**Faculty of Health Sciences**

**Faculty-Specific Academic Criteria for Promotion and Performance Management of <u>Academic Staff</u>**

**Criteria for Promotions and Performance Management**

This document concerns permanent full-time members of the <u>academic staff</u> in the ranks of junior lecturer, lecturer, senior lecturer, associate professor and professor whose appointments have been confirmed by the UFS Department of Human Resources that may apply for promotion or increases, as applicable.

The objective is to give departmental heads and staff a realistic appreciation of the expected performance requirement of their academic ranking. It is important that departmental heads score the performance of the candidates in a realistic and objective fashion. For example, the evidence required by performance management and promotions can include a **cycle of up to three consecutive years** of which the third year is the final year of the assessment. Some terms in the criteria are difficult to define, such as "expected" teaching load which is department-specific. However, some terms denote a degree of frequency such as "consistently", pertaining to at least three in a three-year cycle and "regularly", pertaining to at least two in a three-year cycle.

**Scoring the performance:**
- Scoring is performed following a "bottom-up" approach.
- If 50% or less of the criteria are fulfilled in a score range, the score within that range is determined based on the weight of the evidence but not exceeding the median of that range.
- If 50% or more of the criteria are fulfilled in a score range, the score within that range is determined based on the weight of the evidence and may exceed the median score up to but not equal to the maximum value of that range.
- If more than 50% of the criteria are fulfilled in a score range with less than 50% fulfilled in a higher score range, the score may exceed the median of the lower score range up to but not equal to the lowest value of the upper score range.

| Score range | Category: Teaching and learning (Based on a portfolio of Evidence) |
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| 9-10 | 1. An educational leader in teaching (undergraduate and/or postgraduate) and contributes to educational development nationally and/or internationally. <br> • A Leader in teaching and learning nationally and/or internationally. <br> • Evidence of presenting academic seminars or lectures nationally and/or internationally. <br> • Recognition of leadership in innovative approaches to teaching and learning nationally and/or internationally. <br> • Leadership in the development of new training programmes and/or revision of existing student training programmes and/or quality assurance of curriculum at national or international level. <br> • Excellent student evaluations <br> 2. Leader in innovative teaching and learning practice of master's and doctoral theses. <br> • Participation in a professional community concerned with teaching and learning nationally and/or internationally. <br> • Evidence of high ratings in student and/or peer evaluations of teaching and learning. <br> 3. High throughput of postgraduate students (**need to specify**). |

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| | • High throughput of master's and doctoral students. |
| | 4. Valued nationally and/or internationally as an external discipline-specific assessor and/or moderator. |
| | • Regular national and/or international external discipline-specific moderator or assessor. |
| | 5. Valued nationally and/or internationally as an external examiner of master's dissertations and/or doctoral theses. |
| | • Regular national and/or international external examiner for master's and/or doctoral students. |
| 7-8 | 1. Carries an expected teaching and student supervision load and contributes to educational development nationally and/or at faculty level. |
| | • Carries a standard teaching load (**need to specify**) with an above-average delivery and regularly revises course content and/or quality assurance of curriculum at national and or faculty level. |
| | • Participation in a professional community concerned with teaching and learning nationally and/or at faculty level. |
| | • Evidence of presenting academic seminars or lectures outside the university and/or at faculty level. |
| | 2. Evidence of innovative teaching and learning practices. |
| | • Demonstrates leadership in developing teaching and learning nationally and/or at faculty level. |
| | • Evidence of high ratings in student and/or peer evaluations of teaching and learning. |
| | • Leads the development of modules and/or training programmes. |
| | • Plays a leading role in academic student support. |
| | • Contributes to leadership in quality assurance of teaching and learning. |
| | 3. Consistent successful supervision of postgraduate students. |
| | 4. Consistent external discipline-specific assessor and/or moderator. |
| | 5. Consistent external examiner of master's dissertations and/or doctoral theses. |
| 5-6 | 1. Carries an expected teaching and student supervision load and contributes to educational development to undergraduate and/or postgraduate students. |
| | • Carries a standard teaching load with an above-average delivery and regularly revises course content. |
| | • Demonstrates leadership in promoting teaching and learning at departmental level. |
| | • Evidence of presenting academic seminars or lectures outside the department. |
| | • Participation in a professional community concerned with teaching and learning. |
| | • Contributes to the development of modules, including practical sessions. |
| | 2. Has an above-average standard of teaching and learning and uses current evidence-based information and teaching and learning pedagogies to enhance student learning. |
| | • Evidence of acceptable ratings in student evaluations of teaching and learning. |
| | • Plays an active role in academic student support. |
| | • Participates in quality assurance of teaching and learning. |
| | • Evidence of improved approaches to teaching and learning. |

