## Faculty of Health Sciences

## University of Cape Town

## Guidelines and Performance Criteria for Ad Hominem Promotion for Research Staff

##

 **2025**





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**Introduction**

This document has been put together to assist academic staff in the Faculty of Health Sciences prepare a portfolio for the Faculty Promotions & Remuneration Committee (FPRC). The portfolio will have four important components:

1. Performance Assessment Form HR175, completed by the staff member and his or her Head of Department (see page 23);
2. An expanded curriculum vitae, drawn up **strictly** according to Faculty guidelines (see pages 16-22);
3. A list of external referees including their title, name, institute and preferred email address (see page 24).
4. The 2025 FHS Ad Hominem Promotion Application Cover Sheet and Checklist (see page 25).

The portfolio should not exceed 100 pages (excluding the cover page), should contain all the above noted documents and be saved into one PDF document **(maximum document size 10MB). Incomplete applications and applications not following the requested format will not be accepted.**

To help candidates and heads of department fill in HR175, the detailed set of guidelines and criteria must be referred to. The HoD’s comments in this form are particularly pertinent since they will assist the FPRC decide if the points scored in a particular category are justified. The HoD should ensure that the HR175 is an adequate two to three-page summary of the candidate. The format of the extended CV will need to comply strictly with the faculty guidelines. The completed HR175 will greatly facilitate the FPRC’s interpretation of the person’s accomplishments. It is vitally important that the teaching and research contributions are placed in the correct context (see specific instructions on page).

In drawing up a list of referees, please provide five (5) names and up-to-date contact details on the provided reviewer contact details template (see page 24). It will be particularly helpful if candidates: ensure that referee details are correct; highlight the expertise of the referee; note why a specific referee has been chosen; and request permission from each referee to be used. Note that the Faculty’s Human Resources Office will approach each referee and so, given the normal time constraints, e-mail addresses should be provided. For promotion to Professor and Associate Professor it will strengthen the candidate’s case when most, if not all, of the referees are of international standing (local and overseas). Referees commenting on a candidate’s clinical expertise should be local. Remember that the stature of the referee will add greatly to the influence of his or her report.

**Criteria for *Ad Hominem* Promotions**

**Scoring**

Candidates for *ad hominem* promotion are assessed with reference to four categories of work: (1) teaching and learning; (2) research; (3) leadership and administration; and (4) social responsiveness. The last category includes professional services, community outreach, policy and legislative input, public sector services/ systems development and public information and discourse activities that Basic Scientists can pursue. Candidates are required to choose how to weight these four categories to reflect the balance of their own particular workload. Each category has a minimum and a maximum weighting as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Track 1** | **Track 2**  (With A/Prof and Prof title) | **Track 3**  (Full Academic Track as per Academic Criteria) |
|
| Category | Weighting | Points Score | Weighting | Points Score | Weighting | Points Score |
|   |   |  |   |  |   |   |
| Research | **4 - 7** | 1 - 10 | **4 - 6** | 1 - 10 | **2 - 5** | 1 - 10 |
|   |   |  |   |  |   |   |
| Teaching and Learning | 1 - 4  | 1 - 10  | **2 - 5** | 1 - 10  | **2 - 5** | 1 - 10  |
|  |  |  |  |  |  |  |
| Leadership, Management and Administration | 1 - 5 | 1 - 10 | 1 - 5 | 1 - 10 | 1 - 5 | 1 - 10 |
|   |   |  |   |  |   |   |
| Social Responsiveness | 1 - 5 | 1 - 10 | 1 - 5 | 1 - 10 | 1 - 5  | 1 - 10 |

The chosen weightings **must add up to a total of 10**. The points scored by a candidate in each of the four categories are then multiplied by the weighting for that category. This results in a final score of between 1 and 100. For *ad hominem* promotion a minimum point’s score is applied. The Faculty Promotions & Remuneration Committee (FPRC) is not bound to use these scores as absolute cut-off points but any decision to disregard the score has to be motivated extremely strongly. Such deviations are the exception and not the rule.

|  |  |  |
| --- | --- | --- |
| Rank | Points Scored | Subminimum for Research |
| Principal Research Officer (with or without title of Full Professor) | 80+ | 7 |
|  |  |  |
| Chief Research Officer (with or without title of Associate Professor) | 70 – 79 | 5 |
|  |  |  |
| Senior Research Officer | 60 – 69 |  |
|  |  |  |
| Research Officer | 50 – 59 |  |

**Guidelines: The FHS Performance Criteria for Academic Ranking (attached) is to be used for the assessment for ad hominem promotion.**

The guidelines for the four categories in which staff are scored for promotion are designed to score candidates in a realistic and appropriate fashion. With this in mind, they are weighted in such a way as to make achievement of higher scores progressively more difficult. To be rated in an appropriate category, an individual should achieve the ***majority***of the criteria within the category.

The objective of this exercise is to give departmental heads and staff a realistic appreciation of the expected performance requirement of their academic ranking. To this end it is imperative that departmental heads score the performance of the candidates in a realistic and objective fashion. Evidence to support the scores awarded should be included in Form HR175 or a separate submission. For promotion to Senior Lecturer, a PhD or appropriate higher specialist qualification is recommended. For promotion to Associate Professor or Professor, a PhD or appropriate higher specialist qualification is required.

The guidelines have been designed so that the normal, average performance of an individual would gain the score of 5 points. This means that the normal, expected level of performance for individuals at Lecturer level would be no better than a combined score of 50 – 60 points. It is imperative that Heads of Department recognise that this does not represent under-achievement or unduly harsh scoring, but in fact represents normal achievement. Unrealistically high scoring of candidates by departmental heads makes the work of the Faculty Promotions & Remuneration Committee much more difficult and also creates unreasonable expectations, and consequently grievances, in the minds of the applicants. HODs are urged to meet with each applicant for *ad hominem* promotion in their Department with a view to arriving at a mutually agreed and realistic score. In the case of staff scoring below the expected levels the [Procedure for addressing under- and unsatisfactory performance at faculty level | University of Cape Town (uct.ac.za)](https://hr.uct.ac.za/employee-relations-incapacity-poor-performance/procedure-addressing-under-and-unsatisfactory-performance-faculty-level). Where there is a consistent level of above expected scoring, staff may be considered for [Academic staff promotion | University of Cape Town (uct.ac.za)](https://hr.uct.ac.za/performance-promotion-promotion/academic-staff-promotion) or [Excellence and merit awards | University of Cape Town (uct.ac.za)](https://hr.uct.ac.za/performance-promotion-performance-management-academic-staff-performance/excellence-and-merit-awards)

## Teaching and Learning

**It should be recognised that a higher score can only be awarded when the staff member has already met most of the lower level criteria in the category.**

Contributions to both undergraduate and postgraduate teaching (including clinical teaching by demonstration or bedside teaching) should be reviewed. Candidates are encouraged to prepare a teaching and learning portfolio with information such as teaching and curriculum innovations, assessment, courses taught, contact times, external examiner reports, throughputs and student evaluations of teaching and learning. Evidence of postgraduate throughput should be included. Criteria address teaching, learner assessment, curriculum development, mentoring and advising and a scholarly approach and scholarship. Furthermore, candidates should provide information on how they have effected transformation in these categories.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Category*** | ***1-2 Minimal***  | ***3-4 Limited***  | ***5-6 Expected***  | ***7-8 National***  | ***9-10 International***  |
| Teaching and LearningPedagogy | * Teaches very little.

