

FACULTY SPECIFIC CRITERIA

THEOLOGY AND RELIGION

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	Learning & Teaching
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">○ Attracts students from national and international universities for supervision.○ Has been involved in innovative approaches to postgraduate supervision, as demonstrated in the narrative as well as peer and student reviews.○ Has graduated mainly masters and doctoral students. As a broad guideline, the staff member should have graduated at least five Ph D and/or research master's during the last six years. (Departmental context to be taken into consideration.)○ Recognised as one of the top teachers in the faculty, 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.)○ Guides reflection on existing undergraduate and postgraduate teaching and curricula, within the faculty, on an ongoing basis, as detailed in a narrative that includes student and peer reviews.○ Has received, or been nominated for, an award in learning and teaching.○ Has published teaching materials such as textbooks.
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">○ Has graduated mainly masters and doctoral students. As a broad guideline, the staff member should have graduated at least three Ph D and/or research master's during the last six years. (Departmental context to be taken into consideration.)○ 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.)○ Actively participates in the review and innovation of existing undergraduate and postgraduate teaching practices and curricula.○ Regularly acts as an external examiner for honours, masters and doctorates.○ Evidence of ongoing development of professional skills pertaining to learning and teaching.

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"> ○ Has graduated mainly honours and master's students. As a broad guideline, the staff member should have delivered at least three research Honours scripts and/or master's mini-dissertations during the last six years. (Departmental context to be taken into consideration.) ○ 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. ○ Acts as an external examiner for honours and master's and sometimes Ph D's. ○ 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. ○ Evidence of extensive participation in (online and other) training opportunities to develop both learning and teaching, and curriculum design skills.
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"> ○ Has graduated few postgraduate students during the last six years, and mainly as co-supervisor. ○ Engages in some curriculum development of undergraduate courses, with mentoring from another staff member. ○ Evidence of some participation in training opportunities to develop learning and teaching skills. ○ Below average student evaluation, peer and external examiner reports. ○ Limited evidence for an innovative teaching philosophy and practice, or active engagement with the graduate attributes. ○ Limited evidence for research-led teaching materials, engaged teaching and assessment practices.
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"> ○ Has graduated no postgraduate students during the last six years. ○ Uses a curriculum developed by a more senior member of staff and teaches with a senior staff member. ○ Evidence of limited participation in training opportunities to develop learning and teaching skills. ○ Receives poor student and peer evaluations, on an ongoing basis. ○ Insufficient evidence for an innovative teaching philosophy and practice, or active engagement with the graduate attributes. ○ Insufficient evidence for research-led teaching materials, engaged teaching and assessment practices.
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"> ○ Has graduated no postgraduate students. ○ No evidence for an innovative teaching philosophy and practice, or active engagement with the graduate attributes. ○ No evidence for research-led teaching materials, engaged teaching and assessment practices. ○ No evidence of participating in learning and teaching training activities.

Score Range	Research
9-10	<p>Considered one of the leading researchers in the relevant field of study at the regional and international level, as clarified by the points 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"> ○ Regularly presents papers at academic conferences (national and international) and other prestigious events, some by invitation. ○ Has a proven track record of recognised international research output. As a broad guideline, at least six research outputs (in accredited journals, as chapters in books or academic books) of which at least three appeared in international journals of repute or in books published by international publishers of repute, across the preceding three years, is recommended (subject to discipline-specific considerations of reach and impact of the output). ○ Has published a monograph or book. ○ Might have obtained an NRF rating, or an equivalent form of recognition that demonstrates internationally recognised research. ○ Has chaired conference organising committees, which preferably include international participants. ○ Has been invited to make a key contribution to an event, for example giving a keynote address. ○ Provides leadership in the internationalisation of research and building of international research networks, as evidenced by, for instance, joint research projects and serving in international scholarly organisations.
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"> ○ Has established a reputation as an active researcher. ○ Regularly presents papers at academic conferences. ○ Has a proven track record of recognised research output. As a broad guideline, at least six research outputs (in accredited journals, as chapters in books or academic books), across the preceding three years is recommended (subject to discipline-specific considerations of reach and impact of the output). ○ Has published (an) edited volume(s) by (a) reputable publishing house, or special issues in journals of repute. ○ Might have obtained an NRF rating or an equivalent form of recognition that testifies to an established scholarly agenda. ○ Has participated in organising a conference or other academic or creative events. ○ Proven ability to internationalise research and to build international research networks, as indicated by (but not limited to) invitations to speak as a guest lecturer, or to serve in international scholarly organisations/networks.
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"> ○ Has an emerging track record of recognised research output. As a broad guideline, four to five research outputs (in accredited journals, as chapters in books or academic books) across the preceding three years is recommended (subject to discipline-specific considerations of reach and impact of the output).. ○ Regularly presents papers but at mostly local conferences or workshops. ○ Has demonstrated the potential to exert an impact on the field.

