

FACULTY OF LAW



PERFORMANCE ASSESSMENT AND AD HOM PROMOTION APPLICATION GUIDELINES FOR ACADEMIC STAFF 2025

1. Preparation and process: Staff Portfolios
2. General guidelines for standard academic salary package (SASP) and Ad Hominem promotion.
3. Invitation: Application for Ad Hominem promotion

Annexures:

- A. Timelines
- B. Application form
- C. Referee Contact Information Sheet

Please note that applications for Merit Awards will not be considered in this cycle. This aligns with the decision to remove the budget for performance awards in line with current institutional priorities. For further context, please refer to the communication from the CFO regarding the Council-approved general operating budget. Link here <https://www.news.uct.ac.za/article/-2025-02-26-update-on-the-2025-council-approved-general-operating-budget>

1. PREPARATION AND PROCESS: STAFF PORTFOLIOS

Each staff member is required to produce at the appointed time (usually during June of each year) a portfolio reflecting their activities during the past four years, or the date of last promotion, if more recent.

An Annual Review Record ([HR174](#) form) is required for each academic member of staff and is formally required in year two and four of the Performance Cycle.

A Performance Assessment form ([HR175](#) form), is required in the following instances:

- During probation periods, when interim and or final probation reports are submitted.
- When staff are applying for Ad Hominem promotion or Excellence award.
- If an academic staff member is performing exceptionally well and or is underperforming or if there is unsatisfactory performance.

Ad Hominem promotion:

Performance discussions must be held with each academic staff member intending to apply for ad hominem promotion, excellence, or merit award (**not applicable for 2025 process**).

Staff intending to apply for ad hominem promotion must complete the [HR174](#) and [HR175](#) forms by **Friday, 23 June 2025**

To be eligible for promotion, academic staff **must** be confirmed in their current permanent position.

Performance reviews

The Standard Academic Salary Package (SASP) performance assessment system for academic staff makes provision for a four-year performance review cycle. The new cycle commenced in January 2023 and will formally come to an end in December 2026.

A cycle requires formative performance discussions with academic staff every two years, i.e., year one and year three, and formal performance reviews every alternate year, i.e., mid-term (year 2) and at the end of the cycle (year 4). We are in **year three (3)** of the current cycle.

Performance discussions must be held with each academic staff member intending to apply for ad hominem promotion or excellence and merit awards (**merit awards are not applicable for 2025 process**), as well as with those staff members where performance issues have been identified and/or where support is required to ensure that the staff member is able to improve upon the areas of concern that have been identified.

Staff who are considering applying for ad hominem promotion, or excellence award are expected to attend the webinar (details to be confirmed in due course). They should hold a meeting with their line manager and complete the [HR174](#) and [HR175](#) forms by Friday, 30 May 2025.

Performance discussions must be held with each academic staff member where performance issues have been identified and/or where support is required to ensure that the staff member is able to improve upon the areas of concern that have been identified.

In the event where staff are not performing at the required level, the HOD may need to follow the "Performance management processes for academic staff" and in such cases there may be a correlation between the under-performing category ("below expected" or "unsatisfactory") and with the staff being placed "below SASP". For more information, see the weblink <https://hr.uct.ac.za/employee-relations-incapacity-poor-performance/procedure-addressing-under-and-unsatisfactory-performance-faculty-level>

All other academic staff (those not applying for ad hominem promotion or an award) are encouraged to complete the form focusing on the past year's performance. Where unsatisfactory performance and or under performance has been identified, a formal review needs to be held and an [HR175](#) form should be

completed along with the [HR174](#) form are to be completed and signed off by Heads of Departments (HoDs) where applicable.

The deadline for the completion of performance discussions not relating to the ad hominem promotion and excellence award process is **Friday, 7 November 2025** and the records are to be retained by the department. A copy of these forms is to be sent to Prospective applicants to the HR Business Partner (**Alison Tomlinson**) via email to hrformslawhrbp@uct.ac.za

The purpose of the portfolio is two-fold:

Stage One

It will be used by each member of staff for an **annual review** of their own activities, with their Head of Department. In this annual review the staff member will be formally scored. The agenda of the annual review between heads and individual staff members will depend significantly on the staff member involved. The review process of a senior professor of longstanding and a newly appointed junior staff member will focus on different aspects. The role that Heads of Departments play in the process is critical, particularly in the encouragement and guidance of junior staff. This review is accomplished by filling out of the form [HR174](#) by the staff member and HOD, and as much of an interview to discuss the completed form as is warranted. In most cases, this will be the end of the process. Only those rated **below** the rate for the job, or those due for consideration of **merit (not applicable for 2025 process)**, proceed to stage two.

