



Education, Law and Pharmacy (Internal candidates)

1 DUTIES

The Dean¹ shall carry out faithfully and to the best of his/her ability those duties outlined in the Dean's role profile (see Appendix 1) or any related duties as may be required by the Faculty and/or the relevant authority in the institution.

2 TERM + NATURE OF CONTRACT

Each term of office shall be five years. There is no limit to the number of terms of office served, save that the appointment for each term of office shall follow a Faculty approved process.

The Dean shall also continue to occupy an academic role. Within each Faculty, the percentage of time spent on the Dean's responsibilities versus academic responsibilities shall differ and is subject to agreement by the Vice-Chancellor, Deputy Vice-Chancellors and the Director: Human Resources after consultation with the outgoing Dean and incoming Dean.

3 TERMINATION OF THE CONTRACT

Termination of the contract shall ordinarily happen through the efluxion of time. The Dean may however terminate the contract before the end date of the contract by giving a term's notice. The University, following a Faculty approved process, may terminate the contract before the end date.

4 ALLOWANCE

The Dean's remuneration shall be determined relative to the same grade and level as the Deans of Commerce, Humanities and Science, except that given that the Dean role for Deans of the faculties of Education, Law and Pharmacy are not full-time, the remuneration shall be pro-rata for the amount of time spent on Dean's duties. This may differ by each Faculty.

The remuneration arrangements are:

- Dean's level of remuneration is the basis for the determination
- The person shall earn a non-pensionable allowance for the additional responsibilities of Dean
- The value of this allowance shall be determined by the amount of time spent by the individual on Dean duties e.g. if the role is 50%, then the allowance shall be 50% of the determined value (see point below)
- The determined value shall be the difference between the remuneration package of the Dean and the person's current remuneration package as an academic such that an Associate Professor who is elected as Dean shall earn a greater allowance than a Professor who is a Dean (assuming that both are dedicating the same hours to the Dean's role).

Where the Dean is also the Head of Department, no further remuneration will be received as these roles are seen as compatible with considerable overlap. In addition, these Deans do not have multiple HoDs to guide and support.

¹ In the context of this document, the use of the term Dean shall refer to the Deans of the Faculties of Education, Law and Pharmacy.

5 ACADEMIC LEAVE

The Dean shall continue to accrue academic leave during the contract period i.e. 10 months will be earned in the 5 year period (2 months per annum). The Dean is encouraged to not take academic leave during the first five year contract and will be encouraged to take a period of academic leave before starting the first contract as Dean.

Any leave accrued prior to becoming Dean plus that earned during the contract period (i.e. 10 months) shall be retained i.e. there will be no loss of leave should this exceed 12 months².

Where the Dean is appointed for a second five year contract, leave should be taken in the sixth year of office to a maximum of one year. During this time, the Dean shall receive the full Dean's allowance.

Should the Dean resign in the middle of a contract, the usual rules related to academic leave shall apply namely that no leave is paid out.

Should the Dean retire in the middle of a contract, the usual rules related to academic leave shall apply and the payout shall be in terms of the conditions of service or relevant policies.

6 ANNUAL LEAVE

As for all academics, the Dean shall not receive an allocation of annual leave per annum. However, it is understood that the Dean will ensure that at least 15 working days of leave is taken per year in line with the requirements of the Basic Conditions of Employment Act.

7 SICK LEAVE

This will be dealt with as for all academics.

8 CONTINUED EMPLOYMENT AT THE UNIVERSITY

Upon termination of the contract as Dean, the individual will continue to remain in the home department and will return to the full-time academic post.

9 ALL OTHER CONDITIONS OF SERVICE

All other conditions of service (related to the individual's appointment to their academic post) shall apply.

Written: Director, HR
Last updated: 27 October 2013

² In terms of the conditions of service for all academic staff, academic leave does not accumulate beyond 12 months.

