



RHODES UNIVERSITY

Grahamstown • 6140 • South Africa

JOB TITLE	Director of Sol Plaatje Institute (SPI) for Media Leadership	INCUMBENT	
DEPARTMENT	Sol Plaatje Institute for Media Leadership	REPORTING STRUCTURE	Head of the School of Journalism and Media Studies (JMS)
FACULTY	Humanities	POSITION CODE	P1000130
JOB TYPE (ACADEMIC/SUPPORT)	Academic	OFO CODE	
PERMANENT OR CONTRACT (IF CONTRACT – LENGTH OF CONTRACT)	Contract position dependent on secured funding by SPI Director	FULL-TIME OR PART-TIME (IF PART-TIME HOW MANY HOURS PER DAY)	Full-time
COUNCIL FUNDED POST OR OUTSIDE FUNDED	Outside Funded	DATE APPROVED	23 September 2021 (The Dean and HR)

MAIN JOB OBJECTIVES – STANDARDIZED ACADEMIC ROLE PROFILE

All academics are responsible for the dissemination of knowledge (teaching and learning), creation of knowledge (research) and community engagement, recognising that there are 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. In addition, a Professor and Associate Professor are to provide academic leadership in the following areas: teaching and learning; research and community engagement as well as to contribute towards the governance of the institution. This leadership contribution of the Professor should be evidenced at the departmental, faculty and institutional levels.

MAIN JOB OBJECTIVES FOR DIRECTOR: SOL PLAATJE INSTITUTE FOR MEDIA LEADERSHIP

- Directing and running an institute that contributes at a high level to media and media management development in Africa, the Global South, and the rest of the world.
- Teaching, curriculum development, recruiting students and organising students on the full-time and part-time PGDip in Media Management, and those at the MA and PhD levels.
- Leading media management research and directing such research for students on the PGDip in Media Management, both part-time and full-time, and those studying MA and PhD levels. This research includes donor-funded research, which contributes to the sustainability of the institute.
- Supervision of students on the PGDip in Media Management, both part-time and full-time required and ability to supervise at MA and/or PhD levels will be an advantage.
- Conceptualising, designing, implementing and teaching of the institute’s short professional and certificated courses for students from across Africa and updating the curricula of these short courses, which must contribute to the Institute’s financial sustainability.
- Conceptualising, designing and implementing a range of media and media management conferences, including Highway Africa and other conferences, which must contribute to the institute’s financial sustainability.
- Fund-raising for the institute through raising scholarships for students on the PGDip in Media Management, both part-time and full-time, MA and PhD students; fundraising for short courses and the institute’s conferences such as Highway Africa and others that the institute organises on behalf of the School of Journalism and Media Studies. Fund-raising is a critical function of this position and candidates must have at least 15 years of continuous successful fund-raising at a high level in Higher Education or equivalent sectors and of having a wide network of

industry and educational organizations to achieve this objective. Donor funding sustains the salaries and administrative functions of the institute.

OTHER REQUIRED JOB OBJECTIVES

--Setting up structures, initiatives and programmes and working in collaboration with key role players in the School of Journalism and Media Studies (JMS) and the University to conceptualise, plan, coordinate and supervise a range of academic student development initiatives and programmes.

-- Working in collaboration with the Head of JMS, the SPI Director will oversee the entire academic aspects of the PGDip in Media Management for both full-time and part-time students; and oversee MA and PhD students.

-- Working in collaboration with the Head of JMS, the incumbent will oversee research by students on the PGDip in Media Management (both part-time and full-time) and those doing MA and PhD degrees.

-- Conceptualise, plan and update the curriculum of the PGDip in Media Management to be aligned with the rapid changes that are taking place in the media industry in South Africa and internationally; teach most of the modules of the eight-core module course; organise and provide academic guidance to lecturers from other Rhodes University departments (e.g. Department of Management; JMS; and the Business School) who offer part-time teaching on the PGDip in Media Management.

-- Provide academic leadership in the recruitment of students and offer guidance to Support Staff who liaise with lecturers who teach on the PGDip in Media Management. The Director leads the SPI's efforts to facilitate augmenting courses for the students on the PGDip in Media Management to ensure that students have a positive learning experience of the course.

-- Conceptualise, plan and design short-term professional courses that are offered to participants from the media industry from across Africa. These courses encompass print, broadcast, online, multi-platform, etc. and other specialised and customised media courses for specific media clients as part of a concerted effort to raise critically needed funds that sustain all academic activities of the SPI, which is entirely self-funding and does not receive any subsidy either from Rhodes University or the government.

-- Working in collaboration with the Head of JMS, the incumbent co-ordinates the academic aspects of the Student Orientation Programme, including liaising with deans and academic departments in the conceptualisation, planning and day-to-day running of the Programme.

