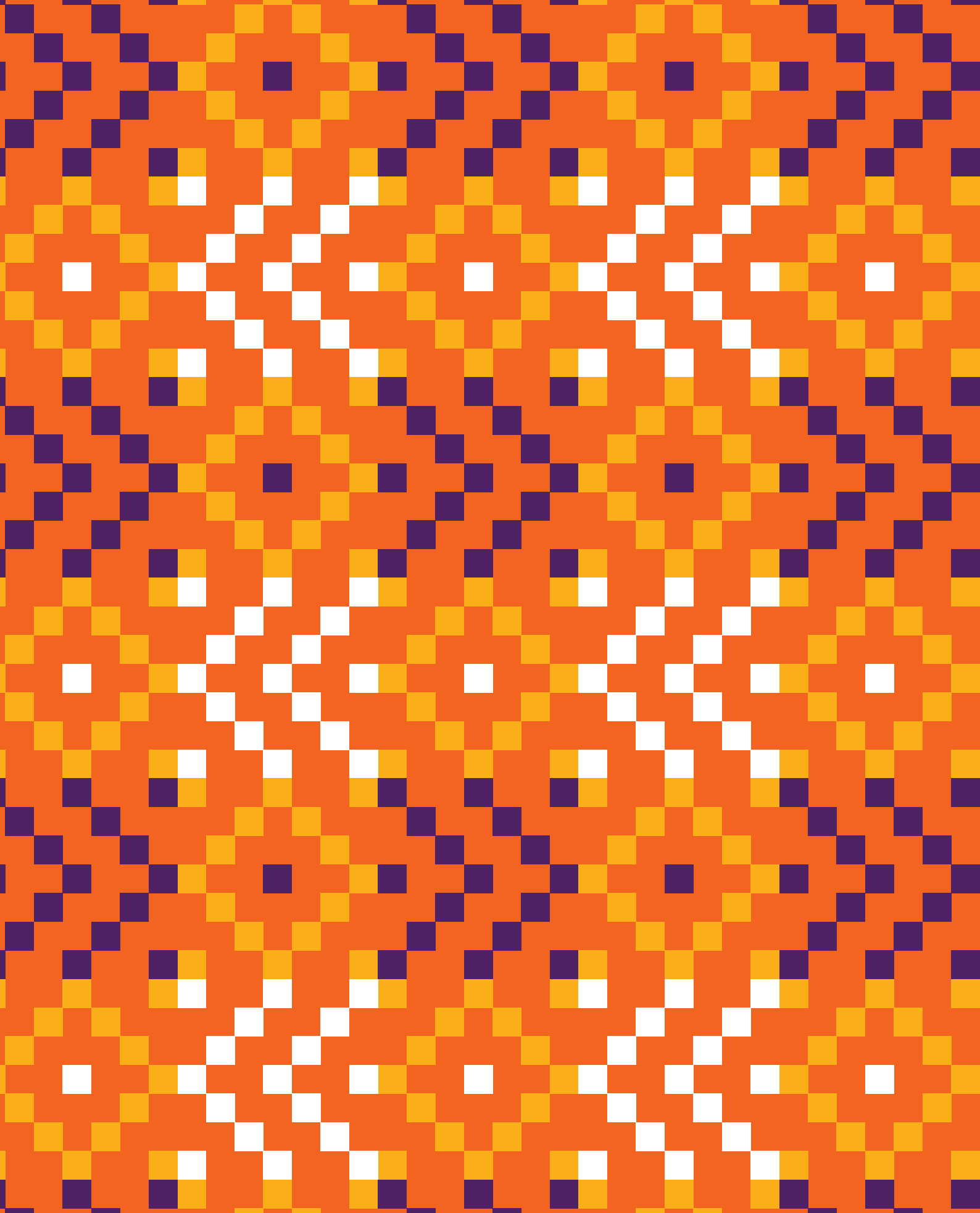




FACULTY OF HUMANITIES  
**ANNUAL REPORT 2018**

**The Future  
Reimagined**



# ANNUAL REPORT 2018

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[www.uj.ac.za/faculties/humanities](http://www.uj.ac.za/faculties/humanities)  
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## The Faculty of Humanities

The Faculty of Humanities is committed to transferring knowledge to a new generation, making great discoveries and innovating approaches that will enable one to thrive within the Fourth Industrial Revolution. Ideals like democracy, shared value and social innovation are not discovered in a lab. A degree in Humanities will enable you to tackle social, political and economic challenges while changing the technologically driven world of today and the future. We are committed to excellence in academic scholarship and technology supported teaching and learning. We place significant importance on the principles of human dignity, freedom of expression and the pursuit of knowledge as a means to advance our understanding and to increase the social good.



Prof Alex Broadbent

## A Word from the Executive Dean

2018 saw the introduction of a major new strategic imperative: responding to the Fourth Industrial Revolution. The Faculty of Humanities took the bull by the horns, engaging extensively in public discussion through op-eds, talks, debates, as well as formal research.

We also embarked on a major change process in its approach to teaching and learning, to ready our students and ourselves for the New World of Work. The change encompasses both curriculum and pedagogy. It is designed to update our offering for the contemporary world, especially in response to the Fourth Industrial Revolution, and at the same time to take advantage of opportunities that are now on offer, especially technological ones. This change process began in 2018 and we made excellent progress towards key goals, notably the move towards a single BA in place of the current fixed-purpose programmes (over 17 of them), and the rationalisation of assessments. Looking forward, 2019 is about moving to blended pedagogy across the Faculty, so as to work towards a 2020 implementation of the new offering.

Other areas of change in 2018 include a strategic development in our recruitment and resourcing strategies, which enable us to hire an unusually large number of staff, most with doctorates. Hiring well is crucial to the future growth trajectory of the Faculty in key indicators and, beyond the indicators, in creating an underlying reality that instantiates the University's core approach of combining access with excellence.

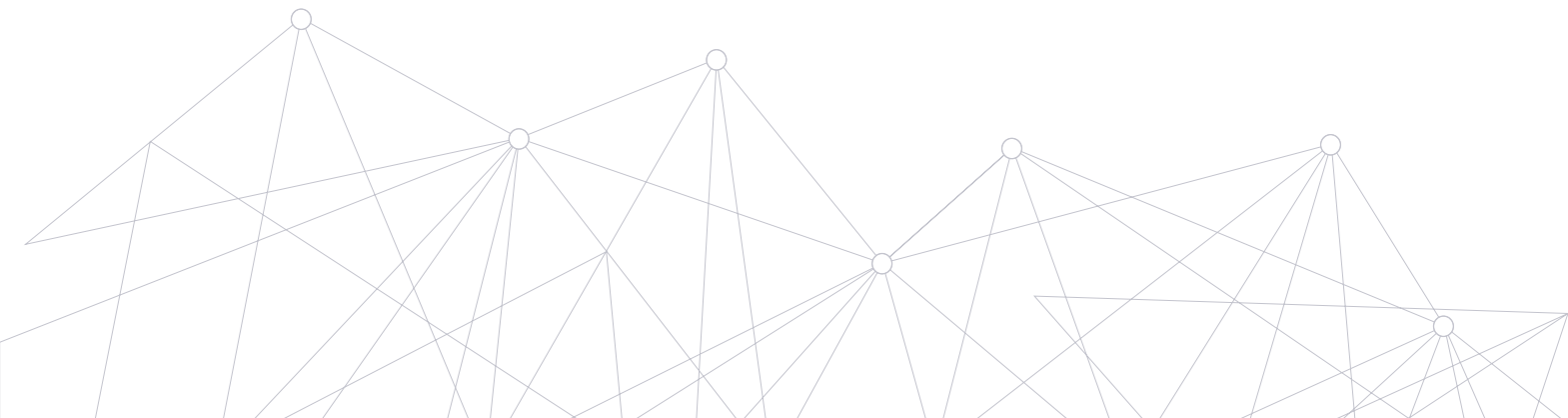




## Schools and Departments

### SCHOOLS

- **School of Communication**  
Included in the School are the Departments of Strategic Communication, Journalism, Film and Television Studies and Communication Studies.
- **School of Languages**  
Included in the School are the Departments of African Languages, English and Afrikaans, Applied Communicative Skills, English, French, Greek and Latin Studies, and Linguistics. The Multilingual Language Services Office (formerly the Language Unit) now also resides in the School.  
*\*As of 2018, the Departments of Afrikaans, Linguistics, French, Greek and Latin have been combined to form the Department of Languages, Cultural Studies and Applied Linguistics (LanCSAL).*



## DEPARTMENTS

- African Languages
- Anthropology and Developmental studies
- Communication Studies
- LanCSAL(Department of Languages, Cultural Studies and Applied Linguistics)
- English
- Historical Studies
- Journalism, Film and Television Studies
- Philosophy
- Politics
- Psychology
- Religion studies
- Social work
- Sociology
- Strategic Communication

## RESEARCH CENTRES AND NATIONAL RESEARCH FOUNDATION CHAIRS

### Research Centres

- African Centre for Epistemology and Philosophy
- Centre for Anthropological Research
- Centre for the Study of Democracy
- Africa Centre for Evidence
- Centre for Sociological Research and Practice
- Palaeo-Research Institute

*\*New as of 2018*

### Research Chairs

- South African Research Chair in African Diplomacy and Foreign Policy
- South African Research Chair in Social Change
- South African Research Chair in Welfare and Social Development

## Staffing Matters

### Hiring

In 2018, we overhauled our management of vacancies in the Faculty, with the goals of making better use of our salary budget (we had too many vacancies) and driving strategic hires, including for transformation, internationalisation, staff qualification, and special skills purposes. We made a total of 31 hires, meaning that roughly 15% of our staff as of time of writing joined within the past year. This offers extraordinary opportunities for refreshing the zeal and vigour of the Faculty. Moreover, of these hires, among the academics, there were only two without doctorates, which is an indicator that we are attracting and selecting excellent individuals.