Stage Two

It will be used for any **performance assessment**. (The relevant kinds of performance assessment for the Faculty of Law are assessments for ad hominem promotions and awards for excellence for all ranks). In any performance assessment exercise, the staff member will be scored according to the points system outlined below. It should be noted, however, that the score achieved by an individual is not an absolute indicator but a basis for an overall assessment. This assessment is initiated by the completion of form [HR175](#), followed by the nomination of referees, the identification of best published work, the procurement of recent teaching assessments, etc. This portfolio is then put for consideration by the Faculty Merit Committee.

Referees:

Applications for ad hominem promotion and excellence awards should also include the names and email addresses of three (3) referees. In the case of ad hominem promotion applications for full Professor, five (5) referees are required.

Please use **Annexure C Referee Contact Details and Information Form** when submitting your referee details to HRBP.

Please send each of your referees a copy of your CV and advise them to expect an email request from our **HRBP, Alison Tomlinson**, requesting their confidential report. It is permissible to request referees to focus on aspects of your work that you wish to highlight in your application. Referee reports will be confidential and sent directly to the HR Business Partner.

Guideline for choosing referees:

- Full Professor level – Strong international standing.
- Associate Professor – International standing or emerging international standing.
- Senior Lecturer – National standing.
- Lecturer – National standing.

Portfolios - Each portfolio should include the following:

1. **A synoptic curriculum vitae.**

NOTE:

For promotion to the ranks of Associate Professor/Chief Researcher and Professor/Principal Researcher, details of research output must include the entire of body of research work produced to date.

For annual review purposes, research output of the previous four years must be listed.

2. **Research**

- (a) Details of research projects and research output. Articles, books, chapters and internal publications produced in the review period.
- (b) Research funding obtained from grants or contracts, and from UCT sources. Travel and other awards.

3. **Teaching and supervision (undergraduate, including LLB)**

Courses taught over the review period; actual contact teaching hours; number of students; summary of student assessments; and any other external comment (for example, comments by external examiners); supervision of final year LLB research capita. Appointment as external examiner.

4. **Teaching and supervision (postgraduate)**

Details of postgraduate student teaching, including supervision of dissertations and theses at LLM and PhD/LLD levels.

5. **Conference presentations and invited lectures.**

6. **Administrative contributions** at departmental, Faculty or University level.

7. **Socially responsive activities** or services to industry, government, and NGO's, including participation in committees and councils, contributions to policy forums, or any other contribution to outside bodies based on academic skills and/or

8. Activities such as **refereeing** for national and international journals membership of editorial boards, etc.

9. The portfolio should not exceed 50 pages and should contain a contents page, a table of publications with links to publications embedded therein. The candidate needs to clearly indicate the level/rank that they are applying to. Include whether they have a PhD, are studying towards one or intends on embarking on such studies in future. Highlight the collaborations.

2. GENERAL GUIDELINES FOR STANDARD ACADEMIC SALARY PACKAGE (SASP) AND AD HOMINEM PROMOTION IN THE LAW FACULTY (TO BE READ IN THE LIGHT OF THE POLICY FRAMEWORK ON PERFORMANCE ASSESSMENT FOR ACADEMIC STAFF)

The rating points indicated in the tables below are used in two ways:

- (1) assessing eligibility for promotion (or appropriate rank of new appointee); and
- (2) assessing whether staff are eligible for the Standard Academic Salary Package.

PROMOTION / APPOINTMENT

For eligibility for promotion, a candidate should be rated in each of the following categories against a scale of descriptors varying from 0-100 in Research; Teaching & Learning; Leadership, Management & Administration; and between 0-50 in Social Responsiveness. For promotion in the research track, a candidate should be rated between 0-100 in Research; Leadership, Management & Administration; and Social Responsiveness; and between 0-50 for Teaching & Learning.

The rating points indicated below are norms. Achievement of a particular score does not, without more, guarantee a specific conclusion. Similarly, the failure to achieve the score designated as indicative of a particular academic rank may, in exceptional circumstances, not be conclusive.

High scores in teaching and research are essential (research and social responsiveness for the research track). This requires an applicant to be performing at least at the SASP level of the rank to which they wish to be promoted. Although high scores in all four categories would be ideal, normally such achievement in three categories is expected when promotion is at stake. All academic staff are expected to contribute to the administration of the University, with the level of involvement increasing from Departmental through Faculty to University and the level of contribution increasing from willingness to participate, to active participation, to a leadership role required as one proceeds through the ranks from lecturer to professor (senior researcher to principal researcher). Efficient course administration is expected at all ranks. A leadership role in administration is expected of associate and full professors (chief researchers and principal researchers) and a willingness to mentor more junior staff is expected at professorial/principal researcher level. Active participation in socially responsive activities is strongly encouraged at all levels of appointment. For appointment to Chief Researcher or Principal Researcher a PhD or equivalent degree will usually be required.

