

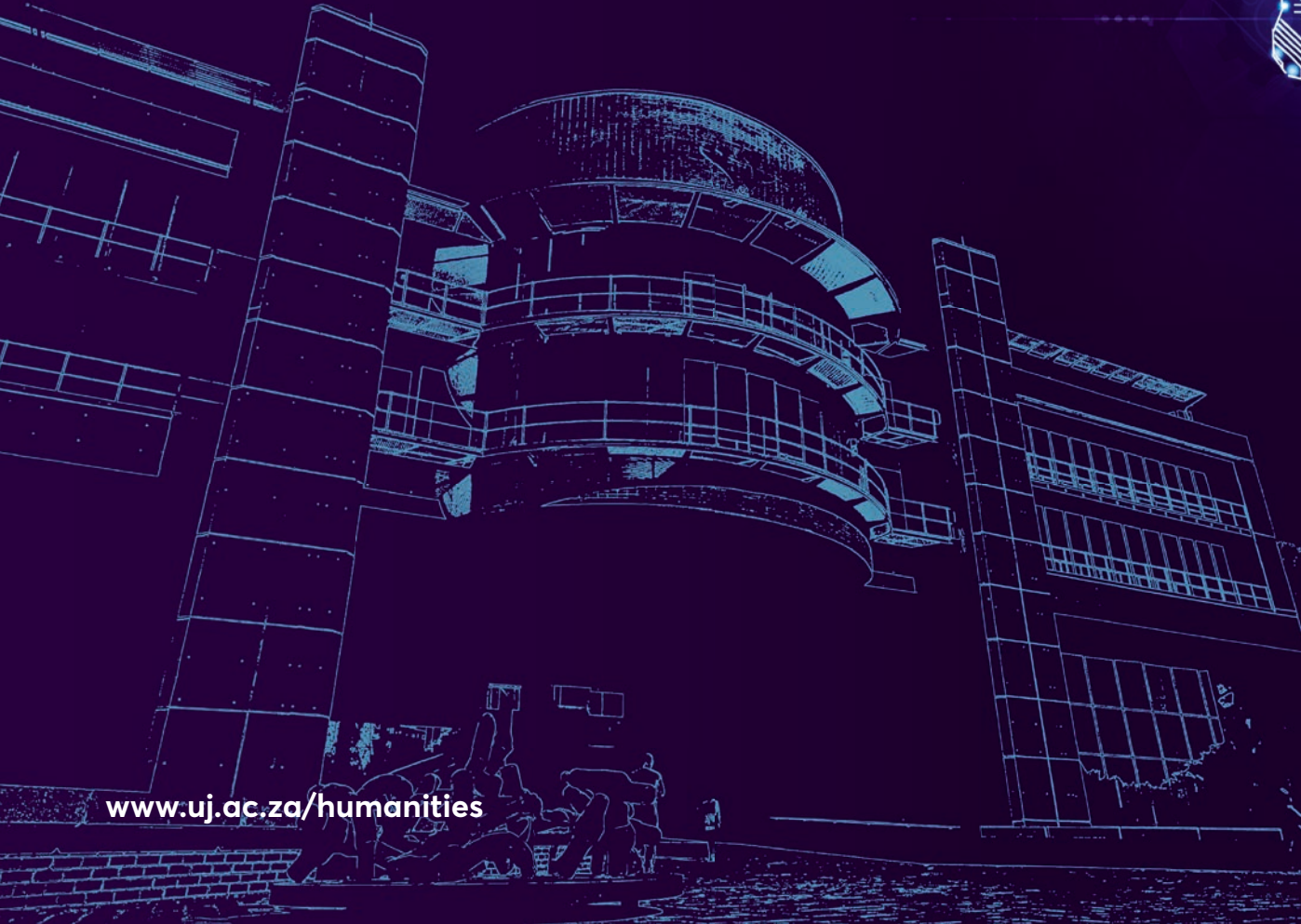
# FACULTY OF HUMANITIES

## The Faculty of the Future

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# ANNUAL REPORT 2017

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UNIVERSITY  
OF  
JOHANNESBURG



# The Faculty of Humanities

is committed to transferring knowledge to a new generation, making great discoveries and innovating approaches. Ideas 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 and help change the world. We are committed to excellence in academic scholarship and technology supported teaching and learning. We place great value on the ideals of human dignity, freedom of expression and the pursuit of knowledge, in order to advance our understanding and to increase the social good.







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# Introduction

The Faculty of Humanities is growing, and 2017 saw a continued growth across several key indicators, although not all. But apart from growing, the Faculty is also changing in deeper ways. The culture of the Faculty is shifting to emphasise openness in governance, professionalism in conduct, and line of sight to University strategy. While it is hard to generalise about the mood of a Faculty, it is fair to say that the mood has been improving, and that there is a greater sense of clarity among staff about what is expected of them, and a sense that problems can be brought out into the open and will be addressed fairly and timeously. These 'mood' factors contribute to productivity across a period of time, and improve the stability of the Faculty.

The Faculty naturally wishes to hit its various targets, but it is not target-driven. The Faculty's view is that hitting a target ought to be the symptom of underlying progress, and thus that it is better to focus on less proximate causes in order to effect deep change. The Faculty seeks initiatives and projects that will drive multiple indicators rather than focus on indicators piecemeal, which we see as akin to seeking to 'fatten the cow by measuring it every day', to borrow from a local saying.

To summarise our performance across key areas:

- Research is up by 4.7% for our third historic high in a row.
- Research income is down but still very healthy, and NRF income is up by 10%.
- We added 9 NRF rated researchers for a total of 39.
- We over enrolled primarily due to late release of NSFAS lists (this problem was corrected in 2018).
- Success was stable and dropouts were down.
- A review of postgraduate programmes was conducted.

- Graduations were (however) down due to a historic under enrolment in 2014.
- Promotions numbered 10 with a ratio of 2:2:1 black:white:international.
- Transformation of staff body proceeded on target with a ratio of 5:2:3 black:white:international.
- Decolonisation efforts continue with a full recurricularisation.
- Community engagement likewise continues to be strong.

I will also mention three initiatives that the Faculty undertook in 2017 to drive the deeper growth and change we prize.

The Faculty saw an opportunity to develop an Institute for Paleo-Science. This is a national priority. UJ has about 15 staff who are active in this area and have contributed to recent highly publicised finds, including Homo Naledi. However, they are scattered across various departments. We sought to provide greater institutional support, initially through the Centre for Anthropological Research, which has been repurposed to focus specifically on paleo research. We improved our capacity in this area, with two researcher posts created during 2017 funded by the Faculty, and ongoing headhunt processes for two or three further staff. The move towards an institute requires cooperation across several Faculties (Science, Health Sciences, Engineering and the Built Environment, as well as Humanities), and ultimately the Faculty of Humanities has no claim on such an institute. The idea is simply to drive this area of strategic importance and intrinsic interest, and to take advantage of the opportunity created by an under-explored dig site that

UJ holds the permit for (Drimolen), and the need for new entrants to compete with existing players who dominate or monopolise the field of paleo research in South Africa. In doing so, we seek to bring UJ's 'access with excellence' recipe to bear, involving local scholars and young potential scholars, and building capacity in this area, rather than relying heavily on capacity that is brought in from overseas.

Our second strategic focus in 2017 was on the role of the professoriate in teaching undergraduates. Below, in the section on Research, the reader will note that 41% of our academic staff did not publish at all during the last three years. There may be several reasons for this. One possible reason is a tendency for junior staff to spend too much time teaching, and for senior staff to spend much less time. This enables the senior staff to publish more, but our Faculty is heavily tilted towards junior staff, meaning that the net effect on our publication output is not positive. Moreover, from a teaching and learning perspective, it is clearly desirable for more senior staff to impart their knowledge to students. And from the perspective of capacity development and indeed fairness, it is not good for junior staff to spend more time teaching than senior staff, since this will prevent their careers from progressing, by dint of preventing them from developing the skills or research projects that will permit them to publish.

Accordingly, a firm line was established in the 2017 performance appraisal exercise, according to which professors are expected to teach more than their juniors and specifically to teach first-year classes. (Exceptions are made in environments with very few professors who therefore take on very large and demonstrable supervising, mentoring, or other loads.) Establishing and enculturating this expectation will take time, but it will yield long-term benefits to the University in a number of respects. The work continues in 2018.

Our third strategic initiative in 2017, also continuing in 2018, was to open a conversation on the role of the Head of Department, and their equivalent in Research Centres, the Director. Heads of Department are key in almost any strategic initiative that the University undertakes. To play this key strategic role, a Head of Department needs to be a leader, with power, who is on a strong career trajectory, and who serves the strategic ends of the University. The role of Head is commonly seen as a purely administrative role, a relatively powerless role, a career inhibitor, and a service to departmental colleagues. It is also obviously important that Heads of Department understand and 'feel' University strategy. If it is vague or alien to them, then they will not be effective at inspiring their colleagues at the academic coalface to enact it.

Accordingly we have taken steps to:

- Establish a 'team spirit' among Heads so that they have horizontal support.
- Give training to new (and where necessary old) Heads on the less tangible elements of Headship.
- Run interpersonal and strategy workshops.
- Initiate a coaching programme for all Heads of Department.

This work is naturally ongoing and will gather further momentum in 2018. Initial feedback is extremely positive.



# Schools, Departments, Research Centres and National Research Foundation Chairs

## Schools

- **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.

- **School of Communication**

Included in the school are the Departments of Strategic Communication, Journalism, Film and Television Studies and Communication Studies.

## Departments

- African Languages
- Afrikaans
- Anthropology and Development Studies
- Applied Communicative Skills
- Communication Studies
- English
- French
- Greek and Latin Studies
- Historical Studies
- Journalism, Film and Television Studies
- Linguistics
- Philosophy
- Politics

- Psychology
- Religion Studies
- Social Work
- Sociology
- Strategic Communication
- Multilingual Language Services Office

## Research Centres

- African Centre for Epistemology and Philosophy of Science
- Centre for Anthropological Research
- Centre for Social Development in Africa
- Centre for the Study of Democracy
- The Africa Centre for Evidence
- The Centre for Sociological Research and Practice

## 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

\* *Restructuring within School of Languages was underway in 2017. As from 2018 the Departments of Afrikaans, Linguistics, French and Greek and Latin will be combined to form the Department of Languages, Cultural Studies and Applied Linguistics (LanCSAL)*





# Staffing Matters

## Transformation of staff body

56% (10) of our new academic appointments were from designated groups, 17% (3) were white South African, and 28% (5) were international. The ratio between these three groups is thus 10:3:5. It is evident that we could appoint more from the designated groups, but also evident that among South African appointments, designated appointments are more than triple non-designated. Internationalisation remains a strong imperative for the University and the fact that, very roughly, a third of appointments are international indicates that we are doing well in this regard.

This brings our academic staff composition ratio to 77:75:25 (44%:42%:14%), meaning that black academic staff now outnumber white South Africans by two and are the largest group, but are not in an absolute majority. Overall we have two disabled staff members (1%), both academic, and the Faculty hired nobody in this category in 2017.

In our support divisions, 80% (4) new hires were black South African, none was white South African, and 20% (1 person) was international. This ratio of 4:0:1 brings our support composition ratio to 30:18:1. While this is positive for our transformation targets, it remains important that we do hire at least some white South African support staff, to avoid unintentionally creating an undesirable sense of racial hierarchy in the institution.

Support Equity Profile						Percentage			
Faculty/Division	Black	White	International	Grand Total	Disabled	Black	White	International	Disabled
Humanities	30	18	1	49		61,22%	36,73%	2,04%	0%

Support New Appointments						Percentage			
Faculty/Division	Black	White	International	Grand Total	Disabled	Black	White	International	Disabled
Humanities	4	0	1	5		80%	0%	20%	0%

Academic Equity Profile						Percentage			
Faculty/Division	Black	White	International	Grand Total	Disabled	Black	White	International	Disabled
Humanities	77	75	25	177	2	43,5%	42,37%	14,12%	1,13%



Academic New Appointments						Percentage			
Faculty/Division	Black	White	International	Grand Total	Disabled	Black	White	International	Disabled
Humanities	10	3	5	18		55,56%	16,67%	27,78%	0%

## Changes in academic equity profile

	Black	White	International	Disabled
2015	38,24%	49,41%	12,35%	1,18%
2016	40,45%	46,07%	13,48%	1,69%
2017	43,50%	42,37%	14,12%	1,13%

## Promotions

Promotions remained a strong area of performance in 2017 with 10 successful candidates for promotion, of whom four were black South African, four white South African and two international. We had four unsuccessful applications of which three were white South African 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.)

Please see Appendix 1 for the full list of Humanities staff achievements.



# Teaching and Learning

During 2017 our strategic objective was to improve our effectiveness in Teaching and Learning. As indicated elsewhere, this is a long term strategic objective and we are contemplating significant changes in our teaching and assessment practices depending on the outcomes of the exercises that we engaged in during 2017. These exercises focused on six key areas: a review of the academic workloads, implementing blended learning across all modules, workshops on teaching excellence, reviewing assessment practices, recurriculating and improving our Intensive Revision Program.

Over the last few years our enrolments, success rate and graduations have been slowly improving but we would like to see a pass rate of 90% and dropout rate of 10%. In 2017, at the undergraduate level we met our enrolment target and at postgraduate level we were slightly over enrolled. Our UG pass rate has remained stable over the last few years and in 2017 it was just over 85%. We had an overall dropout rate of 15% which is down from 2016 which was 16%. Graduations were down in 2017 across the board. The most likely salient cause of this is historical under-enrolment during 2014.





## Graduations

	2016	2017	Difference	%
<b>Total</b>	<b>1 556</b>	<b>1 425</b>	<b>131</b>	<b>8%</b>
UG (Deg+Dip)	1 148	1 002	146	13%
PG (H+M+D)	408	423	-15	-4%
H	320	324	-4	-1%
M	62	85	-23	-37%
D	26	14	12	46%

## Student Success Rates

UNDERGRADUATE/ POSTGRADUATE	QUALIFICATION TYPE	2013 %	2014 %	2015 %	2016%	2017%
<b>UG</b>	Degrees	82,9%	84%	87%	85,8%	85.9
	Diplomas/Certificates	86,9%	93%	93%	89%	90.4
<b>UG Total</b>		83,5%	88,5%	90%	87,4%	88.15
<b>PG</b>	Doctoral	10,2%	66%	48%	70%	62.1
	Honours	89,6%	95%	94%	92%	93.6
	Master's	38,5%	73%	51%	58%	75
<b>PG Total</b>		71,2%	78%	64,3%	73,3%	76.9
<b>Total</b>		89,4%	88%	88%	80,35%	82.53
	<b>Grand Total</b>	<b>82,6%</b>	<b>84,8%</b>	<b>80,7%</b>	<b>80,35%</b>	<b>82.53%</b>

## Student Demographics

	STUDENT HEADCOUNT	FEMALE %	GROUP BLACK	COLOURED	INDIAN	WHITE
<b>2017</b>	6 110	69%	5 361	239	149	361
<b>2016</b>	6 113	68%	5 268	257	181	407
<b>2015</b>	5 646	70%	4 782	235	183	446
<b>2014</b>	5 955	72%	4 972	253	174	556
<b>2013</b>	5 834	72%	4 706	261	175	692

## Strategic changes in teaching practices

During 2017, the focus of Teaching and Learning in the Faculty was on improving the excellence and impact of our teaching practices. In order to achieve this we focused on six key areas.

### Review of academic workloads

In order to improve our teaching practices, it was recognised that a review of the workload of lecturers was needed. This review was conducted during the middle of 2017 and revealed the high workloads that many lecturers carry. Given that many of our modules have very large student numbers with between 1 000 and 2 300 students in a module, optimal effectiveness of the learning environment needs to be implemented. We suspect that it may be possible to achieve a higher quality of education through a programme that gives students more time to focus on smaller quantities of work, and likewise permits lecturers to spend more time coaching the students in the production of that work. This requires us to review:

- Possible duplication of courses/modules;
- Possible over-teaching (setting more material than students can realistically manage);
- Possible over-assessment (assessing more than is necessary).

These are being addressed through a re-curriculation exercise as well as interventions with Departments to assist in better organising teaching programmes and moving to a 'less is more' culture, where teachers and learners alike spend more time on smaller quantities of high-quality engagement and work.

## Blended learning

In each department, a Blended Learning Champion was identified and this person worked closely with the Centre for Academic Technology (CAT) to set up training workshops that were tailor-made to the needs of each department. A number of more general workshops were held in the Faculty that focused less on learning how to use the technology that underpins blended learning and more on the pedagogy of blended learning and the different platforms for learning that it opens up. An important aim of this exercise was to align the Faculty with the University's overall goal that all modules be put onto Blackboard.

### Intense review programme

During the exam periods of 2017, just over 60% of our UG modules participated in the Intensive Review Programme. In the Faculty, we ran our revision sessions during the study break with the aim of helping as many students as possible to pass their exams, rather than running them just before the supplementary exams. Several of our lecturers opted to present their revision classes online, which enabled students to review the lectures as often as they wanted.

## Workshops on teaching excellence

A key focus of 2017 was to help our lecturers improve the effectiveness of their teaching and to this end we ran 10 workshops in the Faculty. These included topics such as teaching with technology, re-thinking pedagogy, and designing effective tutorial programmes to complement and support lectures.



## Assessment practices

Assessment practices are an integral part of learning and in 2017 we began a processes of re-thinking how and why we assess across all the disciplines taught in the Faculty. The aim of this intervention was to engage all lecturers in a process of reviewing their assessment practices and critically ask how their assessment practice complemented the learning process, helped the students to master concepts and critical thinking and to what extent their practices hindered or helped students perform to their best academic ability. This is a long-term process, which in 2018, will result in an updated assessment policy to support best practice in assessment in the Faculty. A key focus of this process is to ensure that our assessment practices are aligned with the wider imperatives of decolonisation.

## Recurriculating

In 2017, we began a process of recurriculating our undergraduate degree programmes. In the Faculty we have a number of different degree programmes with set majors and a limited choice of electives. First-year students often have little understanding of what the different subjects taught in the Faculty are about and what they might be particularly interested in. The aim of recurriculating is twofold:

- To create two UG degrees in the Faculty, a BA and a BSocial Work. The BA degree will have a variety of specialisation streams such as Psychology, Communications, and Film and TV Studies. The new degree structure will allow students to choose any combination of subjects as long as they fit on to the timetable. Unlike the current system of different degrees, students will be able to change subjects without having to register for a different degree. The BSocial Work remains unchanged.

- Currently the different BA degrees offered do not have the same credit weighting and in many cases the heaviest academic workload is done in first year when students are trying to adjust to the university environment. With the new curriculation, the BA degree and any specialisation stream will have eight modules in first year and each of these will be 16 credits. In second year, they will have nine modules, eight of which are modules presented by the Faculty, which will be 16 credit modules, and the ninth one will be the online module 'African Insights' currently weighted as a 15-credit course. In third year, students will do six third-year modules, four of which must be for their majors and therefore modules in disciplines they have taken from first year. Each of the third-year modules contributes 22 credits. This means that students will have their heaviest academic workload in their third year and not their first year. The credit weighting and structure of the BSocial Work remains the same.

## Teaching and Learning Awards

The Faculty of Humanities has a long tradition of Teaching and Learning excellence that is recognised through the Teaching and Learning Award. Until 2017, the award was based on the selection of the students. In other words, students were asked in October to fill out a survey rating their lecturers. From this, a long list was compiled and those on the list submitted their Teaching and Learning Portfolios. These portfolios were assessed by a panel who then drew up a short list. Candidates on the short list were interviewed by the panel and the winners of the best First Year Lecturer, the best Senior Student Lecturer and the best Honours Lecturer were awarded. The strength but also the weakness of this system is that it was totally reliant on the choice of the students. In 2017, this was changed and we had three different categories for Teaching and Learning Excellences. The first was the Student Choice awards, which

was run according to the process outlined above. Second was the Mastering a Subject award for which lecturers submitted their Teaching and Learning Portfolios and explained to the review panel how their teaching enabled students to master particularly difficult concepts. The third category was Innovation in Teaching and Learning. For this category lecturers had to submit their portfolios to the review committee explaining how they had brought about innovation in their Teaching and Learning and how this had positively impacted on student success. In the second two categories, lecturers submitted their Teaching and Learning Portfolios, which were reviewed by a committee. From the long list of portfolios submitted, a short list was drawn up and the candidates were interviewed and then one winner for each category was selected. In 2017, the winner for the Student Choice Award was Dr Maritha Pritchard (Strategic Communication), for Mastering a Subject was Dr Sikumbuzo Mngadi (English) and for Innovation in Teaching and Learning was Ms Simone Carter (Strategic Communication).

## Online modules

During 2017, 'Active Citizenship' taught by Dr Gudrun Lier - a first-year service module in Applied Communication – was presented as an online module. The module was the first in the Faculty to be offered as an online course with no face-to-face teaching. This proved particularly successful and students appreciated the flexibility that the online module offered them.





# Decolonisation

Calls to decolonise knowledge, the University, the academy, the curriculum, and similar have been a prominent feature of the higher education experience for the last two years. The Humanities disciplines have a leading role to play in responding to these calls.

Every department of the Faculty has undertaken a review of its academic offerings at all levels with a view to defining decolonisation in the context of each discipline and giving it positive effect. Seminars, discussions, lectures, student engagements, and numerous informal discussions of all kinds continued during 2017. In particular, during 2017, we:

- Recurriculated across the board (subject to approval in 2018), building decolonisation in across the entire curriculum;
- Conducted a review of our postgraduate degrees.

Departmental highlights include;

- The Department of African Languages, for the first time in 2017, had honours students write their research essays in the target language (isiZulu or Sepedi). This trend is getting escalated to the masters' dissertations in 2018.
- The Department of Philosophy introduced a new module on African Philosophy. The department also has an Honours and Masters course on Epistemic Injustice, an issue that is at the heart of theorising the decolonisation of knowledge.
- The Politics and International relations department hosted various workshops and seminars on the Decolonization of Knowledge. Lecturers within the department are also involved centrally as part of task teams looking at decolonization at UJ.
- The Department of Psychology hosted a colloquium on Decolonising the Psychology. The primary aim of the colloquium was to deepen the understandings of decolonization and psychology in the context of the curriculum, pedagogy, research and practice without overly celebrating any of these concepts. A second aim was to develop and connect attendees to networks and resources related to decolonization and psychology.
- The Department of Sociology have made curriculum changes to most of their modules, these include readings that focus on the African context, the department has also been problematising the traditional research methods by focusing on how they can be decolonised
- The Religion studies department in 2017 adapted their first year module to focus on the sophistication of the religious/spiritual word view of the first inhabitants of Southern Africa, the San. This was further developed on second year level with the introduction of Theory and Methodologies of Decoloniality and Gender Interpretations.
- The Afrikaans department changed the content of the introductory course to Afrikaans linguistics to reflect a more recent and inclusive history of Afrikaans

**Please see Appendix 2 for the full list of Humanities activities**

# Research

## Research output

For 2017, a historic high of 350.44 units were submitted to DHET. This is a 4, 7% increase on 2016 (334 units). However, 2015 and 2016 were both large jumps from previous years (approx. 50% and 30%, respectively).

Because of the stochasticity of research output (evident from the spiky line over several year), this low increase does not necessarily indicate that research growth is slowing down.

However, it should not be interpreted as indicating that we have reached capacity. We are far from capacity. 41% (70/169) of our academic staff on permanent contracts or fixed-term contracts with benefits submitted zero units in any of the last three cycles (2015-2017). This indicates substantial untapped potential.

Our main challenge thus remains the productivity of our regular" academic staff (those who are not postdocs, research associates, SARChI chairs, or other special categories). 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.

Teaching loads in the Faculty are being investigated, including:

- Possible duplication of courses/modules;
- Possible over-teaching (setting more material than students can realistically manage);
- Possible over-assessment (assessing more than is necessary).

These are being addressed through a re-curriculation exercise as well as interventions with departments to assist in better organising teaching programmes and moving to a 'less is more' culture, where teachers and learners alike spend more time on smaller quantities of high-quality engagement and work. Although this is an exercise in the domain of teaching and learning, it has clear ramifications for research, since teaching is the main use of academic time apart from research.



To improve the capacity of individuals to conduct research, our Research Support Package, which began in 2014, grew again this year, and now includes:

- A Faculty-based mentorship scheme (in addition to the University-wide programme);
- A teaching buyout scheme;
- Information on language editing and writing support;
- A total of 12 workshops or retreats spread over 10 months (Feb.-Nov.)

	Units Submitted to DHET for Accreditation								
	2009	2010	2011	2012	2013	2014	2015	2016	2017*
<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>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>65.70</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>
National Proceedings	0.00	0.50	0.59	0.50	1.75	0.25	0.00	0.25	0.00
International Proceedings	0.00	0.50	1.00	0.84	1.75	0.50	1.50	0.83	2.17
% International Proceedings		50.0%	62.9%	62.7%	50.0%	66.7%	100.0%	76.9%	100.0%
<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>202.57</b>
National Articles	51.39	70.25	59.34	71.60	59.70	49.83	60.75	44.17	24.61
International Articles	66.09	65.79	86.97	106.93	90.27	106.86	174.12	181.82	177.96
% International Articles	56.3%	48.4%	59.4%	59.9%	60.2%	68.2%	74.1%	80.5%	87.9%
<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>350.44</b>

\*2017 figures are provisional and are subject to change without notice up until 15 May 2018 before final approval.

## Research income

The Faculty research income dropped to R21 million this year from R25 million. The causes are unclear, but a constrained financial environment may be partly responsible. Another potential cause is our relatively small number of researchers attracting large grants. When a large multi-year grant is achieved, that researcher is unlikely to obtain another one the following year because they will still be completing the previous work. If the number of such researchers is small, then this stochastic effect is less likely to be averaged out.

To address the matter of a relatively small number of researchers applying for large grants, we are now emphasising grant application in our 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 700 000 (from R11 400 000 in 2016). However, with the change in NRF funding for rated researchers, it is likely that this number will fall in 2018.

There were also 12 successful Faculty applicants for URC funding

**Please see Appendix 3 for the full list of Humanities fundraising activities**

## Postdoctoral Research Fellows

Postdoctoral research fellows contribute substantially in many faculties to the overall annual research output. The work they produce is often cutting edge as it builds on new and innovative empirical and theoretical insights that they draw and build on from doctoral and related studies. The Faculty of Humanities currently has 45 PDRFs, with the intent to continue to recruit excellent postdoctoral scholars from all parts of the world.

Good working conditions, an effective research infrastructure and a system of incentives are being put in place to bolster the credibility of the PDRF programme. Regular workshops and retreats are available to encourage writing and to improve skills. The Faculty intends to nurture a pool of approximately 45-50 PDRFs, keeping them within the system (renewable) for 2-3 years. GES and NRF scholarships remain vital in this regard, as faculties cannot carry the financial costs of a large number of PDRFs.

Faculties do not have massive amounts of resources to either fund PDRFs or sponsor their research activities. The University should pay more attention to setting aside funds to recruit new PDRFs and expand the programme. There should be incentives for supervisors and departments to take on PDRFs. Currently, PDRFs cost departments and supervisors in terms of office space, travel, page fees and conference attendances. A scheme to provide affordable housing and medical aid should also be implemented. In summary: It makes sense to expand the programme because PDRFs bring in much value. However, we need continual recruitment, a strengthened research support infrastructure at UJ and incentives for supervisors and departments.

## Agreements and partnerships

The Faculty has established 155 agreements and partnerships. Some of these are long-term agreements, but many new ones were established in 2017. These include research agreements with universities, including Oxford University, University of Maryland and Makerere University. Partnerships have also been set up with entities like the Swedish Research Council, Swedish Foundation for Humanities and Social Sciences, Danish Agency for Science, Technology, and Innovation, Rosa Luxemburg Foundation, and the Mellon Foundation.

**Please see Appendix 4 for the full list of Humanities partnerships**



## NRF-rated researchers

We obtained nine new rated researchers in 2017 for a total of 39. We have 1 A-rated and 1 P-rated scholar. Our ratio A:B:C is 1:10:19 and our ratio P:Y is 1:7.

