



University of Fort Hare
Together in Excellence

**POLICY DOCUMENT
PROMOTIONS/APPOINTMENTS
OF ACADEMIC AND RESEARCH STAFF**

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1 INTRODUCTION

- 1.1 This document contains guidelines to be used when applications for personal promotion from permanent academic staff are considered. The appointment criteria set out herein apply to all academic and research staff. However, insofar as this policy relates to aspects of promotion, it applies only to permanent staff and staff appointed on contract for at least five (5) years. For contract staff appointed for a lesser duration, promotion will be determined in terms of performance appraisal provisions in their contracts.
- 1.2 Although they need to be followed as closely as possible, these guidelines and any criteria set out herein should not be seen to be exclusive or exhaustive. In applying these guidelines, the rigours of an applicant's particular discipline or field should be borne in mind. Where appropriate, decisions should be benchmarked against best practices in cognate discipline or fields or fields, both within the University and at other comparable institutions.
- 1.3 A decision to promote or not to promote should be the outcome of a qualitative peer-review process and these guidelines are intended to assist in ensuring that the process is both transparent and equitable. The outcome should not be determined mechanistically or quantitatively. In each instance the question should be whether the applicant has met the appropriate standard envisaged in the guidelines, irrespective of whether any quantitative measures have been met exactly.
- 1.4 Promotion decisions should take into account the applicant's entire career and an applicant's standing and stature should be assessed in that context. However, activity undertaken prior to appointment or work considered in respect of a previous promotion will not be considered as direct evidence meriting promotion or further promotion. The focus will be on indicators of professional attainment completed while employed at the University of Fort Hare ("the University"), particularly since appointment to the current position and within the last seven (7) years.

2 PURPOSE AND OBJECTS

This policy serves to:

- 2.1 Acknowledge staff members' contributions towards achieving the University's goal of being a high-quality academic institution; particularly in the fields of teaching and learning, research, university service and community engagement.
- 2.2 Reward staff members who have been working above standard thresholds set for their current appointment levels. In assessing merit against the criteria and guidelines, worth, value and excellence of a staff member's service should be considered.
- 2.3 Reward staff members for actual and sustained service and achievement and to acknowledge positive evidence of promise of future contributions to the University.

- 2.4 Stimulate values and behaviours that the University considers to be important, amongst others, loyalty and commitment to the institution and its mission, excellent service, collegiality and altruism and adherence to ethical practice.
- 2.5 This policy should not be used to correct incorrect appointments, as a substitute for the staff retention policy, to appoint a staff member to a higher level on the grounds of scarcity, or to appoint people who happen to meet minimum appointment thresholds over time.
- 2.6 In cases of uncertainty or ambiguity, decisions should strive to give effect to the purposes that this policy is intended to achieve.

3 CRITERIA FOR PERSONAL PROMOTION

- 3.1 All applicants for promotion must satisfy the minimum criteria for appointment to the higher level and must, in addition, provide evidence that they meet the performance expectations for promotion, as detailed in these guidelines.
- 3.2 Promotion is based on a basket of criteria falling within four broad categories:
 - 3.2.1 Teaching and learning (including teaching and learning theory; curriculum design; teaching ability; facilitation of learning; assessment practices; course and teaching evaluation; innovation).
 - 3.2.2 Research (including scholarly publications; artistic or creative endeavour; postgraduate supervision).
 - 3.2.3 Community engagement (including volunteerism (altruistic engagement of students and staff in activities primarily benefiting the recipient community, with service provision as the primary goal); community outreach (engagement primarily focused on benefiting the community through delivering a particular service, but is generally initiated from within the institution); internships and co-operative education (activities where the student is the primary beneficiary and the goal is on student learning); service learning (activities where both the community and student are the primary beneficiaries, reciprocity being the central characteristic).
 - 3.2.4 University service (including administration, management and general service to a department, school or faculty, or to the University).
- 3.3 Applicants need not excel in all categories, nor meet criteria that are not appropriate to their situations; but evidence of achievement in either teaching and learning or research must be a core feature of every application.
- 3.4 For promotion to Senior Lecturer and above, points are awarded for each category on a scale of 1 to 4, progressing according to level reached within in each category.

3.5 The criteria are normally weighted or balanced as follows:

Promotion Category	Minimum Points	Balance of Criteria
A ¹	7	At least one at Level 3 (either teaching or research) and one at Level 2
B ²	9	At least one at Level 3 (either teaching or research) and two at Level 2
C ³	11	At least three at Level 3

3.6 In exceptional circumstances, where an applicant fails to meet the threshold score in any one criterion, promotion may occur on the ground of exceptional performance in either the teaching or research categories (Level 4 for LL three categories; alternatively, in Category A, promotion may occur on the grounds of all round performance, with a score of at least two (2) points above the points listed in the table above, i.e. nine (9) points.

3.7 Minimum appointment and promotion criteria specified must be met in all instances. The benchmarking and level standards set out below are intended to guide applicants and decision-makers as to the kind of activity that should be considered in reaching a decision on whether the required level for each category has been met. Applicants need not meet all the benchmarks under a particular heading, but the qualitative weight of the evidence must indicate that the applicant has substantially met the standard set for assessing a particular level and/or the promotion category as a whole.

4 PROMOTION TO JUNIOR LECTURER, ASSISTANT RESEARCHER OR TLC CONSULTANT (GRADE 9) – CATEGORY A

4.1 Category profile

This category represents entry level positions for an academic career in respect of persons who have limited work experience, if any, and who have not yet obtained a postgraduate degree at Master's level.

4.2 Benchmarking guidelines for promotion

Applicants are normally not promoted to this level. In those exceptional instances in which promotion might be appropriate, an applicant must meet the minimum appointment criteria, having demonstrated the necessary knowledge and competence, and sound interpersonal skills. Applicants must provide evidence that earlier potential has been realised.

4.3 Minimum appointment criteria

4.3.1 Possession of an Honours degree or 4-year Bachelor's degree.

4.3.2 Basic theoretical knowledge of the field.

¹ Senior Lecturer, Senior Researcher, Senior TLC Consultant.

² Associate Professor.

³ Professor.

- 4.3.3 Either:
- (a) Demonstrated potential in communicating knowledge and facilitating teaching and learning in a lecture, seminar, tutorial and/or practical or laboratory environment; and in assessment practices; or
 - (b) An understanding of fundamental research methodology and demonstrated potential in facilitating research tutorials/seminars and practical sessions; and/or undertaking research projects, production of research reports and conduction of tutorials and/or practical sessions.