### Transformation of the staff body

In 2018 we appointed 17 black, six white and eight international academic staff (of whom three were African Other and one was African American). This is a larger absolute number of designated appointments than we have made in any other year. It is also a very strong year for internationalisation.

As a consequence, black South African academics now constitute the majority of academics in the Faculty, although not yet an absolute majority, at 46,49% (86/185). This puts us about 2% ahead of the University as a whole (44,46%, 550/1237).

Growth in international hires continues, and our international staff complement is now at 17,84% (33/185). The climb has been sustained – in 2014 just 7% of our staff were international.

Staff transformation, which is defined in terms of black South African hires, competes with growth in international staff complement. Partly for this reason we are considering transformation and internationalisation together in our strategising, and in 2019 have set up a strategic task team to consider both together. With both black SA and international numbers growing, there has been a sharp decline in the number of white SA hires, the lowest of all three groups in 2018. While continued transformation is necessary, it must be handled in a way that is fair and non-discriminatory.

### Promotions

Promotions remained a strong area of performance in 2018 with ten successful candidates for promotion, of whom four were black South Africans, four white South Africans, and two international. We had four unsuccessful applications of which three were white South Africans and one international. Added to our 15 promotions in 2016, this means that in the last two years, 15% of the eligible members of the Faculty have been promoted (25/169). This is indicative of strong performance and career growth, and bodes well for the future of our Faculty. (By contrast, in 2015, there were four promotions.)



## STAFF ACHIEVEMENTS

It is always important to acknowledge the successes of our staff members; it is an acknowledgement that says we see the incredible efforts and contributions made as academics but also as individuals in society.



### Veli Mitova (Received the VC Book Award)

#### 1. What does it mean for you to be a lecturer in the millennial era?

*It means having to provide the critical thinking tools to help students cope with the torrent of information they are daily bombarded with. These are skills that have been relevant since the invention of language, but are particularly so now in the age of social media.*

#### 2. How do you encourage your students to read more?

*By showing them that reading philosophy is incredibly empowering. Philosophy teaches you how to produce good arguments, spot bad ones, and straighten out confused beliefs. So, reading philosophy means you are no one's fool.*

#### 3. Tell us more about the book that you wrote?

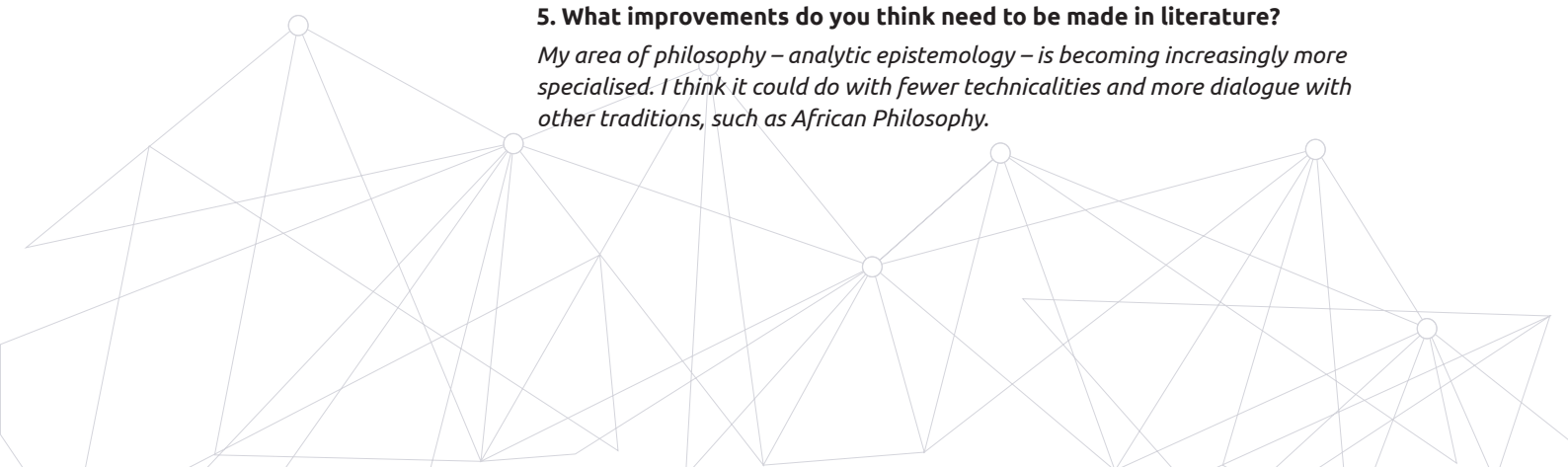
*It is about the nature of evidence and reasons for belief more generally. The topic is both perennial and currently a hot one in epistemology (the theory of knowledge). But my next book will be more relevant to South African concerns about epistemic injustice and the decolonisation of knowledge.*

#### 4. Who is your favorite author and why?

*I don't have a single favourite author in Philosophy. But I have probably learnt most from reading Jonathan Dancy, both on how to think about reasons, and on how to write serious philosophy in a fun and jokey style that makes difficult ideas accessible and a pleasure to explore.*

#### 5. What improvements do you think need to be made in literature?

*My area of philosophy – analytic epistemology – is becoming increasingly more specialised. I think it could do with fewer technicalities and more dialogue with other traditions, such as African Philosophy.*







### **Marlize Lombard** (Received the VC Outstanding Researcher and WISA runner-up)

#### **1. What do you think makes for an outstanding researcher?**

*A combination of curiosity, passion, courage and discipline. What also helps is the ability to listen to others and really 'hear' and grow from their reasoning, and to generously share mind space with people who stimulate novel ways of thinking.*

#### **2. Any tips for other researchers?**

*Never stop writing and never be afraid to explore new ground – yet, have a thorough understanding of the multi-dimensional constraints within which you produce your work. Striking a balance between forward thinking, while being deeply rooted in prior knowledge, and writing 'a 1 000 words' each day provides a Goldilocks zone for research productivity – and for subsequent success.*

#### **3. Do you think the 4IR will in any way affect how research is obtained?**

*Certainly, but it can only reach its full potential once equal and affordable access to resources are made available to all – locally and globally. If we cannot achieve that, then 4IR will simply serve as yet another divide between those who have and those who don't. Growing inequality is certainly humanity's biggest present-day challenge.*

#### **4. In what ways can students & professionals create novelty through research?**

*Most important is to develop an instinct for, or an astute awareness of current trends in 'big questions' or 'big challenges', and then to start thinking about small, but new/experimental/explorative ways with which to chip away at them. Even though such humble and incremental steps may seem less significant to begin with, cumulatively they will develop a deep understanding of what is needed to tackle novel research with potentially far-reaching impact.*

#### **5. What is your favourite part in the research process?**

*Definitely the creative process in both thinking and writing, as well as 'hunting' for information to grow knowledge.*



### **Farid Esack** (Received the Order of Luthuli Silver Award)

#### **1. The Order of Luthuli, named after Chief Albert Luthuli, is one of the country's highest honours awarded by the President. When you received the honour, being a human rights activist and a scholar, what matters of human rights do you think still gravely affect South Africa?**

*The most serious which have not been delivered are the socioeconomic right which includes the right to housing, water, and basic healthcare. However, far outstripping these challenges is the right to the earth as our only home. The callous indifference to climate change is going to mean that, let alone human rights, there is going to be no human left for whose rights we can fight for.*

#### **2. What do you think we as a Faculty can do to help solve these matters from an academic lense?**

*The University itself must ensure its survival and growth without sacrificing its soul to a corporatist world and strike that fine balance between the need to pay the ever-increasing bills on the one hand and standing for something beyond selling itself and its soul to the biggest banker or donor on the other. The second challenge that must be addressed is to ensure that issues of environmental justice permeate*





*our core teachings and our research. It is scholars who have alerted to the dangers facing humankind and the planet and they know what must be done to achieve this. It is our responsibility to amplify that urgency wherever we are actors.*

**3. What was your first reaction when receiving the news that you will be receiving the recognition for your great work?**

*It was partly conveyed to me mistakenly. A member of the Advisory Committee congratulated me on receiving the Order, without saying which one, long before the announcement was made. When he realised that I did not have a clue what he was talking about, he apologised and said that the President's Office will be in touch with me in due course. When learning that I was indeed going to be awarded with the Order of Luthuli (Silver) I was delighted and felt deeply honoured to formally enter the ranks of the nation's heroes. I was also saddled with a lot of feelings of inadequacies and even hypocrisy; "There are many others out there much more deserving", "I did nothing more than my duty"; "It's not me who did anything but the forgotten comrades, the friends who have receded into oblivion, teachers and family members on whose shoulder I crossed crocodile invested rivers."*

**4. You dedicated the award to your late mother. What do you think she would've have said about your contributions to academic research and to the fight against race, gender, class and religious oppression?**

*She would undoubtedly have been proud of me that I am recognised by others as a bit of a somebody. She would, however, only have had a vague idea that I was trying to make the world a better one. She would certainly be aware that factory workers now have rights, that women can say "no". But, frankly, she wouldn't have had a clue what most of these words mean. I would have hoped that she would see how I live these values out in my life in relation to others around me.*

