

**New Staff Perceptions on an Academic Staff Induction
Programme at a South African University:
Lessons for Educational Development**

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ABSTRACT This study reports on the perceptions of new academic staff on a new staff induction programme at a South African university. Using the descriptive survey design an evaluation instrument with semi-structured and open-ended questions was administered to participants to collect data. For data analysis, emerging themes were identified from the data using content analysis. The study concludes that the induction programme is of great value to the University and its teaching staff, because it serves to inform new staff on good teaching practice and connects the new staff to the needed resources to navigate administrative, financial, human resources and support service responsibilities. The study recommends the issuing of a staff manual upon new staff arrival before induction takes place, the appointment of mentors to work with new staff in their departments and a networking and reflective forum for new staff to share experiences and practice .