4.4 Promotion criteria

- 4.4.1 An applicant must meet the minimum appointment criteria.
- 4.4.2 Good progress towards completion of a Master's degree.

5 PROMOTION TO LECTURER, RESEARCHER OR TLC CONSULTANT/CO-ORDINATOR (GRADE 8) – CATEGORY B

5.1 Category profile

This category represents entry level positions for an academic career in respect of persons who have some work experience either within or outside the academic environment.

5.2 Benchmarking guidelines for promotion

- 5.2.1 Competence as a Junior Lecturer, having demonstrated that the applicant has progressed beyond showing only scholarship potential in the academic environment.
- 5.2.2 Satisfactory teaching performance, commensurate with the nature of the post to which the applicant was previously appointed.
- 5.2.3 Ongoing research activity and dissemination of research findings, including a reasonable record of publications in accredited and/or internationally-recognised research journals, commensurate with the nature of the post to which the applicant was previously appointed.
- 5.2.4 Ability or potential to supervise research at Honours and Master's levels and to develop research capacity.
- 5.2.5 Service to the University either at departmental or institutional level.
- 5.2.6 Community engagement activity.
- 5.2.7 Sound interpersonal skills.

5.3 Minimum appointment criteria

- 5.3.1 Possession of a Master's degree.⁴
- 5.3.2 Basic theoretical knowledge of the field.

⁴ Exceptions may be made in respect of (a) professional disciplines, in which event an Honours degree/ 4-year Bachelor's degree plus a professional qualification/ postgraduate diploma in higher education would be a prerequisite; or (b) applicants have substantial experience sufficient to qualify them, on RPL grounds, for the particular position under consideration.

- 5.3.3 Either:
- (a) Competence and/or demonstrated potential in communicating knowledge and facilitating teaching and learning in a lecture, seminar, tutorial and/or practical or laboratory environment; and in assessment practices; coupled with a potential to undertake research; or
 - (b) An understanding of fundamental research methodology and competence or demonstrated potential in facilitating research tutorials/seminars and practical sessions; and/or undertaking research projects, production of research reports and conduction of tutorials and/or practical sessions.
- 5.3.4 Potential to undertake administrative responsibilities at departmental level.
- 5.3.5 Sound interpersonal skills.

5.4 Promotion criteria

- 5.4.1 An applicant must meet the minimum appointment criteria.
- 5.4.2 A Master's degree, irrespective of the discipline or field or exceptions made in terms of footnote 7 (which apply to appointment to this level, not promotion).
- 5.4.3 A qualification in the assessment of learning at NQF Level 7/8, or an equivalent teaching qualification.

6 PROMOTION TO SENIOR LECTURER, SENIOR RESEARCHER OR SENIOR TLC CONSULTANT (GRADE 7) – CATEGORY C

6.1 Category profile

As its designation implies, this category is a senior one and represents persons who have established themselves in academia. It may, however, serve as an entry level for an academic career in respect of persons who have considerable work experience outside the academic environment. Although it may be considered a viable exit level for an academic career, persons in this category should preferably show potential to proceed to professorial levels.

6.2 Benchmarking guidelines for promotion

- 6.2.1 Competence in respect of service at the level of Lecturer, demonstrating that the applicant is being recognised by the academic community for producing sound scholarship in either the teaching or research categories.
- 6.2.2 Ability to teach well at different academic levels, commensurate with the nature of the post to which the applicant was previously appointed.
- 6.2.3 For promotion to Senior Lecturer, an interest in and engagement with the theory of teaching and learning, participation in teaching development programmes, and management of academic programmes.
- 6.2.4 For promotion to Senior TLC Consultant, an interest in and engagement with the theory of teaching and learning, participation in teaching development programmes, management of academic development programmes and recognition for advanced teaching practice.
- 6.2.5 Ongoing research activity and dissemination of research findings, including a reasonable record of publications in accredited and/or internationally-recognised

research journals, commensurate with the nature of the post to which the applicant was previously appointed.

- 6.2.6 Ability to supervise research of higher degree candidates and to develop research capacity.
- 6.2.7 For promotion to Senior Researcher, advanced research skills or capacity in the relevant discipline or field and participation in development programmes.
- 6.2.8 Service to the University either at departmental or institutional level and Ability to take on administrative responsibilities at departmental level.
- 6.2.9 Academic and/or professional participation at national and/or international level.
- 6.2.10 Community engagement activity.
- 6.2.11 Sound interpersonal skills, including a commitment to collegiality and equal opportunity.

6.3 Minimum appointment criteria

- 6.3.1 Possession of a doctoral degree.⁵
- 6.3.2 Sound theoretical knowledge of the field.
- 6.3.3 Either:
 - (a) Competence in communicating knowledge and facilitating teaching and learning in a lecture, seminar, tutorial and/or practical or laboratory environment; in assessment practices; potential to engage in curriculum design and development; and a demonstrated ability to undertake research; or
 - (b) A thorough understanding of fundamental research methodology and competence in facilitating research tutorials/seminars and practical sessions; and/or undertaking research projects, production of research reports and conduction of tutorials and/or practical sessions.
- 6.3.4 Ability or potential to supervise research and develop research capacity.
- 6.3.5 Demonstrated ability to undertake administrative responsibilities at departmental or institutional levels.
- 6.3.6 Ability and willingness to participate in community engagement projects.
- 6.3.7 Sound interpersonal skills.

6.4 Promotion criteria

- 6.4.1 An applicant must meet the minimum appointment criteria.
- 6.4.2 A qualification in the assessment of learning at NQF Level 7/8, or an equivalent teaching qualification.
- 6.4.3 Minimum of seven (7) points, one (1) at Level 3 (either teaching or research), one (1) at Level 2 and two (2) at Level 1; alternatively, a minimum of seven (7) points with either teaching or research at Level 4; alternatively, nine (9) points in total.

⁵ Exceptions may be made in the following four instances: (a) in respect of professional disciplines and those disciplines or fields in which the final formal qualification is not necessarily a doctoral degree, in which event a CA qualification or a degree at Master's level would be a prerequisite; (b) applicants with a Master's degree plus a postgraduate diploma in higher education or an equivalent qualification, and (c) applicants with a Master's degree plus a reasonable research record commensurate with the applicant's previous position, either within or outside academia; or (d) applicants have substantial experience sufficient to qualify them, on RPL grounds, for the particular position under consideration.

