

## ANNEXURE FOUR: CHED AD HOM CRITERIA AND GUIDELINES

CENTRE FOR HIGHER EDUCATION DEVELOPMENT				
GUIDELINES FOR AD HOMINEM PROMOTION AND ACADEMIC EXCELLENCE AND MERIT AWARDS				
CONTRIBUTIONS TO TEACHING AND LEARNING				
SCORE RANGE	PROFESSOR	ASSOCIATE PROFESSOR	SENIOR LECTURER	LECTURER
<b>High achievement</b> 8 to 10	<p>Is recognized as an <u>excellent teacher</u> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Has an <u>excellent</u> record of <b>supervision</b> of postgraduate students, where appropriate.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>o Student development activities, staff development activities, tutor training, curriculum development and re-structuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is recognized <u>nationally</u> as a <b>leading teaching and learning specialist</b> in one or more areas listed above.</p> <p>Makes a <u>major</u> contribution to <b>educational development initiatives</b> in one or more areas listed above.</p>	<p>Is recognized as an <u>excellent teacher</u> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Has an <u>excellent</u> record of <b>supervision</b> of postgraduate students, where appropriate.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>o Student development activities, staff development activities, tutor training, curriculum development and re-structuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is recognized <u>institutionally</u> as a <b>leading teaching and learning specialist</b> in one or more areas listed above.</p> <p>Makes a <u>significant</u> contribution to <b>educational development initiatives</b> in one or more areas listed above.</p>	<p>Is recognized as an <u>excellent teacher</u> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Has an <u>excellent</u> record of <b>supervision</b> of postgraduate students, where appropriate.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>o Student development activities, staff development activities, tutor training, curriculum development and re-structuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is <u>recognized in the faculty and/or department</u> as a <b>teaching and learning specialist</b> in one or more areas listed above.</p> <p>Makes an <u>important</u> contribution to <b>educational development initiatives</b> in one or more areas listed above.</p>	<p>Is recognized as an <u>excellent teacher</u> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>o Student development activities, staff development activities, tutor training, curriculum development and re-structuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is <u>recognized by colleagues</u> as a <b>teaching and learning specialist</b> in one or more areas listed above.</p> <p>Makes a <u>contribution</u> to <b>educational development initiatives</b> in one or more areas listed above.</p>

SCORE RANGE	PROFESSOR	ASSOCIATE PROFESSOR	SENIOR LECTURER	LECTURER
<b>Expected performance</b> 5 to 7	<p>Is recognized as a <u>good teacher</u> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Has a <u>good</u> record of <b>supervision</b> of postgraduate students, where appropriate.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>o Student development activities, staff development activities, tutor training, curriculum development and re- structuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is recognized <u>institutionally as a leading teaching and learning specialist</u> in one or more areas listed above.</p> <p>Makes a <u>significant</u> contribution to <b>educational development initiatives</b> in one or more areas listed above.</p>	<p>Is recognized as a <u>good teacher</u> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Has a <u>good</u> record of <b>supervision</b> of postgraduate students, where appropriate.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>o Student development activities, staff development activities, tutor training, curriculum development and re- structuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is <u>recognized in the department and/or faculty as a teaching and learning specialist</u> in one or more areas listed above.</p> <p>Makes an <u>important</u> contribution to <b>educational development initiatives</b> in one or more areas listed above.</p>	<p>Is recognized as a <u>good teacher</u> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Has a <u>good</u> record of <b>supervision</b> of postgraduate students, where appropriate.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>o Student development activities, staff development activities, tutor training, curriculum development and re- structuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is <u>recognized by colleagues as a teaching and learning specialist</u> in one or more areas listed above.</p> <p>Makes a <u>contribution</u> to <b>educational development initiatives</b> in one or more areas listed above.</p>	<p>Is recognized as a <u>good teacher</u> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>o Student development activities, staff development activities, tutor training, curriculum development and re- structuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Beginning to develop <b>an area of specialization in teaching and learning</b> in one or more areas listed above.</p> <p>Makes a <u>contribution</u> to <b>educational development initiatives</b>, <u>as required</u>, in areas such as those listed above.</p>
<b>Under-performance</b> 3 to 4	<p>Does <u>not have a consistent reputation</u> as a good <b>teacher and/or supervisor</b>.</p> <p>Makes a <u>minimal</u> contribution to educational development initiatives.</p>	<p>Does <u>not have a consistent reputation</u> as a good <b>teacher and/or supervisor</b>.</p> <p>Makes a <u>minimal</u> contribution to educational development initiatives.</p>	<p>Does <u>not have a consistent reputation</u> as a good <b>teacher and/or supervisor</b>.</p> <p>Makes a <u>minimal</u> contribution to educational development initiatives.</p>	<p>Does <u>not have a consistent reputation</u> as a good <b>teacher</b>.</p> <p>Makes a <u>minimal</u> contribution to educational development initiatives.</p>
<b>Unsatisfactory performance</b> 0 to 2	<p>Has a <u>poor</u> reputation as a <b>teacher and/or supervisor</b>.</p> <p>Makes <u>no</u> contribution to educational development initiatives.</p>	<p>Has a <u>poor</u> reputation as a <b>teacher and/or supervisor</b>.</p> <p>Makes <u>no</u> contribution to educational development initiatives.</p>	<p>Has a <u>poor</u> reputation as a <b>teacher and/or supervisor</b>.</p> <p>Makes <u>no</u> contribution to educational development initiatives.</p>	<p>Has a <u>poor</u> reputation as a <b>teacher</b>.</p> <p>Makes <u>no</u> contribution to educational development initiatives.</p>

