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PROMOTIONS POLICY

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1.0 Interpretation of Operational Terms of the Policy

Academic Staff: staff who are employed in teaching and research by the Council of MRU.

1.1 Background of MRU

Muteesa I Royal University (MRU) was offered an operational license by the National Council for Higher Education (NCHE) in 2005 and started its operations in 2007. The founding Chancellor of the University, who is also its Visitor, is His Majesty the Kabaka, Ronald Muwenda Mutebi II. The genesis of modern education in Uganda is historically associated with the Kingdom of Buganda owing to the role that Sekabaka Muteesa I played in inviting the missionaries who introduced education in Uganda. Owing to this history, it is only befitting that the University was named after this visionary leader. Hence, the University was named after the 31st King of Buganda who was a monarch of great vision, Kabaka Muteesa I (1856-1884). MRU is a skills training, academic and research-oriented institution of higher learning that was established as a private institution. The initiative was promoted by the Executive Committee (EC) of the Buganda Kingdom, headed by the *Katikkiro* (i.e., Prime Minister).

1.2 Strategic Goals of MRU

The Strategic Goals of MRU are as follows:

i. To produce graduates with all-round competencies and skills to be able to initiate self-employment activities or compete for jobs in the global market;
ii. To promote research and encourage students and staff to publish;
iii. To build and expand collaboration and engagement with the community, the alumni, and industry and business, and to equip students with practical skills while empowering the community, industry & business to develop local solutions;
iv. To strengthen MRU's human resource capacity;
v. To achieve a sustainable financial resource base;
vi. To improve the administrative and organizational arrangements of MRU with a view to achieving efficiency and effectiveness in all sections of MRU; and
vii. To construct or acquire, rehabilitate and maintain buildings, equipment, implements, ICT facilities and land particularly for the growth and development of its niche.

1.3 Vision of MRU

The Vision of MRU is to be "a leading university responding to contemporary challenges through teaching and learning, research and technical guidance".

1.4 Mission of MRU

The Mission of MRU is "to provide training, research and technical guidance responsive to national socio–economic needs".

1.5 Core Values of MRU

The core values of MRU are as follows:

i. Professionalism; Professionalism is a trait that's highly valued in the human resource of any organization. It has many attributes, including: (a) Specialized knowledge, (b) Competency, (c) Honesty and integrity, (d) Respect, (e) Accountability, (f) Self-regulation, and (g) Image.
ii. Respect for Diversity;
iii. Cultural Sensitivity;
iv. Tenacity; and
v. Team Spirit.

2.0 Introduction of the Policy

This Policy provides a framework for the management of promoting academic staff on an *ad personum* basis. It specifically refers to the promotion of academic staff members within the ranks of the Faculties, where no vacancy exists. Where a vacancy does exist, the Human Resource Policy of the MRU will apply and the procedure followed would be as per normal requirements for the filling of a post.

3.0 Objectives of the Policy

The policy serves to ensure that all academic *ad personum* promotions take place in a uniform, fair and transparent manner. The procedure will act as a guide for all the Faculties of MRU. The Policy serves to recognize excellent performance; to retain scarce and highly specialized skills; and/or to support the strategic objectives of the academic Departments.

4.0 Application of the Policy

This Policy is applicable to all academic members of staff at MRU who are in charge of and affected by the promotion of staff.

5.0 Principle Underlying the Policy

5.1 Supporting Strategic and Operational Needs

Promotions must be carried out in terms of the strategic and operational requirements of MRU's respective Faculties and Departments. These requirements include, but are not limited to, the following: the immediate and/or future goals and strategies of the Faculties/Departments; the need to recognize excellent performance; and the need to retain scarce and critical skills.

5.2 Transparency and Inclusiveness

i. The process of promotions must be inclusive and transparent and should allow for the participation of relevant role players in the decision-making processes; and
ii. The process should allow members of staff who are of the opinion that they qualify in terms of the relevant criteria, to apply for promotion.

