FACULTY SPECIFIC CRITERIA FOR PROMOTION (Revised)

The criteria *proposed* herein shall apply only to permanent members of the academic staff in the ranks of Junior Lecturer, Lecturer, Senior Lecturer, and Associate Professor whose appointments have been confirmed through the applicable tenure processes of the UFS. The criteria is set for implementation when academic staff apply for promotion to the higher ranks.

1. Principles

1.1 The criteria are aligned to the general UFS guidelines for the promotion of academic staff.

1.2 The criteria cover all Key Performance Areas of academic staff weighted differentially according to each rank:

1.2.1 Teaching and Learning,

1.2.2 Research,

1.2.3 Engaged Scholarship, and

1.2.4 Leadership and Administration.

1.3 The Key Performance Areas are cumulative and a candidate must meet the prescribed minimum criteria in all KPAs applicable to a specific rank in order to be considered for promotion to that rank.

1.4 A candidate applying for promotion must meet all the promotion criteria set for the rank he/she is applying for as well as the inherent qualifications requirements.

1.5 Achievement in areas not prescribed as requirements for a specific rank to which a candidate applies for promotion, but which are prescribed for higher ranks will serve as a commendation.

1.6 Registration with professional bodies e.g. HPCSA, SACE etc. shall become an inherent requirement for promotion to all ranks where such registration is required for initial appointment.

2. Weighted criteria

The applications will be evaluated based on the following weighted criteria per rank:

Rank	Weightings per KPA			
	Teaching & Learning	Research	Engaged Scholarship	Leadership & Administration
Lecturer	5	3	1	1
Senior lecturer	5	3	1	1
Associate professor	4	4	1	1
Professor	3	4	2	1

The set requirements per rank are cumulative with an increasing scope of achievement expected for higher ranks. Requirements for a higher rank subsumes those of a lower rank and imply that expectations of all the lower ranks have been met to a large extent.

Each KPA will be assessed holistically on a scale of 0 – 10. For each rank, the points score for each assessed KPA is multiplied by the weighting for that KPA, resulting in a total rating scale from 0 – 100.

Out of a maximum score of 100 the following minimum score per rank should be achieved before a candidate may be considered for promotion.

Lecturer	:	55 points
Senior Lecturer	:	60 points
Associate Professor	:	65 points
Professor	:	70 points

2.1 Teaching and Learning

The assessment of teaching is not easy to quantify. To obviate against this, all candidates who apply for promotion should prepare a teaching statement of not more than 2500 words. A portfolio of evidence should support the teaching statement. The teaching statement and the related portfolio of evidence should reflect the weight of the Teaching and Learning KPA per rank and include the following aspects:

	Criteria	Applicable Ranks			
		Lecturer	**Senior Lecturer**	**Associate Professor**	**Professor**
2.1	Development of study material	Ability to write academically appropriate study material for undergraduate classes Participation in capacity building initiatives for study material development in own discipline	Good study material written for undergraduate and postgraduate modules Actively participates in alternative technology-based approaches to teaching in the School and incorporates	Writes and provides joint-leadership in the writing of excellent study material for undergraduate and postgraduate modules in own discipline. Actively participates in alternative	Writes and provides leadership in the writing of excellent study material for undergraduate and postgraduate modules in own discipline. Actively participates in alternative technology-based

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			same in own modules.	technology-based approaches to teaching in the School and incorporates same in own modules.	approaches to teaching in the School and incorporates same in own modules. Provides related mentorship to junior staff.
2.2	Innovation and the integration of technology in module presentation	Actively participates in alternative technology-based approaches to teaching in the department. Evidence of progress towards the integration of technology in own modules	Actively participates in alternative technology-based approaches to teaching in the department. Evidence of the integration of technology in own modules e.g. on-line facilitation, interactive learning, assessment of learning	Integrates technology (e.g. blended learning, e-portfolios) in own modules and across the discipline with demonstrable benefits like independent and self-paced learning for students	Provides leadership in the integration of technology (e.g. blended learning; use of e-portfolios) in own modules and across the discipline with demonstrable benefits. Organises related professional development or mentors junior staff
2.3	Sustained learner support initiatives	Participation in learner support initiatives beyond the regular lecture, directly and/or through referrals.	Introduces own learner support initiatives beyond the regular lecture,	Innovative learner support integrated in module structure. Related mentorship of junior staff	Innovative learner support integrated in module structure. Related mentorship of junior staff.

