



JOB TITLE	Director: Environmental Learning Research Centre at either the level of Associate Professor or Senior Lecturer	INCUMBENT	
DEPARTMENT	Department of Secondary and Post School Education, Environmental Learning Research Centre	REPORTING STRUCTURE	Head of Department
FACULTY	Education	POSITION CODE	10001432
JOB TYPE (ACADEMIC/SUPPORT)	Academic	OFO CODE	231101
PERMANENT OR CONTRACT (IF CONTRACT – LENGTH OF CONTRACT)	Permanent	FULL-TIME OR PART-TIME (IF PART-TIME, HOW MANY HOURS PER DAY)	Full-time
COUNCIL FUNDED POST OR OUTSIDE FUNDED	Council funded	DATE APPROVED	12 August 2025 (The Acting Dean and People and Culture Director)

MAIN JOB OBJECTIVE/S
<p>At Rhodes University, all programmes contribute to the university’s mission to be foremost in generating and advancing locally responsive and globally engaged knowledge that seeks to create a just and sustainable society.</p> <p>Within this broader mission, and aligned with the vision and mission of the University, in the Education Faculty all academics are responsible for the creation and/or co-creation of knowledge (research), sharing of (dissemination), and critical engagement with knowledge (teaching and learning), community engagement and professional involvement in their field beyond the university. With this, we recognise differences in the execution of these responsibilities within the various departments, disciplines, faculties, research centres, and institutes in the faculty and the university more widely. Academics are also expected to assume administrative, management, and/or leadership duties at the departmental, faculty, and/or university levels.</p> <p>In the case of this position, the incumbent will be required to provide academic, administrative, and management leadership roles to enable the sustainability and flourishing of a research centre in the Department of Secondary and Post School Education, namely the Environmental Learning Research Centre. The ELRC is a leading research centre for the study of Environment and Sustainability Education in Africa. Its core objective is ‘To facilitate critical and innovative <i>environmental learning</i> and related <i>research</i> for just, transformative societies and sustainable environments in Africa and the global South’. It aims to</p> <ul style="list-style-type: none"> • Produce credible knowledge of education, training and social learning practices focusing on African social-ecological contexts and issues. • Provide tailored educational products and services to enhance educational quality and innovation in Africa and the global South.

- Strengthen and contribute to ***durable knowledge institutions and African networks*** promoting social-ecological resilience and sustainability education.
- Promote and disseminate ***quality knowledge products*** by African scholars and practitioners on environment, sustainability, and learning.
- Undertake ***focused advocacy*** with influential public and development agencies.

The role of the Director of the ELRC will involve inter alia, academic and administrative and management leadership to advance the following areas: teaching and learning; research; community engagement; and partnership building in the field of Environment and Sustainability Education.

The leadership contribution of this position should be evidenced firstly and foremost within the Research Centre, and through this at Departmental, Faculty and Institutional levels. It will involve providing academic (research, teaching, and supervision), as well as professional leadership and administrative management in Directing and leading the research programmes of the Environmental Learning Research Centre, which includes partnership building, fundraising and management to advance the objectives of the Research Centre.

The position will involve collaboration with the two research Chairs currently based in the ELRC, who will also provide mentoring support to the Director in the first few years of the position as required and relevant to the position.

JOB REQUIREMENTS

EDUCATIONAL QUALIFICATIONS AND EXPERIENCE

Director at the level of either Associate Professor or Senior Lecturer

Associate Professor

PhD in Education (Environment and Sustainability Education or closely related education or learning science fields) and at least 5 years of research project/programme management leadership and experience.

Senior Lecturer

PhD in Education (Environment and Sustainability Education or closely related education or learning science fields) and at least 3 years of research project/programme management leadership and experience.

RESEARCH AND RESEARCH LEADERSHIP:

- At least 5 years of experience in providing research leadership and research project and/or programme management in the field of Environment and Sustainability Education (ESE) / Education for Sustainable Development (ESD) or a closely related education or learning sciences field, with a multi-institutional, national and international focus or reach.