# GUIDELINES FOR AD HOMINEM PROMOTION AND ACADEMIC EXCELLENCE AND MERIT AWARDS

RESEARCH				
SCORE RANGE	PROFESSOR	ASSOCIATE PROFESSOR	SENIOR LECTURER	LECTURER
<b>High achievement</b> 8 to 10	<p>Is recognized internationally as <u>one of the leading researchers/ creative artists</u> in his or her field. Is making <u>regular, major contributions</u> to scholarship of outstanding quality through, for example:</p> <ul style="list-style-type: none"> <li>papers in high quality, peer-reviewed journals</li> <li>research reports, policy documents, chapters in books, professional journals, and/or conference papers subjected to an appropriate form of peer review</li> <li>keynote addresses at international research conferences</li> <li>invitations to present scholarship at high status institutions</li> <li>regular citations and reviews</li> <li>leadership of major research / policy / professional group</li> <li>receiving awards for contributions to knowledge</li> <li>attracting leading scholars in the field to UCT</li> </ul>	<p>Is recognized <u>internationally</u> as a leading researcher/creative artist in his/her field. Is making <u>regular and/or major contributions</u> to scholarship of high quality through, for example:</p> <ul style="list-style-type: none"> <li>papers in high quality, peer-reviewed journals</li> <li>research reports, policy documents, chapters in books, professional journals, and/or conference papers subjected to an appropriate form of peer review</li> <li>regularly presenting papers to national and some international research conferences and seminars</li> <li>regular citation and review</li> <li>membership of major research / policy / professional group</li> </ul>	<p>Is recognized <u>nationally</u> and <u>beginning to be recognized internationally</u> as a leading researcher/creative artist in his/her field. Is making <u>regular and/or substantial contributions</u> to scholarship of high quality through, for example:</p> <ul style="list-style-type: none"> <li>papers in high quality, peer-reviewed journals</li> <li>research reports, policy documents, chapters in books, professional journals, and/or conference papers subjected to an appropriate form of peer review</li> <li>regularly presenting papers to national and some international research conferences and seminars</li> <li>regular citation and review</li> <li>membership of research / policy / professional group</li> </ul>	<p>Is beginning to be recognized <u>nationally</u> as a contributor to research/creative areas in his/her field. Is making <u>regular contributions</u> to scholarship of high quality through, for example:</p> <ul style="list-style-type: none"> <li>papers in high quality, peer-reviewed journals</li> <li>research reports, policy documents, chapters in books, professional journals, and/or conference papers subjected to an appropriate form of peer review</li> <li>regularly presenting papers to national and some international research conferences and seminars</li> <li>satisfactory progress in a major research project (e.g. PhD or monograph)</li> </ul>
<b>Expected performance</b> 5 to 7	<p>Is recognized <u>internationally</u> as a leading researcher/creative artist in his/her field. Is making <u>regular and/or major contributions</u> to scholarship of high quality through, for example:</p> <ul style="list-style-type: none"> <li>papers in high quality, peer-reviewed journals</li> <li>research reports, policy documents, chapters in books, professional journals, and/or conference papers subjected to an appropriate form of peer review</li> <li>regularly presenting papers to national and some international research conferences and seminars</li> <li>regular