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| | 3. Successfully supervises undergraduates and postgraduate students. |
| | • Successful supervision of master's and/or co-supervision of doctoral students. |
| | 4. External discipline-specific assessor and/or moderator. |
| | 5. External examiner of Master's dissertations and/or PhD theses. |
| 3-4 | 1. Carries an expected teaching and/or student supervision load, and makes some contribution to educational development. |
| | • Carries a standard teaching load with adequate delivery. |
| | • Evidence of presentations in delivering academic seminars or lectures at departmental level. |
| | 2. Minimal research supervision of students. |
| | • Successful supervision of undergraduate research groups or honours or master's students. |
| | 3. Has an adequate standard of teaching and learning. |
| | • Shows evidence of using student ratings in student evaluations to improve teaching and learning. |
| | • Plays an active role in providing academic student support. |
| | • Demonstrates attempts to implement quality assurance processes for a module in the department. |
| | 4. Discipline-specific assessor and/or moderator. |
| | • Module moderator or assessor. |
| | 5. Examiner of master's dissertations. |
| | • Internal examiner of master's dissertations. |
| 1-2 | 1. Carries less than standard teaching and/or student supervision load, and makes minimal contribution to educational development. |
| | • Carries a less than standard teaching load, or input into course content is minimal. |
| | • Shows evidence of commitment at some level, for teaching in the discipline or field. |
| | • Shows evidence of presentations in delivering academic seminars at departmental level. |
| | 2. Has a below acceptable standard of teaching and learning. |
| | • Demonstrates attempts to improve in terms of teaching and learning. |
| | • Provides some academic student support. |
| 0 | No evidence of teaching and learning. |

| Score range | Category: Research |
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| 9-10 | 1. Leads research with national and international recognition. |
| | • Publications cited in accredited international journals. |
| | • Develops research linkages and networks with national and international universities and scholars. |
| | • Leads research development through mentoring. |
| | • Evidence of international recognition for specialist expertise and research leadership. |
| | • Consistent high research output at national and international level. Consistently produces high output high-quality publications in accredited national and international journals with more than **3 publications annually** over the last three years. |
| | 2. Presents at national and international conferences and/or research workshops frequently by invitation. |

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| | • Evidence of invitations to deliver keynote addresses at national and international scholarly conferences or workshops.<br>**3.** Has a developed research focus with potential of **B or higher NRF rating or equivalent.**<br>• Developed research focus that has received international recognition.<br>4. Regular reviewer and/or journal editor at national and/or international level.<br>• Editorial board member of a national and/or international accredited journal.<br>• Regular reviewer for national and international accredited journals.<br>5. Substantial funding for research costs, and for research staff and students.<br>• Able to attract funding from international sources for research costs, and for research staff and students. |
| 7-8 | 1. Lead research with national and/or international recognition in terms of:<br>• Citation of publications.<br>• Research linkages and networks with national and/or international universities and scholars.<br>• Leads research through mentoring.<br>• Evidence of national recognition for specialist expertise and research leadership.<br>2. Consistent evidence of research output at national and/or international level.<br>• Consistent level of **annual publications at least 2 in accredited** national and/or international journals in the last three years.<br>3. Presents at national and/or international conferences and/or research workshops often by invitation.<br>• Evidence of presentations at national and/or international conferences and/or research workshops.<br>**4.** Has a developed a research focus with potential of **C or higher NRF rating or equivalent.**<br>• Developed research focus with national or institutional recognition.<br>5. Reviewer and/or journal editor at national and/or international level.<br>• Editorial board member of an accredited journal.<br>• Reviewer for accredited journals.<br>6. Sustainable funding for research.<br>• Funding from national and/or international sources for research costs and staff. |
| 5-6 | 1. Involved in research:<br>• Research involvement with institutional and/or national universities and scholars<br>• Leads research.<br>• Evidence of recognition for specialist expertise and research leadership.<br>2. Regular evidence of research accredited publication(s) of at **least 1(one) per annum** over the last three years.<br>3. Attends and/or presents at institutional and/or national conferences and/or research workshops.<br>• Evidence of attendance and/or presentations at institutional research conferences and/or workshops.<br>• Evidence of attendance and/or presentations at national and/or international conferences and/or research workshops. |

