

ECONOMIC AND MANAGEMENT SCIENCES: FACULTY SPECIFIC PERFORMANCE, **APPOINTMENT AND PROMOTION CRITERIA**

This document sets out the criteria for the Faculty of Economic and Management Sciences. It sets out Performance Criteria as well as Appointment and Promotion Criteria. Also, note that the document presents a separate set of criteria for the School of Accountancy, given their nature as a professional qualification. As a general guide, we see the following definitions for the various appointment levels:

- a) A (full) professor is a **nationally acclaimed scholar** who enjoys considerable recognition for the high quality of her/his recent scholarly activities in a specified field or discipline.
- b) An associate professor is an **established scholar** who has a sustained record of productivity (in the form of scholarly artefacts and awards) in a specified field or discipline.

OR

Is a **highly accomplished scholar** who has demonstrated exceptional achievement in one area of scholarship and who, by virtue of peer review, is deemed fit for special professional status (mostly applicable to the School of Accountancy).

- c) A senior lecturer is a **promising scholar** who is recognised as having the potential to establish her- or himself within a five-year period after promotion, based on their achievements and productivity in the five years prior to promotion; who has demonstrated the ability to conceptualise and apply scholarly methods of inquiry.
- d) A lecturer is an **aspiring scholar** who is recognised as having the potential to develop a career in scholarship; who has demonstrated motivation, insight and desire for the academic profession.
- e) A junior lecturer is a **beginning academic** interested in exploring a life of scholarship through entry into university teaching while pursuing advanced studies.

1. CRITERIA FOR ECONOMIC AND MANAGEMENT SCIENCES EXCLUDING SCHOOL OF ACCOUNTANCY

1.1 PERFORMANCE CRITERIA

In brief, candidates for promotion must be able to demonstrate and provide evidence that they;

1. Have been consistently high performers at their current level of appointment; and
2. Have the capacity to perform satisfactorily at the level to which they seek promotion.
3. Are involved in the four pillars including, **teaching and learning, research, engaged scholarship and leadership and administration.**

The onus is on the candidate to satisfy the promotion committee that the criteria set out in Table 1 below have been met. Furthermore, while promotion candidates are not expected to meet all the criteria stipulated below they should provide evidence on as many of these criteria as possible. An additional table is provided to summarise the requirement per level and per department. Permanent members of the academic staff in the ranks of Lecturer, Senior Lecturer, Associate Professor, *whose appointments have been confirmed, may apply for promotion.*

Score Range	Teaching & Learning (Must provide a portfolio of evidence)	Evidence/measurement Criteria
9-10	<ol style="list-style-type: none"> 1. Plays a leadership role in the development of undergraduate and postgraduate teaching and curricula. 2. One of the top teachers in the Faculty and University. Excellent teacher, Innovative curriculum designer, Receives consistently <i>outstanding student feedback</i>. 3. Is in demand as masters and doctoral supervisor, with a track record as an <i>excellent supervisor</i>. 4. Acts regularly as external examiner. 	<ul style="list-style-type: none"> • <i>Teaching workload as determined by the department at undergraduate level – evidence-based</i> • <i>Active involvement in postgraduate teaching or supervision as determined by department – evidence-based</i> • <i>Through-put rates at undergraduate and postgraduate meet faculty standard and/or HEI standards – need to clearly specify</i> • <i>Positive student evaluations and peer evaluation and external examiner reports (emails can be presented as evidence).</i> • <i>Nominated /or award recipient for the Faculty Teaching and Learning Awards in any category.</i> • <i>Nominated/ or award recipient for the University Teaching and Learning awards.</i>
7-8	<ol style="list-style-type: none"> 1. Contributes extensively to both undergraduate and postgraduate teaching and supervision. 2. Student evaluations, external and collegial reviews consistently very good. 3. Effective masters/doctoral supervisor, with a successful track record as a good supervisor (co-supervision can be considered for doctoral supervision) 4. Acts regularly as external examiner at undergraduate and postgraduate levels where appropriate. 	<ul style="list-style-type: none"> • <i>Teaching workload as determined by the department at undergraduate-level</i> • <i>Actively involved in postgraduate teaching or supervision as determined by department – evidence-based.</i> • <i>Through-put rates at undergraduate and postgraduate meet the faculty standard – need to clearly specify</i> • <i>Positive student evaluations and/or peer evaluation and external examiner reports.</i> • <i>Nominated /or award recipient for the Faculty Teaching and Learning Awards in any category</i>
5-6	<ol style="list-style-type: none"> 1. Involved in course and curriculum development. 2. Contributes to academic development where appropriate. 3. Has successfully graduated several postgraduate* students at Honors and some progress with masters level 4. Student feedback is consistently satisfactory to good. 	<ul style="list-style-type: none"> • <i>Teaching workload as determined by the department at undergraduate-level</i> • <i>Involvement in postgraduate teaching or supervision as determined by department (still developing)</i> • <i>Meet the faculty through-put rate at undergraduate and/or postgraduate –need to clearly specify</i> • <i>Positive student evaluations and/or peer evaluation and/or external examiner reports (only two required as evidence)</i> • <i>Has at least been nominated for the Faculty Teaching and Learning Awards in any category.</i>

