



RHODES UNIVERSITY
Where leaders learn

JOB TITLE	Senior Lecturer	INCUMBENT	
DEPARTMENT	Economics and Economics History	REPORTING STRUCTURE	Head of Department
FACULTY: Commerce			
JOB TYPE (ACADEMIC/SUPPORT)	Academic	POSITION CODE	10001181
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	10 February 2024 (The Dean and Director: P&CO)

MAIN JOB OBJECTIVE/S

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

CONSIDERATIONS

It is acknowledged that not all applicants will have had working experience in a Higher Education institution and that not all applicants will have had similar opportunities to teach, supervise postgraduate students, and undertake research. Applicant’s background and opportunities to demonstrate their merit will be taken into consideration by selection committees.

It is also acknowledged that academics follow different trajectories in their careers. In considering academics for employment, the totality of what an applicant can contribute to Rhodes will be assessed, bearing in mind 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 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 two of these categories for the relevant post level.

In making an application, the academic needs to describe themselves in the relevant areas of academic life. There are four levels of achievement: Outstanding, Very Good, Good, Satisfactory, and Unsatisfactory (corresponding to 4, 3, 2, 1, and 0 in terms of minimum qualifying scores).

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 does indicate an area in which an academic needs to improve.	This indicates a level of performance that is better than unsatisfactory but no more than what can be expected of an academic. It might, however, point to a promise that might substantiate itself over time.	In this level are those achievements above average and more than is expected of an academic.	In this level are those achievements which, while not quite outstanding, are significantly greater than the average.	This level describes the top achievements of academics in a particular discipline in South Africa. Here is where the most outstanding researcher will be placed: the top teaching in a Faculty, exemplary practice in community engagement, the most significant contributions to the disciplines outside of the University, and the most dynamic accomplishments in leadership, management, and administration.
0	1	2	3	4

Code: Outstanding - this level describes the top achievements of academics in a particular discipline in South Africa; Very good – better than the average but not quite outstanding; Good = above the average in the discipline; Satisfactory = as expected of an academic in that discipline.

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

Personal Promotion Requirements	Senior Lecturer	Associate Professor	Professor
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 overall should be evaluated as Good, or at least two categories overall should be evaluated as Very Good. A minimum overall qualifying score of 9 should be achieved.	Emphasis on scholarship in Teaching & Learning, and Research. Candidates must score at least good in Teaching & Learning, and Research, although scores of Very Good and Outstanding for one or both are more usual at this level. At least four categories overall should be evaluated as Good, or at least three categories overall should be evaluated as Very Good. A minimum overall qualifying score of 12 should be achieved.
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 Professional Involvement Leadership, Management and Administration	If Research is Satisfactory, then at least Good (2) in one of these categories; Performance in these categories to be such that the overall achievement equals or exceeds a score of 6 in total.	At least Good (2) in one of these categories; Performance in these categories to be such that the overall achievement equals or exceeds a score of 9 in total.	At least Good (2) in two of these categories; Performance in these categories to be such that the overall achievement equals or exceeds a score of 12 in total.

DESCRIPTION OF KEY ROLES and RESPONSIBILITIES and STANDARDS EXPECTED

Teaching and Learning including:

For those who have worked in academia, the traditional forms of evidence of teaching and learning will be required.

For those who have not worked in academia, up to and including the post of senior lecturer, evidence of training and/or mentoring others shall suffice as evidence for teaching and learning. In addition, professional practice shall be regarded as important.

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 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

The 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 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. The 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

The use of sound course design principles

Courses are reviewed regularly 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

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 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

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

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 diverse needs of a diverse student body, with 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 that 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) 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 enhancement of practice, 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

A review includes in-depth- engagement with feedback from students, external examiners and peers, and

other external stakeholders

Course design is highly responsive to diverse needs of a diverse student body

High levels of alignment for 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:

In the Department of Economics, for those already in academe, research shall include:

- (i) updating of teaching to incorporate current trends in innovation and use of technology in teaching and learning; and
- (ii) papers written for peer-reviewed journals and public presentations interpreting new developments in the field. Notwithstanding this, some academic research is also required.

For those coming into academe for the first time, research shall include:

- (i) updating of work to incorporate current legislative and professional requirements;
- (ii) papers written for peer-reviewed and professional journals and public presentations interpreting new developments;
- (iii) industry reports based on research conducted into an area.

Notwithstanding this, academic research shall be required once employed as an academic.