- At least 3 years of experience in providing research leadership and research project and/or programme management in the field of Environment and Sustainability Education (ESE) / Education for Sustainable Development (ESD) or a closely related education or learning sciences field, with a multi-institutional, national and international focus or reach.

- Research supervision of Master's and PhD degrees will be a strong advantage and/or extensive complementary experience supervising complex research teams and projects involving post-graduate scholars at an international level with more complex partnership structures.

- Research supervision of Master's degrees will be a strong advantage and/or extensive complementary experience supervising complex research teams and projects involving post-graduate scholars at the national level with smaller groups of partners.

- Emerging international profile in the field.

- National profile in the field.

TEACHING:

- Teaching in Environment and Sustainability Education (ESE) / Education for Sustainable Development (ESD) or a closely related field, preferably at post-graduate levels

- Teaching in Environment and Sustainability Education (ESE) / Education for Sustainable Development (ESD) or a closely related field, preferably at post-graduate levels, may also

	include teaching in professional and/or community-engaged contexts and/or undergraduate level.
ADMINISTRATION AND LEADERSHIP:	
<ul style="list-style-type: none"> ● Track record of administration, management, and project management leadership roles, including project or programme fundraising, programme management and management of strategic partnerships in project, programme and/ or institutional contexts. ● The ability to speak more than one South African language will be an advantage. 	
COMPETENCIES	
<p>The job-specific competencies are embedded within the key responsibility areas and the standards below. Relative to the post level (Associate Professor/Senior Lecturer) and the nature of the application, candidates must be able to demonstrate evidence of meeting the standards required.</p>	
COMPETENCIES SPECIFIC TO THIS POST	
<ul style="list-style-type: none"> ● High level of experience in managing research and practice projects in Environment and Sustainability Education or a closely related field, including experience in fundraising and management of funded projects in a research or institutional environment. ● Ability to teach and coordinate teaching in the area of Environment and Sustainability Education / ESD ● Ability to coordinate research and supervise postgraduate and undergraduate students' and/or partners/team members' research in the above areas. ● Strong knowledge of the theory and practice of: Environment and Sustainability Education / ESD and related study fields in an African context ● An ability to translate theoretical and practical experience into curricula, assessment and research programmes, including appropriate technology to support teaching, learning, assessment and research programming. ● An ability to be creative and imaginative in developing and enacting research, teaching and community-engaged research and practice programmes. ● Ability to use reflexive practice to inform teaching and applied, co-engaged research programmes, and independently lead the design and development of new research programmes to advance Africa's Environment and Sustainability Education field. ● Ability to develop a positive rapport, promote an affirming relationship with others, and provide leadership to research groups, partners, and teams operating within a Research Centre environment. ● Ability to establish, build and strengthen partnerships and relationships with key stakeholders relevant to Environment and Sustainability Education research in South Africa, Africa, and beyond. ● Willingness and ability to contribute to the general academic project in the Department and the Education Faculty, as well as Rhodes University's initiatives to support inter- and transdisciplinary research. 	
PERSONAL ATTRIBUTES	
<ul style="list-style-type: none"> ● Strong leadership skills, a team worker with an ability to work under pressure ● Ability to lead by example, motivate and support staff and students and develop a positive and productive work climate ● Vision and capability to lead and direct an international research Centre like the ELRC. ● Ability to work with diversity and in diverse contexts ● Commitment to collegiality and partnership building within the university and with external partners ● Commitment to contributing to the smooth functioning of the Environmental Learning Research Centre, and contributing to the smooth functioning of the Department and/or Faculty, and relevant university programmes ● Commitment to advancing transformation in the spheres of academic work ● Respect for others, consistently acting in a way that respects the dignity of others ● Commitment to designing and implementing service learning and community engagement initiatives, inter alia, through co-engaged research praxis ● Honest and ethical conduct, including the ability to practice ethics of care, social solidarity and environmental integrity 	

