

JOB TITLE	Lecturer/Senior Lecturer	INCUMBENT	
DIVISION	Pharmaceutical Chemistry	REPORTING STRUCTURE	Head of Division: Pharmaceutical Chemistry
FACULTY: Pharmacy			
JOB TYPE (ACADEMIC/SUPPORT)	Academic	POSITION CODE	
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	03 June 2026 (The Dean and P&C Director)

MAIN JOB OBJECTIVES – ACADEMIC ROLE PROFILE

All academics are responsible for the dissemination of knowledge (teaching and learning), the creation of knowledge (research), and community engagement, recognising that these responsibilities are executed differently across the different departments and Faculties. Academics are also expected to assume some administrative, management and/or leadership duties at the departmental, faculty, and/or University level, and contribute to their profession.

In addition, professors and associate professors provide academic leadership in teaching and learning, research, and community engagement and contribute towards the institution's governance. This professor's leadership contribution should be evidenced at the departmental, faculty, and institutional levels.

JOB REQUIREMENTS

EDUCATIONAL QUALIFICATIONS AND EXPERIENCE

Lecturer	Senior Lecturer
BSc, BSc (Hon) or BSc Eng and MSc degree in Process Chemistry, Chemical Engineering or a related field.	PhD degree in Process Chemistry, Chemical Engineering, or a related field. Candidates with a BSc (Hon) or BSc Eng and an MSc degree in Process Chemistry, Chemical Engineering, or a related field, with progress towards a PhD, will be considered at this level. As a guide, progress implies intended submission within the next 12 months.
	PLUS
	Experience: Usually, 7 to 10 years of teaching experience.
	OR
	7 to 10 years of professional experience in an engineering or an appropriate industry-related field.
Current professional registration with the Engineering Council, or demonstrable eligibility to achieve such registration within 12 months, will be considered an added advantage.	
Tutoring or facilitation experience in industry or tertiary education is required. Some experience with a tertiary learning management system interface to enhance student learning experience and engagement.	Teaching experience in industry or at the undergraduate level is required—proficiency in customising and optimising a tertiary learning management system interface to enhance the student experience and engagement.
Ability to teach in some of the following disciplinary areas: Polymer Chemistry, Polymer Processing and Engineering, Process Engineering, Industrial and	Experience in teaching or working in some of the following disciplinary areas: Polymer Chemistry, Polymer Processing and Engineering, Process Engineering, Industrial and Applied

Applied Process Engineering, Process Design and Optimisation, Unit Operations and Systems, Quality Control, Quality Assurance and/or Quality Management Systems, Risk Management in processing.	Process Engineering, Process Design and Optimisation, Unit Operations and Systems Quality Control, Quality Assurance and/or Quality Management Systems, Risk Management in processing.
Experience in teaching or working in other relevant areas of Engineering will be an advantage.	
No research supervision is required.	Good research supervision at the Master's level or higher is required.
No emerging national profile in the discipline is required.	Emerging national profile in the discipline.
A track record of administration, management, and/or leadership roles is necessary, and the leadership roles may be informal.	
COMPETENCIES	
The job-specific competencies are embedded within the key responsibility areas and the standards listed under Job Requirements. Relative to the post level (e.g. Lecturer) and the nature of the application (e.g. at least satisfactory for teaching and learning, at least satisfactory for research and satisfactory for leadership, administration and management), candidates must be able to demonstrate evidence of meeting the standards required.	
COMPETENCIES SPECIFIC TO THIS POST	
• Management of large and small classes. • Teaching adult learners. • Ability to develop relevant practical courses. • Ability to carry over theory into practical sessions. • An ability to translate practical experience into curricula. • Ability to relate theory to practice. • Ability to teach in a field setting. • Integration of own research into teaching. • Ability to develop a positive rapport and promote an affirming relationship with students. • Good oral and written communication skills. • Good planning and organisational skills. • Good critical thinking and problem-solving skills. • Ability to manage multiple priorities. • Ability to regularly document and report meaningful data as a method of quality assurance and continual improvement. • Ability to provide effective feedback.	
PERSONAL ATTRIBUTES	
• Commitment to collegiality. • Commitment to transformation and a valuing of diversity. • Respect for others and behaving in a way that respects the dignity of others. • Honest and ethical. • Evidence of being a reflexive practitioner with openness to change. • Excellent interpersonal and communication skills. • Ability to work independently. • Appreciation of the role of support staff. • Good interpersonal skills. • Ability to work with and be part of a team. • Ability to maintain confidentiality in all aspects of the workplace. • Ability to work supportively with other staff, providers and administrators to provide effective learning environments. • Ability to communicate effectively and support students.	
POST-LEVEL CONSIDERATIONS FOR APPOINTMENT AND PERSONAL PROMOTIONS	
<i>It is acknowledged that not all applicants will have had work experience in a Higher Education institution and that not all will have had similar opportunities to teach, supervise postgraduate students, and undertake research. Selection committees will consider applicants' backgrounds and opportunities to demonstrate their merit.</i> <i>It is also acknowledged that academics follow different career trajectories. In considering academics for employment, the totality of what an applicant can contribute to Rhodes will be assessed, bearing in mind the minimum requirements for certain posts, as shown on the next page. Each post level includes several options/categories that reflect the possible intersections of requirements for teaching and learning, research, community engagement, professional involvement and</i>	

