



FACULTY OF HUMANITIES **STRATEGIC PLAN 2020**

The Future
Reimagined



UNIVERSITY
OF
JOHANNESBURG



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SUMMARY

The Humanities and Social Science disciplines need to look outward. They need to better explain their service to society. And they need to be more collaborative and collegial, including disciplines in the Natural Sciences, Commerce, Law, Management and Education. The UJ Strategic Objectives indicate the University's goals for 2025. This plan sets out the Faculty's vision of itself in 2020, in relation to UJ's Strategic Objectives, and informed by the strategic imperatives facing Humanities and Social Science (Humanities for short) disciplines globally: being outward-looking, explaining service to society, and being cooperative and collaborative.

In 2020, research in our Faculty will be collaborative, interdisciplinary, and socially relevant. Our postgraduate training will guide students through the degree, and will include substantial and explicit skills components. It will be completed within predictable timeframes, it will be interdisciplinary and socially relevant, and it will be of the highest intellectual quality. Undergraduate training in the Faculty of Humanities will be accessible to students with a wide range of career intentions, will include substantial and explicit skills components that will enable them to succeed in the workplace, will be accessible to students from a wide range of socioeconomic and cultural backgrounds, will include substantial online components, blended learning, and will include direct individual or small group access to senior academics. The content of our curricula will be connected to social needs, led by our research, informed by our location, history and cultures, informed by global developments within and outside the academy, and interdisciplinary. Our staff and student bodies will include significant numbers of persons originating outside South Africa, who are from a range of geographical origins and social backgrounds, and who are integrated into the body and ethos of UJ. The student experience will be intense, stimulating, challenging and supportive. The Faculty of Humanities at UJ will be nationally and globally known as up and coming, innovative, professional, relevant, and distinctive in its offering. The Faculty of Humanities will have substantial third-stream income from short learning programmes, online programmes, research grants, and faculty-owned commercial enterprises.

REFLECTIONS ON THE IMPERATIVES FACING THE HUMANITIES

LOOKING OUTWARDS

If there is a core imperative to which the Humanities disciplines must respond globally,, it is that we need to look outwards. The Humanities globally struggle to be seen as relevant, despite the fact that many of the problems of the world - and of South Africa - are human in origin. The academic disciplines in the Humanities deserve a good portion of the blame for this perceived irrelevance, for they have developed in ways that are irrelevant, sometimes wilfully so. They have reacted extremely defensively to suggestions that universities need to provide a better account of themselves to the societies that house them, that degrees ought to confer skills that can be used in a workplace other than academia, and that they should try to explain what they do at the very least to educated non-academics. They have made some progress at working across disciplines, but generally without improving the comprehensibility of their activities in doing so, nor necessarily improving the usefulness of what they come up with. They have continued, in the most part, to work individually rather than in teams, and the academic hierarchy is most entrenched in the Humanities: a brilliant young mathematician can make his or her mark much faster and more decisively than a brilliant young historian. In short, the Humanities are conservative, at odds with the proclaimed ideologies of many Humanities scholars, and probably too with our self-perception of our disciplines.

It can be good to be conservative, if what you hold onto is valuable. Then the question for us is what we need to hold onto - what demands for change we do our duty by resisting - and what we need to change. We need to work out which parts of our disciplines, our structures, and ourselves amount to a good response to the demands of the contemporary world: a response that is effective both at preserving and promoting the value in what we do.

To determine this, we have to look outwards. We have to learn to justify and explain ourselves to people other than ourselves, to make ourselves better understood, easier to work with, and more intelligible. Some kings may be philosophers, but not all philosophers are kings. Plato's proposal was to change this. Even if that were a good idea, the prospects of achieving it are dim. As long as academics do not run the National Treasury, they need to be able to persuade, impress and influence those who do. And in a democracy, this means commanding at least some degree of respect from the electorate.



SERVICE TO SOCIETY

Perhaps the most fundamental challenge we face is articulating what use we are to society at large. Do we train a future workforce in skills an employer wants? Do we train the critical and conscientious citizens that a functioning democracy needs? Do we train future academics? Do we provide skills that augment the skills that other disciplines provide? Related questions arise in relation to our research. What is it for? Does it inform policy? Does it make life richer in intangible ways? Does it benefit everyone, or just some of us, and if so, who and why?

These are familiar questions in the Global North. In South Africa, they take on slightly different emphases. Many assume that university education at least to degree level is valuable, but on the other hand, that is because they assume it will get them a job, and thus questions about whether we train people for the precise needs of an employer bite harder. National pride drives a strong research agenda, but the funding gravitates to those areas that have successfully argued that they offer direct or potential benefits to society, which means an emphasis on STEM subjects.

In the abstract, there is little doubt that the critical skills and the kind of theoretical knowledge acquired through training in Humanities disciplines are valuable both in the workplace and for democratic citizenship, and that they enrich an individual's life. There is little doubt that the problems of South Africa, and of the world, are largely of human origin, and that technology alone will not solve them. So it appears, from a distance, quite obvious that both teaching and research in the Humanities could, in principle, be socially useful.

On the other hand, there is not much by way of anything as far as putting this into practice goes. Many of our courses are designed primarily by reference to a canon and to our own educations, with secondary reference to social context as seems appropriate. (The decolonisation movement has pressed this point.) This is not true for subjects like Development Studies, but remains true for many of the traditional humanities. Similarly, in many (though definitely not all) areas, our research projects and questions are typically defined by our disciplines - by what will get published - and only secondarily, if at all, by reference to the needs of society. We cannot over-generalise, of course, some disciplines have changed this. Sociological work on gender-based violence is directly related to social concerns. But there remain many other areas where this sort of social inspiration is not the case. Taking the Humanities as a whole, it seems to remain an optional extra.

Perhaps this is as it should be. Attempts by external parties (largely outside SA) to force academics to demonstrate social impact have largely been farcical. However, if we do not come up with some ideas of our own about how what we do can be shaped by the needs of society, then we cannot expect society to meet our needs either. Unless we want to go private (and be subject to an even more demanding kind of accountability) we need to take the bull by the horns and devise our own answers to the slew of typical questions about what we are for, why it is so hard to understand what we say, how our graduates are supposed to use what we teach them in their jobs, why we so rarely agree, and - given all this - why the taxpayer should pay us, especially in SA where the typical taxpayer is paid much less well than we are.

COLLABORATION AND COOPERATION

Humanities disciplines are diverse, but they have a common thread: thinking outside the box. This can take the form either of criticism or creativity, or indeed both. The sciences also involve both creativity and criticism, but if one accepts the broad way of thinking about science that Thomas Kuhn proposed in the 1960s, this is highly constrained by a paradigm, unless the science is going through some sort of crisis. A paradigm is a shared set of problems, and agreement on how to solve them, typically by reference to some exemplary instance in which the problems were solved. For example, the dominant paradigm in epidemiology until recently has been determined by the process of establishing that smoking causes lung cancer. This has been the exemplar by reference to which epidemiologists define and approach their problems. In Humanities disciplines, and the social sciences, something like exemplars might exist, but it is as common to proceed by attacking and criticising them as following them. Paradigms, in the Kuhnian sense, do not exist in the Humanities, nor in the Social Sciences.

The much higher degree of organisation in the natural sciences enables them to respond much more decisively to political exigencies. The sciences project an image both of usefulness and of the intrinsic value of the knowledge they produce. In fact, most basic research has no actual application and is very unlikely to have, and the intrinsic value of the knowledge that is produced is no greater than the intrinsic value of knowledge in general. The high degree of organisation of the sciences permits a public relations exercise that is to the advantage of the entire collection of scientific disciplines.

The Humanities cannot adopt the same intellectual structures as the sciences. The core nature of the disciplines do not permit it. However, they do need to discover ways to cooperate and collaborate more effectively. In order to sustain an environment where thinking outside the box is possible in the first place, there needs to be a high level of cooperation, shared values and practices, and common expectations. We score an own goal when we undermine the structures that enable us to do what we do, and when we position ourselves as outsiders in relation to our own institutions. We need to find ways to make our critical and creative contributions without doing that.



As well as the need to cooperate institutionally, there is a need to collaborate intellectually, both with others in the Humanities, and with those outside. The value of the Humanities disciplines, both in their training and in the knowledge they produce, is most obvious when it is combined with the skills and knowledge of other disciplines. It is fairly obvious why an engineer who has studied sociology would have an advantage over one who hasn't; to argue that someone who has a degree in sociology holds an advantage over someone who has qualified in engineering is a dead-end - it is to set up a false dichotomy. Explaining the value of including a social historian or an anthropologist in a team looking at effects of climate change on rural Botswana is much easier than explaining the value of history as against that of meteorology, zoology and botany. The value of the Humanities is often apparent when we are doing something other than studying the Humanities. Yet we are often absent in those situations, just when we are needed most.

In short, in the Humanities, we need to learn to be more collegial. That includes both institutional and intellectual play. Just as lawyers have developed professional courtesy (some of them, anyway) to enable them to navigate the extremely confrontational nature of litigation, so Humanities academics need to learn to switch their critical and creative abilities on and off, to direct them, and sometimes to put them to the service of a larger project which they themselves might not control. This requires a mindset shift. It probably also requires a rethink of the way that we conduct at least our doctoral training, and perhaps our training at lower levels too.

THE UJ STRATEGIC OBJECTIVES

UJ's Strategic Plan 2025 sets out the six Strategic Objectives, summarised below.

1. Excellence in Research and Innovation (publications, postgraduate students, impact)
2. Excellence in Teaching and Learning (quality of programmes, technology, online)
3. International Profile for Global Excellence and Stature (international recruitment, exchanges, partnerships)
4. Enriching Student-Friendly Learning and Living Experiences (the student experience)
5. National and Global Reputation Management (pan-African epicentre, brand/marketing)
6. Fitness for Global Excellence and Stature (financial sustainability, human resources strategy)

The Faculty of Humanities has a role to play in achieving each of these objectives. The Faculty needs to translate this big-picture vision into an academic reality.

To achieve this, the Faculty needs its own interim Strategic Plan, emphasising its own contributions and challenges. More than that, the Faculty is a large enough entity to have and need its own corporate identity within the University. It will not contribute effectively to the whole without some sense of what it is about, a shared vision and set of values against which particular decisions that are taken within the Faculty can be understood - whether those decisions are taken by a committee, a Head of Department, or an Executive Dean.

This document therefore has two aims: first, to provide a vehicle for the UJ 2025 Strategic Objectives to inform Faculty decisions; and second, a reference point for the Faculty to use - or to reconsider - in making decisions, large and small, and in tackling the unpredicted.

HUMANITIES IN 2020: A PICTURE

RESEARCH AND POSTGRADUATES

Research in our Faculty will be

- Collaborative,
- Connected to work in other disciplines, especially in the Sciences, Commerce, Law, Management and Education,
- Explicitly related to social concerns, including but not limited to South African ones.

As a consequence, our research will have impact, meaning that it will be

- Recognised inside the Academy, and
- Used outside the Academy.

Our postgraduate training will

- Take students through the degree, not leave them to sink or swim,
- Include substantial and explicit skills components (such as presenting, debating, or statistical analysis),
- Be completed within predictable timeframes,
- Connect students with research projects that are collaborative, interdisciplinary and socially driven, as above, and
- Be of the highest intellectual quality.



UNDERGRADUATE TRAINING

Undergraduate training in the Faculty of Humanities will

- Be accessible to students with a wide range of career intentions,
- Include substantial and explicit skills components (such as presenting, debating, or statistical analysis) that will enable them to succeed in the workplace,
- Be accessible to students from a wide range of socioeconomic and cultural backgrounds,
- Include substantial online components, blended learning and
- Include direct individual or small group access to senior academics.

The content of our curricula will be

- Connected to social needs,
- Led by our research,
- Informed by our location, history and cultures, and
- Informed by global developments within and outside the academy, and
- Interdisciplinary.

INTERNATIONAL

Our staff and student bodies will both

- Include significant numbers of persons originating outside South Africa,
- Who are from a range of geographical origins and social backgrounds, and
- Who are integrated into the body and ethos of UJ.

Our academic activities will

- Regularly partner with international institutions, and
- Include regular exchanges of students and staff with international institutions.

STUDENT EXPERIENCE

The student experience will be

- Intense,
- Stimulating,
- Challenging,
- Supportive.

Administrative functions will be smooth and seamless. Students will not be sent from office to office.

Academic engagements will be mutually respectful, prizing equality of worth and respect for accomplishment in equal measure.

REPUTATION

The Faculty of Humanities at UJ will be nationally and globally known as

- Up and coming,
- Innovative,
- Professional,
- Relevant, and
- Distinctive in its offering.

Our location in Johannesburg will be seen as a competitive advantage informing our unique offering.

SUSTAINABILITY

The Faculty of Humanities will have substantial third-stream income from

- Short learning programmes,
- Online programmes,
- Research grants, and
- Faculty-owned commercial enterprises.





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AFRICAN LANGUAGES

EXECUTIVE SUMMARY

The Department of African Languages forms part of the School of Languages at UJ. The Department aspires to make valuable contributions in terms of teaching and research in the faculty. The establishment of CoPAL, of which UJ is part, would ultimately help with the implementation of the envisaged development of African languages.

TEACHING AND LEARNING

STRENGTH AND CHALLENGES

Strengths

- Accommodating both mother-tongue and non-mother-tongue students.
- Offer relevant modules that address language issues in the society.

Challenges

- Most of the mother-tongue students still cannot speak or write their language as they should.
- The offerings of Zulu and Northern Sotho should be more aligned.
- The methodology students at Soweto Campus are taught through medium of English instead of Zulu or South Sotho.
- Shortage of teaching staff results in the employment of temporary staff which adds more administrative burden and lack of consistency.

STRATEGIC DIRECTION

- Align the teaching curriculum for the individual modules taught in the different languages.
- Implement more electronic and web-based learning strategies.
- Scaffolding students from 1st year level so that they can gradually hone their skills in undertaking research.

KEY STRATEGIES

- Ensure that the pass rate does not mean a lowering of academic standards.
- Methodology courses should be taught in Zulu and South Sotho.
- Contribute towards the training of teachers who would teach African languages as second language.

MILESTONES

- Produced students who are prepared and would be able to cope with postgraduate studies.
- Reduced number of postgraduate dropouts.
- All material for teaching and learning are available in target languages.

TRANSFORMATION

STRENGTHS AND CHALLENGES

Strengths

- The collaboration between staff in the different languages is strong.
- The Department is transformed in terms of staff.

Challenges

- The Department is male dominated as far as the lecturing staff is concerned.
- The students are not allowed to write their research proposals for postgraduate research in the designated languages of the university.

STRATEGIC DIRECTION

- The Department should make an effort to appoint female lecturing staff.
- Students should be allowed to write their postgraduate research proposals in designated languages.



KEY STRATEGIES

- The Department should participate in CoPAL projects.

MILESTONES

- As far as equity is concerned, the Department has reached it in terms of race but also needs to do the same in terms of gender equity.

RESEARCH

STRENGTHS AND CHALLENGES

Strengths

- Plenty of opportunities available for research and there is a desire amongst staff to do research.
- Growing interest in postgraduate studies from current students and potential students from elsewhere.

Challenges

HEAVY TEACHING LOADS FOR LECTURERS

- A shortage of senior staff members with experience.
- Major challenge: To increase research output.
- Ensuring that postgraduate students complete studies timeously.

STRATEGIC DIRECTION

- Need to improve research outputs.
- Co-authoring in research – collaborating with other researchers.
- Getting postdoctoral research fellow to join the department.
- Fast track staff members' own postgraduate studies.
- Purposeful supervision and mentoring of postgraduate students.

KEY STRATEGIES

- Obligation on staff members to produce research.
- Implementing a system to ensure the necessary focus on research in the department.
- Establish strong mentorship programs.
- Appoint research associates.
- Fast track the completion of existing staff members' studies by mentoring and buying out teaching time.
- Co-operate with research entities such as CALT.
- Inspire and motivate especially postgraduate students to finish studies on time.
- Enable students to work on broad research themes for their Honours research essays.

MILESTONES

- Strong research record in the past: high number of postgraduate student enrolment with equally high number of research publications in spite of small number of staff members.
- Presently there are fewer milestones in terms of research.



HUMAN RESOURCES

STRENGTHS AND CHALLENGES

Strengths

Growing student numbers which has allowed the department not only to retain but also to increase lecturing posts.

Challenges

- The department is growing and proper staff planning is an imperative in terms of:
- Staff needed for supervision capacity in both Zulu and Northern Sotho.
- Balance between linguistic and literary scholars.
- Balance between staff specializing in language acquisition and grammatical studies.
- There is an absolute scarcity of Black Africans specializing in grammatical studies.

STRATEGIC DIRECTION

- Maintain student growth and grow the department.
- Extend the course offering – short learning programmes for after hours.
- Be involved in community engagement.
- Ensure there is expertise – well trained staff in teaching the African languages as first, second or third language.

KEY STRATEGIES

- Facilitate an organic growth of the department and maintain quality offerings.
- Retain staff members and encourage younger staff members to do research.

MILESTONES

- The Department of African Languages has reached an optimum position in terms of transformation and the student numbers are still increasing at a steady rate.



AFRIKAANS

EXECUTIVE SUMMARY

The Department of Afrikaans is committed to assisting in the decolonising drive of UJ because it strongly believes that the Afrikaans language is a product of the soil of Africa, and as such has much to contribute to the shared future of us all in Africa.

Because of the history of the language in the country, in which in the past it was unfairly and unwisely linked to the political and cultural aspirations of one group of speakers, the academic discipline for many years did not serve the interests of all the speakers of the language. Perhaps partly due to this, but also through poorly managed changes since the inception of UJ over the years the Department has seen a decline in student numbers. This situation the department aims to turn around through an active and thorough repositioning of the discipline.

Despite being a small department, both in terms of student and staff numbers, it has already gone some way in transforming its profile. An important project for 2017 is a total overhaul of the Afrikaans literature and language studies syllabus, in order to better address the needs of the changing student corps.

The department can boast of a strong contingent of high profile alumni, doctorates and previous members of staff over many years of its existence, and strives to regain a good flow.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

The strength of the Department in terms of teaching and learning lies in the broad combined knowledge base and applied skills of the small team of academics. It puts the Department in a position to cover varied and diverse areas of the larger discipline. Furthermore, it enables a strong applied focus. The Department is further able to broaden its knowledge and skills base through productive collaboration with colleagues in associated disciplines, both internally and at other institutions.

In this regard the offering of Afrikaans in the Intermediary and Senior Phases of the BEd qualification serves as an example. Collaboration with the Faculty of Education allows the offering and development of content and methodology courses for pre-service teachers.

In-service teacher training is also done in collaboration with the Gauteng Education Department and institutions such as the ATKV. This offering of informal training is further strengthened by continued action research linked to specific interventions.

The core curriculum currently strengthens academic writing, copy writing and creative writing skills, enhances insight into the workings and usage of Afrikaans, underpinned by principles applicable to other languages as well.

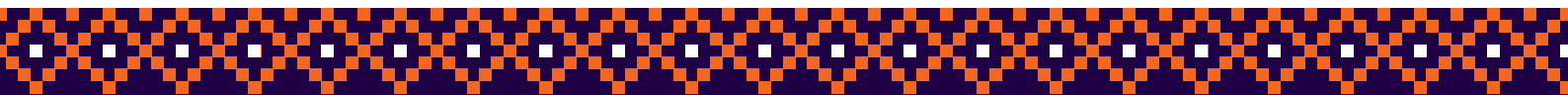
Although the study of Language Variation goes a long way to create awareness of so-called non-standard varieties of the language and the necessity to move away from the hegemony of the standard language, the logical next step would be to guide students to challenge the very notion of standard and non-standard Afrikaans.

Some of the challenges include current limited opportunities in the curriculum, the absence of progressive targeted marketing to potential new sources of students, the still underdeveloped online resources to reach the envisaged new students on their own turf, plus poor networking systems between universities that would allow for the sharing of resources.

As an introductory course, Afrikaans AB should be seen separately from the rest of the curriculum. In legal practice, as is the case in many other areas, communication between people is central and without language communication service delivery simply is not possible.

A strategy by which one could go about to bring home the relevance of Afrikaans to students would be by focusing on practical, action orientated teaching and learning strategies which relate learning content and skills with real-life situations and focus on marketing the usefulness of the knowledge in action.

This strategy can be extended meaningfully to similar careers. Because all service delivery happens in language and is inherently tied to language, most individuals in occupations where interpersonal communication takes place could benefit from this type of knowledge. Career fields that could benefit from a course such as this include, but are not limited to the Department of Health, Emergency Services, Social Workers, and the Education Department.



STRATEGIC DIRECTION

The repositioning of both the Department and the discipline in response to the challenges and opportunities mentioned above.

KEY STRATEGIES

- The Department is currently in discussion with Afrikaans departments at other institutions and with departments in the School of Languages with a view to foster closer collaboration.
- Furthermore, it is embarking on a process of complete overhaul of the syllabus.
- It will also seek inclusion in more programmes through a high profile marketing of its new focus.
- The expansion of Afrikaans AB.

MILESTONES

- Agreements involving departments of Afrikaans world-wide regarding the establishment of a core curriculum and the concomitant provision of online teaching materials.
- Completion of the complete overhaul of the syllabus.
- Innovative marketing campaigns under the auspices of the new structure of the School of Languages aimed at reaching untapped students resources.
- The successful implementation of a first year course on practical and academic language usage.

RESEARCH

STRENGTHS AND CHALLENGES

The Department has had a long tradition of attracting good postgraduate students, and often has a bigger cohort of postgraduate students than language departments with a large undergraduate cohort. However, it is increasingly hampered by a lack of supervision capacity, which it aims to remedy through innovative delivery and collaborative schemes.

Though students in the Department no longer represent only speakers of the standard variety of the language, it remains a challenge to attract speakers of an even broader spectrum of society, and an innovative marketing drive is needed to help address this.

STRATEGIC DIRECTION

The Department hopes to strongly position itself in terms of restorative, creative and applied research, strongly relying on strategic partnerships across traditional boundaries.

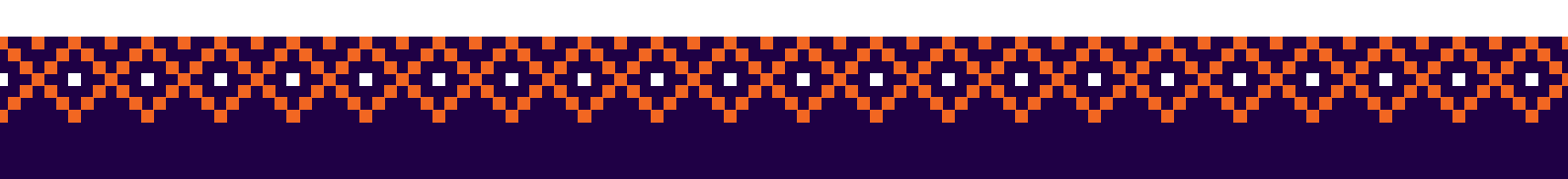
In this regard the Department hopes to play a leading role in research into the integration of Information and Communication Technology to enhance the learning and teaching of Afrikaans in schools as well as university.

KEY STRATEGIES

- To form research groups across traditional boundaries in strategic areas.
- To innovatively develop alternative access routes into higher degree programmes.
- To engage in applied research projects.
- To more pro-actively engage in co-publishing projects in the departmental context.

MILESTONES

The implementation of a cross discipline research project into the offering of Afrikaans as a second and third additional language at primary and secondary teaching institutions.



HUMAN RESOURCES

STRENGTHS AND CHALLENGES

As mentioned in the executive summary.

STRATEGIC DIRECTION

Working towards attracting more high profile research associates and PDRFs.

KEY STRATEGIES

A strategic drive to attract suitable candidates.

MILESTONES

The appointment of additional high profile research associates and PDRFs.

TRANSFORMATION

STRENGTHS AND CHALLENGES

Strengths

An increased number of students from across the demographics of South Africa.

Challenges

To successfully recruit these students in honours and other postgraduate courses

STRATEGIC DIRECTION

Actively seeking out bursary opportunities to attract and support the identified students.

Apart from the bursaries made available by UJ, also investigating the new opportunities available through the Virtual Institute for Afrikaans (ViVA).

MILESTONES

Attracting a bigger cohort of students from all demographics of South Africa to enrol in postgraduate programmes in the Department.

SUMMARY OF KEY STRATEGIES

- Teaching and Learning: Closer collaboration with Afrikaans departments at other institutions and with departments in the School of Languages. Furthermore, the finalisation of the complete overhaul of the syllabus. The inclusion in more programmes through a high profile marketing and the expansion of Afrikaans AB.
- Research: To form research groups across traditional boundaries in strategic areas; to innovatively develop alternative access routes into higher degree programmes; to engage in applied research projects and to more pro-actively engage in co-publishing projects in the departmental context.
- Human Resources: A strategic drive to attract suitable candidates regarding high profile research associates and PDRFs.
- Transformation: Actively seeking out bursary opportunities to attract and support identified postgraduate students.

SUMMARY OF MILESTONES

- Teaching and Learning: Agreements involving departments of Afrikaans world-wide regarding the establishment of a core curriculum and the concomitant provision of online teaching materials; completion of the overhaul of the syllabus; innovative marketing campaigns under the auspices of the new structure of the School of Languages aimed at reaching untapped students resources and the successful implementation of a first year course on practical and academic language usage.
- Research: The implementation of a cross discipline research project into the offering of Afrikaans as a second and third additional language at primary and secondary teaching institutions
- Human Resources: The appointment of additional high profile research associates and PDRFs
- Transformation: Attracting a bigger cohort of students from all demographics of South Africa to enrol in postgraduate programmes in the Department of Afrikaans.



ANTHROPOLOGY AND DEVELOPMENT STUDIES

The Department (constituted by two closely related units, Anthropology and Development Studies) has taken a critical stance to the orthodoxies and dominant discourses in both of its disciplines for many years – without falling prey to the latest faddish modes of analysis hitting academia and policy circles. It takes the current concerns with decolonisation in the university and wider social and political environment as an opportunity to further these efforts by encouraging intellectual engagement by students and staff with historically constructed local and global socioeconomic and cultural realities and the interpretations thereof, particularly in the creation of new undergraduate courses in the curriculum and considerations of new postgraduate offerings.

In order to continue and deepen this commitment we are encouraging more global awareness and African dimensions in courses (Development Studies has been re-curriculating with increasing focus on Africa since 2015 and continues to do so), student involvement in curriculum development, inter-departmental course cooperation (since 2014 with Anthropology co-presenting with Philosophy an honours course on science and society since 2014 and since 2016 with a second year course with Religion Studies and Development, and expanding, developing and piloting 'writing in the curriculum' programmes (already started, from undergraduate to honours programmes), and critical thinking across all the courses. Development Studies graduates continue to be employed widely across policy and development fields, including the increasingly popular Monitoring and Evaluation, which is being augmented consistently.

A renewed commitment for the two divisions in our department to cooperate across all realms of academic activities will strengthen the above endeavours. This means consolidating our undergraduate numbers (currently at 1 884 – 783 in Anthropology while 1 101 are in Development Studies) and enhancing our capacity to develop a strong cadre of Anthropologists and Development Studies academics across the country and continent by strengthening our postgraduate programmes: that is, increasing attention to our postgraduate programmes. We now have 25 MA students in Anthropology and 31 in Development Studies, whilst there are 7 doctoral candidates in Anthropology and 32 in Development Studies. Our Anthropology staff, including one full (NRF-rated) professor, one associate professor, one senior lecturer and two lecturers (with a new internationally prestigious full professor soon to arrive) have recently been augmented with excellent recruits who will lead the division into the top realms of the South African discipline. Development Studies staff include one professor, one associate professor, a senior lecturer, and three lecturers: similarly, this division of the department – highly ranked on the international scales – is poised to lead in its field. The Department as a whole contains a unique continental perspective that will enable it to be at the forefront of South African expertise in African social studies.

