noted above (8 pm – 6 pm) may be counted towards hours worked, provided that the hours spent on such work are recorded on the flexi-time sheet kept by the employee and shown to the superior(s) if and when asked for.
- m) When an employee attends training sessions, meetings , seminars, conferences etc. which can be related to his/ her work or professional

development in his position, or as contribution to his or the institutions original or developing field of expertise, specialization or academic or administrative interest - but outside the limits of the working day (8 am – 6 pm) - the hours spent attending the meetings etc. and for required travel time may count towards normal working hours, subject to his/ her superior's requiring him/her, or agreeing to his/her attending such meetings.

Time-keeping needs to be in accord with the kind/ type of work, and needs to be as follows:

- a) For any job involving academic tasks (teaching, R &D and academic policy making and policy-recommendation e.g. Dean, Vice-Deans, Heads, Teaching Staff, academic data-entry e.g. recording examination marks & attendance data), where fluctuating creativity is a crucial factor - by a combination of:
 - i) the honour system (i.e. trusting the employee) +
 - ii) work-delivery (i.e. judging his/ her work on the basis of what he produces by way of tangible result of his work by a given deadline or schedule, e.g. classes, reports)
- b) For purely administrative positions (Managers/ Secretaries, Administrative Assistants, "Officers" etc.) - where strict office-hours need to be maintained, - by a combination of:
 - i) the honour system (i.e. trusting the employee) +
 - ii) Recording the times of entering and exiting work on the computerized time-keeping system in place on campus.

Schedules, Deadlines & Notice Period

All work, normally, to be usefully productive, needs to be time-limited. Time-limits are specified and clarified by work-schedules and deadlines. At the same time, a mandatory minimal notice-period is a special kind of time-limitation tool to ensure optimal adherence to schedules and deadlines. On this, the following shall be followed:

- a) Routine Work- schedules (RWS):
 - i) Administrative Routine Work-schedules (A-RWS);
 - ii) Teaching Routine Work-schedules (T-RWS): (Class-times+ Teaching Related Administrative Work)
- b) Deadline-based Work-schedules:
 - i) Administrative Work Deadlines (including specific date-tasks, e.g. Meetings);
 - ii) R & D Work Deadlines

All deadlines, including specific date tasks e.g. Meetings, *shall have a minimum of 1 weeks advance notice*, with a the provision that certain kinds of deadline-based tasks (e.g. submission of research-based reports) may require longer notice period – from approximately 1 semester to approximately 2 semesters, or even more.

The rule about a minimum of 1 week’s notice for any meetings shall be strictly followed – except in very extraordinary circumstances – as this is not only a legal requirement according to world standards, but also is a practically necessary aspect of ensuring productive meeting deliberation. Impromptu, ad hoc meetings on a notice shorter than 1 week usually end up with participants attending without adequate preparation and the resultant meeting deliberations turning out to be either a simple “rubber-stamping” exercise, or a mish-mash of half –digested ideas.

Work-Station

While each employee shall be provided with an assigned workstation within the areas assigned for the Deanery, employees shall not normally be regarded as tied down to the assigned work-station – this kind of restriction cuts down on creative productivity. However, of necessity, two exception is required in this regard:

- a) Staff-members in purely administrative positions (e.g. managers/ secretaries, administrative assistants, “officers”) shall normally be available at their assigned workstations during *all the time* of their working hours at the Deanery, excepting the following times:
 - .i) Prayer and meal-breaks;
 - ii) When sent away on an assignment by, or with permission from immediate superior
 - iii) Brief breaks for natural purposes (e.g. visit the W.C.)
 - iv) In cases of emergency or pressing needs e.g. medical appointments or leave, etc.
- b) Staff-members in primarily administrative and/ or administrative-leadership roles (e.g. Dean, Vice-Deans, Head, Deputy Heads, Co-ordinators, Assistant Coordinators) shall normally be available at their assigned workstations during *most* of their working hours at the Deanery, excepting the following times:
 - .i) Prayer and meal-breaks (- not forgetting that, in most developing societies, prayers are more important than meals to many!) ;
 - ii) When away on tasks with prior intimation to immediate administrative subordinate and/or superior and to manager/ secretary corresponding to his position-specific office
 - iii) Brief breaks for natural purposes (e.g. visit the W.C.)
 - iv) In cases of emergency or pressing needs e.g. medical appointments or leave, etc.