Save in exceptional circumstances, to be eligible:

- For promotion/appointment to the rank of **Professor/Principal Researcher**, an individual should rate a score of at least **230 points**.
- For promotion/appointment to the rank of **Associate Professor/Chief Researcher**, an individual should rate a score of at least **190 points**.
- For promotion/appointment to the rank of **Senior Lecturer/Senior Researcher**, an individual should rate a score of at least **150 points**.
- For promotion/appointment to the rank of **Lecturer/Researcher**, an individual should rate a score of at least **120 points**.

STANDARD ACADEMIC SALARY PACKAGE (SASP)

To be eligible for the Standard Academic Salary Package academic staff at all levels of appointment *must* achieve the appropriate SASP score in each of the three categories: Research; Teaching; and Leadership, Management & Administration (LMA). It is also *preferable* that academic staff are active participants in socially responsive activities. NOTE: The SASP level in the first three categories differs according to the various ranks of academic appointment. Academic staff appointed as researchers must achieve the appropriate SASP score in social responsiveness.

EXPECTED PERFORMANCE (SASP)

Academic staff achieving the required SASP level in Teaching; Research; Leadership, Management & Administration; and, preferably, Social Responsiveness, over a four-year period as determined by the Departmental Performance Committee (Head of Department plus one or more senior staff as requested by the candidate) will be regarded as having met the performance expectations of their rank and receive the standard academic salary package applicable to the rank for the following four years. Academic staff appointed as researchers must achieve the appropriate SASP score in social responsiveness.

Performance at the SASP level would normally be required for eligibility for any 'scarcity' lift-out in the faculty.

BELOW EXPECTED PERFORMANCE

Poor performance

All academic staff who obtain a score of 0-19 for Teaching; Research; or Leadership, Management & Administration (except in the case of flexibility of scoring research where teaching commitments are, for departmental reasons, substantially increased, see above) will be regarded as underperforming at the relevant rank, will incur possible financial consequences (still to be determined after consultation with all stake holders) until performance returns to the expected level as defined and must be put on a performance improvement plan.

UNSATISFACTORY PERFORMANCE

Any other member of staff who obtains a score below SASP for Teaching; Research or Leadership, Management & Administration (except in the case of flexibility of scoring research where teaching commitments are, for departmental reasons, substantially increased, see above) should be counselled by the Head of Department and *possibly* put on a performance improvement plan with the aim of achieving expected performance levels at the end of the cycle. A newly appointed, entry-level Lecturer who obtains a score below SASP level will need to be counselled by the Head of Department on what they need to do to achieve SASP in the future.

I. RESEARCH

A good researcher is an active expert in their field of study, and a significant contributor to knowledge in that field. The candidate must submit evidence of their research activities, i.e. how they have made contributions to knowledge in their field of study. Such evidence may consist of a wide variety of activities, including: papers in academic journals; major research projects such as masters or doctoral dissertations; chapters in books; authorship of books; articles in professional journals; participation in conferences; applied research reports; obtaining research funding; being rated as a researcher by a recognised research body (e.g. NRF); policy documents for public bodies, companies and civil society agencies; publications resulting from consultation to a profession closely linked to the candidate's field of study; professional and private work based on the staff member's academic skills and which contributes to scholarship in Law.

Quality and impact of research (not simply quantity) are emphasized. At each rank, there is an expectation of increased national and international impact of the research from the previous rank. Faculty-specific examples of 'quality' outputs; 'national impact/recognition' of research; 'satisfactory progress' on PhD or monograph/book; 'standing of journals/publishers' etc are attached.

In determining a member of staff's eligibility for SASP (the standard academic salary package) **some flexibility in scoring between the research and teaching categories may arise** where the Head of Department and Dean (for operational reasons and with the consent of the member of staff concerned) have agreed to increase the involvement of the member of staff in teaching, convening or curriculum design with a corresponding reduction in expectation of research production. Where promotion is sought in the research track, staff members must achieve the minimum score for research in the rank to which they wish to be promoted.