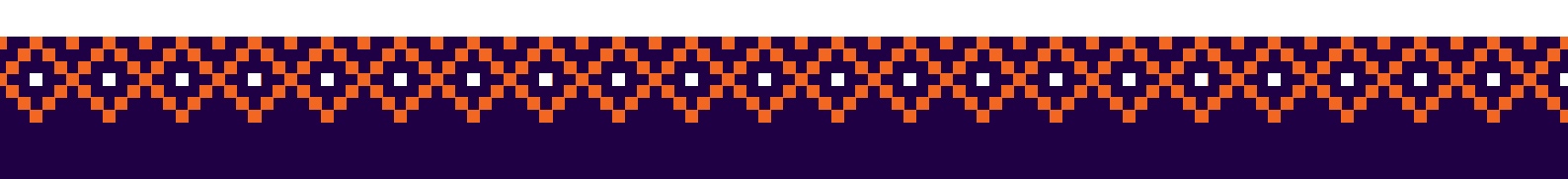
New blood in Anthropology means new developments on track. Historically, South and Southern African anthropology was the epicentre of the formation of the discipline globally, from the early 1900s up until the post war years. Recent scholarship has identified the important role of anthropological forefathers in founding the discipline in South Africa, but also the significant part played by women anthropologists in establishing departments of anthropology and the direction of South African anthropology more generally. We envisage that a focus on South and Southern African ethnographic writings in addressing broader theoretical concerns and current issues is critical in shaping students' appreciation of the discipline and fostering a sense of ownership of the discipline as Africans, and identification with African scholarship.

Socio-cultural Anthropology is best known for the ethnographic research method. It is the focus on detailed and long-term participant observational research that distinguishes socio-cultural anthropology. The ability to apply anthropological research methods in a rigorous manner is a marketable skill for graduates seeking careers in a wide range of industries. In this light, the Department is committed to continue to orientate and train students in field research methods. Throughout our curriculum, students undertake practical research exercises, culminating in a long paper in 3rd year that addresses 'important questions in anthropology'. In the honours degree, we will introduce a field-school as a central element of the methodology course, as well as a course in ethnographic writing. These new elements will be piloted in 2018. We are currently engaged in redesigning our undergraduate curriculum for all three years, both in content and skills scaffolding.



Our Department has been the leading element in the Centre for Anthropological Research (CfAR) with its directors seconded there. With recent changes in staff and a tighter focus in the Paleo-Sciences we are considering a clearer differentiation between the former (and its relations and networks with contiguous sciences in the university) and social/cultural Anthropology. This would involve further links with Development Studies and other related departments in the Faculty of Humanities, perhaps in a new centre. Efforts towards an MA programme in the Political Economy of Development (with other universities globally) will be linked with this.

Other collaborations with UJ centres and external agencies include the Open Society Initiative of Southern Africa and UJ's Africa Centre for Evidence (ACE). ACE's work is about reducing poverty and inequality in the region by increasing the production and use of research evidence that is both useful and used. As co-director of the Collaboration for Environmental Evidence Johannesburg (CEE Joburg), which is housed at ACE, Carina van Rooyen is working in an interdisciplinary and transdisciplinary manner from her base as an environmental anthropologist. The plan for the next few years is to expand the work of CEE Joburg through piloting a responsive environmental evidence synthesis service to government.



APPLIED COMMUNICATIVE SKILLS

EXECUTIVE SUMMARY

This strategic plan for the Department of Applied Communicative Skills deals with key areas in the department. It also envisages challenges that require development. Also considered in this plan is the proposed absorption into the School of Languages, and the possible outcome.

INTRODUCTION

In this plan, the strategic foci of the Department of Applied Communicative Skills are contemplated under four primary headings: Teaching and Learning, Research, Human Resources and Transformation. Each of these is treated in a separate section, identifying strengths and challenges, strategic direction, key strategies, and milestones. Each of these major foci intersects with each of the others: a complete discussion of Teaching and Learning cannot be had without discussion of Transformation as it applies to Teaching and Learning.

TEACHING AND LEARNING

Table 1 below provides a clear representation of the major foci of this report:

Table 1

	Teaching and Learning	Research	Human Resources	Transformation
Teaching and Learning	T&L General Strategy	T&L and Research	T&L and HR	
Research		Research General Strategy	Research and HR	Research and Transformation
Human Resources			HR General Strategy	
Transformation				Transformation General Strategy

This plan seeks to address the problem by identifying the matrix of interactions in Table 1, and then returning to summarise the key strategies and milestones later in the plan.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

Strengths

- Respectable pass rates.
- Business Communication, English and Active citizenship to be offered in other modules on DFC in 2017.
- The Business Communication curriculum is de-colonised since content is drawn from a wide variety of sources and assessment material is largely based on current local media articles.

Challenges

- Timetabling and overlaps with other subjects and the lack of compatible venues for large classes and tutorial groups.
- Questions about whether Business Communication helps students get jobs.
- Active Citizenship curriculum to be adjusted to include aspects of African Cultures in keeping with the proposal for the School of Languages.
- Third-stream income to be derived by offering short certificated courses.
- The need for Applied Communicative Skills academic personnel to supervise postgraduate students, in the School of Languages must be addressed.



STRATEGIC DIRECTION

Quality, versus quantity

- Research undertaken to determine how effective is the ACS's curriculum in the workplace.

KEY STRATEGIES

To do list:

- Increase our sensitivity to the demands of students.
- Develop a good working relationship with other suites within the SoL.

RESEARCH

STRENGTHS AND CHALLENGES

Strengths

- Increase research output in ACS through greater support.
- Five members of staff with doctorates and six staff members at an advanced stage in acquiring a PhD.
- Ninety percent of staff are writing articles and will send these for publication early in 2017.
- Four lecturers have attended conferences during the research period-July 2016 and also presented papers which were well received.

Challenges

- Direction is required on publishing articles and the funds received for a publication.
- Clear direction and support as far as teaching and research requirements are concerned by the Faculty.

STRATEGIC DIRECTION

- More space for research.
- Continue to actively support research efforts; build it into the job.
- Improve coordination between teaching and research demands.
- More exposure to externally funded research projects.
- Identifying areas of strength to develop, support.
- Announce our achievements.

HUMAN RESOURCES

STRENGTHS AND CHALLENGES

Strengths

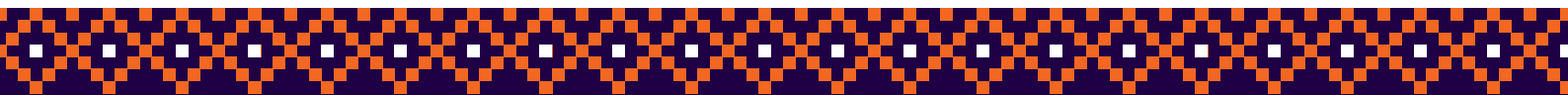
- Strong core of experienced staff.

Challenges

- To fill the vacancy re. Dr A Baker who is retiring in 2016.
- Two posts on DFC need to become permanent posts –J Chikasa and R Sibanda as per discussions with the Dean.
- Mr Thomson Mabunda on sabbatical first semester 2017 (DFC).
- Many staff members have criticised the performance management system as inflexible, they complain that they receive inadequate scores and reward; expectations not always clear which leads to conflict.

STRATEGIC DIRECTION

- Atmosphere: After an initial period of uncertainty the atmosphere appears calm; there is a sense that things are settled, teaching is progressing well, no adverse reports from students or staff.
- Technicalities regarding, tests and other assessments are sorted out and everyone is aware of their responsibilities and deadlines.





TRANSFORMATION

STRENGTHS AND CHALLENGES

Strengths

- Strong improvement in diversity of student body.
- ACS and AC has a strong diverse staff in keeping with the Dept. of Higher Education's equity requirements.

Challenges

Cross-pollination which may result in the merger with School of Languages.

SUMMARY OF KEY STRATEGIES

- ACS and AC have always had a good track record in student performance and the commitment of its staff to their duties and responsibilities.
- Its curriculum is in keeping with departmental requests, as ACS is a service department.
- The curriculum is largely decolonised.
- It is foreseen that ACS and AC will be key partners in the School of Languages, because their staff have many skills to offer and they are a strong dept. in terms of student numbers, staff complement and inter-departmental/Faculty relations.

SUMMARY OF MILESTONES

- Strong teaching and student performance record
- Emerging research output by academics



COMMUNICATION AND MEDIA STUDIES

EXECUTIVE SUMMARY

The Department of Communication Studies (CMS) is one of the three departments that make up the interdisciplinary School of Communication, based at the Auckland Park Kingsway Campus. The other two departments are Strategic Communications (StratCom) and Journalism Film & Television (JFT).

It is the second biggest department in the School of Communication in terms of its undergraduate cohort (2 985 students), and the biggest in the School in terms of its master's (15) and doctoral (12) cohort. The Department of Communication Studies has 3 associate professors, two NRF-rated professors, 1 senior lecturer, 3 lecturers, 1 assistant lecturer, 3 postdoctoral fellows, 5 research associates, and had a grand total of 25 research outputs in 2015.

The discipline of Communication Studies explores the "what", "how" and "why" of human communication, drawing on an understanding of the nature, modes, meanings and uses of the process and phenomenon of human communication. We teach and research the theory of communication, media, culture and related fields, and the philosophy and praxis of communication, media, culture and related fields. Our research and teaching encourages the consideration of a variety of theories, philosophies and approaches to defining, understanding and critiquing communication. Examples from across the world are used, but with an emphasis on South African and African cases.

Communication Studies explores a wide range of forms of human communication from a variety of perspectives that connect the local and the global and are rooted in African contexts and experiences. Our curriculum develops an innovative participative approach that addresses the specific communicative, cultural and social contexts in which we operate.

As an inherently transdisciplinary and flexible degree, Communication Studies intersects a multiplicity of fields and areas in the humanities and social sciences and offers an opportunity to explore their complementarity and interconnectedness. Students enrolling in our degree will investigate issues to do with oral, written, visual and other forms of communication, as well as different media, communication and cultural contexts.

Our research and teaching aims at generating a rigorous, qualitative skillset for seeing the world in a critical, new light, and for seeing, hearing and sensing what they never thought was there before.

TEACHING AND LEARNING

Our teaching in CMS aims at generating a rigorous, qualitative skillset for seeing the world in a critical, new light, and for seeing, hearing and sensing what they never thought was there before. Students find clarity, enjoy learning, solve problems, think independently, ask questions, and advance, defend and refute propositions, whilst learning to appreciate the sheer complexity of the everyday world. We aim to develop and expand intellectual capabilities, social capacities and practical skills to investigate, interpret, discuss, problematise and creatively as well as cooperatively engage with communicative practices.

STRENGTHS AND CHALLENGES

Our strength lies in our consistently high undergraduate numbers:

First Year: +700 annually (2013-2016)

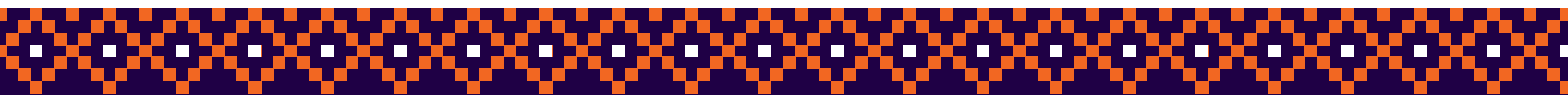
Second Year: + 500 annually (2013-2016)

Third Year: + 500 annually (2013-2016)

The challenges we have are the underside of our strength. We have a big student-teacher ratio. Big classes pose a challenge in terms of lecture design, assessment/marking, and tutorials.

STRATEGIC DIRECTION

- We aim to maintain the number of students we have across the board, and reduce dropouts.
- We also aim to increase the intake and graduations in our own BA degree (see below) back to slightly above the 2013 level.



	STUDENT HEADCOUNT	FTE ENROLLED	FTE PASSED	FTE % PASS	GRADUATES
2015	45	415.0	387.1	93.27%	27
2014	44	443.6	393.8	88.77%	29
2013	55	405.2	375.2	92.60%	41
2012	18	440.4	402.4	91.36%	8
2011	19	520.9	482.9	92.71%	17
2010	6	627.2	547.0	87.20%	0
2009	5	707.5	540.4	76.38%	0

FTE: Full-Time Equivalent

KEY STRATEGIES

Lower student-staff ratio.
Increase the number of students in our undergraduate degree.

MILESTONES

Maintaining our undergraduate numbers at close to 3 000 between 2013 and 2016.

RESEARCH

Research is clearly where Communication Studies is consistently punching above its weight and where we think our future lies. Between 2014 and 2016 we have had the most research outputs and postgraduate intake numbers in the School of Communication, and intend not just to maintain this competitive advantage, but to increase it significantly to have a predominantly postgraduate focus in 10 years' time.

We target being the number 1 Communication department in South Africa and the whole of Africa by 2025. We target having the highest outputs in the whole Faculty of Humanities at UJ and the highest graduation numbers at MA and PhD level by 2025.

STRENGTHS AND CHALLENGES

Our consistent challenge is supervision capacity. We constantly have to turn down quality proposals at MA and PhD level.

Our strength is that CMS aims at a consistently high master's & doctoral turnover. In 2016 alone we are on target to graduate 5 MAs.

Our registered Master's and doctoral students are proof of where our clear competitive advantage lies:

Currently Enrolled/Registered as @ 2016

HONS	MASTER'S	PHD
30	15	12

Demographic breakdown of current MA and PhD students

	MASTER'S	PHD
Female	12	5
Male	3	7
African/Black	15	10
Indian	0	1
Coloured	0	0
White	0	1
South African	10	6

We also target consistently high productivity units and quality research outputs:

YEAR	UNITS
2015	21 (Confirmed)
2016	30 (Target)

The outputs include those by Postdocs, Research Associates and registered MA and PhD students. This is proof of our current successful mentorship model.

STRATEGIC DIRECTION

While maintaining its strong teaching position, CMS aims to become, more and more, a research and postgraduate dominant department, with a clear competitive advantage in the areas of research outputs, and honours, master's and PhD supervision. We target having the highest outputs in the whole Faculty of Humanities and highest graduation numbers at MA and PhD level by 2025.

KEY STRATEGIES

1. Recruiting two senior permanent staff by 2020, with emphasis on supervisory capacity.
2. Growing graduation numbers at MA and PhD level, with recruitment beginning at undergraduate and honours level. Our focus is thus on identifying and managing talent at undergraduate and honours level.

MILESTONES

We believe that the best mentors are those who are at senior levels. As such, we have improved significantly the seniority of the department's supervisors. This is evidence that we have a deep and senior pool of talent to draw on, demonstrating intellectual leadership and quality mentoring:

- 2 staff members (Prof Mboti & Prof Chasi) got their NRF-rating in 2015.
- 1 staff member (Prof Frassinelli) is applying for NRF rating in 2016.
- There are 3 Associate Professors (Prof Mboti, Prof Chasi & Prof Frassinelli) in the Department. 1 staff member is a Senior Lecturer (Dr Burger).
- One of our associate professors (Prof Chasi) is the current President of the South African Communication Association (SACOMM), the biggest association representing media and communication studies scholarship in South Africa. Prof Chasi is the first black president of the Association.
- All of our senior staff are external examiners at all the major South African universities.
- Staff members collectively went to 9 International Conferences in 2015 alone.

HUMAN RESOURCES

STRENGTHS AND CHALLENGES

Our major strength is our senior staff

- There are 3 associate professors (Prof Mboti, Prof Chasi & Prof Frassinelli), and 1 senior lecturer (Dr Burger) in the Department.
- 2 Staff members (Prof Mboti & Prof Chasi) got their NRF-rating in 2015 [Y2 rating for Mboti and C2 rating for Chasi]
- 1 staff member (Prof Frassinelli) is applying for NRF rating in 2016.
- 1 staff member is applying for full professorship in 2016, 1 is applying for promotion to associate professorship in 2017 (Dr Burger), 1 for senior lecturer in 2017 (Dr Barnabas), 1 for full professorship in 2017 (Prof Frassinelli), and 1 for full professorship in 2018 (Prof Mboti).
- We also have an active network of international research associates, all 5 of whom are at full professor level.

Challenges:

- We believe that only a fully and genuinely transformed staff body can drive locally relevant and decolonised quality teaching. As the table below shows, we still fall short of our targets. We do not have a single permanent black, indian or coloured South African on our staff, whether male or female.
- Permanent staff profile as @ September 2016



Gender	Female	Female	Female	Female	Female	Male	Male	Male	Male	Male	Grand Total
Race	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	
	0	0	0	3	3	2	0	0	1	4	6

STRATEGIC DIRECTION

We intend to grow by bringing in at least two senior permanent South African staff from equity groups within the next 5 years (by 2020).

KEY STRATEGIES

We aim to mentor and draw some of the permanent South African equity profile staff from our current complement of MA and PhD students and fixed term contract staff. We have identified three promising candidates from our current MA and PhD cohort.

MILESTONES

- There are 3 associate professors (Prof Mboti, Prof Chasi & Prof Frassinelli), and 1 senior lecturer (Dr Burger) in the Department.
- 2 Staff members (Prof Mboti & Prof Chasi) got their NRF-rating in 2015 [Y2 rating for Mboti and C2 rating for Chasi]
- 1 staff member (Prof Frassinelli) is applying for NRF rating in 2016.
- 1 staff member is applying for full professorship in 2016, 1 is applying for promotion to associate professorship in 2017 (Dr Burger), 1 for senior lecturer in 2017 (Dr Barnabas), 1 for full professorship in 2017 (Prof Frassinelli), and 1 for full professorship in 2018 (Prof Mboti).

TRANSFORMATION

In 2016 we managed, from a position where we did not have any African, Indian or coloured female lecturers on our staff in 2015, we now have two Indian South African female lecturers in the Department as of August 2016. One is a fixed term contract lecturer, while the other is a GES assistant lecturer.

Nevertheless, we do not have a single permanent black, Indian or coloured South African on our staff, whether male or female. There is still work to be done in terms of addressing this gap.

STRENGTHS AND CHALLENGES

- Permanent Staff Profile as @ September 2016

Gender	Female	Female	Female	Female	Female	Male	Male	Male	Male	Male	Grand Total
Race	African	Coloured	Indian	White	Total	African	Coloured	Indian	White	Total	
	0	0	0	3	3	2	0	0	1	4	6

STRATEGIC DIRECTION

We target bringing in at least two senior permanent South African staff from equity groups within the next 5 years (by 2020)

KEY STRATEGIES

We aim to mentor and draw some of the permanent South African equity profile staff from our current complement of MA and PhD students and fixed term contract staff. We have identified three promising candidates from our current MA and PhD cohort.

MILESTONES

There are two black african senior permanent staff at associate professor level in the Department, one of whom is applying for promotion to full professor level in 2016 and the other for promotion to full professorship in 2018. One indian female south african is applying for promotion to senior lecturer in 2017, with the target of promotion to associate professor by 2019. We are on target to have two black tenured full professors and 1 indian South African associate professor in the Department by 2020.

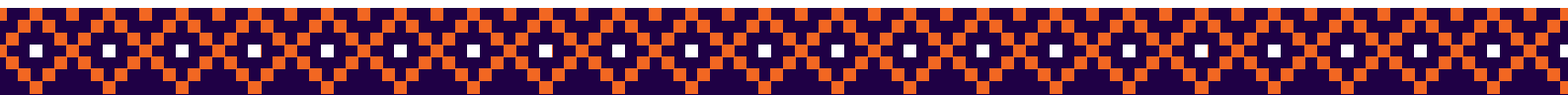


SUMMARY OF KEY STRATEGIES

We aim to mentor and draw some of the permanent South African equity profile staff from our current complement of MA and PhD students and fixed term contract staff. We have identified three candidates from our current MA and PhD cohort.

SUMMARY OF MILESTONES

In 2016 we managed, from a position where we did not have a single black South African, indian or coloured lecturer on our staff at the beginning of 2016, we now have two Indian South African female lecturers in the department as of August 2016. One is a fixed term contract lecturer (PhD holder), while the other is a GES assistant lecturer (PhD student).



ENGLISH

EXECUTIVE SUMMARY

There has been considerable progress in a number of areas in the department:

TEACHING AND LEARNING:

More module content available online in 2016, to be extended still further in 2017 and beyond.

Greater systematisation of tutorial programmes in English 1C/D and English 1A/B; more structured use made of Senior Tutors.

RESEARCH:

20 research outputs for 2015, with the department on track for a similar number in 2016.

Regular departmental seminar series for senior students, PDRFs and staff participation.

An increase in honours enrolments in 2016 (from six to 10).

HUMAN RESOURCES:

Successful appointment of new position of assistant lecturer; strategic use made of this appointment in supporting online content (2015-2017).

Staff without doctorates showing good response to initiatives to complete (one from designated group completed in 2016, with two more from designated groups due for submission end 2016).

TRANSFORMATION:

Curriculum redesign in line with transformation imperative well underway in all UG modules (will be implemented in 2017/2018).

Intention to fill posts that will become vacant with staff from the designated groups, if at all possible.

INTRODUCTION

The Department of English at UJ offers undergraduate modules in Academic Literacies and Literary Studies in English and postgraduate modules Literary Studies in English. South African literary studies, in particular, are strongly represented, and we have on our staff a number of recognised scholars in this field. Other strong specialisations include postcolonial studies, life-writing, literary theory and text editing. Our Department boasts three NRF-rated scholars and a vibrant departmental seminar series, and is home to the prestigious UJ Prize for South African Writing in English.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

As the introduction indicates, the Department has strengths in certain areas of literary studies (notably literary theory and postcolonial studies), something that is reflected in the strong international recognition of the Department over the last few years. It has also had a degree of staff stability over the last decade or so, and this has allowed the Department to build up a core set of skills, both in teaching and research.

A particular challenge faced by the Department is that, unlike most Humanities departments, it has the task of inculcating, to some 2 500 students at first year, an understanding of both *disciplinary content* (that is, academic literacies and also, in the literary studies stream, the basics of literary analysis and a sense of literary-historical periodisation, etc.) and also the ability to convey this in structured, coherent prose.

STRATEGIC DIRECTION

The Department is steering in the direction of:

- Content of modules being more relevant and appealing to students.
- A carefully structured set of assessments that build skills incrementally.
- More online content being made available.



KEY STRATEGIES

- Placing more and more material online. This includes grammar/style exercises, content tests and other background material online in simple, accessible formats.
- Continuing to build on its successes in rolling out an extensive tutorial programme to all English 1C/D students, including scaffolding of the various skills students require before they exit the modules, and strategic use of a Senior Tutor to oversee and implement the logistical and content aspects of the modules.
- Curriculum development: the Department is in the process of phasing in extensive changes to the curriculum in 2017/18. This involves making material more directly relevant to students while not sacrificing depth and complexity. By the start of 2018 it is envisaged that all six literary studies modules (English 1A/B, 2A/B and 3A/B) will be completely revised.

MILESTONES

- The English A/B modules have been buttressed by placing both grammar/style exercises as well as module content (content about the actual texts taught in the modules) online. This process will be extended in coming years as students switch more and more to online content.
- Curriculum development: the process of revising the six literary studies modules (English 1A/B, 2A/B and 3A/B) is well underway, with over half of the revisions being in place for the start of 2017.
- New assistant lecturer appointed from 2015: her main task for 2016 and 2017 is to find creative ways to improve general student performance – with a special emphasis on online learning.

RESEARCH

STRENGTHS AND CHALLENGES

The Department is strong in terms of staff qualifications and proven research track records. Nine of the 12 permanent staff members have doctorates, with two of the remaining three due to submit their theses for examination in the course of 2016. It has also maintained high levels of research output – averaging around 20 units p.a. for the last few years. This has been achieved not only because of consistent output by staff members, but also via notable contributions from PDRFs and Research Associates. Attracting good candidates in both of these categories is a consequence of the department's general good standing in the public eye.

The challenges include maintaining a good research output with rising UG student numbers and larger numbers of UGs each year without the requisite academic skills.

STRATEGIC DIRECTION

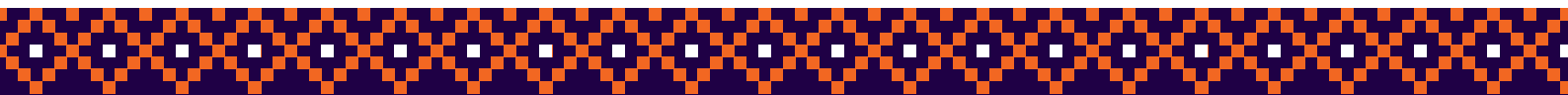
The English Department supports the general faculty initiative to improve the throughput rates of its PG students. It also hosts a regular seminar series in which PGs, PDRFs and staff can present current research. The emphasis here is on a constructive, supportive environment that will encourage students and colleagues to complete higher degrees and produce accredited research units.

KEY STRATEGIES

- Boosting PG numbers by actively recruiting in third year (the process sometimes begins with identifying promising students as early as second year).
- Hosting a reading group for students once a term to encourage interest in literature in English.
- Co-authoring publications with PGs (something hitherto anathema to SA literary scholars).
- Allowing staff extra research time in a structured, organised fashion in order to allow for research outputs and completion of senior degrees.

MILESTONES

- Achieving 20 research outputs for 2015 (after numbers close to this for 2013 and 2014); 2016 and beyond also look promising.
- Hosting a reading group for students once a term to encourage interest in literature in English.
- Departmental seminar meeting regularly and doing constructive work.
- Maintaining close links with the English Department at the University of Augsburg, with a view to PG and staff collaboration.



HUMAN RESOURCES

STRENGTHS AND CHALLENGES

Strengths: A strong, experienced and demographically well-represented staff corps: two black female, one coloured female, two black male, five white female, two white male.

Challenges: retaining staff (esp. of colour) who will be attracted to better positions elsewhere.

Maintaining morale in the face of declining funding and student quality, and rising student numbers and demands for intervention by staff to address education deficits.

STRATEGIC DIRECTION

Remaining demographically well-represented and maintaining morale.

KEY STRATEGIES

Drawing in new blood (hopefully also demographically balanced) to replace the senior white professoriate, who will be vacating their positions in coming years.

Encouraging the remaining staff without doctorates to complete them – this by way of teaching/admin relief and extra research days.

MILESTONES

Maintaining a good demographic balance in the staff.

Maintaining morale in the face of wider challenges in the SA higher education landscape.

TRANSFORMATION

STRENGTHS AND CHALLENGES

The English Department already has a good demographic blend (see above for numbers).

Retaining staff from the designated groups, who tend to be poached by other institutions, esp. when they complete their doctorates.

Curriculum: we already have a good blend of the traditional and the emerging, but it is possible that students will demand more radical transformation in this area.

STRATEGIC DIRECTION

Maintaining demographic blend of staff as well as a good balance in the teaching curriculum

KEY STRATEGIES

Creating space for staff from the designated groups to complete higher degrees and build their research profiles.

MILESTONES

One staff member from the designated group responded to the initiative of extra research time and teaching relief to complete her doctorate. She was also supported in her application for sabbatical in 2017 to build her research output (the application has been approved). Similar strategies have resulted in two further staff members from the designated groups being about to submit their doctorates for examination by end 2016.

SUMMARY OF KEY STRATEGIES

Extra research time; teaching relief; admin relief.

Extensive and ongoing curriculum changes.

SUMMARY OF MILESTONES

One member from the designated groups completing her doctorate, with two others about to do so.

Curriculum redesign well underway (more than half complete for implementation in 2017).