Jobs with Budgetary Responsibilities

A special aspect of job descriptions at any institution as large and important as a Deanery at an University is to specifically earmark and delineate jobs involving budgetary responsibilities. At any institution like this, much of the work and its efficiency – for ALL jobs across the board - is affected and shaped by financial allocations, which is a function of budgets. The Deanery (and all its units, cells, centres, departments etc. within the Deanery), need to have clear-cut budgetary allocations specified through professionally made budgets – made by a collaborative effort by people in positions with powers and responsibilities in:

- a) strategic policy decision-making (Dean, Vice-Deans, Heads etc.) – offer or consider budgetary proposals, and *make the final decisions* on budgetary allocations;
- b) strategic policy recommendation (senior academicians and senior consultants/ advisers) – *only recommend* on macro-level budgetary planning;
- c) professional technical experts in financial planning (accountants, auditors and/ or financial managers etc.) – *only clarify and offer suggestions* on micro-level implications of budgetary implementation.

A budget at an institution at an University - a DAS, or any of its collaborative or component e. g. an English Language Centre - needs to be, first and foremost.

In the words of a Canadian University (McGill) expert, it needs to be “an expression of academic priorities that are established through a strategic planning process”. That is why, the budget-making and budget implementation process needs to be led by the Dean overall on the Deanery/ level (and by the Head on the Centre level) – as the senior *academician(s)* with strategic policy-level decision-making powers and administrative leadership position. None other can do this – no matter how high up they might be administratively, or how expert they might be in finances, or how great academicians they might be within the academic arena only: this budgetary leadership role needs that unique combination noted in the last sentence.

Those in budgetary positions need to keep in mind their tasks along the budgetary process. This process shall align resource allocations to the established *academic* priorities.

For this objectives of a budgetary period’s budget must be set through a systematic process in which all alternatives are considered, and mainly in consultation with senior academic experts available within the Deanery

(or the Centre, in case of collaborative components e.g. the English Language Centre, for example).

Then must be determines the kinds and extents of resources that will be needed to accomplish a set of activities designed to fulfill each particular objective – this mainly in consultation with financial and managerial experts available within the Deanery (or the Centre, in case of collaborative components e.g. the English Language Centre).

Then the core of the task of “budgeting” - allocation of funds for the objectives and corresponding activities – must be systematically carried out, in joint collaboration of academic, financial and managerial (i.e. upper level administrative) experts.

The budget shall be at least for three years with yearly review for minor adaptations and modifications. This kind of multi-year budgeting must include – and will greatly help – the following areas of financial aspects of the running

of the Deanery’s deficit financing. This a multi-year budget can – and will - do by operating under a controlled deficit to incrementally improve the quality of programs and services offered by the Deanery, moving towards a balanced budget over the next 3 years.

All those in jobs with budgetary powers and responsibilities need to keep in mind that a good workable budget for an institution like the DAS normally, shall consist of the following four funds:

- a) **Operating Fund** - used for all activities normally associated with the Deanery/ Centre/ Department’s core “teaching” and “research & development “ activities – meaning those activities which generally involve the continuing and development of the Deanery as a whole.
- b) **Capital & Property Fund**- all revenues that are specifically earmarked for the acquisition, construction or renovation of assets for the Deanery – including buildings, furniture, computer systems etc.;
- d) **Restricted Purposes Fund** - specific revenues that have restrictions on the use of funds, for example, for conference and seminar attendance by specific staff-members – which, while also contributes to the Deanery (ELC)’s development and greater recognition in the long run, are, nevertheless focused primarily on individual staff members working for the Deanery (/ELC), rather than on a project or activity of general continuation and development of the Deanery;
- e) **Petty Cash**: For minor, day to day expenses incurred at discretion of administrative staff from Managers above (up to the Dean)

All those in a position involving budgetary or financial powers, shall do their best to totally avoid and curb the practice – quite common in newly

developing academic institutions in developing nations – of spending for all and everything from petty cash, or from other funds in an impromptu *ad hoc* style suited for petty cash only.

Chain-of-Command

All the above positions are connected with each other, directly or indirectly, in specified terms or by implication, through a chain of command. The system can not function without all employees, from top to bottom, maintaining the chain of command, and functioning through it at all times, except in extraordinary conditions. In this regard, the following principles are to be maintained:

- i) In all formal and job-delivery/job-assignment situations, an employee shall normally be accessible to any of his superiors ONLY through the employees immediate superior;
- ii) In all formal and job-delivery/job-assignment situations, an employee may normally access any of his superiors ONLY through the superior's immediate subordinate;
- ii) In all formal and job-delivery/job-assignment situations, an employee shall normally report ONLY to his immediate superior;
- iii) In all formal and job-delivery/job-assignment situations, a superior may ask an employee for any report normally ONLY through the employee's immediate superior;
- iv) In case of unreasonable delays (normally, 1 working day, unless longer for any reasonably explainable reason) or obstructions in line of communication between any employee and any of his/her superiors noted in any situation mentioned in “i)” – “v)” under this clause, the superior or subordinate next in line of the superior-subordinate hierarchy/ chain-of-command may be approached to.

Ambiguity, Disputes, Appeal

Misunderstandings may occur due to ambiguity about any particular situation, and this may lead to the very unfortunate situation of dispute. To thwart, prevent and resolve these, the following shall be referred to:

- i) In case of any confusion over any terms of this document, the situation shall be referred to, as is normal standard custom worldwide, to the author of the document himself as the corresponding consultant, and his interpretation of the words of this document shall be followed in that case and all other successive similar cases;
- ii) In case the above is not possible within a week, due to any insurmountable reason, the situation shall be referred to the nominee

of the author of this document, specified for this purpose – if there is one at the given time - or to the document-author's deputy, or his successor whichever might be the appropriate case in the given situation, and his interpretation of the words of this document shall be followed for the specific case only;

- ii) In case of any apparent conflict between any terms of a job description and a employment contract - which the job description is meant to be based on and to elaborate upon - whichever term in either of the documents, is more specific and/ or detailed shall prevail and be followed over a corresponding term which is more general, except in cases where the specific/ detailed term is unambiguously and clearly contradictory with any of the terms of the employment contract;
- v) In a situation of an actual, apparent or alleged violation of the chain of command, any resulting dispute shall in the first instance be resolved amicably, and preferably informally, between the individual employees concerned – keeping the matter private and limited to the employees concerned only;
- vi) In case attempts through the avenue noted under “vi)” fails, and the situation does not involve what is said in “ix)” and “x)” below, it shall be referred to the employee's superior next higher in the chain of command to the superior involved in the dispute – and this higher superior's decision shall be followed by both involved in the dispute ;
- vii) In case attempts through the avenue noted under “vii)” also fails, the situation shall be referred to the Head in case of both the employees in dispute are below him, in the chain of command, or to the Dean, if any or either of the employees involved in the dispute are either the Head himself, or a Vice-Dean;
- viii) In the dire case of a dispute on following chain of command occurs involving the Dean, this shall be resolved by attempts through the following successive steps, with utmost effort to retain the matter within the Deanery:
 - In a situation of an actual, apparent or alleged violation of the chain of command, any resulting dispute shall in the first instance be resolved amicably, and preferably informally, between the individual employees concerned – keeping the matter private and limited to the employees concerned only ;
 - In case attempts through the avenue noted above fails, the situation shall be referred to a private meeting of the employee in dispute with the Dean, the Dean, and any other senior-most employee superior, at par with or immediately after the Dean in the hierarchy

of seniority in administration, teaching or R& D (Vice-Dean, Professor, or senior-most Consultant) – and an amicable solution be found out and followed – keeping the matter private and limited to the employees present in the meeting only ;

- In case all the above fails, the issue may be referred to the Dean's superiors in the University - and this is the most unwanted last resort, as this may negatively affect the reputation and functioning of the Deanery as a whole.

