

<b>JOB TITLE</b>	Senior Lecturer/ Associate Professor	<b>INCUMBENT</b>	
<b>DIVISION</b>	Pharmacology	<b>REPORTING STRUCTURE</b>	Head of Division: Pharmacology
<b>FACULTY:</b> Pharmacy			
<b>JOB TYPE (ACADEMIC/SUPPORT)</b>	Academic	<b>POSITION CODE</b>	
<b>PERMANENT OR CONTRACT (IF CONTRACT – LENGTH OF CONTRACT)</b>	Permanent	<b>FULL-TIME OR PART-TIME (IF PART-TIME, HOW MANY HOURS PER DAY)</b>	Full-time
<b>COUNCIL FUNDED POST OR OUTSIDE FUNDED</b>	Council funded	<b>DATE APPROVED</b>	05 June 2024 (The Dean and P&C Director)

**MAIN JOB OBJECTIVES – ACADEMIC ROLE PROFILE**

All academics are responsible for disseminating knowledge (teaching and learning), creating knowledge (research), and engaging in community engagement, recognizing differences in the execution of these responsibilities within academic departments and faculties. Academics are also expected to assume some administrative, management, and/or leadership duties at the departmental, Faculty, and/or University level and contribute (s) to their profession.

**JOB REQUIREMENTS**

**EDUCATIONAL QUALIFICATIONS AND EXPERIENCE**

<b>Senior Lecturer</b>	<b>Associate Professor</b>
PhD degree in Pharmacology or a related field is preferred. Candidates with a Master’s degree in Pharmacology or a related field with significant progress toward a PhD will be considered. Progress implies intended submission within the next 12 months.  PLUS  Experience: Usually 7 to 10 years of teaching experience. OR  7 to 10 years of professional experience in a health or medicines-related field.	PhD degree in Pharmacology or related biomedical field.  PLUS  Experience: Usually 7 to 10 years of teaching experience. OR  7 to 10 years of professional experience in a health or medicines-related field.
Registration with the South African Pharmacy Council (SAPC) as a pharmacist or with the Health Professionals Council of South Africa.	
Teaching experience in Pharmacology at the undergraduate and postgraduate levels using appropriate teaching, learning support, assessment methods, and technologies is required.	Teaching experience in Pharmacology at the undergraduate and post-graduate levels using appropriate teaching, learning support, assessment methods and technologies is required.
Experience in teaching in the following disciplinary areas: Clinical Pharmacy, Pathophysiology, and Pathology will be an advantage.	Experience in teaching in the following disciplinary areas: Clinical Pharmacy, Pathophysiology, and Pathology will be an advantage.
Experience in teaching other relevant and related areas of Pharmacology will be an advantage.	Experience in teaching other relevant and related areas of Pharmacology will be an advantage.

Good research supervision of at least Masters' degrees is required.	Good research supervision of at least Masters' and PhD degrees required. Participating in collaborative research projects would be an advantage.
Track record of administration, management, and/or leadership roles (leadership roles may be formal or informal).	
Emerging national profile in the discipline.	National and emerging international profile in the discipline based on research outputs and ability to secure research funding.

#### COMPETENCIES

The job-specific competencies are embedded within the key responsibility areas and the standards below. Relative to the post level (e.g., Lecturer) and the nature of the application (e.g., At least satisfactory for teaching and learning, At least satisfactory for research, and satisfactory for leadership, administration, and management), candidates must be able to demonstrate evidence of meeting the standards required.

#### COMPETENCIES SPECIFIC TO THIS POST

- Management of large and small classes.
- Teaching of adult learners.
- Ability to carry over theory into practical sessions.
- An ability to translate practical experience into curricula.
- Ability to relate theory to practice.
- Ability to teach in a field setting.
- Integration of own research into teaching.
- Ability to develop a positive rapport and promote an affirming relationship with students.
- Good oral and written communication skills.
- Good planning and organizational skills.
- Good critical thinking and problem-solving skills.
- Ability to manage multiple priorities.
- Ability to regularly document and report meaningful data as a method to quality assurance and continual improvement.
- Ability to provide effective feedback.

