

## **HUMANITIES**

<b>Score Range</b>	<b>Learning &amp; Teaching</b>
9-10	<p>Provides leadership on undergraduate and postgraduate teaching, as well as postgraduate supervision (at honours, masters and doctoral levels). The score should be assigned with the following criteria as guidelines and could be clarified by an accompanying narrative.</p> <ul style="list-style-type: none"> <li>○ Attracts students from national and foreign universities for supervision.</li> <li>○ Has been involved in innovative approaches to postgraduate supervision, as demonstrated in the narrative as well as peer and student reviews.</li> <li>○ Has graduated mainly masters and doctoral students. As a broad guideline, the applicant should graduate 20% of the students registered for postgraduate studies in the department – departmental context will be considered.</li> <li>○ Recognised as one of the top teachers in the faculty and university, as demonstrated by a teaching portfolio that embodies an innovative teaching philosophy and practice, as well as active and self-reflexive engagement with institutional graduate attributes. Innovations might be supported by evidence such as research-led teaching materials, as well as engaged teaching and assessment practices. (Evidence preferred, but not limited to, the use of standard UFS instruments that review contribution to student engagement and success.)</li> <li>○ Guides reflection on existing undergraduate and postgraduate teaching and curricula, within the department, on an ongoing basis, as detailed in a narrative that includes student and peer reviews.</li> <li>○ Has received, or been nominated for, an award in learning and teaching.</li> <li>○ Has published teaching materials such as textbooks.</li> </ul>
7-8	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has graduated honours, masters and doctoral students. As a broad guideline, the applicant should graduate 15% of the students registered for postgraduate studies in the department – departmental context will be considered.</li> <li>○ Regarded by students and peers as an engaged and innovative teacher supported by evidence of active and self-reflexive engagement with institutional graduate attributes in a developing teaching portfolio. (Evidence preferred, but not limited to, the use of standard UFS instruments that review contribution to student engagement and success.)</li> <li>○ Actively participates in the review and innovation of existing undergraduate and postgraduate teaching practices and curricula.</li> <li>○ Acts as an external examiner for honours, masters and doctorates.</li> <li>○ Evidence of ongoing development of professional skills pertaining to learning and teaching.</li> </ul>
5-6	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has graduated honours and masters students. As a broad guideline, the applicant should graduate 10% of the students registered for</li> </ul>

	<p>postgraduate studies in the department – departmental context will be considered.</p> <ul style="list-style-type: none"> <li>○ Participates in the design and development of course materials, as well as administrative aspects of teaching including the compilation of internal moderation reports and the adjudication of marks queries.</li> <li>○ Acts as an external examiner for honours and masters.</li> <li>○ Narrative specifies how the member of staff is developing a capacity to teach towards one or more of the institutional graduate attributes in an innovative and self-reflexive manner.</li> <li>○ Evidence of participation in (online and other) training opportunities to develop both learning and teaching, and curriculum design skills.</li> </ul>
3-4	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has graduated few postgraduate students during the last six years, and mainly as co-supervisor.</li> <li>○ Engages in some curriculum development of undergraduate courses, with mentoring from another staff member.</li> <li>○ Evidence of extensive participation in training opportunities to develop learning and teaching skills.</li> <li>○ Below average student evaluation, peer and external examiner reports.</li> <li>○ Limited evidence for an innovative teaching philosophy and practice, or active engagement with the graduate attributes.</li> <li>○ Limited evidence for research-led teaching materials, engaged teaching and assessment practices.</li> </ul>
1-2	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has graduated no postgraduate students during the last six years.</li> <li>○ Uses a curriculum developed by a more senior member of staff and teaches with a senior staff member.</li> <li>○ Evidence of limited participation in training opportunities to develop learning and teaching skills.</li> <li>○ Receives poor student and peer evaluations, on an ongoing basis.</li> <li>○ Insufficient evidence for an innovative teaching philosophy and practice, or active engagement with the graduate attributes.</li> <li>○ Insufficient evidence for research-led teaching materials, engaged teaching and assessment practices.</li> </ul>
0	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has graduated no postgraduate students.</li> <li>○ No evidence for an innovative teaching philosophy and practice, or active engagement with the graduate attributes.</li> <li>○ No evidence for research-led teaching materials, engaged teaching and assessment practices.</li> <li>○ No evidence of participating in learning and teaching training activities.</li> </ul>

Score Range	Research
9-10	Considered one of the leading researchers/creative producers in the relevant field of study at the regional and international level, as clarified by the points