5.3 Corporate Governance and Effective Management

i. The process of promotion should be aligned with the general principles and procedures associated with good corporate governance;

ii. The responsibility for the overall management of the process rests with the Vice Chancellor, Deputy Vice Chancellor, Deans of the relevant Faculties and MANCO. Decisions are to be ratified by Senate/Senate Exco and Council;
iii. Normal human resource processes and principles will apply, unless otherwise indicated in this Policy; and
iv. Any staff who feels aggrieved by the process or wishes to declare a dispute, may make use of the MRU Grievance Procedure to lodge such a grievance or dispute.

5.4 Affordability

- Promotions must be affordable in terms of the financial framework of MRU.

6.0 The Process for Administering Promotions

- This section deals with all academic *ad personum* promotions

6.1 Define and Communicate the Context for Promotion

i. The relevant Faculty Management Committees and MANCO must carefully consider the context within which the promotions are managed, including strategic and operational needs, and affordability;
ii. The Deans of Faculties and MANCO must clearly communicate this context to staff to facilitate a broad appreciation of the context and to minimize the risk of unrealistic expectations.

6.2 Invite Applications

i. Human Resource Department, on the request of MANCO, will invite staff to apply for promotion, either on an annual basis or as need arises in terms of MRU's strategic objectives. The invitation will clearly indicate the relevant criteria, context, as well as the format and timeframe for applications; and
ii. MANCO must further determine the level or levels to which people can be promoted and the number of promotions available.

6.3 Screening of Applicants

i. MANCO together with the Human Resource Department, will jointly consider the applications against the criteria (Addendum A) and the context (point 6.1); and
ii. MANCO must thereafter recommend which applicants should be considered by the Promotions Committee for possible promotion.

6.4 Evaluate Screened Applicants

i. A Promotions Committee, comprising of extended MANCO shall be established. The Committee evaluates the applicants in terms of the promotion criteria. The Committee must also consider the broader contextual factors (point 6.1) and their recommendation(s) must be reflective of the personal merits of applicant(s), as well as the Faculty-specific and Department-specific contexts; and
ii. The Committee may decide not to recommend any applicant for promotion, providing a reason or reasons for doing so.

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6.5 Finalization of Recommendations

- The Committee shall submit its recommendation(s) to the Vice Chancellor for approval and communicates to Senate and MRU Council for ratification and implementation.

6.6 Communicate the Decision

i. Should an applicant be successful, the Human Resource Department must draw up a Letter of Appointment in terms of the promotion and forward it to the appropriate Faculty Dean. The Dean shall, in turn, hand it over to the applicant. The Human Resource Department must inform the relevant payroll or salary section of the promotion and its terms; and
ii. The final decision must be communicated with due sensitivity to all applicants, in terms of normal Human Resource Procedures.

7.0 Generic Criteria for Promotion

The generic criteria for promotion ranging from Lecturer, Senior Lecturer, Associate Professor and Professor, are provided in Addendum A.

ADDENDUM A: GENERIC CRITERIA FOR ACADEMIC PROMOTION

The criteria for promotion and presentation of application: In brief, candidates for promotion must be able to demonstrate that they:

i. Have been consistently high performers at their current level of appointment; and
ii. Have the capacity to perform satisfactorily at the level to which they seek promotion.

The onus is on a candidate to satisfy the Promotions Committee that the criteria set out in table 1 have been met. Furthermore, while candidates for promotion are not expected to meet all the criteria stipulated in tables 2 – 4, they should provide evidence on as many of these criteria as possible. Candidates must present their application for promotion by way of a Curriculum Vitae (CV) and a "case for promotion", which addresses their achievements with respect to:

- Qualifications, professional registration and discipline-based knowledge levels;
- Teaching and learning;
- Research and creative works; and
- Academic and community engagement.

