

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):	Strength/Exceed expectation (Score =4):	
		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.	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: