

<b>JOB TITLE</b>	Lecturer/Senior Lecturer	<b>INCUMBENT</b>	
<b>DEPARTMENT</b>	Literary Studies in English	<b>REPORTING STRUCTURE</b>	Head of Department
<b>FACULTY</b>	Humanities	<b>POSITION CODE</b>	
<b>JOB TYPE (ACADEMIC/SUPPORT)</b>	Academic	<b>OFO CODE</b>	
<b>PERMANENT OR CONTRACT (IF CONTRACT – LENGTH OF CONTRACT)</b>	Permanent	<b>FULL-TIME OR PART-TIME (IF PART-TIME, HOW MANY HOURS PER DAY)</b>	Full-time
<b>COUNCIL FUNDED POST OR OUTSIDE FUNDED</b>	Council funded	<b>DATE APPROVED</b>	06 May 2024 (The Dean and P&C Director)

#### **MAIN JOB OBJECTIVE/S**

All academics are responsible for the dissemination of knowledge (teaching and learning), creation of knowledge (research) and community engagement, recognising that there are differences in the execution of these responsibilities within the various departments and Faculties. Academics are also expected to assume some administrative, management and/or leadership duties at the departmental, Faculty and/or University level.

#### **CONSIDERATIONS**

*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. Applicant's background 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 will be assessed bearing in mind minimum requirements for certain levels of posts as shown on the next page. Each post level has a number of options/categories listed next to each which reflect the possible intersection of the requirements of the post related to teaching and learning, research, community engagement, professional involvement and leadership, administration and management. Applicants are required to meet the criteria for one of these categories for the relevant post level.*

<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very Good</b>	<b>Outstanding</b>
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 specialized posts, this level does indicate an area in which 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 promise that might substantiate itself over time.	In this level are those achievements which 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 achievements of academics 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 on minimum qualifying scores).

The five categories of achievement apply across all levels of promotion. Where the committee places a candidate on the scale of achievement is influenced by context - the context of the discipline, the length of time the person had been in the service of Rhodes University and of academia (rate of contribution), and what has changed since the last promotion. Generally speaking, higher ratings (very good and outstanding) are awarded based on sustained contributions, and the lower ratings (satisfactory and good) on less long-term contributions. It is the responsibility of the Academic Personal Promotions Committee to manage the tension that sometimes arises from having a single performance scale for all academic ranks.

Personal Promotion Requirements	Lecturer	Senior Lecturer	Associate Professor	Professor
<b>Focus</b>	Emphasis on the ability to fulfil the <b>Teaching &amp; Learning</b> responsibilities with an ability and commitment to research.	Emphasis on <b>Teaching &amp; Learning</b> , with increasing quality and quantity of involvement in <b>Research</b> and other areas.  <b>At least Good for Teaching &amp; Learning and Satisfactory for Research.</b> At least two categories overall should be evaluated as Good.  A minimum overall qualifying score of 6 should be achieved.	Continuing development of academic competence and achievement, with emphasis on Research.  At least Good for Teaching & Learning AND Research. At least three categories overall should be evaluated as Good, or at least two categories overall should be evaluated as Very Good.  A minimum overall qualifying score of 9 should be achieved.	Emphasis on scholarship in Teaching & Learning, and Research. Candidates must score at least good in Teaching & Learning, and Research, although scores of Very Good and Outstanding for one or both are more usual at this level.  At least four categories overall should be evaluated as Good, or at least three categories overall should be evaluated as Very Good.  A minimum overall qualifying score of 12 should be achieved.
<b>Teaching &amp; Learning</b>	At least Satisfactory (1)	At least Good (2)	At least Good (2)	At least Good (2)
<b>Research</b>	At least Satisfactory (1)	At least Satisfactory (1)	At least Good (2)	At least Good (2)
<b>Community Engagement</b>	Satisfactory in leadership, administration and management	If Research is Satisfactory, then at least Good (2) in one of these categories;  Performance in these categories to be such that the overall achievement equals or exceeds a score of 6 in total.	At least Good (2) in one of these categories; Performance in these categories to be such that the overall achievement equals or exceeds a score of 9 in total.	At least Good (2) in two of these categories; Performance in these categories to be such that the overall achievement equals or exceeds a score of 12 in total.
<b>Professional Involvement</b>				
<b>Leadership, Management and Administration</b>				