The "case for promotion" is a brief (4 pages maximum) statement of achievement and self-reflection in the areas of teaching and learning; research and creative works; and academic engagement using the criteria provided in Tables 1 to 4. "Supporting evidence" can be attached to substantiate the achievements stated in the CV and case for promotion. Supporting evidence is particularly helpful with respect to teaching achievements and can include a synopsis of student and peer feedback or submission of a teaching portfolio. In addition, candidates applying for promotion to Professor should provide the names of two external "referees" (preferably one of national and one of international standing). The Promotions Committee will weigh up all the evidence presented with respect to the criteria and the contextual factors relevant to the Department/School/Faculty and will then reach an informed decision regarding the "application for promotion".

Table 1: Qualifications, Professional Registration and Discipline-based Knowledge Levels[1]

Area of Skill and Competence	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor
Qualifications and Professional Registration	A relevant 4-year qualification	A relevant Masters degree with some relevant experience OR, depending on the relevant discipline, an Hons/4-year professional degree/equivalent qualification with adequate relevant experience &, where appropriate, professional registration	A relevant Doctoral degree with relevant experience OR, depending on the relevant discipline, a Masters degree with extensive relevant experience and, where appropriate, professional registration	A relevant Doctoral degree with extensive relevant experience OR, depending on the relevant discipline, a Masters degree with extensive relevant experience and, where appropriate, professional registration	A relevant Doctoral degree with extensive relevant experience OR, depending on the relevant discipline, a Masters degree with extensive relevant experience and, where appropriate, professional registration
Knowledge Levels	Sound knowledge in the theory of the discipline and emerging knowledge related to the application of the discipline	Sound knowledge in the theory and application of the discipline	In-depth knowledge in the theory and application of the discipline	Expert knowledge in the theory and application of the discipline, recognized internally and nationally	Expert knowledge in the theory and application of the discipline, recognized internally and nationally

Examples of evidence that can be provided:

- List of qualifications obtained (name, when and where obtained);
- List professional registration(s) and the name(s) of the registering body;
- Provide indication of nature of continuing professional development activities undertaken;
- Work history which highlights nature and extent of relevant experience obtained; and

[1] The criteria in Table 1 **have to be met** when applying for promotion to a higher academic rank. Applicants must thus ensure that they meet the qualification, professional registration (where appropriate) and knowledge level requirements before they submit their application.

- References from internal and external colleagues regarding discipline-based knowledge and expertise. Two external references are mandatory for applications for promotion to Professor and Senior Professor.

Table 2: Achievements in Teaching and Learning[2]

Academic teaching and learning involves all aspects related to:

- Teaching, instruction, guidance and facilitation;
- Assisting and supporting students in their learning;
- Refining and developing new learning programmes and modules; and
- The professional development of teaching practice and reflecting on the impact of teaching practices on student learning.

Area of Skill and Competence	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor
Scope and quality of teaching and learning activities	Limited experience in facilitating learning at UG level	Experienced in facilitating learning at UG level and has potential to contribute at PG level	Substantial experience in facilitating learning of a high quality at UG level and some experience at a PG level	Extensive experience and demonstrated excellence in facilitating learning at both UG and PG levels	Extensive experience and demonstrated excellence in facilitating learning at both UG and PG levels
		Basic teaching & assessment practices used	Appropriate teaching & assessment practices used with diverse students	Appropriate, more advanced teaching & assessment practices used with diverse students	Advanced and innovative teaching & assessment practices used with diverse students

[2] Given the diverse activities related to teaching and learning facilitation, a range of criteria have been provided in Table 2. Promotion candidates are **not expected to meet all these criteria**, but should provide evidence on as many of these criteria as possible.