citation and review</li> <li>membership of major research / policy / professional group</li> </ul>	<p>Is recognized <u>nationally</u> and <u>beginning to be recognizing internationally</u> as a leading researcher/creative artist in his/her field. Is making <u>regular and/or substantial contributions</u> to scholarship of high quality through, for example:</p> <ul style="list-style-type: none"> <li>papers in high quality, peer-reviewed journals</li> <li>research reports, policy documents, chapters in books, professional journals, and/or conference papers subjected to an appropriate form of peer review</li> <li>regularly presenting papers to national and some international research conferences and seminars</li> <li>regular citation and review</li> </ul>	<p>Is beginning to be recognized <u>nationally</u> as a contributor to research/creative areas in his/her field. Is making <u>regular contributions</u> to scholarship of high quality through, for example:</p> <ul style="list-style-type: none"> <li>papers in high quality, peer-reviewed journals</li> <li>research reports, policy documents, chapters in books, professional journals, and/or conference papers subjected to an appropriate form of peer review</li> <li>regularly presents papers to national and some international research conferences and seminars</li> <li>satisfactory progress in a major research project (e.g. PhD or monograph)</li> </ul>	<p>Is making <u>regular contributions</u> to scholarship of high quality through, for example:</p> <ul style="list-style-type: none"> <li>papers in peer-reviewed journals</li> <li>research reports, policy documents, chapters in books, professional journals, and/or conference papers subjected to an appropriate form of peer review</li> <li>regularly presents papers to national research conferences and seminars</li> <li>satisfactory progress in a major research project (e.g. PhD or monograph)</li> </ul>

**GUIDELINES FOR AD HOMINEM PROMOTION AND ACADEMIC EXCELLENCE AND MERIT AWARDS**

RESEARCH				
SCORE RANGE	PROFESSOR	ASSOCIATE PROFESSOR	SENIOR LECTURER	LECTURER
		<ul style="list-style-type: none"> <li>membership of major research / policy / professional group</li> </ul>		
<b>Under-performance</b> 3 to 4	<p>Has made a <u>minimal</u> contribution to knowledge production over the past 4 years.</p> <p>Attends <u>few</u> research conferences and seminars.</p> <p>Provides little leadership in research/creative work.</p>	<p>Has made a <u>minimal</u> contribution to knowledge production over the past 4 years.</p> <p>Attends <u>few</u> research conferences and seminars.</p> <p>Provides little leadership in research/creative work.</p>	<p>Has produced <u>minimal</u> research/creative work over past 4 years.</p> <p>Attends <u>few</u> research conferences and seminars.</p> <p>Minimal input to any research/creative work group.</p>	<p>Has produced <u>minimal</u> research/creative work over past 4 years.</p> <p>Attends <u>few</u> research conferences and seminars.</p> <p>Minimal input to any research/creative work group.</p>
<b>Unsatisfactory performance</b> 0 to 2	<p>Is <u>not actively involved</u> in research or the production of creative work.</p> <p>Attends few or no research conferences and seminars</p>	<p>Is <u>not actively involved</u> in research or the production of creative work.</p> <p>Attends few or no research conferences and seminars</p>	<p>Is <u>not actively involved</u> in research or the production of creative work.</p> <p>Attends few or no research conferences and seminars</p>	<p>Is <u>not actively involved</u> in research or the production of creative work.</p> <p>Attends few or no research conferences and seminars</p>

