

ANNEXURE 1: Application Form

1. Section A: Employee Information		
Personal Details		
Names of applicant:		
Staff number (if ever employed at UKZN):		
Email address:		
Telephone contact:		
Discipline/Field:		
Date of first appointment:		
Current post:		
Date of previous promotion:		
Proposed promotion (rank):		
Years of teaching or practice experience:		
Years of research experience:		
No of successful Postgraduate supervision to date:	PhDs:	
	Masters (Research):	
	Masters (Course work):	
	Honours:	
State if application is for appointment or promotion	Appointment:	
	Promotion:	
	Lecturer	Credentialing career pathway
		Appointment career pathway
		General criteria pathway
		Research career pathway

Career Pathway being Applied for (please tick):	Senior Lecturer	Teaching career pathway
		Community Engagement career pathway
	Associate professor Full Professor	General criteria career pathway
		Teaching Scholar career pathway
		Research Scholar career pathway
		Leadership Scholar career pathway
		Research Professor career pathway
	Academic Leader (discipline) Academic Leader (TL) Academic Leader (RHD) Academic Leader (AC/CE) Academic Coordinator	General criteria career pathway
		Academic Leader career pathway
		Leadership Scholar career pathway
Research Scholar career pathway		
Teaching Scholar career pathway		

	DVC/DHoS	General career pathway
		Leadership Scholar career pathway
		Teaching Scholar career pathway
		Research Scholar career pathway
Section B: Summary of Research Profile		
The overall number of career DHET journal/books/book chapters accredited publications to date		
Number of DHET accredited publications since last promotion		
Number of DHET book chapters accredited publication since last promotion		
Number of DHET books accredited publication since last promotion		
Number of DHET conference proceedings accredited publication since last promotion		
Number of invited Keynote presentations since last promotion		
Number of conference presentations since the last promotion		

Number of Research Productivity Units per year in the last three years (for UKZN staff)				
NRF or comparable Rating status (if available)				
Number of citations, H-index, i10 index, G-index	MathSciNet	*Google Scholar	*Scopus	Web of Science
	Citations =	Citations =	Citations =	Citations=
	H-index =	H-index =	H-index =	H-index=
	i10-index =	i10-index =	i10-index =	i10-index=
	G-index =	G-index =	G-index =	G-index=

*In considering impact of publications the Selection Committee may rely on journal impact factors, journal quartile (Q1 & Q2) or h-index (Scimago Scopus or Google Scholar) benchmarked within the respective field

Section C: Curriculum Vitae Format: NOTE: DO NOT USE FONTS OF LESS THAN 10.

C1. Education/Training (Begin with baccalaureate or other initial professional education and include postdoctoral training)

Institution and Location	Degree	Year (s)	Field of Study

D. Positions Held (employment – most recent listed first)

Institution	Position	Periods	Role in the position

D1. Research and Publication Impact

System	Date accessed	Your ID on system	Web-link to your page	Citations	H-Index	I10 index	G-index
Google Scholar							
Scopus							
Web of Science							
MathSciNet							

D2. Honours, Awards and Recognition for Scholarly activities including Research and Teaching

Honour/ Award/ Recognition	Institution granting award/ recognition	Date granted	Brief explanation of the award

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D3. Membership of National or International Academic Society, Advisory panel or Committee

Committee/Panel/Board	Society/Institution	Dates of service	Your Role

D4. Membership of Academic Conference Organising Committee

Conference Name	Society/Affiliation	Location and Date	Your Role

Section E: Peer-reviewed publications (in chronological order with latest dates first). Do not include publications submitted or in preparation. Attach proof of acceptance for publication where applicable. Entries should be numbered and co-authors shown, where applicable. Include page numbers to indicate the length of the various publications

E1: Journal Publications (Impact)

#	Year	Authors, title, journal, volume, pages	Your Contribution	Google Scholar Citations	Scopus Citations	Web of Science Citations	MathSciNet Citations	Journal Quartile Rank
1								
2								
3								

E2: Books (Impact)

#	Year	Authors, title, publisher details, pages	Your Contribution	Google Scholar Citations	Scopus Citations	Web of Science Citations	MathSciNet Citations
1							
2							

E3: Chapters in Books (Impact)

#	Year	Authors, title, publisher details, pages	Your Contribution	Google Scholar Citations	Scopus Citations	Web of Science Citations	MathSciNet Citations
1							
2							

E4: Peer Reviewed Conference Publications (Impact)							
#	Year	Authors, title, conference details, pages	Your Contribution	Google Scholar Citations	Scopus Citations	Web of Science Citations	MathSciNet Citations
1							
2							

E5: Conference Presentations				
#	Year	Authors, title, conference details	Your Contribution	Any Recognition (best paper, invited plenary, etc.)
1				
2				
3				

E6: Grants				
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Period	Funder	Title of Grant	Amount in ZAR or US\$	Your Role

Section F: Teaching. Indicate experience in curriculum/programme development; evaluation, undergraduate and postgraduate teaching; and postgraduate research supervision.	
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F1: Contact teaching experience (list modules taught and your role in those modules for the last five years).	
Module details	Your role in the module

F2: Curriculum and Programme Development and Evaluation for the last five years	
Explain the nature of the activity	Your role in this process

F3: *Postgraduate Student Supervision (Masters and Doctoral level). For Senior lecturer positions include successful Honours Supervision					
Student Name	Study Level	Period (indicate Graduation year if completed)	Thesis/Dissertation Title	Supervisor/ Co-supervisor	Institution

Section G: Service. Indicate your contribution to service. The contribution can include services at UKZN as well as at other academic institutions. List most recent contributions first.

G1: University Service: Position held			
University	Position (incl. level)	Location and Dates	Comments

G2: University Service: Committee, panel, task team			
University	Committee, panel, task team	Dates	Comments

Section H: Professional Practice or Service and Professional Recognition and Standing

Note: Only relevant for recognised professional practitioners registered with their professional body and providing remunerated service in their discipline.

H1. Professional Employment in Practice or Service			
Employer	Position (incl. level)	Location and Dates	Your Role (incl. time on service)

H2: Honours, Awards and Recognition for Professional Activities			
Honour/ Award/ Recognition	Institution granting award/ recognition	Date granted	Brief explanation of the award

H3: Membership of National or International Professional Committee, Board or Society			
Committee/Panel/Board	Society/Institution	Dates of Service	Your Role

Section I: Impact on Society. Indicate here any areas where your Scholarship has been translated into impact on

society for the improvement of human welfare

J1: Scholarship translated for impact

Scholarly finding

Your Role

Impact on Society

Section J. Declaration by Applicant:

I hereby declare that the information given in this application is true and correct to the best of my knowledge and belief. In case any information given in this application is found false or incorrect, I shall be held responsible.

Signature:

Date:

Areas of Evaluation of Scholarship for Appointment and Promotion to a Particular Academic Level

ANNEXURES 2 to 10: Areas of Evaluation of Scholarship

1. Introduction to Evaluation Criteria

Scholarship has many different components, and evaluation of achievement should be a holistic one that weighs different elements to make an overall, integrated conclusion. This series of annexures, namely 2 to 10, establish the performance expectations at each academic level.

2. Areas of Evaluation of Scholarship for Appointment or Promotion to a Particular Academic Level

The following are the four areas for assessment of each candidate for appointment or promotion to a particular academic level:

- 2.1. Teaching and Learning
- 2.2. Research and Innovation
- 2.3. Leadership and University Administration
- 2.4. Academic Citizenship (including Community engagement)

3. Weighting each Area of Evaluation for a Particular Academic Level

3.1. During the holistic evaluation conducted by the selection committee on each candidate, referees/assessors and selection committees a point system shall be used. Table 1 shows the maximum weight to be achieved for appointment or promotion to a given academic level.

Table 1: Weighting for each Academic Level and Career Pathway

Academic Level	Teaching and Learning % Weight	Research and Innovation % Weight	Leadership and University Administration % Weight	Academic Citizenship (including community engagement) % Weight
Lecturer: credentialing	30	60	05	05
Lecturer: appointment	40	40	10	10
**Senior Lecturer				
a) General criteria career pathway	40	40	10	10
b) Teaching career pathway	60	20	10	10
c) Research career pathway	20	60	10	10
d) CE career pathway	20	20	10	50
Associate Professor	35	35	20	10
Full Professor	35	35	20	10
Research Scholar	20	60	10	10
Teaching Scholar*	20	60	10	10
Research Professor	Optional	80	10	10
Leadership Scholar	Optional	40	40	20
Academic Leader				
a) AL career pathway	30	30	30	10
b) L/Scholar career pathway	Optional	40	40	20
c) General criteria career pathway	General criteria career pathway as per academic level of applicant	General criteria career pathway as per academic level of applicant	General criteria career pathway as per academic level of applicant	General criteria career pathway as per academic level of applicant

* Teaching Scholar is expected to engage more in research on SoTL than the practice of teaching and learning.

** An applicant for promotion to a senior lecturer position may opt to be assessed through Community Engagement (CE) career pathway will be assessed through a portfolio of evidence (weighted at 50%).

Each candidate shall state explicitly in the application form the career pathway they wish to be evaluated in.

3.2. The Academic Appointment and Promotions process shall apply the points-system in the four areas of evaluation: Teaching & Learning, Research & Innovation, Leadership & University Administration, and Academic Citizenship (including community engagement).

