

JOB TITLE	Senior Lecturer/Associate Professor	INCUMBENT	
DEPARTMENT	School of Journalism and Media Studies	REPORTING STRUCTURE	Head of School
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	02 November 2025 (The Dean and P&C Director)

MAIN JOB OBJECTIVE/S

The overall purpose of the position is to contribute to the academic project of the School of Journalism and Media Studies (JMS), as outlined in its vision statement. As part of this, to participate in producing self-reflexive graduates and media workers whose practice is probing, imaginative, civic-minded and outspoken. To contribute to the fields of knowledge and the social environment in which the school is based. A primary part of the job is to act as managing editor for the School's digital news dissemination and education platform, Grocott's Mail, through which much of the School's experiential learning programme for journalism practice students is based.

As part of this work, the incumbent must take responsibility for disseminating knowledge (teaching and learning), creating knowledge (research), and engaging in community engagement. Academics are also expected to assume administrative, management, and leadership duties at the departmental, faculty, and/or university levels.

In addition, an Associate Professor is expected to provide academic leadership in the following areas: teaching and learning, research and community engagement, and contribute towards the institution's governance. The Associate Professor's leadership contribution should be evidenced at the departmental, faculty, and institutional levels.

SPECIFIC OBJECTIVES FOR THE POST

KEY AREAS OF RESPONSIBILITY

1. Teaching in fields of relevance to journalism and media studies: To develop and manage coursework across the undergraduate and postgraduate programmes of significance to the study and practice of journalism and media studies. Pursuing this goal in line with the school's vision for social change and the university's vision for community engagement. Through such teaching, we aim to develop students' competence and knowledge in both the study of media and its practice, particularly through experiential learning programmes and practices.

2. Managing editor of Grocotts Mail: To take overall responsibility for the management of Grocotts Mail, including finances, advertising, content, community engagement, marketing and distribution.

3. Conducting research of relevance to journalism practice: Collaborating with academic staff in the School of JMS to integrate such research in the school's experiential learning projects, particularly Grocotts Mail, producing and publishing research of relevance to socially engaged communication practice.

JOB REQUIREMENTS

EDUCATIONAL QUALIFICATIONS AND EXPERIENCE

Senior Lecturer	Associate Professor
A PhD in Journalism Studies or Media Studies, or closely related fields, plus at least five years of experience as a Practitioner in a print and/or digital news environment.	
Teaching experience at the undergraduate and postgraduate levels is required.	Considerable teaching experience at the undergraduate and postgraduate levels.

Experience in teaching and research in one or more of the following disciplinary areas: Journalism practice in digital environments, Journalism Studies, Media Studies, Communication Studies.	
Research supervision of at least Master's degrees to completion required.	Supervision of Master's degrees to completion is required. Supervising PhD degrees to completion is an advantage.
Emerging national profile in the discipline and a credible publication record in peer-reviewed publications.	National and emerging international profile in the discipline and substantial publication record in peer-reviewed publications.
Track record of administration, management and/or leadership roles.	Proven track record of involvement in administration, management and leadership.
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 outstanding in leadership, administration, and management), candidates must demonstrate evidence of meeting the required standards. As such, they are understood to include the following: Research competencies: Research experience relevant to areas of knowledge such as Journalism practice, Journalism Studies, Media Studies, and Communication Studies. Management competencies: Experience of relevance to organisational management of journalism and communications-related initiatives. Production competencies: Ability to conceptualise and implement journalistic projects so that the financial resources, human resources and dissemination strategies are well-conceived and executed. Teaching competencies: Designing and implementing courses, good knowledge of practice-based learning/experiential learning, knowledge of service learning, supervision of postgraduate students, basic technical instruction. 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, administration, and management), candidates must demonstrate evidence of meeting the required standards.	
COMPETENCIES SPECIFIC TO THIS POST	
- Competency in large-group and small-group instruction. Leadership, administration and management of a department and/or media organisation. - An ability to develop curricula, particularly in practice-based learning and in Journalism and Media Studies. - Strong collegial skills in management, organisation and communication for working in teams of staff and students. - A willingness to assume the role of Head of Department in the future. - Alignment between research, teaching and journalism practice. - Ability to develop a positive rapport and promote an affirming relationship with students.	
PERSONAL ATTRIBUTES	
- 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.	

