

FACULTY OF SCIENCE

GUIDELINES FOR ACADEMIC STAFF APPLICATIONS: 2025

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 applications, in a concise manner that speaks to the criteria. The following are guidelines for academic staff about what they should present in their applications to support their case during assessment for *Ad Hominem promotion, Excellence or Merit Awards*.

A 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 (i.e., a 4-10 page “Portfolio”; this plus the Summary Sheet are in lieu of a curriculum vitae)
- c) Completed and signed HR174 and HR175 forms
- d) For candidates *not* nominated by their HoDs, letters of support from two colleagues of equal or higher rank should be included with the application

Unless otherwise noted, the information you provide 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 and the Summary Sheet provides the only information that the committee has on which to base its decision in support of promotion. It is also important to use the Summary Sheet and supporting Portfolio wisely, minimising duplication of information.

In putting your application together, note that requirements are slightly different for staff on different conditions of service: standard academic conditions of service, research officers and academic teaching conditions of service.

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.

Please consult the following guidelines on preparing the various sections of your application.

Course Teaching

All types of undergraduate and postgraduate teaching, which are formally included in a course at UCT, including lectures, tutorials, laboratory sessions, field trips, undergraduate projects and course teaching at postgraduate level.

Data required (Summary Sheet):

- A table of courses taught over the last five years including information on student numbers, the nature of the teaching contribution (lectures, practicals, fieldwork) and total hours taught.
- Course evaluations:
 - Previous Vula/Amathuba evaluations (selected to only reflect the candidate's teaching) in an appendix.
 - Summary of lecturer scores for the standard Teaching and Learning (formerly known as CUES) template questions.
 - Selection of student comments (maximum 1 page, in an appendix).

Narrative required (Portfolio):

- For the committee to acquire a multi-dimensional view of the candidate's teaching, a self-reflective narrative on teaching philosophy and practice is required. These questions may be used to guide the narrative:
 - How have your lectures progressed over time?
 - What were some of the challenges you faced when teaching and how did you overcome them?
 - How have you adapted your teaching methods to better meet student needs?
 - What evidence do you have that your teaching has been effective in helping students achieve learning outcomes?
 - How have you incorporated feedback from students and colleagues into your teaching practices?
 - Have you pursued any professional development opportunities related to teaching? If so, what impact have they had on your teaching?
 - How have you worked to decolonise and/or ensure relevance in the curriculum?

Supporting evidence might include:

- Evidence of teaching innovation, curriculum change and development, including that which recognises excellence, transformation and sustainability.
- Evidence of activities that improve the university's capacity to respond positively to the diversity of the student intake, foster equity of access and outcomes, and enhance overall student success.
- Teaching awards and other forms of recognition from UCT and elsewhere.
- Evidence of strategic leadership to enhance student learning, with a particular focus on enhancing teaching quality in institutional and/or (inter)national settings.
- Participation in meetings, conferences and workshops associated with teaching and learning, and other forms of scholarship in teaching.
- Tutor training.
- External examining for coursework/programmes.
- Letters from students (in an appendix). If testimonials from students are included as evidence of teaching quality and impact, a brief explanation should be provided as to how these testimonials were acquired (e.g., course evaluation, direct solicitation).
- Teaching reference letter from a colleague or other (in an appendix) who has insight into the approach and methods used or who has witnessed the candidate teaching.

Not to be included here:

- Honours research projects.
- Teaching outside of UCT that is related to research, training or engaged scholarship.

Postgraduate Supervision

Supervision of Honours, Masters' and PhD student research projects.

Data required (Summary Sheet):

- A full career list of all graduated Masters' and PhD students in reverse chronological order.
- Indicate whether primary supervisor or co-supervisor and elaborate on role played as primary/co-supervisor. Indicate whether Masters' degrees are by full dissertation or minor dissertation (i.e., part of a taught programme). Indicate distinctions.
- Indicate co-supervision of graduated students outside of UCT, with detailed information on your role in that supervision.
- A list of current Master's and PhD students, with dates of registration.
- A list of Honours students supervised over the last five years.

Narrative required (Portfolio):

- Provide a commentary on style, philosophy and approach to postgraduate supervision and a self-reflection on intellectual role and supervisory impact.
- Provide a short comment on the typical number of postgraduate students in the relevant department/discipline. The committee will consider norms for the department or discipline.
- Describe how your postgraduate supervision has advanced excellence, transformation and sustainability in the faculty and/or the university.