 RHODES UNIVERSITY <small>Grahamstown • 6110 • South Africa</small>	Faculty		Job Grade
	DATE PROFILE LAST UPDATED	October 2012	

			NAME
JOB TITLE	Dean	INCUMBENT	
FACULTY		REPORTING STRUCTURE	While the Dean is elected by the Faculty, s/he is a member of senior management of the institution.
JOB TYPE (ACADEMIC/SUPPORT)	Academic	CONTRACT/PERMANENT	5year contract position

MAIN JOB OBJECTIVE/S
<p>The role of the Dean in relation to the specific Faculty is to:</p> <ol style="list-style-type: none"> 1. Provide intellectual and academic leadership, 2. Leadership and management of people, processes, resources and associated administration, 3. Represent the Faculty both internally and externally to the institution, championing of the needs of the Faculty and departments where necessary, <p>In addition, as a member of the senior management team of the institution, the Dean is required to:</p> <ol style="list-style-type: none"> 4. Contribute to overall institutional leadership and direction of the University. <p>It is recognised that these roles intersect and are integrally connected.</p>

DESCRIPTION OF KEY ROLES and RESPONSIBILITIES	STANDARD EXPECTED
<p style="text-align: center;"><i>Provide intellectual and academic leadership</i></p> <p><u>In relation to the relevant Faculty, Deans are charged with the responsibility of:</u></p> <ol style="list-style-type: none"> 1. Determining, implementing and evaluating the strategic direction of the Faculty in terms of teaching, research and community engagement, with particular reference to the strategic imperatives of the University. This includes navigating the tensions that may exist between Faculty priorities and institutional priorities; 2. Driving the awareness within the Faculty and particularly at the level of HoDs of the changes, challenges and opportunities within the HE sector, strategic imperatives of the institution and what this means for academic departments, supporting HoDs in the exploration of this at the departmental level and navigating the tensions that exist between departmental and Faculty priorities; 3. Ensuring the growth and development of the Faculty through its departments and other research entities, 	<p>The Dean’s academic role is premised on the basis that the Dean is elected by peers. The Dean strives to uphold the principle of collegiality through consultation with members of faculty. Much of the work of the Dean in terms of leadership is done with and through Heads of Departments as the departmental autonomy³ must be respected. Intervention by the Dean is the last resort.</p> <ol style="list-style-type: none"> 1. Strategic plans are appropriate (in terms of focus, resources, institutional imperatives but allowing for “stretch”). Plans are efficiently and effectively implemented. The Dean is able to get support for the plans and is able to navigate conflicts and tensions; 2. The Dean keeps abreast of HE and institutional developments and ensures that the Faculty is made aware of these timeously. Alternative communication

³ Departmental autonomy is understood to mean that while departments are required to work within the policies, procedural documents, protocols etc and strategic imperatives of the University and Faculty, how exactly departments meet these requirements is up to the department to determine.