Alexander	P	Prof	B2	Landsberg	C	Prof	C2
Barnes	B	Prof	Y2	Lombard	M	Prof	B2
Beukes	A-M	Prof	C2	MacKenzie	CH	Prof	C2
Broadbent	AB	Prof	P	Mboti	NM	Prof	Y2
Chasi	CT	Prof	C3	Metz	TH	Prof	A2
Conradie	CJ	Prof	C1	Nortje-Meyer	SJ	Prof	C3
Duncan	J	Prof	C2	Patel	L	Prof	B2
Erlank	N	Prof	C2	Rodny-Gumede	Y	Prof	C3
Frahm-Arp	KM	Prof	C3	Runciman	C	Dr	Y1
Geldenhuys	DJ	Prof	B1	Scott-Macnab	D	Prof	B2
Graham	LA	Prof	Y2	Smart	BTH	Dr	Y1
Groenewald	GJ	Prof	C2	Stadler	JJ	Prof	C1
Grogan	BM	Dr	Y1	Tomaselli	KG	Prof	B1
Gunner	L	Prof	B1	Uys	JM	Prof	B3
Guse	T	Prof	C2	Vale	PCJ	Prof	B3
Hendrickx	BCEJB	Prof	B1	Van Breda	AD	Prof	C2
Hendrickx	T	Prof	C2	Waetjen	T	Prof	C2
Howes	L	Dr	Y2	Winkler	R	Prof	C2
Khunou	G	Prof	C3	Adeagbo	OA	Prof	Y2
Knight	ZGK	Prof	C2				

## New research centres

In 2017, the Faculty launched two new research centres. The African Centre for Epistemology and Philosophy of Science (ACEPS) and the Africa Centre for Evidence (ACE)

The aims of ACEPS include fostering an intra-African and global conversation in areas of epistemology and philosophy of science. Housed at the University's Philosophy Department, the Centre's ground-breaking work is organised under three umbrella projects:

- Indigenous Knowledge Systems;
- Health and Medicine in Africa;
- Rationality and Power.

ACEPS encourages work that is distinctly African in nature and salient to African challenges and concerns. The Centre considers as fundamental the issues, the consciousness, the perspectives, the concepts, the struggles and the exclusions that come with where it is situated, and these inform the kind of research it does.

ACE will bring together UJ students, faculties, and experts in the government and non-profit sectors to incubate evidence-based solutions to reduce poverty and inequality. The African Centre for Evidence produces cutting-edge research to advance our understanding of poverty and the role of social policy in reducing poverty and promoting opportunity, economic security, and individual and family well-being. The new Africa Centre for Evidence is aimed at building useful research evidence to inform policy and practice across Africa regions. This includes the production of evidence maps, and evidence syntheses, including systematic reviews.

*Praise singer at the launch of ACEPS*



# Internationalisation

Internationalisation is multi-faceted, involving the hiring of international staff, 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.

Highlights include the following:

- Hiring five international academic staff members (28% of all hires) bringing the total of international academic staff to 25 (14% of total);
- Joint appointment of two academic staff with University of Western Sydney; these professors will spend one semester each at these two institutions and have a brief to develop partnerships and exchanges between UJ and Australia.
- Talks from international speakers at UJ; these talks formed part of regular public lectures and workshops hosted within departments.
- Junior UJ staff placed internationally for doctoral studies (including one at the University of Cambridge);
- Delegations either coming from or going to a number of international universities to develop institutional collaborations, including King's College London, University of Cambridge, University of the West Indies, Linnaeus University, Lusaka, and University of Namibia.
- Collaborations with international institutions, special attention is being given to Universitas 21 institutions, and Pan-African initiatives;
  - The Centre for Anthropological research has research collaboration with the Philosophy Department at Lund University, Sweden.
  - CFAR are also endeavouring towards a regional understanding of the Middle Stone Age, and has worked with the National Museum of Namibia in 2017 towards this goal. Potential collaborators in Botswana and Zimbabwe has been approached.
  - The Department of Journalism, film and television studies participated in Global Campus Network, the network includes 10 universities across the globe. Honours students in Film and Television and Journalism take part.
  - The Department of Social work is closely connected to the Africa Network of Care-Leaving Researchers (ANCR) which includes 36 researchers and academics from nine African countries, including the following universities: Addis Ababa University, Bindura University of Science Education, Brigham Young University, National University of Lesotho, Queen's University Belfast, University of Ghana, University of Johannesburg, University of Pretoria, University of Strathclyde, University of Victoria, University of Zimbabwe and Unisa. The purpose of this initiative is to advance research in Africa on care-leaving, and to capacitate a cadre of researchers able to conduct, publish and translate into policy/practice research on care-leaving.

**Please see Appendix 5 for the full list of Internationalisation activities**



# Community Engagement

Community engagement (CE) is one of three core responsibilities of higher education, alongside research and teaching. Since 2005, community engagement has been an integral part of most departments within the Faculty, with staff involved in over 100 community engagement projects. These projects fall within the three pillars of community engagement at UJ, namely service learning, community-based research, and organised outreach. The Faculty supports both flagship projects and individually run projects. These projects act, in many cases, as a research site for postgraduate studies as well as individual academic research sites. The Faculty has proven that supporting these strategically planned and executed projects will lead to an increase in postgraduate students as well as increased research output. In 2017, three CE projects

formed part of the Faculty's Social Innovation Campaign. These projects were positioned to show how strong CE projects can lead to social transformation, have economic impact and influence the political landscape.

One such research project, iZindaba Zokudla, was able to successfully register and commercialise the Beegin Beehives, a product Ivan Brown, a Master's Student in Industrial Design, developed with a number of stakeholders at the iZindaba Zokudla Farmers' Lab. The project is also now a true interfaculty project with Humanities, FADA, Engineering and the Built Environment, and Management involved.

Please see Appendix 6 for the full list of Humanities projects

*Izindaba Zokudla runs monthly workshops for urban farmers in Soweto*



**FACULTY OF HUMANITIES**  
**Intellect for purpose**  
INNOVATION IN ACTION

**INNOVATION LEADS TO**

- ⚡ SOCIETAL TRANSFORMATION
- ⚡ POLITICAL CHANGE
- ⚡ ECONOMIC IMPACT

Community development and social change does not only entail change in the public administrative level, but also entail change on the social level.

The social level here refers to limited representation of marginalised groups. Research done by Mariëtte Burger at the Communication and Media studies department calls for change in the number and quality of these representations. In fact, great scholarly emphasis falls not only on how marginalised or initial groups are represented in the media and elsewhere, but mechanisms where they represent themselves. Even though such self-representations include voicing views, it most often entails telling life stories. With the proliferation of social media, this may take many forms, such as blogging, call phone documentaries, tweeting and the like.

Against this background the purpose of this community engagement project is – on request of the community – to facilitate setting up a network of community blogs that tell the life stories of members of the urban farming community of Soweto in order for them to take up space and have a voice in the digital public sphere.

By telling the stories of marginalized people in this community participants are empowered. Societal transformation needs to be a bottom up approach where community members are allowed to have their voices heard. It is only through listening to the community and understanding their needs that true social innovation can take place.

**#InnovateUJ**

For more information on this and other projects as well as Post graduate degrees offered in the Faculty please contact Leonardo Symons at [lsymons@uj.ac.za](mailto:lsymons@uj.ac.za) or visit our website [www.uj.ac.za/humanities](http://www.uj.ac.za/humanities)

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The Department of Strategic Communication at the University of Johannesburg (UJ), in collaboration with Campus Health, IJHA and PsyCAD is doing groundbreaking work in the area of Social, sexual and gender-based violence (SSGBV).

Through the research that Dr Corné Davis at the department is doing it has become apparent that somehow society participates in the cultivation of violence through silence and even ignorance.

To change this she has initiated "Matla a Bana" a campaign against child rape and secondary abuse developed by the class of Strategic Communication in 2013 and the launch of the Weapole Enuf campaign in 2015. In February 2017 the class of Strategic Communication Honours students commenced with research on personal safety apps with a specific focus on mySOC. The introduction and development of this app among UJ staff and students aim to raise awareness of personal safety and also of support services available.

The key message that this project wants to deliver is that every person can make a difference. In order to make a positive contribution to the fight against Social, sexual and gender-based violence (SSGBV) academics and universities need to become socially innovative. Solutions to societal problems need to be developed in partnership with communities. Innovative approaches to these global challenges is what is needed.

**#InnovateUJ**

For more information on this and other projects as well as Post graduate degrees offered in the Faculty please contact Leonardo Symons at [lsymons@uj.ac.za](mailto:lsymons@uj.ac.za) or visit our website [www.uj.ac.za/humanities](http://www.uj.ac.za/humanities)

*Projects from the School of Communication that formed part of the campaign*

# Stakeholder Engagement and Reputation Management

## Faculty seminars and events

The Faculty launched its Public Seminar Series in 2007. The intention of these lectures/seminars is to create a premier forum for academic discussion and debate. Almost all departments in the Faculty now run regular seminars. In 2017, the Faculty ran more than 100 seminars. These included public academic lectures and seminars, including the prestigious Helen Joseph Memorial Lecture. Other lectures include the NP van Wyk Louw Memorial Lecture, the EB van Wyk Lecture Series, and the Seminar Series in Historical Studies, Philosophy, Psychology, English, Religion Studies, Politics and International Relations, Greek and Latin, and the Humanities. These seminars and lectures, which take place on a weekly basis, often attract prominent international speakers and participants. In 2017, Professor Wole Soyinka, Nobel Laureate in Literature, was appointed as Distinguished Visiting Professor at UJ. His inaugural public lecture, 'A long walk to Mandeland' formed part of a visit to the University. During his visit, he also had a session with third-year English major students where he spoke about literature.

*In early 2017 the Department of Psychology hosted a lecture on Decolonising the Psychology. The lecture forms part of a long-standing Psychology seminar series*

*Prof Wole Soyinka addressing Humanities students*

## Psychology and Decolonization

The Centre for Psychological Services and Career Development (PsyCaD) and the Department of Psychology at the University of Johannesburg are pleased to invite you to its inaugural 'Psychology and Decolonization' colloquium. Calls to decolonize Psychology have intensified in recent years. Spurred on by the #FeesMustFall movement and building on longstanding critiques of psychology within and outside of the discipline, the primary aim of the colloquium is to deepen our understandings of Decolonization and Psychology in the context of the curriculum, pedagogy, research and practice without overly celebrating any of these concepts. A second aim is to develop and connect attendees to networks and resources related to Decolonization and Psychology. Key speakers will cover the following broad topics: Decolonizing Psychology: what role for African epistemologies? Decolonization and practice. Decolonizing the curriculum: where to next? Decolonization and the knowledge economy. Governing Psychology in a post-colonial moment. Decolonization and African sexualities

**DATE:** 23 May 2017

**TIME:** 09h00 – 17h00

**VENUE:** Chinua Achebe Auditorium, UJ Library, Level 6

**RSVP:** Please RSVP by completing the attached registration form and returning it to [decolonisepsychology@uj.ac.za](mailto:decolonisepsychology@uj.ac.za) by Friday 5 May 2017



## Helen Joseph Memorial Lecture

In 2006, the Faculty was asked by the then Minister of Arts and Culture, Mr Pallo Jordan, to host the annual Helen Joseph Memorial Lecture. The focus of the lecture is to honour Helen Joseph as an iconic figure, unceasingly committed to the service of others. The lecture formed part of a Women's Month initiative by the Department of Arts and Culture, and the Faculty was happy to help. Over the last 11 years, the Faculty has hosted some prolific speakers at the lecture. In 2017 the faculty invited Dr Makhosi Khoza to speak at the event. Dr Khosa gave an excellent lecture praising the work Helen Joseph did, she also reminded government of their obligation to the poor and marginalised in South Africa.

*Prof Saurabh Sinha, DVC: Research and Internationalisation, Prof Tshilidzi Marwala, VC, and Prof Alex Broadbent Executive Dean at the 2017 Helen Joseph Memorial Lecture*



## Humanities prize-giving and Dean's List:

Both these events are unique to our Faculty and show our commitment to recognise students in the Faculty who perform well academically. 2017 marked the eighth Dean's List and the eleventh prize-giving event. The Dean's List recognises top-achieving second-year, third-year and honours students and the prize-giving is hosted in recognition of all *cum laude* and PhD graduates.

At the Dean's List event, we invited three Humanities alumni for a panel discussion on the Humanities. The Dean and Vice dean research hosted the discussion and put the following questions to them:

- How did your Humanities degree help you in the world of work (and in your life)?
- Often Humanities students do not recognise the particular skills that they acquire. What skills did you develop in the course of studying towards a BA (Humanities) degree?
- What advice could you give students about what they could do with a Humanities degree in 2018 – in South Africa and beyond?

The discussion that followed gave students an opportunity to get an idea of what they can do with their degree as well as ask experts in their fields for career advice. It started with a conversation around the skills Humanities students have and how valuable they are becoming in the modern workplace. The discussion also highlighted the importance of the Humanities in South Africa, given the difficulties facing our country.



At the annual prize-giving, Prof Keyan Tomaselli, Distinguished Professor in our Faculty, gave the keynote address. His address looked at the underestimated value of the Humanities as well as highlighting some recent developments in the field.

## First Year Seminar (FYS)

This is the first interaction with our new first years and is vital to ensure students get all the information they need to succeed with their studies. The Humanities programme runs over two days and introduces the new first years to the University and the Faculty. The first day consists of the Dean's welcome, information on what to expect at university as well as an inspirational session with a motivational speaker. The second day is a Humanities lecture series; topics covered at the 2017 event included decolonisation, the value of a humanities degree, and first year at-risk factors.

Also launched in 2017 was a marketing campaign aimed at 2018 applicants. All accepted applicants were invited to a dedicated Facebook page where they were introduced to the Class of 2021 campaign. The page is dedicated to this group that will finish their third year in 2020 and graduate in 2021. On the site, videos, study guides, event information and interesting reading material are posted. This campaign will aim to get the best applicants involved and interested in UJ Humanities. Building a relationship with them before they come to UJ will assure them that we will support them once they are at UJ. By showing them who we are and what they can expect in their first year will get them excited. Strong students will react positively to this, as they will be able to see that we have a strong sense of responsibility towards them.



## Orange Carpet Welcome Event

Once registration has been finalised, the Faculty invites the Orange Carpet Students, who are students with a Grade 12 average of 75%+, to a welcome event held in Council Chambers. The event aims to introduce students to one another, to first-year lecturers, to the Dean and Vice-Deans, as well as to top achieving first years from the previous academic year.

## Teaching Excellence Awards

This award ceremony, which recognises our best lecturers, takes place every year. The 2017 winners were Ms Simone Carter, Prof Sikhumbuzo Mngadi and Dr Maritha Pritchard

## Honours Welcome Lunch

In 2017, the Faculty hosted its first honours welcome event. At the event, senior staff and support services provided students with information and advice on how to complete their degree in time. To ensure that the Faculty meets its internationalisation targets, the Internationalisation Office was also invited to the event to explain study abroad opportunities. Having a strong honours cohort allows the Faculty to have a bigger group to select master's students from. If both these groups are strong, throughput automatically increases, which is something that is very important to the Faculty's Teaching and Learning Strategy.

## Master's and Doctoral Cocktail

A similar event was held for all registered master's and doctoral students. Again the focus was on completing their degree in time. Students were able to get advice from senior faculty staff and ask questions and interact directly with the deanery. Because all registered students were invited, we also had students that are not on track with finishing their degrees in time. These students were able to raise their issues and get help and advice at the event. By building a relationship and keeping contact with our registered PG students, we hope to encourage them to complete their degree, which in return would positively influence our throughput rate.



## The Future Reimagined

## Invitation Masters and Doctoral cocktail

The Dean of the Faculty of Humanities, Prof Alex Broadbent, would like to invite you to a cocktail evening. At the cocktail we will provide you with valuable information that can assist with you completing your degree in time. We will also share information on local and international bursaries that are available for further studies.

DATE	13 June 2017
VENUE	Council Chambers, Madibeng building, Auckland Park Kingsway Campus
TIME	17:30
RSVP	On or before 8 June to <a href="mailto:humanitiespg@uj.ac.za">humanitiespg@uj.ac.za</a>



## Marketing and Branding

The 2017 marketing strategy was developed to support the Faculty's 2020 Strategy. The Faculty is in the process of further positioning itself as a faculty intent on showing its social impact. In light of this, the marketing strategy incorporated aspects of social impact theory, university community engagement and corporate innovation as tools to achieve this. The 2017 marketing strategy also focused on attracting the strongest undergraduate applicants as well as establishing a strong sense community for our students.

Humanities had approximately 23 000 first-year applicants in 2017. These students applied for one of only 1 900 available spaces. On a postgraduate level, the Faculty had 1 600 applicants for 530 spaces. With enrolment targets being very strict both on UG and PG level, it is clear that the marketing strategy needs to be focused on getting the best possible students for the spaces available to us.

To achieve this, the marketing strategy needs to be creative and very target specific. This 2017

strategy incorporated traditional university marketing strategies as well as more creative and experimental strategies to target academically strong students

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. Generally speaking, 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 really strong academic department. The needs of these groups were determined and then used as part of campaigns.

Going forward, the Faculty will post more video content to meet the needs of a more technologically savvy cohort of students. Video is the way forward and will allow us to engage better with our students as well as get them to engage with the content we provide. Videos will include both UJ and

student generated content and will feature formal topics, such as how to prepare for an interview, how to effectively prepare for exams, and personal safety in Johannesburg. However, it will also have more fun topics, like where to go in Johannesburg over weekends, cultural activities to do and sports.

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'.



**Faculty of Humanities**  
*Intellect for purpose*

**HOW WILL YOU REALISE YOUR PURPOSE IN 2018?**

The Faculty of Humanities is committed to inspire future generations, make great discoveries and innovate new approaches. Ideas like democracy are not discovered in a lab. A degree in Humanities will enable you to tackle global challenges and help change the world. We are committed to excellence in scholarship and tuition, and to the ideals of human dignity, freedom of expression and the pursuit of knowledge, in order to advance our understanding and to increase the social good.

**UNLOCK YOUR FUTURE WITH ONE OF THESE UNDERGRADUATE DEGREES IN 2018**

DEGREE PROGRAMMES	Bachelor of Arts (3 Years)	EXTENDED DEGREE PROGRAMMES
Bachelor of Social Work (4 Years)	Community Development and Leadership (SWC)	Bachelor Of Arts (4 Years)
Social Work	Development Studies	Humanities
Bachelor of Politics, Philosophy and Economics (3 Years)	Film and Television Studies	DIPLOMA PROGRAMMES
Politics, Philosophy And Economics	Journalism	Diploma (3 Years)
Bachelor of Arts in Humanities (3 Years) with Specialisation	Language Practice	Public Relations and Communication (APB)
Anthropology and Geography	Politics	EXTENDED NATIONAL DIPLOMA PROGRAMMES
Communication and Languages	Psychology	National Diploma (4 Years)
School Subject Areas	Strategic Communication in Corporate Communication	Public Relations and Communication (DFC, 1st year)
Social Sciences	Strategic Communication in Marketing Communication	

**CONTACT**  
For more information on undergraduate studies contact Mr K Gumede at [gumede@uj.ac.za](mailto:gumede@uj.ac.za) or logon to [www.uj.ac.za/humanities](http://www.uj.ac.za/humanities).

**UNIVERSITY JOHANNESBURG**



# Innovation in the Humanities

The Faculty is intent on meeting social challenges facing South Africa as well as having more relevance to and impact on society. To achieve this, the Faculty has incorporated social impact and innovation strategies into the general Faculty strategy as well as its marketing and community engagement strategies. Social innovation, broadly speaking, refers to innovative approaches of dealing with social problems for which the value created accrues primarily to society as a whole rather than private individuals. Most of our research projects in the Faculty are innovative and specifically focus on social innovations that can have significant impact on our environment and the community we serve. These projects focus on an ongoing process of learning, search and exploration. This process of learning and knowledge creation helps define new problems a new knowledge is developed to solve them, which is something the Faculty is very proud of.

UJ is in the process of establishing a strong culture of academic innovation. Faculties have been asked to help with engaging staff and postgraduate students to raise the level of innovation. Some of the knowledge the University creates can and should be protected and tested for commercial viability. However, how do we define innovation in the Humanities? To help establish innovation in the Humanities, an internal campaign was run to showcase how research projects within the Faculty can be socially innovative.

Most of the Faculty's academic staff work in specific niche research areas where they are experts in their fields. Much of the research they do as well as the projects run by individuals and departments are very innovative and contribute hugely to solving social issues in South Africa. Based on the success of the projects, the Faculty will continue to explore what innovation in the humanities mean and how to capitalise on the ground-breaking research done by our academics.

Please see Appendix 7 for a full list of the niche research areas within the Faculty. Also see list of agreements and partnerships for more information on all research projects in the Faculty.



## INNOVATION LEADS TO

- 💡 SOCIETAL TRANSFORMATION
- 💡 POLITICAL CHANGE
- 💡 ECONOMIC IMPACT

In 2017, the African Centre for Epistemology and Philosophy of Science (ACEPS) was launched. The Centre's aims include fostering an intra-African and global conversation in areas of Epistemology and Philosophy of Science. Housed at the University's Philosophy Department, the Centre's ground-breaking work is organised under three umbrella projects:

- Indigenous Knowledge Systems;
- Health and Medicine in Africa; and
- Rationality and Power.

ACEPS encouraging work that is distinctly African in nature and salient to African challenges and concerns. The Centre considers as fundamental the issues, the consciousness, the perspectives, the concepts, the struggles and the exclusions that come with where it is situated, and these inform the kind of research it does.

UJ has always been committed to demonstrating the relevance and impact of its research on society. The innovative research ACEPS undertakes is a great example of how the Faculty of Humanities engages with the needs of the community we serve. The research projects in the Centre illustrate how innovative research can positively impact the environment and community we serve. Research projects within the Centre will also showcase the relevance of university research on social and public health related issues that face the country.

## #InnovateUJ

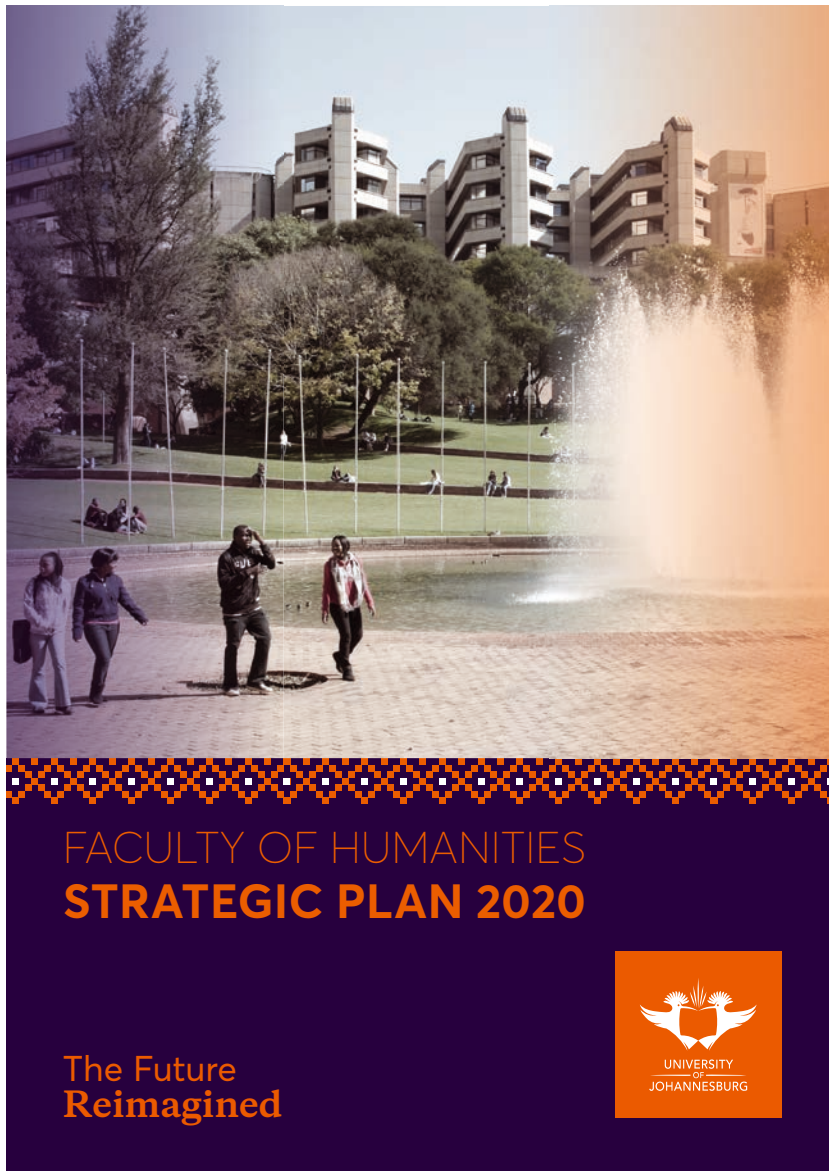
For more information on this and other projects as well as Post graduate degrees offered in the Faculty please contact Leonardo Snyman at [lsnyman@uj.ac.za](mailto:lsnyman@uj.ac.za) or visit our website [www.uj.ac.za/humanities](http://www.uj.ac.za/humanities)



# The Way Forward: Strategic Plan

In 2017, the Faculty of Humanities settled on a 2020 Strategic Plan, aligned with UJ's Strategic Objectives (part of its 2025 Strategic Plan). The Plan also considered the wider situation in the Humanities. Following the publication of the Strategic Plan, a series of processes in departments and centres were initiated to begin the process of implementation. These are ongoing. The plan focused on looking outwards, explaining our service to society, and collaborating more with other disciplines. These points of focus resonate strongly with the imperatives of the Fourth Industrial Revolution.