- Evidence of being a reflexive practitioner with openness to change
- Excellent interpersonal and communication skills
- Ability to work independently as well as collaboratively
- Ability to manage, lead and support the roles and work of research teams as well as administration and support staff; and lead and oversee the administration functions of the ELRC

POST LEVEL CONSIDERATIONS FOR SELECTION AND PROMOTION

It is acknowledged that not all applicants will have had working experience in a Higher Education institution and that not all applicants will have had similar opportunities to teach, supervise postgraduate students and undertake research. Applicants' backgrounds and opportunities to demonstrate their merit will be taken into consideration by selection committees.

It is also acknowledged that academics follow different trajectories in their careers. In considering academics for employment, the totality of what an applicant can contribute to Rhodes University, and the ELRC specifically, will be assessed, bearing in mind minimum requirements for certain levels of posts as shown on the next page. Each post level has several options/categories listed next to each, which reflect the possible intersection of the post requirements related to teaching and learning, research, community engagement, professional involvement, leadership, administration and management. Applicants must meet the criteria for two of these relevant post-level categories.

Unsatisfactory	Satisfactory	Good	Very Good	Outstanding
This marks an unsatisfactory or non-existent level of achievement. While this might be understandable for new academics in some areas or for other more established ones in particularly specialised posts, this level indicates an area where an academic needs to improve.	This indicates a level of performance that is better than unsatisfactory but no more than what can be expected of an academic. It might, however, point to a promise that might substantiate itself over time.	At this level, those achievements are above average and more than is expected of an academic.	In this level are those achievements which, while not quite outstanding, are significantly greater than the average.	This level describes the top academic achievements in a particular discipline in South Africa. Here is where the most outstanding researcher will be placed, the top teaching in a Faculty, exemplary practice in community engagement, the most significant contributions to the disciplines outside of the University, and the most dynamic accomplishments in leadership, management and administration.
0	1	2	3	4

In making an application, the academic needs to describe themselves in the relevant areas of academic life. There are four levels of achievement: Outstanding, Very Good, Good, Satisfactory, and Unsatisfactory (corresponding to 4, 3, 2, 1, and 0 in terms of minimum qualifying scores).

The five categories of achievement apply across all levels of promotion at Rhodes University and equivalent appointment levels. Where the recruitment and selection committee places a candidate on the achievement scale is influenced by context - the context of the discipline, the length of time the person has been in professional service relevant to the position advertised (rate of contribution). Generally speaking, higher ratings (very good and outstanding) are awarded based on sustained and/or highly regarded contributions in the field, and the lower ratings (satisfactory and good) are for less long-term contributions.

For application to the position of Director, the candidate is expected to put forward evidence and/or a clear evidence-informed motivation to carefully consider these criteria concerning the academic rank at which they are applying (Associate Professor/Senior Lecturer. Once the Committee has recommended the post of Director, the Committee will also need to assess the candidate's academic level. In addition to being suitable as Director, the candidate must also meet the academic level criteria of either Associate Professor or Senior Lecturer.

Personal Promotion Criteria	Senior Lecturer	Associate Professor	Professor
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Focus	<p>Research is the primary focus, and teaching is not a core function. Where the researchers are on contract, raising funds for their employment, contract research shall be regarded as equivalent to more traditional forms of research.</p> <p>In assessing the candidate's scholarship for promotion to Professor, consideration will be given to the total track record of the individual. While disciplinary differences are considered, the candidate must demonstrate a standing within the discipline based on their research and the supervision of the student's research. This could mean that the individual has demonstrated leadership and made a major contribution in research projects and has been the lead author on publications, or has demonstrated a consistent individual contribution in several publications throughout their academic or professional career.</p>		
Research	Very Good (3)	Very Good (3)	Very good (3) to Outstanding (4)
Community Engagement	<p>Performance in these categories is to be such that the overall achievement equals or exceeds a score of 6.</p>	<p>Performance in these categories is to be such that the overall achievement equals or exceeds a score of 9.</p>	<p>Performance in these categories is such that the overall achievement equals or exceeds a score of 12.</p>
Professional Involvement			
Leadership, Management, and admin			