<p>looking for possible synergies and encouraging collaboration and co-operation at multiple levels (departmental, Faculty and institutional and inter-institutional);</p> <ol style="list-style-type: none"> 4. Facilitating and driving quality teaching, research and community engagement by faculty staff within academic departments and intervening when necessary; 5. Ensuring the conceptualisation, interrogation, implementation and review of academic standards, processes and systems at the level of the department and Faculty and contributing to such explorations at the institutional level; 6. Encouraging the identification of particular research niches within the Faculty, looking for possible collaboration and co-operation at multiple levels (departmental, Faculty and institutional) and where possible, facilitating such collaboration; 7. Working with HODs in managing the sometimes divergent interests between the careers of individual staff members and the overall exigencies of the faculty and departments as regards teaching and research. <p><u>As a member of the senior leadership of the institution, the Dean is responsible for:</u></p> <ol style="list-style-type: none"> 8. 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; 9. Participating in the key debates related to the current and future functioning of the institution; 10. Contributing to institutional strategic plans beyond just the particular Faculty plans; 11. Contributing to the establishment and/or review of institutional policies, procedural documents, protocols etc particularly where they impact Faculty (academic and support staff) and seeking to represent the interests of the Faculty; 12. Leading key strategic exploratory initiatives e.g., related to teaching and learning, research and community engagement, institutional structures, and making recommendations to the relevant fora . Where necessary, this may lead to the championing of the initiative institutionally and seeing through its implementation through the relevant structures; 13. Participating and in some instances, chairing institutional review processes e.g. of divisions, 	<p>strategies are used to ensure timeous and accurate communication. The Dean collaborates with other areas of the University to access necessary information;</p> <ol style="list-style-type: none"> 3. Creative and innovative strategies are pursued by the Dean and a climate is created by the Dean within the Faculty that fosters innovation and creativity. With Faculty support for initiatives, the Dean will champion this effectively at various levels in the institution; 4. The Dean ensures the implementation of the relevant frameworks for teaching, research and Community Engagement (CE) within the University. Where there are problems, the Dean champions the resolution of these productively; 5. Academic standards, processes and systems at the Faculty level are aligned with those at the institutional level. Implementation is effective. Where problems exist, the Dean appropriately motivates for changes within the institution; 6. Research niches are effectively and efficiently identified and departments encouraged to pursue these. Creatively and innovation is demonstrated; 7. Conflicts are effectively navigated and effective solutions are found; 8. The Dean is courageous in speaking up when necessary and is able to differentiate effectively between managerialism and good management⁴; 9. Participation is informed, effective and timeous; 10. The Dean is able to differentiate between Faculty and institutional needs and navigate any tensions between these effectively; 11. Contribution is effective, accurately reflects the interests of the Faculty and is done timeously; 12. Innovation and creativity is demonstrated. The Dean is willing to challenge others to think differently; 13. Participation is informed, effective and timeous.
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⁴ Managerialism refers to decisions that are made without consideration to the academic project, that undermine the academic project and where decision are often made with reference to financial motives, or stakeholder pressures. By contrast, good management refers to decisions that ensure the effective and efficient functioning of the institution which in turn facilitate and support the academic project.

institutes, centres	
<p><i>Leadership and Management of people and processes and associated administration</i></p> <p>The Dean is responsible for:</p> <ol style="list-style-type: none"> 1. Positioning of the Faculty inter-alia: marketing and publicising of the Faculty and its departments; 2. Where feasible, to raise funds and/or work collaboratively with the relevant institutional offices to raise funds for particular initiatives of the Faculty; 3. Ensuring the smooth functioning of the Faculty in respect of students inter-alia: admissions, registrations, curriculum approvals, exclusions, interaction with parents, graduation, examinations including liaison with external examiners, for postgraduate students: approval of allocation of supervisors and appointment of examiners, dealing with appeals for Duly Performance Certificates, participating in schools' visits, approving student exchanges, approval of transfer of credits from other Universities, approval of awards of aegrotats, supplementary or special examinations; 4. Ensuring the smooth functioning of the faculty in respect of staff inter-alia: staffing appointments, new staff induction and orientation, probation, personal promotions, consideration of academic leave applications, dealing with academic staffing problems; 5. Ensuring the smooth functioning of academic departments through the effective appointment of HoDs, supporting and guiding them, conducting their probation (where relevant) and/or reviews; 6. Ensuring appropriate capacity in the Faculty to support Dean's work including: <ul style="list-style-type: none"> • Working collaboratively with the Deputy Dean to establish areas of responsibility within the overall portfolio of the leadership and management work of the Faculty; • Involving senior staff in the Faculty in particular project work of the Faculty; 7. Managing the administrative staff of the Faculty inter-alia: selection of staff, staff induction and orientation, probation, dealing with performance problems including disciplining of staff, training and development of staff, motivation and recognition of staff including motivating for merit awards where appropriate; 8. Ensuring appropriate implementation of systems and processes to ensure knowledge management; 9. Participating in a variety of University Committees and in some cases, Chairing a Committee. 	<ol style="list-style-type: none"> 1. The Dean is able to engage effectively with others inside and outside the institution, fostering productive relationships e.g. with the key structures such as CHERTL and support staff structures in the institution including the Registrar's Division, Research office, Finance, HR, Community Engagement (CE) etc). 2. Appropriate media are used and there is collaboration with the Marketing and Communications Division. A positive but realistic image of the institution and faculty is portrayed; 3. Appropriate strategies are pursued and there is collaboration with the Alumni Relations and Development Division; 4. Processes, systems and practices are efficient and effective. Evaluation of processes under Faculty control takes place and improvements are made. Input on processes owned by other areas e.g. Registrar's Division, Dean of Students Division, HR Division is provided. Where there are problems, the Dean is persistent and consistent in finding a solution together with the relevant area. The Dean executes his/her responsibilities effectively and efficiently within the relevant frameworks. Appropriate advice is given to staff in line with policy parameters; 5. Processes related to HoDs are executed within the relevant frameworks efficiently and effectively. The Dean seeks to establish a relationship of trust and collaboration and respects departmental autonomy; 6. The Dean is able to effectively negotiate the delegation of work to the Deputy Dean and is able to ensure commitment and follow through of the Deputy Dean recognising that this is not a line management relationship; 7. Management of administrative staff are in line with relevant HR frameworks and this is done effectively and efficiently. The Dean seeks to establish a productive, supportive relationship; 8. Effective and efficient systems are