	<p>below. The score should be assigned on the basis of the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Regularly presents papers at academic conferences (national and international) and other prestigious events, some by invitation.</li> <li>○ Has a proven track record of recognised research output. As a broad guideline, a range <i>between seven and ten articles/peer-reviewed creative research</i> in ISI, IBSS and/or SCOPUS journals (on the institutionally approved list), <i>published across the preceding three years</i> is recommended (subject to discipline-specific considerations of reach and impact of the output). Where relevant, possible issues arising from whether the applicant is an author or co-author of a publication/creative output should be clarified in the narrative.</li> <li>○ Has <i>published a monograph, book and/or edited volumes</i> by reputable publishing houses, or special issues in journals of repute.</li> <li>○ Has published applied research reports and policy documents for public bodies, companies and civil society agencies.</li> <li>○ Has obtained a B or higher NRF rating, or an equivalent form of recognition that demonstrates internationally recognised research.</li> <li>○ Has demonstrated the ability to obtain research funding from sources beyond the university.</li> <li>○ Narrative indicates how the member of staff is actively involved in collaborative research.</li> </ul>
7-8	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has established a reputation as an active researcher.</li> <li>○ Regularly presents papers at academic conferences.</li> <li>○ Has demonstrated the ability to obtain research funding from sources beyond the university, where relevant and necessary.</li> <li>○ Has a proven track record of recognised research output. As a broad guideline, <i>a range between five and six articles/peer-reviewed creative research</i> published in ISI, IBSS and/or SCOPUS journals (on the institutionally approved list) <i>across the preceding three years is recommended</i> (subject to discipline-specific considerations of reach and impact of the output). Matters related to primary authorship and co-authorship should be clarified in the narrative.</li> <li>○ Has obtained a C2 or higher NRF rating or an equivalent form of recognition that testifies to an established scholarly agenda.</li> <li>○ Narrative indicates how the member of staff is actively involved in some or other form of collaborative research.</li> </ul>
5-6	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has an emerging track record of recognised research output. As a broad guideline, a range <i>between two and four articles</i>, published in peer-reviewed, accredited journals (on the institutionally approved list) or peer-reviewed creative research <i>across the preceding three years</i> is recommended.</li> <li>○ Regularly presents papers but at mostly local conferences or workshops.</li> <li>○ Has demonstrated the potential to exert an impact on the field.</li> </ul>

3-4	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has published very few articles (only in DHET journals) or creative research. As a broad guideline, a range <i>between one and three articles</i>, published across the preceding three years could be used.</li> <li>○ Occasionally presents papers at local conferences.</li> <li>○ Takes advantage of training in research related skills and mentoring opportunities.</li> </ul>
1-2	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has rarely published articles (only in DHET journals) or creative research. As a broad guideline, a range lower than the 3-4 category recommended (see above).</li> <li>○ Never presents papers at local conferences.</li> <li>○ Takes moderate advantage of training in research related skills and mentoring opportunities.</li> </ul>
0	<ul style="list-style-type: none"> <li>○ Does no research and/or creative research.</li> <li>○ No evidence of engagement with research training or mentoring activities.</li> </ul>

Score Range	Engaged Scholarship
9-10	<p>The applicant has demonstrated outstanding and consistent contributions to the common good. Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Shows sustained and reciprocal relationships between research, teaching and learning and scholarly engagement.</li> <li>○ Is frequently consulted as a specialist advisor by local, regional and international stakeholders. Examples might include chairing or serving on a professional board or scientific committee, being consulted by industrialists, public sector organisations, civil society groups or non-governmental organisations, serving on conference steering committees or leadership positions in scientific associations, or being invited to present research in the relevant discipline by communities beyond the university.</li> <li>○ Takes a leadership position on key discipline-specific issues by interacting with society beyond the institution via channels including, but not limited to, news media or social media (for example, blogging, Twitter, Facebook, YouTube and podcasts).</li> <li>○ Has provided leadership on the editorial team(s) of international and/or regional journal(s), either as editor, or as a member of the editorial board(s).</li> <li>○ Has consistently served as a reviewer for international, accredited journals, books, conference papers/panels, or recognised creative outputs over the last five years.</li> <li>○ Is actively involved in growing and building the capacity of local academic journals and/or creative platforms.</li> <li>○ Has a proven track record of commissioned research.</li> <li>○ Has a proven track record of supporting community-building initiatives.</li> <li>○ Demonstrates exceptional commitment to addressing co-curricular needs</li> </ul>