Supporting evidence might include:

- Evidence for quality of supervision: external examiner reports, student comments/letters (can be included in an appendix). If testimonials from students are included as evidence of teaching quality and impact, a brief explanation should be provided as to how these testimonials were acquired (e.g., course evaluation, direct solicitation).
- Evidence of external examining of Masters' dissertations and PhD theses; membership of external PhD thesis committees.
- Commentary on your role in the progression of your students after their graduation.

Not to be included here:

- Postdoctoral researchers, junior research fellows, other early-career researcher engagements. These are to be included under *Research*.

Research

All scholarly activities that are subject to some form of academic peer-review.

UCT, and by extension, the Faculty of Science, supports the principles of the Declaration on Research Assessment (DORA), which highlight that the scientific content of a paper is more important than the publication's metrics or identity of the journal in which it is published; and recognises the value of all research outputs (publications, creative works, datasets and software), as well as other types of contributions, such as training early-career researchers and influence on policy and practice (noting that these "other" contributions could alternately be listed under *Engaged Scholarship*). As such, while traditional publication metrics are solicited in the application, these will be considered as only one of a number of possible measures of research quality and impact.

Data required (Summary Sheet):

- A full career list of all peer-reviewed outputs in reverse chronological order. The committee will look at both career track record and productivity since last promotion.
- A full career list of additional research outputs, such as creative works, datasets, software, technical reports, prototypes and patents.
- A list of all conference and workshop participation in the last five years, with indication of whether activities are national or international and the nature of the contribution (e.g., invited, keynote).
- A full career list of trained early-career researchers (e.g., postdoctoral researchers and junior research fellows) and details of contributions to other early-career training initiatives.
- A list of research grant funding for the last five years, including total funding and role in project.

Narrative required (Portfolio):

- Describe your research and the most important contributions you are making in your field. Discuss the impact of your research, explaining how impact is determined.
- Provide short summaries of your five most important outputs listed above. These should be written as a self-assessment of the research output, describing the quality, significance and impact of the work, and your contribution.
- Describe how your research has advanced excellence, transformation, and sustainability in the faculty and the university.

Supporting evidence might include:

- Details of total career citation record (ISI or Scopus; Google Scholar or another database, with reasons, if more appropriate and in addition to Scopus or ISI), and H- factor.
- Evidence for quality and impact of research: favourable book reviews or news coverage; NRF rating; invitations as keynote or plenary speaker; national or international research recognition and awards.
- Evidence that research is impacting transformation in the discipline or society.
- Referee reports that speak directly to contributions and impact.
- Sources and levels of funding.

Not to be included here:

- Knowledge products resulting from engaged scholarship partnerships (e.g., joint publications, policy documents, development of permanent resources – including museum exhibits, documentaries, children's books, zines, comic books, games, training resources).
- Journal reviewing and editing; conference committees; scientific review panels and boards, etc. These should be included under *Administration and Leadership*.

Administration and Leadership

All activities that support and promote the administration, management and leadership of the university at all levels (e.g., department, research unit, faculty, university), and also activities that support and promote the academic project, such as: membership of regional, national and international societies, scientific committees and organizations; editor of journals; reviewer for journals; conference organization; boards related to advancement of science; review panels.

Data required (Summary Sheet):

- Lists of contributions in the following four categories over the last five years:
 - Departmental-level (“Course Convener” and “Departmental Duties”): course convening; programme convening; departmental-level responsibilities, committees and task teams; deputy HoD or EXCO member; special projects; Director of a unit or large research laboratory; management of large research projects.
 - Faculty-level: HoD; deputy Dean; (senior) student advisor; faculty-level responsibilities; committees and tasks teams; special projects; Director of a Centre or large facility; management of large research projects.
 - University-level: university-level responsibilities, committees and tasks teams, special projects, Director of an Institute, Centre or Unit, or large research facility; advisory, management or scientific boards; review panels; management of large research projects
 - Research-related external to the university (“National/International Committees” and “Other”): membership of regional, national and international societies, scientific committees and organizations; editor of journals; reviewer for journals; conference organization; boards related to the advancement of science; review panels.

