FACULTY OF LAW

PERFORMANCE ASSESSMENT GUIDELINES

ACADEMIC STAFF

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

<u>Annexures:</u>

A. Timelines

B. Application form

1. PREPARATION AND PROCESS: STAFF PORTFOLIOS

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

The purpose of the portfolio is two-fold:

Stage One

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

Stage Two

It will be used for any **performance assessment**. (The relevant kinds of performance assessment for the Faculty of Law are assessments for ad hominem promotions and awards for excellence for all ranks). In any performance assessment exercise the staff member will be scored according to the points system outlined below. It should be noted, however, that the score achieved by an individual is not an absolute indicator but a basis for an overall assessment. This assessment is initiated by the completion of form HR 175, followed by the nomination of referees, the identification of best published work, the procurement of recent teaching assessments, etc. This portfolio is then put for consideration by the Faculty Merit Committee.

Each portfolio should include:

1. A synoptic curriculum vitae.

NOTE: *For promotion to the ranks of Associate Professor/Chief Researcher and Professor/Principal Researcher, details of research output must include the entire of body of research work produced to date.*
For annual review purposes, research output of the previous four years must be listed.

2. **Research**
   (a) Details of research projects and research output. Articles, books, chapters and internal publications produced in the review period.
   (b) Research funding obtained from grants or contracts, and from UCT sources. Travel and other awards.
3. **Teaching and supervision (undergraduate, including LLB)**
   Courses taught over the review period; actual contact teaching hours; number of students; summary of student assessments; and any other external comment (for example, comments by external examiners); supervision of final year LLB research capita. Appointment as external examiner.
4. **Teaching and supervision (postgraduate)**
   Details of postgraduate student teaching, including supervision of dissertations and theses at LLM and PhD/LLD levels.
5. **Conference presentations and invited lectures**.
6. **Administrative contributions** at departmental, Faculty or University level.
7. **Socially responsive activities** or services to industry, government and NGO's, including participation in committees and councils, contributions to policy forums, or any other contribution to outside bodies based on academic skills and/or
8. Activities such as **refereeing** for national and international journals membership of editorial boards, etc

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

The rating points indicated in the tables below are used in two ways:
  (1) assessing eligibility for promotion (or appropriate rank of new appointee); and
  (2) assessing whether staff are eligible for the Standard Academic Salary Package.

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

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

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

Save in exceptional circumstances, to be eligible:

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

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

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

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

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

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

I RESEARCH

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

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

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

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

SASP Associate Professor or Chief Researcher	60-69	Over previous four years has regularly produced peer-reviewed outputs of quality as evidenced by standing of journals or publications, or citations. Shows some evidence of national and international recognition[4] of research outputs .[2] For purposes of SASP, where the regularity of peer reviewed outputs has been interrupted due to involvement in a major research project (eg monograph or book) it will be sufficient to show that satisfactory progress has been made. For purposes of promotion the 'interrupting ' research project must be completed by the time of application. For promotion to this level a PhD or equivalent level of scholarship is generally required. For promotion to this rank, the applicant must demonstrate a body of work built up over time that evidences and supports a claim to expertise in the applicant's area of research. It is therefore required that the applicant includes a list of all publications (not only those published in the previous four years).
SASP Senior Lecturer or Senior Researcher	50-59	Over previous four years has regularly produced peer-reviewed outputs of quality as evidenced by standing of journals or publications, or citations.[2] For purposes of SASP, where the regularity of peer reviewed outputs has been interrupted due to involvement in a major research project (eg monograph or book) it will be sufficient to show that satisfactory progress has been made. [2] For purposes of promotion the 'interrupting ' research project must be completed by the time of application.
SASP Lecturer or Researcher	40-49	Researcher with at least two peer-reviewed output over previous four years. For purposes of SASP, where the regularity of peer reviewed outputs has been interrupted due to involvement in a major research project (eg PhD study[1], monograph or book) it will be sufficient to show that satisfactory progress has been made. [2]
Entry-level Lecturer or Junior Research Fellow	20-39	Starting on research, but shows evidence of potential. A member of staff who is appointed at entry level will not have their probation confirmed until they are performing at the SASP level for a lecturer.
	1-19	Has produced little or no output of verifiable quality in the past. Very seldom attends conferences.
	0	Does no research at all.

TEACHING & LEARNING

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

Academic staff are expected to undertake an appropriate teaching load as determined by Faculty and Department. Teaching in the context of academic staff applying for promotion as researchers refers to training, development and research capacity building, with staff, students and external constituencies, as well as postgraduate supervision. Staff are expected to meet the Teaching and Learning Charter, and using a teaching portfolio as evidence, demonstrate effectiveness as a teacher, reflecting on and responding to lecturing evaluations by both students and external examiners. At higher ranks there is an increased expectation of effective postgraduate teaching and supervision, where opportunity exists. See, however, above (**I Research**) for **flexibility of scoring between Teaching and Research categories** in special circumstances (possibly regarding heavy service-course teaching).

