

JOB TITLE	Lecturer/Senior Lecturer	INCUMBENT	
DEPARTMENT	School of Languages and Literatures: Afrikaans and Netherlandic Studies	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	23 August 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 Master's degree in Afrikaans or Afrikaans and Dutch (Nederlands), specialising in Literature, Linguistics, Applied Linguistics, Language Practice or a closely related discipline is required.	A PhD in Afrikaans or Afrikaans and Dutch (Nederlands), specialising in Literature, Linguistics, Applied Linguistics, Language Practice or a closely related discipline is required.
Candidates who provide evidence of their PhD thesis being under examination will be given preference.	
Some teaching and/or tutoring experience is required	Considerable teaching experience at the undergraduate and postgraduate levels is required.
The ability to teach Afrikaans or Afrikaans and Dutch literature, linguistics and/or professional communication.	Teaching experience in Afrikaans, or Afrikaans and Dutch literature, linguistics, and/or professional communication is required.
Experience in teaching or tutoring Afrikaans and/or Dutch would be advantageous.	Experience in teaching Afrikaans and/or Dutch would be advantageous.
Research supervision experience would be an advantage.	Research supervision experience, demonstrated by the completion of at least a Master's degree, is required.
Some evidence and experience in conducting research. Evidence of accredited published outputs would be an advantage.	Emerging national profile in the discipline and a credible publication record in peer-reviewed publications.
Some evidence of administration, management and/or leadership roles (leadership roles may be informal).	A track record of administration, management and/or leadership roles (leadership roles may be informal).
COMPETENCIES	
The job-specific competencies are embedded within the key responsibility areas and the standards listed above. Relative to the post level (e.g., Senior Lecturer) and the nature of the application (e.g., very good for teaching and learning, satisfactory for research, good in CE and outstanding in leadership, admin and management), candidates must demonstrate that they meet the required standards.	
COMPETENCIES SPECIFIC TO THIS POST	

- Competency in large-group and small-group instruction.
- Leadership, administration and management of the department (staff and students).
- An ability to develop curricula.
- A willingness to assume the role of Head of Department, if required.
- Alignment of research into teaching.
- Ability to mentor junior staff and undertake top-level leadership roles
- Ability to develop a positive rapport and promote an affirming relationship with staff and students.
- Relevant networking capacity across academia, civil society and industry.
- Ability to attract funding for innovative research and capacity building in the field is an advantage.

PERSONAL ATTRIBUTES

- Reflective and resilient leadership.
- Commitment to collegiality.
- Commitment to transformation and a valuing of diversity.
- Behaving in a way that respects the dignity of others.
- Honesty and integrity.
- Evidence of being a reflexive practitioner with openness to change.
- Excellent interpersonal and communication skills.
- Ability to work independently and as part of a team.
- Ability to facilitate and enable the roles of academic, administrative, and support staff.

POST-LEVEL CONSIDERATIONS FOR SELECTION AND PERSONAL PROMOTION

It is acknowledged that not all applicants will have had 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 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 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 achievements that, while not quite outstanding, are significantly above average.	This level represents the highest academic achievements within a particular discipline in South Africa. Research will be outstanding, and the incumbent will be one of the faculty's top teachers, with exemplary community engagement practice, the most significant contributions to the 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 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 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	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 is at least 6.	At least Good (2) in one of these categories; Performance in these categories is to be such that the overall achievement equals or exceeds a score of 9 in total.	At least Good (2) in two of these categories; Performance in these categories is such that the overall achievement is at or above 12.
Professional Involvement				
Leadership, Management and Administration				

DESCRIPTION OF KEY ROLES, RESPONSIBILITIES, and STANDARDS EXPECTED

Teaching and Learning, including: -

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

Satisfactory

For appointment

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

Plus, if you have already been in an academic role

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

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

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.

