RHODES UNIVERSITY
Where leaders learn

JOB TITLE	Associate Professor/Senior Lecturer	**INCUMBENT**	
DEPARTMENT	Pharmacy Practice	**REPORTING STRUCTURE**	Head of Department
FACULTY	Pharmacy	**POSITION CODE**	10000731
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**	22 March 2026 (The Dean and P&C Director)

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

JOB REQUIREMENTS	
EDUCATIONAL QUALIFICATIONS AND EXPERIENCE	
Associate Professor	**Senior Lecturer**
At least a PhD in Pharmacy Practice, Clinical Pharmacy, PharmD or related qualification with at least 10 years of teaching experience or 10 years of professional experience in a health or medicines-related field.	At least a PhD in Pharmacy Practice, Clinical Pharmacy, PharmD or related qualification with at least 7-10 years of teaching experience or professional experience in a health or medicines-related field. Teaching experience will be advantageous. Candidates with a Master's Degree in Pharmacy Practice or a related field, and significant progress toward a PhD, may be considered.
Registration with the South African Pharmacy Council (SAPC) as a pharmacist.	
Considerable experience teaching Pharmacy Practice and Clinical Pharmacy courses. Has facilitated case-based discussions and supervised clinical experiential training. In addition, has contributed to curriculum development by designing and reviewing new academic programmes aligned with SAPC.	Teaching experience in Pharmacy Practice and Clinical Pharmacy courses will be an advantage. Has supervised clinical experiential training.
Research supervision of Master's and preferably PhD candidates, to completion.	Research supervision or co-supervision.
Track record of research publications and the ability to attract funding.	Track record of research publications.
National and emerging international profile in the discipline.	Emerging national profile in the discipline.
Track record of administration, management, and/or leadership roles with a willingness to assume a leadership role in the faculty, if required.	

COMPETENCIES

The job-specific competencies are embedded within the key responsibility areas and the standards below. Relative to the post level (e.g., Associate Professor) and the nature of the application (e.g., good for Teaching and Learning, good for research, good in CE, and satisfactory in leadership, admin, and management), candidates must demonstrate that they meet the required standards.

COMPETENCIES SPECIFIC TO THIS POST

- Management of small and large classes
- Teaching a diversity of learners
- An ability to translate practical experience into curricula
- 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
- Good oral and written communication skills
- Good planning and organisational skills
- Ability to manage multiple priorities

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
- Ability to maintain confidentiality in all aspects of work

POST-LEVEL CONSIDERATIONS FOR APPOINTMENT AND PERSONAL PROMOTION

It is acknowledged that not all applicants will have had work experience in a Higher Education institution and that not all 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 requirements for teaching and learning, research, community engagement, professional involvement, 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 may point to a promise that substantiates itself over time.	At this level, those achievements are above average and more than is expected of an academic.	At this level are those achievements which, while not quite outstanding, are significantly greater than the average.	This level describes the top academic achievements in a particular discipline in South Africa. The most outstanding researcher will be the top teacher in a faculty, have exemplary practice in community engagement, have made the most significant contributions to the disciplines outside of the university, and have had the most dynamic accomplishments in leadership, management, and administration.
0	1	2	3	4

When applying, the applicant 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, higher ratings (Very Good and Outstanding) are awarded for sustained contributions, while lower ratings (Satisfactory and Good) are awarded for shorter-term contributions. The Academic Personal Promotions Committee manages the tension that can arise from a single performance scale across 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 & 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 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 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 **Professional Involvement** **Leadership,** Management **and Administration**	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 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.	At least Good (2) in two of these categories. Performance in these categories is such that the overall achievement equals or exceeds a total score of 12**.**

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).
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 the assessment is conducted against them.

<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 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 they are 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 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 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 across a complete range of social, cultural and linguistic backgrounds in ways which 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 into understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at the 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 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, assessment methods and criteria, assessment is used to guide and 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 with a Master's and may have graduated with a doctoral degree 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 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 are mostly master's and doctoral students who have completed their degrees 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
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 dissemination of work
Outstanding reputation for supervising at the postgraduate level; supervision assessment is always excellent; consistently attracts and graduates 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: -

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 an SL course run in the Department aligned to all the principles of good practice listed above.
The SL initiative should have run for at least one year and/or conducted engaged research resulting in reciprocal benefits, i.e., the discipline's 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.
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 an 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. discipline 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 the 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
Has involved other staff members in the initiative

Outstanding

Demonstrates Outstanding Leadership by designing, establishing and leading an SL course
Has embedded an SL course into the departmental/discipline curriculum so that the 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. 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 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 with 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); and
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

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Note: Any changes to the job profile (other than the incumbent's name, position code, and OFO code) must be approved by the Dean and the P&C Director, or by the Senior Manager, Specialist HR Services.	

Alignment with personal promotion criteria
Signed off by the Dean of Pharmacy, Professor S Khamanga
Last updated: 18 March 2026