

FACULTY OF SCIENCE

GUIDELINES FOR ACADEMIC STAFF PORTFOLIOS: 2023

The Faculty of Science wishes to appropriately reward academic staff for excellence and achievement. For this to occur it is essential that candidates provide all the necessary information in their portfolios, in a concise manner that speaks to the criteria. The following are guidelines for academic staff about what they should present in their portfolios to support their case during assessment for *ad hominem promotion*, *Excellence or Merit Awards*. These portfolios must be submitted directly to the Dean.

A portfolio submission for *ad hominem promotion*, *Excellence or Merit Awards* **must** include all of the following:

- a) A completed "Summary Sheet" (a blank copy of which accompanies this documentation)
- b) Supplementary documentation (4 to 10 pages; this plus the Summary Sheet are in lieu of a curriculum vitae)
- c) Completed and signed HR174 & HR175 forms (submitted by your HoD if put forward by your HoD; otherwise include with your application together with the letters of support from two colleagues of equal or higher rank)

The information you provide in this portfolio should focus on activities or outputs since the date of the last promotion (or appointment), with an emphasis on achievements in the last 5 years. It is important that applicants for promotion make every effort to put together a well-structured, informative, and well-articulated portfolio. For the most part, this is the only information that the committee has on which to base its decision in support of promotion. It is also important to use the space wisely, minimising duplication of information.

In putting your portfolio together note that requirements are slightly different for staff on standard academic conditions of service (A), and staff on academic teaching conditions of service (B). Some of the information may be conveniently presented in the summary sheet.

Your supplementary documentation should start with relevant biographical details and an overview of educational background and positions held. Thereafter:

A: Staff on standard conditions of service

University Teaching:

a) Course teaching

- Note: Undergraduate and postgraduate teaching are scored separately, and may be weighted differently within the range 0.3:0.7, with the sum of weights equal to 1.0.

- Provide an outline of the objectives of the undergraduate, Honours and Master's courses taught, a self-assessment of the curriculum development work done for the courses you have taught. Provide student evaluations (providing an overall numerical score [1 = poor 5 = excellent] for sub-categories and overall average, using the agreed student evaluation form; detailed student comments can be provided as an appendix), and any other external comment (for example, comments by external examiners). A clear case needs to be made for the level of engagement and success in teaching. Provide evidence for transformative teaching practices related to equity, diversity and inclusion, including decolonised curricula, if applicable.

- Where field work teaching is involved, provide clear statements of hours involved, contribution to design and development of the course, assessment method and student evaluations must be provided.

b) Postgraduate teaching

- Provide details of postgraduate student and Honours project supervision, and the number of successfully graduated Master's and PhD students. For each student indicate clearly whether you are a primary supervisor or co-supervisor, your level of engagement in the project, and in the case of Master's students whether full or minor dissertation.

Provide evidence which reflects on the standard of supervision (for example, external examiners' reports; student comments). List invitations to examine postgraduate theses. Contributions to general training of postgraduate students in the Department and Faculty should be noted. Your role as co-supervisor of students who have graduated from other institutions should be explained in detail. (*Note: students graduated before joining UCT do not count*). Provide evidence for transformative postgraduate supervision practices related to equity, diversity, and inclusion, if applicable.

Research:

- Provide a summary of your general research, including evidence for both cohesiveness and independence, together with details of research projects and research output over the past five years, and the impact that these more recent outcomes have had. List refereed articles, books, chapters in books, and refereed conference proceedings produced in the last five years. For each publication, provide an indication of contribution to the publication and its citation record and the reputation of journal or book publisher. The list of conference participation should include an indication of whether a keynote or plenary lecture was delivered, or a poster presentation. Provide details of your total career citation record (ISI or Scopus; Google, with reasons, if more appropriate and in addition to Scopus or ISI), and H-factor. Provide other evidence of research productivity that includes emphasising notable scientific content (as opposed to metrics), as well as other types of research outputs (e.g., datasets, software), if applicable. Provide evidence for transformative research practices related to equity, diversity, and inclusion, if applicable. Summarize research funding secured. Provide details of the number of papers refereed and the reputation of the journals.
- List your best five scientific publications with a summary as to why you consider them to be your best.
- List patents granted or licensed, with countries where lodged.
- List independent reviews, awards and other favourable comment on scholarship.