**Please see Appendix 8 for the full list of strategic initiatives in fulfilment of the mission, strategic plan, goals, objectives and major drives of the Faculty.**



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# Appendix 1: Achievements of staff

The Africa Centre for Evidence	
R Stewart	<ul style="list-style-type: none"> <li>Gave opening keynote at the Global Evidence event of the year alongside former Minister Trevor Manuel</li> <li>Convened and chaired a centre-of-government evidence community of practice, including senior members (Deputy Director Generals) of seven national government departments</li> <li>Secured over R12 million external funding, including one core grant equivalent to R7 million</li> </ul>
L Langer	<ul style="list-style-type: none"> <li>PhD awarded</li> <li>Led research projects that directly influenced South African national policy at the highest levels</li> </ul>
M Opondo	<ul style="list-style-type: none"> <li>Master's completed</li> </ul>
P Nduku	<ul style="list-style-type: none"> <li>Master's completed</li> </ul>
African Languages	
Z Mtumane	<p>Became Head of the department</p> <p>Attended an international academic conference in Thailand</p> <p>Produced 3,5 accredited research units</p> <p>Co-supervised an M student successfully</p>
Applied Communicative Skills	
MR Pather	Promoted to Senior Lecturer
J Chikasha	Graduated with a PhD from UJ
Compiled by M Pather, M Lee Ah Soon and R Nayagar - Speak, Read, Write	E-book compilation
Centre for Anthropological Research	
S Baker	1. Co-hosting of the first International Palaeo-Research Symposium at UJ
M Lombard	<p>1. Publication of ancient DNA research in Science: Schlebusch, C.M., Malmström, H., Günther, T., Sjödin, P., Coutinho, A., Edlund, H., Munters, A.R., Vicente, M., Steyn, M., Soodyall, H., Lombard, M., Jakobsson, M. Southern African ancient genomes estimate modern human divergence to 350 000 to 260 000 years ago. Science 358: 652-655. DOI: 10.1126/science.aaa6266</p> <p>2. Hosting of the first International Palaeo-Research Symposium at UJ</p>
Centre for Social Change	
L Sinwell	NRF C1 rating
Cr Runciman	NRF Y1 rating

<b>Centre for Social Development in Africa</b>	
J Moodley	DST-NRF Women in Science Doctoral Fellowship award
J Moodley	Doctoral scholarship from the National Institute of Humanities and Social Sciences and the South African Humanities Deans' Association
L Graham	NRF Y rating
<b>Centre for Sociological Research and Practice</b>	
A Desai	South African Independent Publishers Award for novella Hari Pottermari and the Curse of the Nurse And Reverse Sweep: A story of South African Cricket since Apartheid published by Jacana Press
<b>Communication Studies</b>	
Several staff members	Organised a School of Communication Research Methodology Bootcamp for the School's postgraduate students
Several staff members	Hosted Prof Handel Wright, University of British Columbia, Canada
N Mboti	Keynote speaker at several conferences, occasional lectures and symposia
M Burger	Promoted to associate professor
<b>English</b>	
S Mngadi	UJ Faculty of Humanities Teaching Award: Mastery of Subject
B Grogan	NRF Y1 Rating
<b>Historical studies</b>	
N Erlank	G. Wesley Johnson Award for the 'most outstanding article' in *Public Historian* by the National Council on Public History, USA
T Waetjen	Newly NRF rated (C2)
G Groenewald	Re-rated by NRF (C2)
J Klee	Awarded his PhD in History by NWU
<b>Journalism, Film and Television Studies</b>	
Y Rodney-Gumede	<ul style="list-style-type: none"> <li>Appointed full professor in September 2017</li> <li>Elected President of SACOMM</li> <li>Awarded the HELTASA-TAU fellowship in Teaching and Learning</li> <li>Awarded Erasmus Mundus Fellowship to spend time at the Danish School of Journalism during sabbatical</li> </ul>
P Dannhauser	<ul style="list-style-type: none"> <li>Awarded Newton Mobility Grant for a Visiting Fellowship at the Centre for Life History and Life Writing Research at the University of Sussex in Brighton, to be undertaken in 2018</li> </ul>
S Barry	<ul style="list-style-type: none"> <li>Featured Filmmaker at Mzansi Women's Film Festival</li> </ul>
E Rossouw	<ul style="list-style-type: none"> <li>Serving on the panel of judges of Vodacom Journalist of the Year Awards (since 2011)</li> <li>Selected to serve on the ATKV Media Awards in the "Lees" category</li> </ul>

Linguistics	
A-M Beukes	Appointed by Minister of Arts and Culture to his Human Language Technologies Expert Panel
A-M Beukes	Appointed by Minister of Arts and Culture to his Advisory Panel to devise a turnaround strategy for PanSALB
A-M Beukes	Invited to serve on the Conference Committee of the Inaugural Conference of the Digital Humanities Association of Southern Africa (DHASA 2017) 17-20 January 2017, Stellenbosch
E Cornelius	Invited to become a member of the International Community Translation Research Group (University of Western Australia)
E Cornelius	Received substantial funding for publication of book on plain language (from South African Academy for Science and Arts) and secured publisher (finalisation date end 2018)
E Cornelius	Received funding from URC and SA Academy for Science and Arts for a terminology project and secured a publisher; outcome will be published in March 2018
Philosophy	
VA Mitova	Believable Evidence (Cambridge University Press)
VA Mitova	Elected South African team leader for Templeton-funded Geography of Philosophy Project
VA Mitova	Received Habilitation in Philosophy (highest academic qualification in Europe) from University of Vienna, Austria
VA Mitova	Invited to contribute to three collections: <ul style="list-style-type: none"> <li>• TBA. The African Epistemic Decolonial Turn (UKZN press series: #ThinkingAfrica)</li> <li>• Either epistemological or metaphysical disjunctivism. For Epistemological Disjunctivism, C. Doyle, J. C. Milburn, and D. Pritchard (eds.) (Routledge).</li> <li>• Reasons for belief for real. For Epistemic Realism and Antirealism, C. Kyriacou and R. McKenna (eds.) (declined because the editors went for Pelgrave)</li> </ul>
VA Mitova	Gave two keynotes and three invited talks in South Africa, Austria and Switzerland: Sept (keynote) Reasons are Us. Rhodes Philosophy Graduate Day, Rhodes University, SA June (keynote) Believable Evidence. The Ontology of Reasons Workshop, University of Basel, Switzerland June (respondent) Perspectiveless Perspectivism? The Ontology of Reasons Workshop, University of Basel April Believable Evidence. Habilitations colloquium. Vienna University, Austria March Truthy Psychologism about Evidence. Philosophy Seminar Series, Wits University
Z Mncube	Vice-Chancellor's medal for most meritorious master's study in the Faculty of Humanities
Z Mncube	British Society for the Philosophy of Science doctoral studentship; Williamson, Rausing and Lipton Fund Maintenance Award
B Smart	Obtained NRF Y1 rating
CF Botha	Invited panellist at the Afro-Caribbean Dance Panel for the ASA National Meeting in New Orleans, November 2017 (panel leader: Aili Bresnahan): "The Dancing Body and the Transmission of Collective Memory in South Africa"
HPP Lötter	Invited speaker at an international workshop, University of Salzburg



Politics and International Relations	
DJ Geldenhuys	SFALS prize for Political Sciences SA Akademie vir Wetenskap en Kuns
SE Graham	Nominated for the Faculty of Humanities Teaching award Promoted to associate professor – 1 October 2017
C Hendricks	Deputy Dean for Research. Decided not to continue in that position after two months Presented professorial inaugural address
Psychology	
G Kruger	Nomination by students as their best first-year lecturer
M Card	Vice-Chancellor's teaching excellence award: most promising young teacher
T Guse	NRF C2 rating
Z Knight	NRF C2 rating (re-rating)
Religion Studies	
SJ Nortje-Meyer	NRF rated C3
F Esack	Engagement in international activities
L Howes	NRF rated Y2
H Viviers	30 years long-service award
E Hankela	The Title of Docent (Social Ethics) awarded by the University of Helsinki – 2017 (See more about the title: <a href="https://www.helsinki.fi/en/university/docents">https://www.helsinki.fi/en/university/docents</a> )
Social Work	
AD van Breda	Co-founder and co-director (with Dr Frimpong-Manso, University of Ghana) of the Africa Network of Care-Leaving Researchers (ANCR), which includes 36 researchers and academics from nine African countries C2 Rating and promoted to professor President of ASASWEI and Vice-President of the international Resilio association
S Rasool	Invited to be part of Keynote addresses at two international conferences that contributed to African debates on development, HIV and sexual health. Invited to be on the Opening Plenary panel at the Oxford Rhodes House celebration for 40 Years of Rhodes Women, the title of the panel was: Standing up for the World: Rhodes Women Addressing the World's Problems YouTube video of presentation done at the University of West Indies
Sociology	
D Du Toit	Codesria grant for PhD Studies, Senegal
A Desai	South African Independent Publishers Award for novella Hari Pottermari and the Curse of the Nurse Book published: Reverse Sweep: A story of South African Cricket since Apartheid published by Jacana Press
S Ngcwangu	DST-NRF Centre of Excellence in Human Development Grant for research on "Youth development policies and practices in a South African metropolitan municipality"

P Rugunanan	Brics Teaching and Research Mobility Grant; NRF Thuthuka Grant
K Batisai	Promotion from lecturer to senior lecturer
P Rugunanan & T Chagonda	Promotion from senior lecturer to associate professor
T Uys	NRF rating B3
M Suleman	NIHSS/SAHUDA grant
<b>Strategic Communication</b>	
SJ Carter	Winner of the Humanities Teaching and Learning Award: Innovation in Teaching
C Davis	Nominated for Humanities Teaching Excellence Award in the category of Students' Choice
R Hattingh	Winner of the South African Literary Award (SALA) 2017, i.e. Nadine Gordimer Short story award for Kamee
RSV Mabada	Nomination for Humanities Teaching and Learning Award in the category Students' Choice
C Muir	Award for one of the best presenters at the conference on Corporate Communication 2017 (Baruch College, New York)
M Pritchard	Winner of the Humanities Teaching Excellence Award in the category Students' Choice

# Appendix 2: Decolonisation

## African Languages

Students have been allowed to write their research essays in the target languages (isiZulu and Sepedi).

Students have been encouraged to be searchers of information rather than relying solely on the lecturer.

The department is already teaching African Languages and literature in African Languages.

IsiZulu 1A, isiZulu 3A and isiZulu 3B are now all taught in the medium of instruction, Zulu. Most of the teaching material is in Zulu although a relative few is still in English.

The department is busy working on the matter so that the languages offered in the department use uniformity in the curriculum.

The students have been allowed to write their research essays in isiZulu.

## Afrikaans

All courses have been redesigned to reflect a decolonisation agenda. This was done by inter alia prescribing alternative texts.

## Applied Communicative Skills

J Chikasha - As a department we are adopting our content to suit the local context.

S Yafele worked on a translanguaging / multilingual pilot project to improve academic reading at first year level. Local languages were used as a resource to scaffold and facilitate comprehension of academic texts at university level.

Content such as articles have been replaced with current print and digital media texts which depict African themes and debates. Two eBooks for Communication and English skills were compiled in collaboration with Pearson in which local examples (where possible) are used. These eBooks are used across the curriculum on APB and SWC.

We have adapted our syllabus content to reflect local content – R Ramhurry

Implementing material that is suitable to the student body.

## Communication Studies

The Department of Communication Studies has embarked on critically reviewing our curricula in terms of decolonisation. It was found that quite a few modules are already working towards decolonising the curriculum, as well as decolonising teaching and assessment practices. In 2018 this will be taken further. The following actions have been undertaken in 2017:

Formative actions

- Staff member are regularly attending and presenting seminars and are publishing research on the topic of decolonisation in our field. Herewith examples of seminars attended:
  - o Several staff members attended a seminar presented by Prof Bruce Mutsvairo (School of Communication, University of Technology Sydney) entitled "Only with a Positive Vibration? Deliberating on the Decolonization of Journalism in Africa" – presenter: Associate Professor Bruce Mutsvairo (School of Communication, University of Technology, Sydney). UJ Faculty of Humanities Common Room, C Ring 319, 09 November 2017. The seminar was hosted by the School of Communication.
  - o Several staff members attended the School of Communication Research Methodology Bootcamp where Prof Handel Wright from the University of British Columbia delivered seminars on Decolonisation, and several staff members participated in a panel on decolonisation.



## Curricula

- Many undergraduate and honours modules taught in the Department of Communication studies are actively working towards decolonising the curricula. The following are examples:
  - CMS1A (Introduction to Communication): this module introduces students to the study field and deliberately seeks to decolonise the curriculum, as well as the decolonisation of the teaching and learning experiences of students.
  - CMS 2A (Introduction to Communication Theories): this module has a focus on Southern Africa and is taught from African perspectives. At least one lecture is specifically focused on the theme and theories of decolonisation.
  - CMS 3B (Global Communication): this module investigates global communication patterns. On the one hand it points out and criticises dominant global flows of communication from the north to the south, which are associated with cultural colonisation, and on the other hand the module investigates south-south flows and south-north counter and contra-flows of communication. This module thus deliberately engages with the notion of decolonisation.
  - Honours Communication, Media and Society (CMS 8X12): this module has a focus on Southern Africa and is taught from African perspectives. At least one lecture is specifically focused on the theme and theories of decolonisation.
  - Honours Communication and Social Change (CMS8X10): the core theory of this module is seated in the earlier and current decolonisation debates. The module is actively seeking to work towards local theory formation addressing local problems of development and social change.

## English

1. The Department has made and continues to make changes to its undergraduate and honours curricula. In 2017, we held a number of meetings to review our course offerings, which we are now in the process of implementing.
2. The emphasis has been on increasing the number of modules with a South African and African focus, gender studies and, with the new appointment, Caribbean and African-American Literatures.
3. We have also introduced online teaching and learning, which extends our reach to our students, while ensuring that they take an active part in their learning.

## French

Incorporated more African literature and civilisation courses. In particular, only French-African literature.

## Greek and Latin Studies

### MODERN GREEK STUDIES

### TEACHING METHODOLOGY

Regarding our teaching methodology, a blended learning by combining digital components has already being introduced to our classes. We believe that blended learning initially and then followed by the introduction of on-line offerings in the near future will offer more flexible and differentiated learning opportunities which would be accessible from all types of locations outside the campus to students. All our prescribed books will be available as e-books as from next year. We are in the process of attending training in order to prepare for the on-line teaching and learning offerings initially in the form of accessing easily obtainable reading materials, doing assessments and offering full on-line courses later on.

Our courses have been refreshed with new topics that have been included in our modules some of which are:

- "When Greek was an African Language" – The history of the Greek language in relation to its traces in Africa.
- Discussing the role of Greek Language and Culture in the Ancient and Medieval Nubia, spatially covering Southern Egypt, Northern and Central Sudan, modern Aswan and South of Khartoum.

- Greek etymology, which will assist the students to enrich their English. This module aims to make students understand the linguistic value of Greek as well as the use and meaning of complicated English words that originate from Greek.
- "Greek thought on democracy and racism", thoughts that can assist with the process of decolonisation.
- "The ancient view of African races".
- How African people were viewed and described by poets, historians and philosophers in ancient times.
- "The world according to Herodotus", the fascination of Greeks with Africa, with a focus on Ethiopia and Libya.
- How Greek culture interacted with Africa in a number of ways.
- Memnon (Ethiopian) a protégé and a pupil of the Athenian philosopher Herodes Atticus.
- Greek tragedies can be used as study cases to address current social issues characterising the African continent.
- Racism in Ancient times: Greeks, Egyptians and Romans did not have systematic negative views about African people.
- Reference to African and South African works, i.e.: Sundiata – An epic of old Mali by D.T. Mane a literary link to African Epics and Ancient Greek Epics, Iliad and Odyssey.
- Comparative literature, South African and African, "Waiting for the Barbarians", a poem by the Alexandrian Greek poet Constantine Cavafis (1904, Egypt) and Waiting for the Barbarians by South African-born Nobel laureate J. M. Coetzee. First published in 1980. Comparative literature.
- Modern Greek poetry within a South African context: The South African diaries, poems and letters of George Seferis. How did the Greek Nobel laureate (1963) George Seferis view apartheid during his six-month visit as a diplomat in Pretoria in 1941?
- The influence of Alexander the Great (356-323 BC) on the Mali Empire and its ruler Sundiata in the 13th century, that was capitalized on in the late 1950s. etc.
- We are also busy redesigning the Latin course in order to meet the needs of law students based on the etymology and use of legal Latin terms.

### Historical Studies

The Department is engaged in an ambitious three-year programme to re-curriculate its undergraduate and honours programmes. In 2017 saw course on precolonial Africa as HIS2A and a new semester module on Historical Methodology in honours were rolled out. We also engaged in the planning of two new courses in HIS1A and HIS1B on the deep history of humanity as well as a new course, Introduction to Historical Methodology, as part of HIS3A. These will be offered in 2018. All of these new initiatives rethink assessment practices and utilises blended learning.

### Journalism, Film and Television Studies

The Department organised a Strategic Retreat where decolonising and transformation within the curriculum were not only debated, but also scrutinised. Following this, several courses have been reviewed to reflect perspectives from the global South. This is, however, ongoing work.

### Linguistics

1. In the first-year Linguistics module, we have added (since 2012) vast amounts of material that deal with African languages. E.g. where the textbook discusses the family tree of Indo-European languages, we have added information on the family tree of the Bantu language family and discuss this with students. Where phonetics is discussed, we have added material regarding the sounds specific to the South African indigenous languages (such as Zulu and Afrikaans) ... and the same for all chapters that have been taught in the past. Enriched curriculum with appropriate decolonisation material, for instance in Linguistics 1A, Linguistics 2A, Language Practice 2B and 3B. There has been an incorporation of material (book chapters and extracts specifically by South African linguists such as R. Mesthrie, R. Moeketsi, V.

Webb and Kembo-Sure) that focuses on both South African and African contexts. Examples used, and application of theory have also been strongly based on South African and African and other decolonised backgrounds.

2. In the second-year Language Practice and third-year Language Practice modules, students were given texts to translate / scenarios in which to interpret that are typically encountered in a South African context. Students work exclusively in their own language combination of choice, which involves South African languages in the vast majority of cases. Especially discussions on metaphor translation, the role of culture in translation etc. pave the way for illustrating the African perspective. Language Practice 2 and 3 focus on training students to become translators and lexicographers within the South African labour market, and they use South African-based and -developed software that are specifically designed with local languages in mind; this also helps them use their own language/s to sharpen their skills for industry.
3. In the third-year Lexicography and Terminography module, a new (2017) textbook was prescribed, written by a local author with a pertinent African and South African focus. A golden thread that runs through the textbook is the issue of African languages: their marginalised status, the problems relating to terminology development in these languages, government initiatives and programmes/projects etc. Example material is often also from/in the African languages. Students related well to this source in 2017.
4. In the Translation Theory (honours) module, information has been added on translation theories developed in non-European countries, such as China and the Arab world. Reading material by authors of non-Western backgrounds is prescribed for students, especially South African material where available. All translation theories are continuously applied to and tested against the South African setting, and examples from South African languages are given. For their assignments, students are required to apply various translation theories to practical translations in their own language combinations, mainly South African languages.

### Philosophy

- Teaching: We have a new module on African Philosophy, introduced African content into other modules, such as History of Modern Philosophy. We also have an honours/ MA course on Epistemic Injustice, an issue that is at the heart of theorising the decolonisation of knowledge; as well as a 2B Course on African and Western Perspectives on issues in epistemology and metaphysics. Philosophy 1B was transformed into a course with contents like [1] the ethical violations of colonialism and apartheid; [2] the intellectual resistance to apartheid by Fanon, Nyerere, Biko, Mandela; [3] the ideals of a just society by Marx, Rawls, Kant, Ubuntu, and the SA Constitution. Philosophy 3B [one term], was transformed into a course that argues that science is not only a recent Western phenomenon but has its roots in the hunting and gathering of ancient African San people.
- Research: Members of staff belonging to the African Centre for Epistemology and Philosophy of Science (ACEPS) have started to conduct research into interrogating the links between African Philosophy and other philosophies (for example, forthcoming special symposium in Journal of Medicine and Philosophy)
- Decoloniality and its impact on our research and teaching is a standing item on our departmental meeting agenda.

### Politics and International Relations

All colleague are asked to reflect on broadening the academic canon in their updating of study guides. The HOD then signs off on the guides. Prof Hendricks was convenor of the Senate ad hoc committee on Decolonisation, which produced the Charter.

### Psychology

- The Department hosted a colloquium on decolonisation and Psychology.
- Ms du Plessis: PSY 3C student feedback on decolonisation and implementation of student recommendations into the course where possible (see topics in study guide).
- Dr Lourens: In all modules that I teach, I have added SA relevant examples, statistics and video clips to the curriculum. I have also erased, at least in my slides, any irrelevant statistics or information that is not relevant for the SA context.



- Dr Moodley: I have integrated decolonisation as a topic of study in the master's Counselling/ Clinical Psychology programme where decolonisation is a topic within the diversity submodule. A question on decolonisation was also inserted in assignment guidelines for a semester-mark assignment for the GROUP APPROACHES module for the master's course.
- Dr Schwär: I make students directly and explicitly aware of the Western bias in the modules I teach. I try to make what I teach as relevant as possible to everyday life of every student – whether this means using politics or issues of the day to illustrate a point and to make it relevant to the SA scenario. I have also decolonised five chapters in total in two different Social Psychology books in order to make the texts more SA friendly and SA relevant.
- Professor Barnes and Anele Siswana hosted a colloquium on decolonising methodologies.

## Religion Studies

In all the undergraduate courses (1st – 3rd year) as well as honours course decolonisation features as an important topic with other relevant issues. M & D students are also encouraged to engage the decolonial approach in their research.

## Social Work

- The Department held a discussion session, sharing what each lecturer is doing in the modules they are teaching
- Started decolonisation committee in Department to spearhead working with student to explore their understandings of decolonisation and what the process of decoloniality should look like.
- Planning a decolonisation and indigenisation strategic plan for 2018-2020.
- Wrote a proposal for funding and applied for URC funds for a decolonisation project.
- Included theory on ubuntu, African feminism, African socialism, black consciousness and pan-African theory into the master's programme
- Did research with honours students on "Exploration of Students Views on the Decolonisation, Africanisation and Indigenisation of Community Development Education and Practice".

## Sociology

Desai, A. Decolonising Liberation History: The South African Gandhi – Sociology and Development Studies Seminar, UJ

Desai, A. Decolonising the Curriculum, Liberating the Imagination – paper given Raymond Uren Memorial Lecture, hosted by NMMU.

Desai, A. Paper given on #FeesMustFall and Decolonisation of the Curriculum – Wordfest, National Arts Festival.

Desai, A. Shakespeare and the struggle to decolonise the curriculum – Essence Articulate Festival, ICC, eThekweni.

Khunou, G. Attended a course on Decolonisation Feminism for the Honours Gender Family and the Workplace course

Rugunanan, P. Introduction of authors from Global South into first-year teaching.

Uys, T. Introduction of authors from Global South into second year and honours clinical sociology teaching.

## Strategic Communication

The Department of Strategic Communication views decolonisation as a philosophy that guides our education and practice rather than a series of initiatives. To us, the principle of contrapuntal pedagogy underlies our teaching and learning philosophy. In addition to assigning value, a curriculum also determines the academic formation of a new generation of practitioners through contrapuntal pedagogy that brings the knowledge of the marginalised to bear on our teaching and practice. Such an approach will foster the development of future practitioners whose morality is based on their own beliefs and values and decision-making skills and will provide a departure from historic PR and Communication curriculums that have been focused on instilling specific values in the future practitioners. Instead of adopting an additive approach that merely extends existing curriculums, this approach adopts values as the basis for determining what is deemed important and valuable, and what is not. This process may also include recognising cultural and scientific knowledge of previously devalued groups of people. Wang (2014) argues that recent critique of Euro-American centrism in communication theories has underscored the urgency to re-examine

the way cultural differences are valued in academic discourse. In our own context, recent decolonisation debates post #FeesMustFall have further underscored this need in the African context. A trans-disciplinary orientation in knowledge production, education and institutions aim to overcome the disconnect between knowledge production and its contribution to society, so that complex problems that defy solution can become occasions for creating new forms of knowledge and social action through broad based involvement in knowledge generation and dissemination. The value-based approach to education offers a possible solution and a fresh approach to formulating a Strategic Communication curriculum that speaks to these challenges. This awareness is not recent in our departmental context. The creation of the only Department of Strategic Communication in Africa in 2009 initiated the incorporation of a multi-paradigmatic, polyphonic and poly-contextual approach to disciplinary knowledge sharing and creation and curricularisation. We therefore find ourselves in a fortunate position where our teaching and learning philosophy has remained responsive by continuously assigning value to that which is now deemed valuable in the current context. This is evident not only in the curricular content of our courses but is also reflected in how our students are engaged in knowledge creation and sharing through social action and problem solving in a broad range of community-based projects and internships, where they learn through experience to enact their future roles as cultural intermediaries. In our view decolonisation represents a move away from a content-driven approach to strategic communication education, which is built on historic continuity and a strong culture of practice, towards rethinking the theories and approaches that underlie the framing of existing curriculums, and by emphasising the role of collaborative deliberation and practical knowledge generated through processes of social innovation and deliberation.

- In PPR 3003 as well as other theory modules local scholars are prescribed reading. Preparing students to be work ready during the second semester of the third year is a key focus and addressed through workshops, which include Public Relations Practitioner roles in SA context, experiential and reflective learning as a pedagogy and e-portfolios as assessment method.
- Community initiatives: Aligning with NGOs/community partners in the community.
- Stronger use of online technology/blended learning: Creation/submission of digital portfolios and the use of free online platforms to complete assignments
- Flipped classroom: Use of Blackboard collaborate, weekly reflective sessions and class debates/discussions.
- Projects have been engineered to include knowledges of previously ignored communities.
- Mrs R Hattingh presented a paper at SACOMM 2017, titled, "Students as conversations: using purpose as an engagement strategy for applied pedagogy in a post-colonial and post-truth context".
- Mr RSV Mabada collaborated with the applied communication lecturer Simba Yafele on piloting and introducing translanguaging on Communication management 1, first year Public relations and communication students. Participated in the inaugural "psychology decolonization colloquium" hosted by PsyCaD and the Department of Psychology.
- Getting students to familiarise themselves with branding initiatives and viral campaigns from South Africa and surrounding countries. Understand the demographic profiles of the target audience and the South African motivations behind these initiatives.
- Students were required to get involved in mini community projects: Finding small local vendors and assisting them with building better brand profiles for themselves.
- Making use of a "flipped classroom approach" to familiarise ourselves with teaching the way that students are most likely to learn.
- Teaching post-colonial theories and approaches to branding.
- Students seek their own cause-related community organisations for which they write and execute a digital and traditional media campaign to solve local problems.
- Blended learning using Blackboard Collaborate to flip classes and make recorded lectures available.
- Assessments in the form of videos, role-play, class group presentations and using Google Drive to collaborate on assignments, thereby reducing costs involved in getting transport for groups to work on group assignments.
- Prescribing texts from the Global South and local authors alongside international authors.
- Inviting guest lecturers.

# Appendix 3: Fundraising

Staff member	Nature of contract work	Contracted parties	Co-workers	Funder	Amount received
Ruth Stewart	Programme grant to provide the secretariat to the Africa Evidence Network	Main grant to ACE, UJ	Siziwe Ngcwabe Precious Motha Natalie Tannous Laurenz Langer Sunet Jordaan	William and Flora Hewlett Foundation	\$545 000 USD (R6 926 950ZAR)
Yvonne Erasmus Laurenz Langer Ruth Stewart	Externally funded research grant	Main grant to ACE, UJ  Subcontract to: School of Health Sciences, Makerere University  Subcontract to: EPPI-Centre, University, College London  Subcontract to: Southern African Policy Research Insights	Carina van Rooyen Natalie Tannous Mary Opondo Charity Chisoro Zafeer Ravat Promise Nduku Desyree Lotter	The UK's Natural Environment Research Council (NERC)	£175 000 (R2 800 000)
Yvonne Erasmus Laurenz Langer Ruth Stewart	Externally funded research grant	Main grant to ACE, UJ  Subcontract to: EPPI-Centre, University, College London	Natalie Tannous Mary Opondo Charity Chisoro Zafeer Ravat Promise Nduku	The UK's Department for International Development (DFID)	£70 000 (R1 120 000)
Ruth Stewart Laurenz Langer	Externally funded research grant	Main grant to ACE, UJ	Promise Nduku	SA's Department for Planning, Monitoring and Evaluation	R99 000
Laurenz Langer	Externally funded research grant	Main grant to Oxford University  Subcontract to: ACE, UJ	Ruth Stewart	Oxford University, UK	£50 000 (R800 000)
Laurenz Langer	Externally funded research grant	Main grant to ACE, UJ	Natalie Tannous Zafeer Ravat	International Initiative for Impact Evaluation	\$23 955 USD (R287 460)
Ruth Stewart	Externally funded research grant	Main grant to ACE, UJ	Yvonne Erasmus	Netherlands Organisation for Scientific Research	12 060 euros (R168 840)



Ruth Stewart Sunet Jordaan	Training contract	Main grant to ACE, UJ	Sunet Jordaan	UNISA	R20 000
Sunet Jordaan Carina van Rooyen	Training contract	Main grant to ACE, UJ	Laurenz Langer	CSIR	R20 000
Ruth Stewart	Training contract	Main grant to ACE, UJ	-	University of Cape Town	R12 500
Ruth Stewart	Training contract	Main grant to ACE, UJ Subcontract to Makerere University, Uganda	Laurenz Langer	African Institute for Development Policy (AFIDEP)	R60 000
Carina van Rooyen Sunet Jordaan Ruth Stewart	Expenses grant for a writing and mentoring workshop for post-grads struggling to finish their theses	Main grant to ACE, UJ	-	Faculty of Humanities	R42 000

Afrikaans					
Terminologie van het Tolken	The translation and localisation of Terminologie van het Tolken into four South African languages	Pienaar, M.	South African Academy for Arts and Science	R120 000	
Centre for Anthropological Research					
Publication Incentives for UJ	Centre for Anthropological Research	Lombard, M.	Department of Higher Education	R794 000	
From Australopithecus to Homo in South Africa	Reconstructing the transition from Australopithecus to Homo in South Africa	Herries, A.	Australian Research Council	R1 093 000	
Palaeo-TrACKS	Tracing Ancient Cognition and Knowledge Systems through the Stone Age/Palaeolithic	Lombard, M.	NRF/African Origins Platform	R1 040 000	
Rated Researcher Incentive	Tracing Ancient Cognition and Knowledge Systems through the Stone Age/Palaeolithic	Lombard, M.	NRF	R80 000	
Centre for Social Change					
Protest and Transformation	Human and Social Sciences Development	Peter Alexander	NRF	R2 540 000	

1917 Centenary Festival	Festival with various activities, including 35 panels. Attended by about 800 people. Backed by a wide range of organisations.	Peter Alexander	Rosa Luxemburg Foundation, Johannesburg City Council, National Union of Metalworkers and other organisations	About R330 000
<b>Centre for Social Development in Africa</b>				
Std Bank evaluation	An evaluation of Corporate Social Investment funded education programmes	Jackie Moodley	Standard Bank SA	R877 192.98
Siyakha Youth Assets	Interventions to address youth unemployment	Lauren Graham and Leila Patel	Ford Foundation	R204 243.77
Siyakha Youth Assets	Interventions to address youth unemployment	Lauren Graham and Leila Patel	University of Glasgow	270 579.62
Siyakha Youth Assets	Interventions to address youth unemployment	Lauren Graham and Leila Patel	Government Technical Advisory Centre/ Jobs Fund	R 729 630.00
Sihlengimizi – We Care for Families	Sihlengimizi implementation and evaluation	Leila Patel and Tessa Hochfeld	Department of Planning, Monitoring and Evaluation	R52 496.33
UNRISD New directions in Social Policy	Cross-country study on new directions in social policy	Leila Patel and Sophie Plagerson	United Nations Office at Geneva	R170 997.66
Bursary	Bursary for students	Leila Patel	Trevor Peters	R390 000.00
Sihlengimizi – We Care for Families	Sihlengimizi implementation and evaluation	Leila Patel and Tessa Hochfeld	University of Chicago	R114 369.66
Sihlengimizi – We Care for Families	Sihlengimizi implementation and evaluation	Leila Patel and Tessa Hochfeld	City of Johannesburg	R871 090.39
Youth in Transition	Post CSG situational analysis	Lauren Graham	Department of Social Development	R438 449.00
In-school nutrition	Towards breakfast in all schools – dialogue	Lauren Graham	Tiger Brands Foundation	R33 062.50
South African Research Chair in Welfare and Social Development		Leila Patel	NRF	R2 412 000.00

Historical Studies				
New Histories of South African Christianity	Research into new histories of South African Christianity	N. Erlank	British Academy	GBP10 000
Opioids and Harm Reduction in South Africa: Growing Multidisciplinary Conversation	The recent epidemic of opioid addiction and overdose deaths in many industrial nations has been attributed to the pharmaceutical production of new opioid medicines, and to rising uses and re-purposing of opioid substances (such as heroin). In South Africa, scholarly research to address these issues locally, and with the participation of civil society, municipal governments, police and medicine, has tended to operate in distinct domains of discourse and practice. How can humanities disciplinary researchers collaborate to assist in the formation of best practices and policies? What gaps of knowledge - about South African history, local cultural knowledge, etc - should be targeted and addressed? How can we grow this field of inquiry?	Thembisa Waetjen	NRF	R61 790.00



Drug Regimes in Southern Africa: Consumption and Regulation in 20th c Contexts'	<p>Since the early twentieth century especially, accelerating flows of people, capital, knowledge and chemicals have deepened the entanglements of African communities of consumption in global networks of legal and illicit drug production, consumption, flow, profit and risk. In southern Africa today, the ability to provide access to effective and affordable pharmaceutical medicaments – analgesics, antibiotics, anti-retroviral medicines, hormones, and vaccines, amongst others – is imperative to the successes of health-care systems and interventions. Unregulated supplements, stimulants, tonics and other commodities play a major role in the daily self-care practices and expenditures of millions. Moreover, while provision and procurement of medicines for much of this region has been determined historically by racialised and gendered ideas of the 'deserving health citizen', diversionary uses, adaptations and repurposing of medicines have also flourished as part of subversive, illegal and private economies of health-seeking, leisure and intimacy. Workshop papers aim shed light on these dynamics, to broaden and deepen a twentieth context for understanding contemporary and more thoroughly researched topics such as, for instance, HIV/AIDS.</p>	Thembisa Waetjen	Wellcome Trust	R78 200.00
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Philosophy				
T. Metz	NRF Incentive Funds		NRF	R100 000
Psychology				
Developing a South African model of Neuropsychological Rehabilitation after Acquired Brain Injury	PhD	N Joosub	NRF Thuthuka	R52 000
Psychotherapy Process	Exploration of processes in psychoanalytic psychotherapy	ZG Knight (no other members)	NRF Rated Scientist funding	R40 000
Social Work				
Adolescent gender attitudes	To consider adolescent gender attitudes, experiences and exposure	S Rasool	NRF	R300 000
ASSASWEI conference	Organise conference	A van Breda		R650 000

# Appendix 4: Agreements and partnerships

## Africa Centre for Evidence

Carina van Rooyen has played a key part in a DHET-funded project on the use of personal mobile devices for learning at university, with five universities (UCT, Free State, Sol Plaatje, Wits and UJ).