#### 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.
- Honest and ethical.
- 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.
- Good interpersonal skills.
- Ability to work with and be part of a team.
- Ability to maintain confidentiality in all aspects of the work.
- Ability to work supportively with other staff, providers and administrators to provide effective learning environments.
- Ability to communicate effectively and support students.

#### 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 the applicant's background and opportunities to demonstrate their merit.*

*It is also acknowledged that academics follow different trajectories in their careers. In considering academics for employment, the totality of what an applicant can contribute to Rhodes will be assessed, bearing in mind the minimum requirements for certain levels of posts. Each post level has several options/categories listed next to each, which reflect the possible intersection of the requirements of the post related to teaching and learning, research, community engagement, professional involvement and leadership, administration, and management. Applicants 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	This indicates a level of performance	In this level are those achievement	In this level are those achievements	This level describes the top achievements of academics in a particular discipline in

achievement. While this might be understandable for new academics in some areas or for other more established ones in particularly specialized posts, this level does indicate an area or areas in which an academic will need to improve.	that is better than unsatisfactory but no more than what can be expected of an academic. It might, however, point to promise that might substantiate itself over time.	s which are above average and more than is expected of an academic.	which, while not quite outstanding are significantly greater than the average.	South Africa. Here is where the most outstanding researcher will be placed, the top teaching in a Faculty, exemplary practice in community engagement, the most significant contributions to the disciplines outside of the University, and the most dynamic accomplishments in leadership, management and administration.
0	1	2	3	4

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

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

Personal Promotion Requirements	Lecturer	Senior Lecturer	Associate Professor	Professor
<b>Focus</b>	Emphasis on the ability to fulfil the <b>Teaching &amp; Learning</b> responsibilities with an ability and commitment to research.	Emphasis on <b>Teaching &amp; Learning</b> , with increasing quality and quantity of involvement in <b>Research</b> and other areas.  <b>At least Good for Teaching &amp; Learning and Satisfactory for Research.</b> At least two categories overall should be evaluated as Good.  A minimum overall qualifying score of 6 should be achieved.	Continuing development of academic competence and achievement, with emphasis on Research.  At least Good for Teaching & Learning AND Research. At least three categories overall should be evaluated as Good, or at least two categories overall should be evaluated as Very Good.  A minimum overall qualifying score of 9 should be achieved.	Emphasis on scholarship in Teaching & Learning, and Research. Candidates must score at least good in Teaching & Learning, and Research, although scores of Very Good and Outstanding for one or both are more usual at this level.  At least four categories overall should be evaluated as Good, or at least three categories overall should be evaluated as Very Good.  A minimum overall qualifying score of 12 should be achieved.
<b>Teaching &amp; Learning</b>	At least Satisfactory (1)	At least Good (2)	At least Good (2)	At least Good (2)
<b>Research</b>	At least Satisfactory (1)	At least Satisfactory (1)	At least Good (2)	At least Good (2)

<b>Community Engagement</b>	Satisfactory in leadership, administration and management	If Research is Satisfactory, then at least Good (2) in one of these categories;	At least Good (2) in one of these categories; Performance in these categories to be such that the overall achievement equals or exceeds a score of 9 in total.	At least Good (2) in two of these categories; Performance in these categories to be such that the overall achievement equals or exceeds a score of 12 in total.
<b>Professional Involvement</b>				
<b>Leadership, Management and Administration</b>		Performance in these categories to be such that the overall achievement equals or exceeds a score of 6 in total.		

**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**

For appointment

Clear and accessible teaching, acknowledges diversity and produces evidence of dealing with it effectively, disciplinary knowledge appropriate to the level of qualification and experience achieved  
Some awareness of need to guide students into understanding how knowledge is constructed in the discipline  
Satisfactory teaching practice  
Limited or no evidence of successful supervision of research projects or professional/clinical practice

Plus, if already been in an academic role

In addition to the above, attempts to introduce students to productive learning practices  
Some awareness of need to guide students into understanding how knowledge is constructed in the discipline  
Satisfactory teaching practice described by these criteria demonstrated across a limited range of undergraduate and postgraduate levels of study  
Limited evidence of successful supervision of research projects or professional/clinical practice  
Use of course design principles, regular review of courses to ensure that they are relevant and up to date  
Alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria, using assessment to guide and not only measure student learning  
Assessment criteria are provided and assessment takes place against these.