	<p>implemented that allow for continuity from one Dean to another, from the Dean to Deputy Dean, during periods of absence as well as in the event of the resignation of administrative staff in the Faculty;</p> <p>9. There is active participation in University Committees, responsibilities are executed appropriately and timeously.</p>
<p><i>Effective internal and external representation of the Faculty and liaison between Faculty and other stakeholders</i></p> <p>Within the institution, the Dean is responsible for:</p> <ol style="list-style-type: none"> 1. Representing the Faculty's interests at the institutional level; 2. Acting as a liaison between Faculty and other stakeholders within the University; 3. Communicating to the Faculty about institutional imperatives and allocation of resources particularly where scarce resources have been allocated elsewhere; 4. Creating awareness in the Faculty of institutional interests and where this may be in conflict with those of the Faculty, navigating these tensions and potential conflicts; <p>Outside of the institution, the Dean is responsible for:</p> <ol style="list-style-type: none"> 1. Representing the Faculty's interests and at times, also representing the institution's interests; 2. Liaising with similar Faculties at other Universities as required; 3. Participation in the national Deans' association or equivalent structure. 	<p>The Dean is able to engage effectively with others inside and outside of the institution, fostering productive relationships and promoting a positive but realistic image of the institution.</p> <p>Communication with stakeholders, internal and external, is timeous, uses appropriate media and is accurate.</p>

DIRECT CONTACTS OF THE JOBHOLDER (INTERNAL AND EXTERNAL)

INTERNAL CONTACT:

TYPE OF CONTACT	DAILY/MONTHLY ANNUAL	PURPOSE OF CONTACT
Top management	As required	Involvement in strategic issues and in relation to execution of own Faculty strategic responsibilities
Heads of academic departments	As required	To guide and support HoDs, follow-through on issues requiring implementation, in relation to Faculty, strategic and budget issues
Senior management and where relevant, support staff of the various Divisions	As required	In relation to support for own Faculty

Staff within Faculty	As required	To guide and support as regards access to resources, their career at RU including opportunities and development needed for personal promotion, in dealing with staff grievances.
Students	As required	In relation to their studies within the Faculty

EXTERNAL CONTACT:

TYPE OF CONTACT	DAILY/MONTHLY ANNUAL	PURPOSE OF CONTACT
Research organisations	As required	In exploring opportunities for research for Faculty and departments in Faculty
External academics	As required	For purposes of review of curriculum, departments, initiatives; for the review of individual applications for personal promotion, involvement in research; to explore collaborative work (research, teaching and/or community engagement)
Other Faculties at other Universities; other Deans	As required	To benchmark practices, programmes, initiatives

JOB REQUIREMENTS

EDUCATION AND EXPERIENCE

While the education and experience of the Dean is not prescriptive and the requirements may be different in different Faculties, the majority of Deans will have the following attributes:

- At least a PhD
- Usually at the level of at least Associate-Professor
- Typically at least 10 years working experience as an academic and/or researcher

The individual being considered as Dean, has a successful track record in the following areas:

- Own research, preferably having led initiatives at the departmental/Faculty level to improve research within the department/Faculty
- Supervision of post-graduates, up to PhD level, with a keen understanding of the role of supervisor
- Teaching at the undergraduate and post-graduate levels, preferably having led initiatives at the departmental/Faculty level to review, improve curriculum and assessment in the department/Faculty
- Having explored Community engagement (CE) linkages in terms of teaching and research
- Leadership and management roles at the departmental or faculty level having led initiatives at the departmental/Faculty level to review current functioning or explore new processes or taken responsibility for large projects. These can be formal (e.g. HoD, Deputy HoD, Acting HoD, Head of research or teaching within the department) or informal roles (e.g. mentoring of young staff, research leadership roles, head of a departmental or Faculty project)
- Co-ordination and administration at the departmental or faculty level
- Involvement in University Committees including Faculty, Senate, Institutional Planning Committee with exposure to the myriad of academic student and staff processes.

COMPETENCIES – I.E. KNOWLEDGE, SKILLS AND ATTRIBUTES

Academic competencies:

- Ability to conduct research including planning for research, with an understanding of the research process and what this means for academics in the Faculty
- Ability to foster a research culture in the Faculty
- Ability to supervise post-graduates, with an understanding of the experiences and needs of post-graduate students and therefore with a knowledge of the supervision process
- Ability to teach at the undergraduate and post-graduate level with an understanding of the requirements of curriculum development, facilitation and assessment
- Ability to foster a culture that values teaching & learning and that prizes excellence in the Faculty
- Understanding of what community engagement means within the Faculty and with an ability to encourage participation by academics in CE
- Strong planning, organisational and administrative skills with the skills and resilience to cope with multiple demands and periods of high volume in terms of work and stress
- Sound numerical ability, able to work with budgets and analyses of student and staff statistics

Leadership competencies:

- Understanding of the social, political and economic challenges facing HE institutions today, at the global and national levels and the implications of this for an institution such as Rhodes University
- Strong understanding of the Rhodes university context, how the institution operates, where to access information
- Unquestionable personal integrity with a keen sense of fairness, able to balance the competing demands within a HE institution with staff, student, stakeholder expectations and institutional resources
- Personal credibility and an ability to engender respect and instill confidence in people at different levels within the institution as well as those outside of the institution
- Ability to inspire and encourage colleagues, and a commitment to collegiality
- Ability to develop productive relationships with staff in support Divisions holding these Divisions accountable to the agreed service levels
- Ability to think creatively and innovatively particularly as regards the academic project
- People skills with a consultative and inclusive style, able to build consensus and commitment to new initiatives, commitment to transparent management
- Ability to develop, articulate and implement strategic goals

Personal attributes:

- Passion to see staff, students, the Faculty and the institution developing and succeeding
- High level of personal responsibility and a strong sense of accountability
- High level of professionalism and conduct that will enhance the reputation of the University
- Personal flexibility: willing to consider alternative perspectives and ideas but with an ability to make difficult decisions independently
- Excellent communication and interpersonal skills with an ability to relate to staff at different occupational levels as well as from different cultures and backgrounds
- Champions transformation and diversity: culturally aware and sensitive, fosters an attitude of appreciating diversity, has the ability to drive the transformation agenda (staff, students and curriculum)

- Seeks feedback, able to withstand criticism and use constructive criticism to improve

MANAGEMENT DUTIES

This post has a very strong line management responsibility as articulated in the profile.