Is seldom involved in teaching or demonstrating in clinical situations.  | * Carries light undergraduate teaching load.
* In clinical situations is called upon regularly to demonstrate clinical procedures or teach at the bedside or in outpatient situations OR an inexperienced teacher who is enthusiastic, flexible and adaptable and strives for improvement in class room teaching and or facilitation
 | * Carries a standard teaching load.
* Has a reputation as a good educator, able to impart knowledge and skills to UG and/or PG students.
* Makes the most of learning opportunities in different settings and stimulates students’ critical thinking and problem solving.
* Enables student growth and development through reflection on their own experience.
* Is responsive to opportunities offered by new technologies
 | * Demonstrates a high standard of teaching. Actively addresses issues of diversity and academic progress of students.
* Is well known as an excellent, empathetic, innovative, and inspiring teacher.
* Actively explores opportunities offered by new technologies. Invited to teach students or present workshops for colleagues nationally.
* Consistent, meaningful praise over time in student feedback.
 | * Has won awards for teaching (undergraduate and/or postgraduate).
* Has implemented sustainable innovations. Invited to teach students or present workshops for colleagues internationally.
 |
| Assessment | * Little contribution to assessment.
 | * Carries light undergraduate assessment load.
* Acts as an examiner e.g., oral or clinical, only when asked.
 | * Contributes willingly to setting and marking tests and exams.
* Actively aligns assessment with learning outcomes at course level.
* Is sensitive to issues of fairness and feasibility in assessment.
 | * Actively applies criteria for sound assessment practice as outlined in UCT Assessment Policy and educational literature.
* Analyses assessment results and adapts assessment practices accordingly. Actively aligns assessment with learning outcomes at course and programme level. Actively and/or innovatively addresses issues of fairness and feasibility in assessment. Is invited to act as external examiner for other universities.
* Is invited to examine Masters thesis
 | * Applies standard setting in assessment.
* Contributes to policy development and/or enactment.
* Is valued nationally and internationally as an effective examiner of masters and doctoral theses.
 |
| Curriculum development | * Input into determining course content is minimal.
 | * Some involvement in determining course content.
 | * Has developed teaching materials relevant to course and student needs.
* Demonstrates an appreciation for quality in developing and updating course materials.
* Participates in curriculum development occasionally
 | * Contributes to course and curriculum development in many different ways.
* Initiates and introduces new approaches in existing courses or new courses and/or programmes.
* Contributes to management, development and/or quality assurance of curriculum at faculty level.
 | * Contributes to management, development and/or quality assurance of curriculum at national or international level.
 |
| Mentoring and Support | * Little interaction with students in mentorship capacity. Makes minimal contribution to students’ academic development.
 | * Interaction with students is less frequent than would be expected for the course
 | * Is sensitive to issues of diversity and academic progress of students.
* Frequently approached by students on academic matters.
* Is an empathetic teacher and sensitive to non-academic needs.
* Frequently approached by students on non-academic matters.
 | * Widely recognised student mentor with demonstrated ability to adapt approaches and assist students with wide variety of non-academic needs.
* Is an effective mentor to colleagues and encourages them to improve their teaching methods and techniques.
 | * Highly regarded by students, colleagues and graduates as an effective advisor and mentor.
* Consulted by colleagues regarding mentoring and advising.
 |
| Postgraduate Supervision |  | * May also teach post graduate students or serves as a co-supervisor for postgraduate students
 | * Successfully supervises post-graduate students; carries a light to moderate load of PG supervision
 | * Is an effective postgraduate student supervisor who has successfully supervised several masters and/ or doctoral research students to completion.
* Is an empathetic postgraduate supervisor.
* Has a track record of quality supervision
 | * Currently highly productive and has an outstanding throughput of postgraduate students.
 |
| Scholarship |  |  | * Has an effective working knowledge of the theoretical and conceptual frameworks that underpin current educational practices
* Practices reflectively.
* Consults with educational experts in department or faculty.
* Undertakes courses in higher education in order to improve or develop educational practice.
 | * Has contributed chapters to textbooks for undergraduate or postgraduate education..
* Consistently uses the best available information about teaching, assessment, curriculum, mentoring/advising.
* May have obtained a qualification in health professions education, for example a fellowship, certificate or diploma.
 | * Has edited a textbook for undergraduate or postgraduate education with relevant application nationally or internationally.
* May have obtained a higher degree in health professions education, such as a Masters degree or PhD
 |

**Research**

**It should be recognised that a higher score can only be awarded when the staff member has already met most of the lower level criteria in the category.**