7 PROMOTION TO ASSOCIATE PROFESSOR (GRADE 6) – CATEGORY D

7.1 Category profile

This category normally represents persons who have established themselves in academia and have either gained or about to gain, status and wider recognition in respect of their scholarship. The category may be considered an exit level for an academic career, although persons in this category should have the ability to proceed to professorial levels and to participate in the broader academic community, within the particular discipline or field and/or at institutional level.

7.2 Benchmarking guidelines for promotion

- 7.2.1 Competence as a Senior Lecturer, demonstrating that the applicant has been recognised by the academic community for producing sound scholarship in either the teaching or research categories.
- 7.2.2 Ability to teach well at different academic levels, commensurate with the nature of the post to which the applicant was previously appointed.
- 7.2.3 For promotion from Senior Lecturer, an interest in and engagement with the theory of teaching and learning, active promotion of and participation in teaching development programmes and demonstrated ability to play a role in curriculum design and development.
- 7.2.4 For promotion from Senior TLC Consultant, an interest in and engagement with the theory of teaching and learning, active promotion of and participation in teaching development programmes, management of academic development programmes and recognition for advanced teaching practice.
- 7.2.5 Ongoing research activity and dissemination of research findings, including a reasonable record of publications in accredited and/or internationally-recognised research journals, commensurate with the nature of the post to which the applicant was previously appointed.
- 7.2.6 Capacity to initiate, manage and supervise research, including research at doctoral and postdoctoral level, and to develop research capacity.
- 7.2.7 A credible research record relative to others in the same field in appropriate academic journals.
- 7.2.8 Professional and academic standing in the field of specialization.
- 7.2.9 Ability to assume leadership positions either at departmental or institutional level, including the capacity to represent the Department or the University.
- 7.2.10 For promotion from Senior Researcher, advanced research skills or capacity in the relevant discipline or field and participation in development programmes. Must have demonstrated strong research and academic leadership (e.g., by serving on university committees, professional and academic associations, acting as head of division or discipline), with competencies to serve as head of research division.
- 7.2.11 Service to the University either at departmental or institutional level and Ability to take on administrative responsibilities at departmental level.
- 7.2.12 Academic and/or professional participation at national and/or international level.
- 7.2.13 Community engagement activity.

7.3 Minimum appointment criteria

- 7.3.1 Possession of a doctoral degree.⁶
- 7.3.2 Advanced theoretical knowledge of and insights into the field.
- 7.3.3 Either:
 - (a) Competence in communicating knowledge and facilitating teaching and learning in a lecture, seminar, tutorial and/or practical or laboratory environment; in assessment practices; the ability to engage in curriculum design and development; and a demonstrated ability to conduct high-quality research; or
 - (b) A thorough understanding of fundamental research methodology and competence in facilitating research tutorials/seminars and practical sessions; and/or undertaking research projects, production of research reports and conduction of tutorials and/or practical sessions.
- 7.3.4 A substantial number of conference papers, peer-reviewed publications or other acceptable research outputs.
- 7.3.5 Peer-recognition as a specialist in the field and a potential to make a substantial contribution to the discipline or field.
- 7.3.6 Ability to supervise research at postgraduate level and to develop research capacity.
- 7.3.7 An involvement in the wider academic community (eg editorships, review requests, participation in professional bodies).
- 7.3.8 Ability and willingness to undertake administrative responsibilities at departmental or institutional levels and to assume leadership positions, either in administration or in academic or professional activity.
- 7.3.9 Ability and willingness to participate in community engagement projects.
- 7.3.10 Sound interpersonal skills, including a commitment to collegiality and equal opportunity.

7.4 Promotion criteria

- 7.4.1 An applicant must meet the minimum appointment criteria.
- 7.4.2 A doctoral degree, irrespective of the discipline or field or exceptions made in terms of footnote 9 (which apply to appointment to this level, not promotion).
- 7.4.3 A qualification in the assessment of learning at NQF Level 7/8, or an equivalent teaching qualification.
- 7.4.4 Minimum of nine (9) points, one (1) at Level 3 (either teaching or research) three (3) at Level 2; alternatively, a minimum of nine (9) points with either teaching or research at Level 4.

⁶ Exceptions may be made in the following four instances: (a) in respect of professional disciplines and those disciplines or fields in which the final formal qualification is not necessarily a doctoral degree, in which event a degree at Master's level would be a prerequisite; (b) applicants with a Master's degree plus a postgraduate diploma in higher education or an equivalent qualification, and (c) applicants with a Master's degree plus a reasonable research record commensurate with the applicant's previous position, either within or outside academia; or (d) applicants have substantial experience sufficient to qualify them, on RPL grounds, for the particular position under consideration.

8 PROMOTION TO PROFESSOR (GRADE 5) – CATEGORY E

8.1 Category profile

This category represents persons who have established themselves in academia and have gained status and wider recognition in respect of their scholarship and participation in the broader academic community. The category is an exit level for an academic career.

8.2 Benchmarking guidelines for promotion

- 8.2.1 Competence as an Associate Professor, demonstrating that the applicant has been recognised by the academic community for producing sound scholarship in either the teaching or research categories, but preferably in both.
- 8.2.2 Ability to teach effectively at different academic levels, commensurate with the nature of the post to which the applicant was previously appointed.
- 8.2.3 An interest in and engagement with the theory of teaching and learning, the promotion of/active participation in teaching development programmes and the capacity to play a role in curriculum design and development; management of academic programmes; recognition for advanced teaching practice and/or evidence of mentoring.
- 8.2.4 Ongoing research activity and dissemination of research findings, including a reasonable record of publications in accredited and/or internationally-recognised research journals, commensurate with the nature of the post to which the applicant was previously appointed.
- 8.2.5 A substantial record of high quality scholarship and research relative to others in the same field, evidenced by a record of high quality publications in appropriate academic journals.
- 8.2.6 Capacity to initiate, manage and supervise research, including research at doctoral and postdoctoral level, to attract research students and/or research projects and funding, and to develop research capacity.
- 8.2.7 Professional and academic standing in the field of specialization.
- 8.2.8 Ability to assume leadership positions either at departmental or institutional level, including the capacity to represent the Department or the University, and the capacity to lead the department in a dynamic and inspiring way.
- 8.2.9 The ability and willingness to encourage the intellectual and career aspirations of staff and students.
- 8.2.10 Where appropriate, advanced research skills or capacity in the relevant discipline or field and participation in development programmes. Must have demonstrated strong research and academic leadership (e.g., by serving on university committees, professional and academic associations, acting as head of division or discipline), with competencies to serve as head of research division.
- 8.2.11 Service to the University either at departmental or institutional level and Ability to take on administrative responsibilities at departmental level.
- 8.2.12 Academic and/or professional participation at national and/or international level.
- 8.2.13 Community engagement activity.
- 8.2.14 A track record of service to the academic and wider community, either by contributing to teaching and learning or as a research leader in a particular discipline or field, nationally and internationally.