3-4	<ol style="list-style-type: none"> 1. Limited postgraduate* research supervising and undergraduate teaching. 2. Average student evaluations, peer and external examiner reports. 	<ul style="list-style-type: none"> • <i>Teaching workload as determined by the department at undergraduate-level</i> • <i>Below average involvement in postgraduate teaching or supervision as determined by department.</i> • <i>Average to positive student evaluations and/or peer evaluation and/or external examiner reports (only two required as evidence)</i>
1-2	<ol style="list-style-type: none"> 1. Plays minimal or no role in undergraduate and postgraduate* teaching programmes. 2. Teaching <i>evaluations by students</i> may contain <i>seriously negative elements</i>. 	<ul style="list-style-type: none"> • <i>Below average teaching workload as determined by the department at undergraduate-level</i> • <i>Not involved in postgraduate teaching or supervision.</i> • <i>No evidence of student evaluation or student evaluations are mostly negative.</i>
0	<ol style="list-style-type: none"> 1. Totally inadequate as a teacher of undergraduate or postgraduate* students. 	<ul style="list-style-type: none"> • <i>No teaching evidence</i>

*Postgraduate include Honours, Masters and Doctoral Studies.

Score Range	Research	Evidence/measurement Criteria
9-10	<p><i>Very productive researcher.</i></p> <ol style="list-style-type: none"> 1. Has established an international reputation as a researcher in his/her field. 2. Papers in <i>top-ranked international academic journals</i>. 3. Is frequently invited to present at conferences and other prestigious gatherings internationally. 4. Provide mentorship to junior personnel in the faculty or department. 	<ul style="list-style-type: none"> • <i>Regular, major contributions to knowledge of outstanding quality.</i> • <i>Papers in top-ranked international academic journals such as (ISI, IBSS, Scopus or equivalent)</i> • <i>Strong international academic peer review of applied research reports, chapters in books, professional journals, and/or conference papers</i> • <i>Keynote addresses at international research conferences or equivalent</i> • <i>Assisting junior personnel in making contributions to scholarship in the Department (Evidence of mentorship)</i> • <i>Regular citation and review (e.g. google Scholar h – index of 4 or above)</i> • <i>Nominated or recipient of awards for contributions to knowledge (at faculty and University level)</i> • <i>Consistently produce good quality research outputs in high impact journals (ISI, Scopus, IBSS or equivalent. (a minimum of 3 peer-reviewed articles per year)</i> • <i>Evidence of NRF rating (a B or higher) or equivalent</i>

7-8	<ol style="list-style-type: none"> 1. Is considered one of the active researchers nationally in his/her field. 2. Is producing on a regular basis research outputs of quality. 3. Is a leading member of a research group or network? 4. Assist junior personnel to make contributions to scholarship in the department 	<ul style="list-style-type: none"> • Evidence of papers in international and top-ranked journals • Papers in South African peer-reviewed academic journals • At least 11 articles in recognized international and South African peer-reviewed journals (30 % of the outputs should be of high quality (the high quality refers to outputs in ISI, Scopus, IBSS or equivalent) • Publications or outputs in peer-reviewed DHET journals and accredited conference proceedings • Strong academic peer review of applied research reports, chapters in books, professional journals, and/or conference papers (at least 2 peer-reviewed articles and two conference per year) • Regularly presents papers at national and some international research conferences and seminars • Regular citation and reviews (e.g. google scholar index of 3 or above) • Play a major role in assisting junior personnel to make contributions to scholarship in the Department • Leading member of a successful research group
5-6	<ol style="list-style-type: none"> 1. Steady research output. 2. Work regularly cited with some evidence of international recognition. 3. Invited often to research conferences and seminars. 	<ul style="list-style-type: none"> • Evidence of national reputation as active in the field, making substantial contributions to knowledge of quality (At least three accepted publications or equivalent recognized scholarly outputs per 3 year cycle/ at least 1 output per year)(e.g. 1 conference, 1 peer-reviewed article and 1 book chapter) • Evidence of regularly cited papers in SA and/or international academic journals • regular presentation of papers at national research conferences and seminars • has completed a higher degree • Frequent publications (at least 1 output per year)
3-4	<ol style="list-style-type: none"> 1. Is not considered to be an active researcher. 2. Has produced few recognized research outputs of quality over the past 3 years. 3. Papers in SA academic journals. 4. Attend few research conferences and seminars. 	<ul style="list-style-type: none"> • Has made considerable progress towards completing a higher degree • Evidence of publications in SA academic journals (at least 2 peer-reviewed article in the SA Journals per 3 year cycle) • Evidence of conference presentations and attendance. (at least 1 conference presentation per 2 year cycle) • Individual shows potential