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

In addition to the above, attempts to introduce students to productive learning practices  
Some awareness of need to guide students into understanding how knowledge is constructed in the discipline  
Satisfactory teaching practice described by these criteria demonstrated across a limited range of undergraduate and postgraduate levels of study  
Limited evidence of successful supervision of research projects or professional/clinical practice  
Use of course design principles, regular review of courses to ensure that they are relevant and up to date  
Alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria, using assessment to guide and not only measure student learning  
Assessment criteria are provided and assessment takes place against these

**Good**

Engages a range of students through well-paced, clear teaching  
Guides students towards the use of a range of learning practices  
Strong disciplinary knowledge evident in teaching, good teaching practice described by these criteria demonstrated across both postgraduate and undergraduate level

Some evidence of successful supervision of research projects  
Use of sound course design principles  
Courses are reviewed regularly to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts  
Course design is responsive to diverse needs of a diverse student body  
Good levels of alignment between of purpose, outcomes, teaching and learning activities, assessment methods and criteria  
Assessment being used to guide, and not only measure, student learning  
Criteria are communicated to students and assessment is against these criteria  
Demonstrates some leadership (for example through course co-ordination or co-ordination of a tutorial programme)

**Very Good**

Engages students from a broad range of social, cultural and linguistic backgrounds through well designed and paced teaching which promotes understanding  
Guides and supports students as they acquire learning practices appropriate to the discipline  
Uses very good disciplinary knowledge to inform teaching  
Very good teaching practice described by these criteria is demonstrated across a range of undergraduate and postgraduate levels of study  
Guides and supports a range of students to produce rigorous research or sound professional/clinical practice, critical reflection informs enhancement of practice.  
Rich evidence of use of course design principles, regular and sound review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts.  
Course design is responsive to diverse needs of a diverse student body  
Very good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria  
Substantial evidence of assessment being used to guide, and not only measure, student learning, criteria are communicated to students and assessment is against these criteria, demonstrated in a formal role in respect of teaching and learning in a department/faculty  
Evidence of effective formal or informal mentorship of less experienced staff

**Outstanding**

Engages students across a complete range of social, cultural and linguistic backgrounds in ways which inspire and give them confidence to learn, guides and supports students in the adoption of a broad range of learning practices appropriate to the discipline, draws on a broad and innovative range of teaching strategies (including the use of ICTs) appropriate to the discipline  
Uses outstanding disciplinary knowledge to inform teaching, supports and guides students into understanding how knowledge is constructed in the discipline in innovative and thoughtful ways at undergraduate as well as postgraduate levels  
Provides evidence of inquiry based teaching and learning across a range of levels  
Outstanding teaching practice described by these criteria is demonstrated across a broad range of 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 a number of sources  
Critical reflection informs enhancement of practice, rigorous and substantial evidence of the use of sound course design principles, regular and rigorous review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts  
Review includes in depth- engagement with feedback from students, external examiners and peers and other external stakeholders  
Course design is highly responsive to diverse needs of a diverse student body, high levels of alignment with respect to purpose, outcomes, teaching & learning activities, assessment methods and criteria  
Assessment is used to guide and not only measure student learning, criteria are clearly communicated to students and rigorous evidence of assessment against these criteria is provided, analysis of assessment processes and student assessment results to inform curriculum practice, leadership demonstrated in a formal role in respect of teaching and learning in a department/faculty and/or nationally, evidence of effective formal or informal mentorship of less experienced staff

**Research including: -**

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

**Satisfactory**

For appointment

Evidence of ongoing involvement in research which may be the completion of a Masters 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 does not yet have one  
Ability to supervise post-graduates and to achieve at least local recognition.

Plus, if already been in an academic role

Evidence of ongoing involvement in research which may be the completion of a PhD  
A record of publications in academic and/or professional journals  
Presents at national conferences  
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.

If not occupied academic post previously, then 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 journal  
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 publishes book chapters, relative to others in the same field  
Regularly presents at national conferences, uses journals with good IF, some papers with good citations and/or some evidence of field-based impact  
Good reputation for supervising at post graduate level  
Consistently graduates 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  
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 post graduate level  
Assessment of supervision always very good, graduates most Master's 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, significant evidence of capacity building with students from disadvantaged educational backgrounds  
Well-developed ability to fund raise 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 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, 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, public emanation of work  
 Outstanding reputation for supervising at the post-graduate level, assessment of supervision 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 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 author or editor, considered as a public commentator with particular expertise  
 NRF rating (likely to be A or B) outstanding for the discipline, national and International awards for research excellence.

