**Template for the Commerce Performance Evaluation Portfolio**

*When formatting your CV, please make use of the following formatting guidelines: Font: Cambria or Times New Roman*

*Font Size: 11*

# Personal Details

Provide a brief overview of your qualifications, positions held and current position/role.

# Teaching and Learning

* 1. Provide a summary of undergraduate and postgraduate contact time per year, as follows:
		+ details of structured courses taught over the past two or three years
		+ a summary record of time spent on teaching activities (lectures/tutorials/workshops/other)
		+ any curriculum development or re-design you’ve done for any of the courses
		+ a **summary** of student assessments and ratings.
		+ any noteworthy, relevant comments by external parties, *e.g.* comments by external examiners.
	2. Summarize your personal supervision of postgraduate and honours projects, masters dissertations and PhD theses. Include:
		+ number of honours, masters and doctoral theses supervised, as well as the number of such students currently under supervision
		+ any relevant comments which reflect on the quality of supervision, *e.g.* masters and

doctoral examiners’ reports.

* 1. Comment on any external examining you’ve performed at undergraduate level and any external examining of dissertations/theses or postgraduate examinations.
	2. Provide a personal, reflective statement summarising your teaching philosophy and how it informs your pedagogy, assessment, curriculum development, mentoring and support, postgraduate supervision and scholarship.
	3. **Provide a 1-page summary of Teaching and learning performance as an Appendix, based on the Template in Appendix 1**

# Research Portfolio

# Research outputs:

* + 1. List all peer-reviewed outputs which could include articles, books and book chapters, refereed publications, creative works, etc. during the last 5 years for which you were(joint)first author, (joint) last (responsible/senior) author, or leader of a substantive component.
		2. List the 10 most important peer reviewed and DHET accredited journal outputs, conference papers, technical reports and policy briefs, artefacts, productions, prototypes etc. during the last 5 years for which you were (joint) first author, (joint) last (responsible/senior) author, or leader of a substantive component. Preferential weighting is given to research of good quality in the order of DHET quality categories and rankings (where available).
		3. Provide short narratives on your most important outputs (max 10) listed in(b)above (50 -100 words per output). This should be written and phrased as a self-assessment narrative of research outputs. Each statement should describe the quality, significance and impact of the work, as well as your contribution to the work. It is particularly important to describe aspects of the work that you led, where this was the case.

# Research funding:

* + 1. Active research grants. Include: Project title; Funder; Duration of award; Total amount of funding awarded; Role in project (e.g. PI/UCT PI/ Co-investigator with formal role in application process/ Leader on a major component).
		2. Research grants completed in the last 5 years. Include: Project title; Funder; Duration of award; Total amount of funding awarded; Role in project (e.g. PI/ UCT PI/ Co-investigator with formal role in application process/ Leader on a major component).
		3. Describe your plan for securing further funding to sustain your research (maximum of 200 words).

# Research Recognition

* + 1. Citations and other relevant indices in the area of research, e.g. citations per publication; or normalized indices such as h-index or field-weighted citation index.
		2. Professional projects or creative works forming the subject of other works;
		3. Awards & ratings (e.g A or B or C-rated journals, NRF ratings, winning professional projects, competitive funding for creative work, invitations (to participate in curated exhibitions, to present creative or professional works, to sit on expert panels and conference organising committees, to participate in formation of research-based policy, present plenaries and key-notes, invitations to peer reviewed conferences as guest speaker, invitations as visiting scholar at reputable universities worldwide, et
		4. Media invitation to provide expert commentary

# 3.4 Other contributions to research:

Provide brief narratives on other contributions to research, some examples are listed below:

* + 1. *Publication of datasets and evidence of data sharing that make research data* **Findable, Accessible, Interoperable, and Reusable** *(FAIR).*

Most researchers appreciate the benefits of sharing research data as a contribution today that enables new science tomorrow. Evidence shows that studies based on analyses of previously published data can achieve just as much impact as original projects. Data sharing provides greater visibility of one’s work, reciprocal data exchanges, and the reassurance of having one’s data properly cited and its value recognised by others. The UCT Research Data Management Policy clarifies the changing norms of the research community and poses a positive motivation to share in a manner that benefits the advancement of science.