#### DESCRIPTION OF KEY ROLES and 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 of students in their studies;
6. Supervision of post-graduate students (where the person has the appropriate qualification to do this); and

7. Assume leadership responsibilities as they related to teaching and learning.
<p><b>Satisfactory</b></p> <p><u>For appointment</u></p> <p>Clear and accessible teaching</p> <p>Acknowledges diversity and produces evidence of dealing with it effectively</p> <p>Disciplinary knowledge appropriate to the level of qualification and experience achieved</p> <p>Some awareness of need to guide students into understanding how knowledge is constructed in the discipline</p> <p>Satisfactory teaching practice</p> <p>Limited or no evidence of successful supervision of research projects or professional/clinical practice</p> <p><u>Plus, if already been in an academic role,</u></p> <p>In addition to the above, attempts to introduce students to productive learning practices</p> <p>Some awareness of need to guide students into understanding how knowledge is constructed in the discipline</p> <p>Satisfactory teaching practice described by these criteria demonstrated across a limited range of undergraduate and postgraduate levels of study</p> <p>Limited evidence of successful supervision of research projects or professional/clinical practice</p> <p>Use of course design principles, regular review of courses to ensure that they are relevant and up to date</p> <p>Alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria, using assessment to guide and not only measure student learning</p> <p>Assessment criteria are provided and assessment takes place against these</p> <p><u>If not occupied academic post previously, then once in the job</u></p> <p>In addition to the above, attempts to introduce students to productive learning practices</p> <p>Some awareness of need to guide students into understanding how knowledge is constructed in the discipline</p> <p>Satisfactory teaching practice described by these criteria demonstrated across a limited range of undergraduate and postgraduate levels of study</p> <p>Limited evidence of successful supervision of research projects or professional/clinical practice</p> <p>Use of course design principles, regular review of courses to ensure that they are relevant and up to date</p> <p>Alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria</p> <p>Using assessment to guide and not only measure student learning</p> <p>Assessment criteria are provided and assessment takes place against these</p>
<p><b>Good</b></p> <p>Engages a range of students through well-paced, clear teaching</p> <p>Guides students towards the use of a range of learning practices</p> <p>Strong disciplinary knowledge evident in teaching</p> <p>Good teaching practice described by these criteria demonstrated across both postgraduate and undergraduate levels</p> <p>Some evidence of successful supervision of research projects</p> <p>Use of sound course design principles</p> <p>Courses are reviewed regularly to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts</p> <p>Course design is responsive to diverse needs of a diverse student body</p> <p>Good levels of alignment between of purpose, outcomes, teaching and learning activities, assessment methods and criteria</p> <p>Assessment being used to guide, and not only measure, student learning</p> <p>Criteria are communicated to students and assessment is against these criteria</p> <p><u>Demonstrates some leadership (for example through course co-ordination or co-ordination of a tutorial programme)</u></p>
<p><b>Very Good:</b></p> <p>Engages students from a broad range of social, cultural and linguistic backgrounds through well designed and paced teaching which promotes understanding</p> <p>Guides and supports students as they acquire learning practices appropriate to the discipline</p> <p>Uses very good disciplinary knowledge to inform teaching</p> <p>Very good teaching practice described by these criteria is demonstrated across a range of undergraduate and postgraduate levels of study</p> <p>Guides and supports a range of students to produce rigorous research or sound professional/clinical practice</p> <p>Critical reflection informs enhancement of practice</p> <p>Rich evidence of use of course design principles</p> <p>Regular and sound review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts</p> <p>Course design is responsive to diverse needs of a diverse student body</p>