1-2	<ol style="list-style-type: none"> Has produced very few recognized research outputs over the past 3 years. Very seldom engaged with research projects and does seldomly attend research conferences, seminars or creative events. 	<ul style="list-style-type: none"> <i>Some, although small, evidence of applied research reports</i> Has made little progress towards completing a higher degree or has no scholarly output
0	Does no research at all.	<ul style="list-style-type: none"> <i>No Research evidence</i>

Score Range	Leadership & Administration	Evidence/measurement Criteria
9-10	<ol style="list-style-type: none"> Excellent track record in departmental, Faculty and University administration. Outstanding leadership and organizational ability as head of a large university committee/project. Provides significant guidance to junior staff in the faculty or department. 	<ul style="list-style-type: none"> <i>Evidence of substantial contribution to major leadership and/or administration roles at, faculty and/or university level in the past 5 years. (Serving on or leading, faculty committees effectively e.g, committee leader and team leaders).</i> <i>Have mentored a significant number of junior personnel to leadership roles (contributed significantly to succession planning)</i> Establishing and/or directing research projects, groups and/or teams. Manages research contracts and units
7-8	<ol style="list-style-type: none"> Serve as a good or effective HOD or equivalent An effective contributor to administration at Faculty/University level administration. Has considerable experience in serving on faculty committees at policy formulation and leadership level. Serve as an effective member of the Research Ethics Committee Serve as an effective member of the Research Committee 	<ul style="list-style-type: none"> Plays a leadership role in dept. and faculty admin. (Manages research projects/teams/units) convenor of courses, programmes and/or orientation activities). Organising of academic conferences, colloquia and workshops or equivalent Writing and/or coordinating proposals for fundraising Serve as an effective reviewer for the EMS research ethics committee Serve as an effective member of the EMS research committee

5-6	<ol style="list-style-type: none"> 1. Serves effectively at Faculty/Departmental Committees. 2. Effectively and efficiently carries significant departmental administrative responsibilities. 3. Active Member of the Research Ethics Committee 	<ul style="list-style-type: none"> • Has contributed satisfactorily to substantial leadership and/or administration roles at course, department and faculty level. • Regularly plays a role in departmental administration with some leadership responsibilities (subject head, programme leader) • Make significant contribution to faculty committees (research, ethics and research committee).
3-4	<ol style="list-style-type: none"> 1. Seldom serves on Faculty/University Committees, but makes some contribution to departmental administration. 2. Member of Research Ethics Committee 	<ul style="list-style-type: none"> • <i>Evidence of useful contributions to departmental administration</i> • <i>Contributing to a collegial and intellectually creative culture. (Active participation in departmental meetings, committees)</i> • <i>Useful contributions to the EMS ethics committee (developmental)</i>
1-2	<ol style="list-style-type: none"> 1. Makes very little contribution to the Management and administration of the department and/or Faculty, and participates minimally in departmental committees. 	<ul style="list-style-type: none"> • Involved but not actively participating in both the faculty or departmental activities
0	<ol style="list-style-type: none"> 1. Makes no contribution to leadership and administration in the University/Faculty/Department levels. 	<ul style="list-style-type: none"> • <i>Little or no contribution to any leadership or administrative roles in the department</i>