Area of Skill and Competence	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor
		Participation in internal review processes to promote high quality teaching and learning	Participation in internal review processes to promote high quality teaching and learning	Emergent leadership role in internal & external review processes to promote high quality teaching and learning	Plays a leadership role in internal and external review processes to promote high quality teaching and learning
		Participation in, e.g., module design, materials development, tutor training	Participation in, e.g., module/prog. design, materials development, tutor training	Has an emergent leadership role in curriculum & assessment dev. for modules/progs	Plays a leadership role in curriculum development at module/programme level
Professional teaching development & scholarship		Engages in activities to develop teaching practices	Engages in activities to develop & reflect on teaching practices on ongoing basis	Engages in activities to develop & reflect on advanced teaching practices	Engages in activities to develop & reflect on advanced and innovative teaching practices and shares teaching expertise with colleague
Educational leadership		Emergent leadership role in prog. delivery (e.g., coordinates 1st year modules)	Leadership role in programme management (e.g., programme leader/ coordinator)	Leadership role in prog. management (e.g., programme leader/Coordinator/HoD	Leadership role in prog. management (e.g., programme leader/Coordinator/HoD
Academic standing with respect		Internal recognition for teaching excellence	Internal and emerging national recognition for teaching	Growing national recognition for teaching	National and some international recognition for teaching excellence and scholarship

Area of Skill and Competence	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor
to teaching excellence			excellence and/or scholarship	excellence and scholarship	

Examples of evidence that can be provided:

- List undergraduate and postgraduate courses/modules/subjects taught and provide examples of performance of students (success rates);
- Invitations to teach at other institutions.
- Invitations to act as an external examiner;
- List professional teaching development workshops, seminars and conferences attended;
- List papers delivered and publications related to teaching practice;
- List specific certificates, diplomas, and degrees obtained in the field of higher education. (e.g., PGDHE);
- Peer reviews of your teaching and learning facilitation (could be included in a Teaching Portfolio);
- Provide an indication of how student feedback is obtained and used and provide feedback extracts;
- Provide examples of learning materials developed (could be included in a Teaching Portfolio).
- List teaching and learning related committees served on in faculty, MRU and professional bodies;
- Teaching awards;
- Provide self reflection on own teaching, learning and assessment practices (could be part of a Teaching Portfolio);
- Involvement in curriculum design, programme and module review, and institutional audits; and
- Mentor training received and an indication of the staff you have mentored and the period when the mentoring took place;

Note: Given the diverse activities related to teaching and learning facilitation, a range of criteria have been provided in Table 2. Promotion candidates are **not expected to meet all these criteria**, but should provide evidence on as many of these criteria as possible.

Table 3: Achievements Related to Research and Creative Works[3]

Achievements involve:

- The creation of new knowledge;
- Working on the frontiers of a discipline to advance understanding;
- Bringing new and interdisciplinary knowledge together to understand and solve problems; and
- Creative works and/or innovations (e.g., creative writing, dramatic productions, exhibitions, recitals, musical compositions and performance; media productions, inventions, and technology transfer).

Discipline-specific contexts need to be considered when determining the range and nature of the achievements deemed appropriate.

Skill and Competence	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor	Senior Professor
nt in and outputs research and creative	Potential to contribute to research and knowledge creation	Engaged in major research project (e.g., doctorate) or part of a research team	Actively engaged in research (self-initiated or as part of a research team)	Actively engaged in research (self-initiated or as part of a research team)	Actively engaged in sustained research projects (self-initiated or as part of a research team)	Actively engaged in sustained research projects (self-initiated or as leader of a research team)
		Produces peer reviewed publications (e.g., articles, books, chapters) of quality	Produces peer reviewed publications of quality; articles published in national accredited journals	Regularly produces peer reviewed publications of quality; articles published in national and some international accredited journals	Publishes regularly and extensively in accredited national and preferably international journals; regularly contributes to books, chapters and conf. proceedings.	Publishes regularly & extensively in accredited national and pref. international journals with a high impact factor; publishes books/book chaps of significance

[3] Given the range of activities and discipline-specific nature of achievements in research and creative works, a range of criteria have been provided in Table 3. Promotion candidates are **not expected to meet all these criteria**, but should provide evidence on as many relevant criteria as possible.