<p>Very good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria</p> <p>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</p> <p>Evidence of effective formal or informal mentorship of less experienced staff</p>
<p><b>Outstanding</b></p> <p>Engages students across a complete range of social, cultural and linguistic backgrounds in ways which inspire and give them confidence to learn</p> <p>Guides and supports students in the adoption of a broad range of learning practices appropriate to the discipline</p> <p>Draws on a broad and innovative range of teaching strategies (including the use of ICTs) appropriate to the discipline</p> <p>Uses outstanding disciplinary knowledge to inform teaching</p> <p>Supports and guides students into understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at undergraduate as well as postgraduate levels</p> <p>Provides evidence of inquiry-based teaching and learning across a range of levels</p> <p>Outstanding teaching practice described by these criteria is demonstrated across a broad range of undergraduate and postgraduate levels of study</p> <p>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</p> <p>Critical reflection on practice informed by relevant literature and evaluation data from a number of sources</p> <p>Critical reflection informs enhancement of practice</p> <p>Rigorous and substantial evidence of the use of sound course design principles</p> <p>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 and peers and other external stakeholders</p> <p>Course design is highly responsive to diverse needs of a diverse student body</p> <p>High levels of alignment with respect to purpose, outcomes, teaching &amp; learning activities, assessment methods and criteria, assessment is used to guide and not only measure student learning</p> <p>Criteria are clearly communicated to students and rigorous evidence of assessment against these criteria is provided</p> <p>Analysis of assessment processes and student assessment results to inform curriculum practice, leadership demonstrated in a formal role in respect of teaching and learning in a department/faculty and/or nationally, evidence of effective formal or informal mentorship of less experienced staff</p>
<p><b>Research including: -</b></p> <ol style="list-style-type: none"> <li>1. Undertaking independent research and publishing research;</li> <li>2. Participating in national and/or international fora to share research results;</li> <li>3. Identifying and accessing funding sources to support own and where feasible, student research; and</li> <li>4. Assumes leadership responsibilities as they relate to research.</li> </ol>
<p><b>Satisfactory</b></p> <p><u>For appointment</u></p> <p>Evidence of ongoing involvement in research which may be the completion of a Masters or a PhD</p> <p>Ability to publish, preferably presented at national conferences or an ability to do so</p> <p>Ability to do further research including pursuing a PhD if does not yet have one</p> <p>Ability to supervise post-graduates and to achieve at least local recognition</p> <p><u>Once in the job</u></p> <p>Evidence of ongoing involvement in research which may be the completion of a PhD</p> <p>Presents at national conferences</p> <p>A record of publications in academic and/or professional journals</p> <p>Uses journals with moderate IF, some papers with some citations and/or some evidence of field-based impact</p> <p>Some success in initiating, managing and supervising postgraduate students, possibly as a co-supervisor</p> <p>Local and preferably national recognition</p>
<p><b>Good</b></p> <p>A good research and publication record in appropriate academic and/or professional journals and/or publishes book chapters, relative to others in the same field</p> <p>Regularly presents at national conferences</p> <p>Uses journals with good IF</p> <p>Some papers with good citations and/or some evidence of field-based impact</p> <p>Good reputation for supervising at post post-graduate level</p>