leadership, and administration and management. Applicants are required to meet the criteria for one of these categories for the relevant post level.

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 others in particularly specialised 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 may point to a promise that substantiates itself over time.	At this level are achievements that are above average and exceed expectations for an academic.	At this level are achievements that, while not quite outstanding, are significantly above average.	This level describes the top achievements of academics in a particular discipline in South Africa. At this level, will be one of the top researchers and teachers in the 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

When applying, the applicant 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. 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 has 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 (outstanding) are awarded for sustained contributions, and lower ratings (satisfactory and good) are awarded for less sustained contributions. It is the responsibility of the Academic Personnel Promotions Committee to manage the tension that can arise from a single performance scale for all academic ranks.

Personal Promotion Requirements	Lecturer	Senior Lecturer	Associate Professor	Professor
Focus	Emphasis on the ability to fulfil the Teaching & Learning responsibilities with an ability and commitment to research.	Emphasis on Teaching & Learning , with increasing quality and quantity of involvement in Research and other areas. At least Good for Teaching & Learning and Satisfactory for Research. 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 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.

Teaching & Learning	At least Satisfactory (1)	At least Good (2)	At least Good (2)	At least Good (2)
Research	At least Satisfactory (1)	At least Satisfactory (1)	At least Good (2)	At least Good (2)
Community Engagement	Satisfactory in leadership, administration and management	If the research is Satisfactory, then at least Good (2) in one of these categories; Performance in these categories is to be such that the overall achievement equals or exceeds a score of 6.	At least Good (2) in one of these categories; Performance in these categories is 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 is to be such that the overall achievement equals or exceeds a total score of 12.
Professional Involvement				
Leadership, Management and Administration				

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 of 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 demonstrates effective engagement with it, and 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 the assessment is conducted against them.

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

In addition to the above, attempts 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 evident in teaching, good teaching practice described by these criteria, 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 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

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 against these criteria

Demonstrates some leadership (for example, through course co-ordination or co-ordination of a tutorial programme)

Very Good

Engages students from a broad range of social, cultural and linguistic backgrounds through well-designed and paced teaching, which 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

Guides and supports a range of students to produce rigorous research or sound professional/clinical practice, and critical reflection informs enhancement of practice.

Rich evidence of the use of course design principles, regular and sound review of courses to ensure 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, but criteria are also 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 a complete range of social, cultural and linguistic backgrounds in ways that inspire and give them confidence to learn, guides and supports students in the adoption of a broad range of learning practices appropriate to the discipline, and 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 as well as 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 the enhancement of practice, rigorous and substantial evidence of the use of sound course design principles, and regular and rigorous course review to ensure that courses are relevant to and up-to-date with local, international, global, and disciplinary contexts.

