

JOB TITLE	Associate Professor	INCUMBENT	Vacant
DEPARTMENT	Information Systems	REPORTING STRUCTURE	Head of Department
FACULTY	Commerce	POSITION CODE	10000124
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	18 October 2025 (The Acting Dean and P&C Director)

MAIN JOB OBJECTIVE/S
All academics are responsible for disseminating knowledge (teaching and learning), creating knowledge (research) and community engagement, and recognising differences in executing these responsibilities within the various departments and Faculties. Academics are also expected to assume administrative, management, and/or leadership duties at the departmental, faculty, and/or university levels. In addition, an Associate Professor is to provide academic leadership in the following areas: teaching and learning; research and community engagement, and contribute towards the institution's governance.
JOB REQUIREMENTS
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE
Associate Professor
• PhD in Information Systems or equivalent • Professional experience in Information Systems or equivalent will be an advantage. • Considerable teaching experience at the undergraduate and postgraduate levels is required, • Experience in teaching Information Systems, with the ability to teach in the following areas: IT Governance, Artificial Intelligence, Digital Ethics, and Digital Transformation Systems Analysis and Design, and Project Management • Research supervision of Master's and PhD degrees • An established research group/area • Established national and emerging international profile in the discipline • Track record of administration, management and/or leadership roles
COMPETENCIES
The job-specific competencies are embedded within the key responsibility areas and the standards below. 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.
COMPETENCIES SPECIFIC TO THESE POSTS
• Management of large classes • An ability to translate practical experience into curricula

- Ability to relate theory to practice
- Integration of own research into teaching
- Ability to develop a positive rapport and promote an affirming relationship with students

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

POST-LEVEL CONSIDERATIONS FOR SELECTION AND PERSONAL 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 will be assessed, bearing in mind the 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.	At 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: 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 applying, applicants must 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 on minimum qualifying scores).

The five categories of achievement apply across all levels of promotion. Where the 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 the service of Rhodes University and academia (rate of contribution), and what has changed since the last promotion. Generally, higher ratings (good and outstanding) are awarded based on sustained contributions, and lower ratings (satisfactory and good) are awarded for shorter-term contributions. The Academic Personal Promotions Committee manages the tension that sometimes arises from having a single performance scale for all academic ranks.

Personal Promotion Requirements	Senior Lecturer	Associate Professor	Professor
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Focus	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 should be evaluated as Good, or at least two categories 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 scores for one or both are more usual at this level. At least four categories should be evaluated as Good, or at least three categories should be evaluated as Very Good. A minimum overall qualifying score of 12 should be achieved.
Teaching & Learning	At least Good (2)	At least Good (2)	At least Good (2)
Research	At least Satisfactory (1)	At least Good (2)	At least Good (2)
Community Engagement	If the Research is Satisfactory, it is at least Good (2) in one of these categories.	At least Good (2) in one of these categories.	At least Good (2) in two of these categories.
Professional Involvement		Performance in these categories is such that the overall achievement equals or exceeds a score of 9.	Performance in these categories is such that the overall achievement equals or exceeds a score of 12.
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 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			

SatisfactoryFor appointment

Clear and accessible teaching acknowledges diversity and produces evidence of dealing with it effectively, with 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 and 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.

Good teaching practice described by these criteria 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 used to guide and measure student learning.

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

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

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.

The 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 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, 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 the 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 that 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, and 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.

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 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., but not yet having 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 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 you have not occupied 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 forums for disseminating current thinking and research in the field, publications or reports in academic, professional journals, and/or for the relevant organisation or industry, and 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 the 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 the 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.

NRF rating is good (likely to be C or Y) for the discipline¹.

Very Good

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

Regularly presents at national and international conferences.

Uses reputable journals with good IF.

Very good reputation for supervising at the postgraduate level.

Assessment of supervision is always very good, and graduates 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 increasingly 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, and has an 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 (if appropriate to disciplinary focus).

Regularly invited to write review papers, regularly invited to present plenary papers at reputable conferences, invited to contribute to major books as author or editor, and 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, non-credit-bearing community-engaged learning activities, or research through engaged research. (see <http://www.ru.ac.za/communityengagement/>)

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, is involved in the SL initiative for at least six months,

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

and/or supervises 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, 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 conducted 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, and the 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 have 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 at least two years and 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 area of work for/with 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 have 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 that is not dependent on an individual lecturer. This results in measurable growth of knowledge about the work area 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.

Administrative and/or leadership responsibilities may include: -

1. Assuming administrative and/or leadership duties in the department, including PGCE Teaching Practice co-ordinator; co-ordination of specific work-integrated learning and service learning projects; tutor selection and coordination; tutor and mentor training.
2. Serve on departmental, faculty, and/or university committees and other relevant education fora.

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, exploring what this means for one's academic department, and supporting the HoD in implementing necessary changes at the departmental level.
3. Providing intellectual academic leadership regarding the department's teaching and learning, research, and/or community engagement activities.
4. Assisting in conceptualising, interrogating, implementing, and reviewing academic standards, processes, and systems at the department level.
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 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 <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 essential 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 essential 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. Provide 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 essential 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. Provide 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., serving on national bodies. 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 from junior lecturers or lecturers. For those 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
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.

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RemChannel Code	AP (1146)
Note: The Dean and the People and Culture Director must approve any changes to the job profile (other than the incumbent's name, the position code, and the OFO code).	

Last updated: October 2025