-- Working in collaboration with Dean of Humanities, the Head of JMS, the Registrar, the DVC: A &SA, IRPQP, ESU, the Director will set up, strengthen and co-ordinate structures for student assessment and the monitoring of student performance and establishing referral systems for academic support/development for students.

-- Carry out any work responsibilities delegated by the Head of JMS and other collaborating arms of the University.

-- Provide leadership in community engagement.

Detailed Key Responsibility Areas and Performance Indicators are in the table below marked Addendum to the role profile.

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 merits will be taken into consideration by the Selection Committee.

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 University will be assessed bearing in mind minimum requirements for certain levels of posts as shown on the next page. Each post level has a number of 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 are required to meet the criteria for a Director at the Associate Professor's Level as articulated below, which are aligned to the Academic Personal Promotions criteria. The Associate Professor level requirements are articulated for information and development purposes and is aligned

to the Academic Personal Promotions criteria. Notwithstanding this, the appointment level for this particular post is that of Associate Professor.

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 specialized 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 promise that might substantiate itself over time.	At this level are those achievements which 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 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

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 on minimum qualifying scores).

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

Personal Promotion Requirements			
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	If Research is Satisfactory, then 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 to be such that the overall achievement equals or exceeds a score of 6 in total.	Performance in these categories to be such that the overall achievement equals or exceeds a score of 9 in total.	Performance in these categories to be such that the overall achievement equals or exceeds a score of 12 in total.
Leadership, Management and Administration			

DESCRIPTION OF KEY ROLES, RESPONSIBILITIES AND STANDARDS EXPECTED

Teaching and Learning including: -

1. Supporting student learning through the conceptualisation, planning, designing and co-ordination of a range of student development programmes and initiatives;
2. Contributing to JMS' programmes and initiatives by sharing relevant data and research on student learning needs;
3. Engaging in curriculum development
4. Facilitation of learning
5. Assessment of learning
6. Evaluation of learning
7. Supervision of post-graduate students (where the person has the appropriate qualification to do this)
8. Assume leadership responsibilities as they relate to teaching and learning
9. Provide leadership in community engagement through customised courses that target media and journalism organisations, where this is necessary.

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 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.
Good levels of alignment between of purpose, outcomes, teaching and learning activities, assessment methods and criteria.
Assessment being 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 and leadership of the Institute).

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 postgraduate levels of study, guides and supports a range of students to produce rigorous research or sound professional practice.
Critical reflection informs enhancement of practice.
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 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 (including the part-time teachers teaching on the PGDip in Media Management)

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 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 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 professional practice, critical reflection on practice informed by relevant literature and evaluation data from a number of 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.

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 with respect to purpose, outcomes, teaching & learning activities, assessment methods and criteria. Assessment is used to guide and not only measure student learning.

Criteria are clearly communicated to students and rigorous evidence of assessment against these criteria is provided.

Analysis of assessment processes and student assessment results to inform curriculum practice, leadership demonstrated in a formal role in respect of teaching and learning in a department/faculty and/or nationally. Evidence of effective formal or informal mentorship of less experienced staff.

Research including: -

1. Undertaking independent research and publishing research;
2. Participating in national and/or international fora to share research results;
3. Identifying and accessing funding sources to support own and where feasible, student research and;
4. Assumes leadership responsibilities as they relate to research.

The academic endeavour in the field of student development is primarily practice-centred. It is therefore important to take into account the close relationship between candidates 'student development practice; research; and professional involvement when deliberating on their standing in the field. The dynamic nature of policy and practice in education places additional responsibilities on academics in universities, a factor which should also be considered when judging the research-practice relationship. Papers written for professional journals, and reports to national fora interpreting new developments in policy and practice in education, may therefore also be considered as research. In addition, candidates may present written evidence of research-based participation in the evaluation and development of educational policy and practice, as contributions to educational research. In the current educational landscape in South Africa, research is often developmental and focussed on capacity building. Evidence of capacity building, including, for example, joint publications with students, should thus be considered together with evidence of the candidate's scholarly voice. Leadership in, and recognition for, capacity building in research should also be taken into account for progression to higher post levels.

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 post graduate level, consistently graduates PGDips and master's students within the minimum expected time.

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

Exceptional evidence of fundraising for research and other academic projects.

Well known in the field nationally, invited to present at national conferences.