The 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 across purpose, outcomes, teaching & learning activities, assessment methods, and criteria.

Assessment is used to guide and not only measure student learning, criteria are clearly 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 respect of 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.

SatisfactoryFor 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 PhD

A record of publications in academic and/or professional journals

Presents at national conferences

Uses journals with 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 with an academic post previously, then once in the job

Evidence of ongoing involvement in research, which may be the completion of a PhD

Presents at national conferences

A record of publications in academic and/or professional journals

Uses journals with 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

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 with good citations and/or some evidence of field-based impact.

Good reputation for supervising at the postgraduate level

Consistently graduates with a Master's and may have graduated with a doctoral degree within the minimum expected time

Assessment of supervision is good, and capacity building with students from disadvantaged educational backgrounds

Evidence of fundraising for research

Well-known in the field nationally

NRF rating good (likely to be C or Y) for the discipline

Very Good

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

Regularly presents at national and international conferences

Uses journals with good IF and sometimes high IF

Some papers with high citations and/or some evidence of high field-based impact

Very good reputation for supervising at the postgraduate level

Assessment of supervision is always very good. Graduates are mostly Master's and doctoral students within the minimum expected time. There is a 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 fundraising

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

NRF rating very good (likely to be B or C1) for the discipline, national awards for research

Outstanding

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

Regularly presents papers at international conferences, author/editor of a leading work or contributions to a leading work.

Uses the top journals in the field, many papers with high citation, and/or research with high field-based impact, and public dissemination of work

Outstanding reputation for supervising at postgraduate level, assessment of supervision always excellent, consistently attracts and graduates Master's and doctoral students within the minimum expected time, 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 a high level of fundraising for research

Amongst the top researchers in the field nationally and internationally, regularly invited to write review papers, regularly invited to present plenary papers at international conferences, invited to make contributions to major books as author or editor, considered as a public commentator with particular expertise

NRF rating (likely to be A or B), outstanding for the discipline, national and International awards for research excellence.

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/>)

SatisfactoryFor appointment

For someone with no prior academic experience, no CE is expected, 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 supervises at least one post-graduate student who is 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, which is discipline-based, and has been 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 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 coordinator 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 an SL course within the department, has been 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, and the knowledge generated has been appropriately disseminated at the various levels.

The researcher is involved in an engaged research partnership 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 over 2 years; has engaged other staff members in the initiative.

Outstanding

Demonstrates Outstanding Leadership by designing, establishing, and leading an SL course; has embedded the SL course into the departmental/disciplinary curriculum so that it is not dependent on the individual lecturer, resulting in measurable growth of knowledge about the 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 conducting 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, and the 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 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, Master's 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. <u>As a member of the senior leadership of the faculty and institution, the Professor is responsible for: -</u> 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.
Satisfactory <u>For appointment</u> For an 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. <u>Once in the job</u> Assumes administrative responsibilities in the department, Faculty and/or University Has competently fulfilled a management role in a department and/or faculty and served on university committees Some contribution to leadership and transformation in the department, faculty and/or University
Good 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
Very Good 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

Outstanding 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.	
Professional Involvement 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 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	
Satisfactory <u>For appointment</u> No professional involvement is expected for lecturers For those who are seeking an 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.	
Good Good record of contribution to other universities, professional bodies and/or other stakeholder bodies	
Very Good Substantial record of contribution to other universities, professional bodies and/or other stakeholder bodies. Sought out by these other bodies	
Outstanding 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.	
FOR INTERNAL USE ONLY BY THE DIVISION OF PEOPLE AND CULTURE	
RemChannel Code	1102 (L) 1101 (SL)
Note: The Dean and Director of People and Culture must approve any changes to the job profile (other than the incumbent's name, the position code, and the OFO code).	

Alignment with personal promotion criteria
Signed off by the Dean of Pharmacy, Professor S Khamanga
Last updated: 01 June 2026