	Points	RESEARCH
	90-100	Among the top researchers in their field internationally, or among the leaders in their field nationally and acknowledged as such internationally. Still very productive. Peer-reviewed papers or outputs frequently cited relative to the best in the field internationally and/or author of a leading work. Invited often to participate in academic and professional conferences of international standing. Used as a referee for leading journals.
	80-89	Certainly, one of the best known in their field nationally and known to some extent internationally. Peer-reviewed work is frequently cited. Regular academic and professional conference participant, often by invitation. Important figure at local and some international conferences. Used as a referee for journals
SASP Professor or Principal Researcher	70-79	Over previous four years has regularly produced peer-reviewed outputs of quality as evidenced by national and international standing of journals or publications, or citations. Shows clear evidence of national and international impact ^[3] of research output. (For example, a NRF rating.) For purposes of SASP, where the regularity of peer reviewed outputs has been interrupted due to involvement in a major research project (eg monograph or book) it will be sufficient to show that satisfactory progress has been made. ^[2] For purposes of promotion the 'interrupting' research project must be completed by the time of application. For promotion to this level a PhD or equivalent level of scholarship is required. For promotion to this rank, the applicant must demonstrate a body of work built up over time that evidences and supports a claim to expertise in the applicant's area of research. It is therefore required that the applicant includes a list of all publications (not only those published in the previous four years).
SASP Associate Professor or Chief Researcher	60-69	Over previous four years has regularly produced peer-reviewed outputs of quality as evidenced by standing of journals or publications, or citations. Shows some evidence of national and international recognition ^[4] of research outputs. ^[2] For purposes of SASP, where the regularity of peer reviewed outputs has been interrupted due to involvement in a major research project (eg monograph or book) it will be sufficient to show that satisfactory progress has been made. For purposes of promotion the 'interrupting' research project must be completed by the time of application. For promotion to this level a PhD or equivalent level of scholarship is generally required. For promotion to this rank, the applicant must demonstrate a body of work built up over time that evidences and supports a claim to expertise in the applicant's area of research. It is therefore required that the applicant includes a list of all publications (not only those published in the previous four years).
SASP Senior Lecturer or Senior Researcher	50-59	Over previous four years has regularly produced peer-reviewed outputs of quality as evidenced by standing of journals or publications, or citations. ^[2] For purposes of SASP, where the regularity of peer reviewed outputs has been interrupted due to involvement in a major research project (eg monograph or book) it

		will be sufficient to show that satisfactory progress has been made. [2] For purposes of promotion the 'interrupting' research project must be completed by the time of application.
SASP Lecturer or Researcher	40-49	Researcher with at least two peer-reviewed output over previous four years. For purposes of SASP, where the regularity of peer reviewed outputs has been interrupted due to involvement in a major research project (e.g. PhD study ^[1] , monograph or book) it will be sufficient to show that satisfactory progress has been made. [2]
Entry-level Lecturer or Junior Research Fellow	20-39	Starting on research but shows evidence of potential. A member of staff who is appointed at entry level will not have their probation confirmed until they are performing at the SASP level for a lecturer.
	1-19	Has produced little or no output of verifiable quality in the past. Very seldom attends conferences.
	0	Does no research at all.

II. TEACHING & LEARNING

A good teacher uses communication skills, innovative thinking, research and/or developments in the field to contribute effectively to student learning, as a teacher of undergraduates, a teacher of postgraduates, and/or a supervisor of postgraduate research projects. Evidence of effective teaching could include: strong student evaluations, favourable external examiners' reports; the number and range of research projects supervised at senior undergraduate, honours, masters and doctoral level; effective learning materials; use of innovative teaching methods; participation in curriculum and/or programme design; involvement in the development of new course materials; the use of teaching material by other teachers; invitation to serve as an external examiner at other institutions; being nominated for or receiving the UCT Distinguished Teacher Award or any other teaching award.

Academic staff are expected to undertake an appropriate teaching load as determined by Faculty and Department. Teaching in the context of academic staff applying for promotion as researchers refers to training, development, and research capacity building, with staff, students and external constituencies, as well as postgraduate supervision. Staff are expected to meet the Teaching and Learning Charter, and using a teaching portfolio as evidence, demonstrate effectiveness as a teacher, reflecting on and responding to lecturing evaluations by both students and external examiners.

At higher ranks there is an increased expectation of effective postgraduate teaching and supervision, where opportunity exists. See, however, above (**I Research**) for **flexibility of scoring between Teaching and Research categories** in special circumstances (possibly regarding heavy service-course teaching).