**5. What do you think is the most urgent challenge of a South African student?**

*Some years ago during my studies in another country, far from here, I needed a visa and a yellow fever vaccination certificate to go and visit a neighbouring country. At the clinic I duly filled in a form, paid the required fee and was sent to another section with my receipt. When my turn came, a guy in a white overall took my receipt, looked at it and checked that the name corresponded with my passport. He then pulled out a yellow fever certificate, signed and stamped it. He handed it to me and waved me off. I paused to enquire where should go for my injection but he he did not seem to know what I was speaking about.*

*Thinking that my fluency in the local language was inadequate, I went to the first desk where the guy spoke English. He looked at me rather confusedly. "Look", He said, "You came and said that you needed a Yellow Fever Certificate"; we needed 50 rupees; there you have your certificate and we have our 50 rupees; what's your issue?*

*The most urgent challenge of a South African student is to view the end of the university education as not a piece of paper, but the culmination of years of joyful collaboration with fellow students and teachers, sitting up late nights completing assignments (and not only the night before deadline) being in class alive, engaged and critical – taking nothing as an absolute, marching with other students to demand your rights as students and citizens.*

*That short walk on the stage during graduation ceremony must be earned – not given by lecturers who felt sorry for you. Degrees are not like false drivers' licences that you bought with your parents' or NSFAS money. They are proofs of our competence in particular fields and as thinkers.*



*Like I fear for the health of an entire country and their neighbours where yellow fever certificates are simply bought and sold without any regard to the health of the nation, I fear for attitude of many of our students that the education and learning are merely a piece of paper that they're desperate to acquire but unwilling to suffer the pain of injections of facts, ideas, discourse, theories, skills, and critical engagement.*

**6. If you were to note one part within your journey in academics that completely changed your life, what would that be?**

*At a superficial level, the day I got a letter from Harvard University asking me to suggest an amount that they should offer me in order to attract me there. The way people look at when they learn that once they learn that I was a professor there is nobody's business. That, however, did not make me. I was made in Standard Six when a new teacher, Jill Wenman, noticed me. She believed in me, nurtured me and she lit my candle. It was that candle that enabled me to negotiate my way into the university of the world. As I write this, I prepare for ten-day tour of Indonesia. It is that candle, that leads me back, ever so often, to the township of Bonteheuwel where I come from, there on the side of the road from Cape Town's airport.*

## Statistics

### Enrollment profile

1. Enrolment Profile							
KPA 1	KPI Ref	KPI	2016 Actual	2017 Actual	2018 Actual	2019 Target	2019 Actual
1.1 Meeting annual enrolment targets	22	UG diplomas:	659	726	682	688	642
	22	UG degrees:	4487	4461	4392	4260	4184
	22	<b>UG Total WW(contact)</b>	<b>5146</b>	<b>5187</b>	<b>5074</b>	<b>4948</b>	<b>4826</b>
	23	Other PG:	0	0	0	0	0
	23	Honours:	403	395	409	410	412
	24	Masters:	377	351	403	400	347
	25	Doctorates:	187	177	225	215	188
	26	<b>Total PG enrolment</b>	<b>967</b>	<b>923</b>	<b>1035</b>	<b>1025</b>	<b>947</b>
1.3 Increased enrolment of high-performing UG students	27	Number of F UG students with APS $\geq 35$	18.7%	27.1%	24%	25%	21.5%

Slight shrinkage in UG degree is (i) to make space for *planned* increase at diploma, where the Faculty have traditionally over-enrolled, and (ii) to shift UG:PG ratio towards 80:20 as per 2025 plan. A more even ratio may be more appropriate to a Humanities Faculty in the longer term, given that it has the capacity to be more research-intensive compared to some other Faculties.

The reason for low growth at M level and shrinkage at D is that there is an intent to improve throughput. The Faculty intends to gradually grow the number of commencing M and D students, but to exit a larger number in the system for long enough, or longer. Over the next few years our EP sees growth at M and D.

### Outstanding achievements across our diverse student body

Outstanding achievements across our diverse student body					
	KPI	2016 Actual	2017 Actual	2018 Actual	2019 Target
35	UG module success rates	Dip: 89.0% Deg: 85.8% <b>All: 86.3%</b>	90.4% 85.9% <b>86.6%</b>	89.5% 87.3% <b>87.6%</b>	90% 87.4% <b>(tbc)</b>
36	Reduce undergrad dropout rate by year 2	18.5% (UJ: 16.6)	16% (UJ: 15.7)	25.3% (UJ: 14.1)	14.0% (2018 not returning in 2019)
37	Percentage mainstream students completing 3 year UG degrees in minimum time (N-1)	2012 cohort: 60.3%	2013 cohort: 59.7%	2014 cohort: 62.0%	2015 cohort: 70%
38	Total graduation rate and graduate output (N-1)	2015: 26.2%	2016: 25.5%	2017: 23.3%	2018: 27.6%
39	UG graduation rate and UG graduate outputs (N-1)	2015: 23.8%	19.4%	24.0%	21.5%
40	Number of first-year students qualifying to be Top Achievers (as of 2019 top achievers will only be identified at end of the year. Thus 2019 data (measured in 2020 will form the baseline for this amended indicator)	39 (UJ: 320)	62 (UJ: 370)	64 (UJ: 400)	2019 top achievers identified at end of 2019

Dip: 0.5% increase envisaged

Deg: 0.5% increase envisaged

Important not to incentivise grade manipulation with sharp increases in targets. Better to incentivise learning interventions than outcomes.

### Strategic Objective 3: An international profile for global excellence and stature (5%)

#### International students

International students					
	2016 Actual	2017 Actual	2018 Actual	2019 Target	2019 Actual
Total number of international students <i>Note: Occasional not part of count</i>	358 (UJ 3165)	402 (UJ 3356)	410 (UJ 3616)	420 (UJ 3651)	
UG	186 (UJ 2163)	264 (UJ 2344)	269 (UJ 2645)	255 (UJ 2413)	285 (UJ 2721)
PG	172 (UJ 1002)	138 (UJ 984)	192 (UJ 15101)	150 (UJ 1243)	147 (UJ 1225)

Goal: increase Humanities proportion of target (which would yield a HUM target of 413) by a small margin (n of 7))

No overall growth to come from UG (not in our control: managed by International Office)

Overall growth to come from PG (within our control)

**Strategic Objective 5: National and Global Reputation Management (10%)****Dynamic brand**

Dynamic brand						
2.1 Improved ranking positions	61	QS WUR QS BRICS	601-650 63	601-650 58	551-560 61	551-560 8
		Subjects Ranked (QS and THE)	4	10	12	15
		URAP World Ranking	706	655	672	620
		THE WUR		601-800		
		QS under 50	91-100			
		BGUR		397	380	
		Webometrics Global Africa	Global 820 Africa 7; SA 7	Global 967 Africa 6; SA 6	Global 850 Africa 7; SA 6	Global 820 Africa 7; SA 6

## Research

**Summary**

- At time of writing, DHET-accredited units for 2018 stand at 370,26 an increase of 6.6% from 2017 (347,27), and 93% of our 2018 target (397). The Faculty will reach it's set target by the close of the ongoing data capturing exercise
- Research income was R 23m, up 11,7% from 2017 (R 21m)
- NRF-rated researchers rose 5,3% to 40 (from 38 in 2017)

**Research output**

For 2017, a historic high of 339 units were submitted to DHET. In 2018 this historic high was bettered for 347,27 at time of writing, a 6,6% increase. However, the Faculty has set itself a more ambitious target of 397.

The main challenge remains the productivity of our regular academic staff (those who are not postdocs, research associates, SARChI chairs, or other special categories), many of whom produce less than the expected per-rank expectations (Prof: 2 pa; AProf: 1.5 pa; SenLect: 1 pa; Lect: 0.5 pa). The main potential causes are:

- The circumstances (teaching loads, departmental environments) that may give rise to a lack of time for or emphasis on publication.
- The capacity of individual staff members to publish.

Both these potential causes are being investigated and interventions are being undertaken.

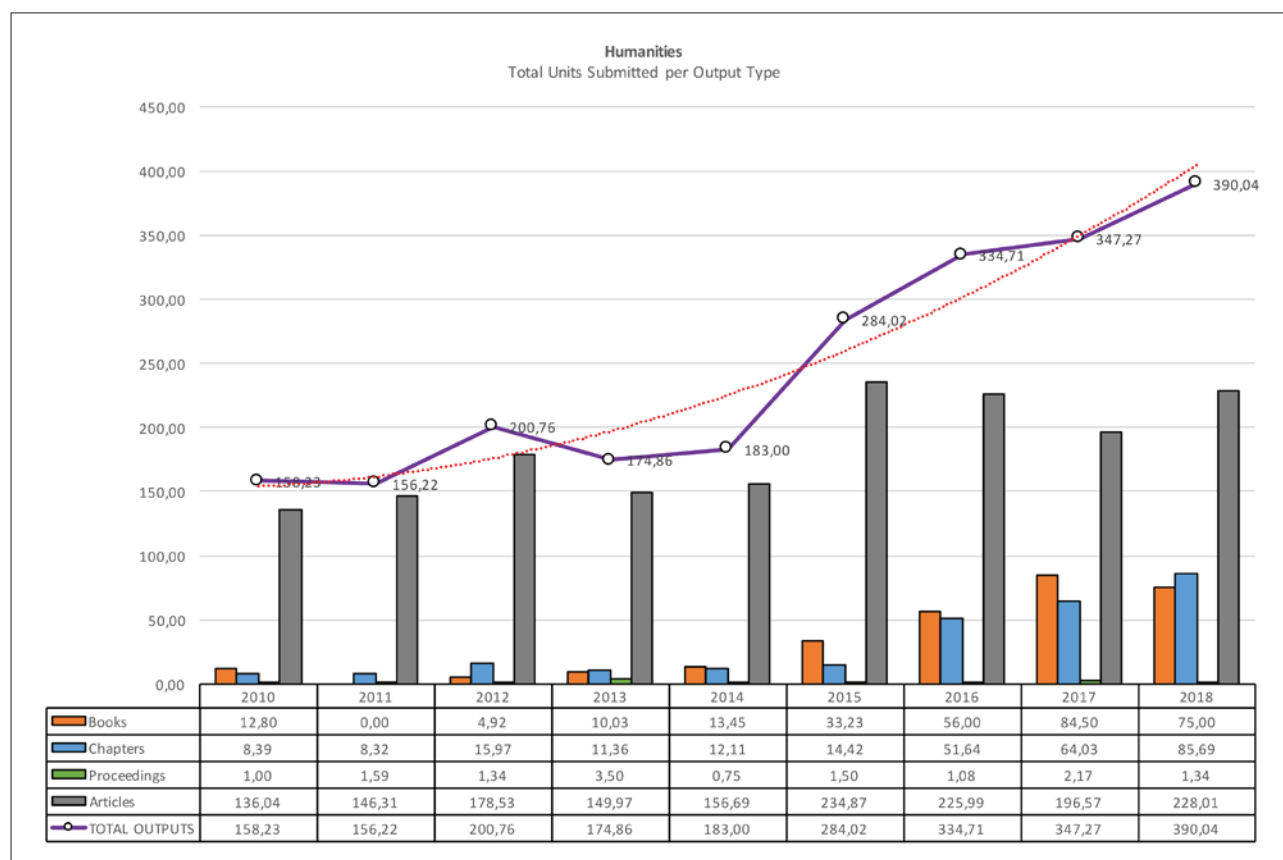
As in previous years, to improve the capacity of individuals to conduct research, our Research Support Package, which began in 2014, has grown again in 2018, and includes:

- A Faculty-based mentorship scheme (in addition to the University-wide programme);
- A teaching buyout scheme;
- Information on language editing and writing support;
- 14 workshops (up from 12 in 2017);
- One 3-day bootcamp on research;
- Two writing retreats.



**Humanities: Research submissions to DHET 2009-2018**

HUMANITIES										
Units Submitted to DHET										
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
<b>Books</b>	<b>16,46</b>	<b>12,80</b>	<b>0,00</b>	<b>4,92</b>	<b>10,03</b>	<b>13,45</b>	<b>33,23</b>	<b>56,00</b>	<b>84,50</b>	<b>75,00</b>
<b>Chapters</b>	<b>4,46</b>	<b>8,39</b>	<b>8,32</b>	<b>15,97</b>	<b>11,36</b>	<b>12,11</b>	<b>14,42</b>	<b>51,64</b>	<b>64,03</b>	<b>85,69</b>
<b>Proceedings</b>	<b>0,00</b>	<b>1,00</b>	<b>1,59</b>	<b>1,34</b>	<b>3,50</b>	<b>0,75</b>	<b>1,50</b>	<b>1,08</b>	<b>2,17</b>	<b>1,34</b>
National Proceedings	0,00	0,50	0,59	0,50	1,75	0,25	0,00	0,25	0,00	0,17
International Proceedings	0,00	0,50	1,00	0,84	1,75	0,50	1,50	0,83	2,17	1,17
% Proceedings held outside SA	N/A	50%	63%	63%	50%	67%	100%	77%	100%	87%
<b>Articles</b>	<b>117,48</b>	<b>136,04</b>	<b>146,31</b>	<b>178,53</b>	<b>149,97</b>	<b>156,69</b>	<b>234,87</b>	<b>225,99</b>	<b>196,57</b>	<b>228,01</b>
National Articles	51,39	70,25	59,34	71,60	59,70	49,83	60,75	44,17	24,61	27,83
International Articles	66,09	65,79	86,97	106,93	90,27	106,86	174,12	181,82	171,96	200,18
% International Articles	56%	48%	59%	60%	60%	68%	74%	80%	87%	88%
<b>TOTAL OUTPUTS</b>	<b>138,40</b>	<b>158,23</b>	<b>156,22</b>	<b>200,76</b>	<b>174,86</b>	<b>183,00</b>	<b>284,02</b>	<b>334,71</b>	<b>347,27</b>	<b>390,04</b>







<b>Enrolments: International First Time Entering</b>			<b>Cur- rent Status</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
<b>Under Graduate</b>	<b>DEP OF STRATEGIC COMMU- NICATION</b>	No. of Headcounts	36	19	47	28	30	12	11	5	8	7	5
		No. of Registrations	35	19	46	30	31	13	10	5	8		
		No. of Admissions	34	60	120	75	65	23	15	8	13		
		Registration Yield on Admissions	102.9%	31.7%	38.3%	40.0%	47.7%	56.5%	66.7%	62.5%	61.5%	0.0%	0.0%
	<b>DEP OF SOCIOLOGY</b>	No. of Headcounts	0								5	1	2
		No. of Registrations	0								5	1	4
		No. of Admissions	0								6	1	6
		Registration Yield on Admissions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	100.0%	66.7%
	<b>DEP OF SOCIAL WORK</b>	No. of Headcounts	5		15	4	6	3	1	14	3	19	6
		No. of Registrations	5		15	4	6	3	1	13	3	19	6
		No. of Admissions	10		25	12	17	5	1	14	5	19	4
		Registration Yield on Admissions	50.0%	0.0%	60.0%	33.3%	35.3%	60.0%	100.0%	92.9%	60.0%	100.0%	150.0%
	<b>DEP OF PSYCHOLOGY</b>	No. of Headcounts	17	7	12	13	9	5	4	3	5	9	6
		No. of Registrations	17	7	13	13	9	6	4	2	5	9	6
		No. of Admissions	17	15	35	22	34	10	5	4	10	10	8
		Registration Yield on Admissions	100.0%	46.7%	37.1%	59.1%	26.5%	60.0%	80.0%	50.0%	50.0%	90.0%	75.0%
	<b>DEP OF POLITICS &amp; INTERNAT RELAT</b>	No. of Headcounts	10	6	4	5	6	3	2	2	14	11	2
		No. of Registrations	10	6	5	6	7	4	2	2	16	11	2
		No. of Admissions	10	10	13	15	15	11	4	6	23	13	5
		Registration Yield on Admissions	100.0%	60.0%	38.5%	40.0%	46.7%	36.4%	50.0%	33.3%	69.6%	84.6%	40.0%
	<b>DEP OF LANG, CUL STUD &amp; APPL LIN</b>	No. of Headcounts	17	15	29	21	16	10	5	9	7	11	4
		No. of Registrations	17	15									
		No. of Admissions	22	36	52	26	35	21	8	9	7	3	0
		Registration Yield on Admissions	77.3%	41.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	<b>DEP OF JOURNALISM, FILM &amp; TELEVI</b>	No. of Headcounts	6	3	4	6	1	1	3	2	6	3	1
		No. of Registrations	6	3	4	7	2	1	3	2	5		
		No. of Admissions	10	9	10	17	9	4	3	3	6		
		Registration Yield on Admissions	60.0%	33.3%	40.0%	41.2%	22.2%	25.0%	100.0%	66.7%	83.3%	0.0%	0.0%
	<b>DEP OF ANTHROP &amp; DEV STUDIES</b>	No. of Headcounts	2		2	4	3			4	4	11	5
		No. of Registrations	2		2	6	2			4	4	9	5
		No. of Admissions	2		4	7	5			6	6	10	4
		Registration Yield on Admissions	100.0%	0.0%	50.0%	85.7%	40.0%	0.0%	0.0%	66.7%	66.7%	90.0%	125.0%
	<b>DEP OF AFRICAN LANGUAGE</b>	No. of Headcounts	0								1		
		No. of Registrations	0								1		
		No. of Admissions	0										
		Registration Yield on Admissions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	<b>TOTAL</b>	No. of Headcounts	93	50	113	81	71	34	26	39	53	72	31
		No. of Registrations	92	50	85	66	57	27	20	28	47	49	23
		No. of Admissions	105	130	259	174	180	74	36	50	76	56	27
		Registration Yield on Admissions	87.6%	38.5%	32.8%	37.9%	31.7%	36.5%	55.6%	56.0%	61.8%	87.5%	85.2%