Carina van Rooyen is part of a collaborative research project between four universities (UJ, UFS, UCT, UP), funded by the Carnegie Corporation for \$200 000, on learning for student success in SA universities during #FeesMustFall.

Carina van Rooyen is part of collaborative research with Karen Nortje of the CSIR on changing climate and water in Leeuwnfontein.

Carina van Rooyen is part of SOTL@UJ (Scholarship on Teaching and Learning at UJ) project with Prof Brenda Leibowitz, UJ Chair on Teaching and Learning.

Ruth Stewart served on the advisory group for Prof Leila Patel's systematic overview of youth unemployment project, based in CSDA.

ACE has a considerable number of collaborations with international institutions, the details of which are reported throughout this report. Indeed, through our growth and development of the Africa Evidence Network, we have literally hundreds of relationships with individuals and organisations in over 40 countries. Below we summarise our key partnerships, providing more detail on those not already covered elsewhere in this report.

- As mentioned elsewhere, we have a partnership with Makerere University, Uganda including a number of research contracts reflecting collaborations on externally funded projects, visits to one another's universities and joint publications in preparation. An MOU between our institutions is being prepared.
- As mentioned elsewhere, we have a partnership with McMaster University in Canada, including a number of exchange visits for interns, collaboration on projects, and sitting on one another's advisory groups. An MOU between our institutions is being prepared.
- As mentioned elsewhere, we have a partnership with University College London, including a number of research contracts on externally funded projects, visits to one another's universities and joint publications.
- We also have a partnership with the UK's University of Oxford Department of Education, to which we advise and collaborate on the production of research synthesis. This partnership has been in existence since 2015 including four different projects:



- o 2018 (ongoing): Building an evidence network on technology-enhanced community health worker training in low and middle-income countries (£70,000 funded by Oxford University GCRF office).
- o 2016-17 (complete): Production of two evidence maps on various aspects of mHealth care practice and policy-making (£50 000 funded by the John Fell Fund, University of Oxford).
  - Output 1: Academic article in PLOSOne: Physical, psychological, sexual and systemic abuse of children with disabilities in East Africa: Mapping the evidence
  - Output 2: Academic article in BMJ Open (in press): A scoping review assessing the evidence used to support the adoption of mobile health (mHealth) technologies for the education and training of community health workers (CHWs) in low- and middle-income countries
- o 2015 (complete): Overview and analysis of digital education policy models in Europe (Euro 70 000 funded by the European Commission). Production of an evidence review of the commonalities, differences, and effects of digital education policy models in Europe.
  - Output: EU Commission project report and launch: Overview and Analysis of Policy Models for the Integration and Innovative Use of Digital Technologies in Education and Training (DigEduPol)
- Partnership with the International Initiative for Impact Evaluation (3ie) on systematic reviews. We consult, advise, and collaborate with 3ie on systematic reviews of development interventions including three projects:
  - o Incentives for climate mitigation in the land use sector: A mixed-methods systematic review of the effectiveness of payment for environmental services (PES) on environmental and socio-economic outcomes in low- and middle-income countries
  - o Effects of Certification Systems for Agricultural Commodity Production on Socio-economic Outcomes in Low- and Middle-Income Countries
    - Output: Systematic Review published by the Campbell Collaboration
  - o What are the impacts of agricultural input subsidies on productivity, farm incomes, consumer welfare and wider growth in Low- and Middle-Income countries
    - Output: Systematic Review published by the Campbell Collaboration
- Partnership with the Campbell Collaboration International Development Group: Our staff serve in editorial capacity at the Campbell Collaboration International Development Group overseeing the production and quality assurance of systematic reviews in international development and their methodological development.
- Partnership with the Alliance for Useful Evidence (A4UE) on the 'Science of Using Science': We collaborate with A4UE on the Science of Using Science project. The project has entailed the following components:
  - o Joint trainings and seminars on building capacity to use evidence a systematic review of what works to increase the use of evidence
    - Output: Four training workshops hosted including at the OECD, William T Grant Foundation, and the European Commission.
  - o A systematic review of what works to increase the use of research evidence in decision making
    - Output: Systematic Review published by UCL and A4UE
  - o Launch conference for the systematic review.

- Partnership with Oxford Policy Management (OPM) on Evidence Use: We have advised OPM on the establishment of their research uptake unit at their head office in Oxford since 2016. This has included:
  - o Biannual training and advisory services to research uptake unit.
- Partnership with Oxfam's programme of evidence synthesis in the humanitarian sector. We have supported Oxfam in the establishment of their evidence synthesis in the humanitarian sector portfolio of work. This has included:
  - o Support to Oxfam's technical team in the commissioning, oversight, and publication of six evidence syntheses on the effects of humanitarian interventions.

African Languages								
Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
Z Mtumane	The attitude of the spouse of a minister of religion as illustrated in PT Mtuze's Indlel'ecand'-intlango	Z Mtumane		June 2017	Sept 2017			Published in Ponte Multidisciplinary Journal of Science and Research, Vo. 73 (9)
Z Mtumane	The undermining of young ministers of religion as illustrated in PT Mtuze's Indlel'ecand'-intlango	Z Mtumane		Sept 2017	Nov 2017			Published in Ponte Multidisciplinary Journal of Science and Research, Vol. 73 (11)
Z Mtumane	The practice of ubuntu with regard to amaMfengu among amaXhosa as depicted in SEK Mqhayi's Ityala Lamawele	Z Mtumane		July 2017	Nov 2017			Published in International Journal of African Renaissance Studies, Vol. 12 (2)

Z Mtumane	Competing over ministers of religion as illustrated in PT Mtuze's Indlel'ecand'-intlango	Z Mtumane	Mr EDM Sibiya	March 2017	Aug2 017			Presented at the 5th International Conference on Literature, Humanities, Education, Business, and Corporate Social Responsibilities (LHEBC-17) in Mercury Pattaya Ocean Resort (Thailand), which was organised by the International Association of Humanities and Management. Subsequently published as a conference proceeding.  To complete the doctoral degree.
T Madingiza R Mokgathi	DBZ Ntulli's Festchrift The naming of security companies in South Africa from the Northern Sotho perspective	Prof CN Ntuli	Mr EDM Sibiya	2015 2014	2018 2018			

#### Afrikaans

Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
M Pienaar	The translation and localisation of Terminologie van het Tolken into four South African languages.	M Pienaar	E Cornelius	Dec 2016	April 2018	South African Academy for Arts and Science	R120 000.00	Two published articles One conference paper Publication of dictionary
CJ Conradie	Afrikaans Linguistics			2016	2021	NRF	R40 000	Conference papers and articles in journals
DC Lawrence	Hoekom kies leerders in Soweto Afrikaans?	Pienaar, M (prof)	Pienaar, M (prof) Oosthuizen A (dr)	Jan 2015	March 2017	n/a	n/a	Article to be submitted in April 2017

#### Applied Communicative Skills

Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
MR Pather	Collaborative learning	Pather	Prof BG Grobler	Jan 2018	Dec 2018	DHET Grant	R40 000	Successfully completed and published
MR Pather	Language as a barrier to Communication	M R Pather	Prof B G Grobler	Jan 2018	Dec 2018	DHET Grant	R30 000	Successfully completed and published



R Nayagar	Learners experiences of learning English							In progress
R Ramhurry	Mentorship Practices in Higher Education			Jan 2017	2019			
S Yafele	Progressive Reading Comprehension Trajectories among English as an Additional Language first-year Strategic Communication and Public Relations students in a South African University	S Yafele	Mr Roberto Mabunda (PR)	1 Aug 2017	29 Sept 2017	None	n/a	To improve and enhance comprehension reading of academic texts at university level.

Centre for Anthropological Research								
Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
S Baker (720028773) UJ/DHE pts:	From Australopithecus to Homo in South Africa	Herries, A. (Ia Trobe Uni, Australia, QS=360)	Adams, J. (Monash Uni, Australia, QS=60),  Joannes-Boyau, R. (Southern Cross Uni, Australia, QS=801-1000),  Armstrong, B., Blackwood, A.  Penzo-Kajewski, P.,  (Ia Trobe Uni, Australia, QS=360),  Baker, S.,  Boschian, G. (Uni of Pisa, Italy, QS=421-430),  Caruana, M. (Uni of the Witwatersrand, RSA, QS=364),  Murszewski, A. (The Uni of Western Australia, Australia, QS=93).	2012	2021	Australian Research Council	R11 280 000.00 for duration of project	1. Accepted: Herries, A., Adams, J., Joannes-Boyau, R., Armstrong, B., Baker, S., Blackwood, A., Boshian, G., Caruana, M., Penzo-Kajewski, P., Murszewski, A. & Menter, C. In press, Intergrating palaeocaves into palaeolandscapes: Age estimates for the Drimolen hominin bearing palaeocave system and an analysis of cave levels and karstification history across the Gauteng Malmani dolomite, South Africa. Quaternary Science Reviews. Journal impact factor = 4.8

M Lombard (720024826) UJ/DHE pts:	Geno-TrACKS (Ancient DNA) & Uppsala Jakobsson and Schlebusch Laboratories	Co-lead Jakobsson, M. (Uppsala Uni, Sweden, QS=112)  Lombard, M.  Schlebusch, C. (Uppsala Uni, Sweden, QS=112)	Malmström, H., Günther, T., Sjödin, P., Coutinho, A., Edlund, H., Munters, A.R., & Vicente, M. (Uppsala Uni, Sweden, QS=112)  Steyn, M. & Soodyall, H. (Wits, SA, QS=364)	2012	2031	Knut and Alice Wallenberg Foundation Swedish Research Council Göran Gustafsson Foundation Wenner- Gren Foundation African Origins Platform/ NRF	>R20 000 000.00 per annum	<ol style="list-style-type: none"> <li>1. Published: Schlebusch, C.M., Malmström, H., Günther, T., Sjödin, P., Coutinho, A., Edlund, H., Munters, A.R., Vicente, M., Steyn, M., Soodyall, H., Lombard, M., Jakobsson, M. Southern African ancient genomes estimate modern human divergence to 350 000 to 260 000 years ago. Science 358: 652-655. DOI: 10.1126/science.aao6266 Journal impact factor = 37.2</li> <li>2. Accepted: Lombard, M., Jakobsson, M. &amp; Schlebusch, C. Ancient human DNA: How the sequencing of the genome of a boy from Ballito Bay changed human history. South African Journal of Science. Journal impact factor = 1.0</li> </ol>
M Lombard (720024826)	Micro-TrACKS (Lithics Project)	Lombard, M.	Bam, L.C., De Beer, F (South African Nuclear Energy Corporation, QS=not listed)  Pargeter, J. (Stony Brook Uni, USA, QS=382)	2016	2031	African Origins/NRF	AOP for 2017 was R1 040 000.00	<ol style="list-style-type: none"> <li>1. Published, backdated 2017: Pargeter, J. Bam, L.C., De Beer, F &amp; Lombard, M. X-Ray Tomography as a tool for identifying prehistoric arrows. South African Archaeological Bulletin. Journal impact factor = 0.8</li> </ol>

M Lombard (720024826)	Micro-TrACKS (Poison Project)	Lombard, M.	Bradfield, J. & Wadley, L. (Wits, SA, QS=364)  Maharaj, V., Koot, D., & Wooding, M. (Uni Pretoria, SA, QS501-550)  Prinsloo, L. Uni Wollongong, QS=232)				AOP for 2017 was R1 040 000.00	1. Published: Wooding, M., Bradfield, J., Maharaj, V., Koot, D. Wadley, L., Prinsloo, L. & Lombard, M. 2017. Report on biochemical detection methods of some plant-based arrow poisons used by San hunter- gatherers from southern Africa. South African Journal of Science 2017 Art # 2016-0210, DOI 10.17159/ sajs. Journal impact factor = 1.0
M Lombard (720024826)	Mind-TrACKS (Causal Cognition)	Lombard, M.	Gärdenfors, P (Lund Uni, Sweden, QS=78)	2016	2031	African Origins/NRF  Swedish Research Council	AOP for 2017 was R1 040 000.00	1. Published: Lombard, M. & Gärdenfors, P. 2017. Tracking the evolution of causal thinking in humans. Journal of Anthropological Sciences 95: 1-19. DOI 10.4436/jass.95006 : <a href="http://www.isita-org.com/jass/Contents/2017vol95/Lombard/Lombard.pdf">http:// www.isita-org.com/jass/ Contents/2017vol95/ Lombard/Lombard.pdf</a> . Journal impact factor = 4  2. Accepted: Gärdenfors, P. & Lombard, M. Causal cognition, force dynamics and early hunting technologies. Frontiers in Psychology. Journal impact factor = 2.3
M Lombard (720024826)	TrACKS on the Veld (Still Bay/ MSA Project)	Lombard, M.	Högberg, A. (Linnaeus Uni, Sweden, QS=not listed)	2016	2031	African Origins/NRF  Swedish Research Council	AOP for 2017 was R1 040 000.00	1. Accepted: Lombard, M. & Högberg, A. The Still Bay points of Apollo 11 Rock Shelter, Namibia: an inter-regional perspective. Azania: Archaeological Research in Africa Journal impact factor = 0.8



M Lombard (720024826)	TrACKS on the Veld (Stone Age Pastoralism)	Lombard, M.	Parsons, I. (UNISA, SA, QS=not listed)	2016	2031	African Origins/NRF	AOP for 2017 was R1 040 000.00	1. Published: Parsons, I. & Lombard, M. 2017. The power of women in dairying communities of eastern and southern Africa. Azania: Archaeological Research in Africa 52:33-48, DOI: 10.1080/0067270X.2016.1249589 Journal impact factor = 0.8
M Lombard (720024826)	TrACKS on the Veld (Field Work & Excavations)	Lombard, M.	Parsons, I. (UNISA, SA, QS=not listed) Van der Walt, J., Veldman, A. (UJ Students)	2016	2031	African Origins/NRF	AOP for 2017 was R1 040 000.00	1. Published: Veldman, A. Parsons, I. & Lombard, M. 2017. Kuidas Spring 1, Namibia: first impressions of the last 2300 years. South African Archaeological Bulletin 72 (205): 60-70. Journal impact factor = 0.8 2. Accepted: Van der Walt, J. & Lombard, M. 'Desert kites' of the Kalahari Basin near Keimoes in South Africa. Antiquity. Journal impact factor = 1.5
M Lombard (720024826)	Expert cognition in Human Evolution	Wynn, T. (Uni Colorado, USA; QS=182)	Coolidge, F. (Uni Colorado, USA; QS=182) Haidle, M. (Heidelberg Academy of Sciences, Germany; QS=not listed)	2015	2017	African Origins/NRF	AOP for 2017 was R1 040 000.00	1. Published: Wynn, T., Haidle, M., Lombard, M. & Coolidge, F. The Expert Cognition Model in human evolutionary studies. In: Wynn, T. & Coolidge F. (eds) Formal Cognitive Models in Paleolithic Archaeology: 21-44. Oxford: Oxford University Press.

M Lombard (720024826)	Toys and innovation in human evolution	Riede, F. (Aarhus Uni, Denmark, QS=119)	Högberg, A. (Linnaeus Uni, Sweden, QS=not listed)  Johannsen, N. (Aarhus Uni, Denmark, QS=119)  Nowell, A. (Uni Victoria, Canada, QS=346)	2015	2017	Danish Agency for Science, Technology, and Innovation;  African Origins/NRF;  Swedish Research Council	AOP for 2017 was R1 040 000.00	1. Accepted: Riede, F., Johannsen, N. Högberg, A., Nowell, A. & Lombard, M. The role of play objects and object play in human cognitive evolution and innovation. <i>Evolutionary Anthropology</i> . Journal impact factor = 37
C Menter	From Australopithecus to Homo in South Africa	Herries, A. (la Trobe Uni, Australia, QS=360)	Armstrong, B.J., Blackwood, A.F., Penzo-Kajewski, P. (la Trobe Uni, Australia, QS=360),  Adams, J. (Monash Uni, Australia, QS=60),  Joannes-Boyau, R. (Southern Cross Uni, Australia, QS=801-1000),  Baker, S.,  Boschian, G. (Uni of Pisa, Italy, QS=421-430),  Caruana, M. (Uni of the Witwatersrand, RSA, QS=364),  Murszewski, A. (The Uni of Western Australia, Australia, QS=93).	2012	2021	Australian Research Council	R11 280 000.00 for duration of project	1. Accepted: Armstrong, B.J., Blackwood, A.F., Penzo-Kajewski, P., Menter, C.G. & Herries, A.I.R. In press. Terrestrial laser scanning and photogrammetry techniques for documenting fossil-bearing palaeokarst with an example from the Drimolen Palaeocave System, South Africa. <i>Archaeological Prospection</i> . 2017: 1-14; <a href="https://doi.org/10.1002/arp.1580">https://doi.org/10.1002/arp.1580</a> . Journal impact factor = 0.9  2. Accepted: Herries, A., Adams, J., Joannes-Boyau, R., Armstrong, B., Baker, S., Blackwood, A., Boschian, G., Caruana, M., Penzo-Kajewski, P., Murszewski, A. & Menter, C. In press, Integrating palaeocaves into palaeolandscapes: Age estimates for the Drimolen hominin bearing palaeocave system and an analysis of cave levels and karstification history across the Gauteng Malmani dolomite, South Africa. <i>Quaternary Science Reviews</i> . Journal impact factor = 4.8

Student	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
J Van der Walt (216091113)	TrACKS on the Veld (Field Work & Excavations)	Lombard, M.		2016	2031	African Origins/NRF	AOP for 2017 was R1 040 000.00	1. Accepted: Van der Walt, J. & Lombard, M. 'Desert kites' of the Kalahari Basin near Keimoes in South Africa Antiquity. Journal impact factor = 1.5
A Veldman (201370060)	TrACKS on the Veld (Field Work & Excavations)	Lombard, M.	Parsons, I. (UNISA, SA, QS=not listed)	2016	2031	African Origins/NRF	AOP for 2017 was R1 040 000.00	1. Published: Veldman, A. Parsons, I. & Lombard, M. 2017. Kuidas Spring 1, Namibia: first impressions of the last 2300 years. South African Archaeological Bulletin 72 (205): 60-70. Journal impact factor = 0.8

Associate	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
J Adams (#??, Monash Uni, Australia, QS=60)	From Australopithecus to Homo in South Africa	Herries, A. (la Trobe Uni, Australia, QS=360)	<p>Sénégas, F.L. (French National Centre for Scientific Research, France, QS=not listed),</p> <p>Kegley, A.D.T. (Grand Valley State Uni, USA, QS=not listed),</p> <p>Joannes-Boyau, R. (Southern Cross Uni, Australia, QS=801-1000),</p> <p>Armstrong, B., Blackwood, A., Penzo-Kajewski, P. (la Trobe Uni, Australia, QS=360),</p> <p>Baker, S.,</p> <p>Boschian, G. (Uni of Pisa, Italy, QS=421-430),</p> <p>Caruana, M. (Uni of the Witwatersrand, RSA, QS=364),</p> <p>Murszewski, A. (The Uni of Western Australia, Australia, QS=93),</p> <p>Menter, C.</p>	2012	2021	Australian Research Council	R11 280 000.00 for duration of project	<p>1. Accepted: Herries, A., Adams, J., Joannes-Boyau, R., Armstrong, B., Baker, S., Blackwood, A., Boschian, G., Caruana, M., Penzo-Kajewski, P., Murszewski, A. &amp; Menter, C. In press, Integrating palaeocaves into palaeolandscapes: Age estimates for the Drimolen hominin bearing palaeocave system and an analysis of cave levels and karstification history across the Gauteng Malmani dolomite, South Africa. Quaternary Science Reviews.</p> <p>Journal impact factor = 4.8</p> <p>2. Accepted: Adams, J.W., Sénégas, F.L., Kegley, A.D.T., Herries, A.I.R. In press. Beyond Bloubaan: early Pleistocene paleoecology of the Gondolin hominin site, South Africa. In Reynolds and Bobe (Eds) African Palaeoecology Volume. Cambridge University Press. In Press.</p>



M Caruana (720042014, Wits, SA, QS=364)	From Australopith- ecus to Homo in South Africa	Herries, A. (Ia Trobe Uni, Australia, QS=360)	Adams, J. (Monash Uni, Australia, QS=60),  Joannes-Boyau, R. (Southern Cross Uni, Australia, QS=801-1000),  Armstrong, B., Blackwood, A.,  Penzo-Kajewski, P.,  Spry, C.,  Stammers, R. (Ia Trobe Uni, Australia, QS=360),  Baker, S.,  Boschian, G. (Uni of Pisa, Italy, QS=421-430),  Caruana, M. (Uni of the Witwatersrand, RSA, QS=364),  Murszewski, A. (The Uni of Western Australia, Australia, QS=93).	2012	2021	Australian Research Council	R11 280 000.00 for duration of project	<ol style="list-style-type: none"> <li>1. Accepted: Herries, A., Adams, J., Joannes-Boyau, R., Armstrong, B., Baker, S., Blackwood, A., Boshian, G., Caruana, M., Penzo-Kajewski, P., Murszewski, A. &amp; Menter, C. In press, Integrating palaeocaves into palaeolandscapes: Age estimates for the Drimolen hominin bearing palaeocave system and an analysis of cave levels and karstification history across the Gauteng Malmani dolomite, South Africa. Quaternary Science Reviews. Journal impact factor = 4.8</li> <li>2. Published, backdated 2017: Stammers, R., Herries, A.I.R., Spry, C., Armstrong, B., Caruana, M. 2017. Holocene LSA Archaeology from Equus Cave, Buxton-Norlim Limeworks, South Africa: an analysis of the bone tool assemblage. South African Archaeological Bulletin. 72 (206). Journal impact factor = 0.8</li> </ol>
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G Dusseldorp	Maritime History of South Africa	V. Maitland, J. Sharfman	Kinahan, J., Parkington, J.	2015	2018			<ol style="list-style-type: none"> <li>1. Dusseldorp, G.L., Kinahan, J., Parkington, J. In press: Chapter 4: Stone Age Overview, in V. Maitland, J. Sharfman (eds.), Maritime History of South Africa.</li> <li>2. Dusseldorp, G.L., Parkington, J., In press: Chapter 5: Stone Ages, in V. Maitland, J. Sharfman (eds.), Maritime History of South Africa.</li> <li>3. Maitland, V., Sharfman, J., Dusseldorp, G. in press: Chapter 1: Archaeology, history and heritage, in V. Maitland, J. Sharfman (eds.), Maritime History of South Africa.</li> <li>4. Parkington, J., Dusseldorp, G.L. Kinahan, J., in press: Chapter 6: Stone Age Lifeways: Digging Deeper, in V. Maitland, J. Sharfman (eds.), Maritime History of South Africa.</li> </ol>
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A Herries (720039824; La Trobe Uni, Australia, QS=360)	From Australopith- ecus to Homo in South Africa	Herries, A. (la Trobe Uni, Australia, QS=360)	Armstrong, B., Blackwood, A., Edwards, T., Penzo-Kajewski, P., Spry, C., Stammers, R., (la Trobe Uni, Australia, QS=360),  Barron, A., Denham, T., Grono, E., Prossor, L., Senden, T., Troitzsch, U., Turner, M., (Australian National University, Australia, QS=20),  Brink, F.J. (National Museum, RSA, QS= not listed),  Adams, J. (Monash Uni, Australia, QS=60),  Sénégas, F.L. (French National Centre for Scientific Research, France, QS=not listed),  Kegley, A.D.T. (Grand Valley State Uni, USA, QS=not listed),	2012	2021	Australian Research Council	R11 280 000.00 for duration of project	5. Published: Edwards, T., Grono, E., Herries, A.I.R., Brink, F.J., Troitzsch, U., Senden, T., Turner, M., Barron, A., Prossor, L., Denham, T., 2017. Visualising scales of process: Multi- scalar geoarchaeological investigations of microstratigraphy and diagenesis at hominin bearing sites in South African karst. Journal of Archaeological Science 83: 1-11. Journal impact factor = 2.6  6. Accepted: Herries, A., Adams, J., Joannes-Boyau, R., Armstrong, B., Baker, S., Blackwood, A., Boshian, G., Caruana, M., Penzo- Kajewski, P., Murszewski, A. & Menter, C. In press, Integrating palaeocaves into palaeolandscapes: Age estimates for the Drimolen hominin bearing palaeocave system and an analysis of cave levels and karstification history across the Gauteng Malmani dolomite, South Africa. Quaternary Science Reviews. Journal impact factor = 4.8
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			<p>Joannes-Boyau, R. (Southern Cross Uni, Australia, QS=801-1000),</p> <p>Baker, S.,</p> <p>Boschian, G. (Uni of Pisa, Italy, QS=421-430),</p> <p>Caruana, M. (Uni of the Witwatersrand, RSA, QS=364),</p> <p>Murszewski, A. (The Uni of Western Australia, Australia, QS=93),</p> <p>Menter, C. (independent).</p>				<p>7. Published, backdated 2017: Stammers, R., Herries, A.I.R., Spry, C., Armstrong, B., Caruana, M. 2017. Holocene LSA Archaeology from Equus Cave, Buxton-Norlim Limeworks, South Africa: an analysis of the bone tool assemblage. South African Archaeological Bulletin. 72 (206). Journal impact factor = 0.8</p> <p>8. Accepted: Adams, J.W., Sénagás, F.L., Kegley, A.D.T., Herries, A.I.R. In press. Beyond Bloubaank: early Pleistocene paleoecology of the Gondolin hominin site, South Africa. In Reynolds and Bobe (Eds) African Palaeoecology Volume. Cambridge University Press. In Press.</p>
A Högberg (720044396; Linnaeus Uni, Sweden, QS=not listed)	Archaeological Heritage and Material Culture	Högberg, A.	<p>Olausson, D., Hughes, R.</p> <p>Holtorf, C., May, S. &amp; Wollentz, G.</p>	2015	2025	<p>Swedish Research Council</p> <p>Swedish Foundation for Humanities and Social Sciences</p>	<p>1. Published: Högberg, Anders &amp; Fahlander, Fredrik. 2017. The Changing Roles of Archaeology in Swedish Museums. Current Swedish Archaeology, volume 25:13-19 Journal impact factor: 0.3</p> <p>2. Accepted: Högberg, A., Holtorf, C., May, S. &amp; Wollentz, G. In press. No future in archaeological heritage management? World Archaeology. Journal impact factor = 1.6</p>