POST-LEVEL CONSIDERATIONS FOR SELECTION AND PERSONAL PROMOTION

It is acknowledged that not all applicants will have had working experience in a higher education institution and that not all applicants will have had similar opportunities to teach, supervise postgraduate students, and undertake research. Applicants' backgrounds and opportunities to demonstrate their merit will be taken into consideration by selection committees.

It is also acknowledged that academics follow diverse career trajectories. When considering academics for employment, the totality of what an applicant can contribute to Rhodes will be assessed, taking into account the minimum requirements for certain levels of posts, as outlined on the next page. Each post level has several options/categories listed next to it that reflect the possible intersections of the requirements related to teaching and learning, research, community engagement, professional involvement and leadership, administration, and management. Applicants must meet the criteria for one of these relevant post-level categories.

Unsatisfactory	Satisfactory	Good	Very Good	Outstanding
This marks an unsatisfactory or non-existent level of achievement. While this might be understandable for new academics in some areas or for others in particularly specialised posts, this level indicates an area where an academic needs to improve.	This indicates a level of performance that is better than unsatisfactory but no more than what can be expected of an academic. It might, however, point to a promise that might substantiate itself over time.	At this level, these achievements are above average and exceed what is expected of an academic.	At this level are those achievements which, while not quite outstanding, are significantly greater than the average.	This level represents the highest academic achievements in a specific discipline in South Africa. The most outstanding academic will be the faculty's top teacher, characterised by exemplary community engagement practices, significant contributions to the disciplines outside of the university, and dynamic accomplishments in leadership, management, and administration.
0	1	2	3	4

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

The five categories of achievement apply across all levels of promotion. The committee's placement of a candidate on the achievement scale is influenced by context—the discipline's context, the person's length of service to Rhodes University and academia (rate of contribution), and the changes that have occurred since the last promotion. Generally speaking, higher ratings (very good and outstanding) are awarded based on sustained contributions, while lower ratings (satisfactory and good) are awarded for shorter-term contributions. The Academic Personal Promotions Committee manages the tension that sometimes arises from having a single performance scale for all academic ranks.

Personal Promotion Requirements	Lecturer	Senior Lecturer	Associate Professor	Professor
Focus	Emphasis on fulfilling 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 and learning, and research. At least three categories should be evaluated as Good, or at least two categories should be evaluated as Very Good. A minimum overall qualifying score of 9 should be achieved.	Emphasis on scholarship in Teaching & Learning, and Research. Candidates must score at least 'good' in Teaching & Learning and Research, although 'Very Good' and 'Outstanding' scores for one or both are more typical at this level. At least four categories should be evaluated as Good, or at least three categories should be evaluated as Very Good. A minimum overall qualifying score of 12 should be achieved.

Teaching & Learning	At least Satisfactory (1)	At least Good (2)	At least Good (2)	At least Good (2)
Research	At least Satisfactory (1)	At least Satisfactory (1)	At least Good (2)	At least Good (2)
Community Engagement	Satisfactory in leadership, administration and management.	If the Research is Satisfactory, then at least Good (2) in one of these categories; Performance in these categories is such that the overall achievement equals or exceeds a score of 6.	At least Good (2) in one of these categories; Performance in these categories is 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 is such that the overall achievement equals or exceeds a score of 12.
Professional Involvement				
Leadership, Management and Administration				

DESCRIPTION OF KEY ROLES, RESPONSIBILITIES AND STANDARDS EXPECTED

Teaching and Learning including: -

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

Satisfactory

For appointment

Clear and accessible teaching

Acknowledges diversity and produces evidence of dealing with it effectively

Disciplinary knowledge appropriate to the level of qualification and experience achieved

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

Satisfactory teaching practice

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

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

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

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

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

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

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

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

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

If you have not occupied an academic post previously, then once in the job

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

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

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

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

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

Alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria

Using assessment to guide and not only measure student learning.

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

Good

Engages a range of students through well-paced, clear teaching

Guides students towards the use of a range of learning practices

Strong disciplinary knowledge is evident in teaching

Good teaching practice, as described by these criteria, is demonstrated across both postgraduate and undergraduate levels.