HISTORICAL STUDIES

EXECUTIVE SUMMARY

Much work has already been done the past five years to transform the Department, with its staff, student profile and curriculum being radically different from what it was a decade or two ago. In line with some of the concerns voiced by the decolonisation movement, but also to clear away some misconceptions about our discipline, we envisage a radical transformation of our 1st and 2nd year courses to teach South African and African history in a global context. We also wish to strengthen instruction in historical methodology, thereby both improving the quality of our postgraduate students and addressing the misconception that History does not teach useful skills. A major aim is to improve our postgraduate (M and D) numbers. This will be done through the introduction of new research projects (some with incoming Research Professors) with external funding which will make bursaries available. We will particularly target the African market for postgraduate students. Staff qualifications are good, but we need to carefully nurture our more junior staff in order to allow them to pursue rating and grant opportunities. The imbalance between junior and senior staff members will be addressed by the joining of new staff members in 2017, and allowing more junior members the opportunity to build their research output. The appointment of new staff members in 2017, as well as our drive to gain more foreign postgraduate students, will help both to 'internationalise' our department and to advertise our excellence to a wider audience.

INTRODUCTION

During the past 5-10 years the Department of Historical Studies has transformed radically from what it was in the past. After the retirement of Prof Grundlingh in 2017, only three of the seven remaining academic staff were from the time of the UJ merger. What is more, our staff members now represent a variety of different intellectual approaches to the discipline of History, which makes our department one of the most vibrant in the country (helped by the fact that most of our staff members are early to mid-career). In particular, the Department has become a regular producer of quality research – all but one of our staff members have PhDs from good universities (four from abroad) and all are research active, with two having NRF ratings. The growing reputation for excellence of the Department is demonstrated by an increase in the number of Senior Research Associates who wish to associate themselves with the Department, as well as some exciting developments for international cooperation which are underway. A major concern, however, is that the image of the Department and the discipline is not quite in line with the excellent work currently being done. A major challenge for the future is to change both the mindsets of our students and of our colleagues. Much of the strategic planning below will build on existing transformations in the Department which has already placed us well on the way to becoming one of the top History departments, not only in South Africa but on the continent. As part of our desire to signify the transformation of the department, we would like to change our name to the Department of History, which would be well in line with national and international practice.¹

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

- Relatively large and stable numbers at undergraduate level (certainly in comparison with other History departments in SA). Thanks largely to the fact that History is listed as an elective in many programmes, the Department is assured of a large undergraduate pool of students. The potential reform of these programmes may potentially harm us, the more so since there is no named programme in History.
- Especially our 1st and 2nd year courses have a lower throughput rate than the average for the faculty. Anecdotally this may be due to onerous assessment practices – it is widely perceived that we over-assess our students.
- Our tutorial programme is very successful and a model of its kind (it was developed in close cooperation with ASL). Potential cuts to the tutor budget will harm the optimal working of this programme. While our students certainly gain academically from the tutorials, it is labour intensive and would be hard to maintain without a proper contingent of tutors (and administrative help in the form of a Senior Tutor).

¹ The name 'Historical Studies' dates from the time in the late 1990s when the Department also offered courses in Tourism and Heritage. Internationally, History departments tend to call themselves 'Historical Studies' when they teach other majors (e.g. Economic History, Heritage Studies etc.) in addition to History. This is no longer the case in our Department.

- In recent years the Department has been successful in reorganising its undergraduate programme. In line with international developments, we offer a range of courses covering South African, African and World history (as opposed to the situation 10 years ago where the undergraduate curriculum was overwhelmingly focused on SA history with some African history thrown in). We have also been successful in dividing the undergraduate programme between survey courses on 1st and 2nd year, and more thematic ones on 3rd year and honours. However, our courses – especially on 1st and 2nd year level – are not properly aligned, and we perhaps overstress the mastery of content over skills. This may be partly responsible for the widespread belief that History is not a useful discipline to study in preparation for the job market. In addition, recent calls for 'decolonisation' have made us realise that we, like so many History departments in the world, focus too much on the history of the nation state (which is a fairly recent development in the history of humanity).

STRATEGIC DIRECTION

The development of courses which are more closely aligned over 1st and 2nd year, and which moreover links South African history with African history, puts the latter in the context of the global development of humanity. A particular strength of the Department is the variety of chronological expertise of its staff, and for this reason we want to take a lead in South Africa by introducing 'deep history' at undergraduate level. We also wish to pay closer attention to the development of historical skills in students, which will not only aid us in producing abler postgraduate students, but also help to fight the misconception that historical knowledge is not useful to the job market. To this end, we also desire closer teaching relationships with other disciplines where we can have the opportunity to impress on students the value of historical insight.

KEY STRATEGIES

- To redevelop our 1st and 2nd year courses in such a way as to give students a good perspective of the development of humanity from its origins to now – as such we envisage a 'deep history' 1st year course which will particularly strengthen students' problematic grasp on chronology. Against the background of humanity's deep history, we will develop courses on 2nd year level linking the history of Africa and Southern Africa against that broader development. As such our courses will be closely interlinked and will demonstrate to students how citizens of South Africa share their histories not only with the continent, but the world. Such a broad overview will lay the groundwork on which our more thematic courses on 3rd year and in honours will build.
- Given the large sizes of our 1st and 2nd year classes, and the likelihood that administrative support will be further constrained in years to come, we need to reassess our assessment practices. Our 1st-year courses are already fully assessed via Blackboard. This will be extended to the 2nd year as well. In addition, we will investigate the possibility of using online tests in order to aid students' reading requirements.
- To develop a new course – to be taught in the first term of 3rd year – specifically aimed to train students intensively in historical research and writing methodology. In the rest of 3rd year, students will put into practice the skills they have gained in this course. We also intend to institute an honours course in the first semester particularly aimed at furthering students' training in historical methodology. We do not currently have a formal course like this, which translates into problems with honours students delivering good and timely research essays. Better training at an earlier stage in historical methodology will likely produce postgraduate students who are better equipped with the rigours of historical research and thus able to finish their degrees sooner. This has the added advantage of positively changing the image of History as a discipline largely obsessed with content. The fact that a History graduate will also have a rigorous training in historical methodology and research skills should aid the marketability of our discipline.
- We intend to develop at least two new departmental research projects (see below) linked to external grants. As such we need to introduce students at undergraduate level to these broad fields. Added to our already strong offering in the history of gender, family and sexuality on 3rd year level, we intend to develop a module on Environmental History which will feed into our planned research project (and likely be offered by some of our new appointments).
- Also linked to our research projects, is the desire to pursue co-teaching and even co-listing with other departments. We have already started conversations along these lines with colleagues in Religious Studies, Development Studies, Philosophy and Geography. These courses will likely be linked to our departmental projects on the history of Christianity, Environmental History and perhaps Gender History. We will actively pursue these further once our research projects are underway (see below).
- Be more responsive to students' needs and challenges by instituting a regular course feedback system whereby students can provide feedback at the end of the course. This will be separate from UJ's formal teaching and module evaluation system, and is particularly aimed to help lecturers revise their courses and to learn from mistakes or wrong assumptions. This is particularly necessary since we intend to overhaul much of our curriculum in the next few years.

MILESTONES

- Carefully restructure our 1st and 2nd year course offerings during 2016-2017, and to start rolling them out in 2018.
- Develop two new methodology courses, on third year and honours level, to be introduced in 2017-2018.
- Reassess our assessment practices and to start introducing new ways of encouraging students to read in 1st and 2nd year by no later than 2018.
- Start teaching a module in Environmental History on 3rd year level from 2017 onwards.
- Institute a regular course feedback system for students from 2017 onwards. The feedback must be used by lecturers to revise their courses as necessary from year to year.
- Pursue conversations about co-teaching and co-listing of courses with other departments, with the eye to roll these out from 2019 onwards.

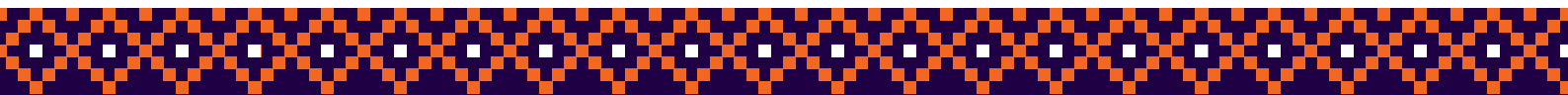
RESEARCH

STRENGTHS AND CHALLENGES

- The Department's major strength is in the excellent qualifications of its academic staff who are all research active and publish regularly. Two staff members are NRF rated. Most staff members, and consequently, the Department have a growing reputation as scholars, as evidenced by numerous invitations to participate in conferences, research projects, various professional activities (peer reviewing, editing, serving on board etc.) and in public forums (e.g. media). What gives UJ's History Department a particular competitive edge is the wide variety (both in terms of topics and chronological range) of research expertise its staff members have (at many other SA universities this is not the case where historians of the 20th century predominate).
- The Department regularly attracts postgraduate students from honours to doctorate. Most of these students are able to finish in a reasonable time (historians tend to take somewhat longer to do research degrees due to the large amount of archival and other fieldwork involved), and several of them have performed well. This is witnessed by a number of distinctions at MA and honours level the past few years, and the fact that several of our postgraduates in the recent past have had academic placements. We also have a growing market in students from elsewhere in sub-Saharan Africa who wish to pursue their studies at UJ, particularly at doctoral level.
- A major challenge is, however, the smallness of our stream of postgraduate students. Although our honours numbers have certainly increased in the past few years, we rarely have more than 5-6 students. At the moment the department has 3 MA and 6 PhD students – given the size of our undergraduate and honours numbers, the number of MA students ought to increase.
- This situation is chiefly related to (1) an image problem whereby History is not seen as vocationally valuable (the chief reason why so many of our good 3rd year students choose to pursue honours in their other majors), (2) lack of funding to enable students at M and D level to pursue their studies in a full-time capacity (which is partly responsible for our slow through-put rate) due to the lack of sufficiently large bursaries. Consequently most of our postgrads work part-time while pursuing their research; and (3) the fact that our students often struggle to make the transition from undergraduate content-based teaching to research-intensive work, with the result that they often take longer to 'get going'.
- A general image problem from the outside world which equates the Department with what it was during the RAU era. We feel that in many ways people outside of UJ are not sufficiently aware of the significant changes and improvements in the department, and how radically it has been transformed over the past decade. An improved image – linked to our excellent achievements of late – should help in attracting better quality postgraduate students.

STRATEGIC DIRECTION

The Department's key focus in the medium term will be to improve the number, quality and throughput rate of our M and D students. Linked to this would be a drive to make the good research of individual staff members more visible by attracting external funding which can be used to fund more postgraduates. For this reason, staff members ought to pursue both individual grant funding, apply for NRF ratings, and cooperate in research projects with external partners. In addition, we intend to restructure our postgraduate teaching in order to reach a wider market. Finally, we would seek partners in cognate disciplines through which we can reach a wider audience for whom we can demonstrate the value of historical insight and methodology.

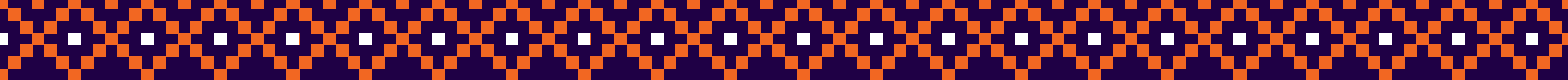


KEY STRATEGIES

- Reintroduce a taught MA programme. Ideally this should be done in such a way as to combine our honours and MA students in one class (thus not creating vastly more teaching duties on staff, thereby reducing their time for individual research), with different assessment expectations. This taught MA programme should in particular be marketed among History school teachers (a market that appreciated UJ's teaching-oriented approach) and as such should be structured in such a way (e.g. late afternoon or weekend classes) to be accessible to working students. This would align our departmental aims with a national strategic goal in terms of promoting History (to be reintroduced as a separate discipline in secondary schools).
- Exploit the interest that students from elsewhere in Africa have in pursuing their postgraduate studies at UJ. Here the major stumbling block is funding since many SA grants only fund SA citizens. For this reason we need to pursue research grants with international scholars. We must actively reach out to the market of potential postgraduate students by visiting universities in, e.g. West Africa, and investigate potential cooperation and exchanges.
- The Department will redouble its effort to announce our achievements and strengths, thus helping to change its image and to attract potentially good students. Not only will we continue to host public seminars and regular international symposia and workshops (linked to individual staff members' research interests, leading to publications), but we will also increase our efforts to publicise these events both within and beyond the university (here we should particularly exploit social media).
- Pursue funding around particular research projects in which several departmental members have an interest, with the aim of attaching postgraduate students to these projects. In particular, we will focus on (1) Christianity in Africa (building on the work already started by Prof Erlank), (2) gender, sex and family history (in which several staff members have an expertise), (3) colonialism and nationalism (likewise an interest several staff members share, and a topic which is moreover very topical), and (4) the history of the environment, science and technology (several departmental members are already far advanced in talks with two of our senior research associates in Australia, as well as staff members in other disciplines at UJ about ways forward).
- As mentioned above, the introduction of new courses on methodology, teaching students the particular skills needed to do historical research, on 3rd year and honours level, should lead to students who are better prepared to do research at M and D level which, coupled with more funding, ought to increase throughput at postgraduate level.
- Currently only one staff member does not have a PhD but is currently pursuing it. His departmental responsibilities must be tailored in such a way as to allow him time to finalise his thesis.

MILESTONES

- Applications for at least two research grants linked to departmental interests by 2018.
- Applications by individual staff members for NRF ratings and Thuthuka grants – at least three by 2018.
- The development of a taught MA programme during 2017-18, to be introduced by 2019.
- At least one international workshop or symposium annually led by departmental staff members which will act as an impetus to international publications. Once our research projects are up and running, they could be linked to them and should involve postgraduate students.
- Regular publication by all staff members, with a continued focus on good quality (international journals and books) over mere quantity.
- The completion of his PhD degree by Mr Klee by 2018, thus having a staff complement in which all will hold a PhD.



HUMAN RESOURCES

STRENGTHS AND CHALLENGES

- The Department hosts academic staff with a variety of social and academic backgrounds (both in terms of training and research interests) which means we are able to draw on many different skill sets. The richness of our backgrounds means that the Department is intellectually vibrant and not beholden to a specific approach (as was the case 20 years ago or so).
- The Department has a very good track record in retaining staff members, with all four the recent (over the past 10 years) appointments still being with us.
- The Department has a good age spread, which means that succession planning is not currently a major concern. The one individual who is to retire in 2017 has already been replaced. The next retirement is only 14 years after that.
- A major challenge is that with the imminent retirement of Prof Grundlingh, the Department is unbalanced in terms of senior-junior ranks, with only one full and one associate professor, potentially causing concerns over leadership (e.g. HOD).
- New appointments (Dr Thembisa Waetjen; as well as two research (associate) professors in a part-time capacity) in 2018 will add to the range of expertise, the vibrancy and academic renown of the Department. It will also help with the internationalisation of the department's staff (currently all are South African citizens), which is a factor in the rating of the university.

STRATEGIC DIRECTION

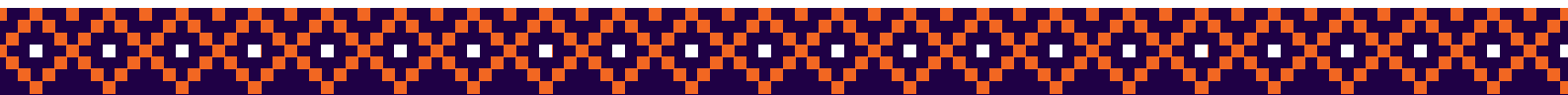
Creating a stable atmosphere which allows staff members sufficient time to develop their research and other abilities in order to apply for promotion. The likely appointment of Dr Waetjen in 2018 and the joining of two (part-time) research professors should help the department bridge the medium term (in terms of postgraduate supervision, leadership and administration) while the more junior staff work towards promotion.

KEY STRATEGIES

- The appointment of Dr Waetjen as an associate professor in 2018, as well as facilitating the joining of two research (associate) professors in a part-time capacity in the department.
- A fair and balanced teaching allocation which takes cognisance of the various strengths of individuals and the strategic needs of the department. This may necessitate some people being more involved in undergraduate teaching in order to allow others to develop some of our new courses and initiatives at postgraduate level.
- A careful calibration of the teaching schedule with individuals' research and supervision needs. This is crucial since so many of our staff members need time to grow their research and supervisory output in order to qualify both for promotion, NRF rating and grant application. This will also play a major role in staff retention.
- To create an atmosphere of stability and calmness which would be conducive to productivity and collegiality. This is particularly needed after some years of departmental turmoil. The increase in our staff complement will hopefully lead to new synergies and closer cooperation for the good of the department (which, if seen as successful, would be desirable to maintain).

MILESTONES

- The appointment of Dr Waetjen and two part-time research (associate) professors in 2018, and the setting up of research projects and initiatives with these individuals.
- The promotion of at least one staff member to senior lecturer and at least two to associate professor by 2019.
- Successfully calibrating teaching allocation in such a way as to allow each staff member at least one term free of undergraduate teaching in order to focus on research. In addition, as far as possible, there should be a fair spread between the teaching of large survey classes on 1st-2nd year and the smaller more thematic teaching on 3rd year and honours.



TRANSFORMATION

STRENGTHS AND CHALLENGES

- The Department has significantly transformed its staff complement over the past few years. With the retirement of Prof Grundlingh in 2017, only 3 of the 7 academic staff members will date from the time of the UJ merger and not one of our staff members will have received their PhD from UJ. This variety of academic backgrounds and traditions is a source of strength for the Department and makes for a vibrant and lively academic atmosphere.
- We have already head-hunted a well-qualified candidate from a designated group to replace Prof Grundlingh, who has started her tenure at UJ in 2016. Currently only 4 of our 9 staff members (including the secretary) are from designated groups. Further transformation of our permanent staff is hampered by the fact that the next retirement after that of Prof Grundlingh is only 14 years thereafter. Should, however, another post become available, the department is in a good position to attract one of the many up-and-coming young historians from designated groups. In terms of diversity, one of the problems currently is that all our staff members are South Africans – in line with UJ's strategic vision, we hope to 'internationalise' our staff complement more (also our postgraduates – see above under Research).
- Both our undergraduate and postgraduate student numbers are well transformed and we are pleased by the large number of successful black students who graduated from us who have in the recent past found placements as permanent or contract lecturers at other universities. Although we regularly do get applicants for postgraduate students from elsewhere in Africa, we cannot always accommodate them due to lack of supervisory capacity and expertise in African history. Our tutors and assistants also reflect the full diversity of the South African population, which is a pleasing change from the past.
- The Department suffers somewhat from an image problem in two ways: Some historians are not aware of how significantly the staff complement had changed over the past few years and equate the department with that of the old RAU which had a particular ideological and intellectual outlook. Currently the Department is a much more vibrant intellectual space with people from a variety of (personal and scholarly) backgrounds. Secondly, the discipline of History suffers somewhat from wrong perceptions created by school teaching, in particular the conception that it is all about content and that it does not teach skills that can be useful to the workforce.

STRATEGIC DIRECTION

Although there is little opportunity to transform our permanent staff further, and there is no need to do so at the level of our student population (from which we also draw our students and assistants), we need to 'internationalise' the Department more which will add to its intellectually vibrant atmosphere. There is, however, a need to transform the 'image' of the Department – both in terms of its intellectual outlook and in terms of wrong perceptions about the discipline.

KEY STRATEGIES

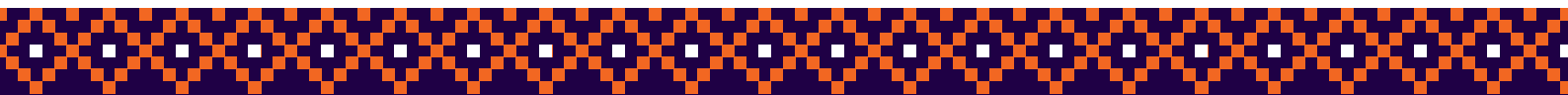
- The appointment of Dr Waetjen (an American citizen) as an associate professor in 2017, as well as Dr Bennett and Prof Barton (Australian citizens) as part-time research (associate) professors, will aid in the internationalisation of our staff complement; in addition to demonstrating even further how radically different this department is from what it was a decade ago. The fact that two highly renowned international scholars have chosen our Department to base themselves in, is testament to the rapidly changing image and reputation of the Department.
- As mentioned above in Research, we actively aim to draw African students to pursue their postgraduate work in our department. The appointment of Dr Waetjen (who has much experience in teaching African history) should alleviate some of the constraints we have faced in the past in accepting some foreign applicants who wanted to work on African history. Likewise the appointment of Dr Bennett who has links in and experience of researching on both Southern and Eastern Africa.
- The Department has a major need to change its image and reputation to reflect the transformation that has occurred in it over the past 5-10 years. Some of the initiatives mentioned under Research will be helpful in this, notably more international workshops and symposia, more research projects with other scholars, and more publication in international journals and books. All of this needs to be better communicated, in particular via the Internet which is the major way of reaching an international (student) audience.
- Wrong public perceptions about the content of the discipline need to be addressed by the addition of new courses on historical methodology, while we need to demonstrate how responsive we are to students' needs and concerns by instituting regular course feedback which will be used to constantly revise our courses.

MILESTONES

- The appointment of Dr Waetjen, Dr Bennett and Prof Barton to the Department in 2017, and their successful integration into our new teaching and research initiatives by 2018. This also includes pursuing links for co-teaching and co-listing of courses in other departments and faculties.
- The active pursuance of grants which will also cater for international students which we can use to encourage students from elsewhere in Africa to do postgraduate work with us (see further on this above under Research).
- Regular hosting of international symposia and workshop at UJ, in particular linked to our departmental research projects (see further on this above under Research).
- The complete recirculation of our 1st and 2nd year courses, in addition to instituting new courses in historical methodology in 3rd year and honours in order to demonstrate our responsiveness to decolonisation (a major issue of which – in terms of history – is a narrow focus on the nation state which we intend to overcome by introducing 'deep' history and by teaching South African history in the context of African history). The new courses on methodology have the dual aim of better preparing our students for postgraduate work, and to address the concerns that History is overly obsessed with content and does not teach useful skills (see further on this above under Teaching and Research).
- Constant communication of our achievements through our website (which needs to be revamped) and through social media. As such we have started a departmental Facebook page. We also intend to advertise our courses to a wider range of students, not only through getting involved in co-teaching arrangements with other departments, but also through better and more visible advertising (e.g. course posters, etc.).

SUMMARY OF KEY STRATEGIES

- Redevelop our 1st and 2nd year: a 'deep history' 1st-year course which will particularly strengthen students' problematic grasp on chronology and will place African history in the context of world history. Against the background of humanity's deep history, we will develop courses on 2nd year level linking the history of Africa and Southern Africa against that broader development. As such our courses will be closely interlinked and will demonstrate to students how citizens of South Africa share their histories not only with the continent, but the world.
- Reassess our assessment practices. Our 1st year courses are already fully assessed via Blackboard – we will expand this to 2nd year. In addition, we will investigate the possibility of using online tests in order to aid students' reading requirements.
- Develop new courses in historical methodology at 1st and 2nd year level. Better training at an earlier stage in historical methodology will produce postgraduate students who are better equipped with the rigours of historical research and thus able to finish their degrees sooner. This has the added advantage of positively changing the image of History as a discipline largely obsessed with content.
- Developing two new departmental research projects (see below) linked to external grants. Courses linked to them will be introduced at 3rd year level.
- Pursue co-teaching and even co-listing with other departments. We have already started conversations along these lines with colleagues in Religious Studies, Development Studies, Philosophy and Geography.
- Be more responsive to students' needs and challenges by instituting a regular course feedback system whereby students can provide feedback at the end of the course.
- Reintroduce a taught MA programme. This taught MA programme should in particular be marketed among History school teachers (a market that appreciated UJ's teaching-oriented approach) and as such should be structured in such a way to be accessible to working students. This would align our departmental aims with a national strategic goal in terms of promoting History (to be reintroduced as a separate discipline in secondary schools).
- Exploit the interest that students from elsewhere in Africa have in pursuing their postgraduate studies at UJ. Therefore we need to pursue research grants with international scholars.
- The Department will redouble its effort to announce our achievements and strengths, thus helping to change its image and to attract potentially good students.
- Pursue funding around particular research projects in which several departmental members have an interest, with the aim of attaching postgraduate students to these projects.
- Currently only one staff member does not have a PhD but is currently pursuing it. His departmental responsibilities must be tailored in such a way as to allow him time to finalise his thesis.





SUMMARY OF MILESTONES

- Recurriculate our 1st and 2nd year course offerings during 2016-2017, and to start rolling them out in 2018.
- Develop two new methodology courses, on third year and Honours level, to be introduced in 2017-2018.
- Reassess our assessment practices and to start introducing new ways of encouraging students to read in 1st and 2nd year by no later than 2018.
- To start teaching a module in Environmental History on 3rd year level from 2017 onwards.
- Institute a regular course feedback system for students from 2017 onwards.
- Pursue conversations about co-teaching and co-listing of courses with other departments, with the eye to roll these out from 2019 onwards.
- Applications for at least two research grants linked to departmental interests by 2018.
- Applications by individual staff members for NRF ratings and Thuthuka grants.
- The development of a taught MA programme during 2017-18, to be introduced by 2019.
- At least one international workshop or symposium annually led by departmental staff members which will act as an impetus to international publications.
- Regular publication by all staff members, with a continued focus on good quality (international journals and books) over mere quantity.
- The completion of his PhD degree by Mr Klee by 2018, thus having a staff complement in which all will hold a PhD.
- The promotion of at least one staff member to senior lecturer and at least two to associate professor by 2019.
- Successfully calibrating teaching allocation in such a way as to allow each staff member at least one term free of undergraduate teaching in order to focus on research.
- The appointment of Dr Waetjen, Dr Bennett and Prof Barton to the department in 2017, and their successful integration into our new teaching and research initiatives by 2018.
- Constant communication of our achievements through our website and through social media. Advertise our courses to a wider range of students, not only through getting involved in co-teaching arrangements with other departments, but also through better and more visible advertising.
- A careful calibration of the teaching schedule with individuals' research and supervision needs. This is crucial since so many of our staff members need time to grow their research and supervisory output in order to qualify both for promotion, NRF rating and grant application. This will also play a major role in staff retention.
- To create an atmosphere of stability and calmness which would be conducive to productivity and collegiality.

JOURNALISM, FILM AND TELEVISION STUDIES

EXECUTIVE SUMMARY

The main thrust of the planning for the next two years is the focus on continuously growing our postgraduate outputs and our honours programmes in particular. However, our undergraduate programmes are severely underfunded which has a detrimental impact on both the teaching and research project of the department.

INTRODUCTION

The Department of Journalism, Film and Television runs four undergraduate majors and five honours courses including postgraduate supervision divided between 7 permanent lecturers and one assistant lecturer appointed until June 2017.

We have seen a progressive growth in research outputs and a slow but steady rise in postgraduate enrolments. Our undergraduate enrolments remain consistent with a minor decline in the BA Journalism enrolments but a growth in BA Film and Television enrolments.

Please note that we are about to appoint a new Head of Department and as such we would like to see this report as tentative until a new head has had the time to review and revise this as well.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

Our undergraduate enrolment figures remain consistent with a decline in the BA Journalism enrolments but a growth in BA Film and Television enrolments, with enrolments figures for first year intake across the four majors in the region of 400 students.

In 2015 we saw the first third year cohort graduating from the two major re-curriculisation of 2013, a re-curriculisation that has been well received by industry praising our students for their much sought-after applied skills in particular.

We have also seen a steady growth in postgrad enrolments as well as in research outputs. While research outputs still remain uneven across staff members in the department, we have two permanent lecturers working on their doctorates and also had our assistant lecturer receive her doctorate in 2016.