Enrolments: International First Time Entering			Current Status	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Post Graduate	DEP OF STRATEGIC COMMUNICATION	No. of Headcounts	1	4	2	2	2	4	4	1		3	4
		No. of Registrations	1	4	2	2	2	4	4	1			
		No. of Admissions	6	5	4	10	7	7	7	1			
		Registration Yield on Admissions	16.7%	80.0%	50.0%	20.0%	28.6%	57.1%	57.1%	100.0%	0.0%	0.0%	0.0%
	DEP OF SOCIOLOGY	No. of Headcounts	3	4		6	3	6	2	1		1	2
		No. of Registrations	3	4		7	3	6	2	1		1	2
		No. of Admissions	13	19		36	24	16	7	10		4	9
		Registration Yield on Admissions	23.1%	21.1%	0.0%	19.4%	12.5%	37.5%	28.6%	10.0%	0.0%	25.0%	22.2%
	DEP OF SOCIAL WORK	No. of Headcounts	3	2	1	3	1						
		No. of Registrations	3	2	2	3	1						
		No. of Admissions	6	3	12	8	4						
		Registration Yield on Admissions	50.0%	66.7%	16.7%	37.5%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%
	DEP OF RELIGION STUDIES	No. of Headcounts	2	3		2		5	1				
		No. of Registrations	2	3		2		5	1				
		No. of Admissions	3	6		8		6	2				10
		Registration Yield on Admissions	66.7%	50.0%	0.0%	25.0%	0.0%	83.3%	50.0%	0.0%	0.0%	0.0%	0.0%
	DEP OF PSYCHOLOGY	No. of Headcounts	3	3			3	1	3	5	3	2	3
		No. of Registrations	3	3			3	1	3	5	3	2	3
		No. of Admissions	6	7			3	3	3	5	4	2	7
		Registration Yield on Admissions	50.0%	42.9%	0.0%	0.0%	100.0%	33.3%	100.0%	100.0%	75.0%	100.0%	42.9%
	DEP OF POLITICS & INTERNAT RELAT	No. of Headcounts	5	2	4	4	2	8	8		3	5	
		No. of Registrations	5	2	5	5	2	10	8		3		
		No. of Admissions	12	19	13	19	19	18	14		7	5	
		Registration Yield on Admissions	41.7%	10.5%	38.5%	26.3%	10.5%	55.6%	57.1%	0.0%	42.9%	0.0%	0.0%
	DEP OF LANG, CUL STUD & APPL LIN	No. of Headcounts	1	3	1	2	1	2	8	1	2	1	1
		No. of Registrations	1	3									
		No. of Admissions	2	11	10	11	4	8	32	9	9	8	
		Registration Yield on Admissions	50.0%	27.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	DEP OF JOURNALISM, FILM & TELEVI	No. of Headcounts	2	1	1	1			3			1	0
		No. of Registrations	2	1	1	1			3				
		No. of Admissions	6	4	2	5			2				
		Registration Yield on Admissions	33.3%	25.0%	50.0%	20.0%	0.0%	0.0%	150.0%	0.0%	0.0%	0.0%	0.0%
	DEP OF ENGLISH	No. of Headcounts	1			1		1				1	
		No. of Registrations	1			1		1				1	
		No. of Admissions	5			2		3				2	
		Registration Yield on Admissions	20.0%	0.0%	0.0%	50.0%	0.0%	33.3%	0.0%	0.0%	0.0%	50.0%	0.0%
	DEP OF ANTHROP & DEV STUDIES	No. of Headcounts	6	4		4	6	11	5	3	4	3	
		No. of Registrations	6	4		4	5	9	5	3	4	3	
		No. of Admissions	13	11		21	20	22	9	9	8	5	
		Registration Yield on Admissions	46.2%	36.4%	0.0%	19.0%	25.0%	40.9%	55.6%	33.3%	50.0%	60.0%	0.0%



Enrolments: International First Time Entering			Current Status	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
	DEP OF COMMUNICA- TION STUDIES	No. of Headcounts	1	2		1	1		3		2		
		No. of Registrations	1	2		1	1		3		2		
		No. of Admissions	7	4		5	5		6		2		
		Registration Yield on Admissions	14.3%	50.0%	0.0%	20.0%	20.0%	0.0%	50.0%	0.0%	100.0%	0.0%	0.0%
	DEP OF PHILOSOPHY	No. of Headcounts	1	2	2					1			
		No. of Registrations	1	2	2					1			
		No. of Admissions	3	6	6					2			
		Registration Yield on Admissions	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%
	DEP OF HISTORY	No. of Headcounts	1	2		1		1					
		No. of Registrations	1	2		1		1					
		No. of Admissions	2	3		3		4					
		Registration Yield on Admissions	50.0%	66.7%	0.0%	33.3%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	TOTAL	No. of Headcounts	30	32	11	27	19	39	37	12	14	17	11
		No. of Registrations	30	32	12	27	17	37	29	11	12	7	6
		No. of Admissions	84	98	47	128	86	87	82	36	30	26	28
		Registration Yield on Admissions	35.7%	32.7%	25.5%	21.1%	19.8%	42.5%	35.4%	30.6%	40.0%	26.9%	21.4%
TOTAL		No. of Headcounts	123	82	124	108	90	73	63	51	67	89	42
		No. of Registrations	122	82	97	93	74	64	49	39	59	56	29
		No. of Admissions	189	228	306	302	266	161	118	86	106	82	55
		Registration Yield on Admissions	64.6%	36.0%	31.7%	30.8%	27.8%	39.8%	41.5%	45.3%	55.7%	68.3%	52.7%

\*Note that the figures in this report are based on snapshots of HEMIS data as on 6 June 2019. Until the 2019 data are audited in June of this year, they are still subject to change.



## Research income

The Faculty research income rose from R21 million to R23 million. Confident of further pipeline for 2019 because of deals concluded in 2018 too late to include in the 2018 reporting cycle.

The strategic focus remains on developing the capacity to bid successfully for large external grants. Three of our Research Centres are particularly important to this strategy: Africa Centre for Evidence; Centre for Social Change; and Centre for Social Development in Africa. In addition the Palaeo-Research Institute, currently housed in Humanities, is preparing a large scale fundraising campaign.

To address the matter of a relatively small number of researchers applying for large grants, the Faculty of Humanities is now emphasising grant application in the performance appraisal process, and not permitting access to internal funds without evidence of external fundraising efforts.

Against the overall trend, it is pleasing to see that the NRF research income is up more than 10% to R12 700 (from R11 400 in 2016). However, with the change in NRF funding for rated researchers, it is likely that this number will fall in 2018.

## NRF-rated researchers

Our total grew 5,3% from 38 to 41, broken down as follows.

Table 1: NRF Ratings

Rating	Number
A1:	0
A2:	1
B1:	4
B2:	4
B3:	2
C1:	3
C2:	12
C3:	5
P:	1
Y1:	3
Y2:	6
<b>Total:</b>	<b>41</b>

## The Palaeo-Research Institute

The Palaeo-Research Institute (P-RI) is a newly established research institute based at the University of Johannesburg (UJ). It started its operations in January 2019 on the back of the Centre for Anthropological Research (CfAR), which was previously the base for palaeo-sciences research and training at UJ.



\*Schlebusch C.M., Malmström H., Günther T., Sjödin P., Coutinho A., Edlund H. (2017). Southern African ancient genomes estimate modern human divergence to 350,000 to 260,000 years ago. *Science*. 358:652–655.





Africa is the cradle of humanity. Recent evidence from archaeological (study of ancient human cultural remains) and palaeoanthropological (field concerned with ancient human origins and evolution) research demonstrates that South Africa is the birthplace of our human species, and the cave deposits found in the stromatolite-rich dolomite formations outside of Krugersdorp is where a record of these evolutionary processes is better preserved. This evidence, which comes in the form of fossilised faunal remains, was unearthed during lime-mining operations, which took place in the Witwatersrand and the Kimberley area in the 1800s and later data documented from various coastal sites within South Africa. Since 1924 when Prof Raymond Dart identified the remains of one of the earlier fossil hominin ancestor, *Australopithecus africanus* specimen popularly known as the Taung Child, in the limeworks of Buxton, Taung, South Africa's role as the place of the birth of humanity took the spotlight. Subsequently, palaeoanthropological research in the country, and the continent, has grown in leaps and bounds.

Palaeo-research is not a new discipline at UJ. From the late 1990s UJ has been part of palaeo-science research in South Africa,

however, it was post 2010 when the University's research activity and outputs in this field were amplified.

Since 2014, two long-term research programmes from the Centre for Anthropological Research the 'Paleo-TrACKS Research Programme' (Tracing Ancient Cognition and Knowledge Systems through the Stone Age/Paleolithic) led by Prof Marlize Lombard and the 'Evolving Landscapes of Our Early South African Ancestors Research Programme' directed by Assoc. Prof. Andy Herries from La Trobe in Australia with Ms Stephanie Baker (Researcher, CfAR) as UJ participant have produced over 95 journal articles. The publications from these projects include one in the high impact journal *Science* in 2017\*. In this paper, Prof Lombard and colleagues were able to sample DNA of a young hunter-gatherer boy of about six or seven years old buried on the beach at Ballito Bay. Through his full genome reconstruction by a team in Uppsala, Sweden, researchers were able to determine that his family was ancestral to the Khoi-San, and lived in KwaZulu-Natal two thousand years ago, before the influx of herders from East Africa and farmers from West Africa. This research has led to the conclusion that the origins of our human species lie in South Africa, between 350-260 thousand years ago, much older than the previously estimated 200-160 thousand years ago.

Palaeo-sciences research at UJ is already well-established across the Faculties of Humanities, Science and Health Sciences. Collectively, the endeavours of the various colleagues engaged in this inter-faculty research have now reached a critical mass that warranted the establishment of a formal structure within which they can fully realise the potential of palaeo-research at UJ, both intra- and inter-institutionally, locally and internationally. Between 2017 and 2018, the Director of the CfAR (Prof Marlize Lombard) and the Executive Dean of the Faculty of Humanities (Prof Alex Broadbent) championed the establishment of a research institute in the field.

The Institute is currently headed by Dr Dipuo Winnie Kgotleng with an additional staff complement of 5 and 15 research associates. It also hosts the Palaeo-Research Chair led by Prof Marlize Lombard.

The P-RI is currently setting up formal structures with the aim to cement partnerships with local and regional institutions while also leveraging on international partnerships as anchors for excellence in research and training initiatives. The Institute will continue to promote awareness and understanding of the deep history of the region, from the origins and development of the human species, through to prehistoric cultures, technologies and population movements.