Some evidence of successful supervision of research projects

Use of sound course design principles Courses are regularly reviewed to ensure they remain relevant 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 measure student learning. Criteria are communicated to students, and the 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. The teaching practice described by these criteria is very good and consistently demonstrated across various undergraduate and postgraduate levels of study. Guides and supports a range of students in producing rigorous research or sound professional/clinical practice. Critical reflection informs the 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 the diverse needs of a diverse student body. Very good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria Substantial evidence of assessment being used to guide, and not only measure, student learning and criteria are communicated to students, and assessment is against these criteria, demonstrated in a formal role concerning teaching and learning in a department/faculty. Evidence of effective formal or informal mentorship of less experienced staff
Outstanding Engages students from diverse social, cultural, and linguistic backgrounds in ways that inspire and give them the confidence to learn. Guides and supports students in adopting a wide range of learning practices suitable for 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 the 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, peers and other external stakeholders Course design is highly responsive to the diverse needs of a diverse student body. High levels of alignment regarding purpose, outcomes, teaching & learning activities, assessment methods, and criteria are used to guide, not only measure, student learning. Criteria are 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 teaching and learning in a department/faculty and/or nationally, evidence of effective formal or informal mentorship of less experienced staff.
Research including: - 1. Undertaking independent research and publishing research 2. Participating in national and/or international fora to share research results 3. Identifying and accessing funding sources to support one's own and, where feasible, student research 4. Assumes leadership responsibilities as they relate to research

Satisfactory**For appointment**

Evidence of ongoing involvement in research, which may be completing a Master's or a PhD.

Ability to publish, preferably presented at national conferences or an ability to do so

Ability to do further research, including pursuing a PhD if one does not yet have one

Ability to supervise post-graduates and to achieve at least local recognition.

Once in the job

Evidence of ongoing involvement in research, which may be the completion of a PhD

Presents at national conferences

A record of publications in academic and/or professional journals

Uses journals with moderate IF, some papers with some citations and/or some evidence of field-based impact

Some success in initiating, managing and supervising postgraduate students, possibly as a co-supervisor

Local and preferably national recognition.

Good

A good research and publication record in appropriate academic and/or professional journals and/or published 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 post-graduate level

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

Assessment of supervision is good

Capacity building with students from disadvantaged educational backgrounds.

Evidence of fundraising for research

Well-known in the field nationally

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 post-graduate level

Assessment of supervision is always very good

Graduates most Master's and doctoral students within the minimum expected time

There is a very good record of graduates who have gone on to achieve success in their own right; some students graduate with distinction.

There is significant evidence of capacity building among 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 and as the author/editor of a leading work or contributions to a leading work.

Uses the top journals in the field, many papers with high citation, and/or research with high field-based impact, and public emanation of work

Outstanding reputation for supervising at the postgraduate level; assessment of supervision is always excellent, consistently attracting and graduating Master's and doctoral students within the minimum expected time.

Excellent record of graduates who have become successful in their own right

Excellent track record of capacity building with students from disadvantaged educational backgrounds

Evidence of a high level of fundraising for research amongst the top researchers in the field nationally and internationally

Regularly invited to write review papers

Regularly invited to present plenary papers at international conferences

Invited to make contributions to major books as an author or editor

Considered a public commentator with particular expertise

NRF rating (likely to be A or B) is outstanding for the discipline National and International awards for research excellence
Community Engagement includes: - <i>This may be associated with teaching and learning through credit-bearing service learning (SL) courses, non-credit-bearing community-engaged learning activities, or research through engaged research. (see http://www.ru.ac.za/communityengagement/)</i>
Satisfactory <u>For appointment</u> No CE is expected for individuals with no prior academic work experience; however, some involvement as a student would be preferable. For those who have worked as academics, the standard below is expected. <u>Once in the job</u> 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 utilising engaged research models, e.g. social learning groups knowledge generated has been appropriately disseminated at the various levels (student or academic), and/or participates in a CEL initiative run by the department and is disciplined based Involved in the CEL initiative for at least six months.
Good Co-coordinator of a SL course run in the Department aligned to all the principles of good practice listed above. The SL initiative should have run for at least one year and/or conducted engaged research resulting in reciprocal benefits, i.e., the discipline knowledge and the knowledge among the community partner(s) have expanded through the research activities, and the knowledge generated has been appropriately disseminated at 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 that the researcher is working towards a sustainable, engaged research model and/or serving as the coordinator of a CEL initiative run in the department that adheres 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 for at least two years Has involved other staff members in the initiative and/or conducts engaged research. This results in reciprocal benefits, i.e., the discipline knowledge and the knowledge among the community partner (s) have been expanded through the research activities, and the knowledge generated has been appropriately disseminated at various levels. The researcher is involved in an engaged research partnership that has grown over at least two years and/or demonstrates leadership by establishing (or reshaping) and leading a Community Engaged Learning initiative (discipline-based) within the department. Involved in community engagement learning for at least two years. Other staff members have been involved in the initiative.
Outstanding Demonstrates Outstanding Leadership by designing, establishing and leading a SL course The SL course has been integrated into the departmental or discipline curriculum, ensuring it is not dependent on individual lecturers. This results in measurable growth of knowledge about the area of work for the community partner and the discipline/university. Evidence of effective formal or informal mentoring of less experienced staff in SL, and/or conducting engaged research, results in reciprocal benefits. Specifically, the discipline knowledge and the knowledge among the community partner(s) have been expanded through the research activities, and the knowledge generated has been appropriately disseminated at various levels. Evidence of effective formal or informal mentoring of less experienced staff or inclusion of them as an active member in the research team, and/or demonstrates Outstanding Leadership by designing, establishing and leading a CE learning activity which is not dependent on an individual lecturer. This results in measurable growth of knowledge about the area of work for the community partner and the discipline/ University, e.g. Publication or evidence of shifting practice. Evidence of effective formal or informal mentoring of less experienced staff in CE.
Administrative and/or leadership responsibilities may include: - 1. Assuming administrative and/or leadership duties in the department, such as course coordinator; coordination of particular programs, e.g. PhD, Master's programmes; coordination of specific research projects; tutor selection and coordination 2. Serving on departmental, faculty and/or University committees For Associate Professors and Professors Intellectual and academic leadership, including: 1. Contributing to the positioning of the department in the national and international milieu with particular reference to the strategic imperatives of the Faculty and University