While we have seen a substantial growth in honours enrolments, particularly on the Journalism Honours programme, and a slight growth in PhD enrolments we are still struggling to attract MA and PhD students (MA student in particular). There are natural explanations for this. First, industry does not require a postgraduate degree higher than an honours. Second, the students graduating from the honours programme all get employed, this as the courses are practical and also contain a 120 hour internship that often leads to a first job. Third, MA and PhD studies are perceivably more theoretical than practical and students as such often apply for postgraduate research degrees in our sister department of Communication Studies. Fourth, when we do get postgraduate applications talking to more applied studies, we could accept these as we do have course work offerings on our books but unfortunately do not have staff capacity to activate these. Fifth, the vast majority of potential students applying for postgraduate studies are deemed not suitable as they do not meet the minimum requirements for our postgraduate offerings, thus we unfortunately reject many applications. The way to change this is to continuously advertise and market our research and supervision strengths in order to attract the best students away from what they may consider to be the 'blue chip' universities and programmes. A compelling offering should attract quality students and we need to advertise our honours offerings in particular which have a high standing in industry but also prepares the students for further postgraduate studies.

Further to this and as noted in the Faculty of Humanities review report of 2013 "The Faculty contains a number of applied disciplines that require special funding formulae, especially insofar as these disciplines have to satisfy professional bodies, e.g. as in social work, as well as academic needs, and particularly insofar as they require state-of-the-art capital equipment renewal as in the case of language laboratories and communications, e.g. in broadcast journalism and film studies. These applied disciplines should also benefit from widened promotions criteria that take into account research-based performance product and impact." (Faculty review report 2013, p. 21)



In this regard, JFT was mentioned in particular in relation to the resourcing needs for the applied disciplines:

"The applied disciplines require special funding formulae to satisfy professional bodies as well as academic needs, and the funding for the required equipment for language laboratories and in broadcast journalism and film studies. These applied disciplines should also benefit from widened promotions criteria that take into account research-based performance product and impact." (Faculty review report 2013, p. 12)

And it was noted that:

"There is a strong growth point around linguistics and social work, but it seems that the department offering applied disciplines – Linguistics, Social Work, Psychology, Journalism, Film and Television Studies (JFT) studies – experience their own unique problems. These departments cannot reach their potential because there is no planning for the provision of funding the professional requirements (internships and external placements) and investment capital expenditure in Linguistics and JFT. There is also a heavy reliance on people from industry to teach some of the modules. In some cases the programme fees are high, but budget constraints prevent the department from purchasing state-of-the-art equipment and repairing essential equipment. There is also no provision for the payment of professional fees or additional supervisors for internships or other practical activities. These are disciplines which are somewhat different from others in the Faculty and have special requirements. As far as the Panel can see, there is no special funding formula which recognises the differences and special needs" (Faculty review report 2013, p. 12)

The review panel also made the recommendation that:

"The Panel recommends that UJ and the Faculty recognises that there is a need for additional special factor funding in the applied discipline departments, including the Department of Linguistics, to meet the professional requirements and the capital costs of equipment. UJ needs to consider a proper funding formula to provide for professional and studio-based disciplines. The applied discipline departments find the pressure to produce standard research outcomes constraining. The Panel feels that there should be some recognition for the reputational capital from not only conventional research output but also other forms of research and practice-based output. There should be appreciation that creative, artistic, performance related output which can be benchmarked against conventional research output, provides UJ with benefit of much needed visibility and recognition nationally and internationally." (Faculty review report 2013, p. 12)

Further to this it was recommended that:

"The Panel recommends that the Faculty should consider widened promotion criteria for staff members in the applied disciplines that take into account research-based performance product and impact. (Faculty review report 2013, p. 12)

STRATEGIC DIRECTION

We are currently looking at facilitating a closer collaboration between the two degrees in the department as well as with CMS and review our course offering in light of potential overlaps in the curricula and staff interests and expertise. Discussions are also ongoing in the School of Communications as to a strategic direction encompassing a closer cooperation between our degrees across the School.

We rely on a strong relationship with the industry, widely considered a prerequisite for good professional degrees, to ensure that there is not a disconnect between theory and praxis and without subjecting the degrees to the needs of the industry in a mechanistic fashion we will continuously try to secure budgets for good industry people to teach on our degrees. We also hope that going forward the School can look at collectively securing a position for a Chair/Professorship of communications practice and/or creative outputs. Such a position would also considerable give strength to our plans for developing a creative MA/PhD.

We continuously evaluate our courses and engage with stakeholders in industry as well as cogent disciplines and sister departments within the School of Communications and other universities in South Africa and abroad.

Our courses are also evaluated and assessed in the light of the renewed emphasis on the decolonisation of the curricula. In many ways, as we deal with societal processes and developments, the local focus is strong, however, we recognise the need for a broader inclusion of texts and contents that sets out a clear decolonisation agenda. Our HOD, Prof Ylva Rodny-Gumede, has in her research through empirical field work developed texts that have been included in our course readings and also has a book under contract on the role of journalism in the post colony. We also run two courses on contemporary African cinema and debates on media and society on the two degrees respectively which both talk directly to the post-colonial context. This is a continuous work, however, and something that we take as a vital part of our mission to train journalists, filmmakers and media practitioners in general.





RESEARCH

As stated earlier our research outputs have steadily grown in the last three years. With an expectation of this continuing. However, given staff shortages and heavy teaching loads it has been difficult to free up time for staff members in the department for research. Three of the permanent staff members have, however, had sabbaticals in the last three years, and two staff members have received teaching relief in order to focus on degree completion as well as research. We also have one sabbatical application in process for 2017.

HUMAN RESOURCES

As set out above we experience staff shortages and are reliant on resources towards employing industry experts for some of our courses and our applied courses in particular.

At the end of 2016 we were, however, given one new position which will go some way towards alleviating some of the teaching needs as well as expertise on the journalism degree with regards to our third and second year theory courses in multimedia journalism and broadcast journalism. However, if budgets are further cut we will still sit with staff shortages for many of our courses.

TRANSFORMATION

We have very few equity candidates in the department and few opportunities to grow our own stock of lecturers as we attract few MA and PhD students. We have also not had any vacancies for many years, however, the last vacancy filled was filled by a black female South African.

SUMMARY OF KEY STRATEGIES

The key strategy for the next two years will be focused on continuously growing our postgraduate outputs and our honours programmes in particular. Given the fact that our undergraduate programmes are severely underfunded with a detrimental impact on both the teaching and research project of the Department, discussion around resourcing and budget will be focused on securing the additional money students pay for their applied modules.



LINGUISTICS

EXECUTIVE SUMMARY

The Department of Linguistics is a vibrant and dynamic department. We have a strong tradition of training language practitioners (language planners, translators, interpreters, text editors and more) of high quality, as evidenced by the 2015 QS World University Rankings, with a far above average Employer Reputation Score.

Although this Department is relatively small, most notably in terms of its staff complement, it runs a fully-fledged newly designed dedicated degree programme, one of the few programmes at UJ where three majors are offered on third-year level. Two of these major subjects are housed in and offered by the Department of Linguistics. We believe our new programme is in line with international benchmarks and best practice relating to curriculum and content design for translator training.

In terms of research, the Department produces output in two areas: accredited publication and postgraduate supervision. We continue to contribute to knowledge production in the areas of translation/interpreting, text editing, plain language, and language planning, policy and management. Postgraduate students excel in these areas of specialisation, as evidenced by the large number of master's and doctoral qualifications awarded with distinction. However, the Department needs to strengthen its supervision capacity in order to cope with the increasing demand to enrol for our master's and doctoral programmes, both from within South Africa and outside its immediate borders.

Additionally, the Department is responsive to and cognisant of the rich diversity of our student corps. We tap into these resources by engaging our students as active participants in the construction of knowledge. We continuously revisit our curriculum to respond to our students' needs, and the need to transform and to decolonise our offerings to remain relevant in our unique context. In so doing we allow for multiple perspectives and acknowledge the value of different voices and diversity (linguistic and otherwise).

Going forward, a strong focus of the Department is to strengthen its partnerships locally and internationally, with other departments of linguistics and other institutes involved in the training of language practitioners and related research.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

The Department of Linguistics' strength is its well-established reputation in translator training since the 1980s. Since we are firmly committed to remaining one of the leaders in this area we introduced our new undergraduate programme with a strong Linguistics focus in 2013. Our undergraduate curricula were substantially revised and our name was changed to the Department of Linguistics (previously known as the Department of Linguistics and Literary Theory). The name of the qualification we offer in our Department was also changed to BA Language Practice.

The qualification name change was required to reflect the objectives of our qualification, i.e. to prepare students with knowledge of the discipline of linguistics and its applications, as well as training students to deal with the demands of language practice by providing them with skills in the areas of translation, interpreting and text editing, terminology and document management, information technology and the new media.

A new major, known as Language Practice, was introduced to equip students with a broad range of competences and skills to deal with the demands of language practice in the areas of translation, interpreting and text editing, terminology and document management, information technology and the world of multimedia communication and new technologies.

In the 2015 QS World University Rankings by Subject the Department of Linguistics at UJ was ranked third best among Linguistics departments in South Africa and linguistics was one of two subjects at UJ with the best national ranking. In addition, our Academic Reputation Score of 51,1 was well above the UJ average of 35,7 and we achieved the highest Employer Reputation Score of 74,4 (UJ average was 60). The stature that we earned was no doubt due to the solid foundation in linguistic theory and practice that we offer, as well as the opportunities for study in a variety of applied linguistics areas.

We will continue to support our students academically and to respond to their varying needs through our elaborate tutor programme and our tailor-made enrichment programme.



STRATEGIC DIRECTION

The Department of Linguistics offers Applied Linguistics in both its undergraduate and postgraduate programmes with translation (a generic term that is used to refer to both written and oral translation (the latter known as interpreting) remaining a strong focus 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, the Department regularly reflects on its offerings, 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.

KEY STRATEGIES

The Department hopes to forge even stronger relationships with other departments of Linguistics – both locally and internationally. We already have solid relations, albeit informal, with linguistics departments at, amongst others, Stellenbosch University, Unisa and Free State University. We hope to formalise these relationships in future in, for instance, the form of collaborative and funded research projects.

Additionally, we also hope to forge relationships with departments at universities abroad principally, but not exclusively, through the Universitas 21 network and specifically its GRAIL initiative (Global Research Alliance in Language Studies). Other possibilities of collaboration are already in place and could be further explored through the International Federation of Translators (FIT) and the newly established African Translation Studies Association (ATSA).

The Department could also, in the near future, explore possibilities of applying for membership of CIUTI, a prestigious international association of university institutes with translation and interpretation programmes. Membership of CIUTI is subject to fulfilment of stringent quality criteria. This will further enhance the stature of the Department locally and internationally.

The Department is geared to collaborate with other departments in the new School of Languages (SoL) to harness the knowledge and skills of colleagues in other cognate disciplines. This will enable the Department to further improve its offerings.

The Department also plans to apply to the Department of Arts and Culture (DAC) again for bursary funding in the new funding cycle (2017-2019). The Department received funding to the value of R2,4 million in the previous cycle (2012-2014) and was able to assist a large number of deserving students (a total of 90 students over a period of four years). In this way, the Department will, again, be able to bolster its student numbers.

MILESTONES

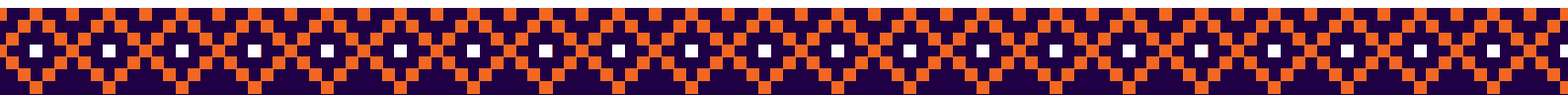
In light of the above we hope to reach the following milestones in the next five years (medium term):

- Agreements with other departments of linguistics both in and outside South Africa are in place (formal or informal).
- Progress is made with international recognition for our BA Language Practice programme.
- Offerings are widened (including the revival of "dormant" honours modules due to staff shortages) by tapping into the knowledge, experience and skills of colleagues on cognate disciplines in the SoL.
- Application for DAC bursary funding in the next cycle, 2017-2019, is submitted and hopefully secured.

RESEARCH

STRENGTHS AND CHALLENGES

Despite its relatively small complement of staff who are able to provide postgraduate supervision, the Department of Linguistics has managed to continuously deliver master's and doctoral students over the past years, notably in the areas of translation, and language policy, planning and management. The quality of these studies is underscored by the large number of students who passed with distinction. Where supervision capacity lacks, the Department collaborates with supervisors from other universities, such as the University of the Witwatersrand (Wits) and Stellenbosch University. At this stage, the Department receives far more applications than it has the capacity for.



STRATEGIC DIRECTION

In order to meet the increasing demand for postgraduate study in the Department, we hope to address issues of lacking capacity, by investigating alternative supervisory models and collaborating with staff in cognate disciplines in the SoL and elsewhere (both locally and abroad). Possibilities of exchange programmes with other departments of linguistics internationally, through the GRAIL initiative, will also be explored.

The Department also plans to forge strategic partnerships with other institutions to collaborate on joint (e.g. NRF) funded research projects. Additionally, the Department should engage more robustly in the scholarship of teaching and learning (SoTL).

KEY STRATEGIES

- To build and widen supervision capacity through alternative models of supervision and collaboration within the SoL and outside UJ.
- To engage in postgraduate exchange programmes with universities abroad (possibly through the Universitas 21 network and the GRAIL initiative).
- To enhance our contribution to SoTL by increased publication in this area, in addition to publishing in the discipline of linguistics and applied linguistics (and language practice).
- To continue publication in local as well as international journals, thereby contributing to African scholarship but sustaining our international footprint as well.

MILESTONES

In light of the above we hope to reach the following milestones in the next three to five years (medium term):

The Department must strengthen its supervision capacity by exploring alternative supervisory models and collaboration within and outside of UJ. This is also in line with the National Plan on Higher Education's imperative that South African universities has to increase its number of doctoral candidates to 100 / 1 100 000 of the population by 2030. The Department will also explore possibilities of joint and funded research projects.

HUMAN RESOURCES

STRENGTHS AND CHALLENGES

In this area the Department regrettably remains under-resourced. The current (permanent) staff complement is not commensurate with the workload and the lecturer-student ratio is far from favourable, a problem that is exacerbated by the continued need to rely on temporary appointees. The Department should also engage in a succession management exercise to ensure consistency and retention of institutional knowledge. In addition, the Department needs to provide opportunities for staff without doctoral qualifications to obtain this qualification (they need a lesser workload). This is in line with the National Plan for Higher Education of 2011. Although the Department acknowledges this pertinent need, a particular tension arises when adequate human and other resources are not available to ensure that these staff members are replaced with well qualified people. Possibilities of harnessing the services of suitably qualified staff already in the employ elsewhere in the SoL should also be pursued.

In a field with a strong career orientation such as translation and interpreting the use of language practitioners as part-time lecturers, guest/specialist lecturers and industry experts is invaluable. Industry links can also provide the basis for problem- and project-based learning that can offer students direct experience of applying their learning to real and complex problems. The Department of Linguistics is in need of industry experts who can offer students direct experience of applying their knowledge and skills to real and complex problems. Given the nature of Gauteng's linguistic diversity there is a need to accommodate a broader range of indigenous languages for practical translation, interpreting and text editing assessment purposes.

STRATEGIC DIRECTION

The Department needs to pay attention to the lacking human resources and has to additionally embark on a process of succession planning. The Department should also attempt to recruit promising postgraduate research fellows (PDRFs) and eminent scholars as prolific research associates.



KEY STRATEGIES

- To contract the services of industry experts in specific language combinations to give effect to our goal of training language practitioners adequately prepared to be taken up in the workforce.
- To create opportunities for staff members without doctoral qualifications to obtain such qualifications.
- To harness the services of suitably qualified staff already in the employ elsewhere in the SoL should also be pursued.
- To embark on a serious process of succession planning in the next two years (the post-retirement contract of a full professor in the Department will expire at the end of 2018).
- To actively recruit PDRFs and productive research associates.

MILESTONES

Human resource provision in the Department is commensurate with the workload and the lecturer-student ratio is favourable to ensure an academic project of quality.

Industry experts and guest/specialist lecturers are appointed to support the richness of students' language combinations in translation and interpreting.

Adequate replacement arrangements are in place to ensure that staff members without doctoral qualifications can be freed of some duties to attend to the improvement of their qualifications. There is at least one staff member who needs to obtain a doctoral qualification in the medium term (next three years). Staff members employed in the SoL are utilised in areas where human resources are lacking (staff members relieved of certain duties in order to improve their qualifications).

High-quality PDRFs are appointed in the Department and eminent scholars are recruited as research associates.

TRANSFORMATION

STRENGTHS AND CHALLENGES

The Department is committed to the ideals of transformation and decolonisation of the academic project. Staff members are responsive to and cognisant of the rich diversity of our student corps. We tap into these resources by engaging our students as active participants in the construction of knowledge. Additionally, we continuously revisit our curriculum (the term used here in its widest sense to also include practices, philosophies, approaches, etc.) to respond to our students' needs, and the need to transform and to decolonise our offerings to remain relevant in our unique context. In so doing, we allow for multiple perspectives and acknowledge the value of different voices and diversity (linguistic and otherwise).

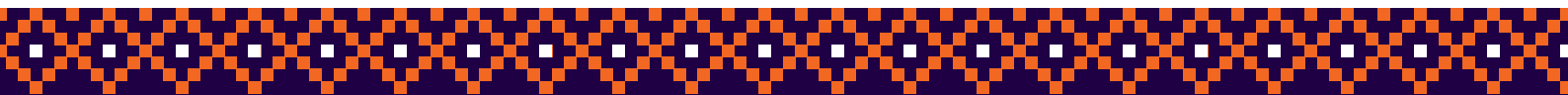
STRATEGIC DIRECTION

The Department of Linguistics is set to pursue forward-looking perspectives and approaches in our teaching and research on translation/interpreting and text editing as a social practice in contemporary South Africa. We deem it imperative that we train engaged language practitioners that are visible and accountable social actors. Given the unique complexities of our language dispensation it is imperative that the foundational importance of languages to a contemporary South African applied linguistics theory and practice be acknowledged and integrated in our offerings.

We aim to produce language practitioners who engage with the ethical, political and ideological dimensions of translation and text editing as social practices and who understand the necessity of self-reflexivity; we aim to deliver language practitioners who understand the importance of their task of creating knowledge and contributing to the shaping of culture and society in these challenging times in which we find ourselves.

KEY STRATEGIES

- To ensure our students are engaged language practitioners with agency.
- To continuously ensure our offerings yield graduates who are accountable, responsive and self-reflective social actors.
- To ensure that our curricula reflect the contribution of African (including Southern African) theorists, languages and research, to better relate to the culture, heritage and languages of our diverse student body, without ignoring non-local (Northern) viewpoints and theories.



MILESTONES

Our students are engaged language practitioners – well qualified to be taken up in the workforce and with agency. Our graduates are accountable, responsive and self-reflective social actors. Our course content (in the widest possible sense) reflects Southern (African) realities, perspectives, voices, value systems and heritage, and of course makes provision for the rich and varied language repertoires of our student corps.

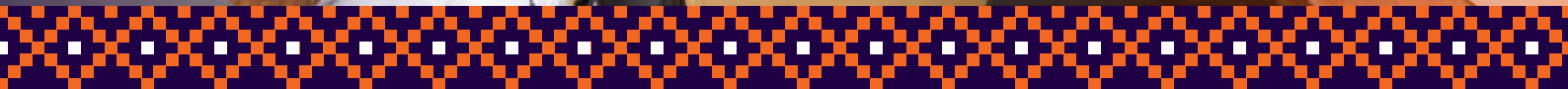
SUMMARY OF KEY STRATEGIES

TEACHING AND LEARNING

- To forge even stronger relationships with other departments of Linguistics – both locally and internationally: formalise these relationships in future in, for instance, the form of collaborative and funded research projects.
- To forge relationships with departments at universities abroad and with professional associations (e.g. FIT) and societies (e.g. ATS).
- To explore possibilities of seeking international recognition for our curriculum (e.g. CIUTI).
- To collaborate with other departments in the new School of Languages (SoL) to harness the knowledge and skills of colleagues in other cognate disciplines.
- To seek bursary funding for students from the Department of Arts and Culture (DAC) again for bursary funding in the new funding cycle (2017-2019), principally to assist poor, but deserving, students with tuition fee support, but also to bolster the Department's student numbers.

RESEARCH

- To build and widen supervision capacity through alternative models of supervision and collaboration within the SoL and outside UJ.
- To engage in postgraduate exchange programmes with universities abroad (possibly through the Universitas 21 network and the GRAIL initiative).
- To enhance our contribution to SoTL by increased publication in this area, in addition to publishing in the discipline of linguistics and applied linguistics (and language practice).
- To continue publication in local as well as international journals, thereby contributing to African scholarship but sustaining our international footprint as well.



HUMAN RESOURCES

- To contract the services of industry experts in specific language combinations to give effect to our goal of training language practitioners adequately prepared to be taken up in the workforce.
- To create opportunities for staff members without doctoral qualifications to obtain such qualifications.
- To harness the services of suitably qualified staff already in the employ elsewhere in the SoL should also be pursued.
- To embark on a serious process of succession planning.
- To actively recruit PDRFs and productive research associates.

TRANSFORMATION

- To ensure our students are engaged language practitioners with agency.
- To continuously ensure our offerings yield graduates who are accountable, responsive and self-reflective social actors
- To ensure that our curricula reflect the contribution of African (including Southern African) theorists, languages and research, to better relate to the culture, heritage and languages of our diverse student body, without ignoring non-local (Northern) viewpoints and theories.

SUMMARY OF MILESTONES

TEACHING AND LEARNING

- Agreements with other departments of linguistics both in and outside South Africa are in place (formal or informal).
- Progress is made with international recognition for our BA Language Practice programme.
- Offerings are widened (including the revival of "dormant" honours modules due to staff shortages) by tapping into the knowledge, experience and skills of colleagues on cognate disciplines in the SoL.
- Application for DAC bursary funding in the next cycle, 2017-2019, is submitted and hopefully secured.

RESEARCH

- Supervision capacity is strengthened and in line with the National Plan on Higher Education's imperatives for 2030.
- The Department engages in joint and funded research projects with other departments of linguistics.

HUMAN RESOURCES

- Human resource provision in the Department is commensurate with the workload.
- Lecturer-student ratio is favourable to ensure an academic project of quality.
- Industry experts and guest/specialist lecturers are appointed to support the richness of students' language combinations in translation and interpreting.
- Adequate replacement arrangements are in place to ensure that staff members without doctoral qualifications can be freed of some duties.
- High-quality PDRFs are appointed and eminent scholars are recruited as research associates.

TRANSFORMATION

- Graduates are well qualified and taken up in the workforce; they have agency.
- Graduates are accountable, responsive and self-reflective social actors.
- Our course content reflects Southern (African) realities, perspectives, voices, value systems and heritage, and of course makes provision for the rich and varied language repertoires of our student corps.



PHILOSOPHY

EXECUTIVE SUMMARY

INTRODUCTION

In this plan, the strategic foci of the Department are discussed under four headings: Teaching and Learning, Research, Human Resources and Transformation. Each of these is treated in a separate section, identifying strengths and challenges, strategic direction, key strategies, and milestones.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

Our strengths include the following:

1. Lecturing expertise in the analytic, continental and the African philosophical traditions, and our long-term goal to put these traditions into dialogue with one another in our teaching and learning (T&L) endeavours.
2. Our outstanding lecturing staff, two of whom have been awarded UJ Vice-Chancellor's Teaching Excellence Awards (Lotter and Botha), and all of whom are committed to engaging in continuing professional development in terms of attending and contributing to workshops and conferences on teaching and learning, as well as taking part in a fully-fledged peer review process (this includes the use of formal and informal teaching and module evaluations at least once per year; mandatory formal teaching and module evaluations for temporary staff; inviting internal and external peer reviewers for review of teaching practice, as well as the bi-monthly discussion of teaching progress and challenges at departmental meetings).
3. Our focused mentoring programme for new and temporary lecturers where a permanent member of staff takes responsibility for guiding new/temporary lecturers in their teaching. All members of staff are encouraged to contribute to the development of new and temporary lecturers either informally, or formally at the bi-monthly discussion of teaching progress and challenges at departmental meetings.
4. Our exceptional tutorial programme. The significant impact on our teaching efficacy is evidenced by the very positive student response to it over a number of years, as well as invitations to various lecturers to give presentations at UJ and non-UJ workshops on best practice.
5. Our ongoing commitment to ensuring that lecturing staff teach in their areas of competence as far as is possible, and that the teaching load is spread in a way that allows junior colleagues to complete their postgraduate studies timeously, and in as equitable a way as possible amongst senior colleagues.
6. Creating a safe and caring environment for teaching and learning for our students, where success is rewarded. This is recognised in a number of our lecturers' teaching evaluations, where students comment on our efforts in this regard. We hold an annual prize giving for our top ten undergraduate students on each year level to recognise excellence.

Our challenges include the following:

1. Maintaining our excellent undergraduate throughput rate whilst ensuring quality.
2. Maintaining our tutorial programme at full strength in the light of budget cuts that preclude the appointment of the number of tutors we need every year.
3. After changes were made in academic programmes in the Humanities, but also in other Faculties such as Law, Philosophy was no longer included in a number of programmes as a discipline that could be chosen by students as a major. This resulted in a dramatic drop in our undergraduate student enrolments.
4. Making a contribution to SOTL (only one member of staff has published a paper in this area in 2016).



STRATEGIC DIRECTION

In line with UJ's strategic objective no 2 (Excellence in Teaching and Learning), our strategy is:

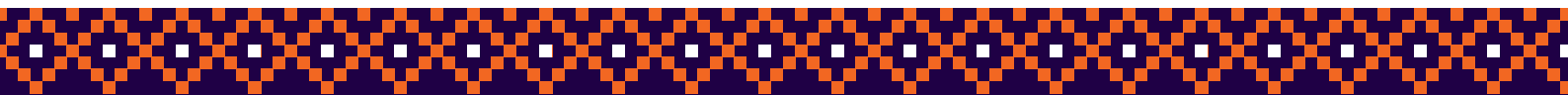
- to improve our undergraduate enrolment profile;
- to continue to offer an intellectually rigorous curriculum that places the dialogue between the three aforementioned traditions in Philosophy at the forefront
- to simultaneously provide students with a more focused introduction to thinking in the African philosophical tradition in line with our commitment to transforming the curriculum;
- to continue to achieve excellent student success rates, and improved retention whilst maintaining a high standard; and
- finally to begin to develop our capacity in SOTL.

KEY STRATEGIES

1. To improve our undergraduate enrolment profile, we are engaging in conversation with role players within the various programmes offered in the faculty, and attempting to persuade them of the importance of allowing students to major in Philosophy at an undergraduate level. In addition, we have partnered with the departments of Religion and French (amongst others) to market our disciplines to undergraduates (with the "6 subjects you have not thought of" campaign). Our view is that we will not be able to improve our postgraduate enrolment rates without a sufficiently large and strong undergraduate cohort. This marketing strategy will be further extended in terms of improving our website, maintaining our Facebook and Twitter presence, and improving the impact of our contribution during the first year induction programme. We also actively market our honours programme to the top ten third years of every year by means of an event to which these students and their parents are invited.
2. In order to continue to offer an intellectually rigorous curriculum that places the dialogue between the three aforementioned traditions in Philosophy at the forefront, we have redesigned many of our courses to incorporate an explicit dialogue amongst these traditions.
3. In order to provide students with a more focused introduction to thinking in the African philosophical tradition, we have refocused a module on second year level to deal specifically with the African philosophical tradition from 2017, whilst we continue to actively foster dialogue between the three traditions in modules where this is appropriate.
4. To continue to achieve excellent student success rates and improved retention, without compromising on quality by continuing with our focused tutorial programme; by introducing novel teaching strategies (such as the "revise and resubmit" option for term assignments); and deploying our GES senior tutor/s to assist students who are identified as "at-risk".
5. To begin to actively develop our capacity in SOTL by encouraging those members of staff with an active interest therein to engage in dialogue with one another and other persons in other departments and faculties; and to publish their work.