DESCRIPTION OF KEY ROLES, RESPONSIBILITIES, AND STANDARDS EXPECTED

Teaching and Learning including: -

1. Engaging in curriculum development
2. Facilitation of learning
3. Assessment of learning
4. Evaluation of teaching
5. Support students in their studies
6. Supervision of post-graduate students (where the person has the appropriate qualification to do this)
7. Assume leadership responsibilities as they relate to teaching and learning

Satisfactory

For appointment

Clear and accessible teaching acknowledges diversity and produces evidence of dealing with it effectively, as well as disciplinary knowledge appropriate to the level of qualification and experience achieved.

Some awareness of the need to guide students into understanding how knowledge is constructed in the discipline

Satisfactory teaching practice

Limited or no evidence of successful supervision of research projects or professional/clinical practice

Plus, if you have already been in an academic role.

In addition to the above, attempts are made to introduce students to productive learning practices.

Some awareness of the need to guide students into understanding how knowledge is constructed in the discipline

Satisfactory teaching practice described by these criteria is demonstrated across a limited range of undergraduate and postgraduate levels of study.

Limited evidence of successful supervision of research projects or professional/clinical practice

Use of course design principles, regular review of courses to ensure that they are relevant and up to date

Alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria, using assessment to guide and not only measure student learning

Assessment criteria are provided, and assessment takes place against these.

Good

Engages a range of students through well-paced, clear teaching.

Guides students towards the use of a range of learning practices.

Strong disciplinary knowledge is evident in teaching.

As described by these criteria, good teaching practice is demonstrated across both postgraduate and undergraduate levels.

Some evidence of successful supervision of research projects.

Use of sound course design principles.

Courses are reviewed regularly to ensure they are relevant and up-to-date with local, international, global and disciplinary contexts.

Course design is responsive to the diverse needs of a diverse student body.

Good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria.

Assessment is being used to guide, and not only measure, student learning.

Criteria are communicated to students, and the assessment is based on these criteria.

Demonstrates some leadership (for example, through course coordination or coordination of a tutorial programme).

Very Good

Engages students from diverse social, cultural, and linguistic backgrounds through well-designed and fast-paced teaching that promotes understanding.

Guides and supports students as they acquire learning practices appropriate to the discipline.

Uses very good disciplinary knowledge to inform teaching.

Very good teaching practice described by these criteria is demonstrated across a range of undergraduate and postgraduate levels of study, and it guides and supports a range of students in producing rigorous research or sound professional/clinical practice.

Critical reflection informs the enhancement of practice.

Rich evidence of the use of course design principles and regular and sound reviews of courses ensures that courses are relevant to and up-to-date with local, international, global, and disciplinary contexts.

Course design is responsive to the diverse needs of a diverse student body.

Very good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria.

Substantial evidence of assessment being used to guide, and not only measure, student learning, criteria are communicated to students and assessment is against these criteria, demonstrated in a formal role in respect of teaching and learning in a department/faculty, evidence of effective formal or informal mentorship of less experienced staff.

Outstanding

Engages students across various social, cultural and linguistic backgrounds in ways that inspire and give them confidence to learn.

Guides and supports students in adopting a broad range of learning practices appropriate to the discipline.

Draws on a broad and innovative range of teaching strategies (including the use of ICTs) appropriate to the discipline.

Uses outstanding disciplinary knowledge to inform teaching, supports and guides students into understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at undergraduate and postgraduate levels.

Provides evidence of inquiry-based teaching and learning across a range of levels.