Narrative required (Portfolio):

- Provide a commentary on the duration, scale, and impact of your main contributions. Explicitly address your approach to leadership and administration, your trajectory and achievements.
- Describe how your contributions have advanced excellence, transformation and sustainability in the faculty and the university.

Supporting evidence might include:

- Commentary on the scale of the contribution (e.g., the size and complexity of the facility being managed).
- Referee reports (e.g., from a committee chair; included in an appendix) that speak directly to contributions.
- Commentary on the active roles played in key committees.
- Commentary on the longer-term impact of work on committees and task teams, etc.

Engaged Scholarship (Social Responsiveness)

It is recommended that the *Engaged Scholarship (Social Responsiveness)* section of the application be completed regardless of whether the applicant elects to weight it separately (it may be weighted zero). Where the contribution to Engaged Scholarship is minor, the committee will fold it into a candidate's *Administration and Leadership* score. **The committee will always weight each category in a way that maximises the overall score for the applicant.**

Engaged Scholarship applies to the social responsiveness activities conducted by academics, engaging with non-academic constituencies, based on their disciplinary or professional expertise, with an intentional public purpose or benefit. By partnering with non-academic constituencies, engaged scholarship activities across research, teaching and leadership include generating new knowledge, promoting knowledge integration, the application of knowledge, and/or the dissemination of knowledge (UCT, SR Policy Framework, 2012). Engaged scholarship encompasses a wide spectrum of activities including community engagement and/or outreach, policy and legislative input, public sector services and/or systems development, public information and discourse, and engagement with industry, with the purpose of benefitting society. Sites of engagement can include partnership activities, processes and contributions within and beyond UCT (local and global) that are based on research outputs and expertise and seek to have a social impact; and engaged teaching to ensure local and global relevance, with activities ranging from innovations in curriculum content/design to pedagogy and practice. Leadership of engaged scholarship activities could include leading local, national and international research consortia that aim to achieve broader social, environmental and economic benefits; as well as leading and contributing to systems changes within UCT and academia to support socially engaged research and teaching.

Data required (Summary Sheet):

- Lists of contributions over the last five years in the following three categories:
 - Service-related: Consulting; expert advice; policy development; scientific assessments; community leadership; outreach; expert testimony; clinical practice; product design; artifacts; exhibits; all forms of popular materials and communication; reviewing of non-academic materials.
 - Research-related: Applied research (not reported under *Research*) for industry, government, NGOs, etc., which has impact on communities and/or the environment.
 - Teaching-related: Including **a)** engaged scholarship-related innovations in teaching content and practice to ensure relevance; and **b)** teaching beyond UCT curricula at, for example, winter/summer schools and via training modules to non-academic constituencies including industry, government, NGOs, community groups, etc.

Narrative required (Portfolio):

- Provide a commentary on the duration, scale, and impact of your main contributions (neighbourhood, local, national, international). Include how the activities have contributed to addressing inequality, social justice, societal or environmental needs. For professional services and leadership, indicate clearly the contribution of your academic input to the process. These questions may be used to guide your narrative:
 - Who are the knowledge partners in your activities? Specify which key external (non-academic) constituencies are being engaged (including community groups, policy actors, decision makers, public sector, industry, other relevant knowledge holders).
 - What contributions were made by external constituencies that added value to the partnership?
 - What have the modes of engagement and collaboration been with constituencies outside of academia?
 - What knowledge products were produced? (e.g., joint publications, policy documents, exhibits, etc.)

- Were there other forms of dissemination? (e.g., including public lectures, radio/tv interviews, school lectures, workshops, etc.)
- How have your activities contributed to UCT's agenda for engaged scholarship?

Supporting evidence might include:

- Evidence for the quality and impact of your activities with external (non-academic) constituencies.
- Reports or testimonials from non-academic research partners, students, researchers that speak directly to contributions and impact.
- Evidence of funding and other areas of support.
- Evidence to illustrate how the research, teaching, and or service initiative addresses inequality and social justice
- Describe how the engaged scholarship initiative changes teaching, research or service practices.
- Evidence of how research has been integrated into policy.

Not to be included:

- Civic and outreach activities of staff that are not linked to their disciplinary or professional expertise.
- Work with academic constituencies such as academic conference organization, editing of peer-reviewed journals, etc. (include under *Administration and Leadership*).
- The research product that underpins or constitutes the scholarly and empirical basis for engaged scholarship (social responsive) activities (e.g., a research report) falls under *Research*.