## 2018 UJ RATED RESEACHERS

Surname	Initials	Title	Faculty	Department	Rating	Current Rating Period	Race	Gender
Alexander	P	Prof	Humanities	SA Research Chair in Social Change	B2	01 Jan 2015 - 31 Dec 2020	White	Male
Barnes	B	Prof	Humanities	Psychology	Y2	01 Jan 2014 - 31 Dec 2019	Coloured	Male
Beukes	A-M	Prof	Humanities	Department of Linguistics	C2	01 Jan 2017 - 31 Dec 2022	White	Female
Broadbent	AB	Dr	Humanities	Department of Philosophy	P	01 Jan 2013 - 31 Dec 2018	White	Male
Conradie	CJ	Prof	Humanities	Department of Afrikaans	C1	01 Jan 2016 - 31 Dec 2021	White	Male
Duncan	J	Prof	Humanities	Department of Journalism, Film and Television	C2	01 Jan 2016 - 31 Dec 2021	White	Female
Erlank	N	Prof	Humanities	Department of Historical Studies	C2	01 Jan 2014 - 31 Dec 2019	White	Female
Frahm-Arp	KM	Prof	Humanities	Department of Religious Studies	C3	01 Jan 2018 - 31 Dec 2023	White	Female
Geldenhuys	DJ	Prof	Humanities	Department of Politics	B1	01 Jan 2013 - 31 Dec 2018	White	Male
Graham	LA	Prof	Humanities	Department of Philosophy	Y2	01 Jan 2018 - 31 Dec 2023	White	Female
Groenewald	GJ	Prof	Humanities	Department of Historical Studies	C2	01 Jan 2018 - 31 Dec 2023	White	Male
Grogan	BM	Dr	Humanities	Department of English	Y1	01 Jan 2017 - 31 Dec 2022	White	Female
Gunner	L	Prof	Humanities	School of Languages	B1	01 Jan 2014 - 31 Dec 2019	White	Female
Guse	T	Prof	Humanities	Department of Psychology	C2	01 Jan 2018 - 31 Dec 2023	White	Female
Hendrickx	BCEJB	Prof	Humanities	Department of Greek and Latin Studies	B1	01 Jan 2018 - 31 Dec 2023	White	Male
Hendrickx	T	Prof	Humanities	Department of Greek and Latin Studies	C2	01 Jan 2013 - 31 Dec 2018	White	Female
Howes	L	Dr	Humanities	Department of Religious Studies	Y2	01 Jan 2018 - 31 Dec 2023	White	Male
Khunou	G	Prof	Humanities	Department of Sociology	C3	01 Jan 2017 - 31 Dec 2022	African	Female
Knight	ZGK	Prof	Humanities	Department of Psychology	C2	01 Jan 2018 - 31 Dec 2023	White	Female
Landsberg	C	Prof	Humanities	SARCHI Chair: African Diplomacy and Foreign Policy	C2	01 Jan 2013 - 31 Dec 2018	Coloured	Male



Lombard	M	Prof	Humanities	Department of Anthropology and Development Studies	B2	01 Jan 2015 - 31 Dec 2020	White	Female
MacKenzie	CH	Prof	Humanities	Department of English	C2	01 Jan 2013 - 31 Dec 2018	White	Male
Mboti	NM	Dr	Humanities	School of Communication and Media Studies	Y2	01 Jan 2016 - 31 Dec 2021	African	Male
Metz	TH	Prof	Humanities	Department of Philosophy	A2	01 Jan 2013 - 31 Dec 2018	White	Male
Nortje-Meyer	SJ	Prof	Humanities	Department of Religious Studies	C3	01 Jan 2018 - 31 Dec 2023	White	Female
Patel	L	Prof	Humanities	Centre for Social Development in Africa	B2	01 Jan 2016 - 31 Dec 2021	Indian	Female
Rodny-Gumede	Y	Prof	Humanities	Department of Journalism, Film and Television	C3	01 Jan 2017 - 31 Dec 2022	White	Female
Runciman	C	Dr	Humanities	Department of Social Change	Y1	01 Jan 2018 - 31 Dec 2023	White	Female
Scott-Macnab	D	Prof	Humanities	Department of English	B2	01 Jan 2013 - 31 Dec 2018	White	Male
Smart	BTH	Dr	Humanities	Department of Psychology	Y1	01 Jan 2018 - 31 Dec 2023	White	Male
Stadler	JJ	Prof	Humanities	Anthropology and Development Studies	C1	01 Jan 2018 - 31 Dec 2023	White	Male
Tomaselli	KG	Prof	Humanities	Department of Humanities	B1	01 Jan 2013 - 31 Dec 2018	White	Male
Uys	JM	Prof	Humanities	Department of Sociology	B3	01 Jan 2018 - 31 Dec 2023	White	Female
Vale	PCJ	Prof	Humanities	Humanities	B3	01 Jan 2013 - 31 Dec 2018	White	Male
Van Breda	AD	Prof	Humanities	Department of Social Work	C2	01 Jan 2017 - 31 Dec 2022	White	Male
Waetjen	T	Prof	Humanities	Department of Historical Studies	C2	01 Jan 2018 - 31 Dec 2023	White	Female
Winkler	R	Prof	Humanities	Department of Philosophy	C2	01 Jan 2015 - 31 Dec 2020	White	Male
Sinwell	E	Dr	Humanities	Department of Sociology	C1	01 Jan 2018 - 31 Dec 2023	White	Male
Adeagbo	O	Dr	Humanities	Department of Sociology	Y2	01 Jan 2018 - 31 Dec 2023	African	Male
Bradfield	J	Dr	Humanities	Department of Anthropology and Development Studies	Y2	01 Jan 2018 - 31 Dec 2023	White	Male
Motsaathebe	G	Prof	Humanities	Department of Journalism, Film and Television	C3	01 Jan 2018 - 31 Dec 2023	African	Male

## HUMANITIES 2018 DEAN'S LIST COCKTAIL AND TOP ACHIEVERS PRIZE-GIVING

Towards the end of 2018, the Faculty hosted its annual Dean's List and Top Achievers prize-giving events, which both serve as an engaging and interactive means to recognise those students who have displayed academic excellence throughout the year. 2018 marked the ninth Dean's List and the twelfth prize-giving event hosted by the Faculty.



### Dean's List 2018

In 2018, Dean's List was held on campus at the UJ Arts Centre and served to recognise all Humanities second years, third years and honours students who achieved an average mark of 75% and above throughout 2018. The theme for the night was centred on the benefits of studying a Humanities degree and how the Humanities has the ability to withstand and thrive in the ever changing world of the Fourth Industrial Revolution. The event was opened by Prof Alex Broadbent and speeches were made by Prof Dumisani Moyo, Vice-Dean of Teaching and Learning, and Prof Ashwin Desai from the Department of Sociology. Our keynote speaker was Humanities alumnus, Madelein Ozok, who provided students with an inspiring discussion: how her Humanities degree helped her in the working world, what skills a Humanities degree can enable one to develop and her advice for utilising a Humanities degree to the best of one's ability, particularly in the Fourth Industrial Revolution.

Madelein's inspiring speech was extremely well received by both students and staff and was followed by a cocktail dinner, which facilitated dynamic interaction and networking among all invited.

## Top Achievers Prize-giving 2018

In November 2018, the annual Top Achievers prize-giving event was held at the Johannesburg Country Club. The Faculty recognised all Humanities graduates, from first years to PhD graduates, who had graduated with distinction (cum Laude) in the 2017/2018 graduations.

Our keynote speaker was Prof Joost Fontein, head of the Department of Anthropology and Development Studies, who provided graduates with an insightful speech on his personal perception of the Humanities and the significance of the field. This was followed by a handout of exclusive Humanities-branded prizes from Prof Alex Broadbent to all our top achieving graduates as a means to acknowledge and thank them for their outstanding academic performance displayed throughout their academic career in the Humanities.



## Phumlani Luck Dlamini's experiences as a student assistant at the Faculty of Humanities

I joined the Faculty of Humanities in June 2017 under the supervision of Mr KSJ Gumede who is now a Social Work faculty officer. When I joined the Faculty of Humanities as a student assistant, I had not been exposed to interacting with other people. However, that changed a few weeks after being appointed and working as a student assistant. I had to interact and assist students almost on a daily basis. Being a student assistant helped me to understand that I was representing the Faculty and the University of Johannesburg. Hence, the services that I offered to students, parents and other services users, I had to offer with respect, integrity as well as justice.

Being a student assistant also taught me how to balance my professional, academic and personal life. I was able to acquire the skill of separating my professional, academic and personal life by making sure that they did not interfere with each other negatively. For instance, when I was at work, I did not do my assignments and projects during work time and when I was in class, I focused on my school work. Moreover, if I had some personal unsettled issues, I kept them to myself or made use of PsyCaD, and did not allow them to subsume me, lest they prevented me from fulfilling my tasks as a student assistant.

As a student assistant, I have become exposed to students, staff members, and other service users who speak different languages. This challenged my comfort zone of sticking to my home language and English. I had to learn to speak other languages, since some people whom we assisted could not speak English, as some of them were old. Working with different students challenged my academic aspect in a positive way. For instance, I had to pull up my socks as I saw students' good performance, which assisted me to work hard and be where I am today. Moreover, working as a student assistant has shown me how people in the workplace should treat and support each other. I have seen this done by staff members, which include faculty assistants, officers, the head of faculty and others. Hence, this assisted me to grasp the positive things that I should do personally.

Being a student assistant at the Faculty of Humanities has been fruitful and beneficial to me in different aspects, personally, professionally and academically. In addition to what I have mentioned above, being part of the Faculty has assisted me to overcome some personal issues, such as dealing and coping with the loss of my late parents and grandparents. The Faculty of Humanities has taught me the importance of self-care and putting in an effort as well as working hard in my academics. Moreover, my wish is that the same lessons, exposure, and treatment I have received from the Faculty of Humanities may not fade and can be passed to other students.