**GUIDELINES FOR AD HOMINEM PROMOTION AND ACADEMIC EXCELLENCE AND MERIT AWARDS**

**LEADERSHIP, MANAGEMENT AND ADMINISTRATION**

<b>SCORE RANGE</b>	<b>PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>SENIOR LECTURER</b>	<b>LECTURER</b>
<b>High achievement</b> 8 to 10	Plays a <u>major</u> <b>leadership</b> role in teaching and learning activities at departmental, faculty, university or national level.  Makes a <u>major</u> contribution, as required, to <b>management and administration</b> at departmental, faculty or institutional level, including the mentoring of staff.	Plays a <u>significant</u> <b>leadership</b> role in teaching and learning activities at departmental, faculty or university level.  Makes a <u>significant</u> contribution, as required, to <b>management and administration</b> at departmental, faculty or institutional level, including the mentoring of staff.	Plays a <b>leadership</b> role in teaching and learning activities at departmental, faculty or university level.  Makes an <u>important</u> contribution, as required, to <b>management and administration</b> at departmental, faculty or institutional level.	Makes some contribution to <b>leadership</b> in educational development at departmental, faculty or institutional level.  Actively participates in departmental and faculty <b>administration</b> , as required; takes responsibility for course convening and administration as required.
<b>Expected performance</b> 5 to 7	Plays a <u>significant</u> <b>leadership</b> role in teaching and learning activities at departmental, faculty or university level.  Makes a significant contribution, as required, to <b>management and administration</b> at departmental, faculty or institutional level, including the mentoring of staff.	Plays a <b>leadership</b> role in teaching and learning activities at departmental, faculty or university level.  Makes an important contribution, as required, to <b>management and administration</b> at departmental, faculty or institutional level.	Makes some contribution to <b>leadership</b> in educational development at departmental, faculty or institutional level.  Actively participates in departmental and faculty <b>administration</b> , as required; takes responsibility for course convening and administration as required.	Makes a constructive contribution to departmental <b>administration</b> and takes responsibility for routine course/ programme/ event administration as required.
<b>Under-performance</b> 3 to 4	Plays <u>minimal</u> role in the leadership of teaching and learning activities at departmental or faculty or university level.  <u>Ineffective</u> contribution to management at departmental, faculty or institutional level.	Plays <u>minimal</u> role in the leadership of teaching and learning activities at departmental or faculty or university level.  <u>Ineffective</u> contribution to management at departmental, faculty or institutional level.	Plays <u>minimal</u> role in departmental and faculty administration.  Reluctant to contribute to the general work of the department or faculty.	Plays <u>minimal</u> or poor role in departmental administration.  Reluctant to contribute to the general work of the department or faculty.
<b>Unsatisfactory performance</b> 0 to 2	Plays <u>no</u> leadership role in teaching and learning activities at a departmental or faculty or university level.  <u>No</u> contribution to management at departmental, faculty or institutional level.	Plays <u>no</u> leadership role in teaching and learning activities at a departmental or faculty or university level.  <u>No</u> contribution to management at departmental, faculty or institutional level.	Plays <u>no</u> role in departmental and faculty administration.  <u>No</u> contribution to the general work of the department or faculty.	Plays <u>no</u> role in departmental administration.  <u>No</u> contribution to the general work of the department or faculty.