3.3. The total Promotions Score is the sum of the weight (adapted from senate norms) in each of the evaluation areas multiplied by the performance score allocated to the candidate by the assessor or referee (on a continuum of 1-5 adapted from PM line of sight) (total score for a candidate may range from a minimum of 100 to a maximum of 500). These scores are arrived at following holistic evaluation of the applicant in each academic area of evaluation.

3.4. A minimum score of points in the four areas of evaluation is guideline required for appointment or promotion of a candidate to a particular academic level as follows: Lecturer (250) Senior Lecturer (300), Associate Professor (350), Professor (400) and Research Professor/Research Scholar/Teaching Scholar/Leadership Scholar (450).

3.5. The point system is a broad guideline and should not be used in a tick box manner instead, the candidate shall be evaluated holistically by the selection panel and assessors/referees in reaching a decision to appoint or promote to a particular level.

Table 2 below demonstrates an example of how the score is derived in the point system:

Table 2i: Maximum Scores and Points a Candidate may achieve in each Area of Evaluation

Area of Evaluation	Weight	*Score 1, 2, 3, 4, 5	**Points (Weight x Score)
1. Teaching and Learning	45	05	225
2. Research	40	05	200
3. Leadership &, University Administration	10	05	50
4. Academic Citizenship (including community engagement)	05	05	25
Sum of points in all areas of evaluation			500

** The minimum points for promotion to a particular academic level is calibrated on an increasing scale from lecturer to professor, as shown in Table 2ii below.

The maximum points that an applicant can score (assuming a maximum score of 05 in each assessment area) =500 (shown in Table 2i above).

Table 2ii: Minimum Scores and Points a Candidate may achieve in each Area of Evaluation

Area of Evaluation	Weight	*Score 1, 2, 3, 4, 5	**Points (Weight x Score)
1. Teaching and Learning	45	01	45
2. Research & Innovation	40	01	40
3. Leadership &, University Administration	10	01	10
4. Academic Citizenship (including community engagement)	05	01	05
Minimum Sum of Points in all areas of evaluation			100

**The total minimum points that a candidate may achieve (assuming a minimum score of 1 in each assessment area) =100 points as shown in Table 2ii above

The minimum points to be achieved by a candidate to earn appointment or promotion to a particular academic level is provided in Table 3 below.

Table 3: Minimum Points for Appointment/Promotion to a Particular Academic Level

Academic Level	Minimum Points for Appointment/Promotion to a Particular Academic Level
Lecturer (through Credentialing or Appointment)	250
Senior Lecturer	300
Associate Professor	350
Full Professor	400
Research Scholar/Research Professor/Teaching Scholar/Leadership Scholar	450

Table 4 Provides performance expectation in Research and Innovation for Senior Lecturer and Professoriate levels.

Table 4: Performance Expectations in Research & Innovation at Senior Lecturer and Professorial Levels			
Range of Scores	Professor/Research Scholar/Research Professor/Teaching Scholar/Leadership Scholar	Associate Professor	Senior Lecturer

Exceptional (score 5)	Recognised as one of the leading researchers/ creative artists in his or her field. Makes regular, substantial contributions to Scholarship of outstanding quality. Offers professional leadership and recognition through awards. Work attracts leading researchers to the University. Demonstrates mentorship and collaboration. High participation in research and conferences in the field.	Recognised as a leading researcher/creative artist in his/her field. Makes regular and major contributions to Scholarship of high quality. Demonstrates mentorship and collaboration. High participation in research and conferences in the field.	Recognised as a leading researcher/ creative artist in his/her field. Makes regular contributions to Scholarship of high quality.
Exceeds expectation (score 4)	Recognised as a leading researcher/ creative artist in his/her field. Is making regular and/or major contributions to Scholarship of high quality. Demonstrates mentorship and collaboration. Regular participation in research and conferences in the field.	Recognised as a leading researcher/creative artist in his/her field. Is making major contributions to Scholarship of high quality. Demonstrates mentorship and collaboration. Regular participation in research and conferences in the field.	Is beginning to be recognised as a contributor to research/creative areas in his/her field. Is making contributions to Scholarship of high quality.
Meets expectation (score 3)	Has made some contribution to knowledge production over the past 3 years. Attends few research conferences and seminars. Provides some leadership in research/ creative work.	Has made some contribution to knowledge production over the past 3 years. Attends few research conferences and seminars. Provides some leadership in research/creative work.	Has produced some research/creative work over the past 3 years. Attends few research Conferences and seminars. Minimal input to any Research/creative work group.
Improvement Needed (score 2)	Is not actively involved in research or the production of creative work. Attends few or no research conferences and seminars.	Is not actively involved in research or the production of creative work. Attends few or no research conferences and seminars.	Is not actively involved in research or the production of Creative work. Attends few or no research Conferences and seminars.
Unsatisfactory (Score 1)	Performance consistently below expectations in most essential areas of responsibility.	Performance consistently below expectations in most essential areas of responsibility.	Performance consistently below expectations in most essential areas of responsibility.

Annexures 2 to 10 of Part IV below summarise the specific levels of expectation for each academic level as a descriptor to guide the assessors, referees and selection committees. It is emphasised that a holistic evaluation is required. The criteria descriptors for each area of assessment should not be used as individual hurdles but as guides to inform the assessment. The weighting of descriptors, scope of scoring and range of scales are all intended to allow a flexible and holistic yet consistent and fair system of evaluating candidates for each academic level. It is expected that where an assessor gives credit for academic excellence, this can be substantiated within the application materials of the candidate.

The criteria descriptors for each academic level were benchmarked with comparable appointment and promotion policies of the universities shown in Table 4 and others in the country, region and beyond.

Table 4: Benchmarking of Criteria Descriptors in Higher Education Sector

Continent	Country	University
Africa	South Africa	University of Cape Town
		Stellenbosch University
		University of Johannesburg
		University of Pretoria
		University of Northwest
		Rhodes University
Africa	Uganda	Makerere University
	Botswana	University of Botswana
	Ghana	University of Ghana
Europe	United Kingdom	University of Glasgow
Oceania	Australia	University of Sydney
		University of Auckland
North America	United States	Rutgers University

Acknowledgement is hereby explicitly made to the universities reflected in Table 4 above.

The appointment and promotion policies of these universities were among the sources that were consulted in the compilation of criteria descriptors for the areas of evaluation of Scholarship to a particular academic level for the revised Policy document.

ANNEXURE 2: Criteria for Academic Credentialing to Lecturer Level

Qualification & Requirements	Teaching and Learning Weight: 30 %	Research & Innovation Weight: 60 %	Leadership & University Administration Weight: 05 %	Academic Citizenship (including Community Engagement) Weight: 05%
PhD (or equivalent) Evidence of sustained satisfactory performance since the time of employment at UKZN Positive supervisor report.	Evidence of lecturing or tutoring.	Evidence of completion of a PhD. Presentation at a national or international conference. Current research activity as evidenced by a publication in a peer-reviewed journal, book chapter and/ or conference	Evidence of involvement in any discipline/ school administration activity such as module and/or programme coordination.	Evidence of involvement in any community engagement activity within or outside the University (e.g. involvement in student registration, module coordination, etc.).

		proceedings is encouraged.		
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ANNEXURE 3: Criteria for Academic Appointment to Lecturer Level

Qualification and Requirements	*Teaching and Learning Weight: 40 %	Research and Innovation Weight: 40 %	Leadership and University Administration Weight: 10 %	Academic Citizenship (including community engagement) Weight: 10 %
PhD or Master's (or equivalent) in the discipline, or a specialist qualification. Meet or exceed performance expectations at the level of lecturer. Positive referee and supervisor reports. Where applicable, appropriate current registration with the relevant professional body.	Evidence of providing and facilitating teaching, learning, and assessment practices. Demonstrated knowledge of teaching quality standards and regulations of the University and School. Ability to develop teaching materials such as module guides, test papers, examination papers, assessment instruments, and workbooks. Ability to facilitate learning by teaching large or small groups of students, using different teaching methodologies. Ability to plan, implement and evaluate the offering of modules and programmes alone or within a team. Ability to reflect on own teaching	Evidence of submission of PhD for examination (if not yet completed). Ability to conduct individual and/or collaborative research projects. Current research activity as evidenced by a publication in a peer-reviewed journal, book chapter and/ or conference proceedings is encouraged. Evidence of presentations, at national or international conference. Evidence of familiarity with research funding procedure of the University.	Ability to make the necessary preparation and coordination of various teaching and examination schedules within the Discipline. Manage own teaching and research programmes efficiently. Ability to keep adequate records of teaching, and student performance. Evidence of willingness to undertake administrative duties as designated by the Discipline academic leader. Serves on Discipline or School, Committees.	Evidence of involvement in community engagement programs. Evidence of maintaining own professional registration, where applicable. Evidence of rendering service based on own knowledge and expertise in the discipline to colleagues, organisations and communities locally.

	practice and involve results of student feedback in this process. Deal professionally and positively with student concerns, problems and challenges. Recognition shall be given to any awards (institutional or national) in industry /teaching and learning.			
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ANNEXURE 4: Criteria for Academic Appointment and Promotion to Senior Lecturer Level