8.3 Minimum appointment criteria

- 8.3.1 Possession of a doctoral degree.⁷
- 8.3.2 Advanced theoretical knowledge of and insights into the field.
- 8.3.3 Either:
 - (a) Competence in communicating knowledge and facilitating teaching and learning in a lecture, seminar, tutorial and/or practical or laboratory environment; in assessment practices; the ability to engage in curriculum design and development; and a demonstrated ability to conduct high-quality research; or
 - (b) A thorough understanding of fundamental research methodology and competence in facilitating research tutorials/seminars and practical sessions; and/or undertaking research projects, production of research reports and conduction of tutorials and/or practical sessions.
- 8.3.4 A substantial number of conference papers, peer-reviewed publications or other acceptable research outputs.
- 8.3.5 Peer-recognition as a specialist in the field and a potential to make a substantial contribution to the discipline or field.
- 8.3.6 Ability to supervise research at postgraduate level and to develop research capacity.
- 8.3.7 An involvement in the wider academic community (eg editorships, review requests, participation in professional bodies).
- 8.3.8 Capacity and willingness to undertake administrative responsibilities at departmental or institutional levels and to assume leadership positions, either in administration or in academic or professional activity.
- 8.3.9 Promotion of and/or active participation in community engagement projects and/or leadership in establishing such projects.
- 8.3.10 Sound interpersonal skills, including a commitment to collegiality and equal opportunity.

8.4 Promotion criteria

- 8.4.1 An applicant must meet the minimum appointment criteria.
- 8.4.2 A qualification in the assessment of learning at NQF Level 7/8, or an equivalent teaching qualification.
- 8.4.3 Minimum of eleven (11) points, three (3) at Level 3 and one (1) at Level 2; alternatively, a minimum of eleven (11) points with one (1) at Level 4 (either teaching or research), one (1) at Level 3 and two (2) at Level 2.

⁷ An exception may be made where applicants have substantial experience sufficient to qualify them, on RPL grounds, for the particular position under consideration.

9 LEVEL DESCRIPTORS: TEACHING ABILITY AND FACILITATION OF LEARNING

9.1 Teaching and Learning Performance Level 1

Performance at Level 1 means competence in key aspects of teaching commensurate with the applicant's teaching duties. A pass in at least two (2) modules of the PGDHET will satisfy the requirements of Level 1. In other instances the required competence might be indicated by:

- 9.1.1 Courses designed in an effective way appropriate for the subject matter and the level and type of students concerned, and having explicit outcomes.
- 9.1.2 Teaching methods that are of an appropriate standard and stimulation, including the provision of comprehensive information about all aspects of the course.
- 9.1.3 Teaching materials that are of an appropriate standard and incorporate recent research material.
- 9.1.4 Support for students' learning inside and outside the classroom.
- 9.1.5 Co-ordination, development and implementation of academic development programmes.
- 9.1.6 Assessment of students' work that fits with the teaching outcomes and the material, provides timely and effective feedback to students, and sets good academic standards.
- 9.1.7 Contribution to setting up new initiatives (e.g., use of e-learning).
- 9.1.8 Participation in professional development initiatives offered.

9.2 Teaching and Learning Performance Level 2

Competence at Level 2 means a higher level of competence and higher standards in all the aspects of teaching listed in Level 1 above, commensurate with a person's teaching duties. An applicant who has obtained the PGDHET has met the requirements of Level 2. In other instances the applicant must demonstrate that s/he:

- 9.2.1 Participates in professional development initiatives .
- 9.2.2 Has built external networks of contacts around one or more teaching interests of the department.
- 9.2.3 Participates in wider professional activities such as external examining at the undergraduate and/or Honours level, nationally and/or internationally.
- 9.2.4 Evaluates course(s) and/or teaching by a variety of methods, and has improved the course(s)/teaching over time.
- 9.2.5 Demonstrates an awareness of general issues and current expectations in the teaching of his/her discipline or field, and is up to date in terms of content and methods of teaching.
- 9.2.6 Actively participates in new approaches to teaching within the department.
- 9.2.7 Co-ordination, development and implementation of academic or academic development programmes.

9.3 Teaching and Learning Performance Level 3

Quality teaching, engagement with the theory of teaching and learning, innovation and leadership in teaching and developments in teaching and learning mark performance at Level

3. In addition to satisfying the performance indicators for Level 2, an applicant should provide evidence of:

- 9.3.1 Participation in professional development initiatives
- 9.3.2 Enhancement of the applicant's formal teaching qualifications.
- 9.3.3 Significant participation in national teaching initiatives or success in obtaining grants/funding for teaching initiatives.
- 9.3.4 Successful innovation in teaching methods and assessment, leadership of departmental initiatives to improve teaching, and evidence of the dissemination of these practices in the University or more widely through participation in discipline or field groups or groups for improving teaching.
- 9.3.5 Engagement in research into teaching.
- 9.3.6 Very good teaching attested to by, for example, evidence from peer observations and student feedback, or an award for teaching.
- 9.3.7 Effective co-ordination, development and implementation of academic or academic development programmes.
- 9.3.8 Significant involvement in professional development and/or mentoring of colleagues.
- 9.3.9 Initiatives taken to invite visiting academics to enhance teaching within the department.
- 9.3.10 Sessions chaired at national teaching-related conferences and/or workshops.

9.4 Teaching and Learning Performance Level 4

This level of competence is marked by achievements in terms of leadership, innovation and dissemination (using indicators for Level 3) that are of national eminence and have been sustained over a period of time. The applicant's peers should attest to the high regard in which his/her work is held, and that his/her teaching activities have changed a significant element of how the discipline or field is taught and/or learned. An applicant should provide evidence of:

- 9.4.1 Participation in professional development initiatives.
- 9.4.2 Enhancement of the applicant's formal teaching qualifications(e.g. having obtained the PGDHET).
- 9.4.3 External recognition of the applicant's contribution to teaching and learning.
- 9.4.4 Recognition for effective co-ordination, development and implementation of academic or academic development programmes.
- 9.4.5 Establishing and developing sustainable teaching-related networks with other higher education institutions that bring benefit to the University.
- 9.4.6 Initiatives taken to organize teaching-related workshops/seminars within and outside the University.
- 9.4.7 Establishment of DoE/CHE/SAQA-approved new programmes/curricula to enhance a Department's profile in teaching, research and community involvement.
- 9.4.8 Generation of funds related to teaching for the Department.
- 9.4.9 Initiatives to secure post-doctoral fellow(s) and/or visitors to the Department to enhance the teaching profile of the Department/Faculty.