**GUIDELINES FOR AD HOMINEM PROMOTION AND ACADEMIC EXCELLENCE AND MERIT AWARDS**

**SOCIAL RESPONSIVENESS AND PROFESSIONAL ACTIVITIES**

<b>SCORE RANGE</b>	<b>PROFESSOR</b>	<b>ASSOCIATE PROFESSOR</b>	<b>SENIOR LECTURER</b>	<b>LECTURER</b>
<b>High achievement</b> 8 to 10	<p>Is recognized outside the University as a leading figure in his or her field of expertise and for contributions to the wider society.</p> <p>Frequently consulted as a specialist advisor by both local and international external organisations.</p> <p>Has very strong and well-developed professional interactions with constituencies beyond the University, e.g. professional organisations, government agencies or NGOs.</p> <p>Influential in decision making and policy making by community organisations, government, or private sector.</p>	<p>Has a significant national and/or international professional status.</p> <p>Has an excellent reputation regionally and nationally as a leading advisor and expert.</p> <p>Plays a leadership role in workshops and seminars for constituencies beyond the University, e.g. professional organisations, government agencies or NGOs.</p>	<p>Has a national professional status.</p> <p>Has a reputation in the wider community as an advisor and expert in his or her field of work.</p> <p>Plays a leadership role in interactions with constituencies beyond the University, e.g. professional organisations, government agencies or NGOs.</p>	<p>Makes a regular contribution as an advisor or expert in his or her field of work.</p> <p>Interacts regularly with professional organizations, government agencies or NGOs.</p>
<b>Expected performance</b> 5 to 7	<p>Has a significant national and/or international professional status.</p> <p>Has an excellent reputation regionally and nationally as a leading advisor and expert in his or her field of work.</p> <p>Plays a leadership role in professional interactions with constituencies beyond the University, e.g. professional organisations, government agencies or NGOs.</p>	<p>Has a national professional status.</p> <p>Has a reputation in the wider community as an advisor and expert in his or her field of work.</p> <p>Plays a leadership role in professional interactions with constituencies beyond the University, e.g. professional organisations, government agencies or NGOs.</p>	<p>Makes a regular contribution as an advisor or expert in his or her field of work.</p> <p>Interacts regularly with professional organizations, government agencies or NGOs.</p>	<p>Is approached occasionally to contribute as an advisor or expert in his or her field of work.</p> <p>Interacts with professional organizations, government agencies or NGOs.</p>
<b>Under-performance</b> 3 to 4	<p>Minimal interaction in extension work or professional activities.</p>	<p>Minimal interaction with external agencies, usually only as part of a team.</p>	<p>Minimal interaction with external agencies, usually only as part of a team.</p>	<p>Minimal interaction with external agencies, usually only as part of a team.</p>
<b>Unsatisfactory performance</b> 0 to 2	<p>No involvement in extension or professional activities.</p>	<p>No involvement in extension or professional activities.</p>	<p>No involvement in extension or professional activities.</p>	<p>No involvement in extension or professional activities.</p>

## Mechanisms (for use with CHED rating guidelines for staff in regular academic posts)

An overall assessment will be generated in one of the two ways described below.

1. by adding - to the scores (1-10) for teaching and for research - the best one of the scores for leadership/administration and social responsiveness and dividing the total by three. Candidates for promotion will be eligible for consideration if they have:
  - a. a sub-minimum score for teaching/learning of 7
  - b. a sub-minimum score for research of 6 for associate professor and a 7 for professor.
  - c. an average rating is 8.0 or higher (decimal points of 0.5 or more will not be rounded up).

### Examples for associate professorship:

Example	Teaching/ Learning	Research	LMA or SR/PA	Total	Average (÷3)
Applicant A	9	6	9	24	8
Applicant B	8	6	10	24	8
Applicant C	7	8	9	24	8

### Examples for professorship:

Example	Teaching/ Learning	Research	LMA or SR/PA	Total	Average (÷3)
Applicant A	8	7	9	24	8
Applicant B	9	7	8	24	8
Applicant C	8	8	8	24	8

2. by adding the scores of all four categories together and dividing the total by four. Candidates for promotion will be eligible for consideration if they have:
  - d. a sub-minimum score for teaching of 7
  - e. a sub-minimum score for research of 6 for associate professor and a 7 for professor.
  - f. an average rating is 7.25 or higher (decimal points of 0.5 or more will not be rounded up).