Administration and Leadership:

- Summarize your administrative and leadership contributions within the institution (University, Faculty and Department level contributions). Provide examples of leadership displayed in this context. Provide evidence for administrative or leadership in the transformation space, including engagement on issues of equity, diversity, and inclusion, if applicable.
- Record contributions to advancement of science nationally and internationally through involvement in scientific organisations, societies, conference committees, etc.

Social responsiveness and Engaged Scholarship:

[Note: evidence of social responsiveness / engaged scholarship can either be presented within each of the three categories above, where relevant, or can be presented as a separate category. Refer to *Procedures for Ad Hom Promotions, Merit and Excellence Awards*.]

- Provide evidence of social responsiveness with external non-academic constituencies. This can include services to industry, government, and NGOs; participation in committees and councils; contributions to policy forums; community engagement and knowledge co-creation; or any other contribution to outside bodies that is based on academic skills.
- Provide evidence of engaged scholarship with external (non-academic) constituencies that utilises scholarly/professional expertise with an intentional public purpose or benefit. This might be for the generation, integration, application, or dissemination of knowledge. Indicate how this evidence articulates with the key activities of research, teaching, and service.
- Provide clear evidence of impact of work in this context; for example, policies or practices that have been changed/adopted because of your work.
- Indicate whether work is contract or private.

B: Staff on Academic Teacher conditions of service:

Undergraduate teaching is the major consideration for promotion of staff on Academic Teaching conditions of service. Postgraduate teaching and research are not a requirement of the job. Consequently, more detail and higher expectations are required in the summary of performance in undergraduate teaching when applications for advancement are being considered.

The documentation in an academic teacher's portfolio for evaluating undergraduate teaching must include:

1. A maximum 1000-word summary indicating your approach to undergraduate teaching, teaching workload and experience as well as a self-review of your performance is required.
2. Evidence to support the summary, in which teaching quantity, teaching quality and educational development are addressed.
3. Evidence to place your workload within the context of the typical teaching demands, teaching styles and practice of your department to enable your teaching to be interpreted within the context of your department.

Information and evidence that you can use in your portfolio

1. Teaching Responsibility: Quantity

- Allocated hours for the past three years
- Number of courses, nature of courses and your role in each of these courses
- Class sizes and teaching context – highlight teaching challenges e.g., large classes, high contact time, struggling students, etc.
- Teaching load relative to the departmental norm

2. Teaching responsibility: Quality

- A statement of your teaching philosophy
- Course evaluations –summary course evaluation reports containing all scores and comments
- Unsolicited personal comments from students
- Evidence of lecturing / attendance at staff development opportunities
- Evidence of development and use of innovative and effective teaching strategies and techniques to overcome challenges in your classroom.
- External examiners' reports
- Peer review feedback, awards, and other forms of recognition

3. Educational Development: Educational development is teaching-related work that goes

beyond delivering a course. It is aimed at improving in general the quality of teaching and learning in the department/course. Activities in this area could include:

- Responding to student diversity
- Coordinating and/or contributing to excellence in student mentoring, staff (teaching and supervision) development, tutor training
- Developing an appropriate teaching philosophy – coherent, relevant, forward-looking
- Curriculum development or re-structuring
- Evidence for transformative teaching practices related to equity, diversity, and inclusion, including decolonised curricula, if applicable.
- Innovative course development, including teaching approaches with technology, assessment practices, etc.
- Authorship of scholarly materials related to teaching such as textbooks, publications in journals focused on education practices, and commentaries on teaching and learning.

For Administration & Leadership and Social Responsiveness performance categories, follow the guidelines for staff on standard academic conditions of service in section (A) above.

C: Other Required Information

- List the names, affiliation, brief biographic sketches, and e-mail addresses of **three referees, and comment on your relationship to each referee**. Referees should not be close collaborators; prior approval from referees to serve as such should be obtained. At the senior levels, international recognition of scholarship is a prerequisite, and it would be advantageous to nominate at least two respected, international referees. Applicants are advised to select referees who can comment meaningfully on their research and/or teaching achievements.