RHODES UNIVERSITY
Where leaders learn

JOB TITLE	Lecturer/Senior Lecturer	**INCUMBENT**	
DEPARTMENT	Drama	**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**	13 October 2026 (P&C Director and the Dean)

MAIN JOB OBJECTIVE/S
All academics are responsible for disseminating knowledge (teaching and learning), creating knowledge (research), and engaging in community engagement, recognising differences in how these responsibilities are executed across the various departments and faculties. Academics are also expected to assume administrative, management, and/or leadership duties at the departmental, faculty, and/or university levels.

JOB REQUIREMENTS	
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE	
Lecturer	**Senior Lecturer**
A completed MA or PhD in Theatre and Performance Studies with an emphasis on Physical Theatre and Choreography. For candidates with an MA: Candidates will be expected to either complete or make reasonable progress in line with the targets and timeframes agreed with the HoD during their probation period, should they be appointed.	A PhD in Theatre and Performance Studies, with an emphasis on Physical Theatre and Choreography. Candidates who hold an MA in Theatre and Performance Studies, with an emphasis on Physical Theatre and Choreography, and who are actively progressing towards completion of a PhD will also be considered. As a guide, candidates should be within 12 months of their intended PhD submission. Plus 7–10 years of teaching experience.
Some teaching experience and/or teaching facilitation is required. The incumbent should be acquainted with online/blended teaching, testing, and marking, or be willing to acquire these skills immediately upon starting the job through workshop attendance or other developmental opportunities.	Considerable teaching experience at the undergraduate and postgraduate levels is required. The incumbent should be acquainted with online/blended teaching, testing, and marking, or be willing to acquire these skills immediately upon starting the job through workshop attendance or other developmental opportunities.
A professional artist portfolio demonstrating a minimum of three years' experience.	A professional artist portfolio demonstrating a minimum of five years' experience.
An ability to teach in the following disciplinary areas: Physical Theatre, Choreography, Theatre making and Theory of Theatre and Performance Studies.	Experience in teaching in the following disciplinary areas: Physical Theatre, Choreography, Theatre making and Theory of Theatre and Performance Studies.
An ability to supervise postgraduate students is required.	Research supervision experience of at least a Master's degree is required.
Some evidence and experience in conducting research.	Emerging national profile in the discipline and a credible record of accredited, peer-reviewed publications or a record of impactful productions.

Some record of administration, management and/or leadership roles (leadership roles may be informal).	Track record of administration, management and/or leadership roles.

COMPETENCIES

The job-specific competencies are embedded within the key responsibility areas and the standards below. 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 Community Engagement; and satisfactory in leadership, administration, and management), candidates must be able to demonstrate evidence of meeting the required standards.

COMPETENCIES SPECIFIC TO THIS POST

- Management of small and large classes
- Teaching a diversity of learners and an ability to accommodate multilingual teaching and learning
- Ability to relate theory to practice within the Southern African context
- Ability to manage and coordinate courses
- Integration of own research into teaching
- Ability to develop a positive rapport and promote an affirming relationship with students
- Knowledge of teaching and learning processes around curriculum development and assessment
- Excellent critical and creative thinking abilities

PERSONAL ATTRIBUTES

- 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
- Honesty and ethical behaviour
- Evidence of being a reflexive practitioner with openness to change
- Excellent interpersonal and communication skills
- Ability to work independently
- Appreciation of the role of support staff

POST-LEVEL CONSIDERATIONS FOR APPOINTMENT 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. Selection committees will consider applicants' backgrounds and opportunities to demonstrate their merit.

It is also acknowledged that academics follow different career trajectories. In considering academics for employment, the totality of what an applicant can contribute to Rhodes will be assessed, bearing in mind the minimum requirements for certain levels of posts, as shown on the next page. Each post level has several options/categories listed next to it that reflect the possible intersections of the post's requirements with 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 other more established ones 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, those achievements are above average and more than is expected of an academic.	At this level are achievements that, while not quite outstanding, are significantly above average.	This level represents the highest academic achievements within a particular discipline in South Africa. Here is where the most outstanding researcher will be: the top teacher in a Faculty, exemplary practice in community engagement, the most significant contributions to disciplines outside 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 on minimum qualifying scores).