Evidence of the quality, productivity and impact of the staff member’s research and transformation efforts should be produced. Measures of research quality include citation indices such as the Web of Science *h*-index; Scopus *h*-index; Google Scholar profile; Google citation profile. Transformation efforts in research are those aligned with UCT’s Strategic Plan (see [Vision 2030 | University of Cape Town (uct.ac.za)](https://www.uct.ac.za/transformation/vision-2030) and Faculty’s Strategic Vision (see <https://health.uct.ac.za/transformation/transformation-overview> , download available when following the link). As publication and citation practices differ markedly between fields and disciplines, with some areas characterised by higher citation rates than others it is essential that this information is placed in the context of the candidate’s discipline or field in the relevant sections in the Summary Information and extended CV. Research productivity will be judged not only on the number of articles, chapters and research/technical reports published, but also on the discipline within which the author works, the standing of the journals or books in which they are published, the number of authors contributing to the research output, the specific contribution of the candidate, and the impact of these and other research outputs, such as patents. Although recent research outputs carry more weight, lifetime scholarly activities will also be taken into account. Publications and other research outputs in which the candidate has played a leading role (typically, as the first or last author) carry more weight than others. Chapters in teaching texts are more likely to count as teaching outputs than as research outputs. In addition, the candidate’s ability to secure funding and other resources to support research activities and generate knowledge will be considered and is essential at the higher levels. It is important to specify the role and contribution of the candidate on research projects/ consortia, *i.e*., as principal investigator, co-investigator, collaborator, or other. This must be reflected in the contribution to concept and design, development of the scientific question, grant-writing, and the provision of infrastructure/capacity/environment. The committee will also take into account the output/productivity of postgraduate students (co)-supervised by the candidate. The candidate should also provide evidence of the impact of their research. The Becker Memorial Library for Assessment of Research Impact (Sarli *et al. J. Med. Libr. Soc*. 2010; 98(1): 17-23; DOI: 10.3163/1536-5050.98.1.008) provides a useful list of indicators to document evidence of research impact in the areas of advancement of knowledge; clinical implementation; community benefit; legislation and policy; and economic benefit (see [Becker Medical Library Model for Assessment of Research Impact | Becker Medical Library (wustl.edu)](https://becker.wustl.edu/impact-assessment/model) for details of the model and indicators). All of this information must be included in the extended CV.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Category*** | ***0*** | ***1/2***  | ***3/4***  | ***5/6***  | ***7/8***  | ***9/10***  |
| Criteria | * No evidence of any research activity
 | * Commencing research with evidence of potential early research output (for example but not limited to conference presentation internal departmental audits or publications in press).
 | * Involved in research with evidence of recent productivity shown.
* Publishes in local journals
* Occasionally attends scientific conferences.
* Depends substantially on internal funding for research.
 | * Demonstrates consistent research output **as a guide**, 10 reviewed publications over the last 5 years, at least two of which as leading author[[1]](#footnote-1) and at least one in an international journal; and/or may be C-rated by NRF and/or may have received a competitive departmental research award.
* **OR a** young researcher with an exceptional early record (**as a guide**, 9 peer-reviewed publications over the last 3 years, at least one of which as a leading author; and/or Y-rated by NRF).Is recognised in his/her field, and work is regularly cited.
* May have patents as a measured output of scholarly products of research.
* **OR** Specialist clinician with a PhD
* Clinical procedure or practice innovation, or health systems innovation; adopted locally
* Conference participation is regular, mostly through contributed papers and posters at local and international conferences.
* Occasional reviewer for local or international journals.
* Attracts sufficient funds to support his/her own research and postgraduate students.
 | * One of the best known in his/her field nationally and with a wide reputation internationally. Demonstrates senior/ first authorship in peer-reviewed publications (typically, 10 peer-reviewed publications over the last five years, at least four of which as a leading author and at least two in international journals).
* May be rated C1 or higher by NRF.
* May have received a competitive institutional or national research award.
* Work is frequently cited. Substantial independent support from local and/ or international funding agencies (e.g., MRC and/or NRF, Wellcome Trust, NIH, Bill & Melinda Gates Foundation, and any others).
* Clinical procedure or practice innovation, or health systems innovation; adopted nationally
* Regular conference participant, often by invitation, to international meetings.
* Is on the organizing committee of international conferences.
* Major figure at local conferences and runs workshops/symposia to introduce state-of-the-art methodology/approaches to research.
* Is on aneditorial board and often used as a reviewerfor international journals.
* Is the leader of a research group, and demonstrates evidence of postgraduate outputs (publications).
* Supervision of postdoctoral fellows is strongly recommended.
* Contributes to the concept and design of projects of other researchers, including staff.
* May participate in national and international research consortia. Is successful in attracting external funding.
 | * Among the top researchers in his/her field internationally; papers very frequently cited relative to the best in the field internationally. Perhaps rated B1 or higher by the NRF.
* May have received a prestigious international research award.
* Strongly supported by local and international funding agencies for investigator-initiated research. Frequently invited to present plenary lectures at international conferences and serves as session chair.
* Clinical procedure or practice innovation, or health systems innovation; adopted internationally
* Is usually on the editorial board of several international journals. Frequently used as a referee for high-impact journals.
* Leader of a large, high-achieving research group and/or leader of a national / international consortia.
* Is outstandingly successful in attracting external funding for research costs, and for research staff and students.
 |

**University Leadership and Management**

Your leadership and management activities within the University community and how they contribute to the University’s organisational development and performance should be considered here. These activities can be considered at any or all of the Unit/Group, Division, Department, Faculty and University levels.

Leadership is about providing vision, motivating and inspiring others, role-modelling values-based behaviour, and enabling innovation and creativity within teams and the wider organisational community. It looks to organisational fitness, growth and future. In our current context, leadership of transformation within the University and Faculty is of particular importance. To this end, leaders demonstrate the ability to work with people across hierarchical, professional, disciplinary, and organisational boundaries. They also demonstrate the ability to set goals and priorities that their colleagues and peers both support and take innovative action to achieve. Leadership can be displayed by people within any position in an organisation.

Management, meanwhile, is about delivering on objectives and getting results. Managers are able to implement activities in agreed timeframes that deliver on organisational priorities. They pay attention to delivering high quality research or teaching activities within available resources – being effective and efficient. Managers are commonly, formally appointed into their positions.

As leadership and management are both important to the University, both must be considered in this assessment – although it is well recognised that there are likely to be fewer opportunities for formal management roles in the early years of an academic career.

All activities that seek to embed and advance the University and Faculty values in everyday Faculty life, including the University and Faculty’s commitment to transformation should be considered in this assessment, as well as those that encourage innovation and creativity in the academic enterprise, appropriate organisational responses to wider societal needs and those that aim to maximise the effectiveness of researchers and teachers. The values embedded in the current 2025 Faculty’s transformation framework (see [Transformation Overview | University of Cape Town (uct.ac.za)](https://health.uct.ac.za/transformation/transformation-overview) (download available when following the link) strategy should be specifically considered. These are: diversity, Africanism, institutional climate and dialogue, shared responsibility, understanding discrimination, institutional realities, people-centred/humanism, candid reflection, institutional support, transparency and accountability.

Note that your leadership of activities that make contributions ***outside*** the University should be considered under ‘Social Responsiveness’.

Note that **clinician leaders** should address their leadership contributions to the academic enterprise within the University in this section, and their leadership of their clinical activities (for the provincial Department of Health) under ‘Social Responsiveness’.