Qualification & Experience	Teaching & Learning (% Weight)	Research & Innovation (% Weight)	Leadership & University Administration (% Weight)	Academic Citizenship(including community engagement) (% Weight)
	General career pathway: 40 % Teaching career pathway: 60% Research career pathway: 20% CE career pathway: 20%	40 % 20% 60% 20%	10 % 10% 10% 10%	10% 10% 10% 50% (Community engagement portfolio of evidence)
A Doctoral / *Master's degree in the discipline. (*Master's degree or equivalent professional qualification is the minimum requirement for professional disciplines such as clinical disciplines, law, accounting and finance, architecture, creative/performing arts, engineering and Scarce skills disciplines. 3 years' working experience in either teaching, lecturing, research or industry in the relevant field or discipline. Performance meets or exceeds expectations consistently at the level sought for promotion or appointment. Positive referee and supervisor reports. Where applicable and especially in professional disciplines, registration with the appropriate	Portfolio of evidence related to improving Teaching/Learning experiences. Evidence of sound teaching philosophy with explanation of ways students learn and how teaching facilitates this learning. Evidence of innovative teaching techniques, methods, and materials that create interest, understanding and enthusiasm amongst students. Evidence of attempts to assist students to critically engage disciplinary knowledge presented to them. Evidence of using a range of learning practices that demonstrate good disciplinary knowledge. Evidence of strong alignment between outcomes, teaching and learning activities and assessments methods and criteria. Evidence of seeking ways to improving	Evidence of an emerging national reputation as a researcher in their field. Evidence of successful supervision of postgraduate students (at honours or masters or PhD level) as per senate norms for the last five years. Evidence of presentations or exhibitions at national and international conferences and other similar events. Production of important research articles or a significant creative project or participation in significant curated or group exhibitions, or significant performances. Publications within the range of 5 - 10 peer reviewed journal articles	Evidence of serving on School, or University committees, <u>OR</u> establishing and directing research projects, groups and teams. Involvement in leadership such as academic leader, programme and /or module coordinator. Evidence of involvement in module administration e.g. Exam coordination, liaising with examiners, maintaining the class register. Evidence of organising academic conferences, colloquia, exhibitions, productions in one's field. Involvement in student orientation activities and provision of curriculum advice to students.	Involvement in community engagement programmes. Candidates applying through Community Engagement career pathway shall submit a portfolio of evidence as per guidelines in Appendix 13c (Annexure IV). Placement of students to acquire experiential training or assessment of student progress in Work Integrated Learning environment. Evidence of an emerging academic engaging in partnerships with civil society, NGOs, industry CBOs in advancing the School's relevance Links with relevant industries and external bodies to encourage knowledge/ technology transfer Rendering service based on own knowledge and expertise in the discipline to colleagues, organisations and communities locally. Evidence of undertaking human capital development activities, which build capacity of people outside of the University and which impacts broader communities.

professional body.	performance by reflecting on teaching design and delivery and obtaining and analysing feedback from students, peers and other stakeholders. Evidence of involvement in regular curriculum development, design and review to ensure currency with local, international, global and disciplinary contexts. Programme design is responsive to diverse learning needs of a diverse student body. Recognition shall be given to any awards (institutional or national) in teaching and learning. 2.	/books/book chapters (or equivalent) in DHET/ SAPSE accredited outlets. Evidence of quality research outputs including creative works <i>based on</i> journals in good ranking, assessor reviews and NRF or equivalent rating from national or international research councils benchmarked in the applicant's field. Participation as a team member in a grant, or submission of grant applications as a Principal Investigator.	Evidence of organising conferences or running arts-based workshops or projects in off-campus communities and the public. Membership in national or international professional bodies; or Membership to a National Technical Committee or Commission; or Membership to a national taskforce or mission.
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ANNEXURE 5: Criteria for Academic Appointment and Promotion to Associate Professor Level

Qualification & Experience	Teaching & Learning Weight: 35 %	Research & Innovation Weight: 35 %	Leadership & University Administration Weight: 20 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. 6 years' working and relevant experience in either teaching, lecturing, research or industry. Meets or exceeds performance expectations at the level sought for promotion or appointment over the last three years. In addition to all of the above, where applicable and especially in professional disciplines, registration with the appropriate professional body.	Portfolio of evidence related to improving teaching and learning or / and clinical practice experiences assessed positively by the relevant committee, including positive peer and student reviews. A clearly articulated philosophy of teaching and learning or/and clinical practice which reflects understanding of how students learn and which acknowledges contemporary thinking related to teaching and learning in the discipline or in clinical practice. Strong alignment between outcomes, teaching and learning activities and assessments methods and criteria. Evidence of innovative teaching methodologies and pedagogy, including evidence of the use of ICT and other applications for promoting independent student learning. Employment of a range of learning or clinical practices that demonstrates good disciplinary knowledge.	Produces impactful and quality research such as monographs, journal articles, book chapters and conference presentations reflected h-index (Scimago Scopus benchmarked in the field), impact factors, journal quartiles (Q1 or Q2) or level of NRF /equivalent national or international rating or peer reviews. <u>OR</u> Creative outputs of quality on regular basis reflected in h-index (Scimago Scopus benchmarked in the field), Journal impact factors, journal quartiles (Q1 or Q2), NRF/equivalent rating from national/international research councils or peer reviews. Regular conference participant, often by invitation, to national and international meetings. Evidence of a record of research and publication averaging career total of between 18 -30 -peer reviewed journal articles/book chapters/books (or equivalent) in DHET/SAPSE accredited outlets. Candidates in creative and performing arts,	Evidence of providing service in leadership positions as Academic Leader of a discipline and/or, Dean and Head of School and/or, Programme and/or Examination Coordinator. Evidence of having made strategic decisions to use the best means that achieve organisational goals. Evidence of maintaining own professional registration. Evidence of mentorship of early career and other scholars in the School, College or University. Evidence of establishing and directing research projects, groups and teams. Involvement in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders in one's field. Serves on School, College or University Promotion selection	Evidence of having developed links with relevant industries and external bodies to encourage knowledge/ technology transfer opportunities and creation of opportunities for future research projects. Evidence of rendering service based on own knowledge and expertise in the Discipline to colleagues, organisations and communities, nationally and internationally. This could be consultation, collaboration involvement in policy processes or projects. Provision of leadership nationally or internationally in own Discipline through consultation, policy development, review, or project involvement. Initiation of signed MOUs with external institutions nationally and internationally. Evidence of invitations to deliver key-note speeches, review papers or actively participate in academic societies or having been invited as assessor for major grant awarding bodies. Actively provides service as an office-bearer in, and active membership of, a professional society; or editor of professional research journals, including electronic

	Evidence of seeking ways of improving performance by reflecting on teaching /clinical practice design and delivery and obtaining and analysing feedback from students/clients, peers and other stakeholders. Evidence of involvement in regular curriculum development, design and review to ensure currency with local, international, and disciplinary contexts. Engagement with students/clients from a broad range of backgrounds and learning (dis)abilities through well designed and paced teaching /clinical practice which promotes understanding. Major role-player in undergraduate and postgraduate teaching/clinical practice. Evidence of effective mentorship of emerging academics in Teaching and Learning/Clinical practice. Recognition shall be given to any awards (institutional or national) in teaching and learning or clinical practice.	clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have published a minimum career total of 15 -20 articles /book chapters/books or equivalent in DHET/SAPSE in accredited outlets. Evidence of track record of sustained research and publications since the last appointment or promotion to senior lecturer. Demonstrated evidence as an independent researcher. A sustained track record of successful supervision of Masters /PhD students for the last five years as per the senate norms taking into account the relative numbers of PG students in the discipline. Evidence of planning and initiating discipline and multi-disciplinary research programmes and involvement of junior faculty and students in these programmes. Evidence of sustained and successful attraction of research grant from	Committees	journals, or active service on national committees and agencies (for example, the NRF/equivalent national or international rating research councils.
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		external sources into UKZN benchmarked within the field nationally for that academic level in the last five years.		
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ANNEXURE 6: Criteria for Academic Appointment and Promotion to Full Professor Level