MILESTONES

- Improve our undergraduate enrolment profile: By 2019 we aim to increase undergraduate enrolment by 10%.
- Refocus one second year module towards exclusive focus on African Philosophy: By 2017 in place, to revise and refine in 2018 and 2019.
- Continue to achieve excellent student success rates, and improved retention: We aim to meet the Faculty stipulated targets for throughput and pass rates 2017-19.
- To begin to develop our capacity in SOTL: By 2019, we aim to have at least two more papers published in this area by any UJ Philosophy staff members (one publication already completed by Prof T Metz in this area in 2016).



RESEARCH

STRENGTHS AND CHALLENGES

Our strengths include the following:

1. Our growing postgraduate cohort, that counts as one of the most diverse in the country, as well as one of the largest. If an honours graduate counts as a ½ unit, a master's graduate is counted as 1 unit, and a doctoral graduate as 3 units, then our output is as follows for the period 2011-2016: data to follow.
2. Our excellent research output in terms of publications in quality accredited journals. For the period 2011-2016, we have shown growth.
3. Our excellent research output in terms of publications as chapters in peer-reviewed books. For the period 2011-2016, we have shown growth.
4. Our excellent research output in terms of book publications (edited and single authored). For the period 2011-2016, we have shown growth.
5. Being home to two pioneering research centres – the Centre for Phenomenology in South Africa (Director: Prof R Winkler), and the African Centre for Epistemology and Philosophy of Science (Director: Prof V Mitova).
6. Our large number of Post-doctoral research fellows, plus their excellent publication rates, and their success in finding permanent positions of employment upon completion of their fellowships. For the period 2011-2016, we have shown growth.
7. Our successful appointment of one distinguished visiting professor (Prof Uskali Maki) and our pending appointment of another (Prof Darrell Moellendorf) to meet UJ's strategic GES objective Number 3.
8. Our large number of research associates.
9. The successful grooming of our postgraduates into becoming the next generation of professional philosophers by: providing funds to support presentation at conferences where possible; mentoring our students to become responsible for lecturing their own courses; and developing them into skilled academic writers by training them to publish in accredited journals. We host regular publication and presentation skills workshops, and provide active coaching sessions to this end. In September 2016, our honours students will be presenting their research alongside honours students from Wits Philosophy, a new initiative by Prof Veli Mitova in cooperation with Prof Samantha Vice from Wits. Data to follow
10. A number of our postgraduates have been awarded UJ Global Excellence and Stature Senior Tutorships, have published in a variety of accredited journals, or obtained sought-after lecturing positions at national and international institutions.
11. Our research focused culture, as evidenced by our bi-monthly colloquia at which our postgraduates, staff or invited speakers give presentations. Attendance is compulsory for postgraduate students.

Our weaknesses include the following:

1. We struggle to provide funds to support our postgraduates to present their papers at conferences as much as we would like.
2. Our marketing of our department could be even more effective to attract more postgraduate students, especially even more international ones (We have already attracted a significant number of postgraduate students from Zimbabwe and elsewhere in sub-Saharan Africa).
3. Not all of our permanent staff members are NRF-rated.
4. Not all our research associates are particularly active.
5. Our honours student intake has been relatively small until 2016. It is a challenge to know how to maintain this large intake in the future.

STRATEGIC DIRECTION

In line with UJ's Strategic Objective one (Excellence in Research and Innovation), our aim is to attract outstanding graduates from diverse backgrounds into our postgraduate programmes, by offering a range of innovative programmes characterised by the highest level of scholarship. We aim to continue to bolster UJ's stature through the quality, integrity and impact of our research.



KEY STRATEGIES

6. We will continue to provide funds to support our postgraduates to present their papers at conferences where possible from our own and departmental funds, as well as attempt to obtain funds from non-UJ sources.
7. We will market our Department more effectively to attract more postgraduate students, especially international ones by putting together a glossy brochure to advertise our research and supervision strengths. This will be sent to Philosophy departments in the Southern African region in late 2016, and depending on response, the target area will be broadened in 2017. In addition, we aim to improve our online footprint by attending to our website on a regular basis.
8. Permanent staff members will be encouraged to apply for NRF-rating as appropriate.
9. We will appoint research associates more judiciously.
10. We will vigorously market our honours programme amongst our third year students as we did in 2015.

MILESTONES

1. By end 2017, we aim to have completed at least one application for funding for postgraduate conference attendance from a non-UJ source.
2. Our glossy brochure to advertise our strengths to prospective postgraduate students will be sent to Philosophy departments in the Southern African region in late 2016, and depending on response, the target area will be broadened in 2017.
3. We aim to improve our online footprint by attending to our website on a regular basis by means of training our 2017 student assistant to assist the departmental web coordinator (with updates one per month from present date).
4. Permanent staff will be encouraged to apply for NRF-rating so that by 2019, all those with a doctorate in hand are in line to apply, or have applied.
5. We will have marketing plans in place for our 2017 honours intake before end of October 2016.

HUMAN RESOURCES

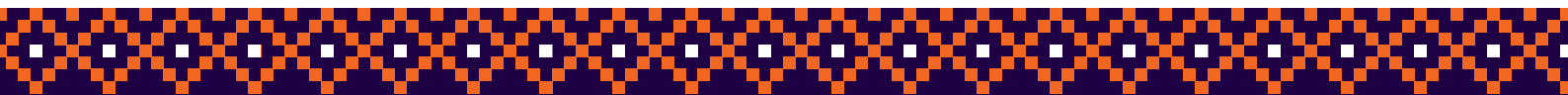
STRENGTHS AND CHALLENGES

Our strengths include the following:

1. Having one of the most diverse set of staff members in terms of research specialization in the country.
Data to follow
 - In analytic philosophy, especially in the following areas: applied ethics bioethics, environmental ethics, jurisprudence, epistemology, metaethics, metaphysics, the philosophy of science, and the philosophy of medicine.
 - In African philosophy, especially in the following areas: ethics, political philosophy and feminism.
 - In Continental philosophy, especially in the following areas: aesthetics, phenomenology, and the philosophy of culture).
2. Having one of the most diverse set of staff members in terms of demographics in the country.
3. To meet UJ's GES Strategic Objective number 3, our recruitment has targeted international academics of stature in terms of our distinguished visiting professors, and we have a large number of active postdoctoral and other fellows.
4. One of our staff members, Ms Zinhle Mncube, was awarded the prestigious nGAP scholarship.
5. A number of our students have been awarded GES Senior Tutorships over the past 5 years (most recently Ms Devon Petersen in 2016).

STRATEGIC DIRECTION

We aim to continue to strive towards meeting UJ's GES Strategic Objective no 3 by continuing to target international academics of stature as distinguished visiting professors when appropriate, as well as groom our postgraduate students to be competitive in applying for GES Senior Tutorships.



KEY STRATEGIES

- Maintain and develop our strong tutor training programme and provide mentoring support for promising graduates in order to make them competitive in applying for GES senior tutorships.

MILESTONES

- We applied for 3 GES senior tutorships in late 2016. We aim to apply again in early 2017.
- We await the result of our application for a distinguished visiting professor position for Prof Darrell Moellendorf.

TRANSFORMATION

STRENGTHS AND CHALLENGES

Our strengths include the following:

- Our broad research and teaching expertise in Continental, Analytic and the African traditions.
- Our explicit mainstreaming of African philosophy by devoting one second year course specifically to its study from 2017, as well as our continued efforts to place the three traditions into dialogue with one another in our undergraduate teaching where appropriate.
- As is evident from the titles of our postgraduate students' theses and dissertations, we encourage research in all three traditions, as well as research that places these traditions, and others (e.g. Eastern philosophical approaches to a very limited extent) into dialogue with one another.
- Our participation in the Mellon Foundation funded transforming Philosophy initiative demonstrates our commitment to transformation of philosophy on a national scale.

Our challenges include:

- We do not have significant expertise in Eastern philosophical approaches (excepting for the expertise of Prof T. Metz) and so we are limited in providing tuition or supervision in this area. This is, however, not a significant challenge, since there has not to date been a significant number of students requesting tuition or supervision in this area.

STRATEGIC DIRECTION

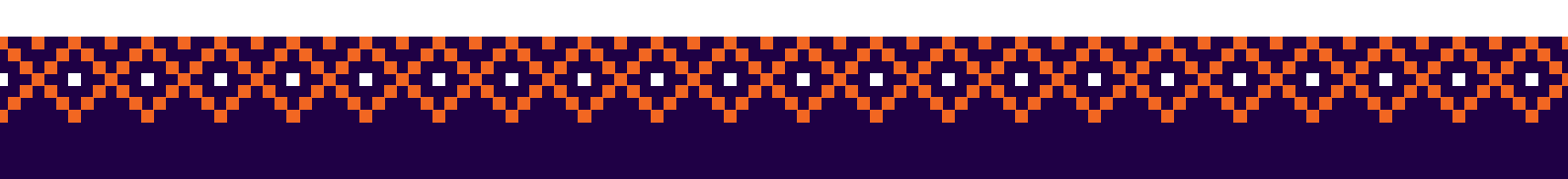
We are actively engaged in building a community of practice - committed to, and unified by, doing philosophy. Our focus is on skills, developing and challenging ideas in a constructive manner, and fostering debate in a way that develops intellectual independence and creativity in our students. Our aim is to bring the African, analytic and continental traditions into conversation, with the recognition that we are training global citizens (not only African citizens) who need to demonstrate fluency in their thinking on the global and local stages. Despite our recognition that the traditions are retrospectively constructed, we are as a department committed to giving our students access to a curriculum that is cognisant and critical of epistemic and other injustice, as well as relevant in its consideration of local and global issues.

KEY STRATEGIES

- To continue to focus on skills, developing and challenging ideas in a constructive manner, and fostering debate in a way that develops intellectual independence and creativity in our students.
- To continue to bring the African, analytic and continental traditions into conversation, with the recognition that we are training global citizens (not only African citizens) who need to demonstrate fluency in their thinking on the global and local stages.
- To remain committed to giving our students access to a curriculum that is cognisant and critical of epistemic and other injustice, as well as relevant in its consideration of local and global issues.

MILESTONES

- To actively participate in the Mellon Foundation funded project on "Transforming Philosophy" in 2016 and 2017.
- To ensure that the voices of our students are heard in formal and informal conversations with members of the department. Informal discussion has taken place on Honours and MA (by coursework) level in 2016, and we aim to make this conversation a formal one in 2017.





SUMMARY OF KEY STRATEGIES

- To improve our undergraduate enrolment profile, we are engaging in conversation with role players within the various programmes offered in the faculty, and attempting to persuade them of the importance of allowing students to major in Philosophy at an undergraduate level. In addition, we have partnered with the departments of Religion and French (amongst others) to market our disciplines to undergraduates (with the "6 subjects you have not thought of" campaign). Our view is that we will not be able to improve our postgraduate enrolment rates without a sufficiently large and strong undergraduate cohort. This marketing strategy will be further extended in terms of improving our website, maintaining our Facebook and Twitter presence, and improving the impact of our contribution during the first year induction programme. We also actively market our honours programme to the top ten third years of every year by means of an event to which these students and their parents are invited.
- In order to continue to offer an intellectually rigorous curriculum that places the dialogue between the three aforementioned traditions in Philosophy at the forefront, we have redesigned many of our courses to incorporate an explicit dialogue amongst these traditions.
- In order to provide students with a more focused introduction to thinking in the African philosophical tradition, we have refocused a module on second year level to deal specifically with the African philosophical tradition from 2017, whilst we continue to actively foster dialogue between the three traditions in modules where this is appropriate.
- To continue to achieve excellent student success rates and improved retention, without compromising on quality by continuing with our focused tutorial programme; by introducing novel teaching strategies (such as the "revise and resubmit" option for term assignments); and deploying our GES senior tutor/s to assist students who are identified as "at-risk".
- To begin to actively develop our capacity in SOTL by encouraging those members of staff with an active interest therein to engage in dialogue with one another and other persons in other departments and faculties; and to publish their work.
- We will continue to provide funds to support our postgraduates to present their papers at conferences where possible from our own and departmental funds, as well as attempt to obtain funds from non-UJ sources.
- We will market our Department more effectively to attract more postgraduate students, especially international ones by putting together a glossy brochure to advertise our research and supervision strengths. This will be sent to Philosophy departments in the Southern African region in late 2016, and depending on response, the target area will be broadened in 2017. In addition, we aim to improve our online footprint by attending to our website on a regular basis.
- Permanent staff will be encouraged to apply for NRF-rating as appropriate.

- We will appoint research associates more judiciously.
- We will vigorously market our honours programme amongst our third year students as we did in 2015.
- We will maintain and develop our strong tutor training programme and provide mentoring support for promising graduates in order to make them competitive in applying for GES senior tutorships.
- We will continue to focus on skills, developing and challenging ideas in a constructive manner, and fostering debate in a way that develops intellectual independence and creativity in our students.
- We will continue to bring the African, analytic and continental traditions into conversation, with the recognition that we are training global citizens (not only African citizens) who need to demonstrate fluency in their thinking on the global and local stages.
- We remain committed to giving our students access to a curriculum that is cognisant and critical of epistemic and other injustice, as well as relevant in its consideration of local and global issues.

SUMMARY OF MILESTONES

1. Improve our undergraduate enrolment profile: By 2019 we aim to increase undergraduate enrolment by 10%.
2. Refocus one second year module towards exclusive focus on African Philosophy: By 2017 in place, to revise and refine in 2018 and 2019.
3. Continue to achieve excellent student success rates, and improved retention: we aim to meet the Faculty stipulated targets for throughput and pass rates 2017-19.
4. To begin to develop our capacity in SOTL: By 2019, we aim to have at least two more papers published in this area by any UJ Philosophy staff members (one publication already completed by Prof T Metz in this area in 2016).
5. By end 2017, we aim to have completed at least one application for funding for postgraduate conference attendance from a non-UJ source.
6. Our glossy brochure to advertise our strengths to prospective postgraduate students will be sent to Philosophy departments in the Southern African region in late 2016, and depending on response, the target area will be broadened in 2017.
7. We aim to improve our online footprint by attending to our website on a regular basis by means of training our 2017 student assistant to assist the departmental web co-ordinator (with updates one per month from present date).
8. Permanent staff will be encouraged to apply for NRF-rating so that by 2019, all those with a doctorate in hand are in line to apply, or have applied.
9. We will have marketing plans in place for our 2017 honours intake before end of October 2016.
10. We will apply for GES senior tutorships in early 2017.
11. We await the result of our application for a distinguished visiting professor position for Prof Darrell Moellendorf.
12. We will actively participate in the Mellon Foundation funded project on "Transforming Philosophy" in 2016 and 2017.
13. We will continue our efforts to ensure that the voices of our students are heard in formal and informal conversations about transformation with members of the department in 2017.



POLITICS AND INTERNATIONAL RELATIONS

EXECUTIVE SUMMARY

The department has seen substantial change over the last three years in terms of its composition, curriculum, postgraduate intake and visibility.

To grow the department further we are concentrating on:

1. Transforming the curriculum
2. Building a coherent team within the department
3. Expanding our reach into Africa
4. Growing our postgraduate programmes
5. Nurturing our staff and students
6. Increasing our research outputs
7. Staying true to the core values of mutual respect and integrity

INTRODUCTION

The Department of Politics and International Relations has held bi-annual strategic planning meetings since 2014. It developed a vision statement aligned to that of the wider university. This vision statement continues to guide the work of the department.

Vision: A leading Politics and International Relations Department, anchored in Africa, producing cutting edge local, national, regional and internationally oriented research; delivering high calibre students who will rethink and reshape the political landscape; creating expertise and engagement on African and world politics, consolidating strategic partnerships that will stimulate intellectual growth and facilitate global reach.

Accordingly, the Department has reflected on its overall strengths and challenges, teaching and learning and curriculum development, research and transformation objectives. These are outlined below.

Overall strengths

- The Department is capable of teaching in both Politics and International Relations offering courses on Diplomacy, Foreign Policy, Peace and Security, Political Economy, Theory, Gender, Research Methods, Identity Politics, SA Politics, African Political Thought, International Law, and Human Rights;
- Well trained and internationally respected senior staff;
- We are a growing department with a healthy mix of senior and junior staff;
- Our postgraduate intake has increased substantially. Many of these students are international students;
- We have been able to host a series of panel discussions and seminars that have increased the visibility of the Department and increased intellectual debate within the university;
- We have increased the number of research associates affiliated to the department;
- All our staff publish and go to conferences;
- There is sufficient time for staff to balance teaching and research;
- The Department actively supports transformation of the university.

Challenges

- We lose good students because of a lack of funding opportunities at postgraduate level. We need to be able to invest in our students;
- Departmental operational budgets are decreasing while demands for activities are increasing;
- Challenge to hire senior staff in the Department both because of a shortage of skills and the long bureaucratic processes of HR;
- Staff still too individualistic making it difficult to develop a coherent team;
- Difficult to develop more innovative courses e.g. taught MA because of the small number of staff;



TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

- Operational tutorial programme;
- Reasonable throughput rate for most modules;
- Continuous reflection on teaching and learning;
- Lecturers knowledgeable on their subject matter;
- Marking becomes a challenge given the number of students and the absence of a budget for markers;
- Need more tutors as tutorial classes are large;
- Increased motivation by both staff and students required to make the teaching and learning a positive experience (still large absentee rate of students);
- Students need to improve writing skills – plagiarism remains a challenge;
- Need to create a culture of learning amongst students and a culture of respect between staff and students;
- Need to think more creatively about what we teach and how we teach;
- Although we have started a process of decolonising the curriculum there is still a lot more that needs to be done;
- Need to improve the facilities for teaching (class rooms often not well resourced technologically).

STRATEGIC DIRECTION

- Develop a dynamic, innovative and decolonised undergraduate programme that creates an interest amongst our students;
- Build on the global partnerships we have to strengthen the teaching programme;
- Develop articulate students that are able to think critically and analytically;
- Create better coordination and synergy of courses at undergraduate level;
- Utilise our available resources more effectively;
- Create increased learning opportunities between senior staff members to junior staff members;
- Offer short courses.

KEY STRATEGIES

1. Comprehensive review of the undergraduate curriculum;
2. Factor into the curriculum the outcomes of the student engagement on decolonisation of Politics and International Relations;
3. Revisit the structure of the tutorial programme so that they facilitate more critical engagement;
4. Invite more guest speakers;
5. Create more opportunities for students to debate in class;
6. Co-teaching courses – senior and junior staff;
7. Get more funding for more tutors;
8. Explore our comparative advantage for offering short courses.

MILESTONES

- Revised curriculum – July 2017
- Revised tutorial programme – December 2016

RESEARCH

STRENGTHS AND CHALLENGES

- We have been able to increase our M and D students. The main themes that they pursue are: Security Studies, Democratization and Public Policy;
- There is a need to advertise other areas of expertise that are available in the Department;
- Our students still take too long to complete their proposals and their theses;
- We should utilise our visiting professors and research associates more constructively to assist to postgraduate supervision;
- We should encourage more publications of our postgraduate students;
- We meet only the minimum requirements for research outputs – we can do much better than this;
- The quality of our research and publications.



STRATEGIC DIRECTION

- Continue to grow the postgraduate programme by offering a wider selection of courses, including a taught MA and by increasing postgraduate and postdoctoral uptake.
- Increase staff output - quality and quantity.
- Engage in more joint research projects.

KEY STRATEGIES

- Systematically track postgraduate students so that they can complete on time;
- Introduce a taught MA programme;
- Create more spaces for peer review in the Department – present our draft publications to each other;
- Co-publish with postgraduate students;
- Attract more good postdoctoral students;
- Target journals for special issues to which we can then have a few of the departmental members contribute to;
- Engage in more joint research projects that can draw in junior staff and postgraduate students;
- Create more opportunities for postgraduate students to attend conferences;
- Constantly update the departmental website;
- Get more lecturers NRF rated;
- Apply for faculty research funding.

MILESTONES

- Effective tracking and intervention system for postgraduate students introduced – January 2017
- Attract one good postdoctoral student – January 2017
- Regularly update website – ongoing
- Have one book or journal issue with published – December 2017
- Taught MA course introduced – December 2018
- Three staff members NRF rated – December 2018
- Each staff member to commit to producing two research units per year within a 3 year cycle.

HUMAN RESOURCES

STRENGTHS AND CHALLENGES

- We need to fill the vacant positions. This process has taken too long.
- We need more tutors.
- We need to reskill in order to teach what is needed at this point in time rather than what we know.
- We need to build a stronger team spirit in the department.
- Staff need to be motivated to go beyond the minimum requirements of work load.

STRATEGIC DIRECTION

Build a stronger, more motivated and more coherent departmental team.

KEY STRATEGIES

- Fill the vacant positions
- Hire more tutors and more markers
- Get funding to utilise postgraduate students within the Department
- Develop joint research undertaking and fund the research through the research fund
- Send staff to courses on how to get NRF rated





TRANSFORMATION

STRENGTHS AND CHALLENGES

We have a diverse human resource composition in the department (gender, age, race and ethnicity).
We could do with continental and international representation.
Transformation is more acute in terms of what we teach and how we teach and where we engage.

STRATEGIC DIRECTION

Decolonisation of the curriculum.
More African focused interaction for research, conferences and associations.

KEY STRATEGIES

Engage students in what they want to see in a new curriculum.
Have a retreat for staff to redraft the curriculum substantively.
Create more exchange opportunities with African universities and research institutes.

MILESTONES

Revised curriculum – July 2017.



PSYCHOLOGY

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

Strengths

- Well subscribed undergraduate courses.
- Well-functioning tutor system.
- Good administrative support for undergraduate teaching.
- Recently established (2016) undergraduate committee that includes a chairperson and undergraduate course coordinators. The mandate of the UG committee is to oversee the functioning of undergraduate teaching and learning.

Challenges

- Relatively large class sizes and perceptions of high staff-student ratios.
- Relatively outdated curriculum. Courses have been particularly unresponsive to calls for decolonisation and Africanisation.
- Teaching BA Sports Psychology on DFC and staffing/curriculum issues related to this.
- Differential success rates between some undergraduate courses on the same levels (for example, we have identified PSY3G as a particularly problematic course).
- Undergraduate dropout. We suspect a high dropout but have not quite fully understood the magnitude and barriers.
- Little or no online presence.

STRATEGIC DIRECTION

- The undergraduate curriculum is currently undergoing a review. Over the next two years the Department will focus on responding to calls to freshen aspects of the curriculum (not limited to the outcome of the teaching review).
- The Department also endeavours to analyse the inconsistent success rates on courses, to understand why this may be the case and to put in place interventions to address this.
- The Department will continue to collaborate with Faculty and University initiatives to assist 'at-risk' students.
- The Department will explore a BA Psychology online programme.

KEY STRATEGIES

- To undergo undergraduate review 2016/2017.
- To improve the functioning of the recently established undergraduate committee including the development of a UG charter and annual objectives.
- To continue with dedicated curriculum transformation discussions (independent of the undergraduate review).
- To continue with the implementation of curriculum transformation decisions. It is not our intention (for the most part) to replace existing courses but to make incremental changes to curriculum transformation, which can be achieved within our course structure.
- To conduct an analysis of dropout rates, differential success rates and barriers to throughput.

MILESTONES

- 2016/17: Undergo UG review; continue with discussions about curriculum transformation.
- 2017: Implement curriculum changes to PSY1A&B - introducing lectures on African Psychology and Psychology and Social Justice into the first year curriculum.
- 2018: Curriculum transformation discussions continue; implement incremental changes in second-year courses.
- 2019: Curriculum transformation discussions continue; implement incremental changes in second-year courses.
- 2018/19: Launch BA Psychology online programme.



RESEARCH

STRENGTHS AND CHALLENGES

Strengths

- Well-resourced central budget.
- Large honours cohort with good throughput.
- Well-recognised MA Clinical/Counselling programme that is well positioned in terms of professional training of psychologists.
- Psychology Public lecture series. In 2015/16 we hosted 8 high profile speakers.
- Increasing number of postgraduate students involved in research activities.
- Recent formation of two research niche areas: Critical Health Studies (led by Professor Brendon Barnes) and Life in The City (lift_C) (led by Professor Tharina Guse).
- Recent establishment (2016) of Postgraduate (PG) Committee.
- Recent establishment of (2016) of a Research Committee.
- Recent creation (2016) of a dedicated PhD coordinator who will coordinate PhD and PDF functioning.
- Dedicated writing retreats and methodological skills workshops.

Challenges

- Relatively low staff research productivity. Research outputs have appeared to have plateaued at a relatively low rate.
- Low doctorate enrolment, not many staff supervising doctorate students and poor doctorate throughput.
- Historically low enrolment and throughput of MA dissertations.
- No PDF programme.
- No internship programme (research psychology interns).

STRATEGIC DIRECTION

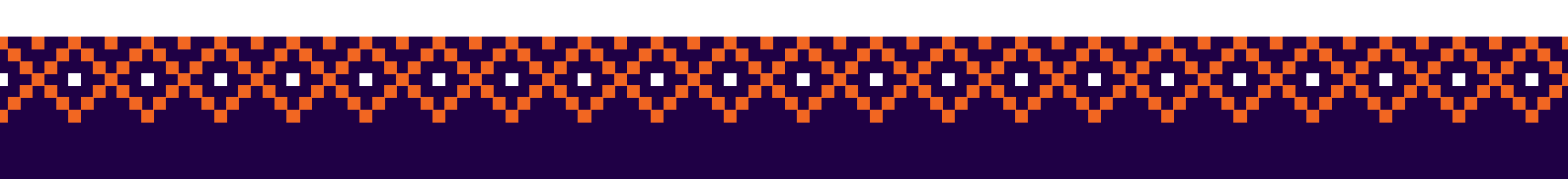
- Focus on increasing doctorate and master's enrolment.
- Improve throughput for master's dissertation and doctoral students.
- Establish a PDF programme.
- Establish a research psychology internship programme.

KEY STRATEGIES

- Development of an MA in Psychology (Research) programme to aid in the processes of selection, upskilling and throughput of MA full dissertation students.
- Consolidation of a doctoral programme that aims to facilitate the throughput of those in the system, but to also recruit new students and facilitate the throughput of new cohorts through dedicated doctoral workshops.
- Establishment of a PDF programme.
- Continue with strategies to facilitate research productivity, for example, skills workshops and writing retreats.
- Continue to strengthen the research thematic areas.
- Use Department research funds to achieve strategies above.

MILESTONES

- Increase overall Departmental research productivity by 2 units per year 2017-2019, which would amount to approximately 1 unit per staff member per year in 2019.
- Employ at least 2 PDFs 2017-2019.
- Host at least 8 speakers per year for the Psychology Public lectures 2017-2019.
- Graduate at least 8 MA (minor) and 3 MA (dissertation) students per year 2017-2019.
- Graduate at least 2 PhDs per year 2017-2019.



HUMAN RESOURCES

STRENGTHS AND CHALLENGES

Strengths

- Well established and experienced staff.
- A large proportion of staff (70%) with PhDs.
- Increasing collegiality and collaboration among staff.
- A spread of staff across clinical, counselling and research psychology.

Challenges

- We have had two posts unfilled for over 2 years.
- Junior staff rank structure. There is an over representation of staff at the lecturer level with just one senior lecturer, one associate professor and 2 full professors.
- A noticeable proportion of staff who do not publish.
- Increasing administrative burden.
- The majority of staff with PhDs are not supervising PhDs.

STRATEGIC DIRECTION

- Fill all vacant positions preferably with candidates from designated groups.
- Facilitate skills development among staff.
- Encourage staff to apply for promotions (particularly staff at the lecturer level) to offset the 'juniorisation' of the Department.
- Increase the number of staff supervising PhDs.