Score Range	Engaged Scholarship (Community and discipline/profession)	Evidence/measurement Criteria
9 - 10	<ol style="list-style-type: none"> 1. <i>Consistent and respected contributions to learned and/or professional societies.</i> 2. <i>Influential as a member of national and international committees in his/her field.</i> 3. <i>Engages with the media or electronically to a wide audience in response to significant issues, or engages with the profession through lectures, publications and advice.</i> 4. <i>Nationally recognized as a public intellectual in his/her field.</i> 5. <i>Active involved in public policy development</i> 	<ul style="list-style-type: none"> • <i>Serving on national committees and agencies concerned with tertiary education and/or scholarship</i> • <i>Active participation & leadership in professional academic bodies and editorial boards</i> • <i>Substantial record of activities, which brings benefits of academic research and teaching to the wider community (public lectures, workshops and trainings, advisory committee).</i> • <i>Public recognition for community engagement (certificates of recognition as evidence) or policy development</i> • <i>Editor of a research journal</i>

7- 8	<ol style="list-style-type: none"> 1. Active participation in professional/academic board. 2. Policy formulation, policy documents for public/professional bodies. 3. Contribute to project work at local or national governmental level. 4. Involved in community projects where transfer of knowledge has happened 	<ul style="list-style-type: none"> • <i>Serving as an active member of a professional society (certificate of recognition as evidence)</i> • <i>Serving as an editor of, or adviser to, professional/disciplinary journals</i> • <i>Evidence of community engagement or equivalent</i> • <i>Regularly mentors new academics and young researchers in similar professions</i> • <i>Experience in developing local, national & international partnerships to foster knowledge exchange (evidence of partnership with the private sector to exchange knowledge</i> •
5-6	<ol style="list-style-type: none"> 1. Active participant in socially responsive activities such as service teaching or community-based education. 2. Relevant professional qualification 	<ul style="list-style-type: none"> • <i>Assisting other universities and/or other entities with educational and/or transformational objectives (exchange programmes may be included here)</i> • <i>communicating and diffusing the results of academic expertise and scholarship to the public media (public lectures, publications, newsletters) (Actively participate in public debate based on academic expertise)</i> • <i>Facilitating external partnerships aimed at providing off-campus, SL and experiential learning opportunities for students.</i> • <i>Belong to a professional board</i> • <i>Proposing new scholarship and teaching initiatives (involved in developing curriculum to align well with the fourth industrial revolution).</i>
3 - 4	<ol style="list-style-type: none"> 1. Contributes sporadically to socially responsive activities 2. Community (preferably scholarly) involvement. 	<ul style="list-style-type: none"> • <i>Actively participate in developing local, partnerships (including liaising with industry; coke projects)</i> • <i>Belong to a professional board but not actively involved in most activities (evidence; membership no.)</i>
1 - 2	Seldom participates in socially responsive activities and engaged scholarship.	<ul style="list-style-type: none"> • <i>Limited participation in socially responsive activities and engaged scholarship</i>
0	Makes no contribution to engaged scholarship.	No evidence of engaged scholarship

SCORING GUIDE

Expected Performance

Weighted Score

Lecturer	50-60
Senior Lecturer	60-70
Associate Professor	70-80
Professor	80

Table 1: Weightings

Weightings	Lecturer, Senior Lecturer & Associate Professor	Professor
Teaching & Learning	2-5	3-5
Research	2-5	3-5
Engaged Scholarship	1-5	2-3
Leadership & Administration	1-5	1-2

- Weightings must add up to 10.

How to calculate the weighted score for the specific rank:

Step 1: The line manager and employee will agree on the actual performance score/weighted score on the evaluation questionnaire in each category (i.e. Teaching and Learning, Research, Engaged Scholarship, and Leadership and Administration).

Step 2: Assign actual performance score/weighted score for each category.

Step 3: Determine the weighting in each category. Weightings should be within the range and should add up to 10.

Step 4: Multiply the actual performance/weighted score for each category with the weightings as indicate in table 1 and add the total.

Step 5: Try multiplying using different weighting numbers within a specific range to get the maximum score.

Lecturer (1)

Weightings	Lecturer, Senior Lecturer & Associate Professor	Actual score	Weightings (should always add to 10)	Actual score X Weightings	Total
Teaching & Learning	2-5	6	4	6 x 4	24
Research	2-5	6	2	6 x 2	12
Engaged Scholarship	1-5	6	1	6 x 1	6
Leadership & Administration	1-5	6	3	6 x 3	18
					60*

**An example of high performing lecturer. The scores may differ depending on actual performance.*

Lecturer (2)

Weightings	Lecturer, Senior Lecturer & Associate Professor	Actual score	Weightings (should always add to 10)	Actual score X Weightings	Total
Teaching & Learning	2-5	5	2	5 x 2	10
Research	2-5	4	3	4 x 3	12
Engaged Scholarship	1-5	4	1	4 x 1	4
Leadership & Administration	1-5	6	4	6 x 4	24
					50*