10 LEVEL DESCRIPTORS: RESEARCH, PUBLICATIONS AND CREATIVE WORK

Research includes scholarly presentation and publications, artistic or creative endeavour and postgraduate supervision). Artistic or creative endeavour would include creative writing which shows evidence of substantial research, or research which is more arts-specific, where the process of creation constitutes a research process resulting in outcomes in the form of artefacts and performances. (See the NRF's "Key Research Areas and Types of Research Outputs", which in cases of doubt should serve as the benchmark.)

In Accountancy, papers written for professional journals and public presentations interpreting new developments will be considered as research. Updating teaching material to incorporate regular legislative and professional requirements may serve as additional evidence of research, but cannot serve as the only evidence.

Research-related community engagement activities may be taken into account when assessing an applicant's research standing.

10.1 Research Level 1

Performance at Level 1 signifies ability, based on recent research outputs, to engage in research projects and/or the production and dissemination of research outputs on a regular basis. Such competence in key aspects of research (commensurate with the applicant's research activities) might be indicated by:

- 10.1.1 Participation in research projects, whether individual or collaborative, large or small, with an indication of the part played.
- 10.1.2 Dissemination of research findings through conference papers.
- 10.1.3 Evidence of research publications, preferably in accredited and/or internationally-recognised research journals, or creative work.

10.2 Research Level 2

Performance at Level 2 indicates an ongoing involvement in research, the regular production and dissemination of research outputs of quality and participation in research meetings. The applicant has a growing research reputation. Recognition by the NRF in the form of a Y rating or in the award of a grant satisfies the requirements of Level 2. In the absence of such recognition indicators, in addition to those set out for Level 1, include:

- 10.2.1 Attendance at national and international research gatherings and regular dissemination of research findings in the form of conference papers, including research contributions presented at research meetings, conferences, workshops or seminars, nationally and, preferably, internationally.
- 10.2.2 A steady publication record, commensurate with benchmarks within the discipline or field, of quality research outputs, the majority of which appears in accredited and/or internationally-recognised research journals, or creative work that has received broad recognition.

- 10.2.3 Supervision of postgraduate research (commensurate with the applicant's research activities), including mentoring of students.
- 10.2.4 Building external networks of contacts around the applicant's research interests.
- 10.2.5 Involvement in the formulation of bids and proposals for funded research work.

10.3 Research Level 3

Performance at Level 3 indicates a research reputation in the field at a national level and possibly a growing international reputation. The applicant is producing quality research outputs on a regular basis, regularly presents papers at research meetings and supervises postgraduate students. An NRF C rating satisfies the requirements of Level 3. In the absence of such rating, indicators, in addition to those set out for Level 2, include:

- 10.3.1 Attendance at national and international research gatherings and regular dissemination of research findings in the form of conference papers, including research contributions presented at research meetings, conferences, workshops or seminars, nationally and internationally.
- 10.3.2 A strong publication record, commensurate with benchmarks within the discipline or field, of quality research outputs, the majority of which appears in accredited and, preferably internationally-recognised research journals, or creative work that has received national recognition.
- 10.3.3 Supervision of postgraduate research (commensurate with the applicant's research activities), including mentoring of students.
- 10.3.4 Research reports and contributions to public policy formulation.
- 10.3.5 Ability to attract research funding.
- 10.3.6 Takes a lead in steering the research strategy of a Department and leads/wins bids/opportunities/collaboration with other institutions and bodies producing demonstrable benefits to the University.
- 10.3.7 Recognised as an authority within his/her field of research, e.g., evaluation of NRF proposals for funding; serving on NRF panel for research funding; and evaluation of researchers for NRF rating.
- 10.3.8 Innovative and/or creative work (e.g., creative writing, dramatic productions, exhibitions, recitals, media productions and inventions).
- 10.3.9 Sessions chaired at national conferences/research-related workshops.
- 10.3.10 Initiatives taken to secure visits by researchers to one's Department to enhance the research profile of the Department.
- 10.3.11 Effectively examines Master's and/or doctoral programmes/dissertations at the external level.

10.4 Research Level 4

Performance at Level 4 indicates a national reputation as a leader in the field and, where appropriate to the discipline or field, an international reputation. The applicant is highly productive, produces quality research on a consistent basis, presents papers at national and international research meetings and is used as a referee. The applicant has the ability to stimulate and initiate new research and has a successful record of supervising postgraduate students. An NRF B rating satisfies the requirements of Level 4. In the absence of such rating, indicators, in addition to those set out for Level 3, include:

- 10.4.1 Research reputation of an international standing and recognition as an authority within his/her research specialization, or a similar reputation for creative endeavour.
- 10.4.2 Invitations to act as Keynote speaker at international conferences and research meetings.
- 10.4.3 Scholarly publications that could include editorship of publications, software systems, internet publications, textbooks and posters for use at primary, secondary and tertiary levels.
- 10.4.4 Develops new research groups and approaches, including leading collaboration with other institutions and external bodies.
- 10.4.5 External examiner for national and international Ph. D candidates.
- 10.4.6 Consulted by national research bodies (e.g., Government and NRF) on academic and/or policy matters.
- 10.4.7 Generating funding opportunities related to research within a Department including bursaries and scholarships for staff and students.
- 10.4.8 Initiatives to secure post-doctoral fellow(s) to enhance the research profile of the Department/Faculty.

11 LEVEL DESCRIPTORS: COMMUNITY ENGAGEMENT

Community engagement (CE) articulates the University's social responsibility/investment/development programme and refers to initiatives that link University activities to the community it serves, in particular partnerships aimed at addressing the social, cultural and economic development objectives of society. Teaching, research and management/ administrative skills are put to the service of the wider community. CE has both an "external" aspect (that highlights interaction with communities) and an "internal" aspect (that relates to the institution's teaching and learning and research needs). Aspects of community engagement might therefore overlap with other areas of competence, that is, teaching and learning, research and university service.

