

GUIDELINES FOR APPOINTMENT AND PROMOTION OF LECTURERS AT STELLENBOSCH UNIVERSITY

1. POINT OF DEPARTURE

The appointment and promotion of lecturers is considered against the background of the vision of the University as set out in the Strategic Framework (accepted in April 1999) and the Vision Statement 2012 (accepted in July 2003).

Four core elements, which describe the duties of lecturers, are of importance when considering appointments and promotions:

1.1 Teaching and Learning

The pursuit of knowledge is the primary justification for the existence of the University. Scientific and scholarly teaching is thus one of the main tasks of the University and must be presented in a manner which offers the opportunity to all undergraduate and postgraduate students of developing their academic potential, both scholarly and scientific, to the full. The knowledge and the skills that facilitate learning are qualities that must be taken into account when appointing or promoting staff. A qualification or proof of in-service training with regard to higher education practice ought to be taken into account.

1.2 Research

Scholarly and scientific research and teaching together make up an indivisible whole and stimulate and enrich each other. Wherever possible, postgraduate supervision should form part of a directed research programme. Essential elements in the equipment of lecturers are research-methodological skills, regular scholarly and scientific publication,

supervision of postgraduate students, the initiation and management of teaching programmes and participation in research programmes.

1.3 Community Interaction

Three kinds of service are envisaged under this heading:

- i) The willingness to take part in management-related activities at all levels (departmental, faculty and university) by making contributions to committees, also at an international level, if appropriate.
- ii) Community interaction, in the context of the university, in the community on the basis of academic knowledge, for example in providing free legal advice or medical clinic services.
- iii) Community interaction in a professional or comparable context at regional, national and international level.
- iv) Service teaching, where community interaction takes place, as far as possible, in integration with teaching and research capacity. Learning from experience and community-based research are examples of communal-interactive learning activities. Teaching and research knowledge is also made available to the community

Preferably, service is provided in those areas in which teaching and research have reached a level of excellence. Offering professional services can also provide a field for students to practice their skills. The pursuit of knowledge provides themes for learning and research and enriches the teaching programme.

1.4 Education and Moulding

Training should be supplemented and enriched by the establishment in students of a value system preparing them for responsible citizenship. This value system is established through academic activities (contact situations like opportunities in class, courses in ethics, communication and management skills etc.), and in laboratories, residences, sport and cultural activities, and cultivates a definite attitude to life in students. The role model of an accomplished and dedicated lecturer is important and ought to be taken into account.

- 1.5 In the activities of academics who serve within the university, in the community and in service-learning situations, the contributions of academics in such actions should be taken into account.

Attention should be paid holistically to these contributions. In the service professions, where programmes have a compulsory connection with community service, and where student internships must be undertaken for obtaining a qualification, structured student outreach actions, the management of them and the amount of time as project management should be taken into account.

The time spent on active, innovative and strategically important committee work outside the faculties (in other words in the wider University community) should be taken into account.

- 1.6 The following position should govern the implementation of the guidelines:

1.6.1 The guidelines are applicable to all permanent full-time, temporary full-time, temporary part-time and permanent part-time appointments of lecturers at the University. This also applies when considering the implementation of permanent appointments and the accreditation of lecturers of other institutions to teach in programmes leading to professional qualifications of the University of Stellenbosch.

1.6.2 The guidelines ought not to be applied rigidly. In order to accommodate the distinctiveness of disciplines, faculties, departments and schools are allowed to give their own emphasis to the guidelines.

1.6.3 Requirements that are laid down are cumulative and follow a rising line of achievement to higher posts. A recommendation for appointment to a higher post thus implies that the candidate fulfils to a large extent the expectations and requirements of all the previous post levels.

1.6.4 Candidates are also assessed in terms of:

- i) his/her ability to provide quality teaching;

- ii) language proficiency in both Afrikaans and English for communicating with students; and
- iii) the ability to maintain order and authority.

1.6.4 Candidates applying for a vacant post or who wish to be considered for promotion, may submit a *professional portfolio* for consideration, in which teaching and research achievements, and contributions to community interaction and service learning, as well as the education and moulding of students, can be indicated.

2. **GUIDELINES FOR APPOINTMENT AND PROMOTION**

Details with regard to the various ranks appear in Addendum A.