								3. Olausson, D., Högberg, A., Hughes, R. 2017. The Use of non-destructive energy dispersive X-ray fluorescence (EDXRF) analysis for sourcing flint in northern Europe: Progress to date and prospects for the future. In (eds) Pereira, T., Terradas, X. & Bicho, N. The Exploitation of Raw Materials in Prehistory: Sourcing, Processing and Distribution: 98-112. Cambridge: Cambridge Scholars Publishing.
A Högberg (720044396; Linnaeus Uni, Sweden, QS=not listed)	The Materiality of Education and Social Learning within the Evolution of Humankind	Högberg, A.	Gärdenfors, P (Lund Uni, Sweden, QS=78)	2015	2018	Swedish Research Council  Swedish Foundation for Humanities and Social Sciences	??	1. Published: Gärdenfors, P. & Högberg, A. 2017. The Archaeology of teaching and the evolution of Homo docens. Current Anthropology 58: 188-208. Journal impact factor = 1.9
A Högberg (720044396; Linnaeus Uni, Sweden, QS=not listed)	Toys and innovation in human evolution	Riede, F. (Aarhus Uni, Denmark, QS=119)	Högberg, A. (Linnaeus Uni, Sweden, QS=not listed)  Johannsen, N. (Aarhus Uni, Denmark, QS=119)  Nowell, A. (Uni Victoria, Canada, QS=346)	2015	2017	Danish Agency for Science, Technology, and Innovation;  African Origins/NRF;  Swedish Research Council	AOP for 2017 was R1 040 000.00  Danish funds R160 000.00	1. Accepted: Riede, F., Johannsen, N. Högberg, A., Nowell, A. & Lombard, M. The role of play objects and object play in human cognitive evolution and innovation. Evolutionary Anthropology. Journal impact factor = 3.7



A Högberg (720044396; Linnaeus Uni, Sweden, QS=not listed)	TrACKS on the Veld (Still Bay/ MSA Project)	Lombard, M.	Högberg, A. (Linnaeus Uni, Sweden, QS=not listed)	2016	2031	African Origins/NRF  Swedish Research Council	AOP for 2017 was R1 040 000.00	1. Accepted: Lombard, M. & Högberg, A. The Still Bay points of Apollo 11 Rock Shelter, Namibia: an inter-regional perspective. Azania: Archaeological Research in Africa Journal impact factor = 0.8
M Jakobsson (720050421)	Geno-TrACKS (Ancient DNA) & Uppsala Jakobsson and Schlebusch Laboratories	Co-lead Jakobsson, M. (Uppsala Uni, Sweden, QS=112)  Lombard, M.  Schlebusch, C. (Uppsala Uni, Sweden, QS=112)	Malmström, H., Günther, T., Sjödin, P., Coutinho, A., Edlund, H., Munters, A.R., & Vicente, M. (Uppsala Uni, Sweden, QS=112)  Steyn, M. & Soodyall, H. (Wits, SA, QS=364)	2012	2031	Knut and Alice Wallenberg Foundation  Swedish Research Council  Göran Gustafsson Foundation  Wenner- Gren Foundation  African Origins Platform/ NRF	>R20 000 000.00 per annum	1. Published: Schlebusch, C.M., Malmström, H., Günther, T., Sjödin, P., Coutinho, A., Edlund, H., Munters, A.R., Vicente, M., Steyn, M., Soodyall, H., Lombard, M., Jakobsson, M. Southern African ancient genomes estimate modern human divergence to 350,000 to 260,000 years ago. Science 358: 652-655. DOI: 10.1126/ science.aao6266 Journal impact factor = 37.2  2. Accepted: Lombard, M., Jakobsson, M. & Schlebusch, C. Ancient human DNA: How the sequencing of the genome of a boy from Ballito Bay changed human history. South African Journal of Science. Journal impact factor = 1.0
K Kyriacou (720046226, Independent)	Stone Age Nutrition	Nelson- Viljoen, C. (UCT, SA, QS=191)		2015	2017	Wenner- Gren Foundation	??	1. Accepted: Nelson-Viljoen, C. & Kyriacou, K. In press. Shellfish exploitation strategies at the Pinnacle Point Shell Midden Complex, South Africa, during the Later Stone Age. Journal of Island and Coastal Archaeology. Published Online 15 December 2016. Journal impact factor = 1.7

G Langejans (720028154; Leiden Uni, Netherlands, QS=109)	Stone Age Adhesives	Langejans, G.	Kozowyk, P., Soressi, M. (Leiden Uni, Netherlands, QS=109)  Pomstra, D. (Independent)  Poulis, H. (Delft Uni, Netherlands, QS=54)	2013	2017	Netherlands Organisation for Scientific Research	??	<ol style="list-style-type: none"> <li>1. Published: Kozowyk, P., Poulis, H. &amp; Langejans, G.H.J. 2017. Laboratory strength testing of pine wood and birch bark adhesives: a first study of the material properties of pitch. Journal of Archaeological Science: Reports 13: 49-59. Journal impact factor = 1.0</li> <li>2. Published: Kozowyk, P., Soressi, M., Pomstra, D. &amp; Langejans, G.H.J. 2017. Experimental methods for the Palaeolithic dry distillation of birch bark: implications for the origin and development of Neandertal adhesive technology. Scientific Reports 7: 8033; DOI:10.1038/s41598-017-08106-7. Journal impact factor = 4.3</li> </ol>
G Langejans (720028154; Leiden Uni, Netherlands, QS=109)	Pleistocene Diets	Dusseldorp, G. (Leiden Uni, Netherlands, QS=109)	Thackeray, F.	2013	2017			<ol style="list-style-type: none"> <li>1. Published: Langejans, G.H.J., Dusseldorp, G.L. &amp; Thackeray, J.F. 2017. Pleistocene molluscs from Klasies river (South Africa): reconstructing the local coastal environment. Quaternary International 427: 59-84. Journal impact factor = 2.199</li> </ol>

H Malmström (720050423)	Geno-TrACKS (Ancient DNA) & Uppsala Jakobsson and Schlebusch Laboratories	Co-lead Jakobsson, M. (Uppsala Uni, Sweden, QS=112) Lombard, M. Schlebusch, C. (Uppsala Uni, Sweden, QS=112)	Malmström, H., Günther, T., Sjödin, P., Coutinho, A., Edlund, H., Munters, A.R., & Vicente, M. (Uppsala Uni, Sweden, QS=112) Steyn, M. & Soodyall, H. (Wits, SA, QS=364)	2012	2031	Knut and Alice Wallenberg Foundation  Swedish Research Council  Göran Gustafsson Foundation  Wenner-Gren Foundation  African Origins Platform/ NRF	>R20 000 000.00 per annum	1. Published: Schlebusch, C.M., Malmström, H., Günther, T., Sjödin, P., Coutinho, A., Edlund, H., Munters, A.R., Vicente, M., Steyn, M., Soodyall, H., Lombard, M., Jakobsson, M. Southern African ancient genomes estimate modern human divergence to 350,000 to 260,000 years ago. Science 358: 652-655. DOI: 10.1126/science.aao6266. Journal impact factor = 37.2
J Pargeter (720028951, Stoney Brook Uni, USA, QS=382)	Microlith Project	Pargeter, J.	De la Pena, P. (Wits, SA, QS=364) Eeren, M. (Kent State Uni, USA, QS=801-1000)	2015	2017	National Science Foundation  Leakey Foundation  Dan David Prize  Kent State University	??	1. Published: Pargeter, J. & Eren, M.E. 2017. Quantifying and comparing bipolar versus freehand flake morphologies, production currencies, and reduction energetics during lithic miniaturization. Lithic Technology DOI: 10.1080/01977261.2017.1345442. Journal impact factor = 1.4  2. Published: Pargeter, J. & de la Pena, P. 2017. Milky Quartz Bipolar Reduction and Lithic Miniaturization: Experimental Results and Archaeological Implications. Journal of Field Archaeology 6: 551-565. Journal impact factor = 1.4

J Pargeter (720028951, Stoney Brook Uni, USA, QS=382)	Micro-TrACKS	Lombard, M.	Bam, L.C., De Beer, F (South African Nuclear Energy Corporation, QS=not listed)  Pargeter, J. (Stony Brook Uni, USA, QS=382)	2016	2031	African Origins/NRF	AOP for 2017 was R1 040 000.00	1. Published, backdated 2017: Pargeter, J. Bam, L.C., De Beer, F & Lombard, M. X-Ray Tomography as a tool for identifying prehistoric arrows. South African Archaeological Bulletin. Journal impact factor = 0.8
C Schlebusch (720050639)	Geno-TrACKS (Ancient DNA) & Uppsala Jakobsson and Schlebusch Laboratories	Co-lead  Jakobsson, M. (Uppsala Uni, Sweden, QS=112)  Lombard, M.  Schlebusch, C. (Uppsala Uni, Sweden, QS=112)	Malmström, H., Günther, T., Sjödin, P., Coutinho, A., Edlund, H., Munters, A.R., & Vicente, M. (Uppsala Uni, Sweden, QS=112)  Steyn, M. & Soodvall, H. (Wits, SA, QS=364)	2012	2031	Knut and Alice Wallenberg Foundation  Swedish Research Council  Göran Gustafsson Foundation  Wenner- Gren Foundation  African Origins Platform/ NRF	>R20 000 000.00 per annum	2. Published: Schlebusch, C.M., Malmström, H., Günther, T., Sjödin, P., Coutinho, A., Edlund, H., Munters, A.R., Vicente, M., Steyn, M., Soodvall, H., Lombard, M., Jakobsson, M. Southern African ancient genomes estimate modern human divergence to 350,000 to 260,000 years ago. Science 358: 652-655. DOI: 10.1126/ science.aao6266 Journal impact factor = 37.2  3. Accepted: Lombard, M., Jakobsson, M. & Schlebusch, C. Ancient human DNA: How the sequencing of the genome of a boy from Ballito Bay changed human history. South African Journal of Science. Journal impact factor = 1.0

#### Centre for Social Change

Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
P Alexander	Protest and Transformation	Peter Alexander		1 Jan 2015	31 Dec 2017	NRF	R2 540 000	Post-graduate students, research, articles, chapters
P Alexander	1917 Centenary Festival	Peter Alexander		1 Aug 2017	15 Dec 2017	Rosa Luxemburg Foundation and others	About R330 000	Public meeting in March and festival in October. Available on YouTube.

Centre for Social Change in Africa								
Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
J Moodley	Disability and capability inequalities for adults in Doornkop, Soweto	J Moodley	L Graham	1 April 2017	31 Dec 2019	URC, NRF-KIC and Washington University St Louis	R200 000	One dataset Planned outcomes (2018): Two journal articles
L Graham	Siyakha Youth Assets for Employability	L Graham and L Patel	Z Khan L Williams S Mthembu	1 Jan 2014	31 Dec 2019	Ford Foundation, NYDA, Jobs Fund, SARCHI in Welfare and Social Development (NRF)	R4,5 million	One longitudinal survey dataset One set of qualitative data Planned outcomes (2018): Four reports Four journal articles
L Graham	Youth (un) employment systematic overview	L Graham	L Patel L Williams	1 June 2015	30 April 2018	Jobs Fund	R800 000	Planned outcomes: Four working papers Two articles
L Graham	Post-CSG situational analysis	L Graham	L Williams L Stuart	1 Jan 2017	31 Dec 2017	Department of Social Development	R500 000	One report Planned outcomes: Two journal articles
L Patel	New Directions in Social Policy	L Patel	S Plagerson T Hochfeld L Stuart	15 May 2015	31 March 2018	UNRISD	R420 000	Four working papers One article One book chapter
J Moodley	An evaluation of Corporate Social Investment funded education programmes	J Moodley	L Patel L Stuart T Patsika	1 Jan 2016	31 Dec 2018	Standard Bank South Africa	R3 million	Four reports
L Patel	Social protection and voter behaviour	L Patel	Y Sadie	1 Jan 2017	31 Dec 2018	SARCHI in Welfare and Social Development (NRF)	R480 000	One survey dataset Planned outcome: Two articles



T Hochfeld	Sihleng'imizi – We Care for Families	L Patel T Hochfeld	J Chiba L Stuart S Mthembu	1 Jan 2016	31 Dec 2018	UNICEF  City of Johannesburg  SARCHi in Welfare and Social Development (NRF)  PSPPD (DPME)	R2,5 million	One report One policy brief Planned outcomes: Three articles One book chapter
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#### Centre for Sociological Practice and Research

Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
A Desai	City of Deception: The Uneven Development of Durban	Desai, A.	Professor P. Bond (Wits) and B. Maharaj (UKZN)	2014	2018			A book to be published in 2018.
A Desai	Cricketing history	Desai, A.		2010	2017			Reverse Sweep: A story of South African cricket since apartheid published by Jacana 2017
A Desai	Diaspora Studies	Desai, A.	Prof G. Vahed	2017	2017			Two journal articles published in 2017.
A Desai	State Capture	Desai, A.		2016	On-going			Working on a book manuscript and one journal article published in 2017.

#### Communication Studies

Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
N Mboti	Geography of Philosophy	Edouard Machery, Steve Stich, Clark Barrett	Veli Mitova; Lumu, Joy; Luke Buckland; Soul Shava; Chadwin Harris; David Spurrett; Bosco Bae	2017	2020	Templeton	USD 2 000 000	Three books (a co-authored book on cross-cultural research on knowledge; a co-authored book on cross-cultural research on understanding; a co-authored book on cross-cultural research on wisdom.

English								
S Mngadi	Resistance in Indian and South African Literature	Prof Mngadi	Prof Jana and Ms Rezhaan Adonis	Jan 2016	Jan 2018	NIHSS	R652 000	Journal Special Issue, Collection of Essays and master's dissertation
D Scott-Macnab	The Lexis of Medieval Hawking and Hunting			On-going	On-going	NRF Rated Researcher Incentive Funding	R80 000	Researching material for articles in local and international journals
JC Lwanga-Lume	Politeness and Speech acts realisation patterns in English and South African indigenous languages	Dr J. C. Lwanga-Lamu	University of Limpopo and University of Utrecht (The Netherlands)	2003	On-going	University of Limpopo and University of Utrecht (The Netherlands)	R19 827.20	Dissemination of research outputs to the wider community/public
	Curriculum Transformation in the Humanities	Dr J. C. Lwanga-Lamu	1.10.2015			J Research and P Research	R55 838.48	Dissemination of research outputs in accredited journals/wider community
	Geography of Philosophy US Templeton Grant Research	Prof Velislava Mitova	USA, SA, India and China (Interdisciplinary)	May 2017	On-going	US Templeton Grant	TBA	Dissemination of research outputs in accredited journals/wider community
Historical Studies								
Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
N Erlank	New Histories of Southern African Christianity	N. Erlank	J. Cabrita	March 2016	March 2017	British Academy	GBP10 000	Two workshops, special issue of an ISI journal, forthcoming
N Erlank	Planning the African Family	N. Erlank	n/a	Oct 2017	First phase/ June 2018	Wellcome Trust	GBP3 500	Not yet completed.
N Erlank	Gendering Intimacies	S. Hassim	extensive	June 2016	End 2020	Mellon Trust	Approx.. 1,5 million	Not yet completed.
N Essop Sheik	Governing Intimacies	Prof Shireen Hassim	Academics from Universities of the Witwatersrand, Warwick, Delhi, Sydney and UJ, amongst others.	2016	2021	Mellon Foundation	Unspecified	Forthcoming in the next few years. One self-authored publication so far in 2017 in the journal Gender and History.

T Waetjen	'Opioids and Harm Reduction in South Africa'	Thembisa Waetjen	Claire Clark, Behavioural Science, University of Kentucky  Monique Marks, Built Environment DUT  Jannie Hugo, Family Medicine, UP	June 2017	On-going	NRF Knowledge, Interchange and Collaboration Grant	R61790.00	Workshop (21-22 August 2017) held at JIAS  Edited Book (HSRC Press, anticipated 2018)
T Waetjen	'Drug Regimes in Southern Africa: Consumption and Regulation in 20th c Contexts'	Thembisa Waetjen	Julie Parle, UKZN  Andy Gray, UKZN  Ernest Khalema, UKZN,  Rebecca Hodes, UCT	June 2017	On-going	Wellcome Trust Small Grant	R78200.00	Workshop (9-10 November 2017) held at UJ  Special Edition of the South African Historical Journal, anticipated April 2019.
T Waetjen	Islam and Citizenship in Twentieth Century South Africa: Indian Muslims in Natal, 1870s-1994	Goolam Vahed	Goolam Vahed	Dec 2015	On-going	Researchers' personal university research accounts	Ongoing	Co-authored book, to be submitted 2018,  A Small Ocean: Family, Trade and Religion in Porbandar and Durban, 1870-1928

Journalism, Film and Television Studies								
Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
J Duncan	Media Policy and Democracy Project	Jane Duncan; Julie Reid' Viola Milton		2012	No set end date	Open Society Foundation UNISA Women in Media Fund Privacy International/ IDRC	Approx. R900 000 per annum	<p>2016-2017 - State of Privacy in South Africa. Project coordinator for the Media Policy and Democracy Project (MPDP)/ Right 2 Know campaign on a two-year research project on the State of Privacy Globally. Funded by the International Development Research Centre (IDRC) and co-ordinated by Privacy International, which fundraised for the project. MPDP representative in a global network of privacy advocates and researchers.</p> <p>2014 to date - State of communication surveillance in South Africa. An academic research project combined with investigative journalism, on communication surveillance policies and practices in South Africa. Funded by the Open Society Foundation for South Africa (ZAR400,000 ((GBP 22,000)) in 2014 and ZAR400,000 in 2016). Principle investigator, including conceptualising, fundraising for and managing the project on behalf of the MPDP.</p> <p>UJ outputs for 2017 are as follows: two conference papers, one book manuscript, one journal article, one monograph, one state of privacy report, two submissions and five journalism pieces</p>

E Rossouw	PhD	Supervisor: Prof L Rabe		Feb 2014	Dec 2018	Teaching Relief	R64 248.25	To complete my PhD
E Rossouw	PhD	Supervisor: Prof L Rabe (US)		2014	Dec 2018	DHET Research Development fund: 2017 Phase-Out	R33 985	Technical support for data- analysis & proofreading
N Stremlau	The Politics and Practice of Social Media in Conflict	Nicole Stremlau		2017	2021	European Research Council (funding at Oxford)	1,5 million euros	Research outputs - the project has just started in mid-2017
N Stremlau	UNESCO World Trends in Freedom of Expression	Nicole Stremlau	Iginio Gagliardone and Monroe Price	2016	2017	UNESCO (funding at Oxford)	150 000 USD	Publication of flagship study for UNESCO and publication of regional reports on freedom of expression
N Stremlau	Google Oxford Moot Court	Nicole Stremlau	Justice Kate O'Regan	2016	2017	Google UK (funding at Oxford and UJ)	100 000 USD	Support for Oxford's global moot court and support for the moot court at UJ
<b>Linguistics</b>								
A-M Beukes	Identity construction in an Afrikaans- speaking community in New England, Limpopo	Prof A-M Beukes	L Chauke	2018	2021	NRF	R40 000	<ul style="list-style-type: none"> <li>• Research article in accredited journal</li> <li>• Conference paper</li> </ul>
A-M Beukes	The ANC's language policy and planning in the struggle era	Prof A-M Beukes		2019	2022			<ul style="list-style-type: none"> <li>• Research article in accredited journal</li> <li>• Conference paper</li> </ul>
E Cornelius	Risk management in translation	Prof E Cornelius	Prof AE Feinauer	Jan 2017	Dec 2018	None	n/a	<ul style="list-style-type: none"> <li>• Two conference papers</li> <li>• Two articles in accredited journals</li> </ul>
E Cornelius	Interpreting terminology	Prof E Cornelius	Prof M Pienaar	Jan 2017	March 2018	SA Academy of Science and Arts; URC (and Faculty)	R86 100; R41 000 - respectively	<ul style="list-style-type: none"> <li>• Two conference papers</li> <li>• Two articles in accredited journals</li> <li>• One dictionary (published by Sun African Media – Stellenbosch in 2018)</li> </ul>



Philosophy								
Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
B Smart	Kidney Age or Kidney Disease?	Richard Stevens, Nuffield Centre for Primary Care, University of Oxford	Jan Verbakel, Nuffield Centre for Primary Care, University of Oxford	June 2016	Feb 2018	n/a	n/a	Two papers. One accepted (Canadian Medical Association Journal), one under review (Journal of the Evaluation of Clinical Practice)
Politics and International Relations								
AB Chikwanha	African Governance Architecture	AB Chikwanha	-	Jan 2017	Dec 2017	Yet to secure		Book project
	"Developmental Regionalism Peace and Economic Transformation in Southern Africa"	Prof Said Adejumabi	Team	Dec 2017	Dec 2018	Routledge Publishers, New York, USA	Not specified by team leader	Book
DJ Geldenhuys	Persecution	Self	None	2010	2018	Self		Book hopefully
	SA-Mexico	With H Gonzalez	20	2014	2016	NRF	R400 000	
K Kondlo	Lawyers in the Frontline – 40 Years of the Black Lawyers Association in South Africa	K Kondlo		Dec 2015	Oct 2018			Book
Psychology								
Staff member	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (specify)
W Human	LIFT-C project	Guse, T	10 colleagues	2013	On-going			Master's Dissertation Conference Presentations
T Guse	Hope Barometer	A Kraftt (University of St Gallen, Switzerland)		Oct 2017	Nov 2018	None		Symposium in 2018 at European Conference for Psychology

T Guse	University of Namibia	T Guse	M Janik	May 2017	May 2019	None		Joint publications on student well-being planned
T Guse	Solitude in adolescence	T Guse	Van Zyl C	2015	ongoing			Two manuscripts published
G Kruger	The Interpersonal Circumplex and Humor Styles	De Bruin, D		May 2015	ongoing			PhD and articles
Dr M Card	Mental healthcare user profiles	Dr M Card	Prof van Rensburg	Feb 2017	Aug 2018	NRF	R56 000	Data collection is almost complete. Also, preliminary results will be presented at a conference in New York.
B Barnes	Theory, environment and health			Jan 2012	ongoing	NRF	R40 000	Write up
B Barnes	Health, Environment and Development Study	A Mathee (MRC)		June 2007	ongoing longitudinal study	MRC	R50 000	Data analysis and write up
<b>Religion Studies</b>								
SJ Nortje-Meyer	HTS Theological Studies Yolanda Dreyer Festschrift 2017	Prof Andries van Aarde	Tanya van Wyk; Bonnie J. Miller-Mclemore; Annelie Botha; Hennie J.C. Pieterse; Allan A. Boesak; James Alfred Loader; Elaine L. Graham; Daniel J. Louw; Leslie J. Francis, Greg Smith; plus 34 other co-workers	06 May 2016	01 May 2017	None	None	Nortjé-Meyer, S.J., 2017, 'Mutual-mothering as wise living or living wisely', HTS Teologiese Studies/Theological Studies 73(4), a4637. <a href="https://doi.org/10.4102/hts.v73i4.4637">https://doi.org/10.4102/hts.v73i4.4637</a>
H Viviers	Ecological Hermeneutics and the Bible	Prof Willie van Heerden (Unisa)	Representatives from UJ, Unisa, NWU, UP, overseas scholars invited from time to time.	2014	Continuing	Self	Conference fees for bi-annual meetings (2017 meeting R6 000)	A (subsidised) special edition of Religion & Theology will appear this year, of papers delivered.

E Hankela (member of a project that is run outside the University)	Youth at the Margins	Ignatius Swart (UWC) and Auli Vähäkangas (Helsinki)		2014	Funding ended in 2016 but we continue to work on the publications up to date	Academy of Finland and NRF	-	Edited volume, articles
MS Mathee	Timbuktu Manuscripts Project	Mohamed S. Mathee	None	2015	continuous	NRF	R81 000-00	Published one article in Islamic Africa (Brill publication)
<b>Social Work</b>								
AD van Breda	Systematic review of resilience of OVCs	AD Van Breda	L Theron (UP)	Jan 2017	Dec 2018	-		Publication and conference paper
M de Beer	Palgrave McMillan book contract: Co-editing book on disability sexuality in the global South	P Chappell (WITS Centre for Diversity Studies)	M de Beer	Begin 2017	End 2018	-	-	P Chappell & M de Beer (Eds.) (under review 2018). <i>Diverse Voices of Disabled Sexualities in the Global South</i> . London: Palgrave McMillan.
M de Beer	Routledge Gover Transformation series book contract on Social Cohesion	M de Beer	Trans4m R Lessem	2016	2020	-	-	Publication
T Raniga	Calgary Press: Culture, Human Rights and social work practice in Africa	T Raniga	V Sewpaul, L Kreitzer	2016	End 2018			Publication
S Rasool	Social work of the South	S Rasool	R Lutz	2017	2019			Publication
S Rasool	Adolescent gender attitudes	S Rasool	S. Fakunmoju,	2014	2020			Research
S Rasool	Adolescent gender attitudes	S Rasool		2015	2017	NRF	R300 000	Research

Sociology								
T Chagonda	Global Powers from the South: A Comparative Study between Mexico and South Africa	Geldenhuys, D and Gonzales, H	Colleagues in South African and Mexican Universities	2014	2016	NRF		One book chapter to appear in 2018
T Chagonda	The Livelihoods of Zimbabwean Male Migrants Residing in Hillbrow, Johannesburg	Prof Ria Smit		Nov 2013	Feb 2016	NRF	n/a	
A Desai	City of Deception: The Uneven Development of Durban		Professor Patrick Bond at Wits and Brij Maharaj UKZN.	2015	2018			A book is ready for publication in 2018
A Desai	History of Post-Apartheid Cricket			2010	2017			A book: Reverse Sweep: A story of South African cricket since apartheid published by Jacana Press, 2017 And a journal article published.
A Desai	Political sociology			2016	2017			Two journal articles published; one on local government elections and one on Service delivery
A Desai	Diaspora studies		Prof Goolam Vahed of UKZN	2017	2017			Two journal articles published; one on Indian South Africans and one on the Guptas
A Desai	State capture			2017	On-going			Working on a book manuscript and one journal article published in 2017 on Capital accumulation
D du Toit	Cleaning Up: The Use Of Outsourced Housecleaning Services	Stellenbosch University PhD Sociology		Jan 2014	Sept 2018			Thesis
G Khunou	Father Connections	Nduna, M	Motlalepule Nathane, Munyane Mophosho	2012	2017	Wits Research Office	n/a	Several co-authored Journal and book chapter publications

G Khunou	Black Middle Class	Burger, R	Krige, D	2012	2017	Stellenbosch Research Office	n/a	A special issue on the black middle class, published by the DSA
G Khunou	Men's Health in Polokwane and Johannesburg	Khunou, G		2011	2017	Wits Mellon Foundation, Carnegie Funds	R250 000.00	Journal Articles, book chapters and currently working on a book manuscript
G Khunou	A Sociology Inquiry into the maintenance of Intimate Relationships among the Black Middle Class in Johannesburg	Khunou, G		2016	On-going	UJ URC	R300 000	In progress
G Khunou	Biographies of Belong and Exclusion in the South African Academy	Khunou, G	Canham H. Khoza-Shangase K. Phaswana E.	2015	On-going	National Institute for the Humanities and Social Sciences	R300 000	In progress
G Khunou	Contextualising the Global Black Middle Class	Marsh, K	Khunou, G	2017	On-going	University of Maryland -Graduate School Research and Scholarship Award for Summer 2018	\$100 000	In progress
K Naidoo	Namibia/SA – A Comparative Study	Naidoo, K	Indongo, N	1/01/2014	31/12/2016	NRF	R200 000	In progress