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"> ○ Has published very few articles and only in DHET journals. As a broad guideline, one to three research outputs, published across the last three years is recommended. ○ Occasionally presents papers at local conferences. ○ Takes advantage of training in research related skills and mentoring opportunities.
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"> ○ Did not publish any research outputs (in accredited journals, as chapters in books or academic books) across the last three years. ○ Never presents papers at local conferences. ○ Takes moderate advantage of training in research related skills and mentoring opportunities.
0	<ul style="list-style-type: none"> ○ Did not publish any research outputs (in accredited journals, as chapters in books or academic books) during the last three years. ○ No evidence of engagement with research training or mentoring activities.

Score Range	Engaged Scholarship
9-10	<p>The applicant has demonstrated outstanding and consistent contributions to faith-based (or similar) organisations. Score relies on the following criteria as guidelines and could be clarified by an accompanying narrative:</p> <ul style="list-style-type: none"> ○ Shows sustained and reciprocal relationships between research, teaching and learning and scholarly engagement. ○ Frequently plays an advisory (or similar) role in faith-based (or similar) organisations. This includes (but is not limited to) aspects such as sermons, workshops, Bible Schools, continuing theological education, and popular-theological publications. ○ 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). ○ Has consistently served as a reviewer for international, accredited journals, books, conference papers/panels, or recognised creative outputs over the last five years. ○ Is actively involved in growing and building the capacity of local academic journals. ○ Demonstrates active service as an office-bearer in, and/or active membership of, a professional society.
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"> ○ Has consistently served as a reviewer for accredited journals over the last three years. ○ Has served on the editorial team(s) and/or board(s) of a national and/or regional journal(s) during the preceding three years. ○ Regularly plays an advisory (or similar) role in faith-based (or similar) organisations. This includes (but is not limited to) aspects such as sermons, workshops, Bible Schools, continuing theological education, and popular-theological publications. ○ Demonstrates a consistent commitment to addressing students' non-academic needs and interests. ○ Demonstrates active service as an office-bearer in, and/or active membership of, a professional society.
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"> ○ Occasionally plays an advisory (or similar) role in faith-based (or similar) organisations. This includes (but is not limited to) aspects such as sermons, workshops, Bible Schools, continuing theological education, and popular-theological publications. ○ Is an active member of a professional society.
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"> ○ Rarely plays an advisory (or similar) role in faith-based (or similar) organisations. This includes (but is not limited to) aspects such as sermons, workshops, Bible Schools, continuing theological education, and popular-theological publications. ○ Occasionally interacts with constituencies outside the institution. ○ Is a member of a professional society.

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"> ○ Never plays an advisory (or similar) role in faith-based (or similar) organisations. This includes (but is not limited to) aspects such as sermons, workshops, Bible Schools, continuing theological education, and popular-theological publications. ○ Seldom interacts with constituencies outside the institution. ○ Not a member of a professional society.
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"> ○ Never participates in events hosted and organised by faith-based (or similar) organisations outside the institution. ○ No proven interaction with constituencies outside the institution.

Score Range	Leadership & Administration
9-10	<p>Successfully fulfils leadership and administrative functions at departmental, faculty and institutional levels. Criteria for success could entail the following:</p> <ul style="list-style-type: none"> ○ 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. ○ Has consistently (over the last five years) and extensively served the department in several capacities such as a course coordinator, or on faculty committees, or engaging in tutorial/learning facilitator management. ○ Has consistently (over the last five years) provided leadership on faculty-level as a chair or a member of one or more faculty committees. ○ Has consistently (over the last five years) provided leadership within one or more institutional committees.
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"> ○ 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. ○ As course coordinator, 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. ○ Has consistently (over the last five years) served the faculty in several capacities in faculty committees. ○ Has consistently (over the last five years) provided leadership on faculty-level as a chair or a member of one or more faculty committees.
5-6	<p>Successfully fulfils leadership and administrative functions at departmental level. Criteria for success could entail the following:</p> <ul style="list-style-type: none"> ● Serves as a course coordinator, engages in tutorial/learning facilitator management, and carry out administrative tasks assigned to by the HOD/department effectively. ● Has occasionally (over the last five years) served the faculty in several capacities in faculty committees.
3-4	<ul style="list-style-type: none"> ○ Seldom serves on faculty committees, but makes some contribution to departmental administration.
1-2	<ul style="list-style-type: none"> ○ Seldom serves on faculty committees, and hardly ever makes any contribution to departmental administration.
0	<ul style="list-style-type: none"> ○ Never serves on faculty committees, and makes no contribution to departmental administration.

	Own score	Weight	Total	LM score	Weight	Total
Teaching and Learning						
Research						
Engaged Scholarship						
Leadership and Administration						

Expected Performance

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