Qualification & Experience	Teaching & Learning Weight: 35 %	Research & Innovation Weight: 35 %	Leadership & University Administration Weight: 20 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. 9 years' working experience in either lecturing, research or industry in the relevant field. At least five years must have been spent in postgraduate teaching or developing junior academics. Meets or exceeds performance expectations consistently at the level sought for promotion or appointment for the last three years. In addition to all of the above, where applicable especially in professional disciplines, registration with the appropriate professional body is a requirement.	Portfolio of evidence related to improving teaching / learning practice. Clearly articulated philosophy of teaching and learning/clinical practice which reflects understanding of how students learn and the role of teaching plays in facilitating learning; and which acknowledges contemporary thinking related to teaching and learning in the field. Demonstrated high level of coherence between philosophy of teaching or clinical practice and also a strong alignment between outcomes, teaching and learning /clinical practice activities and assessments methods. Evidence of innovative teaching /clinical practice methodologies and pedagogies including	Produces impactful research such as monographs, journal articles, book chapters and conference presentations reflected in h-index (Scimago Scopus) benchmarked within the field of the applicant nationally and internationally at that academic level; journal impact factors, journal quartiles (Q1 & Q2) NRF/equivalent national or international rating and peer reviews. <u>OR</u> Produces creative outputs of quality on a regular basis reflected in h-index (Scimago Scopus) benchmarked within the field of the applicant nationally and internationally at that academic level; journal impact factors, journal quartiles (Q1 & Q2), NRF/equivalent national or international rating and peer reviews. An excellent and sustained track record of research and publications averaging	Evidence of a sustained level of intellectual leadership within School/ College/University. Willingness to take part in management-related activities at all levels (Discipline, School, College or University) by contributing to committees. Serves on approved University Committees such as School boards, T/L committee, RHD committee, CAAB, Senate, Council or University Task Force, etc. Sustained commitment to, and development of, partnerships with external organisations involved in widening access and other forms of outreach. Demonstrates involvement in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders in the applicant's field.	Provides leadership nationally or internationally in own discipline through consultation, and policy development that enables knowledge transfer and promotes research projects. Delivers key-note speeches and contributes to learned or professional bodies. Evidence of track record of participation in major government advisory bodies or agencies. Evidence of international collaboration through joint publication/s. Drives off-campus activities, for example in Parliament, government agencies, or civil society. Plays a participatory role in academic community activities such as invitations to review papers and adding value to academic societies.

	evidence of the use of ICT and other applications for promoting independent learning. Evidence of seeking ways of improving performance by reflecting on teaching /clinical practice design and delivery and obtaining and analysing feedback from students, peers and other stakeholders. Evidence of active involvement in the development/reform of teaching modules, or curricula to ensure currency with local, and international disciplinary contexts. Engagement with students from broad range of backgrounds and learning (dis)abilities through well designed and paced teaching which promotes understanding and application of knowledge. Evidence of participating as external examiner of Masters dissertations and PhD theses. Evidence of effective mentorship of emerging academics in the Discipline, School, College or University. Supports and guides	a career total of 31-40 peer reviewed journal articles/book chapters/books in DHET/SAPSE accredited outlets. Candidates in creative and performing arts, clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have published a minimum career total of 24 -30 articles /book chapters/books or equivalent in DHET/SAPSE in accredited outlets. Evidence of track record of sustained research and publications since the last appointment or promotion to associate professor. A sustained track record of successful supervision of Masters /PhD students for the last five years as per the senate norms taking into account the relative numbers of PG students in the Discipline. Demonstrated strong evidence of independent Scholarship. Evidence of a significant body of	Chairs committees and participates in College decision-making and governance including contribution to University policy formulation. Leads projects, supervises work of others, for example in research teams, projects, and more. Represent the Discipline, School or College at meetings outside the University.	Evidence of community human capital development activities, which build capacity of people outside of the University Evidence of active service as an office-bearer in, and active membership of, a professional society, Editor of professional and research journals, including or books; service on national committees and agencies (for example, the NRF/equivalent national or international research councils). Affirmatively responds to invitations to give public lectures or participating in public (including continuous) education activities. Initiates MOUs with external institutions nationally and internationally. Holds membership to a national technical committee, commission or taskforce. Serves on national or international expert panels for such organisations as NRF/equivalent research councils, WHO, World Bank, and others.
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	students into understanding how knowledge is constructed in the Discipline in innovative and thoughtful ways at undergraduate and postgraduate levels. Recognition shall be given to any awards (institutional or national) in teaching and learning/clinical practice.	work that has attracted national or international recognition. Evidence of publication in high impact journals in quartiles Q1 and Q2 in the Discipline. Evidence of sustained record of attracting substantial research grants from external sources into UKZN benchmarked within the field of the applicant nationally and internationally. Demonstrated track record in initiating international research collaboration evidenced through signed MOUs. A track record of successful supervision of Master's and PhD students as per senate norms for the last five years taking into account the relative numbers of PG students in the Discipline. Evidence of providing intellectual leadership within the Discipline/School, which may include, but is not limited to: stimulating debate and discussion that leads to new intellectual and/or creative productivity. Evidence of providing guidance to colleagues especially junior staff through mentorship that enables them to develop their intellectual capacities. Evidence of involving junior academic staff		
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		members in research groups and publications. Carries out independent research and acts as principal investigator and project leader.		
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ANNEXURE 7: Criteria for Academic Appointment and Promotion to Research Scholar Level

Qualification & Experience	Research & Innovation Weight: 60 %	Teaching & Learning Weight: 20 %	Leadership & University Administration Weight: 10 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. Holds at least Associate Professor position. 8 years' working experience in either, research or industry in the relevant field. At least five of the years must include postgraduate supervision or developing junior staff in research. Meets or exceeds performance expectations at the level sought for promotion or appointment for the last three years. Has international recognition as an eminent scholar in the discipline. Where applicable especially in professional disciplines, registration with the appropriate professional body is a minimum requirement.	Track record of demonstrated excellent performance in research and scholarship. Track record of producing research output consistent with a full professor as per the UKZN Research Policy for the past five years. Holds an NRF/equivalent national or international rating benchmarked within the field nationally and internationally. Demonstrated continuous improvement on their NRF/equivalent rating unless A-rated. Leads the development and implementation of the University research and innovation strategy, often by developing and overseeing research groups in undertaking research projects. Assists with establishing an enabling research and innovation environment, through activities such as reviewing of research applications proposals, policies and procedures. Contributes to the creation and maintenance of a research culture in the Discipline and School where he or she is based. Encourages critical discourse and Scholarship at the University through symposiums and	Supports and guides students into understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at undergraduate and postgraduate levels. Shows outstanding teaching /clinical practice evidenced by competence throughout the spectrum of teaching /clinical practice responsibilities together with results from, peer assessment, undergraduate, postgraduate student feedback, external examiner feedback and teaching awards. Significant innovation including inquiry-based teaching & learning, use of ICT across a range of levels that has affected Higher Education practice globally. Regular and rigorous review of programmes /courses to ensure that they are relevant to and current with local, and international disciplinary contexts.	Serves on University Committees such as RHD committee, CAAB, Senate, Council, University Task Force, etc. Chairs committees and participates in College decision-making and governance including contribution to University research policy formulation. Plays a key participatory role in strategic planning for research in the Discipline, School and College. Evidence of developing junior staff to participate in the administration, and research in the Discipline/School/College /University. Leads improvement of the research profile of the Discipline, School, College or University as a project leader, supervising the work of others, for example, in research teams and projects. Represents the Discipline, School or College at research meetings outside the University.	Provides leadership nationally and internationally in own Discipline through consultation, policy development and project implementation that enables knowledge transfer and promote research projects. Displays sustained commitment to, and development of, partnerships with external organisations involved in widening access and other forms of outreach. Regularly involved in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders in the applicant's field. Delivers key-note speeches and contributions to learned societies or professional bodies. Maintains a track record of participation in major government research related advisory bodies or agencies. An engaged research scholar who has driven off-campus activities, for example in Parliament, government agencies, or civil society.

	workshops. Demonstrated track record of attracting external research grants into UKZN as a principal investigator Benchmarked within the field nationally and internationally. Demonstrated evidence of initiating international research collaboration evidenced by the MOUs signed. A track record of successful research supervision evidenced by graduation of several Master's and PhD students for last five years as prescribed by the senate norms for full professor. Produces impactful research such as monographs, journal articles, book chapters and conference presentations or creative outputs of quality on a regular basis reflected in h-index in SC imago (Scopus); journal impact factors, journal quartiles (Q1 & 2), level of scientific rating as a scholar by a relevant national or international body. An excellent and long-standing track record of research and publications with career total of between 41 -50 peer reviewed journal articles (or equivalent)/books/book chapters in DHET/SAPSE accredited outlets. Candidates in creative and performing arts, clinical (including nursing			Participation and role in academic community activities such as affirmatively responding to invitations to review papers, and participating in academic societies. Evidence of community human capital development activities, which builds research capacity of people outside of the University and impacts broader communities and society that the University serves. Evidence of active service as an office-bearer in, and active member of, a professional society; a reviewer as a member of an editorial board) of professional and research journals. Evidence of active service on national committees and agencies (for example, NRF or equivalent national or international scientific bodies. Membership to a National Technical Committee, Commission or Taskforce to promote research and Scholarship Serving on national or international expert research advisory panels such as NRF or equivalent, WHO,
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	and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice fields will have published a minimum career 30-40 articles/ book chapters/books or equivalent in DHET/SAPSE accredited outlets Evidence of track record of sustained research and publications since the last appointment or promotion. Demonstrated evidence of independent Scholarship. Evidence of track record of sustained research and publications since the last appointment or promotion. Demonstrated evidence of developing and maintaining an active research programme reflected in regular publications and presentations of research data at national and international scientific forums. Provides intellectual leadership within the Discipline/School/College, which may include, but is not limited to: stimulating debate and discussion that leads to new intellectual and/or creative productivity.			World Bank, and others. Responsive to invitations to give public lectures or to participate in public capacity building including continuous education. Initiating and signing MOUs with external institutions nationally and internationally.
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	A leader in collaborative research projects and partnerships with disciplines internal and external to the University of KwaZulu-Natal. Evidence of contributions made to research seminars and conferences at national and international levels.			
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ANNEXURE 8: Criteria for Academic Appointment and Promotion to Teaching Scholar Level