**Community Engagement including: -**

*This may be associated with teaching and learning through credit bearing service learning (SL) courses or non-credit bearing community engaged learning activities, or associated with research through engaged research. (see <http://www.ru.ac.za/communityengagement/>)*

**Satisfactory**For appointment

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

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 utilizing engaged research models e.g. social learning groups  
 Knowledge generated has been appropriately disseminated at the various levels (student or academic), and/or participates in a CEL initiative run by the department and is discipline 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 conducts engaged research resulting in reciprocal benefits, i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, that knowledge generated has been appropriately disseminated at the various levels  
 Evidence of at least one year's commitment to engaged research practices, and although the results of working with a community partner may not be measurable, there is evidence of the researcher working towards a sustainable engaged research model and/or co-ordinator of a CEL initiative run in the Department adhering to all the Principles of good practice listed above  
 Involved in this CE initiative for at least one year

**Very Good**

Demonstrates leadership by establishing (or reshaping) and leading a SL course within the department, involved in SL over at least a two-year period, has involved other staff members in the initiative and/or conducts engaged research  
 This results in reciprocal benefits i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, that knowledge generated has been appropriately disseminated at the various levels  
 Researcher is involved in an engaged research partnership that has grown over at least a two-year period and/or demonstrates leadership by establishing (or reshaping) and leading a Community Engaged Learning initiative (discipline based) within the department  
 Involved in Community Engagement Learning over at least a two-year period, has involved other staff members in the initiative.

**Outstanding**

Demonstrates Outstanding Leadership by designing, establishing and leading a SL course, has embedded SL course into departmental/discipline curriculum so that SL course is not dependent on the individual lecturer, this results in

measurable growth of knowledge about area of work for the community partner and the discipline/ University  
 Evidence of effective formal or informal mentoring of less experienced staff in SL and/or conducts engaged research  
 This results in reciprocal benefits i.e. discipline knowledge and the knowledge amongst the community partner/s has been expanded (grown) through the research activities, that knowledge generated has been appropriately disseminated at the various levels  
 Evidence of effective formal or informal mentoring of less experience staff or inclusion of them as an active member in the research team and/or demonstrates Outstanding Leadership by designing, establishing and leading a CE learning activity which is not dependent on an individual lecturer  
 This results in measurable growth of knowledge about area of work for the community partner and the discipline/ University e.g. Publication or evidence of shifting practice  
 Evidence of effective formal or informal mentoring of less experienced staff in CE

**Administrative and/or leadership responsibilities may include: -**

1. Assuming administrative and/or leadership duties in the department such as course co-ordinator; co-ordination of particular programmes e.g. PhD, Masters programmes; co-ordination of particular research projects; tutor selection and co-ordination.
2. Serving on departmental, faculty and/or University committees.

**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 own academic department and supporting the HoD in the implementation of necessary changes at the departmental level;
3. Providing intellectual academic leadership in terms of the department's teaching and learning, research and/or community engagement activities;
4. Assisting in the conceptualisation, interrogation, implementation and review of academic standards, processes and systems at the level of the department;
5. Assisting the HoD with the support, guidance and development of those new to academia and/or to Rhodes University;

As a member of the senior leadership of the Faculty and institution, the Professor is responsible for: -

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**

For appointment

For appointment to lecturer with no prior work experience, involvement in student life must demonstrate an ability to administer and manage

For those with work experience, the standard below applies

Once in the job

Assumes administrative responsibilities in the department, Faculty and/or University

Has competently fulfilled a management role in department and/or faculty and served on University committees

Some contribution to leadership and transformation in the department, faculty and/or University

**Good**

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

Provision of academic leadership in the department, Faculty and/or University with a record of contribution to the transformation of the department, faculty or University

**Very Good**

Very good execution of important administrative or management responsibilities in the Department including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees

Provision of very good academic leadership in the department, Faculty and/or University with a sustained record of contribution to the transformation of the department, faculty or University

