

<b>JOB TITLE</b>	Lecturer (nGAP)	<b>INCUMBENT</b>	Vacant
<b>DEPARTMENT</b>	Computer Science	<b>REPORTING STRUCTURE</b>	Head of Department
<b>FACULTY: Science</b>			
<b>JOB TYPE (ACADEMIC/SUPPORT)</b>	Academic	<b>POSITION 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>	02 June 2025 (The Dean and P&C Director)
<b>MAIN JOB OBJECTIVE/S</b>			
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 and contribute to their profession.			
<b>JOB REQUIREMENTS</b>			
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE			
<b>Lecturer</b>			
At least a Master’s degree in a technical research field of Computer Science (security, machine learning, or high-performance computing). Preference will be given to candidates with a PhD or who have made significant progress towards completing a PhD in a technical research field (as above) of Computer Science.			
Tutoring, facilitation, or conference presentation experience required. No teaching experience is required, but teaching experience in a technical area of Computer Science, including programming, will be an advantage.			
No research supervision is required.			
Emerging track record of research publication and/or conference presentations			
Some administrative or management experience, albeit in informal contexts, e.g., student or sports clubs, work experience.			
<b>COMPETENCIES</b>			
The job-specific competencies are embedded within the key responsibility areas and the standards listed below. Relative to the post level (e.g., Lecturer) and the nature of the application (e.g., Satisfactory for Teaching and Learning, satisfactory for research, Satisfactory in CE and satisfactory in leadership, administration and management), candidates must demonstrate evidence of meeting the required standards.			
<b>COMPETENCIES SPECIFIC TO THIS POST</b>			
<ul style="list-style-type: none"> <li>● Management of classes, courses, and curricula</li> <li>● Teaching of adult learners</li> <li>● Ability to carry over theory into practical teaching</li> <li>● An ability to translate practical experience into curricula</li> <li>● Ability to relate theory to practice and to apply theory in practice</li> <li>● Ability to teach in a lab setting</li> <li>● Integration of own research into teaching</li> <li>● Ability to develop a positive rapport and promote affirming relationships with students from diverse backgrounds</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>			

## 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. 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 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 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 particular 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. The most outstanding researcher will be placed as the top teacher in a faculty, have exemplary practice in community engagement, have made the most significant contributions to the disciplines outside of the university, and have had 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 has 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 the 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	Lecturer	Senior Lecturer	Associate Professor	Professor
<b>Focus</b>	Emphasis on fulfilling the <b>Teaching &amp; Learning</b> 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	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,	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

		two categories overall should be evaluated as Good.  A minimum overall qualifying score of 6 should be achieved.	or at least two categories should be evaluated as Very Good.  A minimum overall qualifying score of 9 should be achieved.	categories 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 the Research is Satisfactory, it is 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 to be 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.
<b>Professional Involvement</b>				
<b>Leadership, Management, and Administration</b>				

**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 produces evidence of dealing with it effectively, as well as disciplinary knowledge appropriate to the level of qualification and experience achieved.

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

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

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

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

Some awareness of the need to guide students into understanding how knowledge is constructed in the discipline  
Satisfactory teaching practice described by these criteria is demonstrated across a limited range of undergraduate and postgraduate levels of study.

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

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

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

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

If not occupied in 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 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 being used to guide, and not only 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 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 practice enhancement.  
Rich evidence of 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, 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 confidence to learn, guides and supports students in the adoption of a broad range of learning practices appropriate to the discipline, draws on a wide 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 the enhancement of practice, rigorous and substantial evidence of the use of sound course design principles, and regular and thorough review of courses to ensure that courses are relevant to and up to date with local, international, global, and disciplinary contexts.  
Review includes in-depth engagement with feedback from students, external examiners, peers and other external stakeholders.

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

**Satisfactory**

For appointment

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

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

Evidence of ongoing involvement in research, which may be the completion of a 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 journals  
 Uses journals with a moderate IF  
 Some papers with some citations and/or some evidence of field-based impact  
 Some success in initiating, managing and supervising postgraduate students, possibly as a co-supervisor  
 Local and preferably national recognition

**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 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 to 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, and 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, including students from disadvantaged educational backgrounds.  
 Well-developed ability to fundraise for research  
 Strong national profile with some international recognition and a clear trajectory of an increasing international profile,

invited to write review papers for national and international journals, invited to present at national and international conferences, 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 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, 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, 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 A or B), outstanding for the discipline, and 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/>)*

**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 is involved in the SL initiative for at least six months and/or supervising 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 and is discipline-based, involved in the CEL initiative for at least six months.

**Good**

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

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, has involved other staff members in the initiative.

**Outstanding**

Demonstrates Outstanding Leadership by designing, establishing and leading an SL course, has embedded an SL course

into departmental/discipline curriculum so that the SL course 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 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.

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 specific 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 and 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 Rhodes University.

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

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

**Satisfactory**

For appointment

For 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

Once in the job

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

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.	
<b>Professional Involvement</b> In addition, it is understood that the academic will contribute to the discipline and profession through:	
<ol style="list-style-type: none"> <li>1. Being of service to other universities, e.g., external examining, assisting with curriculum reviews, organising conferences, and collaborations on inter-university projects</li> <li>2. Being of service to professional bodies, e.g., servicing on national bodies, journal servicing</li> <li>3. Being of service to other stakeholders such as government or NGOs, e.g., serving on advisory bodies, contributing to policy formulation and review</li> </ol>	
<b>Satisfactory</b>	
<u>For appointment</u> No professional involvement is expected for 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 contribution record to other universities, professional and/or 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.	
RemChannel Code	1084 (L)
<b>Note: The Dean and the People and Culture Director must approve any changes made to the job profile (other than the name of the incumbent, the position code, and OFO code).</b>	

**Alignment with personal promotion criteria**  
**Signed off by the Dean of Science, Professor J Dames**  
**Last updated: 02 June 2025**