

JOB TITLE	Senior Lecturer/Associate Professor	INCUMBENT	
DEPARTMENT	Literary Studies in English	REPORTING STRUCTURE	Head of Department
FACULTY	Humanities	POSITION CODE	
JOB TYPE (ACADEMIC/SUPPORT)	Academic	OFO CODE	
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	Updated 10 December 2024 (HS)

MAIN JOB OBJECTIVE/S
<p>All academics are responsible for teaching and learning, the creation of knowledge (research), professional involvement 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.</p> <p>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 leadership and management of the institution.</p>

JOB REQUIREMENTS	
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE	
Senior Lecturer	Associate Professor
A PhD in Literary Studies in English.	
Teaching experience at the undergraduate and postgraduate levels is required.	Considerable teaching experience at the undergraduate and postgraduate levels.
Teaching experience and interest in Literary Theory is required.	
<p>Expertise in one or more of the following areas of specialisation would be an added advantage:</p> <ul style="list-style-type: none"> ● Postmodernist Literature ● Digital Humanities ● Ecology and Environmental Literature ● Oceanic Studies ● Film Studies 	
Evidence of research supervision of at least Masters degrees to completion required.	Evidence of supervision of Masters degrees to completion is required. Supervision of PhD degrees to completion is an advantage.
Emerging national profile in the discipline and credible record of publication in peer-reviewed publications.	National and emerging international profile in the discipline and substantial record of publication in peer-reviewed publications.
Track record of administration, management and/or leadership roles (leadership roles may be informal).	Proven track record of and an active interest in administration, management and leadership.
COMPETENCIES	
<p>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 outstanding in leadership, admin and management), candidates must be able to demonstrate evidence of meeting the standards required.</p>	

COMPETENCIES SPECIFIC TO THIS POST
<ul style="list-style-type: none"> Competency in large-group and small-group instruction. Leadership, administration and management of department (staff and students). An ability to develop curricula based on a variety of literary texts. Ability to relate theory to literary analysis. Alignment of research into teaching. Ability to develop a positive rapport and promote an affirming relationship with students.
PERSONAL ATTRIBUTES
<ul style="list-style-type: none"> Reflective and resilient leadership. Commitment to collegiality. Commitment to transformation and a valuing of diversity. Behaving in a way that respects the dignity of others. Honesty and integrity. Evidence of being a reflexive practitioner with openness to change. Excellent interpersonal and communication skills. Ability to work independently and as part of a team. Ability to facilitate and enable the roles of academic, administrative, and support staff.

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 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 one of these categories for the relevant post level.

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.	In this level are those achievements which are 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

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).

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	Lecturer	Senior Lecturer	Associate Professor	Professor
Focus	Emphasis on the ability to fulfil the Teaching & Learning 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 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 Satisfactory (1)	At least Good (2)	At least Good (2)	At least Good (2)
Research	At least Satisfactory (1)	At least Satisfactory (1)	At least Good (2)	At least Good (2)
Community Engagement	Satisfactory in leadership, administration and management	If Research is Satisfactory, then at least Good (2) in one of these categories; Performance in these categories 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.
Professional Involvement				
Leadership, Management and Administration				

DESCRIPTION OF KEY ROLES and RESPONSIBILITIES and STANDARDS EXPECTED

Teaching and Learning including: -

1. Engaging in curriculum development;
2. Facilitation of learning;
3. Assessment of learning;
4. Evaluation of teaching;
5. Support of students in their studies;
6. Supervision of post-graduate students (where the person has the appropriate qualification to do this); and
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

Disciplinary knowledge appropriate to the level of qualification and experience achieved

Some awareness of 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 already been in an academic role.