	Points	TEACHING & LEARNING
	90-100	Consistently excellent LLB/undergraduate teaching evaluations from students, external examiners, and peers and/or an outstanding reputation for teaching at LLM level and/or leading role in academic initiatives. Leader in initiatives to disseminate scholarly or professional knowledge to groups beyond UCT. Plays a leadership role in the development of undergraduate and/or postgraduate teaching and curricula. Invitations to lecture at other universities. Wide experience as external examiner or as an examiner of masters and doctoral theses. Well established reputation among staff and students for excellence in
	45-50 for researchers	

		all aspects of teaching, including curriculum development, reflecting research and professional activities in teaching and success in master's and doctoral supervision. Teaching in the context of academic staff applying for promotion as researchers refers to training, development, and research capacity building, with staff, students, and external constituencies, as well as postgraduate supervision.
	80-89 40-45 for researchers	Very good LLB or undergraduate teaching evaluations as indicated above and/or a very good reputation for teaching at LLM level. Plays a major role in undergraduate and/or postgraduate teaching and supervision. Known by staff and students as a dedicated and effective teacher, including post-LLB supervision. Active in initiatives to disseminate scholarly or professional knowledge to the profession and other groups beyond the campus. Teaching in the context of academic staff applying for promotion as researchers refers to training, development, and research capacity building, with staff, students, and external constituencies, as well as postgraduate supervision.
SASP Professor or Principal Researcher	70-79 35-49 for researchers	Effective teacher in Faculty, including (where appropriate) at post-LLB level, with consistently good teaching evaluations. Demonstrates effectiveness as a supervisor of post-graduate students. Demonstrates leadership in curriculum development and design. Teaching in the context of academic staff applying for promotion as researchers refers to training, development, and research capacity building, with staff, students, and external constituencies, as well as postgraduate supervision.
SASP Associate Professor or Chief Researcher	60-69 30-39 for researchers	Effective teacher in Faculty, including (where appropriate) at post-LLB level, with consistently good teaching evaluations. Demonstrates effectiveness as a supervisor of post-graduate students and/or contributes actively to academic development initiatives. Teaching in the context of academic staff applying for promotion as researchers refers to training, development, and research capacity building, with staff, students, and external constituencies, as well as postgraduate supervision.
SASP Senior Lecturer or Senior Researcher	50-59 25-29	Effective teacher in Faculty. Contributes actively to academic development initiatives. Teaching in the context of academic staff applying for promotion as researchers refers to training, development, and research capacity building, with staff, students, and external constituencies, as well as postgraduate supervision.
SASP Lecturer or Researcher	40-49 20-29 for researchers	Effective teacher in Faculty. Teaching in the context of academic staff applying for promotion as researchers refers to training, development, and research capacity building, with staff, students, and external constituencies, as well as postgraduate supervision.
Entry-level Lecturer or Junior Research Fellow	20-39 10-19 for researchers	New staff member (eg entry level appointment as lecturer) starting out on a teaching career with little experience but demonstrating enthusiasm and a willingness to learn, OR, for established members of academic staff, teaching evaluations are not enthusiastic or barely satisfactory, and/or seldom contributes to academic development activities. Clearly room for improvement of their teaching performance. Not known in the University as a teacher. A member of staff who is appointed at entry level will not have their probation confirmed until they are performing at the SASP level for a lecturer. Teaching in the context of academic staff applying for promotion as researchers refers to training, development, and research capacity building, with staff, students, and external constituencies, as well as postgraduate supervision.

	1-19	Teaching evaluations are not good and/or no contribution to academic development activities. Their teaching is not satisfactory. Largely ineffective as a teacher by temperament or general inadequacy. Does the minimum teaching required by contract.
	0	Totally inadequate and ineffective as a teacher of undergraduate and postgraduate students.

III. LEADERSHIP, MANAGEMENT AND ADMINISTRATION (LMA)

A good leader or manager is not simply a member of their department, but also participates effectively in the administration of courses, of their department, of the Faculty, and/or of the University. This may be achieved by means of a wide variety of activities, including: successfully fulfilling leadership and administrative functions, for example as Deputy Dean, Head of Department, convenor of courses, programmes and/or orientation activities, and/or curriculum advisor; serving on or leading departmental, Faculty or University committees; serving on or leading the executive committee of the Academics Union; organisation of academic conferences, colloquia and workshops; writing and/or coordinating proposals for fundraising; establishing and/or directing research projects, groups and/or teams; participation in training courses on teaching & learning; and providing intellectual leadership by stimulating debate and discussion, proposing new research and teaching initiatives, mentoring junior staff and generally contributing to a collegial and intellectually creative culture.

All academic staff are expected to contribute to the administration of the University with the level of involvement increasing from Departmental through Faculty to university level as one proceeds through the ranks from lecturer to professor. Efficient course administration is expected at all ranks. A leadership role in administration is expected of associate and full professors.