You are required to provide a maximum 3 page reflective statement about your leadership and management abilities as part of your application, using a standard template that is provided, and including within it specific examples of experience, as well as direct reference to or extracts testimonials from those with whom you have worked. It might also be prudent to select at least one referee who can provide credible experiential evidence of your abilities in this domain from their knowledge of your activities within the University. HODs are also encouraged to provide such experiential evidence in their reports.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **1/2 *Limited capacity as leader/ manager demonstrated*** | ***3/4 Emerging capacity as leader/ manager demonstrated*** | **5/6 *Organisational leadership/ managerial capacity demonstrated*** | **7/8 *High performing leadership/ managerial capacity demonstrated*** | **9/10 *Leadership/ managerial role model for the Faculty/ University*** |
| Leadership | * Minimal evidence of ability to support or work as a team member, to engage in decision-making within immediate group/unit, or of ability to take initiative in working with others in ways that reflect the values and goals of the academic enterprise and University.
 | * Provides support to colleagues, and through communication style and personal behaviour shows evidence of sensitivity to diversity and the values, needs and strengths of others.
* Demonstrates the ability to support and work effectively in a team (whether informal or formal, such as a committee).
* Shows evidence of working across hierarchical, professional, disciplinary and/or organisational boundaries within immediate department/group/unit, and occasionally outside it - in teaching and learning initiatives, the process of conducting research **AND/OR** broader organisational initiatives.
* Brings new ideas to discussions and activities within divisional/ departmental activities.
* Is not afraid to speak up in decision-making processes.
* Inspires and motivates others to work together and develop innovative action towards shared goals, and to confront challenges collectively.
 | * Demonstrates values-based behaviour in communication styles and relationships with others.
* Actively contributes in making decisions that have an impact on the research group, teaching team or academic unit, including engaging in and supporting goal setting and prioritisation among activities.
* Supports others to accept leadership roles and develop leadership experience and skills.
* Shows evidence of innovation and creativity within divisional/departmental activities, working towards shared goals.
* May be invited to contribute to a group undertaking a task not solely confined to own immediate research or teaching activity.
* Is contributing to the development of a new discipline/field that is recognised as important in the Faculty **AND/OR** participates as an EE rep in Faculty HR processes
* Shows evidence of regular & consistent involvement in organisational activities that advance the faculty’s equity and transformation goals. May be an initiator and facilitator of dialogue and collaboration across demographic, hierarchical, professional, disciplinary or organisational boundaries, demonstrating awareness of wider societal needs.
* Establishes strategic partnerships and relationships with stakeholders and national professional associations and societies to support organisational development and performance within the Faculty and University.
 | * Is able to lead and inspire teams. Is widely recognised as demonstrating University & Faculty values in their leadership behaviours.
* Creates opportunities for others by delegating authority appropriately to provide others with opportunities to lead, and offers relevant support.
* Develops and motivates less experienced or junior staff and administrative staff, especially those from historically disadvantaged groups, identifying development needs, and frequently serving as a mentor.
* Is able effectively to manage work-based conflict situations.
* Accepts leadership opportunities and is able to drive forward new organisational initiatives collaboratively, setting goals and priorities that colleagues and peers support and work together to achieve.
* Peers recognise for regular and consistent involvement in activities that advance innovative and good practice in teaching and learning **AND/OR** research **AND/OR** the University/faculty’s transformation and equity imperatives, responding to wider societal needs. Contributes extensively to faculty administrative or governance structures
* Manages a complex unit at departmental or faculty level, which requires a high degree of human resource, financial and academic oversight, **AND/OR** is leading the development of a new field of work recognised as important to the Faculty, involving engagement with internal and external stakeholders.
* Fosters and maintains links with external organizations, local and foreign, and is attuned to global changes in teaching and research.
* Is increasingly recognised as an initiator and facilitator of the development of new faculty and university relationships with strategic partners nationally, on the African continent and globally. Known as an active contributor to the national and international reputation and mission of the faculty and the University.
 | * Is an inspirational and innovative leader, with a sustained leadership track record. Is highly regarded by academic and administrative colleagues within the Faculty/University as a leadership role-model, due to ability to lead and work with and within teams, to work across boundaries within the University, to demonstrate values-based behaviour in communication styles and relationships with others.
* Is innovative and creative. Has demonstrated the capacity to support others to be innovative and take leadership roles over time, especially those from historically disadvantaged groups.
* Demonstrates sustained leadership in responding to wider societal needs, and particularly the University/Faculty’s transformation imperatives. Is known nationally and internationally for their integrity, trustworthiness and commitment to the academic enterprise.
* Has led/is leading the development of a new discipline/field **AND/OR** organisational initiative that is recognised as important to the Faculty.
* Is able to manage complex issues in the areas of finance, human resources and management.
* Is able to provide strategic leadership and direction to the faculty and to the university. Promotes relationships with national and international partners, including sponsors, funding agencies, government agencies and universities that support organisational development and recognise wider societal imperatives. Has a sustained reputation for developing new relationships with strategic partners for the faculty and University nationally, and on the African continent and globally*.*
 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Management | * A staff member whose managerial and administrative contributions are restricted to unit/group/divisional activities **OR** generally makes a minimal contribution to divisional/ departmental or Faculty management.
 | * Contributes modestly to departmental or divisional activities, with a focus largely on teaching and research

**OR** is a new appointee who has, as yet, had limited opportunity to become involved in the management/administrative arena, but is enthusiastic and willing and has indicated commitment and competence to do so **OR** Is an established staff member who limits his/her role in administration and management. | * Is able to administer teaching courses and research programmes effectively, and, where relevant, shows evidence of effective financial planning in relation to course development and long term sustainability.
* Plays an active part in divisional/departmental administration, either as a professional degree programme or postgraduate course convener or as a member of a departmental committee.
* Contributes to faculty or university projects and committees and keenly participates in departmental and faculty management and administration. Demonstrates an appreciation of the value of quality assurance processes in teaching and research and initiates activities to promote this in the department or division.
* Tasks are accomplished reliably when called upon to do so.
 | * Is likely to be serving as a head of a division or large research group or a department and/or is frequently asked to serve as acting head of one; or is serving as a professional degree programme year convenor or postgraduate teaching programme convenor
* Is able to secure resources necessary to ensure the development and growth of their unit/division/department. Recruits and effectively manages colleagues and teams to create a high performance environment.
* Has a reputation for sound judgement and is widely recognised as a good manager and administrator.
* May be the chair or core member of one of the faculty’s or University committees, or be engaged in other important Faculty initiatives.
 | * Has an excellent track record in divisional, departmental, faculty and university management/administration activities.
* Has a track record in serving as a professional degree programme or other large postgraduate teaching programme convenor
* Is known for accepting such activities and performing them effectively and efficiently. Is able to initiate major faculty or university-wide projects (e.g. financial, operational, and strategic) that require a careful balancing of the needs of different stakeholders.
* Is recognised for ability to develop or utilize management procedures that improve efficiency and effectiveness of the academic project. May be the chair of one or more University committees.
 |

## Social Responsiveness

**It should be recognised that a higher score can only be awarded when the staff member has already met most of the lower level criteria in the category.**

SOCIAL RESPONSIVENESS: encompasses all forms of engaged scholarship with external, non-academic constituencies. Engaged scholarship refers to the application or use of academic scholarship or professional expertise with an intentional public purpose or benefit which demonstrates engagement with external, non-academic constituencies. This category includes a wide spectrum of activities that would be considered “Engaged Scholarship” such as Professional Service, Community Outreach, Policy and Legislative Input, Public Sector Services and/or Systems Development, and Public Information and Discourse.