CE includes: (a) Volunteerism (altruistic engagement of students and staff in activities primarily benefiting the recipient community, with service provision as the primary goal); (b) Community outreach (engagement primarily focused on benefiting the community through delivering a particular service, but is generally initiated from within the institution); (c) Internships and co-operative education (activities where the student is the primary beneficiary and the goal is on student learning); (d) Service learning (activities where both the community and student are the primary beneficiaries, reciprocity being the central characteristic)

Society must be satisfied that the institution has made a difference to the community in which it is situated and the projects should comprise genuine social investment or social development initiatives, not marketing exercises. The measure of good CE should not be the level of income that is being generated, but the impact that the University has on society, especially on the communities within its immediate vicinity.

11.1 Community Engagement Level 1

Performance at Level 1 requires involvement in CE initiatives and may be demonstrated through meaningful contribution to any CE activity as defined, not necessarily in an organizational capacity.

11.2 Community Engagement Level 2

Performance at Level 2 requires a greater level of involvement and/or responsibility than in Level 1. Indicators, in addition to those mentioned for Level 1, could include:

- 11.2.1 Contribution to community development through community projects that impact on socio-economic/living conditions in communities.
- 11.2.2 Projects in which staff and students evidence a spirit of volunteerism.
- 11.2.3 Initiatives that promote service learning and experiential learning.
- 11.2.4 Involvement promotion of CE at departmental, faculty and/or institutional level.

11.3 Community Engagement Level 3

Performance at Level 3 requires involvement and evidence of leadership in CE activities Indicators, in addition to those mentioned for Level 2, could include:

- 11.3.1 Demonstrated initiative and contribution to policy formulation.
- 11.3.2 Creation and maintenance of linkages between UFH and employers, schools, industry and government agencies, and national and international universities.
- 11.3.3 Representative of UFH on formal external bodies in either the public or private sector.
- 11.3.4 Contribution towards teaching and research expertise for the development of the wider community.
- 11.3.5 Administration of CE projects in the institution.
- 11.3.6 Seeking opportunities for CE at the institution.
- 11.3.7 Raising funds for CE initiatives.

11.4 Community Engagement Level 4

Performance at Level 4 requires both internal and external recognition for involvement and leadership in CE initiatives. Indicators, in addition to those mentioned for Level 3, could include:

- 11.4.1 Contribution to significant cross-directorate and/or cross-faculty developments.
- 11.4.2 Significant contribution to resource development.
- 11.4.3 Formal policy and/or curriculum development at national or international level.
- 11.4.4 Involvement in the development of CE theory and policy.
- 11.4.5 Participation at conferences and showcasing CE experiences to a wider audience.
- 11.4.6 Evidence of recognition of involvement in CE, for example, publicity that projects generate, and requests to advise others on CE activities.
- 11.4.7 Significant fundraising activity.

12 LEVEL DESCRIPTORS: UNIVERSITY SERVICE

12.1 University Service Level 1

The area of administration and management covers a broad range of externally and internally focused activities that must demonstrate benefit to the University. Performance at Level 1 requires participation primarily in departmental and faculty administration, commensurate with an applicant's position. Indicators of competence at Level 1 may include:

- 12.1.1 Effective administration and management of responsibilities commensurate with a person's duties within the department and/or faculty.
- 12.1.2 Effective participation in departmental work groups.
- 12.1.3 Involvement in departmental policy initiatives or course re-structuring proposals (e.g., through membership of departmental committees).
- 12.1.4 Membership of faculty committee(s).

12.2 University Service Level 2

Performance at Level 2 requires higher levels of responsibility than in Level 1 in departmental and faculty administration, commensurate with an applicant's responsibility and participation in committee work at institutional and or external level. Indicators, in addition to those mentioned for Level 1, include:

- 12.2.1 Evidence of ability to set up and develop new relationships and build external networks of contacts around the interests of the department.
- 12.2.2 Representing the department's activities with groups outside the department and the University.
- 12.2.3 Promote or lead change process through department and/or faculty committees.
- 12.2.4 Successful initiatives or innovations in administrative processes, or departmental responsibilities.
- 12.2.5 Discharging over a period of time either one significant responsibility in the department or a range of responsibilities.
- 12.2.6 Some contribution to University management, policy formulation and strategic development, through serving on University committees and/or residence administration.
- 12.2.7 Producing working papers on initiatives which the department might use to exploit strengths and/or avoid weaknesses.

12.3 University Service Level 3

Performance at Level 3 requires leadership activity and involvement in policy formulation not only within a department, but also at institutional level. Indicators, in addition to those mentioned for Level 2, include:

- 12.3.1 Taking a lead in steering the strategy of a department.
- 12.3.2 Involvement in cross-departmental projects at faculty and University levels.
- 12.3.3 Effectiveness in a management role at departmental or faculty level for at least one term of office (e.g., Head of Department).

- 12.3.4 Active and effective contribution to University management, policy formulation and strategic development, including serving on University committees.
- 12.3.5 Effective management of colleagues and facilitation of their academic and personal development.

12.4 University Service Level 4

Performance at Level 4 requires extensive leadership activity and regular involvement in policy formulation, institutionally and also nationally. Indicators, in addition to those mentioned for Level 2, include:

- 12.4.1 An established reputation and acknowledged expertise in the institution and in professional associations.
- 12.4.2 Representing the University at a national level.
- 12.4.3 Requests from outside bodies to serve on administration/policy committees at national level.
- 12.4.4 Establishing and developing sustainable academic networks with other higher education and/or other institutions which bring benefits to the University.
- 12.4.5 Successful strategic leadership and promotion of significant change at departmental, faculty and institutional levels.
- 12.4.6 Exercise of management and leadership qualities at University level.
- 12.4.7 Contribution to setting up new initiatives.

13 PROCEDURES GOVERNING PERSONAL PROMOTION FOR ACADEMIC AND RESEARCH STAFF

13.1 General

- 13.1.1 The administration of the personal promotion process lies in the Human Resources Division, and the Executive Director: Human Resources has the responsibility to ensure that the provisions of this policy have been complied with.
- 13.1.2 Applications for personal promotion will not be considered within one year of appointment to the applicant's current position.
- 13.1.3 The University will not normally promote a member of staff by more than one rank at a time (e.g., Junior Lecturer to Senior Lecturer).
- 13.1.4 The FTE and SLE allocations of departments and faculties are irrelevant when assessing applicants for promotion.
- 13.1.5 The timelines for the process shall be as follows:
 - (a) The Executive Director: Human Resources calls for applications in November of each year and repeats the call before 31 January of the following year.
 - (b) Applications must be submitted by 31 March. Late applications, ie those for which complete documentation has not been submitted by this date, shall not normally be entertained.
 - (c) Deans must convene faculty committee meetings before 30 April.
 - (d) Faculties must complete their deliberations by 31 May.
 - (e) The Academic Promotions and Professorial Committee (APPC) meets for the first time at the beginning of June.
 - (f) The APPC process must be finalized by 15 July.