Good

Engages a range of students through well-paced, clear teaching.
Guides students towards using 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 measure student learning.
Criteria are communicated to students, and the assessment is based on them.
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, well-paced teaching that promotes understanding.
Guides and supports students in acquiring disciplinary learning practices.
Uses very good disciplinary knowledge to inform teaching.
The teaching practice described by these criteria is very good and is demonstrated across various undergraduate and postgraduate levels of study.
Guides and supports a range of students in producing rigorous research or sound professional/clinical practice.
Critical reflection informs the enhancement of practice.
Rich evidence of the use of course design principles.
Regular and sound review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts.
Course design is responsive to the diverse needs of a diverse student body.
Very good levels of alignment between purpose, outcomes, teaching and learning activities, assessment methods and criteria.
Substantial evidence of assessment being used to guide, and not only measure, student learning and criteria are also communicated to students, and assessment is against these criteria, demonstrated in a formal role concerning teaching and learning in a department/faculty.
Evidence of effective formal or informal mentorship of less experienced staff.

Outstanding

Engages students from diverse social, cultural, and linguistic backgrounds in ways that inspire and build their 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 study levels.
 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 practice enhancement.
 Rigorous and substantial evidence of the use of sound course design principles
 Regular and rigorous review of courses to ensure that courses are relevant to and up-to-date with local, international, global and disciplinary contexts; review includes in-depth engagement with feedback from students, external examiners, peers and other external stakeholders
 Course design is highly responsive to the diverse needs of a diverse student body.
 High levels of alignment across purpose, outcomes, teaching & learning activities, assessment methods, and criteria are used to guide, not just measure, student learning.
 Criteria are communicated to students, and rigorous evidence of assessment against these criteria is provided.
 Analysis of assessment processes and student assessment results to inform curriculum practice, leadership demonstrated in a formal role in teaching and learning in a department/faculty and/or nationally, evidence of effective formal or informal mentorship of less experienced staff.

Research including: -

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

Satisfactory

For appointment

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

Once in the job

Evidence of ongoing involvement in research, which may be the completion of a PhD.
 Presents at national conferences.
 A record of publications in academic and/or professional journals.
 Uses journals with moderate IF, some papers with some citations and/or some evidence of field-based impact.
 Some success in initiating, managing and supervising postgraduate students, possibly as a co-supervisor.
 Local and preferably national recognition.