Skill and Competence	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor	Senior Professor
	Has preferably presented papers at conferences and seminars	Presents research papers at national academic & professional conferences	Regularly presents research papers at academic & prof. conferences nationally and even internationally	Regularly presents research papers at academic & prof. conferences nationally and internationally	Regularly presents & invited to present research papers at academic & prof. conf. nationally & increasingly at international level	Regularly presents & invite present research papers at & prof. conferences natior internationally
	Potential to produce creative outputs &/or innovations	Engaged in creative works &/or innovations relevant to academic/ professional field	Has produced a sign. body of creative work that contributes meaningfully to the discipline; the work is original in idea &/or execution and enjoys national recognition.	Has produced an outstanding body of creative work, sustained over time, that contributes meaningfully to the discipline; the work is original in idea &/or execution, enjoys national recognition & contributes to critical debate in the field.	Has produced an exceptional body of creative work, sustained over time, that contributes meaningfully to the discipline; the work is original in idea &/or execution, enjoys national & international recognition & contributes to critical debate in the field.	Has produced an exceptio of creative work, sustained time, that contributes mea to the discipline; the work original in idea &/or execu enjoys considerable interna recog. & contributes to cri debate in the field.
raining (includes upervision)		Potential to/has acted as co-supervisor for postgraduate research (honours & masters)	Successfully supervised Masters and Doctoral (M&D) candidates	Reasonable number of successfully supervised M&D candidates	Has attracted & successfully supervised a substantial number of M&D candidates, & some of the research results make a sign. contribution w.r.t. knowledge creation	Has attracted & successful supervised a large number candidates, & the results o research make a sign. impa knowledge creation

Skill and Competence	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor	Senior Professor
			Acts as research mentor to less exp. colleagues	Mentors less exp. colleagues re. preparation of publications, grant applications, etc.	Regularly mentors less exp. colleagues re. preparation of publications, grant applications, etc. and offers training workshops/seminars	Regularly mentors less exp colleagues re. preparation publications, grant applicat & offers training workshops/seminars
p in research/ creative			Emergent leadership role in research team/ Dept./School/ Faculty	Leadership role in management of research in team/ Dept./School/ Faculty	Leadership role in management of research in team/ Dept./ /Faculty/ MRU	Strong leadership role in r research in team/Departm Faculty/MRU prof. or aca orgs.
				Emergent leadership role in sustaining a research culture that promotes high quality researchers & research	Provides leadership in establishing/ sustaining a research culture that promotes high quality researchers and research	Provides strong leadership establishing/ sustaining a res. culture pr high quality researchers &
r.r.t. research or creative		Internal recognition for research and/or creative outputs	Emergent internal reputation in his/her field based on publications & research &/or creative outputs	Emergent national reputation in his/field based on research publications and/or creative outputs	Has a national reputation in his/her field and emerging international reputation based on research publications &/or creative outputs	Is a distinguished, reputabl in his/her field which is re inter-nationally based on publications and scholarsh and/or creative outputs
			Preferably some recognition in the relevant discipline	Preferably reasonable national recognition in the relevant discipline	Considerable national and international recognition in the relevant discipline	Highly recognised both na and internationally in the r discipline

Examples of evidence that can be provided:

- Provide a research CV (includes publications, conference papers, Masters and Doctoral (M&D) supervision, editorship of journal, editorial board membership);
- List creative outputs, exhibitions, and/or inventions (include peer reviews);
- Provide an indication of the extent to which your research is cited;
- Invitations to act as a reviewer for journals and grant applications;
- Invitations to be a Keynote Speaker at national and international conferences;
- Invitations to undertake a research sabbatical at other institutions;
- Participation in national & international research teams;
- List of research awards (for what purpose, when and by whom);
- NRF rating (where applicable);
- Research funding attracted;
- Indication of research mentoring undertaken;
- Provide indication of student feedback on supervision;
- List research related Committees served on in the Department, Faculty, MRU and professional bodies;
- Provide self-reflection on own research; and
- For creative works, the judgment as to whether the work constitutes 'a substantial body of work' or is recognised, as well as what the candidate's 'public profile and standing' is, is based on two considerations: the judgment of respected peers, and the public standing and reputation enjoyed by the work and the candidate. Thus, candidates need to supply information such as, available reviews by peers, public recognition of the work and the contribution made by the candidate, contribution the work has made to advancing the discipline, and sustained development of a body of work over time. The work should also be accompanied by evidence of significant critical reflection.