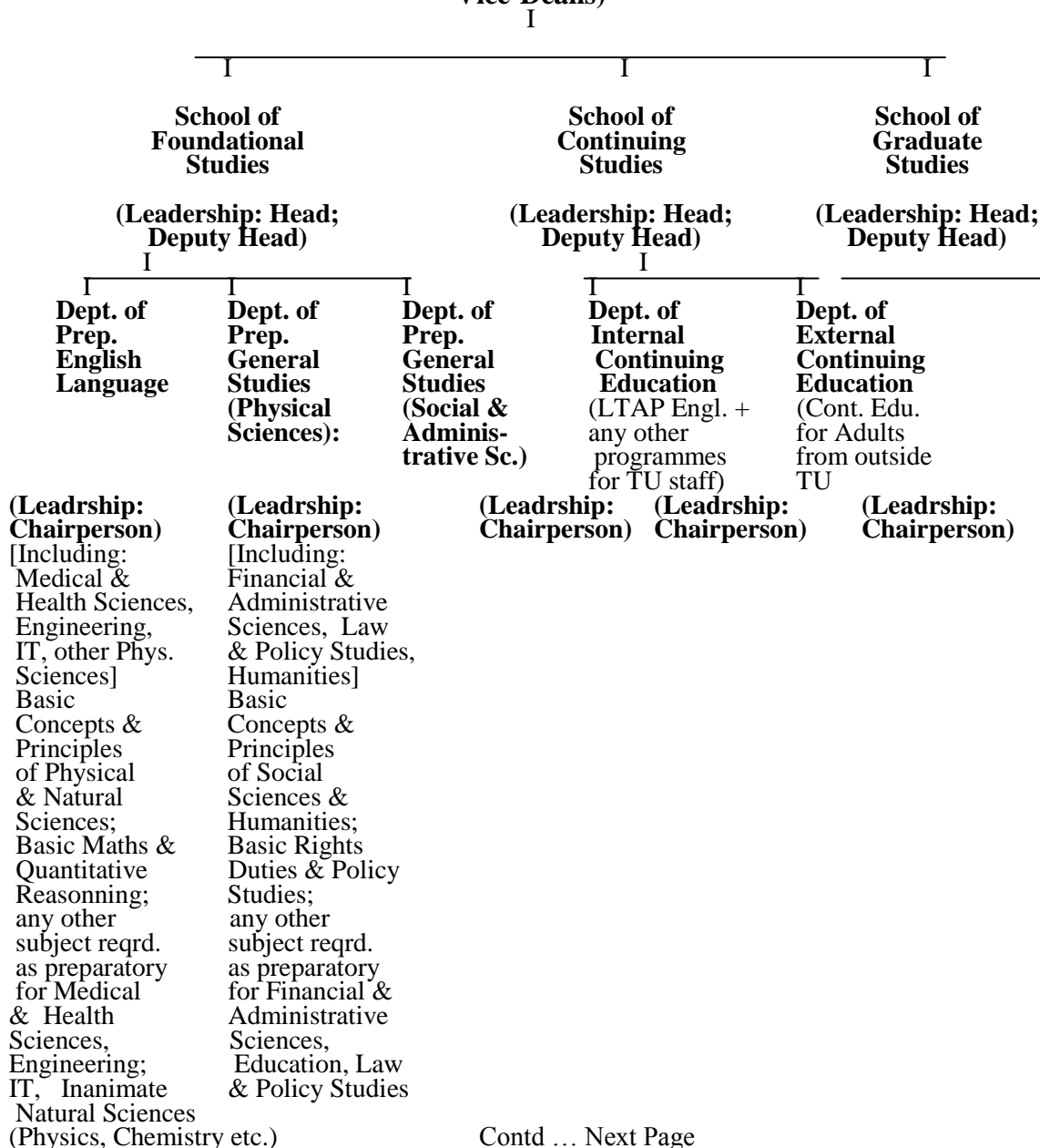
ix) In the serious case of a dispute on following chain of command occurs involving a Head of a Centre/Unit/ Department and an employee below him in the chain-of-command, this shall be resolved by attempts through the following successive steps, with utmost effort to retain the matter within the Centre/ Unit/ Department :

- In a situation of an actual, apparent or alleged violation of the chain of command, any resulting dispute shall in the first instance be resolved amicably, and preferably informally, between the individual employees concerned – keeping the matter private and limited to the employees concerned only ;
- In case attempts through the avenue noted above fails, the situation shall be referred to a private meeting of the employee in dispute with the Head, the Head, and any other senior-most employee superior, at par with or immediately after the Head in the hierarchy of *seniority* in administration, teaching or R& D (Dean, Vice-Dean, Professor, or a senior Consultant etc.) – and an amicable solution be found out and followed - – keeping the matter private and limited to the employees present in the meeting only ;
- In case all the above fails, the issue may be referred to the Head's superiors in the University - and this is the most unwanted last resort, as this may negatively affect the reputation and functioning of the Centre/ Unit/ Department as a whole.

The above are very important general points, critical for an efficient functioning of both the employees on their jobs, and the institution - our model Deanery of Academic Services, or, in case of a component part thereof, e. g., an English Language Centre, the Centre - as a whole. I shall try to make and present in another paper in near future, detailed job descriptions for some positions at the DAS – incorporating these principles – as illustrative examples of what such job descriptions should, might and/ or would look like.

Appendix I to Part I

**DAS as (Proposed *future*)
Faculty of Foundational, Continuing & Graduate Studies (FFCGS)
(Leadership: Dean;
Vice-Deans)**



Contd ... Next Page

NOTE:

In this *very slightly* modified, recommended set up, the entire will be led by the Dean (and Vice-Deans), every school would be led by a Head (and Deputy Head) under the Dean (and the Vice-Dean), and every Department under the Head (and Deputy Head) will be led by a Chairperson. *That will partially solve the problem with restricting leadership positions in policy-related decision-making to national only, while requiring many a non-nationals' expertise in academic leadership positions* – (School) Heads' positions, like those of the Dean and Vice-Deans, could be restricted to nationals, and (Department) Chairpersons' positions could be left open to any suitable expert with adequate qualifications and experience to lead academic programmes, of any nationality.