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			directly and/or through referrals.		Evidence of how learner support initiatives have improved over time
2.4	Compliance with set quality assurance standards and processes	Good standard of assessments and reports. Reports from external examiners about standards are good. Evidence of participation in curriculum review	Standard of assessments reported by external moderators as above average Active member of curriculum review teams in the discipline	Standard of assessments reported as excellent by external moderators. Leads curriculum review in the discipline.	Assessments and related reports suggest excellent practices. Evidence that the practices are followed by junior staff. Leads curriculum review in the discipline.
2.5	Postgraduate module teaching	Handles assigned modules satisfactorily. 30 – 50% % of work load.	The quality of guidance in postgraduate modules is good and promotes independent learning. 30 – 40% of work load.	The quality of guidance in postgraduate modules is excellent and promotes independent thinking and critical thinking. Co-teaches modules with junior staff. 20 - 30 % of work load	The quality of guidance in postgraduate modules is excellent and promotes independent learning and critical thinking. Co-teaches with junior staff and serves as their mentor.

					10 – 20% of workload
2.6	Evaluation of the teaching practicum	Evidence of participation in school-based teaching practice assessments.	Evidence of participation in school-based teaching practice assessments.	Evidence of participation in school-based teaching practice assessments.	Limited participation in school-based teaching practice assessments. Leadership in the review and refinement of the teaching practicum.
2.7	Evaluation reports from peers	Evaluation by peers generally positive without suggestions of poor quality teaching.	Positive evaluation suggesting academic excellence	Positive evaluation suggesting academic excellence and exemplary teaching practice.	Positive evaluation confirming academic excellence, exemplary and commendable teaching practices. Mentoring of junior staff
2.8	Evaluation reports from students	Positive student evaluation reports	Positive evaluation suggesting expert knowledge of the discipline	Positive evaluation suggesting expert knowledge of the discipline and a leading scholar nationally	Positive evaluation suggesting expert knowledge of the discipline and recognition as a leading scholar internationally

2.9	Success rates in modules taught	85% average pass rate in modules taught	85 % average pass rate in modules taught	85 % average pass rate in modules taught. Students receives some awards and prizes for excellence	85 % average pass rate in modules taught. Students consistently receive awards and prizes for excellence
2.10	Success rates of supervised postgraduate students	80% of supervised students successfully complete projects within prescribed period	80% of supervised students successfully complete projects within prescribed period	80% of supervised students successfully complete projects within prescribed period	80% of supervised students successfully complete projects within prescribed period
2.11	External examination of postgraduate research projects at other HEIs	Evidence of increasing appointment as external examiner by national HEIs	Appointment as external examiner by national HEIs for 3 years	Appointment as external examiner by national and international HEIs for 5 years	Consistent appointment as external examiner by national and international HEIs Consideration as an arbiter for split-decision cases
2.12	External examiner/ moderator at other HEIs	Appointment as external examiner/moderator of undergraduate modules at other HEIs in the past 3 years	Appointment as external examiner/moderator of undergraduate and postgraduate modules at other local HEIs in the past 3 years	Appointment as external examiner/moderator of undergraduate and postgraduate modules at other local and	Appointment as external examiner/moderator of undergraduate and postgraduate modules at other local and

2.13	Minimum discipline-related teaching experience in higher education	2 years	3 years	5 years	7 years

A candidate may not be deemed to meet criteria for this KPA without demonstrable achievements in at least 60% of the items applicable to the specific rank, inclusive of **development of study material, success rates of his/her own students, and positive reviews from peers and students**.