	<ul style="list-style-type: none"> <li>○ Shows consistent and exceptional participation in organised local arts, cultural and scientific activities/events.</li> <li>○ Demonstrates active service as an office-bearer in, and/or active membership of, a professional society.</li> </ul>
7-8	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Has consistently served as a reviewer for accredited journals over the last three years.</li> <li>○ Has served on the editorial team(s) and/or board(s) of a national and/or regional journal(s) during the preceding three years.</li> <li>○ Takes the initiative to comment on discipline-specific issues beyond the institution through channels including, but not limited to, news media and social media (for example, blogging, Twitter, Facebook, YouTube and podcasts).</li> <li>○ Regularly engages with sectors of society and communities beyond the university.</li> <li>○ Shows regular participation in organised local arts, cultural and scientific activities/events.</li> <li>○ Demonstrates a consistent commitment to addressing co-curricular needs.</li> <li>○ Demonstrates active service as an office-bearer in, and/or active membership of, a professional society.</li> </ul>
5-6	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Regularly participates in events hosted and organised by communities outside the institution.</li> <li>○ Demonstrates some commitment to addressing co-curricular needs.</li> <li>○ Shows some participation in organised local arts, cultural and scientific activities/events.</li> <li>○ Is an active member in a professional society.</li> </ul>
3-4	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Occasionally participates in events hosted and organised by communities outside the institution.</li> <li>○ Occasionally interacts with constituencies outside the institution.</li> <li>○ Is a member of a professional society.</li> </ul>
1-2	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ Seldom participates in events hosted and organised by communities outside the institution.</li> <li>○ Seldom interacts with constituencies outside the institution.</li> <li>○ Not a member of a professional society.</li> </ul>
0	<p>Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> <li>○ No proven participation in events hosted and organised by communities outside the institution.</li> <li>○ No proven interaction with constituencies outside the institution.</li> </ul>

Score Range	Leadership & Administration
9-10	<p>Successfully fulfils leadership and administrative functions at departmental, faculty and university levels, such as a convener of programmes, orientation activities and curriculum advice to students, and establishing and directing research projects, groups and teams. Criteria for success could entail the following:</p> <ul style="list-style-type: none"> <li>○ As Academic Head of Department, this might entail fostering a collegial, scholarly, departmental environment; facilitating a participatory approach to the pursuit of quality teaching and learning, research (at staff and postgraduate levels), and community engagement; as well as cultivating a transformed and inclusive departmental culture.</li> <li>○ As Programme Director, this might entail successful management of a research-led academic programme evidenced by leadership in areas such as curriculum design and transformation; programme enrolment, throughput and success rates; quality academic advising; as well as marketing and partnerships with external stakeholders.</li> <li>○ Has consistently (over the last five years) and extensively served the department in several capacities such as a course coordinator, or on departmental research committees, departmental postgraduate studies committees, media liaison/public relations committees, or engaging in tutorial/learning facilitator management.</li> <li>○ Has consistently (over the last five years) provided leadership on faculty-level as a chair or a member of one or more faculty committees.</li> <li>○ Has consistently (over the last five years) provided leadership within one or more institutional committees.</li> </ul>
7-8	<p>Successfully fulfils leadership and administrative functions at departmental and faculty levels. Criteria for success could entail the following:</p> <ul style="list-style-type: none"> <li>○ As Academic Head of Department, this might entail fostering a collegial, scholarly, departmental environment; facilitating a participatory approach to the pursuit of quality teaching and learning, research (at staff and postgraduate levels), and community engagement; as well as cultivating a transformed and inclusive departmental culture.</li> <li>○ As Programme Director, this might entail successful management of a research-led academic programme evidenced by leadership in areas such as curriculum design and transformation; programme enrolment, throughput and success rates; quality academic advising; as well as marketing and partnerships with external stakeholders.</li> <li>○ Has consistently (over the last five years) served the department in several capacities such as a course coordinator, or on departmental research committees, departmental postgraduate studies committees, media liaison/public relations committees, or engaging in tutorial/learning facilitator management.</li> <li>○ Has consistently (over the last five years) provided leadership on faculty-level as a chair or a member of one or more faculty committees.</li> </ul>

5-6	<p>Successfully fulfils leadership and administrative functions at departmental levels:</p> <ul style="list-style-type: none"> <li>○ Serves as a course coordinator, or on departmental research committees, departmental postgraduate studies committees, media liaison/public relations committees, or engaging in tutorial/learning facilitator management.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>○ Seldom serves on departmental committees, but makes some contribution to departmental administration.</li> </ul>
1-2	<ul style="list-style-type: none"> <li>○ Seldom serves on departmental committees, and hardly ever makes any contribution to departmental administration.</li> </ul>
0	<ul style="list-style-type: none"> <li>○ Never serves on departmental committees, and makes no contribution to departmental administration.</li> </ul>