Addendum A

GUIDELINES THE THE APPOINTMENT AND PROMOTION OF LECTURERS AT THE US¹

	Junior Lecturer	Lecturer	Senior Lecturer	Associate professor	Professor
Academic qualifications	A first professional Bachelor's degree (4-year) or an Honours degree in field of study with a three-year first Bachelor's degree.	A Master's degree or a first Bachelor's degree which requires four or more years of study or another degree or experience which can be considered to have the same scope and level of advancement. The degree or degrees should preferably include a substantial component of research methodology and method.	A doctorate or a Master's degree supported by published research or an equivalent professional qualification or another qualification supported by research publications that are comparable with those of a doctorate. In professional fields, reputation in practice and experience can play an additional role with regard to research publications.	A doctorate is the usual requirement. In appropriate cases, a professional or other qualification, supported by research publications, can be considered as the equivalent of a doctoral degree. Other appropriate qualifications in the field, higher education and research training may be taken into account. In professional directions, reputation in practice and experience can play an additional role with regard to research publications.	The same as for associate professor, but additional academic, professional, teaching and research qualifications, and/or experience in practice will be to the candidate's advantage.

<p>Study and career record</p>	<p>The study and career record of the candidate must be outstanding and show evidence that the candidate has the potential to become a good scientist.</p>	<p>The study and career record of the candidate must be above-average throughout and/or show a growth curve that indicates academic potential.</p> <p>There must be evidence that the candidate has reached a satisfactory level of academic achievement, is on the way to becoming a good scientist and has the potential for further development.</p>	<p>The record shows continued scholarly and scientific achievement of high standing, and the candidate shows the ability to maintain it. Study and research at other academic institutions are recommended.</p> <p>In the case of promotion, research achievements and publications should form an integral part of the career record, and the quality of the publications must be good.</p>	<p>The study and career record of the candidate must demonstrate achievements of high standard. There must be proof of the candidate's national standing and international recognition.</p> <p>Study and research undertaken overseas, and participation in international conferences and papers delivered are recommended.</p>	<p>The academic, scholarly and scientific record of the candidate's career must be excellent. Proof of the candidate's international status as an academic is required.</p>
<p>Teaching</p>	<p>Candidates appointed at this level usually have little teaching experience. The following characteristics should, nevertheless, be carefully weighed:</p>	<p>Over and above the requirements for a junior lecturer, the following, where applicable, should be considered for new appointments or promotions:</p>	<p>Where applicable, the following should be considered for new appointments and promotions:</p>	<p>For appointment as an associate professor, the candidate must be able to show quality teaching capacity. Taking into account the previous</p>	<p>Competence throughout the spectrum of teaching responsibilities is judged. Peer assessment with regard to skills in</p>

	<ol style="list-style-type: none"> 1. ability to communicate (including clear and audible speech); 2. a positive attitude to students; 3. the ability to facilitate learning in various ways; 4. conscientiousness; 5. it is desirable that a teaching portfolio should be submitted by the candidate that indicates at least the following: subject matter in which the candidate already has experience of teaching or tutoring. An indication of the rationale for, and the implementation 	<ol style="list-style-type: none"> 1. proven initiatives or the ability to give guidance to students; 2. the ability to plan, organise and facilitate learning opportunities; 3. skills in the preparation, management and organisation of learning material; 4. skills in effectively and efficiently assessing learning; 5. favourable reports from external examiners on the standard of examining; 6. results of formal student feedback, module evaluations, self- 	<ol style="list-style-type: none"> 1. the quality of guidance to postgraduate students; 2. ability and skills in teaching and guiding students with regard to research methodology; 3. development of study material and the facilitation of learning opportunities for students; 4. involvement in curriculum development and the revision and compilation of module frameworks (including the development of learning outcomes) and study guides; 	<p>guidelines, candidates, where applicable, should, on the whole, be assessed with regard to:</p> <ol style="list-style-type: none"> 1. the quality of learning opportunities created for students; 2. assessments by undergraduate and postgraduate students and peers, self-assessment, evaluations of modules, and the reports of external examiners; 3. examples of technological and other applications for promoting independent learning for students; 	<p>curriculum-building, the compilation of study guides, the use of technology, capacities in assessment etc., and student feedback (undergraduate, postgraduate and alumni), teaching awards or mention may be submitted. The evaluation does not concentrate on detail, but the teaching competence should be evaluated qualitatively as a whole, where possible, with regard to a teaching or professional portfolio. In cases where internal promotion is under discussion, it is desirable that the candidate submit evidence of the</p>
--	--	---	---	---	---