Essentially, the only candidates who might find it advantageous to go for the four divided by 4 scenarios are those who are extensively involved in social responsiveness and professional activities as well as the more customary other three categories.

**For associate professorship:**

	Teaching/ Learning	Research	LMA	SR/PA	Total	Average (÷4)
Applicant A	8	6	7	8	29	7.25
Applicant B	7	8	6	8	29	7.25
Applicant C	7	8	5	9	29	7.25

**For professorship:**

	Teaching/ Learning	Research	LMA	SR/PA	Total	Average (÷4)
Applicant A	8	7	6	8	29	7.25
Applicant B	7	8	6	8	29	7.25
Applicant C	7	8	5	9	29	7.25



## CENTRE FOR HIGHER EDUCATION DEVELOPMENT ACADEMIC MERIT AND EXCELLENCE AWARDS

A system of merit awards has been introduced at the ranks of Lecturer, Senior Lecturer and Associate Professor. **The purpose of these awards is to reward meritorious achievement in one or more of the categories in which staff are assessed.** Decisions on merit awards will form part of the brief of faculty promotion and remuneration committees and will be based on faculty ad hominem promotion criteria. At the rank of professor, the current two-tier system of excellence awards continues. The lower tier would reward excellent performance, while the upper tier would recognise truly outstanding performance.

### ***Further details of the merit awards and excellence payments***

1. A proposed guideline for the quantum for merit awards is a rand value derived as a percentage of the standard SASP package, to be determined annually. The award will be made for a period of two years, with effect from the year following that in which the assessment is made. Merit awards will be paid as a lump sum annually, and will be non-pensionable. The awards apply at the current rank of the staff member and fall away on promotion to a higher rank.
2. It is envisaged that a steady state of about 10% of academic staff receive the merit award. In order to facilitate this, a fixed budget (part of the overall budget associated with academic salaries) will be allocated to faculties on a proportional basis and application for merit awards will be competitive.
3. The faculty has the discretion to award different numbers of merit awards at the different academic ranks (i.e. the percentage of academic staff in receipt of merit awards in one rank may be higher or lower than that in another rank) but the allocated faculty budget for merit awards may not be exceeded.
4. In the introduction of excellence payments in 2004 it was envisaged that about 5% of Professorial staff would be eligible for and receive payments for excellence. This number has fluctuated over the years but has not risen above 5%. It is proposed that a steady state of 3-5% be the target. Excellence awards are paid monthly and are pensionable, and would usually be applied for four years.
5. **Faculties are responsible for developing faculty specific criteria for deciding on merit awards (applicable to ranks of lecturer, senior lecturer or associate professor) and payments for excellence (applicable to rank of professor). The criteria are to be based on the faculty ad hominem promotion criteria. To be considered for an excellence award (professors), excellent performance must be demonstrated in at least two performance categories, of which one must be either Teaching & Learning or Research. To be considered for a merit award, lecturers, senior lecturers and associate professors must demonstrate outstanding performance in at least one performance category. If only one category, this must be either Teaching & Learning or Research.**

### ***Process of nomination and application***

In order to assist heads of department in making decisions with potentially far-reaching consequences for remuneration, and to ensure fairness and transparency, there are three routes for the consideration of merit awards:

*Route 1:* the cycle of performance reviews may result in the head of department nominating a staff member for a merit award. These nominations will be considered by the relevant Faculty Promotion and Remuneration Committee.

*Route 2:* the staff member makes an application for a merit award with or without the support of the head of department. These applications will be considered by the relevant Faculty Promotion and Remuneration Committee.

*Route 3:* The Faculty Promotion and Remuneration Committee may make recommendations for a merit award in cases where an individual is considered to have demonstrated excellent performance but still falls short of promotion. The rhetoric of a "failed promotion" should be actively countered with the notion of meritorious achievement.

The DVC accountable for academic matters holds final authority for the approval of excellence awards and merit awards and payments for excellence. There is no appeal process, but if there is a breakdown in the process of application and assessment, the case will be addressed on an individual basis.