3. Research

Research is defined as the original investigation undertaken to gain knowledge and/or enhance understanding. For purposes of determining suitability for promotion due regard will be given to a broad spectrum of activities associated with the generation and dissemination of knowledge. The output of the research activities commonly referred to as "research output units" will be measured as prescribed by the UFS Research Policy.

	Criteria	Applicable Ranks			
		Lecturer	Senior Lecturer	Associate Professor	Professor
3.1	Presentation of papers at domestic conferences	At least 1 paper in the past 3 years	A minimum of 2 papers per year in the past 3 years.	A minimum of 3 papers in the past 3 years	A minimum of 4 papers in the past 3 years
3.2	Presentation of papers at foreign conferences	At least 1 paper in the past 3 years	A minimum of 2 papers in the past 3 years	An average of 3 papers per in the past 3 years Co-presentation of papers with students and junior staff	An minimum of 3 papers in the past 3 years Co-presentation of papers with students and junior staff
3.3	Organizing committee member for seminars/ symposia	Active member of faculty research Special Interest Group(s)	Active member of faculty research Special Interest Group(s) with a leadership role in one committee	Active member of faculty research Special Interest Group(s) with leadership roles in more than one committee. Organised at least one discipline seminar/symposium in the past three years.	Active member of faculty Special Interest Group(s) with leadership role in more than one committee. Organised at least two discipline or faculty-wide seminar/symposium annually in the past three years.

| 3.4 | Presentation at faculty research initiatives e.g. brown bag seminar series, staff conference | Presents own research at all faculty research events as applicable | Presents own research at all faculty research events as applicable

Supports supervised students who present their research | Presents own research at all faculty research events as applicable

Supports supervised students who present their research work

Provides scholarly and insightful critiques at faculty research initiatives | Presents own research at all faculty research events as applicable.

Supports supervised students who present their research work

Provides regular scholarly and insightful critiques and general advice on research at faculty research initiatives |
|-----|-----|-----|-----|-----|-----|
| 3.5 | Accredited journal articles | Published 1 article in a peer-reviewed accredited journal in the past 3 years | Published 2 articles in peer-reviewed accredited journals in the past 3 years

Co-published at least 1 article with a student from a | Published 2 articles in peer-reviewed accredited journals in the past 3 years

Co-published at least 2 articles with a student from a | Published 3 articles in peer-reviewed accredited journals in the past 3 years

Co-published at least 3 articles with a student from a |

			completed thesis in the past 3 years	completed thesis in the past 3 years	completed thesis in the past 3 years
3.6	Articles in conference proceedings	100 % of papers presented at domestic conferences published in peer-reviewed accredited proceedings	100 % of papers presented at domestic conferences published in peer-reviewed accredited proceedings	100% of papers presented at domestic conferences published in peer-reviewed accredited proceedings	100% of papers presented at domestic conferences published in peer-reviewed accredited proceedings
3.7	Published book chapters	Has co-authored at least 1 book chapter in the past 3 years	1 Book chapter published in the preceding 3 years	2 book chapters published in the preceding 3 years	2 book chapters published in the preceding 3 years
3.8	Postgraduate supervision (outputs)	5 Honours and 2 Masters projects supervised to completion	7 Honours, 3 Masters and 2 PhDs supervised to completion	9 Honours, 5 Masters and 3 PhDs supervised to completion	12 Honours, 7 Masters and 5 PhDs supervised to completion
3.9	Externally-funded research grant	Evidence of application(s) for external research grant(s)	1 research grant ongoing	1 research grant ongoing 1 research grant in the preceding 3 years	1 research grant ongoing 1 research grant in the preceding 3 years A research grant with junior staff and students as co-researchers.

					Excellent research grant closing report
3.10	Minimum output units in 3 years	3 output units	5 output units	7 output units	9 output units
2.11	Minimum output units in 5 years (non-cumulative from last promotion)	5 output units	7 output units	9 output units	12 output units

A candidate may not be deemed to meet criteria for this KPA without demonstrable achievements in at least 60% of the items applicable to a specific rank, inclusive of output units from **postgraduate supervision and accredited journal articles**. A minimum of 50% of the total output units required per rank should comprise of units accrued from postgraduate supervision and accredited articles.