Staff may have made a contribution in one or more categories

Civic and outreach activities that are not linked to the staff member’s disciplinary or professional expertise (see definition below) are specifically **excluded** from the Social Responsiveness portfolio. Similarly, Social Responsiveness does not encompass work with academic constituencies such as external examining, editing or refereeing for peer-review journals etc. Note also that the research product which underpins or constitutes the scholarly and empirical basis for social responsive activities (e.g. research report) falls under Research Criteria.

***Definitions of the 5 categories of Social Responsiveness or Engaged Scholarship***

**PROFESSIONAL SERVICES**

Professional services: Direct, practical application of professional, scientific, or clinical qualifications and/or expertise in a professional setting beyond research and teaching within the university. Professions in the faculty include: scientists, technicians, and clinicians, as well as those from the fields of social sciences and law.

**COMMUNITY OUTREACH**

Application of professional, scientific or clinical expertise to support needs, initiatives and interventions at local, national and international level (city/community/local/school level).

**POLICY INPUT AND ADVOCACY FOR POLICY REFORM**

Direct contribution to or influence on policy or legislative development. This might include, for instance, being contracted by government to write a public policy, submitting substantive policy or technical briefing papers to government, making evidence-based submissions to parliament, participating in the drafting of laws, regulations, guidelines or policies, participating in budget review or reform processes.

**PUBLIC SERVICES AND/OR SYSTEMS DEVELOPMENT**

The participant applies professional, scientific or clinical expertise to support the design and implementation of public sector programmes and interventions. This relates to large-scale international, national or provincial programmes as well as direct local level and small scale projects or interventions. It may also include technical support, systems design, implementation planning, monitoring or evaluation.

**PUBLIC INFORMATION AND DISCOURSE**

The participant uses professional, scientific or clinical expertise, scholarship or research findings to inform public discourse and debates at local, national and international levels beyond academia. This may include media interviews and writing of articles/opinion editorials, engagement on social media, participation in panels and public debates, public lectures and the like.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **1/2 Minimal Engagement** | ***3/4 Moderate Engagement or Participation*** | **5/6 *Leadership* (*demonstrates initiative*)** | **7/8 *National Expert and National Recognition*** | **9/10 *National or international expert and/or International Recognition*** |
| ***Professional services*** | * Provides few or sporadic services, and these are undertaken at a basic level. For instance, performing basic level professional, scientific, or clinical duties under supervision at the level and skill expected of the post, or providing support and assistance to enable relevant services to be executed.
 | * Recognised for providing routine clinical, scientific, or professional services.
* Evidence for moderate engagement with, and/or some contribution to, professional clinical services and/or scientific work that leads to socially responsive activities, or professional services offered outside the University.
 | * Has recognised knowledge, expertise, and skills and is consulted locally.
* Makes important contributions to activities and demonstrates initiative that enhances public sector or societal reforms.
* Has made contributions towards the planning, development or implementation of programmes or initiatives to benefit civil society.
* Plays a leadership role and has an increasing reputation of active participation in committees of national professional associations and bodies.
 | * Has nationally recognised knowledge and expertise in the specific discipline and is consulted on this basis.
* Contributes to the development of the discipline with innovative projects and may contribute to the development of new services, discoveries or processes. National recognition for contributing to and influencing the progress of the specific field and/or professional discipline. Recognised as an active contributor to the national and international reputation of their field through active participation in and assuming national leadership positions in societies, groups and professional associations.
 | * Is recognised by peers as an exceptional professional/scientist with international recognition as a leading authority within the discipline. Invited to contribute to editorial or expert opinions in reputable journals. Has provided leadership in the development of important new or innovative services, discoveries or processes or programmes that have been recognised internationally.
* Referees reports attest to excellence. Provides senior leadership in the Health Sciences Faculty and other relevant professional or scientific structures outside of the university.
* Is highly respected within the faculty and University, and by local and international colleagues as an outstanding leader in national and international professional societies, expert advisory committees/groups or associations.
 |
| ***Community Outreach*** | * Few and/or sporadic contributions through outreach to the health sector, other public sectors and/or wider society. These interactions and consultancies make a limited impact or contribution to socially responsive activities and the stature of UCT.
 | * Limited contributions to community outreach activities led by others.
* Occasional interactions with the health sector and other public sectors as well as wider society. These interactions make minor contributions to engaged scholarship at UCT, have some health advocacy value, and in a limited way contribute to the stature of the University in the community.
 | * Has demonstrated initiative in developing meaningful interactions with the health sector, other public sectors, and wider community (NGOs, civil society, etc.) that have also contributed to engaged scholarship at the University.
* Has played a leading advocacy role in promoting the health and well-being of the public and marginal groups.
* Has contributed to developing strategic community partnerships between UCT and government, civil society and/or communities.
 | * Visible interactions with the wider community, the health sector and other public sectors and is regularly consulted by civil society, private or governmental organisations.
* Regularly plays a strategic advocacy role and makes a measurable impact in promoting the health and wellbeing of the public and marginal groups.
* Has taken a recognized lead in promoting strategic partnerships and networks between UCT and government/ civil society/ communities or in implementing research findings with local benefit.
 | * Visible interactions with wider society, and the public service sector in promoting equity and making a measurable impact on the health and wellbeing of the public and marginal groups.
* Has promoted strategic community partnerships and the stature of UCT nationally or internationally.
* Is an internationally recognized leader in promoting the health and wellbeing of the public and marginal groups at national and international level through scholarship, educating graduate students and professionals in practice, and in conducting research addressing challenges facing society
 |
| ***Policy Input and/or Advocacy for Policy Reform*** | * Occasional involvement in evidence-based policy development, channelling research findings into policy development processes and/or conducting policy advocacy.
* Little or no evidence of impact
 | * Participates in evidence-based policy development, channelling research findings into policy development processes and/or conducting policy advocacy.
* Some evidence of impact can be demonstrated.
 | * Participates regularly and actively in evidence-based policy development, channelling research findings into policy development processes and/or conducting policy advocacy.
* Involved in initiatives aimed at policy and/or law translation to address needs of various constituencies.
 | * Is involved in national level policy and/or law reform processes and committees to develop and evaluate policy and/or law.
* Is consulted regularly by national policy makers and invited to provide inputs and presentations and/or pro-actively inputs regularly into national policy processes by making high level submissions and presentations.
* Inputs play major role in influencing policy and/or legal developments and/or pro-actively involved in conducting policy advocacy at the national level.
* Nationally recognised as playing a leading role in initiatives aimed at policy and/or law translation to address needs of various constituencies
 | * Makes regular influential high level submissions and presentations into national and international legal and/or policy processes. Chairs or coordinates national and international level policy processes on behalf of government, or civil society or reputable agencies.
* Is frequently invited to participate in policy development and implementation by international bodies and/or pro-actively leads policy advocacy at the national and international levels.
* Inputs have demonstrable impact on policy development and services.
* Nationally and internationally acknowledged as playing a leading role in initiatives aimed at policy and/or law translation to address needs of various constituencies.
 |
| ***Public Services and/or Systems Development*** | * Limited contributions in support of the design or implementation of public sector programmes or interventions.
* Candidate gives evidence of occasional consultations with health service or other public sector managers.
* Candidate offers; occasional technical support for public service systems interventions. Evidence of limited impact at any level.
 | * Moderate contributions in support of the design or implementation of public sector programmes.
* Gives evidence of regular contributions to developing public services or systems development.
* Regularly participates with government or civil society or with local communities to offer technical support or to promote public services and/or systems.
* Shows evidence of moderate impact on public services or systems development.
 | * Strong contribution and a leadership role in the design or implementation of public sector programmes or systems development.
* Gives evidence of sustained and frequent contributions to public services or systems development. Takes the lead in participation with government or civil society or local communities in the promotion and development initiatives to strengthen public service or systems development. Evidence of strong impact on public service or systems development.
* Plays a leading role in advocacy and promotion of public service or systems development programmes.
 | * Commendable contributions and a strong leadership role in the design or implementation of public sector programmes or systems development. Gives evidence of sustained indispensable contributions to public services or systems development. Takes a strong lead in participation with government or civil society or local communities in the promotion and development high impact initiatives to strengthen public service or systems development.
* Evidence of very strong impact on public service or systems development, with recognition or awards at national level.
* Plays a pioneering role in advocacy and promotion of public service or systems development programmes with strong national impact and recognition.
 | * Exceptional contributions and a globally recognised leadership role in the design or implementation of public sector programmes or systems development.
* Gives evidence of highly commendable contributions to public services or systems development.
* Takes the lead in participation with international agencies, government or civil society or local communities in the promotion and development initiatives to strengthen public service or systems development.
* Evidence of exceptional impact on public service or systems development. Plays an exceptional role in advocacy and promotion of public service or systems development programmes which is recognised at the highest national or international level.
* Plays a pioneering role in advocacy and promotion of public service or systems development programmes with strong international impact or recognition.
* Is considered a key role player in the field of Public services and systems development.
 |
| ***Public information and discourse*** | * Minor contributions to raising awareness, promoting debate and shifting discourse in civil society, communities, industry, health or education sectors using professional, scientific or clinical expertise, scholarship or research findings.
 | * Limited contributions to raising awareness, promoting debate and shifting discourse in civil society, communities, industry, education or health sectors using professional, scientific or clinical expertise, scholarship or research findings.
 | * Established local recognition and regular contributions to raising awareness, promoting debate and shifting discourse in civil society, communities, industry, education or health sectors using professional, scientific or clinical expertise, scholarship or research findings.
* Actively participates in programmes that inspire our youth to consider a career in the health sciences or allied fields.
 | * Established national recognition and sustained contributions to raising awareness, promoting debate and shifting discourse in civil society, communities, industry, education or health sectors using professional, scientific or clinical expertise, scholarship or research findings.
* National involvement in in activities that impact on public understanding of the relevant discipline, based on scholarly/ professional expertise.
* Widespread recognition for active participation in programmes that inspire our youth to consider a career in the health sciences or allied fields. National participation and leadership in societies, groups and professional associations.
 | * Established national and international recognition and sustained contributions to raising awareness, promoting debate and shifting discourse in civil society, communities, industry, education or health sectors using professional, scientific or clinical expertise, scholarship or research findings. National and international involvement in activities that impact on public understanding of science, their discipline and/or areas of research. For example are frequently requested to participate/lead debates or give lectures on topical issues and/or policy.
* Their public inputs influences policy and decision-making on matters that relate to the national curriculum, health science policy or other education structures.
* Is a highly respected by the faculty and University, and/or international colleagues as an outstanding leader in national and international societies and associations.
 |