* + 1. *Software, analytical workflows, new research methods, e.g. shared online*

Robust research practice is evidenced in the transparency and reproducibility of the published scientific literature and associated outputs. Although there has been greater recognition of the sharing of data, opportunities exist to improve reproducible research practices to include innovative methodologies as well as the data collection tools used for collating the data. Mechanisms for collaborative research practice empower scientists to disseminate their experimental protocols, software and workflow designs; and to benefit from those developed by others.

* + 1. *A sustained process of building a relationship, e.g. community advisory group, new international consortium, working group multi-sectoral stakeholders*

Trust is earned, not given. Building lasting relationships takes sustained effort, time and energy not only in the design phase but also during the entire course of a research project. Particularly inter- and transdisciplinary research is usually carried out in medium- to large sized teams of participants and/or stakeholders with different backgrounds and differing – typically conflicting - world views, who first need to be unified towards a shared view of a research objective, and whose motivation and participation constantly need to be navigated during the course of the research project (or research programme), towards achieving that objective.

Milestones of relationship- building which can be documented, include collaborative research agreements with groups of non-academic participants, this research taking place and yielding results; formal meetings with the full, diverse complement of working group participants (such as community leaders, government, industry and NGOs) including a report that is acceptable to / signed off by all; large project proposals (15+ diverse participating institutions) being completed and submitted for funding, the successful negotiation of the consortium agreement if the proposal is funded, and research collaborations materializing with the funding awarded.

* + 1. *Professional practice*

A researcher may contribute to their profession or field by providing skilled service to the sector, enabled by their research expertise. This may contribute both to the progression of the field as well as to the

researcher’s professional development.

Examples include providing expert peer-review for journals and for grant applications, serving on funder advisory or selection panels, and serving on institutional or consortium advisory boards or steering committees, participating in committees of professional or academic bodies outside the Faculty. Non-paid advisory services within the profession.

* + 1. *Policy adoption or change in practice in sector*

A researcher may contribute their expertise to drive changes in policy or practice in their field or a related field. Examples include serving on policy development task teams for governmental or non-governmental bodies (e.g. operational or advocacy NGOs such as charities, foundations, humanitarian networks, aid organisations), coordinating policy development teams, drafting new/revised policies, and leading or guiding the implementation of an evidence-based change in practice (e.g. rollout of a new form of medical treatment, adoption of a new labour law or assumption of a new environmental practice).

* + 1. *Socially responsive research practice*

This form of research is work that meets a direct need or renders a direct service in, and to society. Society is broadly defined as all external non-academic constituencies. Below are some direct extracts for the policy framework identifying the current understanding of the work at UCT, and its importance in UCT’s role as a public higher education institution.

In 2006 UCT’s Senate adopted a definition of social responsiveness reflecting the view that UCT should not seek to define the concept of Social Responsiveness in a narrow or exclusionary fashion, but should rather adopt broad parameters for its conceptualization encompassing contributions to economic, cultural,

environmental, and social development. The term ’social responsiveness’ has been chosen given the emphasis in the mission on engaging with key development issues facing the country through its research (and teaching). This approach was formally endorsed in 2006 when the university Senate approved a definition of social responsiveness that stipulated that social responsiveness must have an intentional public purpose or benefit (UCT, 2006).

This definition reflects the university’s commitment to utilising the resources of the university to contribute to addressing major development challenges facing the country and the continent more broadly. Some, but clearly not all, of these challenges relate to issues of poverty and social disadvantage within our South African and wider continental context. What is critical is that there needs to be an intentional public benefit or service. The work in many disciplines is inherently society-focused; what sets socially responsive research apart from the everyday work in disciplines is the intentionality and public benefit of the work.