NUMBERS AND JOB TITLES OF STAFF REPORTING TO DEAN

Faculty	Director reports in terms of HoDs, Deputy HoDs and Directors of Institutes (Deputy Dean is not regarded as a direct report as this is a Faculty elected position) and Faculty Officer	Indirect reports inclusive of all academic and support staff (need to get this from HR)
Commerce	4, Director (Bus School), Faculty Officer = 6 plus involvement with Extended Studies Unit (ESU) staff	About 65
Education	1 HoD, RUMEP, ISEA, CSD = 4	About 38 including CHERTL
Humanities	13 HoDs + Faculty Officer = 14 plus involvement with ESU staff	About 160
Law	1 (Director: Legal Aid Clinic)	About 20
Pharmacy	1 Deputy HoD	About 25
Science	13 HoDs + Faculty Officer + 14 plus involvement with ESU staff+ Directors BioBRU, IWR, EBRU	About 160

For indirect reports, note:

- Not included the NRF chairs or the 10 or so academics on development
- None of staff on contract, payroll 2 which means those staff in institutes have not been included
- Included the 3 Directors who are permanent (ISEA, RUMEP and ILAM)

FUNCTIONAL RESPONSIBILITIES (only if applicable)

PROJECT MANAGEMENT RESPONSIBILITY

Project management is not a substantive element of this post. From time to time, there may be projects that require management e.g. infrastructure projects.

PROCESS MANAGEMENT RESPONSIBILITY

Process management is not a substantive element of this post. Processes within the Faculty relate to student issues (processes driven by Registrar); staff issues (processes drive by Human Resources); and resource issues (processes driven primarily by Finance Division and Infrastructure and Operations Division).

COST/FINANCIAL CONTROL

- Is the jobholder responsible for any aspect of cost control or for materials, stock or equipment? If yes, what is the monetary value and to what extent is the person accountable or responsible?

- Does the jobholder have a direct responsibility for controlling operational costs or expenses? If so, what is the annual budget (ignoring direct and indirect remuneration costs)?

The Dean does have a discretionary budget as follows:

Faculty	Discretionary grant
Commerce	1. Faculty research discretionary fund: R70 000
Education	1. Faculty research discretionary fund: R66 500
Humanities	1. Faculty research discretionary fund: R121 000
Law	1. Faculty research discretionary fund: R51 600
Pharmacy	1. Faculty research discretionary fund: R54 000 2. Deans repair fund: R70 000 3. Faculty budget: R15 000
Science	1. Faculty research discretionary fund: R148 350 2. Deans repair fund: R50 000 and

3. Faculty running: R50 000

LEVEL OF RESPONSIBILITY

Who must authorize, review or clear decisions taken with regard to the jobholder's functions?
Decisions are taken within certain frameworks and are therefore taken independently.

What percentage of tasks can be carried out without supervisory input and/ or control?
100%

What critical decisions are the jobholder normally authorized and empowered to make?
Within the policies and determined strategies of the Institution and the Faculty, the job holder may make decisions related to the execution of this post.

PLANNING

(i) What is the longest (macro) period that the jobholder has to plan ahead?
Three to six years

(ii) Typically how long are the micro phases/time periods that the macro planning is divided into?
12 months

ADDITIONAL INFORMATION

Who prepared the job profile?
Director: HR

Please list all those who have been consulted in the drafting of this profile.
DVC: Research and Development, Dean of Science, Dean of Commerce have given input. Dean of Humanities has been invited to give input.

Approved: Faculty, Senate and Council (12 September 2013)