3. Engaged Scholarship

Engaged scholarship refers to the utilization of academic scholarly and/or professional expertise with an intentional public purpose or benefit that demonstrates involvement with external (and non-academic) constituencies. It involves the generation and application of knowledge for the benefit of communities external to the UFS. Activities should be consistent with the core business of the UFS, its mission and core values.

	Criteria	Applicable ranks			
		Lecturer	Senior Lecturer	Associate Professor	Professor
3.1	Engaged scholarship through teaching and learning	Contributes towards teaching and research expertise for the development of the community	Contributes towards teaching and research expertise for the development of the community	Contributes towards teaching and research expertise for the development of the community Demonstrable link between own discipline and community-based initiatives undertaken	Contributes towards teaching and research expertise for the development of the community Demonstrable link between own discipline and community-based initiatives undertaken Formal contribution to teaching and learning initiatives e.g. the school curriculum, examinations at provincial or national level

					Accepted invitations to act as keynote in CE forums
3.2	Involvement in research-promoting administration activities e.g. NRF review, journal editorship, review of articles etc.	Invitations to serve on review panels (e.g. NRF funding; NRF rating; CHE programme reviews) Evidence of invitation for journal editorship, and journal review requests Valid membership of at least 1 professional body Evidence of at least 3 reviewed journal articles in the past 3 years	1 x accepted invitation to serve on review panels (e.g. NRF funding; NRF rating; CHE programme reviews) in the past 3 years Valid membership of at least 1 professional body Evidence of at least 5 reviewed journal articles in the past 3 years	2 x accepted invitations to serve on review panels (e.g. NRF funding; NRF rating; CHE programme reviews) in the past 3 years Valid membership of at least 2 professional bodies one local and one international Evidence of at least 7 reviewed journal articles in the past 3 years	3 x accepted invitations to serve on review panels (e.g. NRF funding; NRF rating; CHE programme reviews) in the past 3 years Valid membership of at least 2 professional bodies one local and one international Occupation of a leadership position in at least 1 professional body. Evidence of at least 9 reviewed journal articles in the past 3 years

3.3	Participation in broad-based community projects	Structured contribution to at least 1 community development project in areas related to one's discipline Potential to be consulted by community organisations for advice / opinion / service	Structured contribution to at least 1 community development project in areas related to one's discipline Limited consultation by community organisations for advice / opinion / service	Structured contribution to at least 1 community development project in areas related to one's discipline Regular consultation by community organisations for specialist advice / opinion / service	Structured contribution to at least 1 community development project in areas related to one's discipline Frequent consultation by community organisations for specialist advice / opinion / service
3.4	Leadership of community engagement projects	Serves as a member of a community engagement project with limited coordination functions.	Has initiated and established at least 1 relevant university-community partnership with shared leadership responsibilities in the past 3 years	Has initiated, established and successfully led to completion at least 1 relevant university-community partnerships in the past 3 years	Has initiated, established and successfully led to completion more than 1 relevant university-community partnerships in the past 3 years
3.5	Sustained interaction with, and representation of the UFS in the external sector(s)	Evidence of efforts to establish and develop sustainable networks with other HEIs around a number of one's KPAs	At least 2 sustainable networks with other HEIs established around one or two KPAs	At least 3 sustainable networks with other HEIs established around a number of one's KPAs	At least 3 sustainable networks with other HEIs, including an overseas HEI, established around a number of one's KPAs

		Serves in at least 1 external committee / structure by virtue of affiliation to the UFS (voluntarily/nominated)	Serves in at least 2 external committee / structure by virtue of affiliation to the UFS (voluntarily/nominated)	Serves in at least 2 external committees/ structures by virtue of affiliation to the UFS and is in the executive/ leadership position in 1	Serves in at least 3 external committees/ structures by virtue of affiliation to the UFS and is in the executive/ leadership position in 1

A candidate must be involved in no less than 50% of items designated for the rank to which they seek to be promoted. The teaching statement and portfolio of evidence address the link between a candidate's generation of new knowledge (research), application of new knowledge (teaching and learning) and praxis in non-academic contexts (public service). The assessment of the evidence will mainly be the extent to which they are judged as having a significant and meritorious impact to the serviced communities and enhancing the reputation of the UFS.