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

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

Satisfactory teaching practice described by these criteria demonstrated across a limited range of undergraduate and postgraduate levels of study

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

Use of course design principles, 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 academic post previously, then once in the job

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

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

Satisfactory teaching practice described by these criteria demonstrated across a limited range of undergraduate and postgraduate levels of study

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

Use of course design principles, 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 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 or co-ordination of a tutorial programme)

Very Good:

Engages students from a broad range of social, cultural and linguistic backgrounds through well designed and paced teaching which promotes understanding

Guides and supports students as they acquire learning practices appropriate to the discipline

Uses very good disciplinary knowledge to inform teaching

Very good teaching practice described by these criteria is demonstrated across a range of undergraduate and postgraduate levels of study

Guides and supports a range of students to produce rigorous research or sound professional/clinical 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

<p>criteria</p> <p>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</p> <p>Evidence of effective formal or informal mentorship of less experienced staff</p>
<p>Outstanding</p> <p>Engages students across a complete range of social, cultural and linguistic backgrounds in ways which inspire and give them confidence to learn</p> <p>Guides and supports students in the adoption of a broad range of learning practices appropriate to the discipline</p> <p>Draws on a broad and innovative range of teaching strategies (including the use of ICTs) appropriate to the discipline</p> <p>Uses outstanding disciplinary knowledge to inform teaching</p> <p>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</p> <p>Provides evidence of inquiry-based teaching and learning across a range of levels</p> <p>Outstanding teaching practice described by these criteria is demonstrated across a broad range of undergraduate and postgraduate levels of study</p> <p>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</p> <p>Critical reflection on practice informed by relevant literature and evaluation data from a number of sources</p> <p>Critical reflection informs enhancement of practice</p> <p>Rigorous and substantial evidence of the use of sound course design principles</p> <p>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</p> <p>Course design is highly responsive to diverse needs of a diverse student body</p> <p>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</p> <p>Criteria are clearly communicated to students and rigorous evidence of assessment against these criteria is provided</p> <p>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</p>
<p>Research including: -</p> <ol style="list-style-type: none"> 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.
<p>Satisfactory</p> <p><u>For appointment</u></p> <p>Evidence of ongoing involvement in research which may be the completion of a Masters or a PhD</p> <p>Ability to publish, preferably presented at national conferences or an ability to do so</p> <p>Ability to do further research including pursuing a PhD if does not yet have one</p> <p>Ability to supervise post-graduates and to achieve at least local recognition</p> <p><u>Once in the job</u></p> <p>Evidence of ongoing involvement in research which may be the completion of a PhD</p> <p>Presents at national conferences</p> <p>A record of publications in academic and/or professional journals</p> <p>Uses journals with moderate IF, some papers with some citations and/or some evidence of field-based impact</p> <p>Some success in initiating, managing and supervising postgraduate students, possibly as a co-supervisor</p> <p>Local and preferably national recognition</p>
<p>Good</p> <p>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</p> <p>Regularly presents at national conferences</p> <p>Uses journals with good IF</p> <p>Some papers with good citations and/or some evidence of field-based impact</p> <p>Good reputation for supervising at postgraduate level</p> <p>Consistently graduates Masters' and may have graduated doctoral students within the minimum expected time</p> <p>Assessment of supervision is good</p>

<p>Capacity building with students from disadvantaged educational backgrounds</p> <p>Evidence of fundraising for research</p> <p>Well-known in the field nationally</p> <p>Invited to present at national conferences</p> <p>NRF rating good (likely to be C or Y) for the discipline</p>
<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</p> <p>Regularly presents at national and international conferences</p> <p>Uses journals with good IF and sometimes high IF</p> <p>Some papers with high citations and/or some evidence of high field-based impact</p> <p>Very good reputation for supervising at postgraduate level</p> <p>Assessment of supervision always very good</p> <p>Graduates most Masters' and doctoral students within the minimum expected time</p> <p>Very good record of graduates who have become successful in their own right, some students graduate with distinction,</p> <p>Significant evidence of capacity building with students from disadvantaged educational background</p> <p>Well-developed ability to fund raise for research fundraising</p> <p>Strong national profile with some international recognition and a clear trajectory of an increasing international profile</p> <p>Invited to write review papers for national and international journals</p> <p>Invited to present at national and international conferences</p> <p>Invited contributions to local books</p> <p>NRF rating very good (likely to be B or C1) for the discipline</p> <p>National awards for research</p>
<p>Outstanding</p> <p>Outstanding publication record in appropriate academic and/or professional journals, relative to others in the same field (nationally & internationally).</p> <p>Regularly presents papers at international conferences, author / editor of a leading work or contributions to a leading work</p> <p>Uses the top journals in the field, many papers with high citation, and/or research with high field-based impact, public emanation of work</p> <p>Outstanding reputation for supervising at post graduate level, assessment of supervision always excellent, consistently attracts and graduates Masters' and doctoral students within the minimum expected time</p> <p>Excellent record of graduates who have become successful in their own right</p> <p>Excellent track record of capacity building with students from disadvantaged educational backgrounds</p> <p>Evidence of high level of fundraising for research, amongst the top researchers in the field nationally and internationally</p> <p>Regularly invited to write review papers</p> <p>Regularly invited to present plenary papers at international conferences</p> <p>Invited to make contributions to major books as author or editor</p> <p>Considered as a public commentator with particular expertise</p> <p>NRF rating (likely to be A or B) outstanding for the discipline</p> <p>National and International awards for research excellence</p>
<p>Community Engagement (CE) 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 (CEL) 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</p> <p>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</p> <p>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>