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 you do 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 Masters and 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 Masters and PhD

Presents at conferences or appropriate fora for the dissemination of current thinking and research re the field, publications or reports in academic, professional journals, and/or for the relevant organization or industry, 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 Masters 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
Invited to present at national conferences
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 Masters 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 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 is 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, public emanation of work
Outstanding reputation for supervising at the postgraduate level
Assessment of supervision is always excellent
Consistently attracts and graduates Masters 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 and regularly invited to present plenary papers at international conferences
Invited to make contributions to major books as author or editor
Considered 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 includes:

This may be associated with teaching and learning through credit-bearing service learning (SL) courses or non-credit-bearing community-engaged learning activities or associated with research through engaged research. (see <http://www.ru.ac.za/communityengagement/>)

SatisfactoryFor appointment

For someone who has no prior academic work 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 you are 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 post-graduate student who is utilizing engaged research models, e.g. social learning groups, knowledge generated has been appropriately disseminated at the various levels (student or academic), and/or participates in a CEL initiative run by the department and is disciplined based

Involved in the CEL initiative for at least six months

Good

Co-coordinator of an 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, involved in SL over at least a two-year period

Has involved other staff members in the initiative and/or conducts engaged research

This results in reciprocal benefits, i.e. discipline knowledge and the knowledge amongst the community partner/s have been expanded (grown) through the research activities, and that knowledge generated has been appropriately disseminated at the various levels

As a researcher is involved in an engaged research partnership that has grown over at least a two-year period and/or demonstrates leadership by establishing (or reshaping) and leading a Community Engaged Learning initiative (discipline-based) within the department

Involved in Community Engagement Learning over at least a two-year period

Has involved other staff members in the initiative

Outstanding

Demonstrates Outstanding Leadership by designing, establishing, and leading an 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 an 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 that 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

<p>This results in measurable growth of knowledge about an 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</p>
<p>Administrative and/or leadership responsibilities may include:</p> <ol style="list-style-type: none"> 1. Assuming administrative and/or leadership duties in the department such as course coordinator; coordination of particular programs, e.g., Ph.D. and Masters programs; coordination of particular research projects; tutor selection and coordination. 2. Serving on departmental, faculty, and/or University committees. <p><i>For those applicants who have not previously worked as an academic, equivalent administrative, management and leadership roles within the current and previous work environments shall be considered.</i></p>
<p>Satisfactory</p> <p><u>For appointment</u></p> <p>For an appointment to lecturer with no prior work experience, involvement in student life must demonstrate an ability to administer and manage For those with work experience, the standard below applies</p> <p><u>Once you are in the job</u></p> <p>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.</p>
<p>Good</p> <p>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.</p>
<p>Very Good</p> <p>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</p>
<p>Outstanding</p> <p>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.</p>
<p>Professional Involvement including:</p> <p>In addition, it is understood that the academic will contribute to the discipline and profession through: -</p> <ol style="list-style-type: none"> 1. Being of service to other universities, e.g., external examining, assisting with curriculum reviews, organizing 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 and contributing to policy formulation and review. <p><i>For those who have not worked previously in academic, professional involvement appropriate to their current and previous work experience will be considered.</i></p>
<p>Satisfactory</p> <p><u>For appointment</u></p> <p>No professional involvement is expected from junior lecturers and lecturers For those who are seeking appointment to higher levels, the standard below is the minimum expected</p> <p><u>Once you are in the job</u></p> <p>Some contribution to other universities, professional bodies, and/or other stakeholder bodies</p>

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

JOB REQUIREMENTS	
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE	
Senior Lecturer	
At least a Ph.D. in Economics or equivalent, or, in exceptional circumstances, a Masters' degree in Economics, or equivalent with progress made towards a Ph.D.	
<ul style="list-style-type: none"> • Teaching experience at the undergraduate and postgraduate levels. • Teaching experience in Financial Markets, Equity and Derivatives, Financial Regulation, and Monetary Economics. • Research supervision of Masters required. • Track record 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 above standards. 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 THIS POST	
<ul style="list-style-type: none"> • Supervision of postgraduate students • Financial markets with a focus in equity and derivatives, financial regulation, and monetary economics • Knowledge and application of Data Analytics will be an added advantage • 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	
<ul style="list-style-type: none"> • 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 	
FOR HR USE ONLY - TO BE COMPLETED BY HR	
RemChannel Code	SL (1147)
Note: Any changes made to the job profile (other than the incumbent's name, the position code, and the OFO code) must be approved by the HR Director or the Senior Manager: Specialist HR Services.	

Last updated: 01 February 2024

