List 1: Information about Higher Education Institutions

List 1: No.1 (1.7) Personnel management structure

Guideline and Responsible Person(s)

Required period of data/information	Within sixty days from the end of the academic year, disclosed at least once a year and when there are changes.
Explanation and guidelines for data/information disclosure	(1) Number of personnel classified by status: Shows information on the number of personnel classified by personnel type, including:
	1. Academics
	2. Support
	Note: Higher education institutions can publish using information from the higher education institutions themselves. or use the report obtained from the processing of data sent to the Office of the Basic Education Commission. Details of the use of the data are shown in Appendix A.
	(2) Number of academic personnel classified by educational background and academic position.
	(3) Information on criteria and methods for acquiring personnel.
	Note: Higher education institutions can publish using information from the higher education institutions themselves. or use the report obtained from the processing of data sent to the Office of the Basic Education Commission. Details of the use of the data are shown in Appendix A.
	(4) Criteria for administration of academic personnel and academic support personnel.
Responsible person(s)	HR

Data Disclosure

Below is the data that will be disclosed on the Stamford website.

1.7 Personnel management structure

(1) Number of personnel classified by status

https://www.stamford.edu/wp-content/uploads/2024/08/ATT6.1.7-（1-2）Personnel-management-structure.pdf

(2) Number of academic personnel required Classified by educational qualification and academic position.

https://www.stamford.edu/wp-content/uploads/2024/08/ATT6.1.7-（1-2）Personnel-management-structure.pdf

(3) Information on criteria and methods for acquiring personnel.

https://www.stamford.edu/wp-content/uploads/2024/08/ATT6.1.7-（1-2）Personnel-management-structure.pdf

Stamford International University adheres to a comprehensive and rigorous recruitment process to ensure that we acquire the best talent for our academic and administrative positions. Our recruitment procedures are designed to uphold the principles of transparency, fairness, and alignment with the university's values and strategic goals. The following outlines the key criteria and methods we employ in our personnel acquisition process:

1. **Clear Position Descriptions**

Every position within the university comes with a clearly defined set of responsibilities, requirements, and expectations. These position descriptions are developed to ensure that candidates fully understand the scope of the role and the qualifications needed to succeed.

2. **Fair Selection Protocols**

Our recruitment process is guided by fairness and equity, providing all candidates with equal opportunities. Assessment criteria and procedures are transparent, ensuring that every applicant is evaluated based on merit and alignment with the job requirements.

3. **Structured Evaluation Process**

As part of our recruitment strategy, candidates undergo a series of evaluations designed to assess their suitability for the position. The process typically includes the following stages:

- **Resume Screening:** The HR department conducts an initial screening of resumes to shortlist candidates based on their qualifications, experience, and alignment with the position's requirements.

- **First Interview with Department Head or Dean:** Shortlisted candidates participate in an initial interview with the Department Head (HOD) or Dean. This interview assesses the candidate's qualifications, experience, and fit for the role, with a focus on their expertise and potential contributions to the department.

- **Mock Class:** Candidates who advance past the first interview are required to deliver a mock class, demonstrating their teaching abilities and subject knowledge. This session is attended by senior faculty members to evaluate the candidate's pedagogical skills and interaction with students.

- **Written Test (if necessary):** For certain positions, candidates may need to take a written test to evaluate their technical knowledge, problem-solving abilities, and other relevant skills specific to the role.

- **OAA Interview:** Candidates who successfully complete the mock class and any required written tests proceed to an interview with the Office of Academic Affairs (OAA). This interview focuses on the candidate's academic qualifications, research capabilities, and alignment with the university's academic standards.

- **Final HR Interview:** The final stage involves a comprehensive interview with the HR department. This interview assesses the candidate's compatibility with the university's values and culture and may include scenario-based questions to gauge their response to potential challenges.

Through these structured procedures, Stamford International University ensures that the personnel we acquire are not only highly qualified but also aligned with our institutional goals and culture. Our commitment to clear, fair, and thorough recruitment processes reflects our dedication to maintaining academic excellence and operational integrity.

(4) Criteria for management of academic personnel and technical personnel academic support.

Stamford International University employs a comprehensive set of criteria to manage both academic personnel and technical personnel involved in academic support. These criteria are designed to ensure that all personnel contribute effectively to the university's academic excellence, research impact, and community engagement. The management process is based on the following key areas:

A. **Teaching**

1. **Student Feedback:**
We regularly assess the quality and effectiveness of teaching through student surveys and feedback forms. This ensures that faculty members receive constructive input directly from those they teach, allowing for continuous improvement.

2. **Course Evaluations:**
Courses and teaching methods are subject to regular evaluations. This helps ensure that our curriculum remains up-to-date and that teaching strategies are effective and engaging for students.

3. **Peer Observations:**
Faculty members are encouraged to participate in peer observations, where colleagues observe and evaluate each other's teaching. This practice provides multi-faceted feedback and fosters a culture of continuous learning and improvement.

4. **Teaching Awards:**
Recognition of teaching excellence is an important aspect of our management strategy. We consider various teaching awards and honors received by faculty as part of their professional development and contribution to the university.

5. **Innovative Teaching Methods:**
We actively encourage the development and implementation of innovative teaching methods. Faculty members are supported in experimenting with new approaches that enhance student learning experiences.

6. **Curriculum Development:**

Faculty participation in curriculum development is crucial. We value contributions to course design and improvement as these efforts directly impact the quality and relevance of our academic programs.

7. **Mentoring Junior Faculty:**

Experienced faculty members are encouraged to mentor junior colleagues, providing guidance and support to help them grow professionally and succeed in their academic careers.

B. **Research**

1. **Academic Publications:**

The publication of research papers and articles in high-impact journals is a key criterion for evaluating the research output of our academic personnel. This reflects their contribution to advancing knowledge in their respective fields.

2. **Academic Conferences:**

Active participation in national and international academic conferences, including presenting research findings, is highly valued. It demonstrates the faculty's engagement with the broader academic community.

3. **Research Collaboration:**

Collaboration with other research institutions and scholars is encouraged. These collaborative efforts enhance the scope and impact of research conducted at Stamford International University.

4. **Research Impact:**

We assess the impact of research results both within the academic field and in practical applications. This includes how research contributes to solving real-world problems and advancing knowledge.

5. **Relevance:**

The relevance of research work to local and international communities is a critical consideration. We prioritize research that addresses significant challenges and contributes to societal development.

C. **Service**

1. **University Committees:**

Active participation in various university committees is an essential aspect of academic personnel management. Involvement in committee work ensures that faculty members contribute to the governance and strategic direction of the university.

2. **Community Outreach:**

Engagement in community service and outreach projects is strongly encouraged. Faculty and technical personnel are expected to contribute to society through initiatives that benefit the local and global community.

3. **Professional Organization Leadership:**

Leadership roles in professional organizations are recognized as part of our management criteria. Such roles promote industry development and enhance the university's reputation within the academic and professional community.

4. **Policy and Program Development:**

Contributions to the development of university policies and programs are valued. Faculty and staff involvement in these areas helps shape the future of the institution and its impact on education and research.