	<p>of strategies for facilitating learning, reflection on an individual approach to facilitating learning and student assessment of modules in which the candidate is concerned.</p>	<p>assessments and peer-assessments should be taken into account, where possible; and</p> <p>7. in cases where internal promotion is under discussion, it is desirable that the candidate submit evidence of the above skills and knowledge in the form of a portfolio.</p>	<p>5. assessment of student learning;</p> <p>6. capacity to act as mentor for junior lecturers in the department and to provide guidance and advice on teaching and research;</p> <p>7. results of undergraduate and postgraduate student feedback.</p> <p>In cases where internal promotion is under discussion, it is desirable that the candidate submit evidence of the above skills and knowledge in the form of a portfolio.</p>	<p>4. the ability to provide academic guidance to students, to develop critical and creative thinking and to inspire them to cultivate an academic disposition and to undertake postgraduate study;</p> <p>5. teaching and guidance to students in research methodology up to the doctoral level;</p> <p>6. capacity in programme development and curriculum-building activities. In cases where internal</p>	<p>above skills and reports in the form of a portfolio.</p>
--	--	---	--	---	---

				promotion is under discussion, it is desirable that the candidate submit evidence of the above skills and knowledge in the form of a portfolio.	
Research and publications	Candidates appointed at this level usually have little research experience. The potential to become a good researcher should, nevertheless, be carefully considered.	Research experience is a strong recommendation; especially proof of independent research and research output.	Research at various academic institutions is a recommendation. The ability to plan and carry out research projects is a requirement. Knowledge of the subject, research capacity and skill should already have been developed to the extent that guidance can be given at least to Master's students. Research achievements should be confirmed by publications, as well	Study and research undertaken at overseas institutions and involvement in international conferences and papers delivered are recommendations. Reports of invitations, especially from other universities and scientific interest-groups, to make scientific contributions or conduct seminars are indicators of the recognition that the candidate has begun to win in the field	Competence in scientific research over the full spectrum of requirements that might be expected from a recognised researcher should be demonstrated. An NRF evaluation is a strong recommendation. The research productivity and status of the candidate should be assessed qualitatively in terms of the projects undertaken by the

			<p>as an assessment of the academic level and quality of articles published from a thesis or dissertation. Progressive growth in the field of research is a recommendation, as well as experience in participation in and management of research within a project or team context. In professional directions, reputation in practice and experience can play an additional role with regard to research publications.</p>	<p>concerned. In professional directions, reputation in practice and experience can play an additional role with regard to research publications. Involvement in research and research productivity are assessed with regard to:</p> <ol style="list-style-type: none"> 1. acting as supervisor or promotor for Master's or doctoral students in the department, and as examiner or co-supervisor or co-promotor of students of other universities; 	<p>candidate or on which the candidate is working, as well as the supervision of Master's and doctoral students and grants. Visits to overseas universities, study projects undertaken under the guidance of or in co-operation with specialist, participation in seminars and study groups and invitations as a guest lecturer indicate the academic standing of the candidate. Candidates are assessed in terms of their exposure to other local and overseas universities and research institution, as well as the development of academic vision and</p>
--	--	--	--	--	--

				<ol style="list-style-type: none"> 2. research publications as co-author with Master's or doctoral students; 3. research publications arising from his/her own research or in a team context taking into account the contribution of the candidate. Here, in cases where the candidate was working in an academic or research environment, the continued productivity of the candidate after obtaining a doctoral degree should be considered; 	<p>maurity. The status in the field enjoyed by the candidate outside the academic community should also be taken into account.</p> <p>In professional directions, reputation in practice and experience can play an additional role with regard to research publications.</p>
--	--	--	--	--	---