**Outline for the Extended Curriculum Vitae**

*Please ensure* ***strict*** *adherence to the following formatting guidelines:*

*Font : Arial, Calibri or Times New Roman*

*Font Size: 10 or 11*

**1 Personal Details**

|  |  |
| --- | --- |
| **Title** |  |
| **Name and Surname** |  |
| **Department**  |  |
| **Division** |  |
| **Current position** |  |
| **Period in current appointment** |  |
| **Period of appointment at UCT** |  |
| **Source of funding (GOB/\*Research/ Other)** |  |

**\*In the case of soft funded research academic staff, the increase associated with any promotion will be funding dependent**

**2 Qualifications, and where and when obtained**

### 3 Positions held and details of current position

**4 Teaching and Learning**

**4.1** Undergraduate teaching per year:

Provide a tabular summary (see table below) of undergraduate contact time per year over the last five year, (lectures/tutorials/bedside teaching/other). Please insert as many lines in the table as you would require to accurately reflect the requested information

In your commentary include details of structured courses taught over the past two or three years, examples of an outline of the objectives for one or two courses you have taught, a self-assessment of curriculum development done for the course, student assessments and ratings, and any other external comment, *e.g.* comment by external examiners or education experts. Student through-put rates, where applicable, should be included.  ***Note:*** Group Course Assessment summary statistics/reports (data, **not assessment forms**), should be provided as an attachment

## Undergraduate teaching contact time (including formal clinical teaching)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Course Code | Lectures (contact hours) | Tutorials (contact hours) | Practicals (contact hours) | Formal Clinical Teaching (contact hours) | Curriculum development & Design (new courses only) | Projectsupervision | Total |
| 2013 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**4.2** Postgraduate coursework (lectures/tutorials) per year:

 Add the detail mentioned under (4.1), where relevant, including student through-put rates.

## Postgraduate teaching contact time (including formal clinical teaching)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year | Course Code | Lectures (contact hours) | Tutorials (contact hours) | Practicals (contact hours) | Formal Clinical Teaching (contact hours) | Curriculum development & Design (new courses only) | Projectsupervision | Total |
| 2013 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |

 4.3 Personal supervision of post-graduate and honours projects, masters dissertations and mini-dissertations and PhD theses: include

* details of postgraduate student supervision, number of honours, masters and doctoral theses supervised, including successful postgraduates;
* comments which reflect the standard of supervision, *e.g.* masters and doctoral examiners’ reports.