# TEACHING AND LEARNING

## Learning Transformation

In 2018, we initiated the process of revolutionising teaching and learning, in line with the University's GES 4.0 strategy. This has entailed revisiting our teaching and assessment policies and practices, as well as the learning experience of our students to ensure a rewarding and enjoyable stay in the Faculty. The Fourth Industrial Revolution demands that we change our teaching and learning styles, and the Faculty is doing precisely that. We have focused on a number of key areas to attain this: re-curriculating and creating a new single BA degree with greater flexibility for students to take majors of their choice from across the Faculty; introducing new lean and innovative assessment practices; introducing blended learning across all our modules and having all our modules on Blackboard to promote seamless teacher-learner interface; introducing a robust tutor-training programme; and running Faculty-wide workshops on teaching excellence. We provide the details of our interventions in these areas below:



### Recurriculation

Our re-curriculation work initiated in 2017 continued through 2018, and we are now looking forward to the launch of the newly approved BA degree in 2020. The new BA seeks to promote interdisciplinary study both within and outside the Faculty, and enable subject mixes that fit students' choices in line with their preferences for employment in the contemporary and future workplace. Our goal, as much as possible, is to future-proof our offerings by enabling responsiveness and setting up regular reviews. In the new BA, students will take two majors, alongside any electives permitted by the timetable. Our students will thus graduate with a BA majoring in two subjects (e.g. BA majoring in Politics and Strategic Communication). Our flagship Politics, Philosophy and Economics (PPE) programme is an exception, becoming a BA with Specialisation in PPE, while the B Social Work and the BA Community Development and Leadership will remain unchanged. In the process, we are standardising and reducing lecture time to two lecture periods per week, in favour of tutorials and blended learning.

### Innovative assessment practices

Following an extensive review of our assessment practices and an intensive soul-searching about how and why we assess, we have begun piloting and implementing new and innovative assessment practices across the Faculty. Our approach is to balance depth and breadth, in a world where information is increasing and students suffer information overload. As we 'rationalise' our assessments, the goal is to promote critical and



original thinking, as opposed to rote learning. The aim is to manage what we expect of our students, reduce the number of dropouts, increase success rate and improve on time to completion by eliminating redundancies that do not add value in terms of the quality of education. Several departments have come up with new exciting and innovative assessment approaches that are lean and help reduce student workload. Some outstanding innovations have been showcased at our Board of Faculty and at Faculty-organised workshops.

### Blended learning

Having the new BA to work required that we make creative adjustments, such as reducing our footprint on the timetable and making more use of 'distributed learning.' For instance, we have upped our call for more modules to incorporate blended learning and use more small team teaching and tutorials. Working with the Centre for Academic Technologies (CAT), we ran a number of training workshops on various aspects of blended learning. In addition, we encouraged peer learning by showcasing successful blended learning initiatives in some departments. By end of 2018, over 95% of our modules were on Blackboard, indicating a significant uptake of digital technology in our teaching practices. Our goal is to have all our modules on this platform. Key in this effort is the emphasis that use of technology is not a panacea to our emerging teaching and learning challenges, and has to be informed by pedagogical theory and practice.

### Effective tutorials

Tutorials are the cornerstone of our undergraduate learning strategy. They are the spaces where students learn to think independently and critically, and engage with their peers. They boost students' academic confidence, and prepare them for the future world of work. In 2018, we initiated the planning for our Faculty-wide tutor-training programme for rolling out in 2019. This is particularly important as we prepare for the launch of our new BA, which requires more small team teaching. This has entailed committing significant Faculty resources to ensure an effective and vibrant tutor programme.

### Workshops to enhance teaching excellence

To help our lecturers improve the effectiveness of their teaching in a fast-changing teaching and learning environment, we ran a series of workshops in the Faculty in 2018. These covered topics such as, Best practices for efficient management of tutorials; Optimising Blackboard for teaching and learning; Assessment that

count: Role of assessments and designing effective ones; Practical steps in using blended learning; and Online/virtual tutoring – peer learning for tutors.

Dropout and success rates and times to completion across all our degrees indicate much bolder changes to our teaching and assessment practices than have been contemplated to date.

## TEACHING AND LEARNING

### Enrolment

Our enrolments are unremarkable. The data is below.

Table 2: Enrolments

Qualification	2018	2017
Degree	4 392	4 461
Diploma	682	726
Honours	408	395
Masters	402	351
Doctoral	225	177

### Success rates

We have seen improvement in our degree success rates, up by 1,2% from 2017. This is in line with our strategies for improved student success including intensive revision programmes. We hope to move this rate to 90% over time. Diploma success remains at around 90% which is satisfactory given all the circumstances, notwithstanding that we would prefer success rates of 100%, in an ideal world.

Table 3: Student Success Rates (Diplomas and Degrees)

Qualification	2018	2017	2016
Degree	87,1%	85,9%	85,8%
Diploma	89,6%	90,4%	90,0%

### BA extended degree programme

BA extended degree programme, which receives earmarked funding from the Department of Higher Education and Training (DHET), broadens access to higher education by providing alternative access and strong foundational academic development for 180 first time entering students.

The module success rates of UG extended degree modules offered as part of the extended offering increased by 3% from 86% in 2017, to 89% in 2018. This is 5.2% higher than the UJ total for extended degrees of 83.8% for 2018.

2018 marked the 2nd year of allowing extended students to fast track their degree. Fast track students are identified based on their overall academic performance. These students passed their first year modules with an average of 75% or more. In 2016, the first group of five students were placed on the fast track programme, all five students completed their degrees at the end of 2018.

### Dropouts

Our dropouts continued to fall dramatically, falling 2,2% from 15,1% in 2017 to 12,9% in 2018. (They already fell from 17,8% in 2016.) This is excellent news. We make continued efforts to improve the academic support for our first-year students and avoid assessing them excessively in the first semester. We believe these efforts are making a difference.

Table 4: Graduations

	2018	2017	Difference	%
<b>Total</b>	<b>1 450</b>	<b>1 434</b>	<b>15</b>	<b>1%</b>
UG (Deg+Dip)	1 096	1 007	89	9%
PG (H+M+D)	354	427	-73	-17%
H	265	254	11	4%
M	57	85	-28	-33%
D	32	14	-18	129%

Note that graduation figures are still subject to change at the time of writing because they are not yet audited.

## LEARNING TRANSFORMATION

During the course of 2018 we reviewed our curriculum and initiated strategic change under the title Learning Transformation. These changes fall in three main areas: curriculum reform; blended learning; and assessment practices.

### Curriculum reform

We designed a new BA programme, and took the bold decision to remove the 14 existing programmes in favour of this single BA. Those programmes committed students to a particular course of study, with few choices. They created a number of difficulties, most importantly, lack of interdisciplinarity, slow response to changing needs of the new world of work and Fourth Industrial Revolution, and lack of student choice. In addition they were accompanied by timetable headaches.

Instead we settled on a BA with the following key features:

- At least two majors
- At least one of which must be from Humanities
- Overall, at least 2/3 of modules must be from Humanities

### Graduations

Our 2018 graduations present a mixed story. Although we saw little change overall, there was some volatility at the undergraduate level. Master's graduations were down by a third, while doctoral graduations more than doubled. Overall we saw a 17% decline in postgraduate output. However, if we can correct the Master's output, we will see strong growth. In 2018 we implemented strong measures to support students and supervisors to move towards timely completion, especially at master's level, where delay usually adds little value and is to the detriment of the student.

- Otherwise, no restrictions on elective modules or choice of major, timetable and prerequisite permitting

This structure opens the door to radically creative combinations of subjects, as well as some classic combinations that we currently cannot offer (Mathematics and Psychology, Philosophy and Physics, ...). Interdisciplinary perspectives are going to be essential in the new world of work, where the ability to pull out different skills to solve different problems will trump rote-learned knowledge of a topic, and where employees will need to upskill and change jobs frequently.

The process for implementing these changes continues, with roll-out scheduled for 2020.

### Blended learning

There are a number of reasons to make better use of technology for teaching, which is the core of blended learning. These go beyond the idea of familiarising students with technology, which, after all, many of them manage without formal educational assistance.

#### Benefits include:

- Access: students who miss classes for whatever reason are better able to catch up where material is available online.
- Multiple learning modes: technology enables engagement in discussion boards and other platforms for exchanging views, to a much greater extent than we can ever hope to host within four walls.
- Time-efficiency: lecturers can devote more time to interacting with students in smaller groups because they are freed from the large-group "stand and deliver" time, this information being distributed in other ways.

Accordingly, in 2018 we embarked on a programme to deepen our understanding and use of blended learning. Our direction is to greatly reduce large-group contact time and replace it with small-group contact time, which is pedagogically superior, as well as offering timetabling flexibility, and better rebound opportunities for students who miss classes (since it is relatively simple if you miss one tutorial to attend another instead).

In 2019, a number of departments have begun the process of going “all blended”, while the remainder will roll out in 2020.

### Assessment practices

We conducted research into the number and nature of assessments being conducted in the Faculty, as well as reflecting on the goals we aimed to achieve with these assessments. We concluded that we were “over-assessing”. Often this simply means too many assessments. Students do not learn while they are being tested; or, if they are learning while being tested, then by rights we ought to consider such assessments summative, and not record their marks. For honours and other postgraduate students, over-assessment usually means excessive expectations in terms of length.

Accordingly, a number of principles were adopted, most crucially:

- A “time budget” in terms of the number of credits for each course
- Postgraduate word limits per degree ensuring parity across the postgraduate degrees and a standard of overall reasonableness in terms of expected time spent per assessed word

Changes in word limits were agreed by the Faculty Higher Degrees Committee in 2018 and implementation is occurring now in 2019. The process of incorporating time budgets into undergraduate teaching plans (Study Guides) is being implemented in 2019.