### **CHED SPECIFIC GUIDELINES FOR EXCELLENCE AND MERIT AWARDS:**

Aligned with 5. Above, CHED's specific guidelines are:

- **Excellence awards (professors):** To be considered for an excellence award, an applicant must demonstrate excellent performance (at the level of 8 or above) in at least two performance categories of which one must be either Teaching & Learning or Research.
- **Merit awards (lecturer, senior lecturer or associate professor):** To be considered for a merit award, an applicant must demonstrate outstanding performance (at the level of 8 or above) in at least one performance category: either Teaching & Learning or Research.

**Applicants for excellence and merit awards will be required to follow the same procedure and to compile and submit evidence in the form of a portfolio following the same guidelines and timelines as apply to applications for ad hominem promotion**

**CENTRE FOR HIGHER EDUCATION DEVELOPMENT**

**GUIDELINES FOR AD HONOREM PROMOTION AND SASP EVALUATION FOR STAFF ON ACADEMIC TEACHING CONDITIONS OF SERVICE**

**To be read in conjunction with the UCT policy on academic teaching posts, particularly in relation to expected workload**

CONTRIBUTIONS TO TEACHING AND LEARNING		
SCORE RANGE	SENIOR LECTURER	LECTURER
<b>High achievement</b>  8 to 10	<p>Is recognized as an <u>excellent</u> <b>teacher</b> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Has an <u>excellent</u> record of <b>supervision</b> of postgraduate students, where appropriate.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>Student development activities, staff development activities, tutor training, curriculum development and restructuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is <u>recognized</u> in the faculty and/or department as a <b>teaching and learning specialist</b> in one or more areas listed above.</p> <p>Makes an <u>important</u> contribution to <b>educational development initiatives</b> in one or more areas listed above.</p>	<p>Is recognized as an <u>excellent</u> <b>teacher</b> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>Student development activities, staff development activities, tutor training, curriculum development and restructuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is <u>recognized by colleagues</u> as a <b>teaching and learning specialist</b> in one or more areas listed above.</p> <p>Makes a <u>contribution</u> to <b>educational development initiatives</b> in one or more areas listed above.</p>
<b>Expected performance</b>  5 to 7	<p>Is recognized as a <u>good</u> <b>teacher</b> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Has a <u>good</u> record of <b>supervision</b> of postgraduate students, where appropriate.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>Student development activities, staff development activities, tutor training, curriculum development and restructuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Is <u>recognized by colleagues</u> as a <b>teaching and learning specialist</b> in one or more areas listed above.</p>	<p>Is recognized as a <u>good</u> <b>teacher</b> who develops effective courses, teaching approaches and assessment practices that are responsive to the needs of students.</p> <p>Besides formal teaching and supervision, a range of <b>educational development responsibilities</b> will be recognized as contributions:</p> <ul style="list-style-type: none"> <li>Student development activities, staff development activities, tutor training, curriculum development and restructuring, technology design and development, test design, selection and placement activities, language development, textbook publications and other learning materials, assessment development, policy design and implementation, monitoring and evaluation.</li> </ul> <p>Beginning to develop an <b>area of specialization in teaching and learning</b> in one or more areas listed above.</p>

	Makes a <u>contribution</u> to <b>educational development initiatives</b> in one or more areas listed above.	Makes a <u>contribution</u> to <b>educational development initiatives</b> , <u>as required</u> , in areas such as those listed above.
<b>Under-performance</b> 3 to 4	Does <u>not</u> have a <u>consistent reputation</u> as a good <b>teacher and/or supervisor</b> .  Makes a <u>minimal</u> contribution to educational development initiatives.	Does <u>not</u> have a <u>consistent reputation</u> as a good <b>teacher</b> .  Makes a <u>minimal</u> contribution to educational development initiatives.
<b>Unsatisfactory performance</b> 0 to 2	Has a <u>poor</u> reputation as a <b>teacher and/or supervisor</b> .  Makes <u>no</u> contribution to educational development initiatives.	Has a <u>poor</u> reputation as a <b>teacher</b> .  Makes <u>no</u> contribution to educational development initiatives.