| | 4. Evidence of developing a research focus.<br>• Evidence of developing a research focus through publication outputs.<br>5. Reviewer for peer-reviewed journals.<br>• Reviewer for peer-reviewed journals.<br>6. Able to attract some funding for research.<br>• Obtains research funding to support his/her own research costs. |
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| 3-4 | 1. Evidence of sustained involvement in research.<br>• Involved in research participation.<br>• Membership of a faculty and/or national society.<br>2. Evidence of occasional research publication(s) over the last three years<br>• Research reports.<br>3. Occasionally attends scientific conferences and/or research workshops.<br>• Evidence of attendance of scientific conferences and/or research workshops.<br>• Depends substantially on internal funding for research. |
| 1-2 | 1. Evidence of Involvement in research.<br>• Commencing participation in research projects.<br>• Membership of departmental and/or institutional.<br>2. Attends institutional conferences and/or research workshops.<br>• Evidence of attendance of institutional conferences and/or research workshops. |
| 0 | No evidence of research. |

| Score range | Category: Engaged scholarship<br>Engaged scholarship refers to the application or use of academic scholarship or professional expertise with an intentional public purpose or benefit, which demonstrates engagement with external (non-academic) constituencies. Engaged scholarship includes Service delivery; Community Outreach; Policy Input & Health Systems Development. |
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| 9-10 | Service delivery<br>• Usually showing leadership and/or heads at departmental level or unit that is internationally recognised for service excellence.<br>• Recognised leader by peers in professional and/or public service nationally and/or internationally with a focus on Africa.<br>• Recognised nationally and/or internationally as a leader within the discipline in professional and/or public service and maybe invited to contribute editorial opinions in reputable channels on the basis of well-recognised clinical expertise.<br>• Recognised as a professional expert in a discipline at provincial, national and/or international level.<br>• Provides senior leadership to the hospital, and is a member of academic hospital and/or provincial administrative structures.<br><br>Community Outreach<br>• Very strong interactions with wider society, the health sector and other sectors in promoting health equity, and making impact on the health of needy populations.<br>• Recognised leader in community interactions and/or outreach nationally and/or internationally with a focus on Africa. |

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| | | **Policy Input**<br>• Chairs or coordinates AND provide input into national/provincial level policy processes on behalf of government.<br>• Prominent member of committee of international funder or technical assistance body.<br><br>**Health Systems Development**<br>• Regularly sought for technical expertise by national and/or international health service.<br>• Brings unique consultant expertise to the health system.<br>• Recognised leader in systems implementation at provincial and/or national level. |
| 7-8 | | **Service delivery**<br>• Has nationally recognised clinical expertise.<br>• Is consulted nationally, and may have patients referred for consultation and treatment from other provinces.<br>• Contributes to the development of the clinical discipline with innovative projects.<br>• International recognition with invitations to address international clinical meetings within the discipline.<br>• Leader in professional and/or public service provincially and/or nationally.<br>• Recognised professional expert in a discipline at provincial and/or national level.<br>• Is extensively involved in hospital administration and sits on hospital management committees.<br><br>**Community Outreach**<br>• Regularly plays an advocacy role in promoting the health of the public and marginal groups.<br>• Has taken a lead in promoting partnerships between UFS and committees or in implementing research findings with local benefit.<br>• Leader in community interactions and/or outreach provincially and/or nationally.<br>• Leader in capacity building and/or development at provincial and/or national level.<br><br>**Policy Input**<br>• Is consulted regularly by national policy makers and invited to provide input.<br>• Involved in initiatives aimed at policy translation to address needs of various constituencies.<br>• Leader in policy and/or systems development provincially and/or nationally.<br>• Leader in professional policy development and/or implementation at provincial and/or national level.<br><br>**Health Systems Development**<br>• Depended upon for ongoing technical support by health service or other public sector managers and planners. |

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| | • Responsible at a high level for the development, monitoring and oversight of key health systems functioning and improving their effectiveness.<br>• Leader in systems implementation at provincial and/or national level. |
| 5-6 | Service delivery<br>• Holds a leadership/senior position in a clinical facility at primary, secondary or tertiary level.<br>• Has recognised clinical expertise and is consulted locally.<br>• May have planned, developed or implemented new clinical programmes.<br>• May provide clinical leadership at a provincial, but not necessarily at national level.<br><br>Community Outreach<br>• Has developed some worthwhile interactions with the health sector and wider community that have contributed to scholarship at UFS.<br>• Has played some advocacy role in promoting the health of the public and marginal groups.<br>• Has contributed to partnerships between UFS and communities.<br><br>Policy Input<br>• Participates in policy-making or conducts relevant policy research on health system issues.<br>• Active in professional policy development and/or implementation.<br>Health Systems Development<br>• Provides consultant expertise within the health system to advance public health functions.<br>• Actively engages with new structures and opportunities for service delivery development in professional area.<br>• Active in systems implementation. |
| 3-4 | Service delivery<br>• Usually a junior practitioner who provides routine service delivery commensurate with the level of skills demanded of the position.<br>• Makes limited contribution to professional service delivery leadership outside the university.<br>• Limited involvement in professional and/or public service.<br>• Limited Involvement in a discipline-specific professional group of experts.<br><br>Community Outreach<br>• Occasional interactions with the health sector and wider society.<br>• These interactions make limited contributions to scholarship at UFS.<br><br>Policy Input<br>• Involved in some policy research as a member of a team, but not involved in its application and dissemination – little evidence of impact.<br>• Little contribution to policy or systems development.<br><br>Health Systems Development<br>• Contributes to developing preventive, promotive, curative or rehabilitative services within a team. |