- (g) The appeal process must be finalized by 31 July.
- (h) Senate considers the recommendations in August.
- (i) Council notes the Senate decision in September (via its Human Resources Committee).
- (j) The Executive Director: Human Resources notifies successful applicants formally in October.
- (k) All promotions take effect on 1 January of the year following the promotion decision.

13.2 Calling for Applications

- 13.2.1 During November each year, and again in January of the following year, the Executive Director: Human Resources shall advise all academic and research staff via an internal electronic staff notice that the promotions process has commenced and call for applications.
- 13.2.2 The circular shall advise staff of the applicable closing dates and the relevant website addresses where further information, including this policy, can be found, and must highlight the fact that late applications will not be accepted.
- 13.2.3 After this call has been made Deans, Directors of Schools and Heads of Department should identify staff who might be eligible for promotion and counsel them accordingly, without creating an impression that promotion is an inevitable consequence of the counseling process. This process shall not displace the onus resting on prospective applicants to adhere to the requirements of this policy.

13.3 The application process

- 13.3.1 An applicant is responsible for assembling and presenting the evidence in support of the case for promotion indicating his/her contribution in the relevant categories since his/her appointment or previous promotion to the current post.
- 13.3.2 Prior to submission of the application, an applicant must consult with his/her Dean regarding the requirements of the policy and the nature of the application and evidence that need to be submitted.
- 13.3.3 An applicant shall submit, via his or her Head of Department and the Faculty Office, the following documentation and/or information to the Executive Director: Human Resources:
 - (a) A formal application on the appropriate form.
 - (b) A motivation letter of not more than three (3) pages in which the candidate summarises the extent to which he/she has met the minimum criteria and the threshold scores required for promotion.
 - (c) A professional portfolio of no more than fifteen (15) pages, which addresses specifically the criteria in the four key areas upon which promotion decisions are made. The application must highlight the two most significant indicators of professional achievement in each of the four areas of involvement. Supplementary material specifically related to the criteria could be included as appendices, but should be kept to the bare minimum.
 - (d) An updated curriculum vitae of no more than six (6) pages, setting out educational qualifications, employment history and other significant achievements.

- (e) A list of publications set out under the following headings and indicating clearly which publications stem from research activity conducted in the past seven (7) years:⁸
 - (i) Books.
 - (ii) Research publications in refereed journals.
 - (iii) Other academic or education publications.
 - (iv) Conference presentations.
 - (v) Creative work (e.g., creative writing, productions, exhibitions and recitals).
- (f) Community and development service.
- (g) Scholarship in teaching (e.g., peer and student teaching evaluations, and curriculum development and initiatives).
- (h) The names and addresses of three (3) referees.
- (i) The application must be submitted electronically in pdf format.

13.4 Composition of the Academic Promotions and Professorial Committee (APPC)

- 13.4.1 The following members shall have full membership with voting rights:
 - (a) The Vice-Chancellor (ex officio).
 - (b) The Deputy Vice-Chancellor: Academic Affairs and Research (Chairperson).
 - (c) The Registrar.
 - (d) The Executive Director: Human Resources.
 - (e) The Executive Dean of Research.
 - (f) The Director: Teaching and Learning Centre.
 - (g) All Deans of faculties.
 - (h) One representative per faculty.
- 13.4.2 The following members shall have observer status only: one representative of each union.
- 13.4.3 Full members of the APPC serve on the Committee in an institutional capacity and not as representatives of their faculties and/or of applicants in their respective faculties.
- 13.4.4 Members should at all times be mindful of the potential conflict of interest that could arise in considering promotion decisions and act with the necessary ethical decorum.
- 13.4.5 Except where a member has to provide a report as a candidate's immediate supervisor, members of the APPC should not act as referees or advisors to the APPC. Should a situation arise where a member of the APPC has provided a report, that member shall not participate in the Committee's deliberations, except when asked by the Chairperson to clarify a particular issue, and shall recuse him/herself when the decision is taken.
- 13.4.6 The deliberations of the APPC shall be strictly confidential and no information about the discussion or decision may be disclosed except in accordance with this policy or with the APPC's mandate.

⁸ Copies of the title pages (only) of each output published in the past seven (7) years should be attached to this list. Work that has been accepted for publication will be considered, on proof of acceptance. Outputs submitted but not yet accepted, and work in progress will not be considered.

13.5 The decision-making process

- 13.5.1 Each applicant must satisfy the relevant minimum appointment and promotion criteria and reflect in broad terms the benchmarking guidelines outlined above.
- 13.5.2 The relevant committees shall consider the evidence and the reports placed before them and shall not take into account personal or anecdotal views and/or experiences.
- 13.5.3 The relevant committee shall assess the evidence against the levels stipulated for each of the four promotion categories and assign a rating in respect of each of the categories.
- 13.5.4 The decision whether or not to recommend promotion shall be made strictly according to the performance ratings so assigned.
- 13.5.5 All decisions should preferably be made by consensus. Where consensus is not possible, the decision to recommend promotion must be made by a two-thirds majority of those present and voting, except where the applicant wishes to be promoted to the rank of professor, in which event the decision must be unanimous.
- 13.5.6 Where a decision regarding promotion to the rank of professor is not unanimous, but is supported by two-thirds of those present and voting, the University shall appoint a Screening Committee, which shall include an external advisor, to consider the matter. The recommendation of the Screening Committee shall override any previous APPC recommendation.
- 13.5.7 The decision-making process shall be transparent and subject only to the limitations imposed by the need for confidentiality when reports are solicited. Unsuccessful applicants may request information upon which decisions have been based. Such information will be supplied to the applicant provided that any confidential referee reports will not be released except with the permission of the writer of the report.

13.6 Merit Award

Subject to the University's policy for the award of meritorious service, the APPC or the Promotions Appeal Committee (PAC) may recommend, instead of promotion, that an applicant be awarded a merit award either in the form of an increase in salary or a once-off bonus payment.