	Points	LEADERSHIP, MANAGEMENT & ADMINISTRATION
	80-100	Consistently excellent track record in Departmental, Faculty and University administration. Clear leadership role in Faculty and/or University. Excellent organisational ability i.e. a reputation for 'following through' and 'delivering the goods'. Recognised as being in the top leadership echelons in the Faculty and/or University. Plays a significant mentoring role in developing junior staff. Editor of a national journal or member of the editorial board of an international journal.
SASP Professor or Principal Researcher	70-79	Demonstrates a willingness to mentor ^[5] more junior staff and plays a leadership role in departmental, faculty or university administration (i.e. among the top 20% of respected and effective leaders and administrators in the Faculty/University), OR demonstrates leadership in research activities, OR demonstrates leadership in teaching and learning activities. Researchers should generally be leading a substantial research grouping.
SASP Associate Professor or Chief Researcher	60-69	Plays a leadership role in departmental, faculty or university administration (i.e. among the top 30% of respected and effective leaders and administrators in the Faculty/University) OR demonstrates leadership in research activities OR demonstrates leadership in teaching and learning activities. Researchers should generally be leading a substantial research grouping.
SASP Senior Lecturer or Senior Researcher	40-59	Actively participates in departmental and faculty administration and takes responsibility for course convening and routine course administration as required. In the research track, actively contributes to the administration of a research programme and participates in leadership of a research grouping.

SASP Lecturer or Researcher	20-39	Demonstrates a willingness to make a constructive contribution in departmental administration and takes responsibility for routine course administration as required. Makes a constructive contribution to administration within a research grouping.
Entry-level Lecturer	10-19	New appointee who is enthusiastic and willing but who has limited opportunities to become involved in the administrative arena, OR, if an established staff member, seldom serves on Faculty or University committees and makes few contributions to leadership, decision-making and administration within the Faculty.
	1-9	Mostly shuns administration and participation on committees. Is largely excluded from Departmental, Faculty or University administration because of track record of ineffectiveness.
	0	Makes no contribution to leadership, administration, decision-making, mentoring or editorial work.

IV. SOCIALLY RESPONSIVE ACTIVITIES/ PUBLIC AND PROFESSIONAL SERVICE

UCT's engagement with external constituencies for public benefit or public good is a strategic goal and Deans and HoDs are expected to report annually on the socially responsive activities in the areas for which they are responsible. The demonstration of social responsiveness through teaching and learning, research and/or public service is required of all academic staff, but each Faculty should determine the appropriate weighting for such activities.

A candidate's score in this category is determined by their contributions, based on their academic skills, to bodies outside the University. This may be done in a variety of ways, including: serving as an office-bearer and active member of a professional society; serving as an editor of, or adviser to, professional and research journals; serving as a member of, or adviser to, governmental and other regulatory bodies; serving as an external examiner to another institution; being asked to give public lectures or participating in public education; according service to NGOs, including participation in committees and councils, as well as contributions to policy forums; and communicating and diffusing the results of academic expertise and research to the public media. Academics applying for promotion on the research track must provide evidence of scholarly engagement with external constituencies that draws on their academic skills and knowledge.

	Points	SOCIALLY RESPONSIVE ACTIVITIES/ PUBLIC AND PROFESSIONAL SERVICE
Principal or Chief Researcher	40-50 80-100 for researchers	Consistent and respected contributions to learned and/or professional societies as president/Chairman/Executive Officer etc. Influential role as member of national and international committees in their field. Serves on committees and councils at a national level, and is called on by government, commerce and/or NGOs to take part in policy formulation in their area of expertise. Engages with the media or electronically to a wide audience in response to significant issues in law and/or engages with the profession through lectures, publications, and advice. Participates in service teaching or community-based education or strategic research for the public benefit. Magnitude of contributions over time to be considered, isolated examples insufficient. Nationally recognised public intellectual work or other appropriate contribution.
Senior Researcher	30-39 60-79 for researchers	Plays an organisational role in professional work; law reform; or policy formulation/project work at local or national governmental levels, in civil society or NGOs.

Preferable SASP for all ranks of appointment except entry level	20-29 40-59 for researchers	Active participant ^[6] in socially responsive activities.
SASP entry level	10-19	Contributes sporadically to socially responsive activities or is an enthusiastic novice in such activities.
	0-9	Seldom participates in socially responsive activities as detailed above.
	0	Makes no effort in this category.