KEY STRATEGIES

- Fill all vacant positions.
- Head hunt appropriate candidates if and when necessary.
- Capacity development of staff in preparation for doctoral supervision, increased output and ultimately promotion.

MILESTONES

- To have all vacant positions filled by 2017.
- To promote at least two staff members per year 2017-2019. By 2019, the Department would like to have a more balanced staff rank profile that would resemble 3 professors, 1 associate professor, 4 senior lecturers, 11 lecturers
- To have appointed at least 2 PDFs and 2 intern research psychologists to contribute to the development of Departmental research thematic areas (outlined above).

TRANSFORMATION

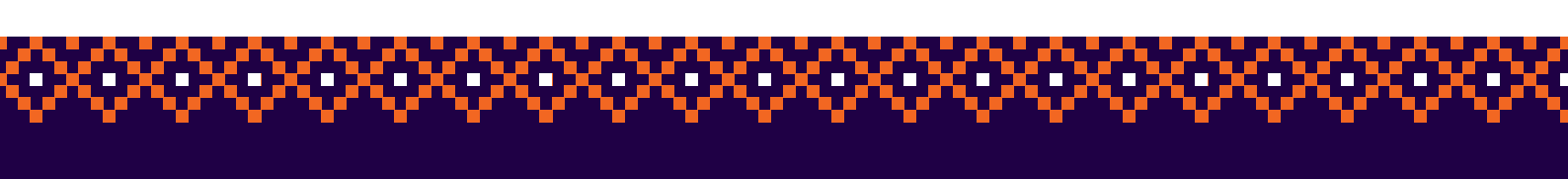
STRENGTHS AND CHALLENGES

Strengths

- Recently initiated Departmental dialogues about transformation.
- nGap lecturer level post secured.
- In the process of making offers to two more people from designated groups.
- Made progress in ensuring race and gender representation in the master's professional training programmes (target of 50% equity candidates has been largely achieved).
- Development of a transformation charter.

Challenges

- Low proportion of staff from designated groups (still) 33% with just one black African staff member.
- Transformation (staff and curriculum) still viewed as an imposition by a few.
- No formalised 'grow our own timber' strategy.
- Many parts of the curriculum unresponsive to calls for decolonisation/Africanisation (mentioned above).



STRATEGIC DIRECTION

- Fill vacant posts with designated candidates.
- Transformation will be a standing item in department meetings.
- Transformation as a key function in all four committees (research, postgraduate, undergraduate and administration).
- Curriculum transformation (mentioned above).

KEY STRATEGIES

- Development of a database for potential head hunting.
- Development of a 'grow our own timber' strategy, which includes the identification of talented M and D students for possible employment.
- Curriculum transformation (mentioned above).

MILESTONES

- At least 40% of staff will be from designated groups by 2019.
- At least 60% of PG student body will be from designated groups by 2019.
- At 50% of our UG curriculum will have made changes in response to decolonisation/Africanisation by 2019.

SUMMARY OF KEY STRATEGIES

TEACHING AND LEARNING

- To undergo undergraduate review 2016/2017.
- To improve the functioning of the recently established undergraduate committee including the development of a UG charter and develop annual objectives.
- To continue with dedicated curriculum transformation discussions (independent of the undergraduate review).
- To continue with the implementation of curriculum transformation decisions. It is not our intention (for the most part) to replace existing courses but to make incremental changes to curriculum transformation, which can be achieved within our course structure.
- To conduct an analysis of dropout rates, differential success rates and barriers to throughput.

RESEARCH

- Develop an MA in Psychology (Research) programme to aid in the processes of selection, upskilling and throughput of MA full dissertation students.
- Consolidate a doctoral programme that aims to facilitate the throughput of those in the system, but to also recruit new students and facilitate the throughput of new cohorts through dedicated doctoral workshops.
- Establish a PDF programme.
- Continue with strategies to facilitate research productivity, for example, skills workshops and writing retreats.
- Continue to strengthen the research thematic areas.
- Use Department research funds to achieve strategies above.

HUMAN RESOURCES

- Fill all vacant positions.
- Head hunt appropriate candidates if and when necessary.
- Capacity development of staff in preparation for doctoral supervision, increased output and ultimately promotion.



TRANSFORMATION

- Development of a database for potential head hunting.
- Development of a 'grow our own timber' strategy, which includes the identification of talented M and D students for possible employment.
- Curriculum transformation (mentioned above).

SUMMARY OF MILESTONES

TEACHING AND LEARNING

- 2016/17: Undergo UG review; continue with discussions about curriculum transformation.
- 2017: Implement curriculum changes to PSY1A&B - introducing lectures on African Psychology and Psychology and Social Justice into the first year curriculum.
- 2018: Curriculum transformation discussions continue; implement incremental changes in second year courses.
- 2019: Curriculum transformation discussions continue; implement incremental changes in second year courses.
- 2018/19: Launch BA Psychology online programme.

RESEARCH

- Increase overall Departmental research productivity by 2 units per year 2017-2019, which would amount to approximately 1 unit per staff member per year in 2019.
- Employ at least 2 PDFs 2017-2019.
- Host at least 8 speakers per year for the Psychology Public lectures 2017-2019.
- Graduate at least 8 MA (minor) and 3 MA (dissertation) students per year 2017-2019.
- Graduate at least 2 PhDs per year 2017-2019.

HUMAN RESOURCES

- To have all vacant positions filled by 2017.
- To promote at least two staff members per year 2017-2019. By 2019, the Department would like to have a more balanced staff rank profile that would resemble 3 professors, 1 associate professor, 4 senior lecturers, 11 lecturers.
- To have appointed at least 2 PDFs and 2 intern research psychologists to contribute to the development of Departmental research thematic areas (outlined above).

TRANSFORMATION

- At least 40% of staff will be from designated groups by 2019.
- At least 60% of PG student body will be from designated groups by 2019.
- At 50% of our UG curriculum will have made changes in response to decolonisation/Africanisation by 2019.



RELIGION STUDIES

EXECUTIVE SUMMARY

In the early 2000s many Departments of Religion Studies were closed down in South Africa, North America and Europe. The feeling was that religions were no longer relevant. The past ten years have proven this assumption false. The last decade has shown that religion is a crucial variable when we try to understand the global socio-political and economic landscape. This speaks to the need for a far more nuanced, interdisciplinary approach to the study of religion in society. The Department of Religion Studies at UJ is one of the few Departments of Religion Studies in South Africa and is uniquely positioned to meaningfully address and contribute to the role of religions in the contemporary world. Our challenges are: an inability to market the relevance of our discipline to undergraduate students; an institutional structure in which disciplines work in isolation and a degree-streaming structure in which Religion Studies can only be taken as a major with Psychology and Philosophy, or as an elective in only a few other streams; and postgraduate numbers that, while steadily growing, are still too low. Until it is possible for students to take Religion Studies as a major in more undergraduate degree streams the growth of our department will be difficult.

Our strategic plan over the next three years can be summed up as follows:

- Engage in interdisciplinary modules. At an undergraduate level with Development Studies and History and at a postgraduate level with Philosophy, Development Studies and History. The goal is to become known as a leading Department of Religion Studies through our interdisciplinary approach to the subject.
- Within South Africa, no Department of History or Religion Studies offers postgraduate degrees specialising in Islamic or Christian History in Southern Africa. We want to establish ourselves as a Department that specialises in the history of these two religions in Southern Africa.
- Strengthen and expand our postgraduate degrees attracting students who will engage in cutting edge, publishable research in the meaning, role and phenomena of religions in the contemporary world.
- Double our undergraduate numbers over the following 2 years through strategic marketing.
- Re-design our curriculum to include decoloniality and to facilitate interdisciplinary cross-listings.
- Strengthen our research output.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

Strengths

- A 2nd year undergraduate programme that engages in new approaches to using technology in teaching where handheld devices are an integral part of the learning process.
- Respectable pass rates.

Challenges

- Increase our undergraduate numbers.
- Increase our pass rate at an undergraduate level and throughput rates at the postgraduate level.
- Many courses are taught using outdated pedagogical approaches.
- There is little interdisciplinary connectivity either in content or teaching approaches.
- Marketing issues.
- Transformation of the curriculum is slower in some areas of our programmes than it should be.
- Students do not see how Religion Studies helps them to get a job.



STRATEGIC DIRECTION

Engage in interdisciplinary modules with other departments

- Cross-list a 2nd year module with Development Studies and History.
- Pilot an interdisciplinary research project with Communication Studies and Sociology using undergraduate students to do ethnographic research.
- Redesign our curriculum.

Marketing

- Design innovative marketing strategies with the marketing department to promote Religion Studies to undergraduate students.
- Update our website.
- Communicate departmental events better with undergraduate students.
- Improve the quality of our undergraduate teaching and learning.
- Increase our pass rates to at least 80% for all modules.
- Rethink our pedagogical approaches to teaching.
- Rethink the content of our modules and why we teach them.
- Improve our tutorial programs at first and second year.
- Fast track bright students.
- Establish a programme in which the top 10% of 2nd and 3rd year students are engaged in undergraduate led research which will enable them to be fast tracked through their degrees in two and a half years.

KEY STRATEGIES

- Redesign our undergraduate curriculum to enable us to:
- Cross-list a 2nd year module with History entitled History and Religion in Africa with a particular focus on addressing and unpacking decoloniality through the lens of the history of Christianity, African Traditional Religions and Islam in Africa.
- Cross-list a 2nd year module with Development Studies entitled Religion, Politics and Development in the Global South. Again this module will be engage specifically with the problems and questions raised by decoloniality.
- Offer a program in the winter recess to fast track top-achieving students.

MARKETING

- Strengthen and expand the marketing campaign launched in 2015 to highlight the smaller departments in the University.
- Update our website.
- Launch a particular initiative – a fashion show in the first year orientation week to introduce Religion Studies and other Humanities subjects to students during the first year orientation week.
- Ensure that all undergraduate students get our weekly newsletter.
- Improve the quality of our undergraduate teaching and learning.
- Have a breakaway day facilitated by a member of the Academic Development team in which we share our current teaching strategies, success and challenges; rethinking our pedagogical approaches and what we think our teaching project is about; begin the process of redesigning our curriculum.
- Implement a training week for tutors at the start of each semester in which we empower and equip them to become more effective in: a) teaching students to read; b) teaching students to make summaries that highlight the important points in a reading; and c) teaching students how to plan and write a well-argued essay.
- Rethink our assessment policies. At present students do 2 class tests per semester in some modules, which might not be enough.
- Rethink the use of PowerPoint in our lectures and how we help students to take meaningful and effective notes during these lectures.
- Rethink the design and content of our study guides. Do they adequately help students negotiate the modules that they are studying?
- Fast track bright students.
- Invite the 10% of students in Sociology, Communication Studies and Religion Studies to work with lecturers during the winter recess on a research project that investigates Pentecostal Charismatic Churches, their message, their communication strategies and their constructions of masculinity. The students will write a number of essays during this programme and will be given credits for their work, thereby fast tracking them through the system

MILESTONES

- By the end of 2017 we will have redesigned our undergraduate curriculum.
- In February 2017 we will host a fashion show in the first year orientation week, entitled 'The Politics of Fashion', during which we will introduce students to the ways in which the disciplines of Anthropology, Philosophy and Religion can help them understand the larger politics of fashion in our world today. By showcasing how Humanities subjects enable one to better understand and critique society at large, we hope to encourage students to enrol for lesser-known courses like Philosophy and Religion Studies.
- Redesign the study guides for all our undergraduate courses.
- Redesign our assessments to enable students to master the concepts and develop the skills required in each module.
- Pilot our undergraduate-led research project in the winter recess of 2017.
- Update our website by the end of 2016 and assign a member of staff to ensure that it is updated regularly going forward.
- Ensure that all undergraduate students receive our weekly newsletter.

RESEARCH

STRENGTHS AND CHALLENGES

Strengths

- A growing number of students at the postgraduate level.
- Academics doing research in contemporary issues in Islam and Christianity, thus attracting MA and PhD students to study with them.
- A faculty-appointed research scholar who achieves a high publishing output rate.
- Comparatively low postgraduate dropout rates.
- A vibrant postgraduate programme with regular seminars and reading groups.
- Current PhD students in the process of doing their degrees: 10.
- Current MA students in the process of doing research MA degrees: 19.
- Current MA students doing taught MA degrees: 1.
- A number of Honours students registered for 2016: 14.

Challenges

- Slow completion rates for MA and PhD students.
- Some academics in the Department have low publication rates.
- Only two faculty members in the Department have external funding.
- None of the faculty members in the Department are NRF rated.
- Two lecturers attract most of the MA and PhD students.
- We do not have a taught MA in Christian Studies, which is something students are asking for.
- At a postgraduate level we run two parallel streams: one in Christian Studies and one in the Study of Islam.

STRATEGIC DIRECTION

- Increase the number of strong postgraduate students.
- No longer accept students who just meet the bare minimum requirements.
- Ensure that students complete their postgraduate degrees without exceeding the maximum time.
- Make the Department more financially viable by ensuring that postgraduate students complete their degrees within the given timeframe or ideally within the minimum timeframe.
- Establish the Department as a leading research hub for the study of Islam and Christianity in Southern Africa, focusing particularly on contemporary issues in both religions and the histories of these two religions on the continent.
- Increase our publication output.
- Academics to work with postgraduate students to co-author articles based on their empirical research.
- Attract postgraduate students who work in the same research fields as their supervisors.
- Establish a taught MA in Religion Studies.



KEY STRATEGIES

Staff to become NRF rated

Increase our number of postgraduate students

- Continue to develop effective marketing strategies focused on getting postgraduate students.
- Increase the number of strong postgraduate students in our Department.
- Our Department attracts a lot of RPL students who either have degrees in other disciplines or have done work at seminaries. In order to ensure that students are adequately prepared for postgraduate work we are implementing a 6 month bridging course at the end of which students will write the RPL exam, for which they must achieve at least 65% to be allowed into the honours programme. This exam will be more challenging than it has been in the past.
- Have a departmental selection process according to which we screen prospective MA and PhD students who technically qualify to do a postgraduate degree (having achieved a 65% average for their previous degree), but who might not be particularly strong candidates.
- Establish a MOU with the Anglican Seminary in Grahamstown, encouraging their degree students to pursue postgraduate degrees with us.
- Establish a relationship with the Jesuit Institute in Johannesburg (Catholic), encouraging them to send their novices to us for postgraduate studies.
- Secure research funding for scholarships in order to attract top local and international students.

Ensure that students complete their postgraduate degrees within the given timeframe

- If students do not complete their proposals within 6 months, they will only be allowed to continue their research degree under exceptional circumstances.
- Establish a departmental monitoring system that ensures that supervisors hold students to a workable timeframe.
- Through research project funding offer full-time scholarships to students so that they can complete their degrees timeously.

Establish the Department as being known for historical and contemporary work in Christian Studies and Islamic Studies

- Pursue ways to publish our work and the research of our students so that the Department becomes seen as specialising in these core areas.

Increase our publication output

- Hold writing retreats for our postgraduate students, where they begin the process of turning their theses into articles.
- Staff to hold monthly discussion workshops in which they share their research and offer each other input on articles being working on.

Develop a taught MA in Religion Studies with specialisations in the following:

- Christian Studies, the Study of Islam, Ethics and World Religions, Southern African Christian History, Southern African Islamic History, Religion and Philosophy.

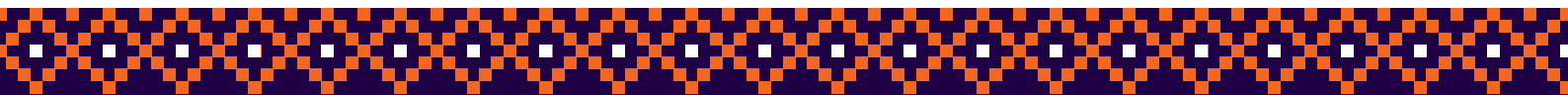
MILESTONES

Most academic staff to become NRF rated

- Prof Esack and Dr Frahm-Arp are applying for NRF rating in January 2017.
- Dr Mathee, Dr Howes and Prof Nortje-Meyer to apply for NRF rating in January 2018.

Marketing to increase postgraduate students

- Our aim for 2017 is to enrol 20 Honours students, 6 new MA students and 3 new PhD students.
- From 2018 onwards, we aim to have the following numbers of students graduating each year: 20 Honours students, 7 MA students and 2 PhD students.
- Establish a MOU with the Anglican Seminar in Grahamstown and the Jesuit Institution in Johannesburg so that we will get 4 new honours students from them each year.
- Continue with our delivery of marketing material to parishes and mosques in October each year.
- Grow our database and invite people to our public lectures.



- Encourage MA and PhD students to write articles for religious magazines to promote the Department.
- MA and PhD students working on Anglican Studies to publish a book (edited by members of the Department) on the Anglican Church in Johannesburg, showcasing their research. This should begin to put the Department on the map as one of the few places in Africa focusing on Anglican Studies in Africa.
- Work with the History Department to set up a research project on the history of Christianities in Africa.
- The specific goal will be to get scholarships for postgraduate students to work on this research project.
- Run one writing retreat a year for postgraduate students and staff.
- Monthly meetings with staff and postdoctoral students to discuss articles that colleagues are working on.
- Once a year each staff member must present one paper.
- Have the taught MA approved by CHE at the middle of 2018.

HUMAN RESOURCES

STRENGTHS AND CHALLENGES

Strengths

- All faculty in the department have PhDs.
- One of our academic staff members is an internationally recognised leader in his field.
- One of our academic staff members has a wide network of churches through which we are attracting postgraduate students.

Challenges

- Experienced staff are not always willing to engage in new pedagogical approaches or embrace technology in teaching.
- Some staff members only do the minimum required.
- Disorganised management structure in which everything happens at the last minute.
- Unclear goals and expectations.
- No transparency in the departmental budget.
- Three staff members will be retiring within the next 5 years.

STRATEGIC DIRECTION

- Improve communication between all staff members in the Department.
- Establish clear goals for the next year and the following 3 years.
- Get buy-in from all staff members on the vision and strategic plan of the Department.
- Establish an operational work plan that ensures all marks are handed in on time.
- Staff and students are informed of all departmental activities timeously.

KEY STRATEGIES

- Hold short one-hour staff meetings every second Monday morning to ensure everyone is aware of what is happening in the Department
- Hold strategic planning days twice a year so that everyone has the opportunity to express their ideas for the strategic vision of the Department
- Include the departmental secretary in all meetings so that she is aware of what is happening in the day-to-day running of the Department
- Make staff members accountable for specific projects related to the running of the Department

MILESTONES

- Set out clear goals at the beginning of each year.
- Assign clear achievable projects to each staff member in order to fulfil the departmental goals.
- Get all marks in on time at the end of each semester.
- Maintain transparency of the departmental budget.



TRANSFORMATION

STRENGTHS AND CHALLENGES

Strengths

- Strong improvement in the diversity of the student body.
- Steady improvement in the diversity of the staff body in recent years.
- Improvements in the accessibility of the promotions process and support offered to staff at a departmental level.

Challenges

- Diversity of the staff body is still too low.
- Decolonising the curriculum is still in progress.
- Diversity in the PhD student body needs improvement.

STRATEGIC DIRECTION

- Develop and mentor previously disadvantaged postgraduate students to fill the positions that become available when current staff retire.
- Implement decoloniality as part of the redesigned curriculum.

KEY STRATEGIES

- Identify and mentor promising previously disadvantaged postgraduate students.
- Encourage academic staff members to attend workshops and lectures on decoloniality and share information with others in the Department.

MILESTONES

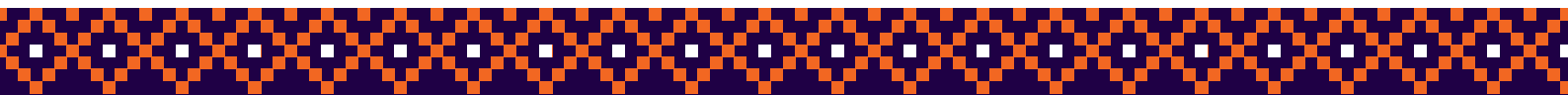
- A revised curriculum that encompasses decoloniality.
- Replace retiring staff with a more diverse staff cohort.

SUMMARY OF KEY STRATEGIES

- Incorporate decoloniality into the revised curriculum by 2018.
- Double our undergraduate numbers and improve the number and quality of our postgraduate students.
- Significantly improve the throughput of our postgraduate students.
- Become a department that embraces interdisciplinary teaching and research.
- Establish a fast-tracked programme for undergraduate students that is developed around undergraduate-led research
- Become known as the Department of Religion Studies in South Africa that specialises in the history of Christianity and Islam in Africa, as well as contemporary issues in Christianity and Islam in Southern Africa.

SUMMARY OF MILESTONES

- All academic staff members who will not retire in the next 4 years to become NRF rated by 2019.
- By 2018 the annual number of postgraduate students completing degrees to be: 20 Honours students, 7 MA students and 3 PhD students.
- By 2017 to bring our undergraduate numbers up to 100, in 2018 up to 150 and by 2019 up to 200 first-year students.
- Implement our redesigned curriculum at the undergraduate level in 2018 with cross-listings with History and Development Studies, as well as a fast-tracked programme for the top achieving students.
- Implement our taught MA in 2019.



SCHOOL OF LANGUAGES

EXECUTIVE SUMMARY

The strategic plan for the School of Languages (SoL) deals with key areas in the School. Many challenges are being faced that will be addressed through the envisaged development of the SoL contained in the strategic direction it wishes to follow and its comprehensive key strategies. It is clear that many staff are in possession of a doctorate while others are supported and encouraged to obtain higher degrees. The research output is very good but staff still want to increase this. The number of postgraduate students is good and systems are in place to reduce the dropout rate. There is a strong desire to strengthen partnerships to improve collaboration. Additionally, the School is responsive to and cognisant of the rich diversity of our student corps. SoL continuously revisits the curriculum to respond to its students' needs, and the need to transform and to decolonise its offerings to remain relevant.

INTRODUCTION

The establishment of a School of Languages (SoL) in the Faculty of Humanities was initiated and thoroughly planned in 2016. Many meetings were held to get everybody's buy-in and to finalise the structure and different clusters within the SoL. The concept was approved on the Board of Faculty meeting of 3 November 2016. On 21 February 2017 Senex approved the establishment of the SoL and made a recommendation to Senate and on 23 March 2017 Senate gave its approval.

The School of Languages houses the following academic departments: African Languages, Afrikaans, Applied Communicative Skills, English, Linguistics, French and Greek and Latin Studies. The former Language Unit, now the Multilingual Language Services Office (MLSO), is also part of the SoL.

In this plan the strategic foci are contemplated under four primary headings: Teaching and Learning, Research, Human Resources and Transformation. The strengths, challenges, strategic direction, key strategies and milestones of each theme receive attention.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

Strengths

- Broad combined knowledge base and applied skills.
- Productive collaboration with colleagues in associated disciplines, both internally and externally.
- Good pass rates.
- Degree of staff stability.
- Strong international recognition.
- A core set of skills, both in teaching and research.
- Presenting series of subject-specific seminars.
- Offer relevant modules that address language issues in the society.

Challenges

- Shortage of teaching staff results in employment of temporary staff, which adds more administrative burden and lack of consistency.
- Students need guidance to challenge the notion of standard and nonstandard language.
- Underdeveloped online resources to reach envisaged new students.
- Poor networking systems between universities that would allow for the sharing of knowledge.
- A strategy by which one can bring home the relevance of languages to students would be focusing on practical teaching and learning strategies that relate learning content and skills with real-life situations and focus on marketing the usefulness of the knowledge in action.
- Timetabling and overlapping with other subjects and lack of compatible venues for large classes and tutorial groups.
- Questions about whether qualification in languages helps students get jobs.
- Third-stream income to be derived by offering short certificate courses.



STRATEGIC DIRECTION

- Implement more electronic and web-based learning strategies.
- Make more online content available.
- Scaffolding students from first year so that they can gradually hone their skills in undertaking research, i.e. a carefully structured set of assessments that build skills incrementally.
- Preparing students for jobs in variety of fields.
- Positioning the SoL and the disciplines it offers in response to the challenges and available opportunities.
- Undertake research to determine how effective the curricula of languages in the SoL is in the workplace.
- Make content of modules more relevant and appealing to students.
- Allow for multiple perspectives, to acknowledge the value of different voices and diversity, in light of recent calls to transform and decolonise the curriculum.

KEY STRATEGIES

- Ensure that increasing the pass rate does not mean lowering the standards.
- Contribute towards the training of teachers who would teach a specific language as a second or third language.
- Engage in discussions with other SoLs or similar structures at other institutions to foster close collaboration.
- Revise, update and expand syllabi and curricula to improve offerings.
- Roll out an extensive tutorial programme.
- Ensure inclusion in more programmes.
- Forge relationships with departments of other universities abroad.
- Obtain more bursary funding to bolster student numbers.
- Ensure collaboration between departments in the SoL.

MILESTONES

- Delivered students who are prepared for and would be able to cope with postgraduate studies.
- Reduced number of postgraduate dropouts.
- Some material for teaching and learning is available in target languages.
- Agreements involving other institutions worldwide regarding the establishment of a core curriculum and the concomitant provision of online teaching material in the various programme of the SoL.
- Innovative marketing campaigns for the newly established SoL.
- Some module content made available online.
- Progress made in some instances with development of curricula.
- Progress has been made with international recognition of some programmes.

RESEARCH

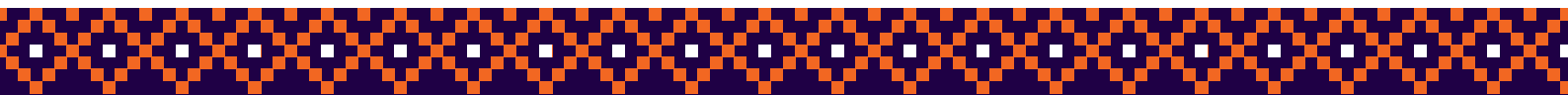
STRENGTHS AND CHALLENGES

Strengths

- Plenty of opportunities available for research and a desire among staff to do research.
- Increased research output and proven research track records.
- Well qualified staff, many possess a doctorate and many others enrolled for a higher degree.
- Many staff members attend conferences where they present papers.
- Growing interest in postgraduate studies from current students and potential students from elsewhere.
- Supervising and delivering quite a number of master's and doctoral students.

Challenges

- Heavy teaching load for lecturers.
- Ensuring that postgraduate students complete studies timeously.
- Limited supervision capacity.
- Increasing research output.
- Receive more applications for postgraduate studies with, in some cases, limited supervising capacity.
- Maintaining good research output with rising number of undergraduate students.



STRATEGIC DIRECTION

- Maintain and improve research output.
- Co-authoring in research – collaborating with other researchers.
- Get postdoctoral fellows to join the SoL.
- Fast track staff members' own postgraduate studies.
- Purposeful supervision and mentoring of postgraduate students.
- Do research in partnerships across traditional boundaries.
- Do research on the integration of Information and Communication Technology to enhance learning and teaching.
- Improve coordination between teaching and research demands.
- More exposure to externally funded research projects.
- Improve throughput rates of postgraduate students.
- Create a constructive and supportive environment that will encourage students and colleagues to complete higher degrees and produce accredited research output.
- Investigate alternative supervisory models and collaborating with staff in cognate disciplines in the SoL and elsewhere.
- Investigate possibilities of exchange programmes.
- Fast track partnerships with other institutions to collaborate on joint funded research projects.

KEY STRATEGIES

- Implement a system to ensure the necessary focus on research.
- Establish strong mentorship programme.
- Fast track the completion of existing staff members' studies by mentoring and buying out teaching time and/or providing an additional research day.
- Motivate, especially postgraduate students, to finish studies on time.
- Form research groups in strategic areas.
- Establish more exposure to externally funded research projects.
- Engage in applied research projects.
- Engage more actively in co-publishing projects.
- Boosting postgraduate numbers by actively recruiting in the third year.
- Co-author publications with postgraduate students.
- Allow staff extra research time in a structured and organised manner to allow for research outputs and completing of higher degrees.
- Build and widen supervision capacity through alternative models of supervision and collaboration within SoL and outside UJ.
- Engage in postgraduate exchange programmes with universities abroad.