S Ngcwangu	Pathways to personal and public good: understanding access to, student experiences of, and outcomes from South African undergraduate higher education	Prof Jenni Case (UCT), Tristan McCowan (UCL Institute of Education), Delia Marshall (UWC)	Stephanie Allais (Wits), Ibrahim Oanda( CODESRIA), Renato Pedrosa (Universidade Estadual de Campinas)	2016	2018	National Research Foundation/ Economic and Social Research Council	n/a	Book or special edition of a Journal
S Ngcwangu	Rethinking Education in Africa	Prof Ibrahim Oanda (CODESRIA)	Sobhi Tawil (UNESCO); Ebrima Sall (CODESRIA); Cristina Tembe (University Eduardo Mondlane), Gift Masaita (University of Zambia; William Anangisye (University of Dar es Salam), Angel Martins (AU)	2016	2017	CODESRIA	n/a	Report
P Rugunanan	International Experiences of Migration	P Rugunanan	Ms Eesha Kunduri	2017	2018	NIHSS	R70 000	One policy brief Two journal articles
P Rugunanan	Migration, identities and trans-continental linkages: Studying the Indian diaspora in South Africa	P Rugunanan	N/A	2016	2017	DST-NRF Centre of Excellence in Human Development	R150 000	One journal article Two conference presentations
M Suleman	Views of Muslim Religious Leaders On Violence Against Married Women			2015	2018	-		Working towards DLitt et Phil

M Suleman	Gaining, Maintaining or Losing Resources: Muslim Divorced Women's Experiences of Iddah (Personal Research)			2014	Pending				
M Suleman	Overcoming Marital Violence: Breaking Through Structural and Cultural Prisons Created By Religious Leaders" was published this year			2015	2017			Published in special issue by Journal 'Agenda' Co-authored article with Prof Shahana Rasool	
M Suleman				2017	2018			A book chapter for Juta Publishers for the text book we use for first years 'Sociology: A Concise South African introduction (2015) by Paul Stewart & Johan Zaaiman (editors), Cape Town: Juta'. Published in 2018. Co-authored with Dr Chagonda	
M Suleman	"Women, Children & Families in Southern Africa: Sub-Narratives and Interventions'			2017	2018			Co Authored Chapter with Prof Naidoo and Nalego Indongo for a South African Clinical Sociology text book produced by Jata by Uys, T and Fritz, JM	
L Smuts	Getting it 'straight': The Construction of (Hetero)sexual Identities Among Young Men and Women in Johannesburg, South Africa.	PhD (Social Sciences; Anthro-pology & Sociology)	Vrije University, Amsterdam	1 Feb 2011	1 Nov 2017				
T Uys	Clinical Sociology for Southern Africa	T Uys	Jan Marie Fritz	1 Feb 2016	31 Jan 2018			Edited volume under contract with Juta	

T Uys	Whistleblowing in South Africa	Uys, T		2010	Continuing			Working on book based on research under contract with Palgrave Macmillan
<b>Strategic Communication</b>								
DR Benecke	Stratcom 2A research survey for Dept of Human Settlements	Mrs A Oksiutycz	Mrs DR Benecke	March 2017	April 2017	n/a	n/a	Report to Human Settlements and IOM on perceptions of Zandspruit residents on facilities and services
DR Benecke	CACTUS Horizon 2020 funding proposal	N Janse van Niekerk (FEBE)	Various departments and JHB NGOs; Department of Social Development	July 2017	Submitted Sept 2017			Application for Urban Renewal project was unsuccessful but smaller projects planned with future collaborations
DR Benecke	Power and PR women leaders in Africa	Mrs DR Benecke	Mrs Thabisile Phumo	Feb 2017	May 2017	n/a	n/a	Research paper presented at PRISA 2017 and APRA 2017 conferences
C Davis	mySOS research	Dr C Davis	Ms MK Sitto Dr C Meintjes	Jan 2017	Dec 2018	None		Students' safety needs defined and promotion of personal safety achieved
N Levy	Redesigning the marketing curriculum	Mr Steve Bird	Rory Duckles	Jan 2017	On-going	Marketing Association of South Africa		
RSV Mabada	Translanguaging for first year Public Relations students	Simba Yafele		July 2017 to	Nov 2017			Developing skills for academic reading from a translanguaging perspective; Developing skills in tackling academic texts,
S Morapeli	MA in Strategic Communication	Prof S Verwey		2017	2018	University of Johannesburg		MA Minor Dissertation
A Oksiutycz	Using action research for curriculum development and improving the learning experience: a case study	N/a	Mrs A Oksiutycz Mrs C Azionya	2014	2017	n/a	n/a	Oksiutycz, A. & Azionya, C. (2017). Using action research for curriculum development and improving the learning experience: a case study. (2017). South African Journal of Higher Education 31(3):193-208

A Oksiutycz	Corporate Reputation Management in the Emfuleni Local Municipality	N/a	Mrs A Oksiutycz and external collaborators	2015	2017	n/a	n/a	Mokaeane, CB. Moloi, KC. & Oksiutycz-Munyawiri, A. (2017). Corporate reputation management: a case study of the Emfuleni Local Municipality in South Africa Journal of Public Administration, 52(2): 381:392
MK Sitto	Writing for online audiences	Dr M Pritchard and Ms MK Sitto	Chapter authors / JUTA publishing	2016	March 2018	Publisher (Juta)	n/a	Book to be published by March 2018

# Appendix 5: Internationalisation activities

## Students engaged in international activities

Name	Student number	Activity	Institution/University
<b>Afrikaans</b>			
K Jansen	2101415998	Participation in the Jongerenproject – an exchange programme to the Netherlands	Dutch Language Union
<b>Centre for Anthropological Research</b>			
<b>Doctoral candidates</b>			
S Baker	200608457	<b>Conference contribution:</b> Baker, S. Exploring the correlation in large Carnivora turnover and advances in hominin evolution from <i>Australopithecus</i> to <i>Homo</i> . First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
G Maree	201338301	<b>Conference contribution:</b> Maree, G. Southern African Middle Stone Age material culture as window into the cognitive capacities that underlie full language. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
J van der Walt	216091113	<b>Conference contribution:</b> Van der Walt, J. Archaeological cultural landscapes in the interior of South Africa attested through case studies. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
J van der Walt	216091113	<b>Conference contribution:</b> Van der Walt, J. & Lombard, M. Desert kites of South Africa. 15th Annual International Conference on History & Archaeology: From Ancient to Modern. June 2017.	Athens Institute for Education and Research, Athens, Greece
J van der Walt	216091113	<b>Conference contribution:</b> Van der Walt, J. & Lombard, M. 'Desert kites' of the Kalahari Basin near Keimoes in South Africa. Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, international symposium
A Veldman	201370060	<b>Conference contribution:</b> Veldman, A. Reflections in copper alloy: Preliminary results from analyses at the Ditsong National Museum of Culture History. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
A Veldman	201370060	<b>Conference contribution:</b> Veldman, A. Parsons, I. & Lombard, M. Kuidas Spring 1, Namibia: first impressions of the last 2 300 years. Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, international symposium

Master's students			
K Elmes	216062363	<b>Conference contribution:</b> Elmes, K. A comparative study of percussive tools in GIS: Implications for the Earlier Stone Age record. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
C Nel	201112700	<b>Conference contribution:</b> Nel, C. It's a wrap! What the mummified baboons of Misgrot tell us about the Cradle of Humankind. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
S Perucatti	201103150	<b>Research training visit:</b> hosted by Dr Carina Schlebusch	Uppsala University, Sweden
		<b>Conference contribution:</b> Perucatti, S.K. Current understanding of cognitive differences and similarities between <i>Homo sapiens</i> and Neanderthals. Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, international symposium
		<b>Conference contribution:</b> Perucatti, S.K. Comparing the genetic building blocks of our cognition: <i>Homo neanderthalensis</i> vs <i>Homo sapiens</i> . First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
C Visagie	201244480	<b>Conference contribution:</b> Visagie, C. God from the inside: An exploration of religion as phenomenon of gene-culture co-evolution. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
Honours students			
N Petker	201412698	<b>Conference attendance:</b> Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, International Conference
L Sayed	201493874	<b>Conference attendance:</b> Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, International Conference
S-L Tracey	201302576	<b>Conference attendance:</b> Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, International Conference
Communication Studies			
T Matsilele	201506606	Africa Connections: Association for African Studies in Germany	Leipzig University, Germany
French			
K Modiba		English assistant programme in France with Embassy of France	<p>Embassy places them in different primary or high schools to work as English teachers or English assistant teachers. In exchange, their French also improves. The programme lasts for nine months.</p> <p>Four additional students in French 3 have applied in 2018 to begin the programme in September 2018.</p>



T Koubangou		Cultural exchange programme funded by the Division for Internationalisation under a programme called "Study Abroad" Programme called "Africa by Bus" also funded by the Division for Internationalisation.	University of the West Indies (UWI) in Barbados. Namibia and Swaziland.
C Westraad		Study abroad programme funded by the Division for Internationalisation under the Study Abroad programme.	University of Tübingen in Germany.
<b>Historical Studies</b>			
B Mohammed	201492813	Invited to attend <i>African Studies Review</i> Pipeline for Emerging African Scholars (PEAS) workshop in Legon, Ghana, October, 2017	University of Ghana
N Ndlovu	201418385	Participated in UJ-sponsored visit to the University of Zambia, December 2017	University of Zambia
T Madi	201409478	Participated in UJ-sponsored visit to the University of Zambia, December 2017	University of Zambia
G Khuzwayo	201418904	Participated in UJ-sponsored visit to the University of Zambia, December 2017	University of Zambia
G Manzini	201471768	Participated in UJ-sponsored visit to the University of Zambia, December 2017	University of Zambia
P Nkosi	201414665	Participated in UJ-sponsored visit to the University of Zambia, December 2017	University of Zambia
R Masube	200925127	Participated in UJ-sponsored visit to the University of Zambia, December 2017	University of Zambia
B Tsuwane	201433879	Participated in UJ-sponsored visit to the University of Zambia, December 2017	University of Zambia
<b>Linguistics</b>			
M Botha	216067593	Co-author (with Prof A-M Beukes) of chapter on translation in South Africa in <i>A World Atlas of Translation</i> (Gambier, Y & Stecconi U – eds.)	University of Turku European Commission, Brussels
<b>Religion Studies</b>			
Ashraf Kunnummal	201241817	Reading papers at international conference	Spain, India
<b>Social Work</b>			
E Chikoko (Doctoral student) S Mokgopha (MA student) J Hlungwani (MA student)		International Pathways to Resilience conference	Conference
N Maphosa	201142935	SSWR International Conference	Westfield State University

Sociology			
L Plank	201233061	Decolonial Feminism Summer School	Centro de Estudios Diálogo Global, Brazil
M Kgosiemang	200831845	Decolonial Feminism Summer School	Centro de Estudios Diálogo Global, Brazil
L Margro	200831845	Decolonial Feminism Summer School	Centro de Estudios Diálogo Global, Brazil
K Mokoene	215082730	Decolonial Feminism Summer School	Centro de Estudios Diálogo Global, Brazil
Strategic Communication			
T Shongwe	201419526	World Entrepreneur Workshop in July 2017	University of Zimbabwe
L Ncube	216006856	World Entrepreneur Workshop in July 2017	University of Zimbabwe
NM Zwane	215070795	Academic exchange programme for one semester	College of Communication, Butler University, USA

### Staff engaged in international activities

Name	Activity	Institution/University
ACE		
L Langer	Editor, Campbell International Development Coordinating Group	Campbell Collaboration
R Stewart	Assistant Editor, Research for All Journal	University College London
R Stewart	Editor, Cochrane Consumers and Communication Group	Cochrane
R Stewart	Co-Director, South African Centre of the Collaboration for Environmental Evidence (CEE-Joburg)	Collaboration for Environmental Evidence
R Stewart	International Member, Governing Board	Zimbabwean Evidence-informed Policy Network
C van Rooyen	Co-Director, South African centre of the Collaboration for Environmental Evidence (CEE-Joburg)	Collaboration for Environmental Evidence
African Languages		
Z Mtumane	Attended the 5th International Conference on Literature, Humanities, Education, Business, and Corporate Social Responsibilities (LHEBC-17) in Mercury Pattaya Ocean Resort (Thailand) and presented the paper; 'Competing over ministers of religion as illustrated in PT Mtuze's Indlel' ecan'd'intlango'.	International Association of Humanities and Management
Applied Communicative Skills		
MR Pather	Collaborative teaching	Learning in Higher Education Denmark
MR Pather	English as a barrier to communication	INTED-Spain

## Centre for Anthropological Research

### Staff member

S Baker	<b>Conference contribution:</b> Baker, S. Exploring the correlation in large Carnivora turnover and advances in hominin evolution from <i>Australopithecus</i> to <i>Homo</i> . First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
M Lombard	<b>Conference contribution:</b> Heimann, K., Fusaroli, R., Gonzalez de la Higuera Rojo, S., Johannsen, N., Riede, F., Fay, N., Lombard, M. & Tylén, K. The adaptive evolution of early human symbolic behaviour. Annual Meeting of the Cognitive Society, July 2017.	Cognitive Science Society, London, UK
M Lombard	<b>Conference contribution:</b> Högberg, A., & Lombard, M. Knowledge-transfer systems in Stone Age South Africa. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
M Lombard	<b>Conference contribution:</b> Jarecki, J., Kellberg Nielsen, T., Riede, F., Bach, L., Johannsen, N. & Lombard, M. Stone Age bow hunting as a robust strategy for human expansion: a computational model. European Behaviour and Human Evolution Association Annual Conference, April 2017.	Ecole Normale Supérieure, Paris, France
M Lombard	<b>Conference contribution:</b> Kratschmer A., & Lombard M. Tracking strategies and hunting technology as beacons for the emergence of symbolic thinking. European Behaviour and Human Evolution Association Annual Conference, April 2017.	Ecole Normale Supérieure, Paris, France
M Lombard	<b>Conference contribution:</b> Kristian, T., Fusaroli, R., Heimann, K., Gonzalez, S., Lombard, M., Fay N., Johannsen, N., Riede, F., Roepstorff, Perceptual and symbolic adaptations in prehistoric symbolic behaviour. European Behaviour and Human Evolution Association Annual Conference, April 2017.	Ecole Normale Supérieure, Paris, France
M Lombard	<b>Conference contribution:</b> Lombard, M. Archaeo-neurology: brain scanning experiments and the evolution of working memory. Invited keynote address during the mini-Symposium on Archaeo-neurology Karolinska Institute, September 2017.	Karolinska Institute, Stockholm, Sweden
M Lombard	<b>Conference contribution:</b> Lombard, M. Tracing ancient cognition and knowledge systems through the Palaeolithic/Stone Age. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
M Lombard	<b>Conference contribution:</b> Pargeter, J. Bam, L.C., De Beer, F & Lombard, M. X-Ray Tomography as a tool for identifying prehistoric arrows. Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, international symposium
M Lombard	<b>Conference contribution:</b> Van der Walt, J. & Lombard, M. Desert kites of South Africa. 15th Annual International Conference on History & Archaeology: From Ancient to Modern. June 2017.	Athens Institute for Education and Research, Athens, Greece

M Lombard	<b>Conference contribution:</b> Van der Walt, J. & Lombard, M. 'Desert kites' of the Kalahari Basin near Keimoes in South Africa. Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, international symposium
M Lombard	<b>Conference contribution:</b> Veldman, A. Parsons, I. & Lombard, M. Kuidas Spring 1, Namibia: first impressions of the last 2300 years. Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, international symposium
C Menter	<b>Conference contribution:</b> Lague, M.R., Menter, C.G. DNH 32: A distal humerus of <i>Paranthropus robustus</i> from Drimolen, South Africa. American Association of Physical Anthropologists. April 2017.	University of New Orleans, New Orleans, USA
<b>Research Associates</b>		
M Caruana	<b>Conference contribution:</b> Caruana, M. The Amanzi Springs archaeological project: Digital techniques in fieldwork and analysis. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
G Dusseldorp	<b>Conference contribution:</b> Dusseldorp, G.L. & Pargeter, J. An investigation into the interrelation between environmental change, subsistence and technology c. 40-12 kcal BP in southern Africa. Annual meeting of the European Society for Human Evolution, September 2017.	Leiden University, Leiden, the Netherlands
A Herries	<b>Conference contribution:</b> Herries, A. Visualising the evolving landscapes of our early South African ancestors. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
A Högberg	<b>Conference contribution:</b> Högberg, A., & Lombard, M. Knowledge-transfer systems in Stone Age South Africa. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
M Jakobsson	<b>Conference contribution:</b> Jakobsson, M. Ancient genomes from southern Africa push modern human emergence to 300 000 years ago. Invited Keynote. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
G Langejans	<b>Conference contribution:</b> Kozowyk, P. Soressi, M. & Langejans, G.H.J. Perfect pitch: An experimental comparison of ceramic birch bark distillation and its implications for Neandertal adhesive technology. European Society for the study of Human Evolution. September 2017.	Leiden University, Leiden, the Netherlands
B Kuhn	<b>Conference contribution:</b> Kuhn, B. Taung: 93 years of discovery. First UJ Palaeo-Research Symposium, November 2017.	University of Johannesburg, South Africa, international symposium
K Kyriacou	<b>Conference contribution:</b> Kyriacou, K. & Lombard, M. Hunter-gatherer women as providers of brain-selective nutrients. Association of Southern African Professional Archaeologists Conference. July 2017.	University of Johannesburg, South Africa, international symposium

J Pargeter	<b>Conference contribution:</b> Dusseldorp, G.L. & Pargeter, J. An investigation into the interrelation between environmental change, subsistence and technology c. 40-12 kcal BP in southern Africa. Annual meeting of the European Society for Human Evolution, September 2017.	Leiden University, Leiden, the Netherlands
	<b>Conference contribution:</b> Pargeter, J. Lithic miniaturization and occupation intensity at Boomplaas Cave, South Africa. Paper given at the 2017 Paleoanthropology Society Meetings	University of British Columbia, Vancouver, Canada
	<b>Conference contribution:</b> Pargeter, J. Bipolar reduction and lithic miniaturization on flint: Experimental results and archaeological implications. Paper given at the 2017 Society for American Archaeology (SAA) Meetings.	University of British Columbia, Vancouver, Canada
	<b>Conference contribution:</b> Pargeter, J. Bam, L.C., De Beer, F & Lombard, M. X-Ray Tomography as a tool for identifying prehistoric arrows. Association of Southern African Professional Archaeologists Conference. July 2017.	University of Pretoria, South Africa, international symposium
	<b>Conference contribution:</b> Pargeter, J., Eren, M.I. & de la Peña, P. Comparing quartz and flint bipolar and freehand reduction in contexts of lithic miniaturization. Paper presentation at the 2017 International Symposium of Knappable Materials.	University of Buenos Aires, Buenos Aires, Argentina
<b>Centre for Social Change</b>		
P Alexander	Development of MOU	Bethlehem University
P Alexander	Keynotes, presentations, talks	Manchester Metropolitan University, Bethlehem University, Schloss Herrenhausen (Hannover)
<b>Centre for Social Development in Africa</b>		
J Moodley	Conference presentation	Poverty and Social Protection Conference
J Chiba	Conference presentation	Poverty and Social Protection Conference
J Moodley	Conference presentation	Human Development and Capability Association Conference
L Graham	Conference presentation	Human Development and Capability Association Conference
T Hochfeld	Conference presentation	Human Development and Capability Association Conference
S Plagerson	Conference presentation	Human Development and Capability Association Conference
L Graham	Conference presentation	Launch symposium for Global Social Development Innovations, University of North Carolina Chapel Hill
L Graham	MSW lecture on participatory research methods	University of North Carolina Chapel Hill
J Ajecfu	Conference presentation	African Economic Research Consortium (AERC)

Communication Studies		
PP Frassinelli	Co-investigator research project "Un/walling the Mediterranean"	University of Bari, Italy
English		
S Mngadi	Research collaboration with an Indian scholar	Pondicherry University, India
Historical Studies		
NE Sheik	Governing Intimacies is an international multi-university project run out of Wits.	Wits, Warwick, Sydney, Delhi
S Sparks	Presented paper at 'Beyond the Home: New Histories of Domestic Servants' workshop at Oxford University, 7-8 September 2017	Oxford University
T Waetjen	Paper presentation; Biennial Conference of the Society for the Social History of Alcohol and Drugs (International)	University of Utrecht, the Netherlands
Journalism, Film and Television Studies		
J Duncan	Conference: 'Stopping the spies: learning from activist campaigns against surveillance', International Association for Media and Communications Research, 18 July 2017. Conference: 'Towards an activist agenda against state communications surveillance in South Africa, 'Alternative Futures and Popular Protest conference', Manchester Metropolitan University, 10-12 April 2017.	IAMCR Manchester Metropolitan University
Y Rodny-Gumede	Teaching fellowship	Danish School of Journalism
E Rossouw	JNS Honours Coordinator for the Global Campus Network	Ryerson University, Canada
N Stremlau	Joint appointment	University of Oxford
N Stremlau	Research collaboration	University of Benadir (Mogadishu, Somalia), University of Nairobi (Kenya) and University of Addis Ababa (Ethiopia)
N Stremlau	Co-organiser of annual Tencent Internet Policy Conference	Stanford University (US), Peking University (China)
N Stremlau	Co-organiser of annual summer institute and Research Associate	Annenberg School of Communication, University of Pennsylvania (US)
Linguistics		
E Cornelius	Worked on a EU funded project on Machine Translation and disseminating research results in the QT21 project on behalf of DFKI (I was the coordinator of this contract between FIT and DFKI)	DFKI (Deutsches Forschungszentrum für Künstliche Intelligenz) – this is the German Research Centre for Artificial Intelligence
E Cornelius	Invited member of the International Community Translation Research Group	International (initiative of the University of Western Australia)
A-M Beukes	Invited to participate in a collaborative effort to produce <i>A World Atlas of Translation</i> that covers the variability of translation concepts and traditions world-wide. Publisher: John Benjamins, Amsterdam	The European Commission and the University of Turku, Finland, with collaboration by 30 translation scholars across the world



Philosophy		
T Metz	Consultant	Bioethics Initiative for African Women Socio-Cultural Challenges, Benin City, Nigeria
T Metz	Member of Advisory Board	Centre for Practical Human Bioethics Training and Research; University of Benin, Nigeria
R Winkler	Paper presentation	University of Antwerp, Belgium
R Winkler	Paper presentation	Queens College, CUNY, USA
Z Mncube	PhD in Philosophy of Science	University of Cambridge
HPP Lötter	Invited speaker at an international workshop	University of Salzburg
Politics and International Relations		
S Graham	Conference on Social Science & Humanities (ICSSH) 26th-27th July 2017.Voila Bagatelle Hotel, Mauritius 'The Quality of Electoral Accountability in African Small Island Developing States.'	University of Mauritius
S Graham	Working Group Coordinator: RISC Conference in Aguascalientes, 30-31 October 2017	Aguascalientes, Mexico
C Hendricks	Advisory Committee Member – Strategic Review of the African Union Leadership Academy (AULA): <i>Engaged in Strategic Review</i> , May	Addis Ababa
C Hendricks	Panel Presenter – "The Women Peace and Security Agenda in a Changing Global Context", UN General Assembly (UNGA 72) UNWOMEN: <i>Hosted side event organised by Governments of Namibia and Norway, 22 September</i>	New York
C Hendricks	Evaluator for Papers for CODESRIA Policy Dialogue Conference on "Money Security and Democratic Governance in Africa", Also presented at the conference - August	Mali
C Hendricks	Resource Person – Combined Joint African Exercise for Training of African Peacekeepers, August	Zambia
C Hendricks	External Moderator, Politics Department – University of Mauritius	Mauritius
C Hendricks	Panel Presenter and discussant – SOAS – Workshop celebrating the work of Cynthia Enloe and panel on epistemic knowledges	London
C Hendricks	Member – UJ Delegation to University of the West Indies (Barbados) to sign Memorandum of Agreement on establishment of an Institute for Global African Studies	Barbados
C Hendricks	Presentation on Student Activism in South Africa at the African Association Conference, November	Chicago

C Hendricks	Presented a paper at the Kwame Nkrumah Pan African Festival on "The Struggle for Decolonisation of Knowledge at South African Universities: Challenges and Prospects" Also presenter on the plenary panel on the Crisis in Higher Education.	Ghana
C Hendricks	Assisting Special Envoy for Women Peace and Security at the AU to review Continental Results Framework for Women Peace and Security	Addis Ababa
C Hendricks	Participation in the Wilton Park Conference on Civil Society's Engagement in Peace-building	London
<b>Psychology</b>		
T Guse	International Hope Barometer Project	University of St Gallen, Switzerland
G Kruger	Data collection collaboration	Cardinal Stefan Wyszyński University (Warsaw)
N Joosub	Applied for Newton Grant	University of Cambridge
ZG Knight	Speaker at International Conference	International Academic Conference Series, Paris, France (June)
ZG Knight	Speaker at International Conference	The 1st Pan African Psychology Congress, Durban (Sept)
ZG Knight	World Council for Psychotherapy: Committee Member and attendance at committee meetings	World Council for Psychotherapy, Paris, France (July)
ZG Knight	External Examiner for programmes in psychology	University of Namibia (Nov)
ZG Knight	Editorial Board for International Journal	Host: Malaysia
ZG Knight	Invited reviewer for international academic journal	Psychology in Africa Journal
G Schwär	Conference paper presented in Paris in June 2017	2017 Paris International Academic Conference Business & Economics Education & Social Sciences June 25-28, 2017
S Ebrahim	Scientific Committee	Congress on love and sex with robots
B Barnes	Chair of the Health Psychology Division	The 1st Pan African Psychology Congress, Durban (Sept)
B Barnes	Invited presentation	London School of Economics and Politics
B Barnes	External examiner	University of Mauritius
B Barnes	External examiner	University of Namibia
<b>Religion Studies</b>		
SJ Nortje-Meyer	Attending and read paper at international Conference	ISBL Von Humboldt University Berlin
H Viviers	I regularly attend overseas conferences: Society of Biblical Literature (USA); American Academy of Religion (USA)	
L Howes	Attended international conference	Society of Biblical Literature Berlin, Germany

F Esack	Dec.2016 - Jan 2017: 2019 Visiting Humboldt Professor –	University of Hamburg, Germany
F Esack	12.01.17: Public Lecture: "Introduction to Islamic Liberation Theology"	Institut für Fachdidaktik Universität Innsbruck, Austria
F Esack	13.01.2017: Lecture to Staff of Faculty of Theology, "Islamic and Catholic Liberation Theology - Differences and Similarities."	Faculty of Theology, Universität Innsbruck, Austria
F Esack	14.01.2017 Continuity and Change in Islamic Legal-Theological Reasoning. A Decolonial Approach Current Muslim Responses	University of Freiburg, Germany.
F Esack	15.01.17: "Anti-Islam and Right populism as a challenge for Islam and democracy in Europe,	Hamburg Schura, Germany
F Esack	20.01.17 Lecture: Palestine and the Decolonization of God	Catholic Institute, Bonn, Germany
F Esack	21.01.17: Lecture: Progressive Islam and an Islamic Theology of Liberation	Vrije Universiteit, Amsterdam
F Esack	26.01.17: Lecture: The Case of Lot's Daughters in the Qur'an	Pontifical Institute for the Study of Islam, Rome
F Esack	27.01.17: Lecture: Black and White in the Qur'an	Pontifical Institute for the Study of Islam, Rome
F Esack	26.03.17 Bonhoeffer and the Decolonisation of God	Community Church Singapore
F Esack	27.03-03.04 17: Israeli Apartheid Lecture Tour of UK campuses	Universities of London, Oxford, Manchester, Sussex
F Esack	28.03.17 "Who will I allow to sit next to me on the train? – An Islamic Perspective of Freedom of/from Religion	Yale (National University of Singapore)
F Esack	29.03.17, Social Justice in Islam, Yale, NUS	Yale (National University of Singapore)
F Esack	02.04.17, State Repression and Resistance - Lessons from South Africa for Palestine	Jewish Voices for Peace, Chicago
F Esack	29.06.17 Israel & Apartheid South Africa – How Valid are the Comparisons?" Graz	Vienna, Austria
F Esack	01.07.17 Israel & Apartheid South Africa – How Valid are the Comparisons?"	Österreichisch-Arabisches Begegnungszentrum Vienna, Austria
F Esack	02-4.07.17 Keynote Address World Communion of Reformed Churches - Religions in Joint Responsibility for Justice	Leipzig, Germany
F Esack	Paper Delivered Biennial International Qur'anic Studies Association Conference July 4-6, 2017 Zarrouk Palace, in collaboration with Beit al Hikma	Carthage, Tunisia,
F Esack	10-14-09.17: Lecture: The Lot texts in the Quran examined from the undersides of History	Stigting Maruf, Amsterdam, Holland
F Esack	15-16.09.17: Lecture: Why Not Progressive Islam"	University of Oslo, Sweden
F Esack	15-16.09.17: Lecture: Liberation Theology and Islamic Decoloniality	Oslo School of Theology
F Esack	15-16.09.17 Roundtable discussion with National Church Leader	Swedish Council of Churches and Karibu Foundation
F Esack	18.11.17 Interfaith Conference 'Crossing Borders, Building Bridges' Initiatives of Change Building,	The Hague Institute for Social Studies

F Esack	19.11.17 "Swaarte Piet and the Qur'an in/on Black & White	Fahm Institute Amsterdam
F Esack	23-25.12.17 Running Three-Day Kerala Workshop on Islam, Liberation Theology and Decoloniality	Kerala, India
<b>Social Work</b>		
JBS Nel	Lecture to social work students on ABCD, Israel	Hebrew University Jerusalem Israel
AD van Breda	Public lectures on resilience, care-leaving and social work education in South Africa	University of Chicago Concordia University Queen's University, Belfast Trinity College Dublin CELCIS, University of Strathclyde Robert Gordon University University of York
AD van Breda	Co-direct a network of Africa researchers, focused on sharing and promoting research on care-leaving across the continent.	Africa Network of Care-Leaving Researchers (ANCR) (includes 36 researchers and academics from nine African countries)
AD van Breda	Presented a case for the inclusion of Africa in this international network	INTRAC (International Research Network on Leaving Care)
AD van Breda	Helped organise international dialogue and events on resilience in my capacity as Vice President	Resilio (International association for the promotion and dissemination of research on resilience)
AD van Breda	Ran an eight-week discussion group on resilience for staff and students	Queens University Belfast
M de Beer	Trans4m Fellow, Integral African Roundtable meetings & networking	Trans4m Centre for Integral Development, Geneva, Switzerland / Hotonnes France
T Raniga	Public lectures and postgraduate student presentations on Feminisation of poverty and economic development cooperatives	Dortmund University of Applied Sciences, Germany
S Rasool	Public lecture	University of West Indies, Trinidad and Tobago
S Rasool	Research partnership	Westfield State University, USA
S Rasool	Research partnership	Erfurt, Germany
S Rasool	Public lecture	Bangalore, India
<b>Sociology</b>		
K Naidoo	IKS Project	University of Namibia
G Khunou	Black Middle-Class Project	University of Maryland
G Khunou	Presented paper titled: Connecting Academia with Policy: The South African Case.	ISA Council of National Associations, Taiwan, Taipei – 8 - 12 May 2017
S Ngcwangu	Rethinking Education in Africa	CODESRIA
S Ngcwangu	Higher Education, Inequality and the Public Good in four African countries: South Africa, Kenya, Nigeria and Ghana	ESRC

P Rugunanan	International Experiences of Migration	Centre for Policy Research, New Delhi
L Smuts	Participated in a workshop on 'Intersectionality'	Vrije Universiteit, Amsterdam, May 2017
T Uys	Interim conference of RC46 Clinical Sociology of the ISA	Montréal, Canada – August 2017
T Uys	Presented paper titled: The Clinical Sociologist and Whistleblowing: Creating Social Justice in the Workplace'	ASA Annual conference, Montréal, Canada – August 2017
T Uys	Presented paper titled: Plenary speaker in session: Landmarks in the development of Clinical sociology and more globally, in human and social sciences	RC46 Clinical Sociology Interim conference, Montréal, Canada – August 2017
T Uys	Erasmus Mobility Project arranged by Prof Cora Burnett from the Faculty of Health Sciences	Univerzita Palachého v Olomouci in the Czech Republic.
T Uys	President RC46 Clinical Sociology	International Sociological Association
T Uys	International Board Member	AACS and CAPACS
T Uys	Clinical Sociology	University of Cincinnati
<b>Strategic Communication</b>		
DR Benecke	Presented and attended African PR Association conference in Morocco in May 2017	APRA
C Muir	Working on a research collaboration going forward with Prof TC Melewar from Middlesex University in the UK (London).	Middlesex University (UK, London)
A Oksiutycz	Joint student project on Housing communication in the informal settlements	International Organisation for Migration (UN)- South African Mission
A Oksiutycz	Joint student project on combating Human trafficking in the SADC countries	International Organisation for Migration (UN)- Namibia Mission
S Verwey	Advisory Board	Corporate Communication International
S Verwey	Editorial board	International Journal of Strategic Communication
S Verwey	Editorial Board	Journal of Marketing Communication

### Internationally accredited programmes

Programme name	Organisation accreditation is with
<b>Centre for Sociological Research and Practice and Sociology department</b>	
Honours degrees – Sociology, Industrial Sociology, Urban Studies (pending accreditation)	CAPACS.