**performing within the expected performance*

2. CRITERIA FOR THE SCHOOL OF ACCOUNTANCY

2.1 PERFORMANCE CRITERIA

TEACHING & LEARNING (BASED ON A PORTFOLIO OF EVIDENCE)

Teaching and Learning	1-2	3-4	5-6	7-8	9-10
Pedagogy	<ul style="list-style-type: none"> • Teaches very little. Is seldom involved in teaching. 	<ul style="list-style-type: none"> • An inexperienced teacher who is enthusiastic, flexible and adaptable and strives for improvement in classroom teaching and or facilitation 	<ul style="list-style-type: none"> • Has a reputation as a good educator, able to impart knowledge and skills to UG and/or PG (Honours) students. • Makes the most of learning opportunities in different settings and stimulates students' critical thinking and problem solving skills. • Enables student growth and development through reflection on their own experience. • Is responsive to opportunities offered by new technologies. 	<ul style="list-style-type: none"> • Demonstrates a high standard of teaching. Actively addresses issues of diversity and academic progress of students. • Is well known as an excellent, empathetic, innovative, and inspiring teacher. • Actively explores opportunities offered by new technologies. • Consistent, meaningful praise over time in student feedback. 	<ul style="list-style-type: none"> • Has won awards for teaching (undergraduate and/or postgraduate) at Faculty or University-level. • Has implemented sustainable innovations. • Invited to teach students or present workshops for colleagues nationally or internationally.
Assessment	<ul style="list-style-type: none"> • Assessments are of a poor standard, and require significant amendments to be suitable for use. 	<ul style="list-style-type: none"> • Assessments are of a reasonable standard, but require material amendments to be suitable for use. 	<ul style="list-style-type: none"> • Assessments are of a good standard, and require only minor editorial amendments to be suitable for use. • Actively aligns 	<ul style="list-style-type: none"> • Actively applies criteria for sound assessment practice as outlined in UFS Assessment Guideline and educational literature. • Assessments are of a very good 	<ul style="list-style-type: none"> • Is regarded as setting assessments of an excellent standard. • Provides meaningful mentorship to more junior staff to

			<p>assessment with learning outcomes at module level.</p> <ul style="list-style-type: none"> • Is sensitive to issues of fairness and feasibility in assessment. 	<p>standard, with minor to no amendments required to be suitable for use.</p> <ul style="list-style-type: none"> • Analyses assessment results and adapts assessment practices accordingly. • Actively aligns assessment with learning outcomes at course and programme level. • Actively and/or innovatively addresses issues of fairness and feasibility in assessment. • Is invited to act as external examiner for other universities. 	<p>improve their assessment practices.</p> <ul style="list-style-type: none"> • Is valued nationally as an effective examiner of professional examinations .
Curriculum development	<ul style="list-style-type: none"> • Input into determining course content is minimal. 	<ul style="list-style-type: none"> • Some involvement in determining course content. 	<ul style="list-style-type: none"> • Has developed teaching materials relevant to the module and student needs. • Demonstrates an appreciation for quality in developing and updating course materials. • Participates in curriculum development occasionally . • Demonstrates a good level of technical competence . 	<ul style="list-style-type: none"> • Contributes to course and curriculum development in many different ways. • Initiates and introduces new approaches in existing courses or new courses and/or programmes. • Contributes to management, development and/or quality assurance of curriculum at School / faculty level. • Demonstrates a strong level of technical competence and academic leadership in his/her area of specialisation. 	<ul style="list-style-type: none"> • Contributes to management , development and/or quality assurance of curriculum at national or international level. • Demonstrates an excellent level of technical competence and academic leadership in his/her area of specialisation .