<p>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</p> <p>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</p> <p>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</p> <p>Involved in this CE initiative for at least one year</p>
<p>Very Good</p> <p>Demonstrates leadership by establishing (or reshaping) and leading a SL course within the department</p> <p>Involved in SL over at least a two-year period</p> <p>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</p> <p>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</p> <p>Involved in Community Engagement Learning over at least a two-year period</p> <p>Has involved other staff members in the initiative</p>
<p>Outstanding</p> <p>Demonstrates Outstanding Leadership by designing, establishing and leading a SL course</p> <p>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</p> <p>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</p> <p>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</p> <p>Evidence of effective formal or informal mentoring of less experienced staff in CE</p>
<p><i>Administrative and/or leadership responsibilities may include: -</i></p> <ol style="list-style-type: none"> 1. Assuming administrative and/or leadership duties in the department such as course co-ordinator; co-ordination of particular programmes e.g. PhD, Masters programmes; co-ordination of particular research projects; tutor selection and co-ordination. 2. Serving on departmental, faculty and/or University committees. <p>For Associate Professors and Professors</p> <p><i>Intellectual and academic leadership including:</i></p> <ol style="list-style-type: none"> 1. Contributing to the positioning of the department in the national and international milieu with particular reference to the strategic imperatives of the Faculty and University; 2. Ensuring awareness of the changes, challenges and opportunities within the HE sector, strategic imperatives of the institution and exploring what this means for one's own academic department and supporting the HoD in the implementation of necessary changes at the departmental level; 3. Providing intellectual academic leadership in terms of the department's teaching and learning, research and/or community engagement activities; 4. Assisting in the conceptualisation, interrogation, implementation and review of academic standards, processes and systems at the level of the department; 5. Assisting the HoD with the support, guidance and development of those new to academia and/or to Rhodes University; <p><u>As a member of the senior leadership of the Faculty and institution, the Professor is responsible for:</u></p> <ol style="list-style-type: none"> 6. Championing the academic endeavour and ensuring that this remains the focus of the institution and that decisions are made that support (and do not undermine) these endeavours; 7. Participating in the key debates related to the current and future functioning of the institution.
<p>Satisfactory</p> <p><u>For appointment</u></p> <p>For appointment to lecturer with no prior work experience</p> <p>Involvement in student life must demonstrate an ability to administer and manage</p>

For those with work experience, the standard below applies	
<u>Once in the job</u> Assumes administrative responsibilities in the department, Faculty and/or University Has competently fulfilled a management role in 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 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	
Very Good 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	
Outstanding 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	
Professional Involvement: - In addition, it is understood that the academic will contribute to the discipline and profession through: <ol style="list-style-type: none"> 1. Being of service to other universities e.g. external examining, assisting with curriculum reviews, organising of conferences, collaborations on inter-university projects; 2. Being of service to professional bodies e.g. servicing on national bodies, journal servicing (being editor or referee); and 3. Being of service to other stakeholders such as government or NGOs e.g. servicing on advisory bodies, contributing to policy formulation and review. 	
Satisfactory <u>For appointment</u> No professional involvement is expected for junior lecturers and 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	
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	
FOR INTERNAL USE ONLY BY THE DIVISION OF PEOPLE AND CULTURE	
RemChannel Code	1078 (SL) 1077 (AP)
Note: The Dean and Director of People and Culture must approve any changes to the job profile (other than the incumbent's name, the position code, and the OFO code).	

Alignment with personal promotion criteria
Signed off by the Dean of Humanities, Professor E Msindo
Last updated: 06 December, 2024