	Points	TEACHING & LEARNING
	90-100 45-50 for researchers	Consistently excellent LLB/undergraduate teaching evaluations from students, external examiners and peers and/or an outstanding reputation for teaching at LLM level and/or leading role in academic initiatives. Leader in initiatives to disseminate scholarly or professional knowledge to groups beyond UCT. Plays a leadership role in the development of undergraduate and/or postgraduate teaching and curricula. Invitations to lecture at other universities. Wide experience as external examiner or as an examiner of masters and doctoral theses. Well established reputation among staff and students for excellence in all aspects of teaching, including curriculum development, reflecting research and professional activities in teaching and success in master's and doctoral supervision. Teaching in the context of academic staff applying for promotion as researchers refers to training, development and research capacity building, with staff, students and external constituencies, as well as postgraduate supervision.
	80-89 40-45 for researchers	Very good LLB or undergraduate teaching evaluations as indicated above and/or a very good reputation for teaching at LLM level. Plays a major role in undergraduate and/or postgraduate teaching and supervision. Known by staff and students as a dedicated and effective teacher, including post-LLB supervision. Active in initiatives to disseminate scholarly or professional knowledge to the profession and other groups beyond the campus. Teaching in the context of academic staff applying for promotion as researchers refers to training, development and research capacity building, with staff, students and external constituencies, as well as postgraduate supervision.
SASP Professor or Principal Researcher	70-79 35-49 for researchers	Effective teacher in Faculty, including (where appropriate) at post-LLB level, with consistently good teaching evaluations. Demonstrates effectiveness as a supervisor of post-graduate students. Demonstrates leadership in curriculum development and design. Teaching in the context of academic staff applying for promotion as researchers refers to training, development and research capacity building, with staff, students and external constituencies, as well as postgraduate supervision.
SASP Associate Professor or Chief Researcher	60-69 30-39 for researchers	Effective teacher in Faculty, including (where appropriate) at post-LLB level, with consistently good teaching evaluations. Demonstrates effectiveness as a supervisor of post-graduate students and/or contributes actively to academic development initiatives. Teaching in the context of academic staff applying for promotion as researchers refers to training, development and research capacity building, with staff, students and external constituencies, as well as postgraduate supervision.
SASP Senior Lecturer or Senior Researcher	50-59 25-29	Effective teacher in Faculty. Contributes actively to academic development initiatives. Teaching in the context of academic staff applying for promotion as researchers refers to training, development and research capacity building, with staff, students and external constituencies, as well as postgraduate supervision.
SASP Lecturer or Researcher	40-49 20-29 for researchers	Effective teacher in Faculty. Teaching in the context of academic staff applying for promotion as researchers refers to training, development and research capacity building, with staff, students and external constituencies, as well as postgraduate supervision.
Entry-level Lecturer or Junior Research Fellow	20-39 10-19 for researchers	New staff member (eg entry level appointment as lecturer) starting out on a teaching career with little experience but demonstrating enthusiasm and a willingness to learn, OR, for established members of academic staff, teaching evaluations are not enthusiastic or barely satisfactory, and/or seldom contributes to academic development activities. Clearly room for improvement of his/her teaching performance. Not known in the University as a teacher.

		A member of staff who is appointed at entry level will not have their probation confirmed until they are performing at the SASP level for a lecturer. Teaching in the context of academic staff applying for promotion as researchers refers to training, development and research capacity building, with staff, students and external constituencies, as well as postgraduate supervision.
	1-19	Teaching evaluations are not good and/or no contribution to academic development activities. His/her teaching is not satisfactory. Largely ineffective as a teacher by temperament or general inadequacy. Does minimum teaching required by contract.
	0	Totally inadequate and ineffective as a teacher of undergraduate and postgraduate students.

III LEADERSHIP, MANAGEMENT AND ADMINISTRATION (LMA)

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

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

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

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

IV SOCIALLY RESPONSIVE ACTIVITIES/ PUBLIC AND PROFESSIONAL SERVICE

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

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

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

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

Definitions of terms used in the document:
Research:

1. *Satisfactory progress with PhD:* The major indicator of satisfactory progress towards a PhD lies in details contained in the regular, signed Memorandum of Understanding (MoU) between supervisor and candidate indicating that satisfactory performance has been maintained.

2. *Satisfactory progress on book or monograph:* A brief motivation consisting of some <u>tangible</u> evidence (preferably written or conference/seminar presentation on the topic of the book or monograph) could indicate sufficient progress towards the publication of a book or monograph.

3. *Evidence of national impact:* Citation of the candidate's research in published (or accepted for publication) articles, books or chapters in books by other authors, judgment of courts, reports or policy papers could, *inter alia*, constitute sufficient evidence of national impact. NRF rating.