Mentoring and Support	<ul style="list-style-type: none"> • Little interaction with students in mentorship capacity. Makes minimal contribution to students' academic development. 	<ul style="list-style-type: none"> • Interaction with students is less frequent than would be expected for the module. 	<ul style="list-style-type: none"> • Is sensitive to issues of diversity and academic progress of students. • Frequently approached by students on academic matters. • Is an empathetic teacher and sensitive to non-academic needs. • Frequently approached by students on non-academic matters. 	<ul style="list-style-type: none"> • Widely recognised student mentor with demonstrated ability to adapt approaches and assist students with wide variety of non-academic needs. • Is an effective mentor to colleagues and encourages them to improve their teaching methods and techniques. 	<ul style="list-style-type: none"> • Highly regarded by students, colleagues and graduates as an effective advisor and mentor. • Consulted by colleagues regarding mentoring and advising.
Postgraduate Supervision At Honours level		<ul style="list-style-type: none"> • May also teach postgraduate students or serve as a co-supervisor for postgraduate students' treatises 	<ul style="list-style-type: none"> • Successfully supervises post-graduate students' treatises; • Carries a light to moderate load of PG supervision. 	<ul style="list-style-type: none"> • Is an effective postgraduate student supervisor who has successfully supervised several honours students' treatises to completion. • Is an empathetic postgraduate supervisor. • Has a track record of quality supervision. 	<ul style="list-style-type: none"> • Currently highly productive and has an outstanding throughput of postgraduate (Honours) students.
Scholarship			<ul style="list-style-type: none"> • Has an effective working knowledge of the theoretical and conceptual frameworks that underpin current educational practices. • Practices reflectively. 	<ul style="list-style-type: none"> • Has contributed chapters to textbooks for undergraduate or postgraduate education. • Consistently uses the best available information about teaching, assessment, curriculum, mentoring/advising. 	<ul style="list-style-type: none"> • Has edited a textbook for undergraduate or postgraduate education with relevant application nationally or internationally. • May have obtained a higher degree in accounting

			<ul style="list-style-type: none"> • Consults with educational experts in department or faculty. • Undertakes courses in higher education in order to improve or develop educational practice. 	<ul style="list-style-type: none"> • May have obtained a qualification in accounting professions education. 	education, such as a Master's degree or PhD
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RESEARCH

Score Range	School of Accountancy
9-10	<p>Has a national reputation as an active expert in field. Is making regular, major contributions to knowledge of outstanding quality. The following activities will be recognised in determining whether a staff member has achieved at this level*:</p> <ul style="list-style-type: none"> • papers in top-ranked SA and international academic journals • strong academic peer review of applied research reports, chapters in books, professional journals, and/or conference papers • keynote addresses at national / international research conferences • regular citation of research • recipient of awards for contributions to knowledge • attracts scholars in the discipline to UFS • assists junior staff in making contributions to scholarship in the School • Highly sought after as masters and doctoral supervisor, and is an excellent supervisor • Highly sought after as masters and doctoral assessor / examiner
7-8	<p>Has national reputation as active in field. Is making regular or major contributions to knowledge of high quality. The following activities will be recognised in determining whether a staff member has achieved at this level*:</p> <ul style="list-style-type: none"> • papers in top-ranked SA academic journals • strong academic peer review of applied research reports, chapters in books, professional journals, and/or conference papers • regularly presents papers at national and some international research conferences and seminars • evidence of citations of research • assists junior staff in making contributions to scholarship in the School • is in demand as masters and doctoral supervisor, and is good supervisor • Often in demand as masters and doctoral assessor / examiner

5-6	<p>Has national reputation as a scholar in field. Is making regular contributions to knowledge of quality. The following activities will be recognised in determining whether a staff member has achieved at this level*:</p> <ul style="list-style-type: none"> • papers in SA academic journals • favourable academic peer review of applied research reports, chapters in books, professional journals, and/or conference papers • regularly presents papers at national research conferences and seminars • is a member of a research group • has produced either a major research monograph or a major series of research articles and/or reports • assists junior staff in making contributions to scholarship in the School • is in demand as masters supervisor, and is a good supervisor • is in demand as assessor / examiner for masters degrees • produces high quality applied technical research (e.g. chapters in textbooks which are seen as authoritative in the field) • is invited to act on the review panel for local research journals or a reviewer of local professional scholarly work • If not holding a PhD, has made very good progress towards completing this
3-4	<ul style="list-style-type: none"> • Is making contributions to knowledge of quality. • Attends research conferences and seminars. • Produces high quality applied technical research – (e.g. chapter in textbooks prescribed by some other universities) • If not holding a Masters, has made very good progress towards completing this.
1-2	Has made some progress towards completing a Masters degree, and produces some technical/academic output
0	Does no research at all.
	<p><i>The following activities may constitute a formal contribution to knowledge. It is the staff member's responsibility to explain how the activity in his/her case contributes to knowledge. This will need to be confirmed by the director of the School (DoS):</i></p> <ul style="list-style-type: none"> • policy documents for public bodies, companies and civil society agencies • publications resulting from consultation to a profession closely linked to the candidate's field of study • professional and private work based on the staff member's academic skills and which contributes to scholarship in the School • authorship of / contributions to textbooks