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| Score range | |
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| | • Participates as part of a team with local communities to determine needs for the development of health services. |
| 1-2 | Service delivery |
| | • A practitioner performing basic level clinical duties at the level and skill expected of the post. |
| | Community Outreach |
| | • Few and/or sporadic contributions to the health sector and wider society. |
| | • Makes a limited contribution to professional leadership outside the university. |
| | Policy Input |
| | • Occasional involvement in policy related research – little or no evidence of impact. |
| | Health Systems Development |
| | • Sporadic consultations with health service or public sector managers. |
| | • Occasional technical support for health systems interventions. |
| 0 | No evidence of Service delivery, Community Outreach, Policy Input or Health Systems Development. |

| Score range | Category: Leadership and administration |
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| 9-10 | 1. Leadership in effective faculty and/or institutional and/or national administration. |
| | • Provides leadership in management as a head of school and/or department and/or large research unit or group at the university. |
| | 2. Leadership in faculty and/or institutional and/or national committees. |
| | • Serves as chair of an institutional committee. |
| | 3. Leadership in faculty and/or institutional and/or national decision-making. |
| | • Performs oversight administrative tasks at the institution. |
| | 4. Leadership in mentorship. |
| | • Head of department offering teaching and learning programmes or modules. |
| | • Leadership in mentoring of staff at departmental level. |
| | • Leadership in teambuilding and establishing an enabling work environment within a school and/or department. |
| 7-8 | 1. Leadership in effective school and/or faculty administration. |
| | 2. Leadership in school and/or faculty committees/or programmes /or module/or phase/or year. |
| | 3. Leadership in school and/or faculty decision making. |
| | • Leadership in school and/or faculty decision making. |
| | • Developing networks at faculty level and/or institutional level. |
| | 4. Active mentorship. |
| | • Active mentorship of junior staff and/or senior staff. |
| | • Leadership in teambuilding and establishing an enabling work environment. |
| 5-6 | 1. Consistent contribution and/or management of effective departmental and/or school administration. |

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| | • Year and/or phase and/or programme coordinator and/or module leader in more than one module.<br>2. Consistent involvement and/or management in departmental and/or school committees.<br>  • Serve as chair of a departmental and/or faculty and/or school committee.<br>  • Member of more than one departmental and/or faculty and/or school committee.<br>3. Consistent involvement and/or management in departmental and/or school decision making.<br>  • Develop networks at school and/or faculty level.<br>4. Participate in mentorship.<br>  • Mentorship of junior staff. |
| 3-4 | 1. Contribute to departmental and/or school administration.<br>  • Module leader in a department.<br>2. Involvement in departmental and/or school committees.<br>  • Serve as a member of a faculty and/or school committee.<br>3. Involvement in departmental and/or school decision making.<br>  • Involvement in departmental and/or school decision making. |
| 1-2 | 1. Minimal contribution to departmental and/or school administration.<br>2. Minimal involvement in departmental and/or school committees.<br>3. Minimal involvement in departmental and/or school decision making. |
| 0 | No evidence of leadership and administration. |

**Academic Staff**

| Category | Weighting | Point Score |
|---|---|---|
| Teaching and learning | 2-5 | 1-10 |
| Research | 2-5 | 1-10 |
| Engaged scholarship | 1-5 | 1-10 |
| Leadership and administration | 1-5 | 1-10 |

* *Weighting must add up to 10.*

**Joint Staff**

| Category | Weighting | Point Score |
|---|---|---|
| Teaching and learning | 1-5 | 1-10 |
| Research | 1-5 | 1-10 |
| Engaged scholarship | 2-7 | 1-10 |
| Leadership and administration | 1-5 | 1-10 |

* *Weighting must add up to 10.*