Outstanding teaching practice described by these criteria is demonstrated across a broad range of undergraduate and postgraduate levels of study.

Offers supervision which guides and supports all students regardless of their social, cultural and linguistic backgrounds to produce rigorous research or sound clinical/professional practice, critical reflection on practice informed by relevant literature and evaluation data from several sources, critical reflection informs

enhancement of practice, rigorous and substantial evidence of the use of sound course design principles.
Regular and rigorous review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts.

Review includes in-depth engagement with feedback from students, external examiners, peers and other external stakeholders.

Course design is highly responsive to the diverse needs of a diverse student body, with high levels of alignment concerning purpose, outcomes, teaching & learning activities, assessment methods and criteria. Assessment is used to guide and not only measure student learning.

Criteria are communicated to students, and rigorous evidence of assessment against these criteria is provided.

Analysis of assessment processes and student assessment results to inform curriculum practice, leadership demonstrated in a formal role in teaching and learning in a department/faculty and/or nationally.

Evidence of effective formal or informal mentorship of less experienced staff.

Research including: -

1. Undertaking independent research and publishing research.
2. Participating in national and/or international fora to share research results.
3. Identifying and accessing funding sources to support one's own and, where feasible, student research.
4. Assumes leadership responsibilities as they relate to research.

Satisfactory

For appointment

Evidence of ongoing involvement in research, which may be the completion of a Master's or a PhD
Ability to publish, preferably presented at national conferences or an ability to do so
Ability to do further research, including pursuing a PhD if one does not yet have one
Ability to supervise post-graduates and to achieve at least local recognition.

Plus, if you have already been in an academic role,

Evidence of ongoing involvement in research, which may be the completion of a Master's and a PhD
A record of publications in academic and/or professional journals
Presents at national conferences
Uses journals with a moderate IF
Some papers with some citations and/or some evidence of field-based impact
Some success in initiating, managing and supervising postgraduate students, possibly as a co-supervisor, local and preferably national recognition

If not occupied by an academic post previously, then once in the job

Evidence of ongoing involvement in research, which may be the completion of a Master's and a PhD
Presents at conferences or appropriate events for disseminating current thinking and research in the field, publications or reports in academic and professional journals, and/or for the relevant organisation or industry, as well as local and preferably national recognition.

Good

A good research and publication record in appropriate academic and/or professional journals and/or publishing book chapters, relative to others in the same field.

Regularly presents at national conferences.

Uses journals with good IF.

Some papers have good citations and/or some evidence of field-based impact.

Good reputation for supervising at postgraduate level, consistently graduates Master's and may have graduated doctoral students within the minimum expected time.

The supervision assessment is good, as well as capacity building with students from disadvantaged educational backgrounds.

Evidence of fundraising for research.

Well known in the field nationally, invited to present at national conferences.

The discipline's NRF rating is good (likely to be C or Y)¹.

Very Good

Substantial research and publication record in appropriate academic and/or professional journals and/or contribution to book chapters, relative to others in the same field.

Regularly presents at national and international conferences.

Uses reputable journals with good Impact Factors (IF) relevant to the field.

Very good reputation for supervising at the postgraduate level and/or of research teams and projects.

Assessment of supervision is always very good, graduates are most Master's and doctoral students within the minimum expected time.

Very good record of graduates who have become successful in their own right, some students graduate with distinction, significant evidence of capacity building with students from disadvantaged educational backgrounds.

Well-developed ability to fundraise for research.

Strong national profile with some international recognition and a clear trajectory of an increasing international profile. Where appropriate to disciplinary focus, invited to write review papers for national and international journals, present at national and international conferences, and contribute to local books.

Outstanding

Outstanding publication record in appropriate academic and/or professional journals relative to others in the same field (nationally & internationally, if appropriate to disciplinary focus).

Regularly presents papers at reputable conferences, as well as being the author/editor of a leading work or contributing to a leading work.