Definitions of terms used in the document:

Research:

1. **Satisfactory progress with PhD:** The major indicator of satisfactory progress towards a PhD lies in details contained in the regular, signed Memorandum of Understanding (MoU) between supervisor and candidate indicating that satisfactory performance has been maintained.
2. **Satisfactory progress on book or monograph:** A brief motivation consisting of some tangible evidence (preferably written or conference/seminar presentation on the topic of the book or monograph) could indicate sufficient progress towards the publication of a book or monograph.
3. **Evidence of national impact:** Citation of the candidate's research in published (or accepted for publication) articles, books or chapters in books by other authors, judgment of courts, reports or policy papers could, *inter alia*, constitute sufficient evidence of national impact. NRF rating.
4. **Evidence of national recognition:** Evidence of national recognition can be found *inter alia* in invitations to deliver papers at national conferences, to deliver guest lectures at a local tertiary institution, or to lecture to or advise professional bodies, Government, NGOs etc. NRF rating

Leadership, Management & Administration:

5. **Demonstrates a willingness to mentor:** This can be evidenced by ongoing or *ad hoc* guidance given as part of the emerging researchers initiative or through supervising/advising colleagues on a formal or informal basis.

Socially Responsive/Public Service Activities:

6. An *active participant* in socially responsive activities is someone who is active in more than one of the activities listed in above or someone who takes a prominent role in one of these activities.

3. INVITATION: APPLICATION FOR AD HOMINEM PROMOTION AND EXCELLENCE AWARDS

UNIVERSITY OF CAPE TOWN



FACULTY OF LAW

APPLICATION FOR AD HOMINEM PROMOTION, and PAYMENT FOR ACADEMIC EXCELLENCE (paid above SASP):

Ad Hominem Promotion

The faculty invites nominations and/or applications for 2025 promotion and excellence awards from all permanent academic staff who have been confirmed in their appointments.

The Head of Department can nominate, or an academic staff member has the right to apply personally for Ad Hominem promotion. Other members of the academic staff of the faculty may also nominate candidates for Ad Hominem promotion. Such nominations must be signed by at least two members of the same or higher grade to which promotion is sought.

Heads of Department are required, in terms of university policy on performance management processes for academic staff, to conduct an annual performance review or assessment with each staff member in the department. The details of the assessment procedures are given in the document Performance Planning, Performance Reviews and Staff Development that can be viewed at:

http://www.hr.uct.ac.za/hr/performance/management/academic_staff/performance_planning

Heads of Department should complete the reviews and assessments on the attached forms, which are obtainable at <http://forms.uct.ac.za/#HumanResources>

Assessment of excellent performance:

Excellence payments are available to Full Professors. Excellence awards are paid monthly and pensionable and would usually apply for 4 years.

There are two categories of excellence awards: "Excellence 1" recognises excellent performance, while "Excellence 2" recognises truly outstanding performance.

To qualify for an Excellence Award a candidate would need to score at or above 80 points while demonstrating additional "standout" performance or defining achievement of appropriate calibre.

Merit Awards:

Please note that applications for Merit Awards will not be considered in this cycle. This aligns with the decision to remove the budget for performance awards in line with current institutional priorities. For further context, please refer to the communication from the CFO regarding the Council-approved general operating budget. Link here <https://www.news.uct.ac.za/article/-2025-02-26-update-on-the-2025-council-approved-general-operating-budget>

In order to allow adequate time to fully evaluate applications, **portfolios should be submitted by email to law2025adhom@uct.ac.za, no later than Monday, 23 June 2025.**

In the meantime, to process applications as soon as possible, **candidates applying for Ad Hominem promotion and recognition for Excellence Awards** are requested to submit their application form and supply names and contact details of their referees to the HR Business Partner (Alison Tomlinson) **by Monday 26 May 2025 on law2025adhom@uct.ac.za**

Candidates need to advise their referees that our HRBP will send an email with the request for the referee report and that a signed confidential reference letter will be required.

It is preferred that the details of 5 referees are provided in the event of some of the referees not being able to supply the referee report by the submission date.

Candidates applying for promotion to the rank of Professor/Principal Researcher and Associate Professor should include the names of at least two international referees.

Members of staff who have applied unsuccessfully in the past should please note that a new application will be required; unsuccessful applications are not brought forward.

If you have any queries about the content of this document, please contact our HR Business Partner, Alison Tomlinson at 021 406 6997, or via e-mail at alison.tomlinson@uct.ac.za



Professor Danwood Chirwa
Dean of the Faculty of Law

Attachments:

- A. Timelines
- B. Application form
- C. Referee Details and Contact Information