## 2018 Teaching Excellence Awards

On the 11 February 2019, three of our staff members were awarded for their teaching excellence displayed in 2018, as voted by their students, at the annual teaching excellence awards. Those awarded were: Professor Suzy Graham for the Teaching and Innovation award; Dr Elina Hankela for the Extra Mile award; and Mrs Roela Hattingh for the Students’ Choice award. The Faculty of Humanities is proud to recognize and have such dedicated staff members as a part of our team.



### Elina Hankela – Extra mile Award

“Since the beginning of 2017 I have attended a two-year part-time course on higher education at the University of the Witwatersrand, with the aim of receiving the qualification of Postgraduate Diploma in Education (Higher Education)...” “An educator is...called to think of inclusive teaching strategies that resonate with and take seriously the multiple social realities of the students and the surrounding society. Besides thinking of matters related to academic literacy, this also involves, for instance, rethinking and challenging the academic archive with which we invite our students to familiarise themselves. Taking a step further still, taking inclusive teaching strategies seriously also calls us to think of the role of the knowledge(s) that are outside the academic archive(s) all together in what academic knowledge becomes to us, our students and society at large.”



### **Suzy Graham – Teaching and Innovation**

"I...make use of multimedia in the classroom. As a student myself I was bored by transparencies. However, as a lecturer, even though I make use of powerpoint with cartoons and activities and lecture notes, I am aware that students may suffer from 'powerpoint paralysis'. In other words powerpoint slides are simply a new take on the old transparencies! I still rely on powerpoint but I have introduced the use of YouTube videos in class. In 2014 with UJ's new iPad initiative, I found that the first year students with access to these devices could take part in interesting class exercises including who would be the first to find out the latest news on Russia's invasion of the Crimea and put their hand up to relay that info to the rest of the class...I find 'props' useful too. For example in one lesson I used balls of different weights and sizes, a soccer ball, a tennis ball, a ping pong ball and a marble to demonstrate to the class the state system in global society. I got the students to participate by throwing the balls around the venue (in what turned out to be quite an invigorating and funny classroom exercise) before asking whoever ended up with each ball to offer explanations as to what they thought their ball might represent in relation to the subject matter of the lecture."



### **Roela Hattingh – Students' Choice**

"I strive to have conversations (whether in a classroom, consultation, via a brief, a notice on u-link, a tweet, an Instagram post, an example shared, a story told, an email) that enable individuals to reframe that which is difficult in such a way that they have a hold on it. That it carries meaning, that what they are doing matters, that there is in the chaos of the time we live in where everything seems to be in flux, a narrative that each individual can tell that allows for a deep conviction of: "I can make a change. I matter. I can do this... Every student that sits in my class has earned the right to learn the best I have to offer. I challenge them to find pan-African insights, strategies and stories, to think contrapuntally and critically and to create strategic communication strategies that change the stereotypical narrative."



## Internationalisation

Internationalisation is multi-faceted, involving the hiring of international staff (covered under **Staffing Matters**), the intake of international students, the placement of students and staff on exchange schemes and similar internationally, international research collaboration, high-level partnerships with international universities, and an intangible but nonetheless real orientation towards the world beyond the borders of South Africa.

2018 was a strong year for internationalisation. A survey was conducted among staff in 2018, through which it was established that staff saw as a priority building relationships with Africa, Western Europe and America, and the BRICS countries.

### Highlights include the following:

- Talks by international speakers at UJ.
- Talks by UJ speakers at international venues.
- Junior UJ staff placed internationally for doctoral studies (including one at the University of Cambridge).
- More than 100 students on international trips (including Africa-by-Bus to Windhoek and UN trip to Thailand).
- More staff attending Universitas 21 conferences.
- Delegations either coming from or going to a number of international universities to develop institutional collaborations, including King's College London, the University of Cambridge, the University of the West Indies, Linnaeus University, Shandong University, Southern African Institute for Policy and Research (Lusaka, Zambia), the University of Namibia, Namibian University of Science and Technology, Midlands University. Planned MOUs with University of Cincinnati (USA), University of Ibadan (Nigeria) and University of Hyderabad (India).



## MARKETING AND BRANDING 2020



**The approach is simple: Proving Humanities as a secure way to navigate in 4IR through its programmes. The revolution is already here. The Faculty aims to be at the forefront of developing a strategic narrative that does not elide the change.**

With increased shifts away from an economy premised on labour and resource-intensive industries towards a knowledge economy, the skill sets and capabilities needed have shifted from being role- or industry-specific to transferable skills and capabilities centred on the Four Cs – critical thinking, collaboration, communication and creativity. These we will incorporate all communication on all platforms.

A differentiation should be made between undergraduate and postgraduate marketing. The needs of these groups are very different; therefore, the content and the approach should differ. The message sent to them as well as the method and language of communication will also be different. An undergraduate student will be interested in a university with a good reputation, but also a university that can ensure a good student life. Whereas a postgraduate student is more concerned with following the source of knowledge, like a subject expert or a strong academic department. The needs of these groups were determined and then used as part of campaigns. The Faculty is already at work with creating video content and ensuring consistent forms of communication on all social media platforms. The inactive Twitter page operating over two years has been replaced with a new Twitter page @UJHumanities, which hopes to generate many followers and continue consistency in, uploads.

Towards the end of 2017, the Faculty decided to change our payoff line from 'Intellect for Purpose' to 'The Faculty of the Future'. We feel that this change will align the Faculty with and support the University's position of 'The future, reimagined'. In moving with the same yet more in tuned, approach the NEW payoff line is "Plug-in to more possibilities 2020/21".

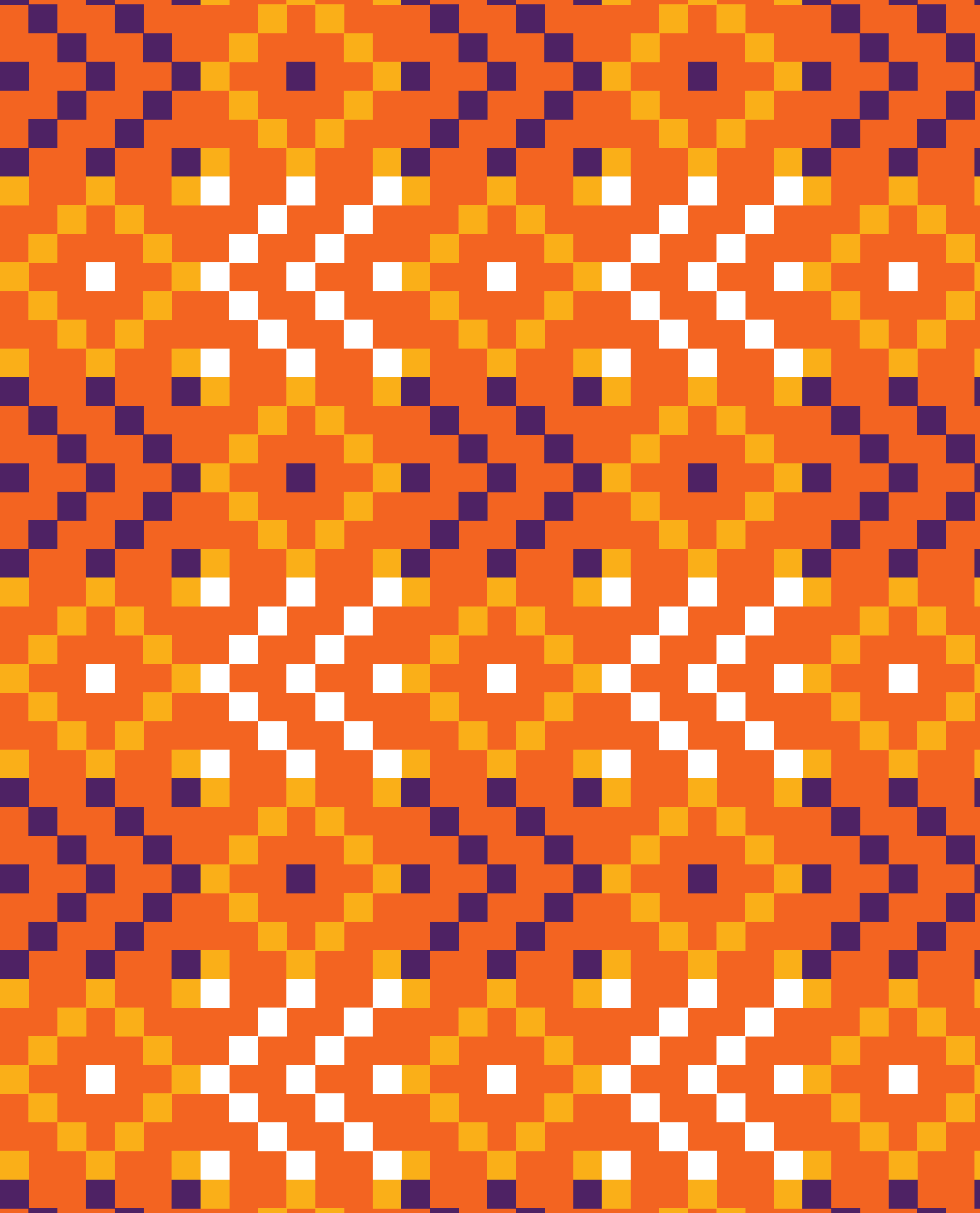
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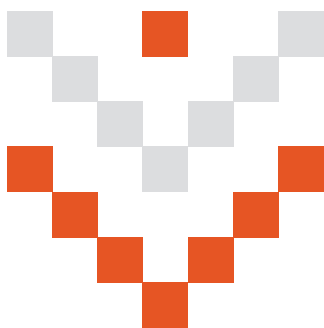
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