13.7 Procedure at faculty level

- 13.7.1 On receipt of the application, the Executive Director: Human Resources shall request the relevant Dean:
 - (a) To obtain from the staff member's immediate supervisor a confidential report of not more than three (3) pages commenting upon the extent to which the applicant has met the minimum criteria and the threshold scores required for promotion.
 - (b) To obtain confidential reports from the applicant's nominated referees.
 - (c) Where an applicant seeks promotion to the associate professor or professor levels, to nominate an appropriate external advisor, with the approval of the Chairperson of the APPC, and to request the advisor to submit a confidential report to the APPC, having provided the advisor with the full promotion documentation.

- 13.7.2 The Dean, in consultation with the applicant's Head of Department, shall appoint two (2) trained peer assessors to review and report confidentially on the applicant's professional portfolio.
- 13.7.3 In April each year the Deans of Faculty shall convene a meeting of the relevant faculty committee to consider all applications for promotion in their faculties.
- 13.7.4 The faculty committees shall consider each application for personal promotion, having regard to the applicant's application, letter of motivation, curriculum vitae and list of publications, as well as the peer assessors' and referees' reports.⁹ The applicant's portfolio shall be available for perusal, if necessary.
- 13.7.5 The faculty committee shall make a written recommendation to the APPC in respect of each candidate supported by the committee's assessment of the candidate in respect of each in of the rating categories, with brief reasons for each rating. Faculty may not decide, for whatever reason, to withdraw an application, or not to present a report to APPC, without the written consent of the applicant involved.
- 13.7.6 The process at faculty level must be completed by 31 May.

13.8 Procedure followed by the Academic Promotions and Professorial Committee (APPC)

- 13.8.1 The APPC shall consider all applications at a meeting in June of each year. Late applications, ie those for which complete documentation has not been circulated with the agenda, shall not be entertained.
- 13.8.2 The APPC shall consider each application for personal promotion, having regard to the faculty committee's recommendation, the applicant's application, letter of motivation, curriculum vitae and list of publications, and the peer assessors' and referees' reports.¹⁰ The applicant's portfolio shall be available for perusal, if necessary.
- 13.8.3 In considering applications for personal promotion, the APPC may
- (a) seek further information from the applicant, either orally or in writing.
 - (b) consult the applicant's supervisors or any other staff member.
 - (c) seek the advice of an external adviser(s) competent in the applicant's field of study.
 - (d) request copies of publications and/or reviews.
- 13.8.4 The APPC shall consider the report of the external advisers for those applications for personal promotion to the ranks of associate professor and professor.
- 13.8.5 The relevant Dean will present the faculty committee's recommendation to the APPC after which the faculty representatives may provide amplifying information. Thereafter they shall not participate in the debate until requested by the Chairperson to comment on the debate, immediately prior to the APPC decision.
- 13.8.6 At its first meeting in June all decisions of the APPC shall be provisional. In those instances in which the APPC holds a preliminary view that promotion should not be recommended, the Dean shall within seven (7) days of the meeting, inform the applicant of the APPC's provisional conclusion and the reasons for the initial view, and advise the applicant that s/he may make representations in this regard to the APPC, either in writing or orally, at the next APPC meeting. The Dean shall confirm these reasons in writing within three (3) days' of meeting with the applicant and stipulate the date by which any written representations are to be made.

⁹ This requirement may be waived in respect of referee reports that have been requested but not received.

¹⁰ This requirement may be waived in respect of referee reports that have been requested but not received.

- 13.8.7 The APPC shall at its second meeting, after considering all additional representations, review all its provisional conclusions before making final recommendations to Senex, together with the scores in respect of each promotion criteria category for each applicant.
- 13.8.8 The APPC shall conclude its deliberations by 31 July of each year.
- 13.8.9 Deans shall inform all applicants of the APPC's recommendations in writing within seven (7) days of the APPC decision, indicating that the recommendation is subject to Senate and Council approval, and, where an applicant has been unsuccessful, provide reasons for the decision.

13.9 Appeals

- 13.9.1 Unsuccessful applicants may, within seven (7) days of being informed by the relevant Dean of the APPC's decision and the reasons therefor, lodge an appeal, in writing, to the Executive Director: Human Resources.
- 13.9.2 On receipt of an appeal, the Executive Director: Human Resources shall constitute a Promotions Appeal Committee (PAC) consisting of the Vice-Chancellor (Chairperson), and two (2) persons appointed by Senate. The Director: Human Resources shall be in attendance.
- 13.9.3 The PAC shall conclude the appeal process in time for its recommendations to be considered by Senex and Senate in August.
- 13.9.4 The PAC shall invite the following persons to appear before it:
 - (a) The applicant, who will be requested to motivate the appeal. The applicant's immediate supervisor may represent the applicant, should the applicant so request.
 - (b) The Chairperson of the APPC, or any other member nominated by the APPC, who shall be requested to motivate the decision of the APPC not to recommend the applicant's promotion.
 - (c) The appropriate Dean, or any other member nominated by the APPC, who shall be requested, as far as possible, to provide independent insight into the matter.
 - (d) Any other person who, in the opinion of the PAC, might assist it in coming to a decision.
- 13.9.5 Having heard the representations and considered the documentation placed before it, the PAC shall make a recommendation to Senex and Senate.
- 13.9.6 The Executive Director: Human Resources shall within seven (7) days advise the applicant in writing of the PAC's decision, and the reasons therefor.
- 13.9.7 Subject to the overriding authority of Senex and Senate, the PAC's recommendation is final and not subject to further appeal.
- 13.9.8 Unsuccessful applicants may request an interview with the Chairperson of the APPC and the relevant Dean, who shall advise them on what steps they should take to be considered for personal promotion in future.

13.10 Final decisions

- 13.10.1 All recommendations from the APPC and the PAC must be consolidated and shall be tabled at the penultimate Senex meeting of the year. All documentation shall be available for perusal at Senex, if required. After considering the APPC

recommendations, Senex shall convey only its recommendations for promotion to Senate for approval.

13.10.2 Senate's decisions shall be reported to Council via the Council Human Resources Committee, for noting.

13.10.3 The Executive Director: Human Resources shall notify the applicant of the final decision within seven (7) days of the Council meeting.

13.11 Remuneration decisions

The Executive Director: Human Resources shall place all recommendations for promotion before the Staff Planning and Appointments Committee to determine the appropriate remuneration level.