ENGAGED SCHOLARSHIP

Score Range	
9-10	<p><i>Consistent and respected contributions</i> to learned and/or professional societies.</p> <p>Influential as a member of national / international committees in his/her field.</p> <p>Engages with the media or electronically to a wide audience in response to significant issues, or engages with the profession through lectures, publications and advice.</p>

	<i>Nationally recognized as a public intellectual in his/her field.</i>
7-8	<p>Strong industry / professional body interactions and/or regularly consulted by the profession or governmental organisations.</p> <p>Respected as an expert in his or her field of expertise.</p> <p>Plays an organizational role in:</p> <ul style="list-style-type: none"> - <i>Professional work.</i> - <i>Policy formulation, policy documents for public/professional bodies.</i> - <i>Project work at local or national governmental level.</i> <p>Meaningful contribution to socially responsive activities in society / engaged scholarship.</p>
5-6	<p>Has developed some worthwhile links with industry and other stakeholders outside UFS</p> <p>Has been consulted as a source of expertise.</p> <p>Participates in socially responsive activities and engaged scholarship.</p>
3-4	<p>Limited or irregular interactions with industry or other stakeholders outside UFS.</p> <p>Contributes sporadically to socially responsive activities and engaged scholarship.</p>
1-2	Seldom participates in socially responsive activities and engaged scholarship.
0	Makes no contribution to engaged scholarship.

LEADERSHIP AND ADMINISTRATION

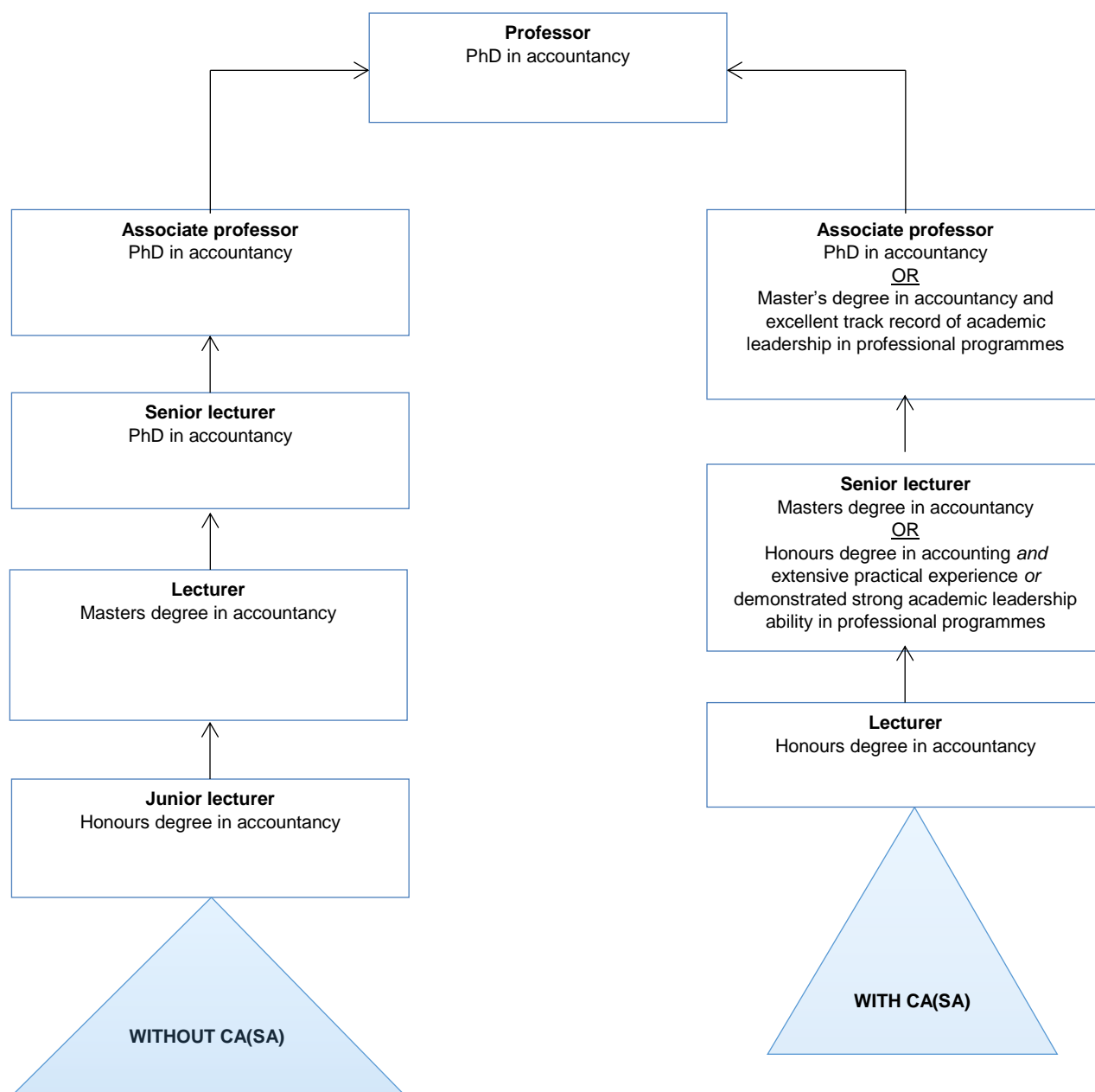
Score Range	
9-10	<p>Excellent contributions to Departmental, Faculty and University administration.</p> <p>Outstanding leadership and organizational ability.</p>
7-8	<p>An effective contributor to administration at Departmental, Faculty and University level.</p> <p>Strong leadership and organizational ability.</p>
5-6	<p>Adds value when serving on Departmental / Faculty Committees.</p> <p>Effectively and efficiently carries significant departmental administrative (including module-related) responsibilities.</p> <p>Effective leadership and organizational ability.</p>
3-4	Seldom serves on Faculty/Department Committees, but makes a reasonable contribution to module administration.
1-2	Makes very little contribution to the management and administration of the department and/or Faculty, and participates minimally in departmental committees.