MILESTONES

- High number of postgraduate enrolment with satisfying number of research publications.
- Implementation of cross-discipline research at secondary and primary teaching institutions.
- Maintaining close links with other institutions, locally and internationally.

HUMAN RESOURCES

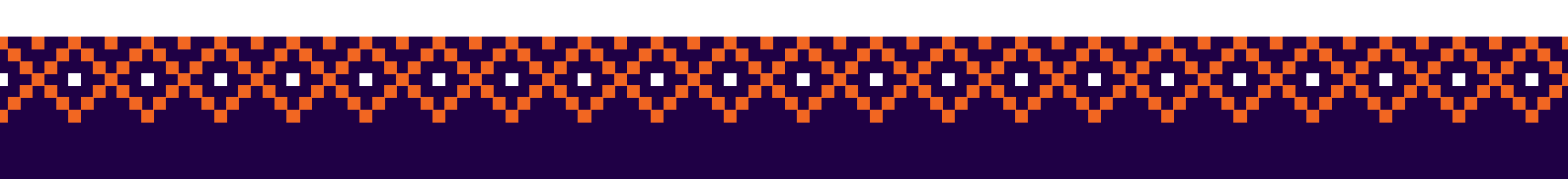
Strengths and Challenges

STRENGTHS:

- Strong core of experienced staff.
- A strong, experienced and demographically well-represented staff corps.

CHALLENGES:

- Staff needed for supervision capacity in some modules and also to strike a balance between staff specialisation in those modules.
- Retaining staff who may be attracted to better positions elsewhere.
- Maintaining morale in the face of declining funding and student quality, and rising student numbers and demands for intervention by staff to address education deficits.
- Many staff members have criticised the Performance management system as inflexible, they complain that they receive inadequate scores and reward.
- Expectations not always clear which leads to conflict.



- The SoL regrettably remains under-resourced. The current (permanent) staff complement does not commensurate with the workload and, lecturer-student ratio is far from favourable, a problem that is exacerbated by the continued need to rely on temporary appointees in some departments.
- The SoL is in need of industry experts who can offer students direct experience of applying their knowledge and skills to real and complex problems.

STRATEGIC DIRECTION

- The SoL should engage in a succession management exercise to ensure consistency and retention of institutional knowledge.
- The School should also attempt to recruit promising postgraduate research fellows (PDRFs) and eminent scholars as prolific research associates.
- Remaining demographically well-represented.
- Working towards attracting more high profile research associates and PDRFs.
- Being involved in community engagement.
- Ensuring there is expertise – well trained staff in teaching the language modules.

KEY STRATEGIES

- Retain staff members and encourage younger staff members to do research.
- Undertake a strategic drive to attract suitable candidates.
- Harness the services of suitably qualified staff already in the employ elsewhere in the SoL should also be pursued.
- Draw in new blood (hopefully also demographically balanced) to replace the senior professoriate, who will be vacating their positions in coming years.
- Encourage the remaining staff without doctorates to complete them – this by way of teaching/admin relief and extra research days.
- Embark on a serious process of succession planning in the next few years.
- Actively recruit PDRFs and productive research associates.

MILESTONES

- Maintaining a good demographic balance in the staff.
- SoL has reached an optimum position in terms of transformation.
- Adequate replacement arrangements are in place to ensure that staff members without doctoral qualifications can be freed of some duties to attend to the improvement of their qualifications.
- High-quality PDRFs are appointed in the School of Languages and eminent scholars are recruited as research associates.

TRANSFORMATION

STRENGTHS AND CHALLENGES

Strengths

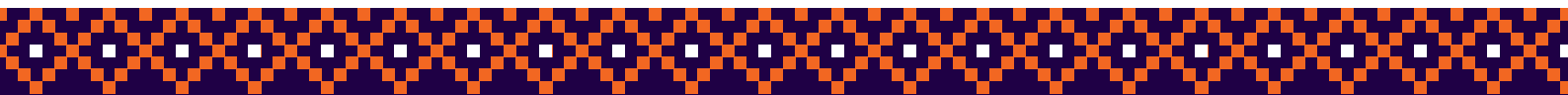
- The collaboration between staff in the different languages is strong.
- An increased number of students from across the demographics of South Africa.
- The School has a good demographic blend of staff.
- SoL continuously revisits its curriculum (the term used here in its widest sense to also include practices, philosophies, approaches, etc.) to respond to its students' needs, and the need to transform and to decolonise the offerings to remain relevant .

Challenges

- The students are not allowed to write their research proposals for postgraduate research in the designated languages of the University.
- To successfully recruit students from other race groups in honours and other postgraduate courses.

STRATEGIC DIRECTION

- Implementing more electronic and web-based learning strategies.
- Scaffolding students from first-year level so that they can gradually hone their skills in undertaking research.
- Actively seeking out bursary opportunities to attract and support the identified students from diverse groups.
- Maintaining demographic blend of staff.



- Pursuing forward-looking perspectives and approaches in our teaching and research of our modules.
- Acknowledging and integrating in our offerings the foundational importance of languages to a contemporary South African applied linguistics theory and practice, given the unique complexities of our language dispensation.

KEY STRATEGIES

- Creating space for staff from the designated groups to complete higher degrees and build their research profiles.
- Continuously ensuring our offerings yield graduates who are accountable, responsive and self-reflective social actors.
- Ensuring that our curricula reflect the contribution of African academics, languages and research, to better relate to the culture, heritage and languages of our diverse student body, without ignoring non-local (Northern) viewpoints and theories.

MILESTONES

- As far as equity is concerned, the SoL has reached it in terms of race but also needs to do the same in terms of gender equity.
- Attracting a bigger cohort of students from all demographics of South Africa to enrol in postgraduate programmes in the SoL.
- Supporting staff members from designated groups to complete their doctoral studies therefore giving them opportunities to build research output.
- Our course content (in the widest possible sense) reflects Southern African realities perspectives, voices, value systems and heritage, and of course makes provision for the rich and varied language repertoires of our student corps.

SUMMARY OF KEY STRATEGIES

TEACHING AND LEARNING

- Extensive and ongoing curriculum changes, incorporating decolonised content.
- Revise, update and expand syllabi to improve offerings.
- Closer collaboration with other departments in SoL and other institutions, also internationally.
- More online study material and web-based teaching.
- Ensure students are well prepared for the workplace.

RESEARCH

- Ensure extra research time.
- Form research groups.
- Seek more bursary funding to attract and support postgraduate students – motivate postgraduate students to complete degree timeously.
- Create opportunities for staff members to study towards higher degrees.
- Implement drive to attract suitable candidates, productive research associates and PDRFs.
- Widen supervision capacity through alternative models of supervision.
- Engage in postgraduate exchange programmes.
- Establish mentorship programmes.
- Increase research output.
- Ensure more exposure to externally funded research projects.
- Retain staff members and encourage younger staff members to do research.

HUMAN RESOURCES

- Maintain demographic blend of staff.
- Harness the services of suitably qualified staff already in the employ elsewhere in the SoL.
- Embark on a serious process of succession planning in the next few years.



TRANSFORMATION

- Continuously ensure our offerings yield graduates who are accountable, responsive and self-reflective social actors.
- Ensure that our curricula reflect the contribution of African academics, languages and research, to better relate to the culture, heritage and languages of our diverse student body, without ignoring non-local (Northern) viewpoints and theories.

SUMMARY OF MILESTONES

TEACHING AND LEARNING

- Agreements with other SoL both in and outside South Africa are in place (formal or informal).
- Progress is made with international recognition for some of the programmes.
- Offerings are widened by tapping into the knowledge, experience and skills of colleagues on cognate disciplines in the SoL.
- Application for DAC bursary funding in the next cycle, 2017-2019, is submitted and hopefully secured.

RESEARCH

- Supervision capacity is strengthened and in line with the National Plan on Higher Education's imperatives for 2030.
- Implementation of cross-discipline research at secondary and primary teaching institutions.
- Maintaining close links with other institutions, locally and internationally.

HUMAN RESOURCES

- Maintaining a good demographic balance in the staff.
- Adequate replacement arrangements are in place to ensure that staff members without doctoral qualifications can be freed of some duties to attend to the improvement of their qualifications.
- High-quality PDRFs are appointed in the School of Languages and eminent scholars are recruited as research associates.

TRANSFORMATION

- As far as equity is concerned, the SoL has reached it in terms of race but also needs to do the same in terms of gender equity.
- Our course content (in the widest possible sense) reflects Southern African realities perspectives, voices, value systems and heritage, and of course makes provision for the rich and varied language repertoires of our student corps.
- Supported staff members from designated groups to complete their doctoral studies therefore giving them opportunities to build research output.



SOCIAL WORK

EXECUTIVE SUMMARY

The Department of Social Work is a medium sized department in the Faculty of Humanities offering a number of professional qualifications. We currently offer one four-year professional degree (BSW), a BA and Honours programme in community development, two Master's coursework programmes (one of which is professional), a Master's by research and a Doctorate qualification. The nature of our professional qualifications dictates a high rigour of regulation, hence we are regulated not only by this University, but also by the South African Council for Social Service Professions (SACSSP), which is a statutory regulatory body for both the professions of social work and community development.

INTRODUCTION

This strategic plan reflects the tail end of the Department's strategy over the past few years, much of which is not yet complete and will thus continue into the 2017-19 period. A new HOD takes over in 2017, and it is anticipated that this will result in a fresh round of strategic planning, which will necessitate the updating of this document.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

The Department's undergraduate programmes can be regarded as strong. We received unconditional accreditation of the BSW in 2013 from the Council for Higher Education (CHE), while many other BSWs at other universities in SA have had conditions imposed or have been closed down. We receive thousands of applications every year for our undergraduate programmes, and thus are able to select stronger students. Because of undergoing multiple reviews (by UJ, SACSSP and CHE), we have given considerable thought to the programme – what we do and why.

Our major challenge is balancing student volumes with the professional nature of the degrees. Every student needs a placement in the field and a qualified, registered supervisor. We have a sustainable financial solution to fund this, but the management of this very large programme (placements, human resources, quality assurance, ethics, etc.) is very demanding on staff.

STRATEGIC DIRECTION

- To better integrate the developmental social welfare approach into our degrees.
- To promote curriculum restructuring to include issues of decolonisation and Africanisation.
- To roll out a new Honours degree in Community Development and Leadership.
- To integrate the three-year BA and one-year Honours in Community Development into a four-year professional qualification.

KEY STRATEGIES

- Review each module and consider how developmental social welfare can be better integrated.
- Tie three theory modules (end of third year and start of fourth year) more closely together in terms of poverty reduction strategies, together with the fourth year internship.
- Implement discussion groups on the topics of decolonisation, indigenous practice and Africanisation.
- Increase use of local literature.
- Increase attention to decolonising each module and increasing a local or indigenous focus.
- Network from time to time with the Association for South African Social Work Education Institutions (ASASWEI) and other social work departments to discuss curriculum issues.
- Get the honours programme approved and in the Year Book for implementation.
- Prepare a submission for a new qualification – Bachelor of Community Development (BCD).

MILESTONES

- In process during 2016, for implementation from fourth term of 2016. To be reviewed in 2017.
- Ongoing throughout 2016, together with ASASWEI meetings in late September and conference in 2017.
- Increase use of local literature by 25% by end 2017.



RESEARCH

STRENGTHS AND CHALLENGES

Our postgraduate programmes offer niche areas – we offer one of only two Clinical Social Work and the only Community Development Master's in South Africa. We have numerous applicants for our MA and doctoral research programmes. We are seeing an increased focus on staff research niches, particularly among senior staff, in students' research topics.

Throughput of postgraduate students, however, is poor and needs closer attention and monitoring.

Staff publications have increased, with a large number of publications in 2015, including several from staff at lecturer level. Seniority of staff has led to four associate professors in the Department. Ten staff members are working on their doctorates and making good progress.

STRATEGIC DIRECTION

- To improve postgraduate throughput and time to completion.
- To increase percentage of lecturers with doctorates.
- To increase department's publications.

KEY STRATEGIES

- Raise and enforce entrance requirements for MA students – must have at least 65% for their BSW.
- Restructure Coursework Master's to facilitate students through the research process and towards completion within 2 to 2.5 years.
- Utilise the pre-registration proposal phase as an extended assessment period before allowing students to register for MA and D.
- Work doctorate into staff performance contracts.
- Make funds available for teaching relief to free up time for doctoral work.
- Make funds available to senior staff for teaching relief to free up time for writing.
- Recruit M/D students into senior staff research niches and refer misaligned students elsewhere.
- All staff work towards promotion and NRF rating.
- Appoint research associates and visiting professors.

MILESTONES

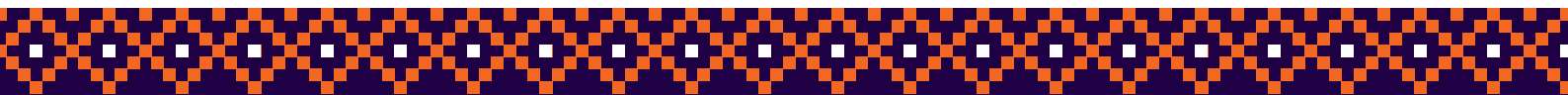
- 2016 and ongoing review until we get the right formula. In 2015, 50% of our MA students had their proposals approved by Faculty HDC in the M1 year – best ever; aim for 65% in 2016 and 75% in 2017. Aim for 30% completion in 2.5 years in 2016, 40% in 2017 and 50% in 2018.
- 2017 – 1 completion; 2018 – 3 completions; 2019 – 2 completions.
- One VP appointed in 2016; one research associate for 2017.

HUMAN RESOURCES

STRENGTHS AND CHALLENGES

We have a full staff complement – no vacancies, except one new post. Gender and race profile of the Department is excellent: 70% female and 70% black. Only 30% of staff have doctorates. All staff have practice experience in social work and are registered with the SACSSP.

During 2016, four new academic staff were appointed, including one completely new post (the internship placement liaison officer) and one new post created by splitting a senior post into two junior posts, and we had two changes of secretaries. We also have one new post that has not yet been filled.



STRATEGIC DIRECTION

- Consolidate and stabilise the staff complement, following a number of changes.

KEY STRATEGIES

- Stabilise and retain current staff complement.

MILESTONES

- Maintain current staff complement until at least the end of 2018.

TRANSFORMATION

STRENGTHS AND CHALLENGES

Gender and race profile of the Department is excellent: 70% female and 70% black. Among senior staff, however, this drops to 50% female and 50% black.

Process of decolonising the social work curriculum has begun.

STRATEGIC DIRECTION

- To improve the demographic profile of senior staff.
- To decolonize our curriculum (see Teaching section for details).

KEY STRATEGIES

- Enrol designated staff in AAMP and utilise the opportunities this provides (mentoring, funding, training).
- Facilitate designated staff's access to NRF funding for sabbatical to complete doctorates.
- Encourage designated staff to prepare early for promotion by assembling a teaching portfolio and promotion application at least two years prior to applying.

MILESTONES

- All designated staff are enrolled in AAMP.
- Two designated staff applied for NRF funding for 2017.
- All designated staff have this in their performance contracts.

SUMMARY OF KEY STRATEGIES

- Integrate social development more strongly throughout curriculum.
- Decolonise the social work curriculum.
- Roll out a new professional degree in community development.
- Increase PG throughput.
- Increase publications.
- Improve ratio of staff with doctorates.
- Improve demographic profile of senior staff.



SOCIOLOGY

EXECUTIVE SUMMARY

The Sociology curriculum is undergoing immediate and far-reaching changes. Building on prior work and a survey of students' views, the Department's reading lists will see Marx alongside Magubane (both Bernard and Zine), Durkheim in conversation with Du Bois, Cabral confronting Comte, and theories of African feminism engaging with Second Wave feminism. In our curriculum we are committed to producing/providing a critical scrutiny of colonialism, neo-colonial and (anti) imperial forms of knowledge production and laying the foundation for postgraduate students to explore innovative methodologies and research interests that will inspire an African Sociological Imagination that confronts Eurocentric ways of seeing. In this context the newly revived Centre for Sociological Research and Practice will become a locus for the sharing of ideas and debates that cut across (colonially imposed) disciplinary boundaries; a place where sociology and anthropology, history and economics, psychology and history, can contest, collaborate and contribute to Global theory of the South.

CONTENTS

INTRODUCTION

Historically, Sociology in South Africa has been at the centre of pioneering debates around race, class, and gender and labour studies. One thinks back to the engagement between the pluralists and Marxists in the 1970s and between the latter and social historians. Given this background, Sociology is ideally placed to respond to the calls for decolonisation of the curriculum and the challenge for us to make our research and teaching more responsive to the changing nature of Southern African society in particular and the wider continent in general.

The Department hosts a weekly seminar series that creates opportunities for robust engagement between students, the academy and invited speakers. Many of our faculty are involved in research that is related to cutting edge issues of the day e.g. decolonisation and power relations at both local and global levels and are publishing in accredited journals. We are also bringing this research into the classroom while learning from our students' response to our work. We are committed to blurring the boundaries between teaching and research rather than seeing this as separate spheres of work.

The revitalisation of the Centre for Sociological Research and its shaping into a more robust Centre for Sociological Research and Practice (CSRP) will stimulate our ability to provide a home for scholars of global repute working in similar fields to ours. It will also be the nerve centre for an internship programme.

TEACHING AND LEARNING

STRENGTHS AND CHALLENGES

Strengths

The Department has had good pass rates which is an indication of our contribution to the University's strategic vision of improving throughput. The Department offers a full-time honours degree, which incorporates an intense quantitative research project which students generally complete in one year. There is ongoing reflection on what we teach, how we teach, the sources of knowledge being taught and encouraging students to become producers of knowledge themselves. The Department is able to attract and retain students from undergraduate to postgraduate, which is a strength in the sense that the students become part of the Department and are prepared for future careers in the academia. The pedagogical approach of the Department aims to find a balance between theory, critical engagement and practical engagement. For example, the third year level has a practical research component which equips students with skills and knowledge that are useful for them during early years of employment or transition into the labour market. There is a strong focus on both quantitative and qualitative research training in order to develop future research in both these areas of research. The Department equips students with skills that are beneficial in the work environment especially those that relate to reading, writing, oral presentation and analysis of research information. Our courses empower students with the ability to navigate the socio-political landscape in South Africa and internationally through engagement with critical texts in sociology and other related fields. The Department has implemented a marks management system to manage the turnaround of and throughput of tests and assignments, this system is useful given the huge numbers of students enrolled in our programmes. The system ensures smooth management of the marks and speedy responses to student queries.



Challenges

A big challenge for the Department is the staff to student ratio, this means that there is an increasing number of students relative to the number of staff. This results in growing workloads and time pressures for staff. The danger is that increasing pressure could undermine the quality of support that staff can provide to students, not only at undergraduate level, but in terms of quality supervision at postgraduate level. The Department aims to sustain improved throughput rates for postgraduate students through quality supervision and support. Many of our students come from difficult socio economic backgrounds and struggle financially to make ends meet. This places greater demands on our staff to deal with socio economic and financial challenges faced by the students. The Department has an effective tutorial system in place that aims to provide an additional level of support for our undergraduate students; however, funding for the tutorial programme is inadequate to meet the demands of growing numbers of students. Inflexible exam scheduling affects the overall programme of the Department as it is scheduled by faculty and often results in clashes and less time for preparation for the students. Some of the university administrative systems are inadequate and cumbersome e.g. MAMS, Perceptive Content and Oracle. These administrative and structural impediments hamper the effective functioning of the Department and its staff.

STRATEGIC DIRECTION

The core strategy of the Department is on developing new producers of local knowledge that is internationally competitive. We take the context of our teaching seriously, through increasing emphasis on decolonisation and anti-imperialism while producing a new generation of intellectuals with the ability to engage in critical thinking and rigorous and relevant research.

We focus on strengthening and deepening existing national and international linkages, as well as the links between research and teaching.

We create opportunities for our students through coordinating academic skills with practical application in work environments.

We also concentrate on developing our expertise in clinical sociology that will be globally recognised and facilitate relationships both within the continent and internationally.

KEY STRATEGIES

Our key strategies focus on

- Collaborative revision of our courses, with an emphasis on short-term and long-term measures aimed at challenging eurocentrism.
- Constantly challenging ourselves to teach our theory courses in a way that is relevant to changing African realities.
- Training a cadre of critically minded tutors.
- Applying for international accreditation of our postgraduate courses.

MILESTONES

CAPACS self-study report has been submitted and the site visit should be taking place late 2017 or early 2018.

Engagement with undergraduate and postgraduate students on decolonising the curriculum had been undertaken as well as initial implementation of recommendations.

We hold quarterly strategic workshops as a Department.

RESEARCH

STRENGTHS AND CHALLENGES

Strengths

The Department of Sociology has traditionally been strong at research as its staff members have embarked on various research projects in recent years. This has culminated in the publication of many accredited articles, chapters and books. The academic citizenship that is exhibited by the members of staff is impressive as a number of them sit on editorial boards of accredited local and international journals. Members of staff also act as referees of articles for high level journals in addition to being external examiners for most universities in the country.



The Department is also the proud convenor of the highly successful and popular UJ Sociology, Anthropology and Development Studies Wednesday seminar series which, starting in the year 2000, boasts of being the longest running regular seminar series in Gauteng.

The majority of the staff members hold doctorates and the Department has always endeavoured to create a conducive environment that enables younger members of staff to complete their doctorates. A number of highly productive PDRFs are also affiliated to the Department and they have consistently been contributing to the Department's overall research output for the past few years. The postgraduate cohort of the Department is quite impressive as it is in excess of 100 students. In the past couple of years, the throughput rates of the master's and doctoral students have risen significantly and this is partly as a consequence of the benefits which the students have been getting from the MA and doctoral workshops that are held frequently. Postgraduate students are also empowered by the Department as they are encouraged and sponsored by the Department to attend local and international conferences.

Challenges

Despite the impressive research profile of the Department, a number of challenges exist which act as a hindrance towards achieving even higher research outputs and student throughput rates. Firstly, it is a tough act to balance the teaching and research requirements because of the heavy teaching loads, notably at undergraduate level where the number of students are extremely high. The increase in enrolment numbers of students at postgraduate level has also meant that the supervision loads of members of staff are unusually very high. There is also the challenge of inadequate university research fund management systems. Funding for research activities is not always easy to access and/or obtain. The ethical requirements that have to be fulfilled before research is undertaken can sometimes be onerous and serve to delay the research process. The bottleneck which is being experienced in the faculty with respect to M and D examinations is having a negative impact on throughput rates, graduations and unnecessarily holding up employment opportunities for students and promotion prospects for members of staff who are working on their doctorates. Lastly, there is the challenge of a growing postgraduate cohort without a concomitant increase in the number of postgraduate faculty officers.

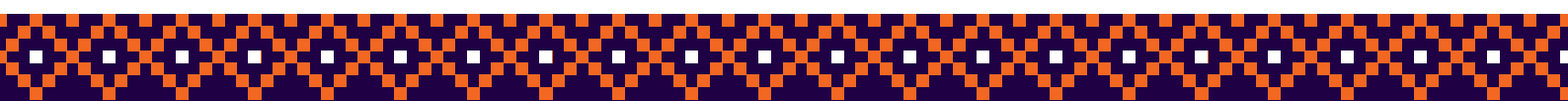
STRATEGIC DIRECTION

The Department is focused on continuing to engage the challenges of decolonising the curriculum with regards to research methods, research topics, and the way in which our research is disseminated. Decolonising the curriculum means that we are meeting the challenge of not only critiquing and re-thinking existing forms of knowledge but also of creating new knowledge. Crucial here is the link between research and theory. In much work in sociology in South Africa, there is a distinction that pervades; research is the practical side of things that follows a neatly prescribed pattern whose headings can be cut and pasted from any sociology textbook: pose the question, do the research, undertake the data analysis, and write up the research. If research is the practical side, then theory making is the thinking side. In decolonising the curriculum we are breaking down the walls between research and theory.

To this end, we see already in the work conducted by staff members on the Black Middle Class, that this is not only empirically grounded but also makes a significant contribution to theory. In similar ways, the Department is encouraging work on African feminisms and ethnic and race identity. This is not an easy task for it involves an enormous amount of self-reflexivity that does not exempt experienced and well published researchers. Seeing theory and research in tandem problematises the very methods of research, from the posing of questions to writing up as these seemingly neutral tasks are trespassed with philosophical and theoretical predispositions. As much as looking inwards, this process also involves shifting our gaze. As Paulin Hountondji argues, the challenge is not to continue 'to meet the theoretical needs of our Western counterparts and answer the questions they pose'.

How then are we thinking about meeting **our** theoretical needs and posing **our** questions? One of the crucial ways in which we plan to contribute to new knowledges and Southern Theory is to encourage a cohort of M and D students to consider topics that contribute to this strategic orientation. The Department's ability to attract students from across the African continent and diverse faculty places the Department in a very powerful position to fulfil this mandate.

The re-launch of the Centre for Sociological Research and Practice feeds into the calls for decolonising South African Sociology with a focus on the re-examination of the whole structure of assumptions on which the discipline is based. A central component of taking up this re-examination is to develop research projects that expose the presumptions of Eurocentrism. Our goal is to be a leading Department in debates and research on decolonising Sociology.



KEY STRATEGIES

The Department is concentrating on the following strategies in order to strengthen our research profile:

- Encourage special issues and collaborative research projects.
- Encourage postgraduate students to publish.
- Create conditions to support staff without doctorates to complete their theses.
- Using the CSRP to attract international scholars and developing research projects that can attract external funding.

MILESTONES

The Department is committed to encouraging

- collaborative research projects across disciplines and universities.
- students to translate their MAs and PhDs into publications.
- staff to turn their doctorates into book proposals.
- publications in the mass media.
- turning the CSRP into a vibrant internationally recognised research centre.

HUMAN RESOURCES

STRENGTHS AND CHALLENGES

Strengths

The Department has a strong core of experienced and committed staff, who display a strong sense of collegiality. There is diversity in terms of seniority, gender and race. We are in the fortunate position of being advised by Prof Jan Marie Fritz from the University of Cincinnati in the USA, who has been appointed as a Distinguished Visiting Professor in the Department from 2017-2021. A further strength is our sophisticated work distribution system that ensures fair and equitable workloads. We have been fortunate in appointing three GES Senior Tutors in 2016 and 2017 and hope this will continue. We have a strong and well managed tutor programme in the Department. We have also appointed assistant lecturers over the past three years, one of whom has been appointed as a three-year contract lecturer in 2017. Inexperienced staff are mentored through our system of appointing co-supervisors for postgraduate students.

Challenges

There is inadequate administrative support in the Department.
Performance management system is inflexible, confuses management with reward.

STRATEGIC DIRECTION

The Department is actively focusing on providing opportunities to staff members without doctorates to complete their degrees as soon as possible. Staff who qualify are encouraged to apply for promotion. We hold regular staff meetings where issues of mutual concern are discussed. Our consultative work distribution process is being updated and improved continuously. We will continue improving our tutor programme.

KEY STRATEGIES

We want to maintain and strengthen our strong tutor programme. We encourage staff with doctorates to apply for NRF rating. Currently we have one staff member with a C3 rating (Prof Khunou) and one member who has applied in 2017.

MILESTONES

Apply for at least three GES Senior Tutorships every year.

Aim for all staff members to have completed their doctorates by 2019.



TRANSFORMATION

STRENGTHS AND CHALLENGES

Strengths

- High diversity of student body.
- Steady improvement in diversity of staff body in recent years.
- Inclusion of critical scholarship into revised curricula.