<p>Consistently graduates Masters' and may have graduated doctoral students within the minimum expected time</p> <p>Assessment of supervision is good</p> <p>Capacity building with students from disadvantaged educational backgrounds</p> <p>Evidence of fundraising for research</p> <p>Well-known in the field nationally</p> <p>Invited to present at national conferences</p> <p>NRF rating good (likely to be C or Y) for the discipline</p>
<p><b>Very Good</b></p> <p>Substantial research and publication record in appropriate academic and/or professional journals and/or contributes book chapters relative to others in the same field</p> <p>Regularly presents at national and international conferences</p> <p>Uses journals with good IF and sometimes high IF</p> <p>Some papers with high citations and/or some evidence of high field-based impact</p> <p>Very good reputation for supervising at postgraduate level</p> <p>Assessment of supervision always very good</p> <p>Graduates most Masters' and doctoral students within the minimum expected time</p> <p>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 background</p> <p>Well-developed ability to fund raise for research fundraising</p> <p>Strong national profile with some international recognition and a clear trajectory of an increasing international profile</p> <p>Invited to write review papers for national and international journals</p> <p>Invited to present at national and international conferences</p> <p>Invited contributions to local books</p> <p>NRF rating very good (likely to be B or C1) for the discipline</p> <p>National awards for research</p>
<p><b>Outstanding</b></p> <p>Outstanding publication record in appropriate academic and/or professional journals, relative to others in the same field (nationally &amp; internationally).</p> <p>Regularly presents papers at international conferences, author / editor of a leading work or contributions to a leading work</p> <p>Uses the top journals in the field, many papers with high citation, and/or research with high field-based impact, public emanation of work</p> <p>Outstanding reputation for supervising at post graduate level, assessment of supervision always excellent, consistently attracts and graduates Masters' and doctoral students within the minimum expected time</p> <p>Excellent record of graduates who have become successful in their own right</p> <p>Excellent track record of capacity building with students from disadvantaged educational backgrounds</p> <p>Evidence of high level of fundraising for research, amongst the top researchers in the field nationally and internationally</p> <p>Regularly invited to write review papers</p> <p>Regularly invited to present plenary papers at international conferences</p> <p>Invited to make contributions to major books as author or editor</p> <p>Considered as a public commentator with particular expertise</p> <p>NRF rating (likely to be A or B) outstanding for the discipline</p> <p>National and International awards for research excellence</p>
<p><b>Community Engagement including: -</b></p> <p><i>This may be associated with teaching and learning through credit bearing service learning (SL) courses or non-credit bearing community engaged learning activities or associated with research through engaged research. (see <a href="http://www.ru.ac.za/communityengagement/">http://www.ru.ac.za/communityengagement/</a>)</i></p>
<p><b>Satisfactory</b></p> <p><u>For appointment</u></p> <p>For someone who has no prior academic work experience, no CE expected but some involvement as a student would be preferable</p> <p>For those who have worked as academics, the standard below is expected</p> <p><u>Once in the job</u></p> <p>Participates in a Service learning (SL) course run by the Department and involved in the SL initiative for at least six months and/or supervising at least one post-graduate student who is utilizing 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 disciplined based</p> <p>Involved in the CEL initiative for at least six months.</p>

**Good**

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

The SL initiative should have run for at least one year, and/or conducts engaged research resulting in reciprocal benefits i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, 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 over at least a two-year period

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, that knowledge generated has been appropriately disseminated at the various levels

Researcher is involved in an engaged research partnership that has grown over at least a two-year period 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 over at least a two-year period

Has involved other staff members in the initiative

**Outstanding**

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

Has embedded SL course into departmental/discipline curriculum so that SL course is not dependent on the individual lecturer, this results in measurable growth of knowledge about area of work for the community partner and the discipline/ University

Evidence of effective formal or informal mentoring of less experienced staff in SL 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, that knowledge generated has been appropriately disseminated at the various levels

Evidence of effective formal or informal mentoring of less experience 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 area of work for 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

**Administrative and/or leadership responsibilities may include: -**

1. Assuming administrative and/or leadership duties in the department such as course co-ordinator; co-ordination of particular programmes e.g. PhD, Masters programmes; co-ordination of particular research projects; tutor 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 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 HE sector, strategic imperatives of the institution and exploring what this means for one's own academic department and supporting the HoD in the implementation of necessary changes at the departmental level;
3. Providing intellectual academic leadership in terms of the department's teaching and learning, research and/or community engagement activities;
4. Assisting in the conceptualisation, interrogation, implementation and review of academic standards, processes and systems at the level of the department;
5. Assisting the HoD with the support, guidance and development of those new to academia and/or to 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 focus of the institution 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.