# Appendix 6: Community engagement projects

## **Africa Centre for Evidence**

ACE is committed to reducing poverty and inequality across the region through increasing the production of research evidence that is both useful and used. It does this through all of its professional activities, using its expertise and experience at the highest levels to have an impact on policy and its implementation.

ACE contributes to a number of communities through its many initiatives listed above. These include contributions to the following areas:

- Government evidence-informed decision making
- Building the evidence ecosystem across Africa
- Contributing to global debates and understandings of evidence use
- Contributing to the methodological advancement of evidence synthesis
- Developing a generation of researchers with a strong methodological training and a commitment to ensuring that their research is relevant, accessible and useful

Rather than repeating details of our work as laid out above, we report here just a few examples of the impact of our work:

- Our evidence map on human settlements has influenced decisions all the way to cabinet level within the government of South Africa.
- Our leading role within the Africa Evidence Network is attributed with ensuring the African evidence community is increasingly internationally recognised in global forums and has a seat at the table on international bodies.
- Our methodological developments with regards evidence synthesis are now influencing methodological developments in the field internationally.

## **Afrikaans**

The Department of Afrikaans has been involved in training Afrikaans language facilitators over the past five years. The language facilitators offer so-called Saturday classes to children from various schools where the quality of Afrikaans teaching is not up to standard.

## **Centre for Social Change**

Civil Society Network. Outreach and in-reach with about 15 community organisations. Participation in events we organise, including 1917 Centenary Festival. Provide speakers for township lectures. Facilitate research.

New form of organisation and source of power for labour broker workers. A project engaging with labour broker workers accessing their rights and organising in workplaces. Outcomes include helping the Casual Workers Advice Office to make a submission to parliament regarding amendments to the labour bills.



## Centre for Social Development in Africa

**Sihleng'imizi – We Care for families.** A key example of community engaged research is the collaboration that we have had this past year with the Department of Education and the City of Johannesburg (CoJ) on the Sihleng'imizi intervention, which was field-tested and evaluated in eleven wards in Johannesburg. Benefits have been realised for 50 families who participated in a family strengthening programme over 14 weeks. Twelve social workers and two supervisors were trained to deliver the intervention. A rigorous evaluation of the programme was concluded, and this data will be shared with the CoJ with the view to inform future programming. In addition, we have engaged with the Department of Social Development, the Department of Planning, Monitoring and Evaluation, and UNICEF on policy implications of the research.

We work with eight youth employability programmes to evaluate their programmes and provide feedback on the long-term outcomes of young people who participate in their programmes. Based on this we engage with partners to discuss ways in which they can strengthen their programmes. We have also engaged with policy makers about the implications of the study.

## Communication Studies

**Diepsloot High Schools Programme:** On 24 August 2017, Prof Nyasha Mboti and 15 other black academics visited Leap School in Diepsloot schools to engage in a conversation with matric learners about what it is that we really teach at UJ. Several principals in Diepsloot had requested Prof Mboti to come and speak to matric learners about the different UJ academic programmes and subjects we teach and offer in our various departments and faculties, with a view to helping informationally disadvantaged students make informed choices and hopefully help them to reflect in advance about what they would possibly like to study should they make it to university. The feeling was that many black students from poor backgrounds take a while to adjust to academic life at university partly due to lack of prior exposure to critical knowledge about what they really want to study once they get to university. Some are misled by fancy degree names, poor/uninformed advice, or sheer ignorance about what this or that degree is really about. Indeed, many students find themselves wishing – too late – they had registered, or not registered, for this or that degree. Ultimately, students who do not enjoy or see the relevance of what they are studying end up wasting their time, our time, and scarce public resources.

The idea was that this open, informal and friendly set of conversations we wanted to start – by exposing learners to what our degrees really entail, what is taught, how they are structured, what it takes to succeed in such degrees, and so on – would hopefully give poor but attentive and driven black students a priceless head start they would not get from anywhere else in terms of hard knowledge. The programme was voluntary, pro bono and informal, open to lecturers teaching any degree offered in our university. It managed to attract scores of excited Grades 10, 11 and 12 students and their teachers, and was a great success because of the lively and informative sessions.

## Communication Studies

**Izindaba Zokudla:** Prof Mariekie Burger is involved in a subproject of the flagship community engagement project of the Faculty of Humanities, Izindaba Zokudla (under the leadership of Dr Naudé Malan, Department of Development Studies and Anthropology). Her project investigates how women make sense of their 'unpaid women's work' as it intersects with their 'paid women's work' on their Soweto-based farms, product processing, restaurants or marketing businesses. This research project led to the study's participants requesting Prof Burger and her students to assist them to set up a community blog site to have their voice heard in public, but that might also be used to market their farm products and other business ventures. In this way research, teaching and learning, and community engagement are combined into a single project.

## Greek and Latin studies

**Greek Community Archive Project:** Organising the Archives of the Greek Community of Johannesburg, Research on the Greek Diaspora in South Africa in progress.

## Historical Studies

NE Sheik

Women's Heritage Monument – Assisting with development of content for the Women's Museum in Pretoria.

## Journalism, Film and Television Studies

Media Policy and Democracy Project. The project engages in participatory, public interest policy research. Some of the 2017 outputs co-ordinated through the Department are listed under 3.1. It feeds the policy research into various civil society organisations and policy and legislative processes. A separate report is available on these outcomes and outputs.

The Department is working with the Institute of Pan-African Thought and Conversations and the Graduate School of Architecture to use film as a tool for stimulating debate around issues of decolonisation. Several key documentaries were shown, followed by intense debate in 2017. In addition, one of our staff members, Ms Shelley Barry, has produced a short documentary to create public awareness around HIV/Aids, titled, Destabilising Heteronormativity. The documentary is based on the work of Aids Accountability International on equality for the LGBTQI sector.

## Linguistics

Entire Department of Linguistics: Staff members were involved again in 2017 in the annual Multilingualism Weekend that takes place in Soweto. The purpose of this event is to celebrate diversity by particularly focusing on the different South African languages and their value in society. The varied programme focuses on different sectors of society, including school-going children. The event is funded by the ATKV.

## Philosophy

CF Botha \*\*\*Free adult ballet classes presented on APK during culture period; planning a showcase performance for August 2018 with the UJ Art Centre; three students entered for Rad Grade 7 examinations on 4 November 2017 – all passed, two with merit.

## Politics and International Relations

CA Georgiou /Magnolia Student residence – Blankets/fun day for orphans/paint a school.

## Psychology

Practical Placements of master's Clinical Students: We serviced two local hospitals in 2017. Our students addressed diverse Psychological Health Care.

MA Clinical Psychology students provide HIV adherence support group interventions to the NPO: Right to Care.

Needs of the surrounding communities. The outcome is to contribute to the provision of free and accessible Health Care Services.

In collaboration with PsyCAD, some of the MA counselling students raised awareness on all four UJ campuses regarding gender-based violence and suicide.

In collaboration with Headway (NGO), MA Counselling Psychology students presented four workshops to families of patients with head injuries. These workshops included conflict management, awareness around stigma, etc.

## Religion Studies

Hons course (REL 8X11), "Bible as Literature", open to the public for attendance for enrichment purposes. Also provides an opportunity of attracting postgraduate students, H Viviers.

Community Radio: guest on Question and Answer show, Radio 786, S Mathee.

Four lectures at the Community in Christ, Melville, SJ Nortje-Meyer

## Social Work

JBS Nel: Serves on Evaluation Beeld Children fund committee to allocate funds to projects.

VS Nadesan: All committees listed above in 1.3 are part of community engagement.

Y Turton: Involvement in Black Sash is also part of community engagement

M de Beer: Trans4m evolving models; Somatic Sexology (sexual healing and disability sexual assistance /facilitation); animal-assisted activities / interventions.

C Latakomo: Placement of 134 students at 48 schools around Johannesburg.

B Mashigo: Placement of 97 students in six agencies.

N Maphosa: Coordinating the provision of 264 case work sessions to individuals and 176 group work sessions in communities.

T Raniga: NGO Charities Network forum, Women's Economic Development Project Network.

S Rasool: Chair of Frida Hartley shelter, Disciplinary hearing of a staff member. Revising policies and procedures of the organisation. Recruiting board members.

In first year social work, 97 students are placed in four agencies

- Together Action Group (TAG) = 47
- Sparrow special School = 25 students
- Dowling P School = 10
- Newclare P School = 14

The students participate in a Sibling Project set up at schools/ aftercare facilities. This involves allocating two learners to each student for the duration of the placement. The student will meet with each learner, one at a time, for an hour a week, engaging in activities such as chatting about the learner's life; helping with the learner's reading, writing or schoolwork; playing games; learning life skills; talking about relationships, etc. The second hour is for the students to engage in administrative work.

At second year level 134 students are based in schools where they counsel approximately 402 individual clients. They run support groups with approximately 8 to 10 members per group. Through this work, 1072 group members have received support to address psycho-social and educational issues such as bullying, life skills and bereavement.

At third year 140 students who are based at schools have counselled 462 individual clients. They ran 140 community projects on issues such as substance abuse, environmental issues, food gardening, teenage pregnancy.

At fourth year, 114 students are based at various non-government and community agencies, including the Department of Social Development. They rendered services to 570 Individual clients and ran 114 therapeutic groups with varied members of the community

including, mentally ill people, people with cancer and those dealing with grief. In addition, 114 community projects were facilitated in the community ranging from wellness management to dealing with disability and those infected and affected by HIV & AIDS.

In third year and the honours year of community development and leadership programme, 71 community projects were run in Soweto and surrounding areas including the following types of projects: Environmental, food gardening, library & literacy projects, supporting people with HIV & AIDS, working with youth and people with disabilities, community empowerment projects, and projects that involve elderly care.

### Strategic Communication

DR Benecke: PRISA 2017 conference: PR students working as volunteers and event assistants at conference in April 2017. Students interviewed speakers and wrote articles for various platforms as conference news.

DR Benecke: Accompanied 16 PR students to an industry transformation workshop organised by PRISA and hosted at ESKOM on 12 October 2017. UJ covered transport fees. Students are involved in a transformation work team for PR industry.

DR Benecke: Hosted with Student PR Association (SPRA) the annual PRISA student conference on 25 Aug. 150 student delegates representing TUT, IIE and UJ attended. Programme included industry speakers.

SJ Carter: Professional Practice 2 (PPR2)– Health Communication service-learning project. Students investigated problem areas within 15 to 25 health communication-focused NGOs/community partner identified in their communities. Students created a communication plan to be executed based on action research conducted over the course of the year. Community partners expressed interest in taking on the students as volunteers over a long-term basis, as well as showed interest in keeping the students on to perform further research into their target audiences, create further awareness for new products being developed, and to assist with events. Volunteer work was added to the curriculum and has now become an exam requirement for PPR2.

Entering students' community engagement campaigns for industry Ignition awards

- Finalists for Ignition award: Chappies: Ra'eesah Hoosen (designer), Ricci-Lee Rogalsky and Dani Boonzaaier (strategists). Prestik: Raquel Ribeiro (designer), Evah Motsego, Xolisa Sikelenge (strategists). One & a Half Bags: Carel Scheepers.
- Ignition Award Winner: Carel Scheepers.

New Generation Outstanding Student Awards

- Finalists: Glam a Girl: Mosioua Makhora. One & a Half Bags: Carel Scheepers. Free for All: Bradwin Bosman. Hike for a girl child: Makoma Maponya
- Winner: Makoma Maponya

Pendoring Awards

- Finalists: MAXHOSA BY LADUMA: "Makrwalas" collection. Kwanele Mngomezulu, David Ndodana and designer: Samantha Achilles

Loerie Awards

- Finalists: Mayo campaign: Kulani Maluleke, Laone Malolefe, and designer: Thando Nxuma

RSV Mabada. Student's public relations association (SPRA) Students are mentored in rendering different public relations related community services.

N Mayet. Exam Food packs. Motivation: Following the NFSAS R14m. student scandal, students had not been receiving monthly stipends on time. As a result, many of the first-year students had no food during the examination period.

Contributions: Contributions were made by myself as well as the tutors at first-year level (diploma side) for food packs.

Outcome: 35 students each received food packs, which contained enough food to last for the November/December examination period.

C Muir: Discovery Health – a project was completed by the Strategic Communication master's students (2017) from UJ. The briefing was to develop a strategy to launch the obesity index in South Africa. This project has a very strong community engagement component due to the nature of the briefing.

A Oksiutycz: The ACC2A and AMC2A students work on an informal settlement projects in Gauteng. Collaboration between strategic Communication Department, the IOM and Gauteng Department of Human Settlements. We did research on housing and communication preferences of residents in Zandspruit informal settlement, students developed information campaigns about accessibility of social housing, however, due to lack of funds the campaigns were not implemented.

M Pritchard: Around 12 cause-related NGOs/NPOs benefitted from campaigns that students compiled and executed for Strategic Communication 3B Applied, lectured by M Pritchard. These include raising awareness of and collecting soccer boots for disadvantaged informal settlements, collecting baby goods for abandoned babies, social media skills workshops in communities, collecting pet food, social media campaigns, radio interviews, newspaper coverage, virtual reality tours to raise awareness of water and sanitation problems in communities, roadshows at community schools, mentorship programmes for girls, etc. NGOs included: Door of Hope, SPCA Sandton, Child Reach, Salvation Army, Girls and Boys Town, World Wildlife Fund, Bontebami, Dream Girls, Ikamva Youth, Johannesburg Junior City Council and Feed a Homeless Homie.

K Sitto: Established category for student submissions within industry awards to allow all students from across Africa to enter. Set the criteria, in collaboration with awards organisers and first winner was from UJ Strategic Communication department.

Ka Sitto. Thandolwethu HIV / AIDS support group: Contributed to departmental project by cooking meals and helping with buying of items for end-of-year gifts to the Thandolwethu HIV / AIDS support group.

S Verwey: HIV/AIDS HELEN JOSEPH SUPPORT GROUP. Community outreach project aimed at providing additional nutritional support and adherence to health protocols in collaboration with the Department of Psychology's community psychology support group.

S Verwey: Industry-based research project conducted by coursework master's research students. Purpose is to contribute to the existing SA industry knowledge base.

# Appendix 7: Niche research areas

Africa Centre for Evidence	Niche area
R Stewart	Evidence-informed decision making; systematic review, evidence synthesis and evidence mapping methodologies; evidence networks; government liaison; stakeholder involvement in research
Y Erasmus	Evidence-informed decision making; systematic review, evidence synthesis and evidence mapping methodologies
C van Rooyen	Evidence-informed decision making; systematic review, evidence synthesis and evidence mapping methodologies; environmental management, blended learning and the use of technologies in teaching
S Ngcwabe	Evidence networks; civil society involvement in research; government involvement in research; project management
P Motha	Evidence networks; communications and marketing
N Tannous	Evidence-informed decision making; systematic review, evidence synthesis and evidence mapping methodologies; environmental management; communication of science
L Langer	Evidence-informed decision making; systematic review, evidence synthesis and evidence mapping methodologies; meta-analysis; ICT for education; government liaison; stakeholder involvement in research
P Nduku	Evidence-informed decision making; systematic review, evidence synthesis and evidence mapping methodologies; economics; econometric methodologies
Z Ravat	Evidence-informed decision making; systematic review, evidence synthesis and evidence mapping methodologies; economics
M Opondo	Evidence-informed decision making; systematic review, evidence synthesis and evidence mapping methodologies; development studies
C Chisoro	Evidence-informed decision making; systematic review, evidence synthesis and evidence mapping methodologies; anthropology
<b>African Languages</b>	
Z Mtumane D Sibiya	African Literature Zulu prose literature; Radio drama and literature interface
R Mokgathi	Onomastics
IK Mndawe	Linguistics and Applied Linguistics
<b>Afrikaans</b>	
M Pienaar	Semantics and interpreting studies
CJ Conradie	Afrikaans linguistics and historical linguistics
DC Lawrence	Online language learning
K de Wet K	Contemporary Afrikaans poetry



Applied Communicative Skills	
J Chikasha	Language policy and planning, linguistic revitalisation, linguistic landscaping
F Darsot	Linguistics, English Education
GE Lier	Targum and Hebrew Bible
MR Pather	Business Communication
S Yafele	Languages, literacies and education
R Sibanda	Early Childhood Education
R Sibanda	Education policy
R Sibanda	Multilingualism in Education
Centre for Anthropological Research	
S Baker	African Origins, palaeo-anthropology, palaeo-zoology
M Lombard	African Origins, human genetic evolution, human cognitive evolution, indigenous knowledge systems
C Menter	African Origins, palaeo-anthropology
Centre for Social Change	
C Runciman, L Sinwell, P Alexander, T Ngwane	Community protests, worker organising, precarious work
Centre for Social Development in Africa	
L Patel	Social policy, social development, social protection, families, gender
T Hochfeld	Families, gender, social protection, social justice
L Graham	Youth
S Plagerson	Social policy
Z Khan	Men and care, fatherhood, social protection, minimum wage
J Moodley	Disability
L Williams	Youth
Centre for Sociological Research and Practice	
A Desai	Sociology of sport, diaspora studies, social movements, sociology of the street
Communication Studies	
N Mboti	Apartheid studies
PP Frassinelli	Critical theory, postcolonial and decolonial studies, translation, communication theory, digital media, African cinemas
T van Tonder	Cultural studies, fan studies, fandom and gender

V Sathiyah	Indigenous communities, tourism, public-private-community partnerships
A Hoffman	Organisational communication
M Burger	Global communication, communication and social change, development communication
<b>English</b>	
S Mngadi	Masculinities and South African film
D Scott-Macnab	Medieval English literature
R Frenkel	Indian Ocean Studies and South African literature
B Grogan	South African literature; modernism; psychoanalysis; Australian literature; corporeality; metaphors of embodiment
C Mpanza	Academic literacy
D Layton	Scholarship of teaching and learning
J Lwangu-Lumu	Politeness studies; pragmatics; intercultural/cross-cultural communication; applied linguistics; computer-assisted language learning; academic writing; African indigenous knowledge
T Tsehloane	Contemporary South African literature; African literature; African-American literature; Marxism; post-colonialism
M Labuschagne	Reader Response Theory; post-structuralism; post-modernism
N-L Wales	Film and literature adaptation; representations of Africa
<b>Greek and Latin Studies</b>	
M Triandafillou	Literature written by the Greek Diaspora in South Africa and Africa Greek language, culture & education in South Africa and Southern Africa Archives of the Greek communities in Africa
<b>Historical Studies</b>	
N Erlank	Christianity, gender, South Africa, colonial history
N Essop Sheik	History of gender, sex, race, labour, law and colonialism in the nineteenth and twentieth centuries in Southern Africa
G Groenewald	History of criminal justice, development of Afrikaans, Dutch Colonial history, Atlantic history
L Grundlingh	History of Johannesburg open public spaces
K Moguerane	History of empire and nationalism in Southern Africa
S Sparks	Modern South Africa, Apartheid, modernism, nationalism, the history of town planning, the history of science and technology, industrialisation, historiography
T Waetjen	Histories of intoxicants, narcotic medicines and addiction in 20th-century South Africa
T Waetjen	Muslim lives and civic identities in South Africa and Gujarat in the early 20th century
<b>Journalism, Film and Television Studies</b>	
J Duncan	Freedom of expression, privacy, securitisation and communication

Y Rodny-Gumede	Journalism ethics and professionalism; Media and gender; Comparative media studies; Political communication; International Communication; Media law; Media and elections; Media and human rights; Media in conflict monitoring and resolution; Media education and curriculum transformation.
M Tager	Television and Film Audience Studies, South African Cinema
E Rossouw	Magazine Journalism, Production and Management
D Moyo	Media policy and regulation in Africa; and (new and alternative) media and political engagement in Africa; journalism in the digital era; and media and elections.
P Dannhauser	Screen writing
L Barry	Experimental Cinema/ Documentary
N Stremiau	Law and governance in areas of limited statehood; ICTs and politics and development in Africa; social media and migration. East Africa (Ethiopia, Uganda, Somalia)
<b>Linguistics</b>	
A-M Beukes	Language policy and planning; Sociology of translation; Sociology of language; Sociolinguistics
E Cornelius	Legal translation; Risk management in translation; Interpreting; Plain language
S Dose	(Simultaneous) Interpreting
<b>Philosophy</b>	
CF Botha	Philosophy of Art, aesthetics, Philosophy of Dance, 19th and 20th C continental philosophy
A Broadbent	Philosophy of Epidemiology, Philosophy of Medicine
CM Harris	
HPP Lotter	Human dignity, truth in science
Z Mncube	
T Metz	
V Mitova	Normative epistemology, particular focus on reasons, evidence, and epistemic injustice
A Singh	
B Smart	Philosophy of medicine/epidemiology
R Winkler	19th and 20th century European thought, phenomenology, German idealism
<b>Politics and International Relations</b>	
AB Chikwanha	Democracy and Governance (elections, corruption) Peace and conflict Research methods - comparative and conflict-sensitive methodologies
DJ Geldenhuys	Non-conformist conduct in world politics
SE Graham	South African foreign policy The United Nations Good international citizenship and international conflict

K Kondlo	Financialisation of emerging economics Land and agrarian questions in the global south Liberation movements in Southern Africa, political parties and elections
C Hendricks	Peace and security Conflict management Security sector governance Women, peace and security Regional security architectures African politics Pan-Africanism Decolonisation
<b>Psychology</b>	
T Guse	Positive psychology, psychological strengths, hope, gratitude, psychological well-being, hypnosis
G Kruger	Personality and individual differences; Humour; The Self
T Maseti	Gender and development
T Maseti	Feminist research
T Maseti	Identity development in contemporary SA
LM du Plessis	Posttraumatic growth
N Joosub	Neuropsychological rehabilitation
ZG Knight	Psychoanalytic / Psychodynamic Psychotherapy Object Relations Theories Brief dynamic therapy Group therapy
H Lourens	Disability studies
	Inclusive education
M Brubacher	Societal views toward criminal justice
P Moodley	Popular culture, Media, Celebrities, Cultural Studies Sexuality of gay men and minority sexualities Evolutionary Psychology Social Neuroscience
G Schwär	Spirituality SFBT
S Ebrahim	Social media Body, sex and gender Infertility
T Tlali	Profiling of psychologists in private practice in South Africa Psychological trauma and body-centred psychotherapies
B Barnes	Psychology, environment and health

Religion Studies	
SJ Nortje-Meyer	Gender and sexuality in the field of New Testament Science with specific emphasis on the Letter of Jude; Letter to the Ephesians; Gospel of John
H Viviers	Literary approaches to the Bible (especially rhetoric and body rhetoric); Ideological approaches to the Bible (Gender Criticism, Eco-feminism, Eco-theology). Also interested in anthropological and psychological studies of the Bible, the cognitive science of religion and the religion:science debate. The past few years I have focused especially on ecological hermeneutics (see 3.1).
F Esack	Qur'an & Tafsir, Liberation Theology, Contemporary Islam
MS Mathee	Timbuktu manuscripts
E Hankela	Ethnography in the study of theology and religion; Christian liberation theologies; religion/faith and migration; faith communities and social justice
L Howes	Sayings Gospel Q; Historical Jesus; Parables of Jesus; Synoptic Gospels; Second Temple Judaism
Social Work	
JBS Nel	Community development; community leadership; poverty
AD Van Breda	Resilience, Youth transitions, Care-leaving, clinical social work
VS Nadesan	Field instruction, Social work education, Child and youth care work, substance abuse
Y Turton	Indigenous practices, women's empowerment
M Sobantu	Social development, housing, urban livelihoods, older persons, informal settlements
M de Beer	Social cohesion, Sexuality, Disability, Animal Assisted Intervention / Activities / Therapy
S Bond	Possible selves, care leaving, clinical social work
B Mashigo	Community Development, Governance and Leadership in the Non-profit making organisation
C Latakomo	Youth; Substance Abuse; EAP and Community development
N Maphosa	Gender issues, probation work, domestic violence, community development
M Ncube	Community Development, Social Development, Social work supervision and Management
T Raniga	Social Policy, Feminisation of poverty and community development
S Rasool	Gender based violence, domestic violence, adolescent gender attitudes, help-seeking, feminism, adolescent experiences of gender-based violence
Sociology	
K Batisai	Gender, Sexuality, Political change and Questions of Being Different
T Chagonda	Trade Unionism and Politics in Zimbabwe, Masculinities
A Desai	Social Movements, Sociology of Sport, Diaspora Studies, Sociology of the street
D du Toit	Domestic work; Outsourcing, Emotional Labour; Sociology of Work
G Khunou	The Black Experience, Black Middle Class, Masculinities, Father Connections, Gender and Social Policy
K Naidoo	Family Sociology; Poverty and Inequality; Reproductive Health

S Ngcwangu	Skills development in South Africa, labour processes, trade unions, sociology of education, youth development
P Rugunanan	Migration, Family well-being and Resilience; Social Capital, Sociology of Work, Sociology of Education
L Smuts	Gender and Sexuality; Stigma; Social Identity
M Suleman	Religion, Crime, Deviance, Violence, Clinical Sociology, Conflict Studies, Social Justice, Family and Sport
T Uys	Whistleblowing, Clinical Sociology, Sociological Social Psychology, Exclusion, Social Capital and Citizenship, History of Sociology in South Africa
C Van Zyl-Schalekamp	Food and Culture; Food security; Hungry Students
<b>Strategic Communication</b>	
DR Benecke	Activism, experiential and reflective learning, value-based education, social representation
C Davis	Gender-based violence communication
C Davis	Brand innovation
C Davis	Second-order cybernetics & systems thinking
R Hattingh	Sustainability and Strategic Communication
R Hattingh	Decolonisation of curriculum
R Hattingh	Conceptualisation, creative thinking and problem solving
R Hattingh	Creative writing
N Levy	Marketing Education
E Lubinga	Health communication; public communication
RSV Mabada	Decolonization of Public relations and communications curriculum
N Mayet	Internal Communication
C Muir	The state of communication industry in South Africa
C Muir	The use of technology as a brand-building too
C Muir	Wearable technology and the management of health information
C Muir	Brands and the manifestation of leadership purpose within the organisation
M Pritchard	Online reputation management
MK Sitto	Online / digital, teaching and learning
S Verwey	Brand purpose and leadership in online brand contexts
S Verwey	Internal branding and employee engagement
S Verwey	Moral frameworks, ethics and communication roles in post-modern contexts
S Verwey	Decoloniality and the philosophy of PR and Strategic Communication education
S Verwey	Brand activism and image repair



# Appendix 8: Strategic initiatives

## The Africa Centre for Evidence (ACE)

Below, we report on 39 different initiatives by ACE during 2017 in fulfilment of the mission, strategic plan, goals, objectives and major drives of the Faculty and the University as a whole. Whilst many of these touch on more than one of the University's strategic objectives, these have been grouped below under each of the key strategic areas in turn.