4. Leadership and Administration

The Faculty of Education acknowledges that leadership within the University can only be effective if it is distributed and shared. To that end, the faculty expects all academic staff in the faculty to carry out administrative and leadership functions in their respective operational units (schools and directorates), in the faculty and within the broader university community.

	Criteria	Applicable ranks			
		Lecturer	Senior Lecturer	Associate Professor	Professor
4.1	Effective module-related administration	Effective module leader and/or discipline coordinator for at least 3 years.	Effective module leader and/or discipline coordinator for at least 3 years. Introduced some notable changes.	Effective module leader and/or discipline coordinator for at least 3 years. Introduced several commendable improvements to practices in own area of operation.	Academic leadership of a programme comprising of multiple modules. Evidence of self-initiated and led academic programme / modules Lead programme change processes that include other staff members.
4.2	Participates effectively in operational unit	Is a member of at least 1 School /	Is a member of at least 2 School / Directorate	Is a member of at least 2 School / Directorate	Is a member of at least 2 School / Directorate

			committees and serves as leader of 1	committees and serves as leader of 1	committees and serves as leader of 1
	(school/directorate) committees	Directorate committees	Participates in work groups that focus on specific operations in the School / Directorate	Leads work groups that focus on specific operations in the School / Directorate	Leads work groups that focus on specific operations in the School / Directorate and shape the strategic direction the unit should take

Assists in cross-departmental initiatives in the Faculty |
| 4.3 | Participation in Faculty-level committees | Serves in at least 2 faculty committees | Serves in at least 3 faculty committees and leads 1 | Serves in at least 4 faculty committees and leads 2

Contributes to policy formulation and the strategic direction of the faculty | Serves in at least 5 faculty committees and leads 3

Contributes to policy formulation and the strategic direction of the faculty |
| 4.4 | Representing the faculty in university committees | Evidence of membership of and regular attendance of assigned | Evidence of active participation and demonstrable impact | Evidence of active participation and demonstrable impact in the | Evidence of active participation and demonstrable impact in the |

		university committees	in the assigned university committees	assigned university committees and leadership of special task teams / work groups	assigned university committees and leadership of task teams / work groups. Regularly volunteers / is nominated to serve as convener / chairperson of subcommittees
4.5	Representing the UFS in external committees	Represents the UFS in at least 1 external administration / policy committee at provincial level, or an ad hoc committee constituted for a specific purpose	Represents the UFS in at least 1 external administration / policy committee at national level, or an ad hoc committee constituted for a specific purpose	Represents the UFS in at least 2 external administration / policy committees at provincial and/or national level, or ad hoc committees constituted for a specific purpose	Represents the UFS in at least 2 external administration / policy committees at provincial and/or national level, or ad hoc committees constituted for a specific purpose Requested to serve as proxy for top management in external committees
4.6	Mentoring of junior staff	Mentors junior staff with regard to academic	Mentors junior staff with regard to academic administration in	Mentors junior staff with regard to all areas of academic administration in the	Mentors junior staff with regard to all areas of academic administration in the

		administration in shared modules.	shared modules and other processes in the School.	School and related dependencies in the faculty and the UFS.	School and related dependencies in the faculty and the UFS.

Emphasis will be placed on the contributions made in the committees served or the impact of a candidate's contribution in committees, not just membership of committees. A candidate may not be deemed to meet this criterion if he/she does not demonstrate involvement achievements in at least 60% of the criterion items, inclusive of serving in committees beyond the operational unit where he/she is based. Leadership and administration achievements should be accounted for in the portfolio of evidence.