ANNEXURE A: 2025 TIMELINE FOR ADHOMINEM PROMOTION AND EXCELLENCE AWARDS

FACULTY OF LAW FACULTY PROMOTION AND REMUNERATION COMMITTEE		
	<u>DATE</u>	<u>ACTION</u>
1.	Friday 16 May 2025	Invitation to apply for Ad Hominem Promotion and Excellence Awards distributed to academic staff.
2.	Friday 23 May 2025	Prospective applicants to complete the attached Application Form and provide: (i) notification of intention to apply and (ii) referee details to Alison Tomlinson via law2025adhom@uct.ac.za
3.	Monday 26 May 2025 to Friday 20 June 2025	Prospective applicants and their HODs to meet and complete HR174 and HR175 forms , these forms should be included in the full portfolio that is submitted. HODs applying for <i>Ad Hominem</i> promotion, Excellence must contact the Dean to meet.
4.	Monday 23 June 2025	Full portfolios to be sent to Alison Tomlinson through email, via law2025adhom@uct.ac.za
5.	Thursday 3 July 2025 Monday 14 July 2025	Teaching and Learning Working Group Meeting Research Working Group Meeting
6.	Wednesday 16 July 2025	Documentation to be made available for review by Committee members on Vula.
7.	Tuesday 22 July 2025	Preliminary Internal Review of Promotion Applications- followed by discussion and consideration of candidates for Excellence Awards
8.	Monday 28 July 2025	Information sent to external committee members (DVC's and external Deans).
9.	Friday 8 August 2025	FULL AD HOMINEM COMMITTEE MEETING Considers Ad Hominem Promotions and Excellence Awards *This includes the DVC's and external Deans.
10.	To be determined	Recommendations for Ad Hominem Promotion and Excellence Awards Report submitted to Vice-Chancellor <u>for final approval.</u>
11.	To be determined	Applicants advised of outcomes including feedback to unsuccessful applicants.
12.	To be determined	University Promotion and Remuneration Appeal and Review process.

ANNEXURE B: APPLICATION FOR AD HOMINEM PROMOTION AND EXCELLENCE FOR 2025

UNIVERSITY OF CAPE TOWN



FACULTY OF LAW

Information required from Prospective Applicants

Title: Prof/Dr/Mr/Mrs/Ms/Miss/Mx	
Surname	
First Names	
Department	
Years of service at UCT (Permanent or temporary)	
Present rank/level	
Is this rank held as a result of Ad Hominem Promotion?	<div>YES</div> <div>NO</div>
If YES, please indicate date of such promotion.	
If NO, please indicate date of appointment to present post.	
Is the probation complete and has your appointment been confirmed prior to your application.	

For Ad hominem promotion, indicate the rank which you are applying to:	Application for Ad hominem Promotion to:	Tick the appropriate option:
	Senior Lecturer	
	Associate Professor	
	Professor	
For Excellence Award, indicate which award you would like to be considered for. *Choose one of the options.	Application for Excellence Award:	Tick the appropriate option:
	Excellence 1 (Professor level)	
	Excellence 2 (Professor level)	
Referee Information Please refer to Annexure C Referee Contact Details and Information Form that needs to be completed and submitted as part of your application. Notes: <ul style="list-style-type: none"> i. Applicants must indicate their relationship with each referee and the reason for their nomination. ii. For applications for promotion to full Professor or for Excellence Awards, five referees are required. Other applications must include the contact details for three referees. iii. In applying for promotion to Associate Professor, at least some of the referees should have international standing. iv. It is the applicant's duty to inform the referee that s/he may be contacted and to ensure that a copy of the relevant documentation has been sent to the referee. v. The HR Business Partner will contact the referees for a report. 		
Applicant declaration: <i>I declare that the information submitted is accurate and is a true reflection of my work and outputs.</i> Date signed: Signature:		

Please return this form via email, together with the appropriate documentation listed below, to be sent to law2025adhom@uct.ac.za for the attention of Alison Tomlinson.

Deadline date for submission is Friday 23 May 2025.

**Note that you cannot apply for both Ad Hom promotion and Excellence Award*

ANNEXURE C: REFEREE CONTACT DETAILS AND INFORMATION

Please use the below template when submitting your list of referees. Applicants **must** please ensure that the referees have agreed to serve as their referee, have received a copy of their latest CV and that they are advised to expect an email from Alison Tomlinson, the HRBP for Law, requesting the confidential referee report and advising on the timeline for their submission.

A reminder that at the senior levels, international recognition of scholarship is a prerequisite, and it would therefore be advantageous to nominate **at a few who have international standing**.

Applicant Name: _____

Applying for: _____

Title and name of reviewer	
Email address	
Institution/Organisation where based	
Association with reviewer	
Reason for nomination	

Title and name of reviewer	
Email address	
Institution/Organisation where based	
Association with reviewer	
Reason for nomination	

Title and name of reviewer	
Email address	
Institution/Organisation where based	
Association with reviewer	
Reason for nomination	

Title and name of reviewer	
Email address	
Institution/Organisation where based	
Association with reviewer	
Reason for nomination	

Title and name of reviewer	
Email address	
Institution/Organisation where based	
Association with reviewer	
Reason for nomination	