				<p>4. awards from external funding for research, and contract work; and</p> <p>5. grading and honours as a researcher by a scientific body or other institution.</p>	
Community interaction and service delivery		<p>Proven experience and involvement in service to the community should be taken into account (in the spirit of the description contained in the Strategic Framework and Vision Statement 2012).</p>	<p>Service delivery on committees within departmental and faculty contexts should be taken into account. Individual community links should be assessed in accordance with the degree to which the links are based on knowledge of the subject.</p> <p>Service-learning initiatives are to be assessed in accordance the lecturer's involvement in community-based</p>	<p>Service delivery on committees within the faculty context, and if appropriate, also within the university should be taken into account.</p> <p>Service learning initiatives are assessed in terms of:</p> <ol style="list-style-type: none"> 1. familiarity with and involvement in community-based projects and programmes; 	<p>Candidates' stature with regard to service delivery can be determined in terms of:</p> <ol style="list-style-type: none"> i) Leadership in University committees and strategic initiatives. Excellent service – over and above the call of duty. <p>Within community-linked and service-learning contexts:</p>

			<p>projects and programmes.</p>	<ol style="list-style-type: none"> 2. skill in action research and other community-based research methodologies; successful completion of community-based research projects; 3. initiating and establishing relevant university-community partnerships; and 4. the impact of student participation in structured community-interaction outreach actions. 	<ol style="list-style-type: none"> 1. Invitations as a speaker; 2. consultation by community organisations; and 3. contract work awarded. <p>Prominence on the grounds of non-academic activities, such as leadership positions in religious structures, political parties and community forums is not to be taken into account.</p>
--	--	--	---------------------------------	---	---

<p>Professional associations and congresses</p>		<p>Membership of and attendance at the discipline's / study field's professional associations is most desirable.</p>	<p>Apart from membership of the relevant professional associations, engagement should be demonstrated by participation in activities of these bodies, with an indication of the papers delivered there.</p>	<p>Membership of and active engagement in national and/or international professional associations. Membership of other closely related associations is a further recommendation. Papers delivered appear in publications.</p>	<p>Apart from membership, the candidate's attendance at and participation in the activities of local and international associations, involvement in managerial committees, managerial and editorial contributions to journals are also taken into account. The academic and specialist stature of the candidate should be capable of being seen as authoritative. International recognition is particularly important.</p>
--	--	--	---	---	--

<p>Managerial and administrative capacities/ leadership and management capacities</p>				<p>The willingness to take part in activities related to managerial and administrative matters by making contributions at all levels (departmental, faculty, university) to committees, as well as at international level, where appropriate.</p>	<ol style="list-style-type: none"> 1. The person must be able to organise, take the initiative and act as leader at departmental level. 2. The degree to which a contribution is made to the good running of departmental administration; 3. Does the candidate have all the necessary leadership and managerial potential to act as departmental chairperson; 4. Constructive participation in faculty initiatives.
--	--	--	--	---	--

Awards				Bursaries, research funds, election to subject-related management, research and other achievement awards, as well as attendance at congresses, must be shown and evaluated as indications of the subject-related recognition and achievement of the candidate.	Bursaries, research funds, election to subject-related management, research and other achievement awards, as well as attendance at congresses, must be shown and evaluated as indications of the subject-related recognition and achievement of the candidate.
Evaluation of status as an academic				Proof must be provided throughout of the candidate's national standing and international reputation. The status of the candidate in the academic community is evaluated by the NRF. Peers in the subject can provide information, and information on the	Colleagues: If the candidate has not been evaluated by the NRF, reports or information should be obtained from a number of colleagues about the candidate's status as an academic at an international level. Postgraduate students and

				<p>impact of the research can be submitted.</p> <p>References in the literature to publications or other academic contributions (such as the <i>Science Citation Index</i>), give an indication of the academic standing of the candidate. If the candidate has yet to be evaluated by the NRF, the scientific standing of the candidate can also be assessed in terms of invitations to participate and be consulted.</p>	<p>alumni: Postgraduate students who have already completed the course, as well as the assessment of alumni of the quality of academic guidance they received, can provide insight into the capacity and academic status of the candidate. The academic status or positions of graduates can also give an indication of the academic impact that the candidate had on students.</p>
External examining					<p>Work undertaken as an external examiner, as well as the nature of the work as moderator and examiner of undergraduate and postgraduate</p>

					examination papers, theses and dissertations, should be assessed.
--	--	--	--	--	---

ⁱ*Various sources have been consulted in the compilation of this document. Acknowledgement is made specifically to the Guide for Performance Management (C1 staff) of the Faculty of Education.

AP0045-Guidelines for Appointment and Promotion of Lectureres (**January 2011**)