**PG Dip/Honours/4th year /CMSA projects supervised (graduated or current)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name:** | **Race** | **Gender** | **Co/Supervisor(s): (*applicants role to be clearly stated)*** | **Year/date of first registration:** | **Year of graduation OR Current** | **Comments** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Masters students graduated OR currently registered**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name:** | **Race**  | **Gender** | **Co/Supervisor(s): (*applicants role to be clearly stated)*** | **Year/date of first registration:** | **Year of grad OR****current** | **Comments** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Doctoral students graduated or currently registered.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name: | **Race** | **Gender** | **Co/Supervisor(s): (*applicants role to be clearly stated)*** | **Year/date of first registration**: | **Year graduated OR Current** | **Comments** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Clinical Training (Please attach copies of Registrar supervision feedback forms)**

|  |  |  |
| --- | --- | --- |
| **Training/specialty** | **Numbers trained** | **Total hours**  |
|  |  |  |
|  |  |  |
|  |  |  |

 4.4 External examining at undergraduate level

 4.5 External examining of dissertations/theses or post-graduate examinations

 4.6 Other – *e.g.* adult/community education courses and workshops offered

 4.7 Submit as an appendix to your CV, a personal, reflective statement (1-2 pages) summarising your educational philosophy and how it informs your pedagogy, assessment, curriculum development, mentoring and support, postgraduate supervision and scholarship relative to the established promotion criteria. Include examples from your experience and testimonials from your colleagues and students.

 4.8 Where possible, candidates should clearly indicate how they have contributed to transformation in teaching and learning activities, for example, but not limited to, curriculum development and change, UG and PG throughput, PG profile etc.

**5 Research**

**5.1 Summary of Achievements**

|  |  |
| --- | --- |
| **NRF rating:** |  |
| **Web of Science or Scopus *h*-index:** |  |
| **Citation index:** |  |
| **Google Scholar profile:****h-index****citations** |  |
| **Other Notable Research Achievements / Awards:** |  |

**5.2 Publications (while recent publications carry more weight, lifetime scholarly activities will also be taken into account):**

**5.2.1 Publications summary over the last five years**

**Full details to be included below the table in Section 5.2.2**

|  |
| --- |
| Publications  |
|  | No. first author | No. senior author | No. other author | Total |
| Articles in refereed/ peer-reviewed journals |  |  |  |  |
| * International
 |  |  |  |  |
| * Local
 |  |  |  |  |
| Books (authored or edited) |  |  |  |  |
| Chapters in books |  |  |  |  |
| Refereed/peer-reviewed conference outputs |  |  |  |  |
| Patents |  |  |  |  |
| Articles in non-refereed/ non-peer-reviewed journals |  |  |  |  |
| Technical Reports |  |  |  |  |
| Other contributions/ reports (e.g. Policy reports) |  |  |  |  |

**Publications summary over your lifetime (Full details to be included below the table)**

|  |
| --- |
| Lifetime Publications  |
|  | No. first author | No. senior author | No. other author | Total |
| Articles in refereed/ peer-reviewed journals |  |  |  |  |
| * International
 |  |  |  |  |
| * Local
 |  |  |  |  |
| Books (authored or edited) |  |  |  |  |
| Chapters in books |  |  |  |  |
| Refereed/ peer-reviewed conference outputs |  |  |  |  |
| Patents |  |  |  |  |
| Articles in non-refereed/ non-peer-reviewed journals |  |  |  |  |
| Technical Reports |  |  |  |  |
| Other contributions/ reports (e.g. Policy reports) |  |  |  |  |

 5.2.2 Articles in refereed/ peer-reviewed journals (provide full list)

 5.2.2.1 International

 5.2.2.2 Local

5.3 Books (authored or edited)

5.4 Chapters in books

 5.5 Refereed/ peer-reviewed conference outputs

 5.6 Patents

 5.7 Articles in non-refereed/ non-peer-reviewed journals

 5.8 Technical Reports

 5.9 Other contributions/ reports (e.g. Policy reports)

 5.10 List 5 to 10 of your best peer-reviewed publications, and describe their impact.

For each publication, describe your own contribution, and provide a motivation for selecting the publication. You should also provide the number of citations, other article metrics for each publication (e.g., views/downloads, if available), as well as the impact factor for the journal and its ranking within the scientific discipline/ field. This information can be obtained from the ISI Web of Science at <http://isiknowledge.com>; Research Gate at <https://www.researchgate.net/>; Google Scholar at <http://scholar.google.com/citations> and certain journal websites. Alternatively, you can visit the Medical School Library and the staff there will assist you. Note that publication and citation practices vary significantly across fields. It is therefore imperative that you place your own research outputs in the appropriate context.

 5.11 Research: scholarly presentations at congresses

Name, place and date of conferences and titles of keynote/invited talks presented in the last two years:

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Place | Date | Title |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | As keynote/ invited speaker | Other e.g. Chairing session or poster presentation |
| Number of local conferences attended in last five years: |  |  |
| Number of international conferences attended in last five years: |  |  |

5.11.1 International (provide full list)

5.11.2 Local

5.11.3 Refresher/educational courses attended.

5.11.4 Other – e.g. chairing or organising of conferences.

\*Provide full list and indicate invited contributions.

5.12 Other Research

 5.12.1 Research projects in progress

 ***Please indicate role i.e. principal investigator or co-investigator (as recorded)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title of project/ award  | Grant source | Amount of Funding | Own Role | Collaborators |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

 Please also provide comment of the details of

* activities such as refereeing for international journals;
* where appropriate, output of creative work; and independent reviews, awards and other critical comment

 5.13 Where possible, candidates should clearly indicate how they have contributed to transformation, for example but not limited to, publications by previously disadvantaged students, support of previously disadvantaged students to attend conferences and workshops etc.

**6 University Leadership and Management**

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

(Remember to consult the Ad Hominem criteria document for more details and examples of types of activities to be included. Also refer to the Faculty transformation values as identified in the Faculty Framework Document) (see <https://health.uct.ac.za/transformation/transformation-overview> (download available when following the link)

**6.1** Submit as an appendix a personal, reflective statement (of up to three pages) summarising your approach and contributions to leadership and management, including examples of experience and relevant testimonials from colleagues. In this statement reflect on the established promotion criteria and include examples of experience that demonstrate your leadership and management capacity.

**Please use the following guide for your reflective statement:**

1. *Initial statement:* (up to 1 page) outline your own description and assessment of your personal leadership and management approach and experience, with specific reference to the Faculty transformation values of diversity, Africanism, institutional climate and dialogue, shared responsibility, understanding discrimination, institutional realities, people-centred/humanism, candid reflection, institutional support, transparency and accountability. You do not have to consider every value but must reflect on at least some of them. (For further details on these values refer to (see <https://health.uct.ac.za/transformation/transformation-overview> , download available when following the link).
2. *Full consideration of relevant ad hom criteria*: (between 1-2 pages) consider each of the ad hom criteria relevant to the promotion for which you are applying and reflect on your own performance in relation to these criteria. You may choose to group criteria in this assessment. Consider leadership and management separately in this assessment, but consider both.