NRF rating good (likely to be C or Y) for the discipline ¹ .
<p>Very Good</p> <p>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 reputable journals with good IF. Very good reputation for supervising at postgraduate level. Assessment of supervision is always very good; graduates most PGDips and master's and PhD 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 fund-raise for research and other academic projects. Strong national profile with some international recognition and a clear trajectory of an increasing international profile. Where appropriate to disciplinary focus, invited to write review papers for national and international journals, invited to present at national and international conferences, invited contributions to local books.</p>
<p>Outstanding</p> <p>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, author / editor of a leading work or contributions to a leading work. Uses the top journals in the field. Public emanation of work. Outstanding reputation for supervising at postgraduate level. Assessment of supervision always excellent, consistently attracts and graduates PGDips and MA and PhD 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. Exceptional evidence of 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 make contributions to major books as author or editor, considered as a public commentator with particular expertise.</p>
<p>Community Engagement including</p> <p><i>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/)</i></p>
<p>Satisfactory</p> <p><u>For appointment</u></p> <p>For someone who has no prior academic work experience, no CE expected but some involvement as a student would be preferable. For those who have worked as academics, the standard below is expected.</p> <p><u>Once in the job</u></p> <p>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.</p>
<p>Good</p> <p>Co-coordinator of a SL course run in the Department aligned to all the principles of good practice listed above.</p>

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

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 a 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 has been expanded (grown) through the research activities, that knowledge generated has been appropriately disseminated at the various levels.

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 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 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, that knowledge generated has been appropriately disseminated at the various levels. Evidence of effective formal or informal mentoring of less experience 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 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 co-ordination of particular programmes related to student development e.g. the academic orientation programme; co-ordination of particular research projects;
2. Serving on departmental, faculty and/or University committees.
3. Ensuring that assessment requirements are met.
4. Contribution to smooth running of Institute and JMS through attendance at staff meetings, willingness to chair in rotation with other staff, willingness to take on tasks necessary for the Institute and JMS.

Satisfactory

For appointment

For 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.

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.

<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.</p> <p>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.</p> <p>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</p> <p>In addition, it is understood that the incumbent will contribute to the field of student development and the profession through: -</p> <ol style="list-style-type: none"> 1. Being of service to other universities e.g. assisting with programme reviews, organising of conferences, collaborations on inter-university projects and external examining; 2. Being of service to professional bodies e.g. servicing on national bodies, journal servicing; 3. Being of service to other stakeholders such as government or NGOs e.g. servicing on advisory bodies, contributing to policy formulation and review.
<p>Satisfactory</p> <p><u>For appointment</u></p> <p>No professional involvement is expected for junior lecturers and lecturers</p> <p>For those who are seeking appointment to higher levels, the standard below is the minimum expected</p> <p><u>Once in the job</u></p> <p>Some contribution to other universities, professional bodies and/or other stakeholder bodies</p>
<p>Good</p> <p>Good record of contribution to other universities, professional bodies and/or other stakeholder bodies</p>
<p>Very Good</p> <p>Substantial record of contribution to other universities, professional bodies and/or other stakeholder bodies</p> <p>Sought out by these other bodies</p>
<p>Outstanding</p> <p>Distinguished record of contribution to other universities, professional bodies and/or other stakeholder bodies</p> <p>Often plays a leading role or is a leading contributor</p> <p>Highly sought out by these other bodies</p>

JOB REQUIREMENTS	
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE	
Senior Lecturer	Associate Professor
A PhD in the field of Media Management; Journalism and Media Studies; Journalism and Cultural Studies. In exceptional circumstances, a Master's degree in the above disciplines may be considered where the experience is exceptional.	A PhD in the field of Media Management; Journalism and Media Studies; and Journalism and Cultural Studies, is required.
Teaching experience at the undergraduate and postgraduate level is required for those with academic experience. Sufficient training and/or mentorship in the workplace for those with no academic experience.	Teaching experience at the undergraduate and post graduate levels is required.

Experience in the field of academic staff development would be an advantage	Experience in the field of academic staff development would be an advantage
Research supervision of PGDips and Masters' degrees would be an advantage, where no research supervision, experience of mentorship of others required	Research supervision of PGDips and Master's students to completion required. Supervision of PhD students would be an advantage.
Emerging national profile in the discipline.	National and emerging international profile in discipline.
Proven track record of administration, management and leadership roles.	
Experience of fund-raising required.	
In addition to the above requirements the following experience is required: -	
<ul style="list-style-type: none"> ● Proven experience in student development and support ● Proven mentoring and supervision experience 	
COMPETENCIES	
The job specific competencies are embedded within the key responsibility areas and the standards listed above. 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"> ● Successfully running a financially sustainable institute and acting as its efficient, effective and collaborative director. ● High-level fundraising from a diverse range of funders to sustain the institute and contribute to the overall development of courses and students at the School of Journalism and Media Studies. ● Teaching, curriculum development, organising and recruiting students on the PGDip in Media Management (both part-time and full-time), and at the MA and/or PhD levels. ● Updating the curriculum of the PGDip in Media Management to be in line with rapid changes that are taking place in the media industry in Africa, the Global South and in the world. ● Supervision of students on the PGDip in Media Management required. ● Ability to supervise at MA and/or PhD will be an advantage. ● Researching media, media development and media trends at the postgraduate levels, specifically at the PGDip in Media Management, MA and/or PhD levels. ● Conceptualising, designing, implementing and updating of short professional and certificated courses that address the needs of the African media industry and the development of media on the African continent. ● Proposing journalism and media-focused conferences on topical issues, and fundraising for these conferences to be run sustainably and have a high-level impact on media management and media in Africa and the world. 	
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 reflective and reflexive practitioner with openness to change ● Excellent interpersonal and communication skills ● Ability to work independently and in teams ● Appreciation of the role of support and all other staff 	