Uses the top journals in the field.

Public emanation of work.

Outstanding reputation for supervising at the postgraduate level.

Assessment of supervision is always excellent, consistently attracts and graduates master's and doctoral students within the minimum expected time, has an excellent record of graduates who have become successful in their own right, excellent track record of capacity building with students from disadvantaged educational backgrounds Evidence of high level of fundraising for research, amongst the top researchers in the field nationally and internationally (if appropriate to disciplinary focus).

Regularly invited to write review papers, regularly invited to present plenary papers at reputable conferences, asked to contribute to major books as author or editor, considered a public commentator with particular expertise.

Community Engagement including

This may be associated with teaching and learning through credit-bearing service learning (SL) courses or non-credit-bearing community-engaged learning activities, or with research through engaged research. (see <http://www.ru.ac.za/communityengagement/>)

¹ It is acknowledged that rating, while not common in the discipline now, is nationally gaining in importance as a benchmark for excellence.

SatisfactoryFor appointment

No CE is expected for someone with no prior academic work experience, but some involvement as a student would be preferable.

For those who have worked as academics, the standard below is expected.

Once in the job

Participates in a Service learning (SL) course run by the Department, and is involved in the SL initiative for at least six months and/or supervising at least one post-graduate student utilising engaged research models, e.g. social learning groups.

Knowledge generated has been appropriately disseminated at the various levels (student or academic), and/or participates in a CEL initiative run by the department and is discipline-based, involved in the CEL initiative for at least six months.

Good

Co-coordinator of a SL course run in the Department aligned to all the principles of good practice.

The SL initiative should have run for at least one year, and/or engaged research. This results in reciprocal benefits, i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, so that knowledge generated has been appropriately disseminated at the various levels.

Evidence of at least one year's commitment to engaged research practices, and although the results of working with a community partner may not be measurable, there is evidence of the researcher working towards a sustainable engaged research model and/or co-ordinator of a CEL initiative run in the Department adhering to all the Principles of good practice listed above, involved in this CE initiative for at least one year.

Very Good

Demonstrates leadership by establishing (or reshaping) and leading a SL course within the department.

Involved in SL for at least two years.

Has involved other staff members in the initiative and/or conducts engaged research. This results in reciprocal benefits, i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, so that knowledge generated has been appropriately disseminated at the various levels.

Researcher is involved in an engaged research partnership/s that has grown over at least two years and/or demonstrates leadership by establishing (or reshaping) and leading a Community Engaged Learning initiative (discipline-based) within the department.

Involved in Community Engagement Learning for at least two years, has involved other staff members in the initiative.

Outstanding

Demonstrates Outstanding Leadership by designing, establishing and leading a SL course.

The SL course has been embedded into the departmental/discipline curriculum so that the SL course is not dependent on the individual lecturer. This results in measurable growth of knowledge about the work area for/with the community partner and the discipline/ University and evidence of effective formal or informal mentoring of less experienced staff in SL and/or engaged research. This results in reciprocal benefits, i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, so that knowledge generated has been appropriately disseminated at the various levels.

Evidence of effective formal or informal mentoring of less experienced staff or inclusion of them as an active member in the research team, and/or demonstrates Outstanding Leadership by designing, establishing and leading a CE learning activity which is not dependent on an individual lecturer. This results in measurable growth of knowledge about the area of work for/with the community partner and the discipline/ University, e.g. Publication or evidence of shifting practice, evidence of effective formal or informal mentoring of less experienced staff in CE, etc.

Administrative and/or leadership responsibilities may include: -

1. Assuming administrative and/or leadership duties in the research centre and/or department, such as course co-ordinator, co-ordination of particular programmes, e.g. PhD, Master's Programmes; co-ordination of specific research projects; tutor/researcher selection and co-ordination.
2. Serving on departmental, faculty and/or University committees.