### Research, innovation:

1. *ACE Advisory Group* – To ensure the quality and integrity of our work, we established our ACE Advisory Group. Members have been strategically selected to include three members within South Africa, three from other countries in Africa, and three from outside of Africa. They include international scholars and senior government colleagues committed to providing critical support to ACE and to raising our international profile.
2. *ACE research* – ACE aims to reduce poverty and inequality in our region through the production of research that is both useful and used. In 2017, we engaged in projects for international research funders on ecosystem services for poverty alleviation and on increasing women's participation in wage labour, as well as conducting research on the use of mobile technologies in education. We engaged with seven South African national government departments and two UK government departments. In South Africa, we work particularly closely with the Departments of Planning, Monitoring and Evaluation (DPME) and of Environmental Affairs (DEA). Our evidence maps and systematic reviews are internationally regarded by academics and decisionmakers alike. In particular we have a reputation for rigorous and innovative research methodologies that are relevant and useful for decision makers. This is evidenced by the high profile we were given at the Global Evidence Summit in Cape Town in September 2017, and in a recent invitation to travel to Brussels to train the European Commission in our evidence mapping approaches. See section 3.2 below for more details on each of our research projects.
3. *ACE academic scholarship* – ACE staff are committed academics and prolific writers. In general, we write as a team in order to foster a critical and engaged academic culture and mentor less experienced staff in academic scholarship. In 2017 we published the 10 academic papers and book chapters listed in Appendix 1 (some are not yet available in hard copy so will not yet count as accredited outputs). These are complemented by an additional eight peer-reviewed research reports.
4. *ACE engagement in academic discussions* – ACE is committed to engaging with academic and related communities through conference and seminar participation. The breadth of ACE's contributions to conferences, including co-organising international events – is listed under 5.2 below. In 2017, we gave 21 presentations and posters at national and international conferences as listed in Appendix 2.
5. *ACE software development* – See below under 'fitness for global excellence and stature'.

### Excellence teaching and learning:

6. *ACE writing and mentoring support for postgraduate students in the Faculty* – In August 2017 we piloted a writing and mentoring retreat on behalf of the Faculty, offering support to postgraduate students struggling to complete their master's dissertations and PhD theses. This proved highly successful in moving students forwards towards submission and we will be exploring whether we should be rolling this out more widely in the future.

7. Provision of ACE capacity-building – ACE has considerable potential for providing capacity-building workshops and training on a number of evidence-related topics. This includes research methods training in general. Whilst we have not yet fully developed this strand of our work due to internal funding constraints, in 2017 we have provided workshops in response to requests, where recipients were willing to cover our basic staff costs. This resulted in 77 training places being provided for colleagues in research councils, universities and government departments. Where feasible within these paid courses, members of Faculty were invited to take up free places.
8. Support to ACE staff for their studies – see below under ‘student-friendly learning and living experience’.
9. ACE and the use of personal mobile devices for learning – ACE staff play a key part in research on the use of personal mobile devices for learning at the University (see 3.1 below).
10. ACE and blended learning at UJ – ACE staff play a key role in supporting blended learning at UJ, providing advice, training and support to blended learning programmes at the University. ACE staff sit on the UJ Consultative Committee on Teaching with Technology and on the Advisory Committee of the Centre for Academic Technologies.
11. ACE and the use of mobile technologies to support education in lower middle-income countries – ACE staff conducted research in 2017 involving the Department of Basic Education, the Department of Science and Technology, the CSIR, and the Information Communication Technology for Rural Education Development (ICT4RED) project team exploring the use of mobile technologies in education.

#### **International profile:**

12. *ACE Advisory Group* – Our Advisory Group includes international leaders from across Africa and further afield - see above under ‘Research, innovation’.
13. *ACE participation in the Global Evidence Summit* - the participation of 10 members of ACE staff in the Global Evidence Summit in September 2017 contributed considerably to the international profile of ACE, the Faculty and the University (see 1.1 above for more details).
14. *Piloting of internship exchange programme between ACE and McMaster University, Canada* – In 2017 ACE piloted an internship programme in which a postgraduate student from McMaster University spent three months at ACE, contributing to a joint project with the SA national Department for Planning Monitoring and Evaluation. This was fully funded by McMaster and brought considerable value to our work. We will be extending this programme in 2018 to include three incoming interns to ACE and one outgoing intern to McMaster. It is worth noting that ACE’s ability to link international expertise with a South African government research programme is at the forefront of this relationship.
15. *Securing international grants* – ACE’s Director has built on the success of the R20 million of funding she secured from the UK’s Department for International Development from 2014 to 2016. In 2017 we have secured R12 396 750, including R12 103 250 from international funders.
16. *Smart institutional partnerships, including subcontracts and MOUs, with other universities, government departments and other international agencies* – ACE is committed to building strong institutional partnerships at national and international levels with a wide range of organisations. In 2017 this included the following contracts, agreements and MOUs/MOAs. (More information on our joint national and international initiatives are listed below under ‘National and global reputation’.)
  - Subcontracts with: i) the University of Makerere, Uganda ii) University College London, UK, iii) Southern African Social Policy Research Insights, SA, and iv) Oxford University, UK
  - Agreements to provide one-off training courses for: University of Cape Town, UNISA, CSIR, and the African Institute for Development Policy (Kenya).
  - Drafting MOUs / MOAs with i) The SA national Department for Environmental Affairs and ii) McMaster University, Canada

## **National and global reputation:**

### **National initiatives:**

17. *ACE working with the South African Monitoring and Evaluation Association (SAMEA) and the World Bank-funded Centre for Learning Evaluation and Results for Anglophone Africa (CLEAR-AA)* – In 2017, ACE formed part of the organising committee for SAMEA's biennial conference. We co-led the strand on evidence use with colleagues from the World Bank-funded Centre for Learning Evaluation and Results for Anglophone Africa, and five of our staff presented at the conference. [NB; This was also a pan-African event.]
18. *ACE support to the Department of Environmental Affairs (DEA) Evidence Indaba* – ACE partnered with DEA in hosting this annual conference providing the facilitation role for the event, as well as giving a number of presentations.
19. *ACE facilitation of a Cross-Government Community of Practice on Evidence Use* – In early 2016 we led the creation of this informal group of senior government officials from across central government departments with an interest in evidence. This included senior members of staff from National Treasury, the Department of Planning, Monitoring and Evaluation, the Department of Science and Technology, the Department of Public Service and Administration, the Department of Co-operative Government and Traditional Affairs, Stats SA, the Government Technical Advisory Centre, and the Department of Environmental Affairs. In 2017 we continued to play a role in the group, helping them to develop into a community of practice. Whilst the work was unfunded and the group was informal, it was an exciting opportunity to help to build this important evidence community.
20. *ACE contribution to the national Science Forum* – ACE has played a role at the national Science Forum since the first event in 2015, organising panels, presenting alongside government colleagues, and exhibiting at the event. [NB: This was also a pan-African event.]

### **Pan-African initiatives:**

21. *ACE's secretariat to the Africa Evidence Network (AEN)* – colleagues at ACE have provided the secretariat to the Africa Evidence Network since its formation in 2012. Initially just 23 people from across Africa, this pan-African Network now includes over 1400 members from 40 countries including 22 African governments. ACE's role in this Network puts us at the centre of an influential, dynamic, cross-sectoral community. (See [www.africaevidencenetwork.org](http://www.africaevidencenetwork.org) for more information on this major ACE initiative.)
22. *ACE and the Cochrane Africa Network* – ACE is a member of the Cochrane Africa Network, a pan-African network of individuals and organisations conducting evidence synthesis in health care to inform policy and practice.
23. *ACE and the African Evaluation Association (AFREA)* – ACE is an active member of the Africa Evaluation Association.
24. *ACE and the African Union* – In conducting research about eco-system services and poverty alleviation in Africa, we consulted widely with colleagues, including from the African Union.

### **Global initiatives:**

25. *ACE and the Global Evidence Synthesis Initiative* – The Global Evidence Synthesis Initiative (GESI) is an international collaboration to support the growth of capacity to undertake systematic reviews and other evidence syntheses in low- and middle-income countries. Along with a number of centres in Africa, ACE is a member of their global network and our ACE Director, Ruth Stewart, serves on their international advisory group.
26. *ACE at the Global Evidence Summit* – In addition to ACE's participation in this international event as described elsewhere in this report, ACE Director, Ruth Stewart served on the Scientific Organising Committee for the conference.
27. *ACE and the global Collaboration for Environmental Evidence* – ACE hosts Africa's only centre within the Collaboration for Environmental Evidence (CEE Joburg), which is co-directed by Prof Ruth Stewart and Dr Carina van Rooyen. This environmental evidence centre

provides advice and support to researchers and decision makers interested in producing and using rigorous evidence to guide environmental management and conservation. We provide additional support to this international collaboration by sitting on the scientific committee of their annual conference and providing an editorial role for their international journal, *Environmental Evidence*.

28. *ACE and global Cochrane* – ACE colleagues serve the international health evidence synthesis organisation, Cochrane, as authors and peer reviewers, in addition to which, our Director, Ruth Stewart, works as an editor for the collaboration.
29. *ACE and the global Campbell Collaboration* – ACE colleagues work with the international social policy evidence synthesis organisation, the Campbell Collaboration, as editors of their international development group, and as authors and peer reviewers for their systematic reviews.

### **General initiatives:**

30. *ACE media exposure* – As highlighted above, our ACE launch was well covered in the media, including our Director giving one TV and two radio interviews.
31. *ACE blogs and other popular publications* – In line with our commitment to sharing our work with lay readers and general publics through a wide range of publications, in 2017 ACE published 37 blog posts (listed in Appendix 3).
32. *ACE social media profile* – ACE is committed to building its own, and by association UJ's, social media profile.

Through our affiliated projects, our work is showcased via:

- four websites (<https://www.uj.ac.za/faculties/humanities/ace>, [www.africacentreforevidence.org](http://www.africacentreforevidence.org), [www.africaevidencenetwork.org](http://www.africaevidencenetwork.org), [www.ceejoburg.com](http://www.ceejoburg.com));
- three twitter accounts (for ACE: @ACE\_UJ, the Africa Evidence Network: @Africa\_Evidence, and CEE Joburg: @CEEJoburg, and
- a YouTube Channel (<https://www.youtube.com/channel/UCmj9Yqu2Q6minYLPmTPmWQ/featured>).

By the end of December 2017, we had totalled 35 357 downloads from our websites (these figures include downloads since June 2014). We had 3 254 followers on our twitter accounts, and 264 views on our YouTube account.

As well as participating in discussions on evidence-informed decision making, we developed a weekly feature for our @ACE\_UJ twitter account called 'What we are reading'. This feature shares interesting pieces of knowledge that the ACE team comes across in its work. In this space we are generally positioned as evidence synthesis methods experts.

### **Student (and staff) friendly learning and living experience:**

33. *ACE support to staff for their studies* – ACE is committed to supporting its research staff who are also students at UJ. In 2017 this included allowing staff registered for postgraduate studies paid time to progress their own research, use of our computers for their master's and PhD work, and informal mentoring from our more experienced staff. The success of this initiative is reflected in three of our five staff studying for postgraduate qualifications submitting their theses in 2017.
34. *ACE mentoring programme for all ACE staff, including those who are students* – ACE offers a mentoring programme to all of its staff. Each staff member is matched with an advisor external to their core work, the majority of whom work outside of UJ. The willingness of high-profile colleagues from across South Africa and further afield to avail themselves to offer this mentorship free of charge is an indication of the high levels of support for the Centre.

## **Fitness for global excellence and stature:**

35. *ACE attracting and retaining illustrious academic staff* – ACE has invested considerably in 2017 in building and maintaining relationships with high-profile academics around the world (see 5.1 below). This is the first step towards attracting a wider pool of experts to contribute formally to ACE's growth and success. In 2017 we started this more formal process through membership of our ACE Advisory Group, and smaller advisory groups for each of our externally funded research projects. In 2018 we plan to develop these relationships further through a Research Associate scheme, appointment of Distinguished Visiting Professors, and MOUs/MOAs with partner universities.
36. *ACE building a world-class infrastructure for our work* – Whilst this is a long-term initiative, we started to progress this through the development of our own software for visualising systematically collated evidence bases on particular social policy issues using online, interactive software.
37. *ACE success in securing funding* – ACE's Director has secured over R33 million in research grants to UJ since 2013. In 2017 alone, this amounted to R12,396,750. These successes reflect and contribute to ACE's reputation for good quality work and good governance of research funds, as well as to our financial sustainability.
38. *ACE transparency in all of our funding* – ACE publishes via its website details of all of its funding, including the pay ratio between its Director and lowest paid member of staff. In 2017 it was awarded a five-star rating by the independent agency Transparify for its commitment in this regard.
39. *ACE minimising our carbon footprint* – Whilst some of ACE's international work requires air travel, we work to minimise our environmental impact by using online conferencing tools wherever possible. Our reports and outputs are published online to minimise printing costs. We encourage our staff to use public transport for our regular meetings with government colleagues in Pretoria.

## **African Languages**

Lecturers took their teaching seriously.

Research involvement was promoted.

Supervision of PG students.

Having students complete their studies within the expected time.

The Department has appointed a team, which will be responsible for student marketing at schools.

## **Afrikaans**

The Dept. of Afrikaans as such was incorporated into the larger Department of Languages, Cultural Studies and Applied Linguistics.

## **Applied Communicative Skills**

Developing junior lecturers in terms of research and their academic profiles. Mrs J Chikasa and Mr R Sibanda graduated as PhDs. Our research productivity output increased as well.

## **Centre for Anthropological Research**

Below follows the executive summary in direct relation to the published Faculty Strategic Plan 2020.

### **RESEARCH AND POSTGRADUATES**

1. Collaboration: CfAR has extensive local and international collaborative networks that resulted in 20 co-authored papers/chapters published during 2017, and a further 21 accepted for publication.
2. Connection with other disciplines: CfAR publications are interdisciplinary by nature and are written with colleagues from disciplines such as human genetics, anatomy, philosophy, psychology, biochemistry and physics to name but a few.

3. Our research is Africa-centred involving all aspects of human evolution and indigenous knowledge systems, it therefore enjoys local and international recognition and has nation-building capacity.
4. Postgraduate training includes scarce-skills development in an area declared a National Priority.
5. Postgraduates at CfAR all attend a weekly forum to discuss their work amongst peers.
6. Emphasis is also placed on developing professional skills such as publication, presentation and guiding more junior students.
7. When ready, all students are generously supported to participate in national and international conferences in order to build their own professional networks.
8. They are assisted with creating workable timeframes in the context of their own unique circumstances.
9. Where appropriate students are introduced to local and/or international collaborators in an interdisciplinary context to stimulate intellectual growth and capacity.
10. Collectively, we strive towards the highest intellectual quality.

#### INTERNATIONALISATION

1. CfAR includes significant numbers of persons originating outside South Africa, both as officially appointed research associates and as collaborators on a range of research projects as reflected in the various sections below.
2. During 2017, CfAR was instrumental in the establishment of an MOU between UJ and Linnaeus University in Sweden.
3. During 2017, a master's student was sent to Uppsala University for training in statistical processing of DNA data.
4. We are currently aiming at establishing research collaborations with colleagues in Zimbabwe, Botswana and Namibia. But admittedly, responses are not forthcoming – we will keep trying.

#### STUDENT EXPERIENCE

1. I am confident, that since I took over the unit as Director most postgraduates will agree that their experience is intense, stimulating, challenging, yet supportive.
2. The aim is to conduct all academic engagements in a manner that is mutually respectful.

#### REPUTATION

1. I do not think it would be misplaced to claim that CfAR as new hub for palaeo research at UJ fulfils in the Faculty of Humanities' aspiration to be nationally and globally known as: up and coming, innovative, professional, relevant, and distinctive in our offering.
2. We are in the process of becoming globally competitive in palaeo research, notwithstanding UJ not yet fully investing in permanent positions for the discipline.

#### SUSTAINABILITY

1. CfAR aspires to develop a taught master's programme compiled of independent Short Learning Programmes consisting of a series of globally available MOOCS, which would qualify some participants to enrol for a year-long practical experience and writing programme. The MOOCS could become a sustainable third-stream form of income
2. Members of CfAR have a strong track record of research fundraising with relatively high budgets for the Humanities.
3. Our biggest threat for sustainability is the lack of a core group of permanent members of skilled staff to maintain teaching, supervision, fieldwork and research programmes.

#### Centre for Social Change

No major new initiatives. But community and political engagement reached a qualitatively higher level through the 1917 Centenary activities, and we used our international associate network to build collaborative research and identify funding opportunities (e.g. ESRC).



### **Centre for Social Development in Africa**

Innovation – the abovementioned projects point to our commitment to innovative intervention research, which is using evidence to inform the development of interventions that make changes at the local level.

Postgraduate supervision and throughput – the model of supervision at the CSDA involves postgraduate students in research projects on a part-time basis, in such a way that they gain valuable experience in the workplace whilst studying. The model also enables them to earn some income whilst completing their postgraduate studies. This year the CSDA senior staff members supervised

Internationalisation – We have maintained ongoing partnerships with three international universities and continue to play a leading role in the Southern African Social Protection Experts network (SASPEN). Our involvement in the United Nations Research Institute for Social Development (UNRISD) project has connected us with research partners in China, India, Indonesia, Russia and a group of countries in the MENA region.

Decolonisation – our research work has consistently focused on developing Southern theory by locating our empirical work in the local context and interpreting this evidence by engaging with Southern theory and by critiquing the relevance of theories from the North. Although much of our work is applied in nature, we nevertheless remain committed to contributing to the development of theory in the fields of gender, youth transitions, social policy and social development in the context of the global South. The UNRISD project mentioned above is a clear example of how this is done. The research in the country case studies contributes to a broader understanding of social policy in the global South.

### **Centre for Sociological Research and Practice**

The Director has engaged with a series of initiatives around de-colonising the curriculum addressing one of the major drives of the Faculty. The Centre has also offered strategic advice and research expertise of environmental struggles in KwaZulu-Natal.

### **Communication Studies**

1. The Department appointed quite a few postdoctoral students and senior research associates, many of whom are international. This advanced the internationalisation of the Department and enhanced the international profile of the Department significantly.
2. The Department has maintained a strong publication record by publishing a total of 22 research outputs claimable for subsidy.
3. The Department made great advances at the level of decolonisation by publishing on the topic and by working towards decolonising the curriculum.

### **English**

1. The Department of English aims to maintain its excellent research profile, which includes producing excellent graduates at honours, master's and doctoral levels.
2. The Department is also at an advanced stage in its efforts to review the undergraduate and honours curricula, in line with the Faculty's objectives to transform and decolonise our curricula.
3. We have already appointed an international scholar to replace Prof Scherzinger, who retired at the end of 2016, and will be making three appointments this year to replace Ms Felix, who left last year, and Prof Scott-Macnab and Dr Starfield, who retire at the end of March this year.
4. The department has increased the number of its honours and master's students for 2018, which is in line with the Faculty's objectives to improve postgraduate enrolments.
5. We are constantly working on better ways of improving undergraduate and postgraduate throughput as well, through excellence in teaching and supervision.

## French

Encouraged international students for our honours course. Provided classes for RPL students, which would help them prepare for 2018.

## Greek and Latin Studies

Co-ordinated the development and formation of a departmental future strategy plan and its position and contribution in the Department of Languages, Cultural Studies and Applied Linguistics (LanCSAL). It was presented on Friday 27 October 2017 at the new Head of LanCSAL, Prof. M. Pienaar, at B Ring 712.

## Historical Studies

1. Recurriculation of our undergraduate and honours courses (incl. new ways of assessment), partly in response to the calls for decolonisation.
2. The appointment of three international scholars, including two co-appointments with a university with which UJ has a MoU.
3. Internationalisation of students: some of our third-year students attended an interactive module with students from Western Sydney University in the Kruger National Park and all our honours students in 2017 as well as two staff members went on a UJ-sponsored visit to the University of Zambia.
4. The graduation of Juan Klee with his PhD. All staff members in the Department now hold PhD degrees.
5. The continued strive for excellence in research as demonstrated by publication through all staff members in highly rated international journals.
6. The Department's internationalisation and research efforts are demonstrated by its hosting of three research workshops/symposia at UJ in 2013, all of them (co-funded with money from international foundations and featuring scholars from SA, Africa and the wider world).

## Journalism, Film and Television Studies

Teaching and Learning:

- The Department of Journalism, Film and Television was among the first to take up the Dean's offer to go on a breakaway to reflect on its strategic plan for the future. As indicated above, we came up with what we consider a blueprint for our curriculum reform, whose implementation is currently under discussion.
- The Department is engaging CAT to provide training on blended and online learning to staff.
- We have restructured our tutor programme to enhance the learning experience of all our students by breaking down large classes into small tutorial groups and initiating development of clear tutorial guidelines to standardise tutorials in the Department (this is work in progress).
- We have initiated a process of fine-tuning the selection procedure for postgraduate studies, with the introduction of a screening test for honours students.

Research outputs: As part of our efforts to drive up research output, the Department has initiated the following:

- Increased number of PDRFs from two to four in 2017.
- Appointing suitable candidates as Research Associates in the Department (three eminent international scholars are currently under consideration).
- Working more with postgraduate students to co-publish good work that would otherwise go unpublished.
- Consolidating School research seminars – we started off the year with the first School postgraduate seminar.

## Linguistics

The Department of Linguistics developed its own strategic plan to guide its activities and to map out important focus areas; we believe our strategic plan is in line with the strategic initiatives of the Faculty.

The Department offers, and will continue to offer in the new LanCSAL, Applied Linguistics in both its undergraduate and postgraduate programmes with translation, text editing and interpreting remaining strong foci given its increasing pervasiveness in the era of globalisation. With globalisation and the increased mobility of people and commodities, translation and interpreting have gained more ground in the consciousness of the public at large. Translators and interpreters have become key facilitators of “global interconnectedness” and have hence become important economic players in the services sector worldwide. With the spread of armed conflict and extensive media coverage translators and interpreters have in addition become important “political players”.

Additionally, taking up its place in the new LanCSAL department, those involved in the BA Language Practice degree programme and the postgraduate offerings in Applied Linguistics, will continue to reflect on these offerings regularly, in light of the recent calls to transform and decolonise the curriculum, to allow for multiple perspectives, to acknowledge the value of different voices and diversity (linguistic and otherwise), etc. We have, as mentioned elsewhere in this annual report (2.5), made strides in decolonising our curricula.

The Department also managed to enhance its international footprint, which are alliances formed with individuals and institutions from abroad, also within the Universitas 21 consortium (see visit by Prof Brendan Weekes to our Department in February 2017).

### **Philosophy**

Teaching:

Our discussions and conscious efforts to decolonise our curriculum, and to provide our students with world class tuition in Philosophy. Our efforts to have one of the best tutor programmes in the Faculty.

Providing online lectures in some modules to further the ‘blended learning’ initiative.

Research:

Encouraging eligible staff members to join the AAMP programme, and all staff to take advantage of research retreats and other workshops to ensure top quality research outputs.

Admin:

Encouraging staff to volunteer to serve on various UJ committees in order to contribute to these.

### **Psychology**

- Staff transformation (improved from 37% to 57% from designated groups in 2017).
- Curriculum transformation (efforts to review both the structure and content of curriculum).
- Decolonisation (the Department hosted the first decolonisation and psychology colloquium as well as a disability and transition colloquium).
- The Department also played a significant role in the inaugural Pan-African Psychology Union conference by sending the largest delegation from any psychology department in South Africa to the conference. Staff were also involved in organisation of four symposia while Professor Brendon Barnes delivered a keynote address.

### **Religion Studies**

The HOD has attended and participated in the Faculty’s Strategic Planning Workshops in order to maximise the functioning and output of the department. Blackboard training sessions were organised to equip and support lecturing staff with effective Teaching and Learning. As a department we have agreed to formalise the first-years’ learning guides to reduce confusion among the students about what is expected from them.

### **Social Work**

- Involved in an intensive programme of decolonisation of the curriculum and approach to teaching and learning.
- We are focussing our efforts on improving postgraduate throughput by changing the way we run our master’s programme and improving monitoring of student progress.

- Getting staff to complete PhDs by creating space for staff to write.
- Staff applying for funding for conferences and teaching relief to further research objectives.
- Staff attending courses to improve teaching and learning.
- Working to develop a strong team to enhance the teaching, learning and research objectives of the Department.
- We have a writing group every term in which three staff members need to present a paper or chapter they are writing and this is used as a basis for discussion. This is to assist staff with finishing doctorates and assisting with publication output.

### **Sociology**

- The development of a young cohort of sociologists who are attracted to stay in the academia.
- Improve the throughput rates especially of MA and PhD students.
- Support existing staff to finish their PhDs.
- Putting in place measures for newly qualified staff with doctorates the space to publish and develop their research profiles.
- Keep developing a curriculum that challenges Eurocentrism and places emphasis on scholarship rooted in the African context.
- Develop courses that reflect the everyday realities of the African continent.
- Develop collaborative projects within the Department and Faculty so as to build research capacity and collegiality.
- Use the Centre for Sociological Research and Practice to attract international scholars and build linkages with Centres across the world.
- Develop proposals and projects that can attract diverse sources of funding.
- Encourage staff to think about short courses for the wider public that can attract forms of funding.
- Encourage staff to publish articles in the popular press thereby promoting an engaged public sociology or sociological practice.

### **Strategic Communication**

- Research collaborations with other departments such as Development Studies (Izindaba Zokudla) and Faculty of Engineering and the Built Environment (Research Go app used by BA Honours Strategic Communication students; co-authoring various papers and conference presentations on service and engaged learning as well as a chapter on engaged learning in a Routledge book – to be published towards mid-2018) by Mrs Rene Benecke.
- Increasing the visibility of the Faculty through developing, facilitating two gender-based violence workshops for UJ students during 2017. The HOD was a keynote speaker and presenter at two events hosted by the Transformation Unit, as well as an event hosted by PsyCaD, and one hosted by UJ Community Engagement by Dr Corne Davis. She was interviewed on radio a number of times and appeared in a television snippet relating to the GBV workshop the HOD facilitated and presented. HOD established relationships between UJ and other key stakeholders such as City of Johannesburg, SAPS units, Department of Social Development, Department of Women and Department of Justice. The research conducted by UJ Strategic Communication honours students was used to develop a survey instrument pertaining to the safety of UJ students that will be used to continue with this relevant research in 2018.
- Decolonising the curriculum, teaching and learning.
- Blended learning by using teaching technologies and flipped classes.
- Setting up the first meeting of a curriculum advisory board with industry experts to ensure the relevance of our qualifications.

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## For more information



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Multilingual Language Services Office (MLSO)

\*Please note all data and information reflect audited data at the end of 2016.