2. Ensuring awareness of the changes, challenges and opportunities within the HE sector, strategic imperatives of the institution and exploring what this means for one's academic department and supporting the HoD in the implementation of necessary changes at the departmental level 3. Providing intellectual and academic leadership in terms of the department's teaching and learning, research and/or community engagement activities 4. Assisting in the conceptualisation, interrogation, implementation and review of academic standards, processes and systems at the level of the department 5. Assisting the HoD with the support, guidance and development of those new to academia and/or to Rhodes University <u>As a member of the senior leadership of the Faculty and institution, the Professor is responsible for:</u> 6. Championing the academic endeavour and ensuring that this remains the focus of the institution and that decisions are made that support (and do not undermine) these endeavours 7. Participating in the key debates related to the current and future functioning of the institution	
Satisfactory <u>For appointment</u> For an appointment as a lecturer with no prior work experience Involvement in student life must demonstrate an ability to administer and manage For those with work experience, the standard below applies. <u>Once in the job</u> Assumes administrative responsibilities in the department, Faculty and/or University Has competently fulfilled a management role in the department and/or faculty and served on University committees Some contribution to leadership and transformation in the department, faculty and/or University	
Good Good execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees Provision of academic leadership in the department, Faculty and/or University with a record of contribution to the transformation of the department, faculty or University	
Very Good Very good execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees Provide very good academic leadership in the department, faculty, and/or university with a sustained record of contribution to the transformation of the department, faculty, or university.	
Outstanding Outstanding execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees. Provide inspiring and outstanding academic leadership in the department, faculty, and/or university with an outstanding record of contribution to the transformation of the department, faculty, or university.	
Professional Involvement: - In addition, it is understood that the academic will contribute to the discipline and profession through: 1. Being of service to other universities, e.g. external examining, assisting with curriculum reviews, organising conferences, and collaborations on inter-university projects 2. Being of service to professional bodies, e.g. serving on national bodies, journal servicing (being editor or referee) 3. Being of service to other stakeholders such as government or NGOs, e.g. serving advisory bodies and contributing to policy formulation and review	
Satisfactory <u>For appointment</u> No professional involvement is expected from junior lecturers and lecturers. For those seeking appointment to higher levels, the standard below is the minimum expected. <u>Once in the job</u> Some contribute to other universities, professional bodies and/or stakeholder bodies.	
Good A strong contribution record to other universities, professional bodies, and/or other stakeholder organisations.	
Very Good Substantial contribution record to other universities, professional bodies and/or stakeholder bodies. Sought out by these different bodies.	
Outstanding: Distinguished record of contribution to other universities, professional bodies and/or other stakeholder bodies Often plays a leading role or is a leading contributor Highly sought out by these other bodies	
RemChannel Code	1078 (SL) 1077 (AP)
Note: The Dean and P&C Director must approve any changes to the job profile (other than the incumbent's name, position, and OFO code).	