Good

A good research and publication record in appropriate academic and/or professional journals and/or published book chapters relative to others in the same field.
 Regularly presents at national conferences.
 Uses journals with good IF.
 Some papers with good citations and/or some evidence of field-based impact.
 Good reputation for supervising at the post-graduate level.
 Consistently graduates with a Master's and may have graduated with a doctoral students within the minimum expected time.
 Assessment of supervision is good.
 Capacity-building for 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 book chapters relative to others in the same field.
 Regularly presents at national and international conferences.
 Uses journals with good IF and sometimes high IF.
 Some papers with high citations and/or some evidence of high field-based impact.
 Very good reputation for supervising at the post-graduate level.
 Assessment of supervision is always very good.
 Graduates most Master's and doctoral students within the minimum expected time.
 There is a strong record of graduates who have become successful in their own right; some graduate with distinction.
 There is significant evidence of capacity building among students from disadvantaged educational backgrounds.
 Well-developed ability to fundraise for research.
 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 emanation of work. Outstanding reputation for supervising at the postgraduate level; supervision assessment is always excellent and 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: - <i>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/)</i>
Satisfactory <u>For appointment</u> 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. <u>Once in the job</u> Participates in a Service learning (SL) course run by the Department and involved in the SL initiative for at least six months and/or supervising at least one post-graduate student who is utilising engaged research models, e.g. social learning groups knowledge generated has been appropriately disseminated at the various levels (student or academic), and/or participates in a CEL initiative run by the department and is disciplined based. Involved in the CEL initiative for at least six months.
Good Co-coordinator of a SL course run in the Department aligned to all the principles of good practice listed above. The SL initiative should have run for at least one year and/or conducted engaged research resulting in reciprocal benefits, i.e., the discipline'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 a 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 over two years. 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 two years and/or demonstrates leadership by establishing (or reshaping) and leading a Community Engaged Learning initiative (discipline-based) within the department. Involved in community engagement learning for at least two years. Other staff members have been involved in the initiative.
Outstanding Demonstrates Outstanding Leadership by designing, establishing and leading a SL course. The SL course has been embedded in the departmental/disciplinary curriculum, so it is not dependent on any individual lecturer. This results in measurable growth in knowledge about the community partner's area of work 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 in knowledge about the community partner's area of work and the discipline/University, e.g., Publications or evidence of shifting practice. Evidence of effective formal or informal mentoring of less experienced staff in CE.
Administrative and/or leadership responsibilities may include: - 1. Assuming administrative and/or leadership duties in the department, such as course coordinator; coordination of particular programs, e.g. PhD, Master's programmes; coordination of specific research projects; tutor selection and coordination. 2. Serving on departmental, faculty and/or University committees. For Associate Professors and Professors Intellectual and academic leadership, including: 1. Contributing to the positioning of the department in the national and international milieu with particular reference to the strategic imperatives of the Faculty and University. 2. Ensuring awareness of the changes, challenges and opportunities within the HE sector, strategic imperatives of the institution and exploring what this means for one's academic department and supporting the HoD in the implementation of necessary changes at the departmental level. 3. Providing intellectual and academic leadership in terms of the department's teaching and learning, research and/or community engagement activities. 4. Assisting in the conceptualisation, interrogation, implementation and review of academic standards, processes and systems at the level of the department. 5. Assisting the HoD with the support, guidance and development of those new to academia and/or to Rhodes University. <u>As a member of the senior leadership of the faculty and institution, the Professor is responsible for:</u> 6. Championing the academic endeavour and ensuring that this remains the focus of the institution and that decisions are made that support (and do not undermine) these endeavours. 7. Participating in the key debates related to the current and future functioning of the institution.
Satisfactory <u>For appointment</u> For an appointment as a lecturer with no prior work experience. Involvement in student life must demonstrate an ability to administer and manage. For those with work experience, the standard below applies. <u>Once in the job</u> Assumes administrative responsibilities in the department, Faculty and/or University. Has competently fulfilled a management role in the department and/or faculty and served on University committees. Some contribution to leadership and transformation in the department, faculty and/or University.
Good Good execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees. Provision of academic leadership in the department, faculty, and/or University with a record of contribution to the transformation of the department, faculty or University.
Very Good Very good execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees. Provide very good academic leadership in the department, faculty, and/or university with a sustained record of contribution to the transformation of the department, faculty, or university.
Outstanding Outstanding execution of essential administrative or management responsibilities in the Department, including being HoD, Faculty (as Dean or Deputy Dean), and/or in terms of service to University committees. Provide inspiring and outstanding academic leadership in the department, faculty, and/or university with an outstanding record of contribution to the transformation of the department, faculty, or university.
Professional Involvement: - In addition, it is understood that the academic will contribute to the discipline and profession through: 1. Being of service to other universities, e.g. external examining, assisting with curriculum reviews, organising conferences, and collaborations on inter-university projects. 2. Being of service to professional bodies, e.g. serving on national bodies, journal servicing (being editor or referee). 3. Being of service to other stakeholders such as government or NGOs, e.g. serving advisory bodies and contributing to policy formulation and review.

Satisfactory <u>For appointment</u> No professional involvement is expected from junior lecturers and lecturers. For those seeking appointment to higher levels, the standard below is the minimum expected. <u>Once in the job</u> Some contribute to other universities, professional bodies and/or stakeholder bodies.	
Good Good contribution record to other universities, professional bodies and/or other stakeholder bodies.	
Very Good Substantial contribution record to other universities, professional bodies and/or stakeholder bodies. Sought out by these different bodies.	
Outstanding: Distinguished record of contribution to other universities, professional bodies and/or other stakeholder bodies Often plays a leading role or is a leading contributor. Highly sought out by these other bodies.	
RemChannel Code	1076 (L), 1077 (SL)
Note: The P&C Director and Dean must approve any changes to the job profile (other than the incumbent's name, position, and OFO code).	

Alignment with personal promotion criteria
Signed off by the Dean of Humanities, Prof S Magadla
Last updated: 21 August 2026