

JOB TITLE	Senior Lecturer / Associate Professor / Professor	INCUMBENT	
DEPARTMENT	Zoology & Entomology	REPORTING STRUCTURE	Head of Department: Prof B Smit
FACULTY: Science			
JOB TYPE (ACADEMIC/SUPPORT)	Academic	POSITION CODE	
PERMANENT OR CONTRACT (IF CONTRACT – LENGTH OF CONTRACT)	3.5-Year SARChI replacement contract	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	04 March 2025 (The Dean and P&C Director)

MAIN JOB OBJECTIVE/S
All academics are responsible for disseminating knowledge (teaching and learning), creating knowledge (research), and engaging in community engagement, 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 and contribute to their profession. In addition, a professor and associate professor 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		
Senior Lecturer	Associate Professor	Professor
At least a PhD in Entomology or related field with a strong focus on Entomology		
Teaching experience in Entomology at the undergraduate and postgraduate levels is required.	Considerable teaching experience in Entomology at the undergraduate and postgraduate levels.	Extensive teaching experience in Entomology at the undergraduate and postgraduate levels.
Experience in teaching topics related to general entomology, ecophysiology, insect diversity, insect form and function, apiculture, forensic entomology, parasitology, medical veterinary entomology, conservation, pest management and entomological bio-control. Experience in research in general or applied entomological topics.		
Research supervision of at least Masters' degrees required to completion.	Research supervision of Masters and preferably PhD degrees to completion.	
Emerging national profile in the discipline.	National and emerging international profile in the discipline.	International profile in the discipline.
Track record of research publication and evidence of attracting funding		
Track record of administration, management, and/or leadership roles (leadership roles may be informal).		
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 Community Engagement and satisfactory in Leadership, administration and management), candidates must be able to demonstrate evidence of meeting the standards required.		
COMPETENCIES SPECIFIC TO THIS POST		
● Management of large classes ● Teaching of adult learners		

- Ability to carry over theory into practical laboratory 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

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 and as part of a team
- 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. 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 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 that 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 must meet the criteria for one 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 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 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 had been in the service of Rhodes University and 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 lower ratings (satisfactory and good) are awarded on less long-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	Lecturer	Senior Lecturer	Associate Professor	Professor
Focus	Emphasis on fulfilling the Teaching & Learning	Emphasis on Teaching & Learning , with increasing quality	Continuing development of academic competence and	Emphasis on scholarship in Teaching & Learning, and Research. Candidates must score at least good

	responsibilities with an ability and commitment to research.	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.	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.	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 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 Research is Satisfactory, then at least Good (2) in one of these categories. Performance in these categories is 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 such that the overall achievement equals or exceeds a score of 9.	At least Good (2) in two of these categories. Performance in these categories is such that the overall achievement equals or exceeds a score of 12 in total.
Professional Involvement				
Leadership, Management and Administration				

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 postgraduate 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 that acknowledges diversity and produces evidence of dealing with it effectively, 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 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 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.

If you have not occupied 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 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 evident in teaching, good teaching practice described by these criteria demonstrated across both postgraduate and undergraduate level
 Some evidence of successful supervision of research projects
 Use of sound course design principles
 Courses are reviewed regularly to ensure that 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 used to guide, and not only measure, student learning
 Criteria are communicated to students, and 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 in producing rigorous research or sound professional/clinical practice, and critical reflection informs practice enhancement.
 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 a complete range of social, cultural and linguistic backgrounds in ways which inspire and give them the confidence to learn, guides and supports students in the adoption of 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) relevant 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 enhancement of practice, rigorous and substantial evidence of the use of sound course design principles, and 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 guides and measures student learning, and criteria are communicated to students. 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 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 Masters 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 postgraduates 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 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 PhD

Presents at national conferences

A record of publications in academic and/or professional journal

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 publishes 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 Master's and may have graduated doctoral students within the minimum expected time

Assessment of supervision is good, 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 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 and 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, invited contributions 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 and as the 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, public emanation of work
 Outstanding reputation for supervising at the 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 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 and national and international awards for research excellence.

Community Engagement includes: -

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/>)

Satisfactory

For appointment

No CE is expected for someone with no prior academic work experience, but some involvement as a student would be preferable.
 For those who have worked as academics, the standard below is expected.

Once in the job

Participates in a Service learning (SL) course run by the Department and involved in the SL initiative for at least six months and/or supervising at least one postgraduate 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 disciplined 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 conduct 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 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 that 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 over 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, 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 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 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 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 coordinator; coordination of particular programmes, e.g., PhD and Masters programmes; coordination of specific research projects; tutor selection and coordination.
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 academic department and supporting the HoD in the implementation of necessary changes at the departmental level;
3. Providing intellectual and 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.

Satisfactory

For appointment

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

For those with work experience, the standard below applies.

Once in the job

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

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

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 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 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, collaborations on inter-university projects 2. Being of service to professional bodies, e.g., serving 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 from lecturers For those who are seeking appointment to higher levels, the standard below is the minimum expected <u>Once in the job</u> Some contribute to other universities, professional bodies and/or 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.	
RemChannel Code	1083 (SL) 1082 (AP) 1081 (P)
Note: Any changes made to the job profile (other than the name of the incumbent, the position code, and the OFO code) must be approved by the P&C Director and Dean.	

Alignment with personal promotion criteria
 Signed off by the Dean of Science, Professor J Dames
 Last updated: 28 February 2025