For Associate Professors and Professors

Intellectual and academic leadership, including: -

1. Contributing to the positioning of the Research Centre and Department in the national and international milieu with particular reference to the strategic imperatives of the Faculty and University.
2. Ensuring awareness of the changes, challenges and opportunities within the particular research field and HE sector more broadly, strategic imperatives of the institution and exploring what this means for the Research Centre and department and supporting the HoD and other management staff in the implementation of necessary changes at the departmental level.
3. Providing intellectual academic leadership regarding the Research Centre and the department's teaching and learning, research and/or community engagement activities.
4. Assisting in conceptualisation, interrogation, implementation and review of academic standards, processes and systems at the Research Centre and department level.
5. Assisting the Research Centre and the Department (including the HoD) with the support, guidance and development of staff in the Centre, and those new to academia, the Research Centre, and/or Rhodes University.

As a member of the senior leadership of the Faculty and institution, the Professor is responsible for: -

6. Championing the academic endeavour and ensuring that this remains the institution's focus and that decisions are made that support (and do not undermine) these endeavours.
7. Participating in the key debates related to the current and future functioning of the institution.

Satisfactory

For appointment

For appointment as a lecturer with no prior work experience, involvement in student life must demonstrate an ability to administer and manage.

For those with work experience, the standard below applies.

Once in the job

Assumes administrative responsibilities in the department, Faculty and/or University

Competently fulfils a management role in the department and/or faculty, serving on University committees.

Some contribution to leadership and transformation in the Research Centre, with associated contributions to department, faculty and/or University.

Good

Good execution of essential administrative or management responsibilities in HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees.

Provide research leadership in a research or equivalent institution, academic department, faculty, and/or university with a record of contribution to transforming the programme, department, faculty, or university.

Very Good

Very good execution of essential administrative or management responsibilities in the department as HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees or other research and/or programme structures.

Provide very good academic and research leadership in a research or equivalent institution, academic department, faculty and/or university with a sustained record of contribution to the transformation of the programme, department, faculty or University.

<p>Outstanding</p> <p>Outstanding execution of significant administrative and management responsibilities, including as programme lead, HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees or other research and/or programme structures.</p> <p>Provide inspiring and outstanding academic and research leadership in a research or equivalent institution, academic department, faculty and/or university with an outstanding contribution record to transforming the programme, department, faculty or University.</p>
<p>Professional Involvement</p> <p>In addition, it is understood that the academic will contribute to the discipline and profession through: -</p> <ol style="list-style-type: none"> 1. Being of service to other universities, e.g. external examining, assisting with curriculum reviews, organising conferences, and collaborations on inter-university projects. 2. Being of service to professional bodies, e.g. servicing on national bodies, journal servicing. 3. Being of service to other stakeholders such as government or NGOs, e.g. serving on advisory bodies, contributing to policy formulation and review.
<p>Satisfactory</p> <p><u>For appointment</u></p> <p>No professional involvement is expected for junior lecturers and lecturers For those who are seeking appointment to higher levels, the standard below is the minimum expected</p> <p><u>Once in the job</u></p> <p>Some contribute to other universities, professional bodies and/or stakeholder bodies.</p>
<p>Good</p> <p>Good contribution record to other universities, professional bodies and/or other stakeholder bodies.</p>
<p>Very Good</p> <p>Substantial record of contribution to other universities, professional bodies and/or other stakeholder bodies Sought out by these other bodies.</p>
<p>Outstanding</p> <p>Distinguished record of contribution to other universities, professional bodies and/or other stakeholder bodies Often plays a leading role or is a leading contributor. Highly sought out by these other bodies.</p>

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RemChannel Code	AP (1077) SL (1078)
Note: Any changes made to the job profile (other than the incumbent's name, the position code, and the OFO code) must be approved by the Director: People and Culture or the Senior Manager: Specialist HR Services.	

Last updated: 01 July 2025