Qualification & Experience	Teaching & Learning (Improving TL Practices) Weight: 20%	Scholarship of Teaching & Learning (SoTL) Weight: 60 %		Leadership & University Administration Weight: 10 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. Holds the rank of an associate or full professor. At least 8 years' working experience in either, research or industry in the relevant field. At least five of the years must have included postgraduate supervision or developing junior staff in the Scholarship of teaching and learning. Meets or exceeds performance expectations consistently at the level sought for	Portfolio of evidence related to improving learning and or clinical practice administration and leadership. A clearly articulated philosophy of teaching and learning/clinical practice which reflects understanding of leadership of contemporary thinking related to teaching and learning/clinical practice in the discipline. Evidence of leadership in championing innovative teaching /clinical practice methodologies and pedagogy, including	Evidence of influencing or effecting positive changes in teaching practice within the Discipline at national and international level. Significant L&T or related innovation that has impacted on Higher Education practice nationally and globally. Substantial and sustained track record of excellence in contributing to curriculum development, course design and other initiatives that advance the University's ability to excel in its teaching and learning mandate.		Track record of leadership of the development of policy at national and international levels. Evidence of a sustained level of leadership that has led to the enhancement of the student experience at subject/School/College or University level. Leadership of staff with evidence of impact on the learning and teaching culture and practices, and associated staff development. Educational leadership and policy contributions in the form of championing learning and teaching internally and externally and/or championing integrated academic practice. Leadership of partnership	Extensive experience of advising governmental and non-governmental agencies on educational policy. Track record of participation in major government education advisory bodies or agencies with remits covering the education sector as a whole. Provides plenary/keynote addresses at major international conferences and/or invitations to deliver distinguished named lectures/lecture series in the SoTL. Winner of medals/prizes from national or international bodies in

promotion or appointment for the last three years. Where applicable especially in professional disciplines, registration with the appropriate professional body is a minimum requirement.	evidence of the use of ICT and other applications for promoting independent student learning. Evidence of providing leadership in assisting students to critically engage with disciplinary knowledge presented to them. Employment of a range of learning practices that demonstrates good disciplinary knowledge leadership. Demonstrated leadership in seeking ways of improving performance by reflecting on teaching /clinical practice design and delivery and obtaining and analysing feedback from students, peers and other stakeholders. Evidence in leading regular curriculum development, design and review to ensure currency with local, and international disciplinary contexts. Engagement with students from a broad range of backgrounds and learning (dis)abilities through well designed and paced teaching/clinical practice which promotes understanding. Major role-player in	Development of new teaching materials or methodologies influenced by pedagogy of the subject. Development of successful teaching collaborations across disciplinary boundaries. Innovation with regard to one or more of the following areas is essential: curriculum revision, teaching methods, the incorporation of technology into T&L, supervision and aspects of academic development. Contributes significantly to successful supervision of postgraduate students as evidenced by sustained successful graduation of Master's and PhD students as per senate norms for the last five years equivalent to that of associate or full professor. Promotion of non-traditional forms of learning such as work-based learning and assessment, student enterprise, and inter-disciplinary learning. Exemplary supervision which guides and supports all	activities / collaborations in the SoTL. Evidence of a sustained mentorship of Early Career staff that has led to the enhancement of the student experience at subject, Discipline, School, College or institutional level in SoTL. Serves on approved University committees such as School boards, T/L committee, RHD committee, CAAB, Senate, Council, and University Task Force, etc. Involvement in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders to promote the SoTL. Contributes to University policy formulation in the SoTL.	the SoTL. Participates as a visiting international scholar to promote the SoTL. Chair/leader of a major subject-specific society or holds Fellowship of subject specific societies. Membership of the steering committee or other similar executive role within national and international bodies concerning teaching in higher education. External awards for contributions to the SoTL. Editorial roles in leading journals or books on the SoTL. Demonstrates leadership nationally or internationally in the SoTL through consultation, policy development or project implementation. Track record of participation in major government advisory bodies or agencies to promote the SoTL. Evidence of international collaboration through joint publication/s on the SoTL. Participation and role in academic community activities such as invitations to review papers, and participation in
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	undergraduate and postgraduate teaching leadership. A track record of successful supervision at Masters and PhD level consistent with professoriate level at UKZN benchmarked in the field nationally and internationally. Leadership as external examiner of Master's / PhD theses, and examination coordination. Demonstrated leadership in mentorship emerging academics in leadership practice. Recognition shall be given to any awards (institutional or national) or recognition in leadership.	students to produce rigorous research or sound clinical professional practice. Strong evidence of effective formal or informal mentorship of less experienced staff in the SoTL. A sustained record of publication resulting in an outstanding body of world-leading scholarly outputs such as external policy and professional reports; monographs, text books, and book contributions in the Scholarship of teaching and learning. Sustained record of success in knowledge creation and transfer to benefit external parties and with evidence of impact. Substantial engagement with external bodies that influences practice and/or policy in the SoTL. Sustained commitment to, and development of, partnerships with external organisations (such as schools, Education authorities and others) involved in widening access and other forms of outreach. Evidence of sustained track record of research and publication averaging career total of 41-50 peer reviewed journal articles (or equivalent) in DHET/SAPSE accredited journals/books/book chapters. Candidates in creative and performing arts, clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences,		academic societies in the SoTL. Initiating and signing MOUs with external institutions nationally and internationally on the SoTL. Membership to a national technical committee, commission or taskforce in the SoTL.
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		accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have published a minimum career total of 30-40 articles/ book chapters/books or equivalent in DHET/SAPSE accredited outlets. A track record of sustained research and publications since the last appointment or promotion. Demonstrable high impact publications as reflected in h-index in Scimago (Scopus) consistent with that academic level nationally and internationally in the candidate's field. NRF /equivalent national or international rating from scientific research council. Evidence of sustained record of attracting substantial research grants from external sources into UKZN in the last five years benchmarked within the field and discipline nationally and internationally equivalent to the level of associate or full professor. Track record of initiating international research collaboration evidenced through MOUs to support the SoTL. Providing guidance to colleagues that enables them to develop their capacities – including mentoring junior staff in SoTL. Evidence of contributions made to research seminars and conferences in the SoTL.		
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ANNEXURE 9: Criteria for Academic Appointment and Promotion to Leadership Scholar Level

Qualification & Experience	Research & Innovation Weight: 40 %	Leadership & University Administration Weight: 40 %	Academic Citizenship (including community engagement) Weight: 20 %
A PhD in the relevant discipline. 8 years' working experience in either teaching, lecturing, research or industry in the relevant field. Evidence of holding institutional or national management position such as Academic leader/ Coordinator, Director of a centre or Unit, Dean, DVC for at least three years. Holds the rank of associate or full Professor Meets or exceeds performance expectations consistently at the level sought for promotion or appointment for the last three years. In addition to all of the above, where applicable and especially in professional disciplines, registration with the appropriate professional body is a minimum requirement.	Produces impactful research such as monographs, journal articles, book chapters and conference presentations in the Scholarship of Leadership, reflected in h-index in Scimago (Scopus) benchmarked within the field and the discipline nationally and internationally for that academic level, journal impact factors, journal quartiles (Q1 & Q2), NRF /equivalent national or international rating scientific research council. <u>OR</u> Produces creative outputs of quality on regular basis in the Scholarship of Leadership reflected in some top leadership journals reflected by h-index in Scimago (Scopus) benchmarked within the field and the discipline nationally and internationally for that academic level, journal impact factors, journal quartiles (Q1 & Q2), NRF /equivalent national or international rating scientific research council. Evidence of sustained track record of research and publication in leadership averaging a career total of 31-40 peer reviewed journal articles (or equivalent) in DHET/SAPSE accredited journals/books/book chapters.	Demonstrates consistently an excellent innovation and decision-making track record in the School, College and University. Evokes outstanding leadership and organisational ability in a research group. Leader in initiatives to advance Disciplinary activities/programmes outside UKZN. Demonstrated evidence of sharing and a stronger sense of leadership philosophies and styles in a variety of settings – in the classroom, on the practice field, in a student organisations, and in the communities beyond campus borders. Evidence of providing service in leadership positions as Academic Leaders of a Discipline and/or, Dean and Head of School, DVC, Director of research Unit/Centre, Programme/ Examination Coordinator. Evidence of having made strategic decisions to use the best means that achieve organisational management/leadership goals. Sustained commitment to, and development of, partnerships with external organisations involved in widening access to external funding and best practices and other forms of outreach. Outstanding mentorship of early career and other scholars in the School, College or University in	Leadership in developing links with relevant industries and external bodies to encourage knowledge/ technology transfer opportunities and creation of opportunities for future research projects. Consistent and respected contributions to learned societies as Chairperson, Executive Officer, Editor, etc. Plays influential role in national and international subject related committees and organisations. Provides leadership in rendering service based on own knowledge and expertise nationally or internationally in such areas as consultation, collaboration involvement in policy processes or projects. Initiation of signed MOUs with external institutions nationally and internationally. Evidence of invitations to deliver key-note speeches, review papers or actively participate in academic societies Invited as assessor for major grant awarding bodies in areas related to Scholarship of Leadership. Evidence of providing leadership in community human capital development activities, which build capacity of people outside of the University and impacts broader communities and