In terms of guidelines for broadening the impact of socially responsive research practice, developing a detailed narrative is a very important starting point. While there will be the need to ‘measure’ impact, the starting point should not be measurement but rather, a description of the practice itself. This then leads to the generation of a broader range of ways to think about assessing the work. In 2018 the Engaged Scholarship Task Team (ESTT) undertook a review of faculty practices and criteria together with a broader engagement of the literature in the research assessment field. This tool is a guideline for thinking about impact assessment and the questions included can vary somewhat depending on the context. What is important though is that the range of questions used to think about impact assessment need to be broader than traditional indicators, particularly given the societal focus of this work. impact assessment and the questions included can vary somewhat depending on the context. For socially responsive research practice, it became clear that a wider set of questions need to be put to the practice to generate a wider set of assessment questions. These include but are not limited to:

* Aim and purpose. Clearly outlining the ‘bigger why’ of the intervention – the overarching aim and purpose. This is often linked to a theory of change. Questions here can include: how is the initiative conceptualized? To what range of stakeholders am I/are we are as researchers accountable? Why does this matter?
* Outcomes. These need to align to the broader change and because socially responsive forms of research are carried out in relation to societal issues, questions about outcomes need to identify the outcomes for all the stakeholders involved i.e. researchers as well as societal partners.
* Impact and significance. The narrative needs to talk about both change and consequence –what difference does the project make for all concerned? Why is this difference/change important?
* Indicators/outputs. This links to the theory of change identified above and identifies what counts as success in the project, and for whom. Does success look different for the researcher compared to the societal partner?
* Academic/practice impact. While social responsiveness research practice has an inherent societal or external focus, it is also important to understand its impact on researchers and

practice is particularly important if we are to have this work as transformative and as part of a project to broaden how we asses impact. Given that broader society is constantly changing (COVID-19 a current significant example of this), socially responsive research practice needs to reflect these changes too. The ESTT tool identifies several questions pertinent to this issue e.g.in what way does the initiative change research practice? Why is this important?

* + 1. Provide a brief comment on your area of research specialization/focus. Outline the research questions or problems you’re currently working on and provide context on how these are expected to contribute to knowledge in your field.
		2. Provide a summary of your research quality by completing the following table or similar. If possible, provide a comparison of these metrics with those as at your last ad hominem promotion application.
		3. **Provide a summary of research performance as an Appendix, based on the Research Template in Appendix 2**

# Leadership and Management/Administration

This section should focus largely on your faculty/university-wide and associated activities, including transformation initiatives, while those related to the wider community, should be included under the Social Responsiveness section.

* 1. Provide a personal, reflective statement summarising your approach and contributions to leadership and management, including examples of experience and relevant testimonials from colleagues. Provide examples of experiences that demonstrate your leadership and management capacity.
	2. Indicate any formal initiatives to which you have contributed or which you have led that demonstrate your leadership/management capacity but are not covered by the following points. These initiatives might focus on any of Teaching and Learning, Research or Organisational development, including, for example, curriculum re-design or innovation, innovative research capacity development, or transformation initiatives.
	3. Consider the faculty and university committees you are or have been a member on. Indicate your role on the committee and provide examples of initiatives you have taken in working within the committee or working group. Note especially committees you have chaired and give examples of projects you have headed. Provide a brief description of your activities and specific contributions and the impact that this had on the university and/or the faculty.
	4. Identify any strategic partnerships (at any level) or other activities, informal or formal, for which you find no place above, but which you judge demonstrates your leadership/ management capacity.

# Public & professional service (including social responsiveness) activities:

This section should provide a list of your contributions, **based on your academic skills**, to bodies outside the University. This should include an explanation of how each listed activity is a valuable contribution and a description of the complexity and time-consuming nature of each activity listed.

A list of potential headings/activities is provided below.

* 1. Professional Services
	2. Policy and Legislative Input
	3. Contributions to public information and discourse
	4. Professional/National/International Committees

*\* For College of Accounting, items under (5) could fall under scholarship and the broad definition of scholarship for (3).*