0	Makes no contribution to leadership and administration in the Departmental, Faculty and University levels.
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2.2 APPOINTMENT AND PROMOTION CRITERIA

The Guideline provides for two routes leading to the rank of full professor and is set out in the flowchart. The qualification shown is the minimum requirement for appointment at each rank.

PROMOTION ROUTES



Comments relating to minimum qualification requirements:

- (i) For academic staff without a CA (SA), the qualification requirements are the same as for the other academic staff in the Faculty of EMS.
- (ii) For academic staff who are CAs (SA), a differentiated approach is required, specifically at the senior lecturer and associate professor levels. This is based on the rationale provided in the Guidelines document (emphasising the focus on professional education and involvement), as well as to give due consideration to the appointment / promotion requirements of Accounting staff at other universities.

Moreover, 'academic leadership' in the professional programme needs to be emphasized and acknowledged. Accordingly, a further differentiation is proposed for the qualification requirements for senior lecturer and associate professor based on the academic leadership that the applicant has demonstrated. The following explanation from SAICA's accreditation criteria clarifies this concept:

"The position of academic leader for each of the core accounting disciplines is a matter which is central to the programme and is, therefore, a very important accreditation factor ... There are fundamental components of academic leadership which should be present in all accredited programmes. These include:

- *Planning and articulation of the approach to teaching, learning and assessment*
- *Ensuring that academic staff are technically competent and creating an environment which promotes technical expertise and provides opportunity to be technically up to date*
- *Quality control of all aspects of the discipline.*
- *Implementation of the Competency Framework.*
- *Mentoring of staff.*
- *Benchmarking all aspects of the discipline.*
- *Vertical co-ordination within the discipline.*
- *Horizontal co-ordination with other disciplines.*
- *Research and scholarship in the discipline."*

Specifically, therefore for those academic staff who have demonstrated academic leadership ('excellent track record of academic leadership' for associate professor or 'demonstrated strong academic leadership ability' for senior lecturer), the qualification requirements are relaxed compared to those who have not met this requirement.

- (iii) It may be desirable in the offering of the professional programmes to make appointments where the candidate has considerable experience in practice rather than in an academic environment. In these circumstances it may be necessary, recognizing the seniority of the appointee in his/her previous work context, to make the appointment at the senior lecturer rather than lecturer level.

Minimum research output requirements:

Senior lecturer:

- For those without CA(SA): At least 2 accepted publications or equivalent scholarly activity.
- For those with CA(SA): At least 2 peer-reviewed scholarly outputs, which need not be publications in research journals [NB: *These individuals do not have a PhD / M and as such should rightly devote their time to furthering their qualifications rather than publishing research outputs*].

Associate professor:

- For those without CA(SA): At least 9 accepted publications or equivalent scholarly outputs.
- For those with CA(SA): At least 5 accepted publications or equivalent scholarly outputs.