	Candidates in creative and performing arts, clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have published a minimum career total of 24-30 articles/ book chapters/books or equivalent in DHET/SAPSE accredited outlets. Evidence of track record of sustained research and publications since the last appointment or promotion. Demonstrable successful supervision at Masters/ PhD level consistent with senate norms for the last five years equivalent to an associate or full professor. Evidence of a significant body of work in the Scholarship of Leadership that has attracted national or international recognition. Evidence of leadership in developing own active research programme evidenced by a track record of accessing grants from outside UKZN in the last five years expected of a scholar at the level of associate or full professor nationally and internationally. Evidence of planning and initiating Discipline and multi-disciplinary research programmes and involvement of junior faculty and students in these programmes.	leadership. Demonstrated leadership in establishing and directing research projects, groups and teams. Provision of leadership in organising academic conferences, colloquia, exhibitions, productions and workshops that attract recognised intellectual leaders in the applicant's field. Actively involved in developing the next generation of academics in the Scholarship of Leadership.	society. Demonstrated evidence of actively providing service as an office-bearer in, and active membership of, a professional society. <u>OR</u> editor of professional research journals, including electronic journals. <u>OR</u> active service on national committees and agencies (for example, the NRF/equivalent research councils) concerned with tertiary education and research. Evidence of leadership in organising conferences and colloquia in the Scholarship of Leadership. Shows evidence of participating in engaging seminars and classes by interacting with leaders within and off campus. Capacity of developing relationships with peers with the intent of furthering their natural abilities to lead and to serve society. Ability to bring students together from a variety of backgrounds, academic disciplines and experiences for the purpose of expanding their leadership education including ethics, volunteerism, diversity, and personal responsibility through public lectures, workshops, etc.
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	Evidence of active and sustained contributions made to research seminars and conferences. Evidence of attracting leading fellow scholars, community leaders, leaders in private and public sector to share best practices with staff and students on campus. Ability to purposefully identify leadership capacity development opportunities and to also attract funding that develops leadership scholars and students in the University.		
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ANNEXURE 10: Criteria for Academic Appointment to Research Professor Level

Qualification & Experience	Research & Innovation Weight: 80 %	University Leadership and Administration Weight: 10 %	Academic Citizenship (including community engagement) Weight: 10 %
A PhD in the relevant discipline. Holds the rank of a full professor 10 years' working experience in either, research or industry in the relevant field or discipline. At least five of the years must include postgraduate supervision or developing junior staff in research. Consistently or clearly exceeded performance expectations in research and innovation at full professor level in the last three years. Where applicable	Demonstrated excellent performance in research and Scholarship, exceeding the research output requirements of a full professor as defined by UKZN Research Policy, in the preceding five years. Produces impactful research such as a monographs, journal articles, book chapters and conference presentations or creative outputs of quality on regular basis as reflected in publication in high impact journals (Q1 & Q2), h-index in Scimago Scopus that is consistent or exceeds level for full professor benchmarked in the field and discipline nationally and internationally. An excellent track record of research and publications averaging a career total of 41-50 in DHET/SAPSE	Serves on University committees such as RHD committee, CAAB, Senate, Council, University Task Force and more. Chairs committees and participates in College decision-making and governance including contribution to University research policy formulation. Takes the lead in School postgraduate programme and curriculum development, evaluation, and revision including participating in strategic planning for the Discipline, School and College. Acts as a project leader, supervising the work of others, for example in research teams and projects. Represents the Discipline, School or College at research meetings outside the University.	Provides leadership nationally or internationally in own discipline through consultation, policy development or review. Involved in research projects that enable knowledge transfer and human capital development nationally and internationally or government research related advisory bodies or agencies. Evidence of international collaboration through joint publication/s. Sustained commitment to, and development of, partnerships with external organisations involved in widening access and other forms of outreach. Involvement in organising academic conferences, colloquia, exhibitions, productions and workshops

especially in professional disciplines, registration with the appropriate professional body is a minimum requirement.	accredited journals/books/book chapters. Candidates creative and performing arts, clinical (including nursing and public health; laboratory medicine and medical sciences), professional disciplines in applied human sciences, accounting/finance, architecture, law, engineering fields and Scarce skills disciplines as outlined in the prevailing DHET Scarce Skills Gazette Notice will have achieved a minimum career total of 35-40 in DHET/SAPSE accredited journals/books/book chapters. Demonstrated evidence as an independent scholar. Evidence of developing and maintaining an active research programme that is reflected in regular publications in peer reviewed DHET/DHET accredited scientific journals/book chapters/ books and presentations of research data at national and international scientific forums. Evidence of track record of sustained research and publications since the last appointment or promotion to full professor. NRF/equivalent national or international rating from research council that reflects excellence at the level of full professor nationally and internationally. Provides intellectual leadership within the discipline/School, which may include, but is not limited to: stimulating debate and		that attract recognised intellectual leaders in one's field. Engaged scholar who has driven off-campus activities, for example in Parliament, government agencies, or civil society. Participation and role in academic community including review of manuscripts and adding value to academic societies. Evidence of active service as an office-bearer in, and active membership of, a professional society, service as an editor of professional and research journals, including electronic journals. Active service as a reviewer as a member of an editorial board of professional and research journals. Active service as editor of a book series or collections of articles/chapters, including published conference proceedings. <u>OR</u> Evidence of active service on national committees and agencies (for example, the NRF/equivalent scientific research councils) concerned with tertiary education and research. Invitations to give public lectures or to participate in public education. Initiating and facilitating the signing of MOUs with external institutions nationally and internationally. Membership to a national technical committee,
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	discussion that leads to new intellectual and/or creative productivity. Contributes to the creation and maintenance of a research culture in the discipline where based. Encourages critical discourse and Scholarship at the University through symposiums and workshops. Provides research leadership by establishing and developing research groups. Evidence of sustained record of initiating international research collaboration evidenced through signed MOUs. A sustained track record of attracting external grants as a principal investigator from external sources into UKZN comparable to national and international standards for that level in the last five years. Actively involved in establishing an enabling research and innovation environment, through activities such as reviewing of research applications and proposals, policies and procedure, and research outputs. A track record of successful research supervision evidenced by sustained successful graduation of Master's and PhD students as per senate norms for full professor for the last five years. A sustained level of intellectual leadership within School/College/University and mentorship of junior staff that		commission or taskforce to promote research and Scholarship. Serving on national or international expert research advisory panels such as NRF/equivalent scientific research councils, WHO, World Bank, and others.
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	has led to the enhancement of the student experience at subject, Discipline, School, College or institutional level. A leader in collaborative research projects and partnerships with disciplines internal and external to the University of KwaZulu-Natal. Evidence of contributions made to research seminars and conferences at national and international levels.		
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ANNEXURE 11: Assessor Appointment Letter

Dear Prof

The Dean and Head: School of is pleased to nominate you to assist the University of KwaZulu-Natal, in South Africa in evaluating the quality, impact and standing of the research and teaching of Dr /Prof... The applicant works in the field/s of... The candidate has applied for appointment/promotion to the level of Eminent professors in the School recommended you as a suitable peer whose research specialisations match those of the applicant.

The UKZN Academic Appointment and Promotion Policy aims to achieve several goals. These include recognising excellent performance of our academic staff, recruiting top quality academic staff, facilitating the transformation of our academic staff demographics, ensuring that the academic work of the institution has a positive and significant impact on our society and acknowledging the value of Scholarship in terms of professional practice. Scholarship has many different components, and the evaluation of achievement should be a holistic one within the context of weights provided in each of the assessment areas (Teaching & Learning; Research and Innovation; Leadership and University Administration; and Academic Citizenship (including community engagement)).

You will find the necessary documentation and assessor /referee response template on our online system by clicking on the following hyperlink: <https://ukzn.recruitment.ac.za>. Alternatively, these documents are attached to this email for you.

You will be required to submit a report within four weeks from the date of this email.

Your report should include the following:

1. Appraisal of the quality and impact of the candidates teaching and learning,
2. Quality and impact of candidate's research and innovation on the discipline and/or society,
3. The standing of the applicant in leadership and university administration, and
4. The standing of the applicant in academic citizenship

Your report will provide an estimation of the applicant's overall standing in the four areas of assessment benchmarked against peers in the field. The assessment instrument to evaluate the applicant is hereby attached.

Kind regards

Prof

ANNEXURE 12: Assessor Report Template (Reference should also be made to requirements for appointment and promotion to a particular academic level in Annexures 2-10 (Appendix IV).

Name of Assessor:	
Name of Applicant:	
Discipline:	
School:	
College:	

Teaching and Learning (the assessment is inclusive of the mini teaching portfolio of evidence <i>Please evaluate the applicant on the following:</i>	Exceptional (score of 5) Performance far exceeds expectations and accomplishments are exemplary. Exceptionally high quality of work in all areas. Has made a unique/ innovative contribution.	Exceeds expectation (score of 4) Achievements are not outstanding but academic exceeds performance expectations and the quality of work overall is excellent	Meets expectation (score of 3) Performance is on average more than what is expected of and academic. meets expectations and the quality of work overall is very good	Does not meet expectation (score of 2) Academic performance has not met expectations in one or more areas.	Unsatisfactory/ (score of 1) Performance is below expectations. Significant improvement is needed in most areas.
Contribution of the applicant in improving learning experiences from the teaching statement provided.					
Clarity and articulation of the philosophy of teaching / and learning that shows understanding of how students learn and trends in contemporary thinking related to teaching and learning in the discipline.					
Standing of the applicant from the perspective of evidence provided on innovative teaching /learning practice methodologies/pedagogy including evidence of the use of ICT and other applications for promoting independent learning for students.					
Standing of the applicant in engaging students from broad range of backgrounds and learning (dis)abilities through well designed and paced teaching which promotes understanding.					
Overall estimation of applicant's current standing in teaching and learning.					