The five categories of achievement apply across all levels of promotion. Where the committee places a candidate on the achievement scale is influenced by context - the context of the discipline, the length of time the person has been in the service of Rhodes University and academia (rate of contribution), and what has changed since the last promotion. Generally speaking, higher ratings (very good and outstanding) are awarded based on sustained contributions, and 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 should be evaluated as Good overall. A minimum overall qualifying score of 6 is required.	Continuing development of academic competence and achievement, with emphasis on Research. At least Good for Teaching & Learning AND Research. At least three categories should be evaluated as Good, or at least two categories should be evaluated as Very Good. A minimum overall qualifying score of 9 is required.	Emphasis on scholarship in Teaching & Learning, and Research. Candidates must score at least good in Teaching & Learning and Research, although Very Good and Outstanding scores for one or both are more usual at this level. At least four categories should be evaluated as Good, or at least three categories should be evaluated as Very Good. A minimum overall qualifying score of 12 is required. .
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 **Professional Involvement** **Leadership,** Management **and Administration**	Satisfactory in leadership, administration and management	If Research is Satisfactory, then at least Good (2) in one of these categories Performance in these categories results in an overall achievement score of 6 or higher**.**	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 results in an overall achievement of 12 or higher**.**

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

<u>For appointment</u>

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

<u>Plus, if you have already been in an academic role,</u>

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.

<u>If you have not occupied an academic post previously, then once in the job</u>

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 at both the postgraduate and undergraduate levels.
Some evidence of successful supervision of research projects
Use of sound course design principles
Courses are reviewed regularly 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 not only measure, student learning
Criteria are communicated to students, and the assessment is based on these criteria
Demonstrates some leadership (for example, through course coordination or coordination of a tutorial programme)

Very Good:

Engages students from a broad range of social, cultural and linguistic backgrounds through well-designed and paced teaching, which promotes understanding
Guides and supports students in acquiring disciplinary learning practices.
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 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, but criteria are also communicated to students, and assessment is against these criteria, demonstrated in a formal role in respect of teaching and learning in a department/faculty
Evidence of effective formal or informal mentorship of less-experienced staff

Outstanding
Engages students from a wide range of social, cultural, and linguistic backgrounds in ways that inspire and give them the confidence to learn.
Guides and supports students in adopting 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 in understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at the undergraduate and postgraduate levels.
Provides evidence of inquiry-based teaching and learning across a range of levels.
Outstanding teaching practice, as described by these criteria, is demonstrated across a broad range of undergraduate and postgraduate levels of study.
Offers supervision that guides and supports all students, regardless of their social, cultural, and linguistic backgrounds, in producing 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 thorough review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts; review includes in-depth engagement with feedback from students, external examiners, peers and other external stakeholders.
Course design is highly responsive to the diverse needs of a diverse student body.
High levels of alignment concerning purpose, outcomes, teaching & learning activities, and assessment methods and criteria mean assessment is 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 respect of teaching and learning in a department/faculty and/or nationally, evidence of effective formal or informal mentorship of less experienced staff.

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

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

<u>Once in the job</u>
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 publishing book chapters relative to others in the same field.
Regularly presents at national conferences.
Uses journals with good IF.
Some papers with good citations and/or some evidence of field-based impact.

Good reputation for supervising at the post-graduate level.
Consistently graduates Masters' and may have graduated doctoral students within the minimum expected time.
Assessment of supervision is good.
Capacity building with students from disadvantaged educational backgrounds.
Evidence of fundraising for research.
Well-known in the field nationally.
Invited to present at national conferences.
The NRF rating is good (likely C or Y) for the discipline.

Very Good
Substantial research and publication record in appropriate academic and/or professional journals, and/or contributes to book chapters relative to others in the same field.
Regularly presents at national and international conferences.
Uses journals with good IF and sometimes high IF.
Some papers with high citations and/or some evidence of high field-based impact.
Very good reputation for supervising at the postgraduate level.
Assessment of supervision is always very good.
Graduates most Masters' and doctoral students within the minimum expected time.
Very good record of graduates who have become successful in their own right; some students graduate with distinction.
There is significant evidence of capacity building among students from disadvantaged educational backgrounds.
Well-developed ability to raise research funds.
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.
The NRF rating is very good (likely B or C1) for the discipline.
National research awards.