<b>Satisfactory</b> <u>For appointment</u> For appointment to 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  <u>Once in the job</u> Assumes administrative responsibilities in the department, Faculty and/or University Has competently fulfilled a management role in department and/or faculty and served on University committees Some contribution to leadership and transformation in the department, faculty and/or University	
<b>Good</b> Good execution of important administrative or management responsibilities in the Department including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees Provision of academic leadership in the department, Faculty and/or University with a record of contribution to the transformation of the department, faculty or University	
<b>Very Good</b> Very good execution of important administrative or management responsibilities in the Department including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees Provision of very good academic leadership in the department, Faculty and/or University with a sustained record of contribution to the transformation of the department, faculty or University	
<b>Outstanding</b> Outstanding execution of important administrative or management responsibilities in the Department including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees Provision of inspiring and outstanding academic leadership in the department, Faculty and/or University with an outstanding record of contribution to the transformation of the department, faculty or University	
<b>Professional Involvement: -</b> In addition, it is understood that the academic will contribute to the discipline and profession through: 1. Being of service to other universities e.g. external examining, assisting with curriculum reviews, organising of conferences, collaborations on inter-university projects; 2. Being of service to professional bodies e.g. servicing on national bodies, journal servicing (being editor or referee); and 3. Being of service to other stakeholders such as government or NGOs e.g. servicing on advisory bodies, contributing to policy formulation and review.	
<b>Satisfactory</b> <u>For appointment</u> 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 <u>Once in the job</u> Some contribution to other universities, professional bodies and/or other stakeholder bodies	
<b>Good</b> Good record of contribution to other universities, professional bodies and/or other stakeholder bodies.	
<b>Very Good</b> Substantial record of contribution to other universities, professional bodies and/or other stakeholder bodies. Sought out by these other bodies.	
<b>Outstanding:</b> 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	

JOB REQUIREMENTS	
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE	
Lecturer	Senior Lecturer
A PhD in English, Literary Studies, or a closely related discipline. Candidates who have evidence of their PhD having been submitted for examination may also be considered.	A PhD in English, Literary Studies, or a closely related discipline.
Some teaching experience is required. Should be acquainted with online/ blended teaching, testing and marking or be willing to immediately acquire these skills once on the job	Teaching experience at the undergraduate and postgraduate levels required.

through workshop attendance or other developmental opportunities.	
Ability to teach and interest in one or more of the following areas is required: African literature, South African literature, Postcolonial Literature, Literary Theory, Postmodern literature A keenness to teach Academic Writing will be an added advantage.	Teaching experience and interest in one or more of the following areas is required: African literature, South African literature, Postcolonial Literature, Literary Theory, Postmodern literature. A keenness to teach Academic Writing will be an added advantage.
Ability to supervise postgraduate students as research supervision at Honours, Masters and PhD levels as per qualification will be required once in the job.	Research supervision of at least Masters' degrees to completion required.
Some evidence and experience of conducting research.	Emerging national profile in the discipline and credible record of publication in peer-reviewed publications.
Track record of administration, management and/or leadership roles (leadership roles may be informal).	
<b>COMPETENCIES</b>	
The job-specific competencies are embedded within the key responsibility areas and the standards listed above. Relative to the post level (e.g., Senior Lecturer) and the nature of the application (e.g., Very good for Teaching and Learning, satisfactory for research, Good in CE, and satisfactory in leadership, admin, and management), candidates must be able to demonstrate evidence of meeting the standards required.	
<b>COMPETENCIES SPECIFIC TO THIS POST</b>	
<ul style="list-style-type: none"> <li>• Management of small and large classes</li> <li>• Teaching a diversity of learners</li> <li>• An ability to translate practical experience into curricula</li> <li>• Ability to relate theory to practice</li> <li>• Ability to manage and co-ordinate courses</li> <li>• Integration of own research into teaching</li> <li>• Ability to develop a positive rapport and promote an affirming relationship with students</li> </ul>	
<b>PERSONAL ATTRIBUTES</b>	
<ul style="list-style-type: none"> <li>• Commitment to collegiality</li> <li>• Commitment to transformation and a valuing of diversity</li> <li>• Respect for others and behaving in a way that respects the dignity of others</li> <li>• Honest and ethical</li> <li>• Evidence of being a reflexive practitioner with openness to change</li> <li>• Excellent interpersonal and communication skills</li> <li>• Ability to work independently</li> <li>• Appreciation of the role of support staff</li> </ul>	
RemChannel Code	1079 (L); 1078(SL)
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 Dean and P&C Director or Senior Manager: Specialist HR Services.	

**Alignment with personal promotion criteria**  
**Signed off by the Dean of Humanities, Professor E Msindo**  
**Last updated: 05 May 2024**