Research & Innovation <i>Please evaluate the applicant on the following:</i>	Exceptional (score of 5) Performance far exceeds expectations and accomplishments are exemplary. Exceptionally high quality of work in all areas. Has made a unique/ innovative contribution.	Exceeds expectation (score of 4) Achievements are not outstanding but academic exceeds performance expectations and the quality of work overall is excellent	Meets expectation (score of 3) Performance is on average more than what is expected of and academic meets expectations and the quality of work overall is very good	Does not meet expectation (score of 2) Academic performance has not met expectations in one or more areas.	Unsatisfactory/ (score of 1) Performance is below expectations. Significant improvement is needed in most areas.
Quality and trajectory of the research output as reflected in the journals in which the candidate has published.					
Research in the field benchmarked against peers looking at h-index (citations, and journal quartiles where publications appear (whichever is applicable).					
Standing of the candidate with regard to sustained and successful research grants from external sources into UKZN (especially for full professor, R/Scholar, T/Scholar, L/Scholar and R/professor. For AP, sustained graduation of PhD students above senate norms over the last five years shall be considered in lieu of grants. The incumbent shall demonstrate evidence of initiating international research collaboration.					
Standing of the candidate with reference to active and sustained contributions made to research seminars and conferences.					
Extent of PG (Masters & PhD) successful supervision for those aspiring for the professoriate positions and sustained graduation of honours students for senior lecturer positions)					
Overall estimation of applicant's current standing as a researcher.					

Leadership and Administration <i>Please evaluate the applicant on the following:</i>	Exceptional (score of 5) Performance far exceeds expectations and accomplishments are exemplary. Exceptionally high quality of work in all areas. Has made a unique/ innovative contribution	Exceeds expectation (score of 4) Achievements are not outstanding but academic exceeds performance expectations and the quality of work overall is excellent	Meets expectation (score of 3) Performance is on average more than what is expected of and academic meets expectations and the quality of work overall is very good	Does not meet expectation (score of 2) Academic performance has not met expectations in one or most areas.	Unsatisfactory/ (score of 1) Performance is below expectations. Significant improvement is needed in most areas.
Overall standing of the applicant's contribution to academic leadership including management and administration of the Discipline, School, College and serving on School or University committees.					
Academic Citizenship (including community engagement) <i>Please evaluate the applicant on the following:</i>	Exceptional (score of 5) Performance far exceeds expectations and accomplishments exemplary. Exceptionally high quality of work in all areas of responsibility. Made a unique/ innovative contribution	Exceeds expectation (score of 4) Achievements are not outstanding but academic exceeds performance expectations and the quality of work overall is excellent	Meets expectation (score of 3) Performance is on average more than what is expected and academic meets expectations and the quality of work overall is very good	Does not meet expectation (score of 2) Academic performance has not met expectations in one or most areas.	Unsatisfactory/ (score of 1) Performance is below expectations. Significant improvement is needed in most areas.
Standing in providing consultation services to communities, business, industry that enable knowledge transfer and promote research projects.					
Contribution in providing active service as an office-bearer in, and active membership of, a professional society or editor of professional and research journals or active service on national committees and agencies.					
Contribution to community human capital development activities, which builds capacity of people outside of the University and impacts broader communities and society that the University serves.					
Standing in academic community activities such as invitations to deliver key-note					

speeches, review papers or active participation in academic societies or invited assessor for major grant awarding bodies.					
Contribution of the applicant in initiating and signing MOUs with external institutions nationally and internationally.					
Overall estimation of applicant's current standing in academic citizenship.					

Please provide recommendations for future development of the applicant

Overall Conclusion:

Signature:	Date:

ANNEXURE 13: Mini Teaching Portfolio of Evidence Template for the Applicant

(Not to exceed 15 pages –single spaced or 7500 words in length, font 12 Cabri). Reference should also be made to requirements for appointment and promotion to a particular academic level under Teaching and Learning in Annexures 2-10 (Appendix IV).

Name of Applicant:	
Applicant staff number (If UKZN academic) :	
Rank being applied to:	
Date of last promotion:	
Current academic year:	

Exceptional (score of 5)	Exceeds expectation (score of 4)	Meets expectation (score of 3)	Does not meet expectation (score of 2)	Unsatisfactory (score of 1)
Academic whose accomplishment in T/L are exemplary, commitment to enhancing students learning, and advancing pedagogy leading to outcomes with a major impact on T/L practice.	A candidate demonstrates a high level of commitment and performance exceeding the expectations.	Performance is on average more than what is expected, academic. meets expectations and the quality of work overall is very good	Performance has not met expectations in most areas.	Performance below expectations. Significant improvement is needed in most/all areas.

	Areas of Assessment	Explanation by the Candidate	Score
1.	Philosophy of Teaching: What is your understanding of Teaching and Learning and its influence on promoting academic excellence? What is your philosophy of teaching and approaches to teaching? What are		
	your teaching methods used, methods of assessment, and how these have changed over time, considering the inputs of peers or students through evaluations? You can include additional information on Scholarship in Teaching and Learning curriculum revision, formally sharing practice with others, and a record of awards or recognition received for Teaching and Learning. Refer to the document describing five areas of evaluation of Teaching and Learning.		

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2.	Reflection on Students: Who are your students? How does your teaching ensure that all students/clients feel included? How do you actively engage students in their learning? How do you get to know what your students bring with them to your classroom? How do you teach in ways that encourage students to participate in knowledge production processes? How do you address problems of students' under-preparedness in your curriculum? How does your curriculum structure provide sufficient support for students? How do you develop your students' capacities and prepare them to be the critical citizens of the future? How does your curriculum and teaching strategies enrich students with exceptional abilities?		
3.	Reflection on context: Where does your teaching take place? What macro, meso and micro issues do you take into account in your teaching? How do your curriculum decisions and teaching approaches reflect the geographical, historical and social context of your classroom? In what ways does your context enable or constrain how you teach and assess? How do you integrate pertinent local and topical issues into your curriculum? What are the institutional, student body, professional, national and international contextual issues that affect your teaching/ learning context? How does your curriculum address concerns that affect the planet? What changes have you made to the		
	curriculum to ensure it addresses your context? How does your teaching promote a consciousness/awareness of the global context?		

4.	Reflection on Knowledge: What is your discipline / profession and what are its key features? What aspects of the course or programme do your students battle with and how have you addressed this through your teaching approach? How do your teaching and assessment approaches ensure that the practices of the discipline and/or profession become accessible to all? In what ways does your teaching allow students to have access to the discipline? What do you do to make sure your students can contribute to knowledge production and not just to knowledge consumption? How do you ensure that you maintain disciplinary depth? How does being an active scholar affect your teaching? How do your contributions to your discipline improve your teaching?		
5.	Reflection on Growth What innovative approaches enhance your teaching? How do you use technology to improve the student experience and enable better understanding of core concepts? How do you use alternative teaching and learning techniques to improve student engagement? How do you critically evaluate your own teaching? How do you actively solicit peer evaluation and critique to enhance your teaching? How do you think you have developed as an excellent teacher over time? How have you contributed to curriculum development? How does your approach to assessment enhance learning? How has your Scholarship contributed to institutional development and beyond?		

Please provide recommendations for future development of the applicant

Overall Conclusion:

Signature:	Date:

ANNEXURE 13b: The Clinical Portfolio

Name of Applicant:	
Applicant staff number (If UKZN academic) :	
Rank being applied to:	
Date of last promotion:	
Current academic year:	

	Domains of Activities for Clinical Academics	Level of Achievement		Comment
		Excellence/Exceptional (Score = 5): A candidate demonstrates clear evidence of sustained performance above and beyond expected performance leading to outcomes with a major impact on health and health practice.	Strength/Exceed expectation (Score =4): A candidate demonstrates a high level of commitment and performance exceeding the expectations	
1.	Competent, professional practice <i>The employee operates as a competent practitioner providing a high standard of care.</i>			
2.	Competent, professional management <i>The employee manages a clinical service competently and professionally</i>			
3.	Effective outreach <i>The employee participates effectively in an effective outreach programme.</i>			
4.	Improvement of services <i>The employee is</i>			
	<i>effective in improving services</i>			

5.	Continuing professional development <i>The employee is effective in maintaining and improving their professional skills and those of others.</i>			
5.	Contribution to Health Systems and policy <i>The employee contributes to the development of health systems and health policy</i>			

ANNEXURE 13c: Mini Community Engagement Portfolio of Evidence Template for the Applicant

(Not to exceed 15 pages –single spaced or 7500 words in length, font 12 Calibri.) Supporting evidence should be attached as appendices or links to the relevant documents/evidence. Reference should also be made to requirements of academic citizenship Annexure 4 in appendix IV

Name of Applicant:	
Applicant staff number (If UKZN academic) :	
Rank being applied to:	
Date of last promotion:	
Current academic year:	

Exceptional (score of 5):	Exceeds expectation (score of 4)	Meets expectation (score of 3)	Does not meet expectation (score of 2)	Unsatisfactory/ (score of 1)
Academic whose accomplishment in Academic Citizenship including community engagement are exemplary, commitment to enhancing students learning, through outreach initiatives leading to outcomes with a major impact on society.	A candidate demonstrates a high level of commitment and performance exceeding the expectations.	Performance is on average more than what is expected, academic. meets expectations and the quality of work overall is very good	Performance has not met expectations in most areas.	Performance below expectations. Significant improvement is needed in most/all areas.