Note: Given the range of activities and discipline-specific nature of achievements in research and creative works, a range of criteria have been provided in Table 3. Promotion candidates are **not expected to meet all these criteria**, but should provide evidence on as many relevant criteria as possible.

Table 4: Achievements in Academic Engagement[4]

Academic engagement involves:

- Actively contributing to the work of MRU (planning, governance, leadership, committee membership, administration); that is, internal service; and
- Using professional expertise and applying knowledge to advance understanding and solve problems (external service), preferably in partnership with communities/organizations, etc.

Area of Skill and Competence	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professo
Internal Service within the University	Potential to contribute to Departmental administration	Makes a useful contribution to Departmental administration	Regularly plays a role in Dept./Faculty admin/managem ent with some leadership responsibilities (e.g., acting HoD, prog. leader)	Plays a leadership role in Dept. and Faculty admin. (e.g., acting HoD, prog. leader, manages research projects/ teams/units)	Plays a leader role in Dept. Faculty admir (e.g., HoD, pr leader, manag research cont and units)
		Active participation in Departmental meetings, committees, etc.	Active participation in Departmental & Faculty meetings, committees, etc.	Increasingly contributes to Department/Fac ulty & MRU Committees.	Contributes t Faculty & MF Committees.
			Mentors new academic staff and young researchers	Regularly mentors new academics and young researchers	Regularly me new academic and young researchers
		Experience in participating in dev. local, partnerships (incl. liaising with industry)	Experience in contributing to dev. local & national partnerships (incl. liaising with industry)	Experience in developing local, national & international partnerships to foster knowledge exchange	Extensive experience in local, national international partnerships t foster knowle exchange & technology transfer
External service to the discipline/ profession			Participates in professional/ academic assoc.	Active participation in professional/ academic associations	Active participation leadership in prof/ academic bod &/or editoria boards

[4] Given the range of activities and discipline-specific nature of achievements related to academic engagement, a range of criteria have been provided in Table 4. Promotion candidates are **not expected to meet all these criteria**, but should provide evidence on as many relevant criteria as possible.

Area of Skill and Competence	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professo
			Can participate in public debate based on academic expertise	Participates in public debate based on academic expertise	Contributes t public debate disciplinary expertise
External engagement with and service to the community		Participates in consulting with NGOs, public & private sector organizations	Acts as a consultant to NGOs, public & private sector organisations	Acts as a consultant to NGOs, public & private sector organisations	Provision of advice & consultancy t organizations (e.g., serving Boards and Commissions
		Facilitating learning tailored to the needs of the external community (incl. SLPs, seminars, CPD workshops)	Facilitating learning tailored to the needs of the external community (incl. SLPs, seminars, CPD workshops, public talks)	Application of disciplinary knowledge & expertise in facilitating learning tailored to the needs of the external community (incl. short courses, seminars, workshops, public talks)	Extensive application of disciplinary knowledge & expertise in facilitating learning tailor to the needs the external community (i incl. short courses, semi workshops, p talks))
		Contributes to projects directed at economic, social & cultural development	Actively participates in projects directed at economic, social & cultural dev. locally	Actively participates in projects directed at economic, social & cultural dev. locally/nationally	Plays leadersh role in projec directed at economic, so & cultural dev locally/nation

Examples of evidence that can be provided:

- Internal and external committees/bodies served on (include role, especially if part of the executive). Professors are expected to play greater leadership roles in Departments/Faculties/MRU Committees;
- Membership of professional and academic associations (nationally and internationally);
- Leadership and management positions in Department and Faculty;
- List community engagement projects and short courses, seminars, workshops, etc., offered;
- List examples of nature and scope of professional consultations; and
- Give examples of contributions to public debates.

END