- Ability to create and work with network of practitioners, funders and relevant agencies

FOR HR USE ONLY - TO BE COMPLETED BY HR

RemChannel Code and Grade

1077 (AP) and 1078 (SL)

Note: Any changes made to the job profile (other than the name of the incumbent, the position code and OFO code) must be approved by the Director: HR or the Deputy Director: HR.

ADDENDUM TO THE ROLE PROFILE

<i>DESCRIPTION OF KEY RESPONSIBILITY AREAS</i>	<i>KEY PERFORMANCE INDICATORS</i>
<p>Efficient and effective running of a sustainable institute and directing an agenda that contributes at a high level to media management and media in Africa.</p>	<ul style="list-style-type: none"> • Conceptualising, designing, and implementing academic and executive-level courses and projects that attract a significant number of students from across Africa who contribute to the institute’s sustainability. • Conceptualising, designing, and implementing media and media management conferences that are self-funded and raise the profile and image of the institute, JMS and Rhodes University in Africa and the world.
<p>Teaching, curriculum development, organising and recruiting students</p>	<ul style="list-style-type: none"> • Successfully teaching and graduating students at the PGDip in Media Management, MA and/or PhD levels within the specified timelines. • Recruiting and organising significant numbers of students of the PGDip in Media Management, MA and/or PhD levels from across Africa. • Liaising with part-time lecturers teaching on the eight-module PGDip in Media Management course to achieve alignment and inter-connectedness in the modules to make a coherent whole. • Teaching on some of the modules and overseeing the teaching of other modules by the part-time lecturers. • Establishing appropriate structures, systems and processes to drive a smooth, effective, efficient and pleasant learning and teaching experience of the students of the PGDip in Media Management, MA and/or PhD. • Developing and updating the curriculum of the PGDip in Media Management, MA and/or PhD to ensure it speaks to the rapid changes that are taking place in the media industry and how this impacts the teaching and learning of the course and vice-versa. • Developing and implementing effective assessment (and evaluation) policies and systems, both formative and summative, for the efficient conduct of the PGDip in Media

	<p>Management, MA and/or PhD and clearly communicating these policies and systems to the students and lecturers.</p> <ul style="list-style-type: none"> ● Identifying and addressing weaknesses and challenges that may exist in the PGDip in Media Management, MA and/or PhD courses, working collaboratively with the Head of JMS and other colleagues at Rhodes University. ● Fundraising scholarships from funders to sponsor a significant number of students on the PGDip in Media Management, MA and/or PhD levels.
Research on media and media management	<ul style="list-style-type: none"> ● Leading students on the PGDip in Media Management, MA and/or PhD in multi-disciplinary research on media, media management and media development and publishing this research in academic papers in peer-reviewed journals that raise the scholarly and media industry profile and image of the institute, JMS and Rhodes University.
Supervision of students on the PGDip in Media Management, MA and PhD	<ul style="list-style-type: none"> ● Successfully supervising and graduating students on the PGDip in Media Management, MA and/or PhD within specified timelines.
Conceptualising, designing and teaching on short professional and certificated courses for the media industry	<ul style="list-style-type: none"> ● Oversees and directs the successful marketing and staging of at least 10 short professional courses a year for the media industry in Africa, thus contributing to the institute's financial sustainability. Incumbent also teaches on and organises these courses.
Fund-raising effort for the institute to be a financially viable and self-funding entity operating within JMS and Rhodes University	<ul style="list-style-type: none"> ● Using his/her wide social capital and development networks in Africa and the global media industry and from other philanthropic agencies, the incumbent raises at least R5 million annually for the institute's overall financial wellbeing. These funds must cover all of the institute's operations, including the salaries of all the institute staff (including that of the director), and the institute's annual capital development budget.
Community Engagement	<ul style="list-style-type: none"> ● Respond to regular and specialised requests from media to run customised courses for the media industry, including courses that aid media to improve their audience engagement and role as community builders.

Reviewed and signed off by the HoD and Dean – September 2021