LEADERSHIP, MANAGEMENT AND ADMINISTRATION		
SCORE RANGE	SENIOR LECTURER	LECTURER
<b>High achievement</b> 8 to 10	Plays a <b>leadership</b> role in teaching and learning activities at departmental, faculty or university level.  Makes an <u>important</u> contribution, as required, to <b>management and administration</b> at departmental, faculty or institutional level.	Makes some contribution to <b>leadership</b> in educational development at departmental, faculty or institutional level.  Actively participates in departmental and faculty <b>administration</b> , as required; takes responsibility for course convening and administration as required
<b>Expected performance</b> 5 to 7	Makes some contribution to <b>leadership</b> in educational development at departmental, faculty or institutional level.  Actively participates in departmental and faculty <b>administration</b> , as required; takes responsibility for course convening and administration as required.	Makes a constructive contribution to departmental <b>administration</b> and takes responsibility for routine course/ programme/ event administration as required.
<b>Under-performance</b> 3 to 4	Plays <u>minimal</u> role in departmental and faculty administration.  Reluctant to contribute to the general work of the department or faculty.	Plays <u>minimal</u> or poor role in departmental administration.  Reluctant to contribute to the general work of the department or faculty.
<b>Unsatisfactory performance</b> 0 to 2	Plays <u>no</u> role in departmental and faculty administration.  <u>No</u> contribution to the general work of the department or faculty.	Plays <u>no</u> role in departmental and faculty administration.  <u>No</u> contribution to the general work of the department or faculty.

**GUIDELINES FOR AD HOMINEM PROMOTION AND SASP EVALUATION FOR STAFF ON ACADEMIC TEACHING CONDITIONS OF SERVICE**

<b>SOCIAL RESPONSIVENESS AND PROFESSIONAL ACTIVITIES</b>		
<b>SCORE RANGE</b>	<b>SENIOR LECTURER</b>	<b>LECTURER</b>
<b>High achievement</b> 8 to 10	Has a national professional status.  Has a reputation in the wider community as an advisor and expert in his or her field of work.  Plays a leadership role in interactions with constituencies beyond the University, e.g. professional organisations, government agencies or NGOs.	Makes a regular contribution as an advisor or expert in his or her field of work.  Interacts regularly with professional organizations, government agencies or NGOs.
<b>Expected performance</b> 5 to 7	Makes a regular contribution as an advisor or expert in his or her field of work.  Interacts regularly with professional organizations, government agencies or NGOs.	Is approached occasionally to contribute as an advisor or expert in his or her field of work.  Interacts with professional organizations, government agencies or NGOs.
<b>Under-performance</b> 3 to 4	Minimal interaction with external agencies, usually only as part of a team.	Minimal interaction with external agencies, usually only as part of a team.
<b>Unsatisfactory performance</b> 0 to 2	No involvement in extension or professional activities.	No involvement in extension or professional activities.

**CHED mechanism to assess eligibility for promotion (see HR175) for staff on academic teaching conditions of service.**

An overall assessment of eligibility for **consideration** for promotion can be performed in one of two ways:

- a) Add the scores of all three categories together and divide the total by three.
- b) Add the scores of the Contributions to Teaching and Learning category and one other and divide by two.

Candidates for promotion will be considered eligible for consideration if their average rating is 8 or higher. Note, however, that **8 is the minimum allowable score for the Contribution to Teaching & Learning category**.

Assessment of eligibility for consideration for a **merit award** will normally be made by mechanism (b).

	Teaching/ Learning	Lead, Man & Admin.	Soc Resp	Total	Average (÷3)
Applicant A	10	6	8	24	8
Applicant 2	9	7	8	24	8
Applicant 3	8	8	8	24	8

	Teaching/ Learning	Lead, Man & Admin.	Soc Resp	Total	Average (÷2)
Applicant 1	10	6		16	8
Applicant 2	8		8	16	8
Applicant 3	9		7	16	8