4. *Evidence of national recognition:* Evidence of national recognition can be found *inter alia* in invitations to deliver papers at national conferences, to deliver guest lectures at a local tertiary institution, or to lecture to or advise professional bodies, Government, NGOs etc. NRF rating

Leadership, Management & Administration:

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

Socially Responsive/Public Service Activities:

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

UNIVERSITY OF CAPE TOWN

FACULTY OF LAW

INVITATION:
APPLICATION FOR AD HOMINEM PROMOTION

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

Ad Hominem Promotion

The Faculty invites nominations and/or applications for **2018** promotion, merit and excellence awards from all permanent academic staff who have been confirmed in their appointments.

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

Heads of Department are required, in terms of university policy on performance management processes for academic staff, to conduct an annual performance review or assessment with each staff member in the department. The details of the assessment procedures are given in the document Performance Planning, Performance Reviews and Staff Development that can be viewed at:
http://www.hr.uct.ac.za/hr/performance/management/academic_staff/performance_planning
(follow link – Human Resource Development / Performance Leadership)

Heads of Department should complete the reviews and assessments on the attached forms, which are obtainable at http://forms.uct.ac.za/#HumanResources (follow link – HR forms / Performance Management / HR174 and HR 175)

Assessment of excellent performance:

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

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

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

See "Excellence and Merit Award Criteria (page 2) for more details.

Merit Awards:
Staff in categories Lecturer through to Associate Professor are eligible for Merit Awards. Merit awards are for a period of 2 years, paid as a non-pensionable lump sum annually and would fall away on promotion.

To be awarded payment for academic excellence the individual staff member must, over a significant period of time **(normally a period of at least four years)** demonstrate**:**

    a.   Excellent performance in at least one performance categories which must be either Teaching & Learning or Research, and

    b.   As a guideline, generally, a total score within 2-3 points of the score required for ad hominem promotion to the next rank.'

The submission for Merit and Excellence Awards should follow the guidelines as set out in point 1 above: 1 PREPARATION AND PROCESS: STAFF PORTFOLIOS.

In order to allow adequate time to fully evaluate applications, **portfolios should be submitted to Ms Faiza Mohamed (Dean's Office, Level 4, Kramer Law Building) no later than Friday 13th July 2018**

In the meantime, in order to process applications as soon as possible, **candidates applying for Ad Hominem promotion and recognition for excellence are requested to supply names and e-mail addresses of at least three referees, by 15th June 2018**, to the Faculty HR Practitioner, Lulama Sibiya.

Candidates need to advise their referees that a signed hard copy reference will be required (an e-mail can be sent as a copy). *(Candidates applying for promotion to the rank of Professor/Principal Researcher should include the names of at least two international referees.)*

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

If you have any queries about the content of this document, please contact me at 021 650 2162, or e-mail me at lulama.sibiya@uct.ac.za

Lulama Sibiya
HR Practitioner

Attachments:

1. Timelines
2. Application form

FACULTY OF LAW

FACULTY PROMOTION AND REMUNERATION COMMITTEE

2018 TIMELINE FOR ADHOMINEM PROMOTION, EXCELLENCE AND MERIT AWARDS

	DATE	ACTION
(1)	Monday, 28th May 2018	**Invitation to apply** for *Ad Hominem* promotion, **Excellence and Merit Awards** distributed to academic staff
(2)	Friday, 15th June	Prospective applicants to **provide:** (i) **notification of intention to apply** (ii) **referee details** (not required for Excellence or Merit Awards) to **Faiza Mohamed** in the **Dean's Office** (faiza.mohamed@uct.ac.za)
(3)	By Friday, 7th July	Prospective applicants and their HODs to **complete HR174** and **HR175 forms. If the HR174 had been completed for 2016** then it would not be necessary to redo the form. HODs applying for *Ad Hominem* promotion, Excellence or Merit Awards, to contact the Dean.
(4)	Friday, 13th July	**Full portfolios** to be sent to **Faiza Mohamed** in the **Dean's Office**
(5)	Wednesday, 1st august	**Documentation available for review** by Committee members **on Vula**
(6)	Wednesday, 15th August	**Preliminary Internal review - followed by further discussion and consider candidates for Excellence and Merit Awards**
(7)	Wednesday, 22nd August	**Information sent to DVC and two outside Deans**
(8)	Wednesday, 5th September	*****MEETING OF FULL ADHOM COMMITTEE***** **Final meeting: extended committee**
(9)	To be determined	**Recommendations for Ad Hominem promotion to Vice-Chancellor** **Recommendations for Excellence and Merit Awards to Deans' Committee**
(10)	October	**Applicants advised of outcomes** **Feedback to unsuccessful applicants**

UNIVERSITY OF CAPE TOWN

FACULTY OF LAW
2018
APPLICATION FOR AD HOMINEM PROMOTION

Surname	
Prof / Dr / Mr / Mrs / Ms	
First Names	
Department	
Years of service at UCT (permanent or temporary)	
Present rank	
Is this rank held as a result of Ad Hominem Promotion?	YES NO
If **YES**, please indicate date of such promotion	
If **NO**, please indicate date of appointment to present post	

Date: _____   Signed: _____

Please return this form, together with the appropriate documentation to Faiza Mohamed by Friday 15th June 2018.