Across the whole statement please use brief, concrete examples of activities and experiences to support your personal assessment and, as appropriate, draw on and cite relevant testimonials (also submitting the complete testimonials as part of your application).

**6.2** In addition to the reflective statement, include your contribution to divisional, departmental, faculty and university committees. Note especially committees you have chaired and give examples of projects you have headed. Describe the nature of the leadership you have provided. Complete the tables below with one row per activity.

**6.2.1 Programme/Course Convenorship, including co- or deputy (last three years and current)**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Programme  | Number of students | Your specific contributions |
|  |  |  |  |
|  |  |  |  |

**6.2.2 Departmental Duties/ Initiatives (last three years)**

|  |  |  |
| --- | --- | --- |
| Committee/ Initiative/ Working Group | Role | Brief description of your activities and specific contributions/ initiatives/ outcomes/ impact |
|  |  |  |
|  |  |  |

**6.2.3 Faculty Committees/Initiatives (last three years):**

|  |  |  |
| --- | --- | --- |
| Committee/ Initiative/ Working Group | Role | Brief description of your activities and specific contributions/ initiatives/ outcomes/ impact |
|  |  |  |
|  |  |  |

|  |
| --- |
| **6.2.4 University Committees/Initiatives (last three years)**  |
| Committee/ Initiative/ Working Group | Role | Brief description of your activities and specific contributions/ initiatives / outcomes/ impact |
|  |  |  |
|  |  |  |

|  |
| --- |
| **6.2.5 Any strategic partnerships (Provincial/ National/ International) (at any level)**  |
| Partnership | Role | Brief description of your activities and specific contributions/ initiatives/ outcomes/ impact |
|  |  |  |
|  |  |  |

 **6.2.6 Other:** Please identify any other activity, informal or formal, for which you find no place above, but which you judge demonstrates your leadership/management capacity.

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Activity & Purpose | Achievements so far | Your role and specific contributions |
|  |  |  |  |
|  |  |  |  |

 **6.2.7** Where possible, candidates should clearly indicate on the table below how they have contributed to transformation, for example but not limited to active participation as an employment equity representative on recruitment processes (please submit a letter from the TEC chair in this regard), active involvement in divisional/ departmental succession planning etc. With reference to the various contributions, please also provide relevant qualitative comments in the contribution column.

|  |  |  |
| --- | --- | --- |
| Initiative/ Process | Role | Contribution |
|  |  |  |
|  |  |  |

**6.3 Innovative Leadership and Management initiatives**

Indicate here any formal but perhaps time-bound or focussed initiatives to which you have contributed or which you have led that demonstrate your leadership/management capacity but are not covered by the above tables. These initiatives might focus on any of Teaching and Learning, Research or Organisational development, including, for example, curriculum re-design or innovation, innovative research capacity development, development or maintenance of clinical registries/databases, or transformation initiatives.

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Initiative & Purpose | Achievements so far | Your role and specific contributions |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**7 Social Responsiveness**

 7.1 Professional services

 7.2 Community outreach

* 1. Policy input and advocacy for policy reform
	2. Public services and/or systems development
	3. Public information and discourse
	4. Professional/National/International Committees (last three years)
	5. Joint Academic Clinical Practice: Describe your contribution to enhancing clinical academic practice

 across the UCT affiliated service platform.

* 1. Where possible, candidates should clearly indicate how they have contributed to transformation.

### Honours, awards, prizes

### International collaborations

### Clinical Academic Practice

### Comments: Staff are invited to comment on areas which could not be included in this portfolio or extended CV. For example, a staff member may wish to place his/her achievement into a context, such as the load which he/she is required to carry.

|  |  |  |
| --- | --- | --- |
| HR175 | **PERFORMANCE ASSESSMENT**Academic Staff | whitebacklogo |

NOTES

* Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
* Details of UCT policy on performance planning, performance reviews and staff development (academic staff) may be found at <http://www.hr.uct.ac.za/hr/performance/management/academic_staff/performance_planning/>
* The faculty’s performance evaluation guidelines should be consulted for the evaluation of high achievers.

|  |  |  |  |
| --- | --- | --- | --- |
| Staff Member |  | Year |  |
| Department |  | Date |  |
| Purpose | To establish performance category |

**HOD’S COMMENTS**

*Complete in the absence of other documentation or, alternatively, attach the Annual Review Record.*

|  |  |
| --- | --- |
| Teaching |  |
| Research |  |
| Management, Leadership and Administration |  |
| Social Responsiveness |  |

**PERFORMANCE ASSESSMENT** (tick)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Good |  | Under Performance |  | Unsatisfactory Performance |  |
| High Achiever |  | To be considered for | Ad Hominem Promotion |  |
| Recognition of Excellence (Professors) |  |
| Merit Award (Lecturer, Senior Lecturer, Associate Professor) |  |
| Are you still on probation? (tick) | Y | N |

**PERFORMANCE SCORES ACCORDING TO FACULTY GUIDELINES**

*It is not necessary to complete this section where the HOD and staff member agree on assessment as ‘Good’.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Staff Member’s Scoring(rating\*weighting) | Total | HOD & Dept Screening Committee Scoring(rating\*weighting) | Total |
| Teaching |  |  |  |  |
| Research |  |  |  |  |
| Management, Leadership & Admin |  |  |  |  |
| Social Responsiveness |  |  |  |  |
| Total |  | Total |  |

|  |  |  |
| --- | --- | --- |
| HOD | Comment |  |
| Signature |  | Date |  |
| Staff Member | Comment |  |
| Signature |  | Date |  |

Please use the below template when submitting your list of referees

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| 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 |  |

**2025 Ad Hominem Promotion Application Cover Sheet and Checklist**

|  |  |
| --- | --- |
| **Name:** |  |
| **Department:** |  |
| **For promotion to:**  |  |

Please ensure that all documents noted below are completed and form part of your final application document that is submitted to HR.

|  |  |  |
| --- | --- | --- |
| **Appendix** | **Required Ad Hominem Application documents and order of presentation** | **Completed** |
| Cover Page | Completed checklist |  |
| **1** | HR175 **(completed and signed by applicant and HOD)** |  |
| **2** | HR174 for UCT staff and for Joint Staff on NHLS or WCG conditions of service, a copy of their most recent annual performance appraisal document **(completed and signed by applicant and HOD)** |  |
| **3** | Extended CV (**completed strictly as per the Faculty requirements and guidelines**) |  |
| **4** | Reviewer Contact details |  |
| **5** | Personal reflective statement summarising your educational philosophy **(1-2 pages)** |  |
| **6** | Personal reflective statement summarising your leadership and management (**up to 3 pages)** |  |

**Applicant Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Received by HR**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. A leading author is typically a first or senior author (although there can be variations by discipline and by publication type). [↑](#footnote-ref-1)