Outstanding
Outstanding publication record in appropriate academic and/or professional journals relative to others in the same field (nationally & internationally).
Regularly presents papers at international conferences and as the author/editor of a leading work or contributions to a leading work.
Uses the top journals in the field, many papers with high citation, and/or research with high field-based impact, and public dissemination of work.
Outstanding reputation for supervising at post-graduate level, assessment of supervision is always excellent, consistently attracts and graduates Masters' and doctoral students within the minimum expected time.
Excellent record of graduates who have become successful in their own right.
Excellent track record of capacity building with students from disadvantaged educational backgrounds.
Evidence of 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: -
This may be associated with teaching and learning through credit-bearing service-learning (SL) courses, non-credit-bearing community-engaged learning activities, or engaged research. (see http://www.ru.ac.za/communityengagement/).

Satisfactory
For appointment
No CE is expected for someone with no prior academic work experience, but some involvement as a student would be preferable.
For those who have worked as academics, the standard below is expected.

Once in the job
Participates in a Service learning (SL) course run by the Department and 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. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, and the knowledge generated has been appropriately disseminated at the various levels.
Evidence of at least one year's commitment to engaged research practices, 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 is 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 a two-year period
Has involved other staff members in the initiative and/or conducts engaged research. This results in reciprocal benefits, i.e., disciplinary knowledge and the knowledge amongst the community partner/s have been expanded (grown) 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 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 the departmental/discipline curriculum so that SL course is not dependent on the individual lecturer, resulting in measurable growth of knowledge about the area of work for the community partner and the discipline/ University.
Evidence of effective formal or informal mentoring of less experienced staff in SL and/or conducting engaged research results in reciprocal benefits, i.e., disciplinary knowledge and knowledge amongst the community partner/s have been expanded (grown) through the research activities, and the knowledge generated has been appropriately disseminated at the various levels.
Evidence of effective formal or informal mentoring of less experienced staff or inclusion of them as an active member in the research team and/or demonstrates Outstanding Leadership by designing, establishing and leading a CE learning activity which is not dependent on an individual lecturer; this results in measurable growth of knowledge about the area of work for the community partner and the discipline/ University, e.g. Publication or evidence of shifting practice.
Evidence of effective formal or informal mentoring of less experienced staff in CE.

Administrative and/or leadership responsibilities may include: -

1. Assuming administrative and/or leadership duties in the department, such as course 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 and strategic imperatives of the institution, exploring what this means for one's academic department and supporting the HoD in implementing necessary changes at the departmental level.
3. Providing intellectual and academic leadership regarding the department's teaching and learning, research and/or community engagement activities.
4. Assisting in conceptualising, interrogating, implementing and reviewing academic standards, processes and systems at the department level.
5. Assisting the HoD with the support, guidance and development of those new to academia and/or Rhodes University.

<u>As a member of the senior leadership of the Faculty and the institution, the Professor is responsible for:</u>

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

Satisfactory

For appointment

For an appointment as a lecturer with no prior work experience.
Involvement in student life must demonstrate an ability to administer and manage.
For those with work experience, the standard below applies.

Once in the job

Assumes administrative responsibilities in the department, Faculty and/or University.
Has competently fulfilled a management role in a department and/or faculty and served on University committees.
Some contribution to leadership and transformation in the department, faculty and/or University.

Good

Good execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees.
Provision of academic leadership in the department, faculty, and/or University with a record of contribution to the transformation of the department, faculty or University.

Very Good

Very good execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees.
Provision of very good academic leadership in the department, faculty, and/or University with a sustained record of contribution to the transformation of the department, faculty or University.

Outstanding

Outstanding execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees.
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:

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, journals (being editor or referee).
3. Being of service to other stakeholders such as government or NGOs, e.g., serving on advisory bodies and contributing to policy formulation and review.

Satisfactory

For appointment

No professional involvement is expected from junior lecturers or lecturers.
For those seeking appointments at higher levels, the standard below is the minimum expected.

Once in the job

Some contribution to other universities, professional bodies and/or other stakeholder bodies.

Good

Good contribution record to other universities, professional bodies and/or other stakeholder bodies.

Very Good

Substantial contribution record to other universities, professional 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	1079 (L); 1078(SL)
Note: Any changes to the job profile (other than the incumbent's name, the position code, and the OFO code) must be approved by the Dean and the P&C Director or Senior Manager, Specialist HR Services.	

Alignment with personal promotion criteria
Signed off by the Dean of Humanities, Prof S Magadla
Last updated: 06 October 2026