	Areas of Assessment	Explanation by the Candidate	Score
1.	Community Engagement Philosophy: What is your understanding of community engagement and its' influence on		
	promoting academic excellence? What are your conceptions and approaches to community engagement?		

2.	Reflection on Community Stakeholders: Who are your key community engagement stakeholders? What are the processes you follow with community stakeholders to ensure that they are included in the community engagement activity? How do you get to know what your stakeholders' needs are? How do you engage community stakeholders in ways that encourage them to participate in the co-creation of knowledge? How do you assist community stakeholders to develop governance frameworks and sustainability strategies for co-created projects?		
3.	Reflection on community engagement activities/outputs: What are the opportunities you have created and activities you have engaged in with your various community partners? What are the measures and evidence for these activities?		
4.	Reflection on community engaged outcomes and impacts. What have been the outcomes and impacts for: community organisations, government, business/industry and students who have been involved in your community engagement activities? What are the indicators/measures for these outcomes and impacts e.g. end-user evaluations/assessment/feedback or changes and effects because of the engagement? How are the impacts aligned with the State's 2030 National Development Plans to reduce poverty and eliminate inequality?		
5.	Reflection on community engagement and Teaching and Learning: How are your community engagement activities integrated into your teaching? How has community engagement		

	helped you contextualise your teaching and students' learning? How is community engagement incorporated into students' learning/activities? How is community engagement included in your curriculum? What skills, knowledge and values have your students acquired from community engagement activities they have participated in? How students are assessed on their community engagement activities? How are community partners' learning needs incorporated into your teaching? How is your students' participation in the community impacting the community?		
	Reflection on Community Engagement and research: What applied and/or basic research and scholarship have you engaged with community stakeholders that have contributed to socio-economic, technological and policy development and to solving problems of communities at local, provincial and national levels? Who participated in the research? Which student (honours, masters and PhD) research projects are based on community partners' needs? How was the research conducted with community partners? How was it funded? How did the various stakeholders benefit from the research? What was the impact of the research for participating stakeholders? How were the findings of the research communicated e.g. where and in what form were they published/disseminated? How is the research impacting the standing and marketing of the University?		

Please provide recommendations for future development of the applicant

Overall Conclusion:

Signature:	Date:

***ANNEXURE 14: Line Manager Report Template**

Name of Applicant:	
Applicant staff number (if UKZN academic):	
Rank being applied to:	
Discipline:	
School:	
College:	
Year of application:	

Exceptional (score of 5)	Exceeds expectation (score of 4)	Meets expectation (score of 3)	Does not meet expectation (score of 2)	Unsatisfactory/ (score of 1)
Academic whose accomplishment in T/L are exemplary, commitment to enhancing students learning, and advancing pedagogy leading to outcomes with a major impact on T/L practice.	A candidate demonstrates a high level of commitment and performance exceeding the expectations.	Performance is on average more than what is expected, academic. meets expectations and the quality of work overall is very good	Performance has not met expectations in most areas.	Performance below expectations. Significant improvement is needed in most/all areas.

Teaching and Learning	Contribution	Score
Contribution in improving learning or practice experiences.		
Contribution to innovative teaching practice methodologies and pedagogy.		
Overall standing in teaching and learning.		
Research & Innovation		
Trajectory of the research output.		
Successful research grants from external sources into UKZN and initiating international research collaboration.		
Active and sustained contributions to research seminars and conferences.		
Successful graduations (Masters & PhD) for professoriate and honours students for senior lecturers		
Overall standing of the applicant as a researcher.		
Leadership and University Administration		

Contribution to academic leadership and administration of the Discipline, School, College and serving on School or university committees.		
Academic Citizenship (including community engagement)		
Contribution to providing consultation services to communities, business, industry that enable knowledge transfer and promote research projects.		
Active service of the applicant as an office-bearer in, and active membership of, a professional society.		
Contribution of applicant to community human capital development activities, which impacts broader communities and society that the University serves.		
Applicant role in academic community activities such as invitations to deliver key-note speeches, review papers or invited as assessor for major grant awarding bodies.		
Contribution of the applicant in initiating and signing MOUs with external institutions nationally and internationally.		
Overall estimation of applicant's current standing in academic citizenship.		

* The Line Manager will rate the candidate on a scale of 1-5 in all the areas of evaluation in the same manner as the assessor/referee. The assessment report of the line manager will be considered by the selection committee alongside those of the assessors

ANNEXURE 15: Talent Mapping of the Candidate by Line Manager

	Performance Score	Talent Mapping (P-P Matrix) – Readiness for next level	Scarce/ Critical Talent (Y/N)	Talent Category (Critical = Green Quadrant; Key Stabiliser = Gold Quadrant; Potential Contributor – Red Quadrant)
Year 1				
Year 2				
Year 3				

Recommendations

Line Manager:	Signature::
Date::	

ANNEXURE 16: Feedback to Candidates on the Outcome of the Selection Process (Template)

Name of Applicant:	
Applicant staff number (if UKZN academic):	
Rank being applied to:	
Discipline:	
School:	
College:	
Date of the selection committee meeting:	
Decision of selection committee:	a. Promote () b. Not to promote ()

	Consolidated comments of assessors, selection committee and CTPAC
Teaching and Learning <i>Candidate contribution in the following areas</i>	
Improving learning experiences.	
Clarity in understanding how students learn or practice and trends in contemporary thinking related to teaching and learning in the discipline.	
Innovative teaching methodologies and pedagogy.	
Engaging students from broad range of backgrounds and learning (dis)abilities.	
Overall estimation of applicant's standing in teaching and learning.	
Research & Innovation <i>Candidate contribution in the following areas</i>	
	Consolidated comments of assessors and selection committee
Quality and trajectory of the research output.	
Applicant research standing in the field benchmarked against peers looking at h-index, citations, and journal quartiles where publications appear.	
Standing with regard to successful research grants from external sources into UKZN and initiating international research collaboration.	

Standing with sustained contributions to research seminars and conferences.	
Successful graduation of PG (Masters & PhD) for the professoriate and honours for senior lecturers.	
Overall estimation of applicant's standing as a researcher.	
Leadership and University Administration <i>Candidate contribution in the following areas:</i>	
	Consolidated comments of assessors and selection committee
Standing of the applicant's contribution to academic leadership and university administration of the Discipline, School, College and serving on School or university committees	
Academic Citizenship (including community engagement)	
Applicant standing in providing consultation services to communities, business, industry that enable knowledge transfer and promote research projects.	
Applicant active service as an office-bearer in, and membership of, a professional society or editor of professional and research journals or active service on national committees and agencies.	
Contribution to community human capital development activities outside of the University and impacts broader communities.	
Applicant's role in academic community activities such as invitations to deliver key-note speeches, review papers or active participation in academic societies or invited assessor for major grant awarding bodies.	
Contribution of the applicant in initiating and signing MOUs with external institutions nationally and internationally.	
Overall estimation of applicant's current standing in academic citizenship.	

Recommendations of assessors/selection committee for future development of the applicant

Overall Conclusion:

Dean & Head of School (on behalf of selection committee)	Signature:
Date:	

Annexure 21 *Academic Promotion Schedule

Activity	Date(s)
1. ED HR Call for applications	28 October 2025
2. Close for receipt of applications (including relevant portfolios of evidence)	16 January 2026
3. SOM sends applications (including relevant portfolios of evidence) to Dean & HoS	2 - 16 January 2026
4. Dean & HoS constitutes Selection Committee	17 - 31 January 2026
5. Dean & HoS identifies Assessors / Referees	17 - 31 January 2026
6. Dean & HoS sends Assessors the applicant dossiers, and also requests referee reports	1 - 15 February 2026
7. Assessors report back to Deans & HoS	15 March - 15 April 2026
8. Dean & HoS sends Teaching, Clinical, and Community engagement portfolios to relevant assessment committees	1 - 15 February 2026
9. Portfolio assessment committees report back outcomes to Dean & HoS	15 March - 15 April 2026
10. Selection committees are seated	1 May - 30 June 2026
11. College HR transmits outcome to UAPC through ED HR	10 May - 10 July 2026
12. UAPC is seated	01 - 15 August 2026
13. ** ED HR communicates outcomes to candidates	25 - 30 August 2026
14. Appeals lodging	01 - 05 September 2026
15. Appeals committee seating and determination	15 - 24 September 2026

* Out of cycle/fast track appointments and promotions are exempt from this schedule as they shall occur any time throughout the year.

** ED HR will ensure the timelines are adhered to.