Challenges

- Decolonising the curriculum at undergraduate and postgraduate levels.
- Ensuring that issues of race, gender, class and age remain on the agenda as key issues for staff to constructively reflect on.

STRATEGIC DIRECTION

Transformation takes many forms from the race and gender complexion of our staff to what we teach and the way in which we teach our subject matter. In this context it is noteworthy that the Sociology Department is a very diverse space. We are constantly endeavouring to ensure what we teach is grounded in the everyday realities of South African life. At the same time we realise that we cannot be encumbered by national boundaries (itself a colonial imposition in Africa), and are debating ways and proposing the importance of an African Sociology or as some would have it a Sociology for Africa.

Our commitments in this regard do not lie within the confines of the academy. Many of our staff and students are involved in community projects and organisations outside of the ivory tower. Within the tower we have supported postgraduate students to attend and present at local and international conferences. In this way we are helping build a new cohort of engaged sociologists that hopefully will be attracted to a life in the academy. Many of our staff actively support disadvantaged students hoping to ensure that lack of fees or food is not the reason for them to stop studying.

KEY STRATEGIES

- Keep intact an inclusive, democratic, culture that incorporates the interests of all staff and students.
- Seek to recruit talented staff from diverse backgrounds and with a range of intellectual and research interests.
- Review the undergraduate and postgraduate curricula periodically to ensure that it is updated, relevant and decolonised.
- Put in place mechanisms to support students, including the most disadvantaged, to become part of a new cohort of academic leaders.
- Ensure that staff remain committed to the ideals of community engagement, community service and academic citizenship.

MILESTONES

- The attainment of a highly diverse (in terms of race, class, gender, age) and committed staff complement.
- The production and presentation of curricula reflecting the principles of social justice, equity, social change and transformation.
- The realisation of a work environment that is collegial and respectful of diverse identities, opinions and political persuasions.
- The recruitment of MA and PhD graduates of the Department as assistant lecturers and permanent staff members.
- Involvement of staff in key community engagement initiatives with socially ameliorative and transformative agendas.



SUMMARY OF KEY STRATEGIES

- Develop a young cohort of sociologists who are attracted to stay in the academy.
- Improve the throughput rates especially of MA and PhD students.
- Support existing staff to finish their PhDs.
- Put 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 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 encouraging an engaged public sociology or sociological practice.

SUMMARY OF MILESTONES

- The attainment of sociological practice accreditation from an international accrediting agency.
- The production of high quality, decolonized curricula at undergraduate and postgraduate levels.
- Strategic quarterly workshops with staff.
- Collaborative research projects across disciplines and universities.
- Increase in the number of MA and PhD students who have produced publications.
- Translation of doctorates into book proposals.
- Increase in publications noted in the mass media.
- The revival of the Centre for Sociological Research and Practice.
- Retention of assistant lecturers as permanent staff.
- A genuinely transformed and diverse staff complement in terms of race, class, gender and age.



STRATEGIC COMMUNICATION

DOCUMENT FRAMEWORK



STRATEGIC CONTEXT



UJ STRATEGIC INTENT

Pan-African centre for critical intellectual inquiry

FACULTY OF HUMANITIES STRATEGIC GOALS INTELLECT FOR PURPOSE

DEPARTMENT OF STRATEGIC COMMUNICATION

National and International Stature

STRATEGIC GOALS



- To be and be seen to be the leading academic department of strategic communication sciences and studies in Africa.
- To have a positive brand reputation among selected international academic partners.

MARKET REPUTATION

- To be and be seen to be the leading academic department of strategic communication sciences within the marketing and communications industry in South Africa.
- To build, maintain and leverage mutually beneficial relationships with key industry players.

STUDENT REPUTATION

- To be and be seen to be the department of choice for undergraduate students of strategic communication sciences.
- To be and be seen to be the department of choice for postgraduate students of strategic communication sciences.

FACULTY AND UNIVERSITY REPUTATION

- To be and be seen to be one of the top departments in the Faculty.
- To be and be seen to be one of the top departments in the University.

STAFF REPUTATION

- For the entire team to be and be seen to be key contributors to the positive brand experience of the department, faculty and university.
- To be and be seen to be an employer of choice for employees of choice.

KEY PERFORMANCE AREAS



RESEARCH EXCELLENCE AND STATURE

- To promote trans-disciplinary research through participation in collaborative research initiatives.
- To promote collaboration with leading international and regional scholars in our field.
- To promote research productivity of staff.
- To develop and mentor existing staff into NRF rated researchers.
- To grow the number of research fellows and postdoctoral fellows.
- To improve research productivity through internal collaboration in departmental research syndicates.
- To support and mentor early career researchers.
- To publish and disseminate research outputs through editorship and publication of an accredited disciplinary journal.
- To promote visibility of research through participation in national and international academic and industry conferences.
- To improve science communication by ensuring industry and popular access to research findings through participation in popular media.
- To increase participation in peer review and editorial boards of local and international journals.
- To develop supervisory and research skills within the Department by improving staff qualifications and research involvement.
- To recruit and attract and retain talented postgraduate students, also from the rest of the African continent.
- To increase the number of visiting professors and appoint a distinguished visiting professor.
- To establish research collaboration and exchange partnerships with leading universities in America, Europe, Africa and Asia.

- To organise, participate and host international academic conferences to increase our research visibility.
- To increase representation in national and international professional bodies and organisations
- To identify and develop a research niche for the Department.
- To establish a culture that supports and promotes research in the Department.
- To ensure adequate resourcing which enables and support a research focus within the Department.
- To maintain our involvement in global landscape research.

EXCELLENCE IN TEACHING & LEARNING

- To increase success rates and throughput through a focus on quality teaching and learning.
- To leverage technology supported learning in order to promote digital literacy of graduates.
- To ensure academic rigour and relevance of qualifications.
- To promote geo-specific theorising and curriculum content development.
- To promote a culture of collaborative learning.
- To promote teaching excellence through peer and student evaluations.
- To increase involvement as external assessors, both nationally and internationally.
- To pursue the development of joint professional post -graduate degrees with our international academic partners.
- To recognise and reward teaching and learning excellence.
- To develop teaching excellence through further articulation and implementation of a departmental teaching philosophy.
- To establish a culture of accountable teaching and learning that is respectful and enabling for both learners and lecturers.

INDUSTRY COLLABORATION

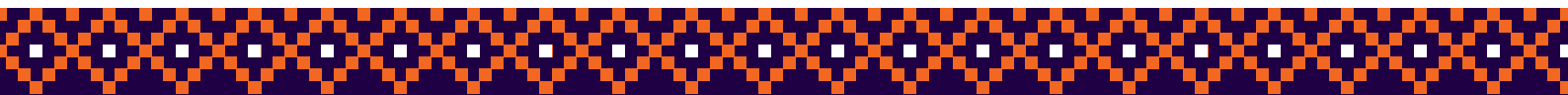
- To collaborate with industry partners to build, maintain and leverage mutually beneficial industry partnerships.
- To identify and leverage third stream income opportunities.
- To enhance the professional recognition of our qualifications.
- To leverage experiential and work integrated learning opportunities for our graduates.
- To ensure employability of our graduates.
- To contribute to the professional standing of the industry.
- To undertake industry relevant research.
- To contribute to transformation of the industry through growing a diverse talent pool of graduates.

FINANCIAL SUSTAINABILITY

- To generate third stream income through involvement in industry skills development and continuing professional development.
- To generate third stream income through establishing a recruitment income stream from industry employers.
- To generate third stream income through online delivery of the Advanced Diploma in collaboration with PRISA.
- To reduce undergraduate enrolment in favour of postgraduate enrolment to realise higher subsidy income.
- To improve postgraduate throughput of master's and doctoral students.
- To commercialise Brand Scan process at postgraduate level.
- To improve levels of external research funding.
- To mobilise alumni for fundraising.

TRANSFORMATION

- To attract, recruit and retain talent from designated groups if and when vacant positions become available.
- To ensure the success of the nGap appointment in the department through mentorship.
- To further transform the staff equity profile through the normal attrition process.
- To identify and nurture talented postgraduate students from designated groups in order to recruit them into an academic career.
- To fast track the career development of talented staff from designated groups.
- To ensure skills transfer through collaboration in research and teaching and learning.
- To develop a succession plan to transform the departmental profile from the bottom up to overcome the lack of transformation in the discipline and industry.
- To contribute to transformation of the industry through growing a diverse talent pool of graduates.
- To promote financial support of final year graduates through a departmental bursary scheme supported by our alumni.



- To ensure relevance of our course curriculums through geo-specific theorising.
- To focus experiential and WIL learning on benefitting poor and disadvantaged communities.
- To address social issues within our divided and unequal society in our research, scholarship and teaching and learning.
- To sensitise our students to reflect on their contribution and role in transforming society through both curriculum content and community engagement projects.

COMMUNITY DEVELOPMENT

- To practise good governance through ethical and legal compliance.
- To initiate and implement Department specific initiatives.
- To responsibly fulfil our duties and obligations towards all stakeholders.
- To mitigate risks for the Department, Faculty and University.
- To ensure consistent quality assurance in conducting our business.
- To conduct our business efficiently in a manner that realises results while remaining collegial.
- To foster a culture of responsible stewardship and accountability among both staff and students.
- To prepare our students for active local and global citizenship through community involvement and experiential learning.
- To prepare our students for the world of work through WIL, service learning, and internships.

CAPACITY REQUIRED TO DELIVER ON KPAs



Human Resources

HUMAN RESOURCES

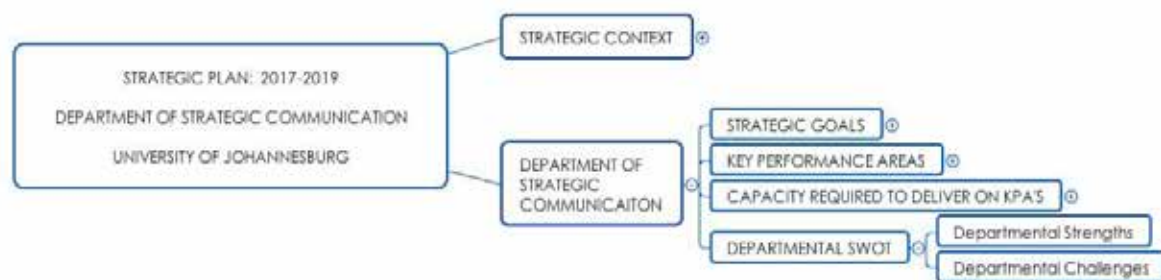
- Temporary staff budgets for all three qualifications to provide for the vocational nature of qualifications (industry experts, WIL supervision, marking, preparation of material for awards, award entry fees, transport for experiential/community involvement, practical supervision, WIL coordination, student award attendance).
- Teaching relief to alleviate high module loads and staff: student ratios.
- Provision for teaching relief during sabbatical leave of staff completing qualifications.
- Talent development and succession strategy (inclusive of additional AL position).
- Revised post structure.
- Recruitment budget to fill vacant positions with suitable designated candidates.
- Apply for an additional postdoctoral fellowship, and distinguished visiting professorship.
- Lobby for additional capacity for postgraduate support function in Faculty Office

INFRA-STRUCTURE

- Additional office space on both APK and Bunting Road Campus.
- Office furniture for additional space allocation.
- Budget for re-location of staff into additional office space.
- Telephone and internet connections.

FINANCIAL

IMPLEMENT RECOMMENDATIONS OF THE 2013 FACULTY REVIEW IN RESPECT OF BUDGET ALLOCATIONS FOR PROFESSIONAL PROGRAMMES. DEPARTMENTAL SWOT



DEPARTMENTAL STRENGTHS

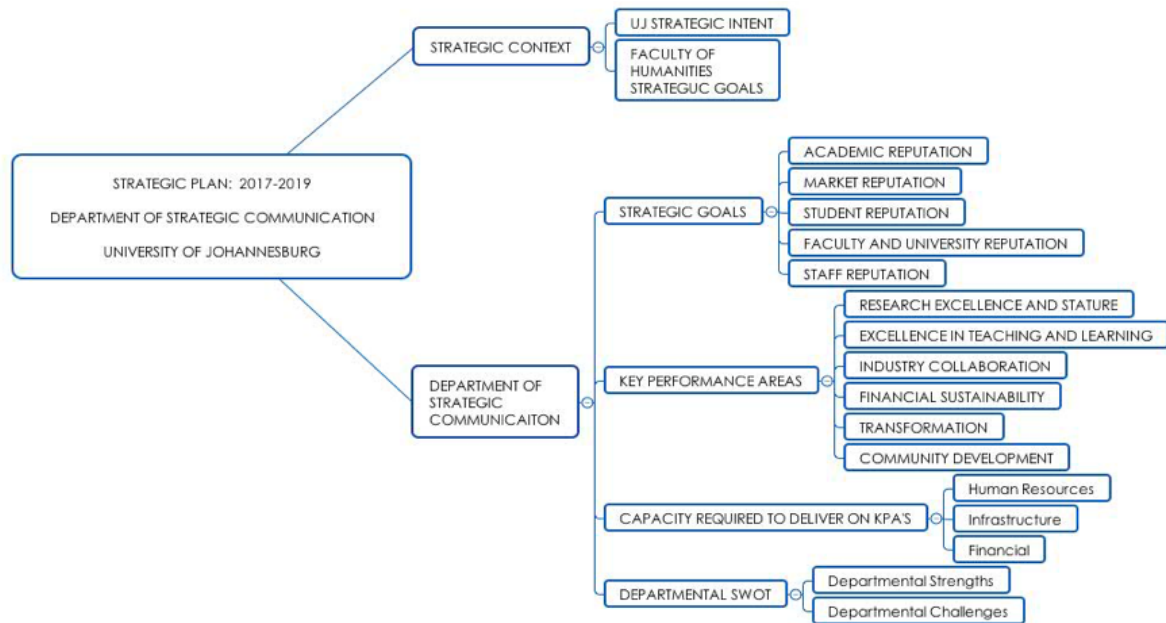
- Efficient departmental functioning as reflected in adherence to deadlines and quality assurance indicators.
- Financially viable with 670.2 FTEs enrolled and 91.12 % FTE % pass rate, which is higher than both the Faculty and Institution averages. Also a degree credit success rate of 91% which represents a 10% improvement over the past five years, and which is higher than that of both the Faculty and Institution.
- Graduated 371 graduates in 2015. Represents a significant percentage of Faculty graduates.
- Culture of collegiality as is evident from individual annual reports and 360 Leadership Survey.
- Excellent teaching and learning as evident from upward trajectory in module throughput and success rates.
- Effective tutor management and support in all undergraduate modules.
- Relevant qualifications that attract large numbers of students.
- Excellent market and academic reputation as is evident from the number of industry partnerships.
- Preferred and employable graduates, as is also evident from the number of internships offered to students.
- Industry award winners (Assegai, IPRA Gold Award, Loerie finalists, New Generation Finalists, Ignite Student Award).
- Excellent track record in community engagement with international recognition by International Organisation For Migration, European Union and United Nations. Involved in establishing the UJ Youth Council and other initiatives related to Matla a Bana. Involved in Soweto Farmers and Soweto Eat in, LeadSA, CEO Sleep-in and Digital Ambassadors Project for the City of Johannesburg and Childline Johannesburg and TEARS Foundation.
- Excellent industry collaboration and formal partnerships with Nedbank Academy, Discovery, MTN, Ogilvy, Public Relations Institute of South Africa (PRISA), LeadSA, Trigger, Waggener-Edstrom, Corporate Communication International (CCI), International Organisation for Migration, OPERA, United Nations Women, European Union, and Global Alliance.
- Steady increase in the number of research outputs despite the fact that two third of staff in the Department are still engaged in formal study towards their doctoral degrees. This includes 11 peer reviewed conference presentations in 2015 (6 international).
- Steady improvement in international stature with partnerships and collaboration emerging with CCI International, University of Leipzig, University of Leicester, University of Hong Kong, University of Middlesex, and Nipissing University, Canada and University of Technology Mauritius.

DEPARTMENTAL CHALLENGES

- High student staff ratios.
- High staff: module ratios result in very high teaching loads (22 diploma modules are offered from within the Department as well as double majors in the undergraduate degrees, and extended diploma as well as service modules in Sport Management Diploma).
- Staff profile lacks seniority because of the small talent pool from which to recruit, in South Africa.
- Difficulty is experienced in filling vacant positions with designated candidates due to competition from the industry that is also under pressure to transform.

- Transformation of staff profile is difficult due to lack of transformation in both industry and academy.
- Two thirds of academic staff are still busy with studies towards their own qualifications.
- Staff morale is under pressure due to high workloads, and unrealistic demands on their time within the system (repeated exams, short turn around times, devolution of support functions to individuals, continuous reporting, problematic systems such as MAMS/ImageNow, inadequate facilities and support)
- Blurring of work/life distinction and volatility in the HE context affects employee quality of life.
- Lack of supervisory capacity to grow enrolments in research master's and doctoral degrees.
- Research outputs must be improved, but most staff are still engaged in formal studies and do not have time due to high workloads.
- Growth in honours enrolments places further strain on supervisory capacity in the Department.
- Throughput of research master's is unacceptable, but there is limited capacity to implement strategies to improve this.
- Only 25% of staff can supervise research master's and doctorates independently.
- Culture of naming and shaming in the broader university is demotivating.
- Lack of capacity in other support functions affects internal service delivery and quality.
- The performance management system is flawed and performance criteria do not sufficiently differentiate between conceptual and vocational disciplines. This disadvantages staff in applied disciplines.
- Budget cuts affect the quality of our offerings because we can no longer transport students to community projects, and often have to pay award entries and preparation of material from our own funds because students cannot afford it. We increasingly have to rely on the good will of industry speakers to maintain the integrity of our offerings because budgets are not sufficient to pay them for their services.

DOCUMENT SUMMARY



MARKETING STRATEGY

BACKGROUND TO THIS STRATEGY

In 2015, a position statement was developed in line with UJ's 2025 strategic targets. The statement was also the foundation of a long-term marketing strategy for the Faculty.

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.

The Faculty has always worked towards building a recognisable brand within the monolithic UJ brand. This has been done with an integrated marketing plan. This approach is aimed at achieving the objectives of a marketing campaign, through a well-coordinated use of different promotional methods that are intended to reinforce one another. Our brand narrative and story line "Intellect for purpose" is well established now and is the golden thread through all our campaigns. Our marketing strategies and creative campaigns weave together multiple marketing disciplines, like paid advertising, public relations, promotion, events and social media.

The 2017 marketing strategy will build on this as the Faculty is in the process of further positioning itself as a faculty intent on showing its social impact. In the light of this, the marketing strategy will incorporate aspects of social impact theory, university community engagement and corporate innovation as tools to achieve this.

SUMMARY

Humanities had approximately 23 000 first-year applicants in 2017. These students apply 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 proposed strategy will incorporate traditional university marketing strategies as well as more creative and experimental strategies to target academically strong students.

The importance of differentiating between undergraduate and postgraduate marketing

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 need to be determined and then used as part of campaigns.



UNDERGRADUATE MARKETING

The 2016 UG marketing campaign was very successful. The Faculty was able to create a strong UJ Humanities presence through the use of street pole advertisements, online campaigns and magazine and newspaper advertisements. Advertisements were placed in *SA Career Guide*, *Trinity and Crawford Times*, *Mail & Guardian* and *Business Day*. Street pole advertisements were placed on four main roads around Johannesburg. The message was simple, "How will you realise your purpose in 2017". This call to action was intended to invite potential students to start thinking about what they want to study and how choosing Humanities can allow them to develop skills that will allow them to have a clear purpose in life. This campaign was complementary to the more traditional and fixed marketing activities like Open Day, school visits and career days.

The 2017 undergraduate marketing strategy will build on the message of the 2016 campaign. It will incorporate traditional below-the-line marketing components as well as social media campaigns. A strong emphasis will, however, be on social media, as traditional campaigns are expensive.

Below-the-line undergraduate advertisements will be placed in *SA Career Guide* and *The Sowetan*. An advertorial on the value of a Humanities degree will also be placed in the *Mail & Guardian*.

All 2018 first-year applicants will be invited to join the Humanities Class of 2021 Facebook page. The page will be 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 will be posted. Top achieving 2017 first years as well as first-year lecturers will also be invited to the page to interact with the potential first years to create a sense of a supportive community. The project will launch in August with the Faculty inviting all students who have applied to the Faculty to join the Facebook page. We will communicate to them once every two weeks and encourage them to interact with one another as well as the current registered first years.

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.

The use of videos will also be developed further by means of creating videos about life at UJ. The videos will be posted once a month and will include campus videos, departmental videos and lifestyle videos. They will aim to highlight programmes and subjects students can choose once at UJ.

POSTGRADUATE MARKETING

Postgraduate marketing has always been the biggest marketing priority in the Faculty. In 2015, the Faculty ran its most successful honours marketing campaign resulting in a 22% increase in honours registrations. In 2016, the "Differentiate yourself from the rest with a master's degree" campaign led to a 60% increase in master's applications.

The 2017 marketing strategy aims to maintain this. Traditional below-the-line marketing, including newspaper advertisements, magazine advertisements, direct mail campaigns and social media marketing such as Instagram and Facebook, will be used. The below-the-line advertisements, however, will be in the form of advertorials showcasing our experts and the research that they are doing.

Most master's and PhD students either follow a really good department or a prolific individual. For the "Follow the expert" campaign we need to determine which departments, fields of study as well as individuals we want to feature and then advertise specific programmes to them. Most of these will be niche areas and a specific target market needs to be identified for each. These could include featuring our rated researchers as well as featuring our flagship programmes.

Postgraduate marketing will also link with innovation and social impact strategies in the Faculty (please see innovation section).

PRESS STRATEGY

The Faculty currently has the most press clippings of all faculties at UJ. From January 2016 to June 2017, the Faculty had 1 817 press clippings. This is mostly because of a list of Humanities experts and their fields of expertise provided to the UJ Media Office. This list of experts is serving us well. It is necessary, however, to update this list to ensure that new and up and coming academics get media exposure.

The Faculty has a great relationship with the UJ Media Office and 2017 will see us reinforce this with a long-term press campaign where we will feature innovative research being done in the Faculty (please see innovation section). The 2017 campaign will focus on the Faculty's strengths and will support the general Humanities strategy. Who and what needs to be highlighted will be decided in consultation with the Dean and Vice-Deans. The press strategy, however, needs to feed back to the core business of the University. Press releases and articles need to build the stature of the Faculty nationally and internationally as well as attract strong students.



SOCIAL MEDIA STRATEGY

The Faculty was the first to enter the social media space at UJ. We are now the most liked Faculty Facebook page in UJ. On the page, information about events, bursaries and things to do in Johannesburg is shared.

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.

WEBSITE STRATEGY

The Faculty website is the most visited faculty page in UJ. This is primarily because of additional tabs and features that have been built in. From 1 January 2017 to 1 June 2017, we had 43 516 page visits of which 28 134 were unique; the fact that the majority of our views are unique is very reassuring that the website is still a very valuable marketing tool.

The website is one of our strongest information sharing tools. Traditional websites, however, are becoming less and less popular, with students making the shift to social media and video content for information.

Video content that will be created for social media will also be shared on the website to ensure that the same message is communicated on all platforms.

The Faculty has also appointed a student assistant who will work with the UJ web team to ensure that changes to the website are made immediately.

The UJ website continues to be difficult to navigate. However, this needs to be addressed on a higher level as the shell needs to be redesigned to be more user friendly.

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.

The Faculty has always been known for its seminars and public lectures. We currently have various departmental seminars and public lectures running; however, in order for these to serve the Faculty better, we need to consolidate them under a central faculty public lecture series. Doing so will enable us to get more press coverage as well as brand our lecturer series better.

Our central Humanities strategy is focused on social impact. We need to emphasise this in our public lectures and seminars. Generally, we need to emphasise what we want to be known for. We also need an overarching theme, for example, social impact, under which all events fall.

EVENTS

First Year Seminar (FYS)

This is the first event of the year. The 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.

Orange Carpet Welcome Event

Once registration has finished, the Faculty invites the Orange Carpet Students to a welcome event held in council chambers. These students will inevitably be our strongest and we need to build a relationship with them in order to retain them (OC students are students with a Grade 12 average of 75%+).

Teaching Excellence Awards

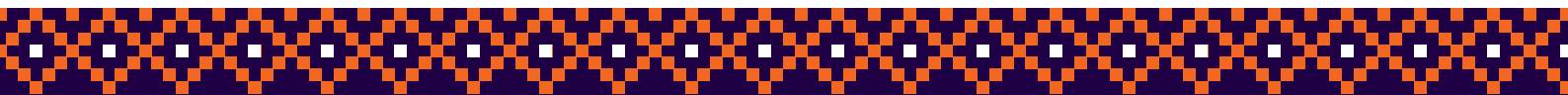
This award ceremony, which recognises our best lecturers, takes place every year.

Honours Welcome Lunch

At the lunch, we provide honours students with valuable information that can assist them with completing their degree in time. We also share information on available bursaries for master's studies. Students also have the chance to meet fellow students, while enjoying the afternoon in the Madibeng Lounge.

Master's and Doctoral Cocktail

At the cocktail, we provide students with information that can assist them with completing their degrees in time. Information on local and international bursaries available for further studies is shared. The formal proceedings are followed by a cocktail.



Open Days

The aim of Open Days, which are held yearly at the University, is to expose high school students to the University. These events have become ineffective as students that attend do not apply to UJ. The entire UJ open day strategy needs to be relooked.

Grade 9 Subject Choice Seminar

The subject choice seminars are our first interaction with high school students that might apply to UJ. Having input into what subject they choose is a valuable opportunity. The events also allow us to speak to them about Humanities degrees and the career opportunities they offer.

Humanities Extended Degree Event

The event, launched in 2016, aims to acknowledge top achieving extended degree students. Certificates are handed out to top achievers as well as students who qualify for the "Fast track" programme.

Humanities Prize-giving

Annually, the Faculty honours its top achievers at a Humanities Prize-giving Event. All those who have graduated cum laude within BA, BA Honours and MA programmes, and all doctoral graduates, are recipients of a Faculty prize and certificate. The event aims to recognise students for their outstanding academic achievements. Postgraduate degrees are marketed to these students at the event. Each year we also invite an academic from the Faculty to give a motivational talk to the prize winners.

Dean's List

The Dean's List identifies those students from second year, third year and honours study levels who could be potential postgraduate students for the future. Besides delicious food and drinks at an event hosted late in the second semester, information on further study, programmes and bursaries is provided, with speeches from prominent lecturers and professors from within the Faculty. The Third-year Dean's List event allows us to market Honours studies to all students who qualify to do honours studies.

Creative Writing Prizes

The UJ Prizes for Creative Writing in Afrikaans and English are two of the University's longest standing awards. At the event, both a main prize and a debut prize are awarded. Past winners include Marleen van Niekerk, Lauren Beukes and TT Cloete. These events are two of our best attended and draws noteworthy academics, legendary writers and thought leaders.

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, who was committed to the unceasing 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 10 years we have established the lecture and it is now very well recognised. The Faculty is able to leverage valuable publicity around the lecture as it positions us as faculty within a university intent on showing our understanding of the value someone like Helen Joseph made to society as well as continuing a conversation around issues related to what she wanted to promote/address. Over the last 10 years, the Faculty has hosted some prolific speakers at the lecture including Ms Thuli Madonsela, Prof Kader Asmal and Dr Kumi Naidoo.

Hugh Masekela Annual Lecture:

This lecture has been running for the past three years. At the lecture, Bra Hugh Masekela is honoured for his contribution to the arts. The lecture comprises a formal lecture by a speaker, followed by a response by Hugh Masekela. The event takes place at SWC and draws an audience that would not necessarily come to a university event. The event gives us great exposure and solidifies our relationship with the arts.



FACULTY OF HUMANITIES

Intellect for purpose

INNOVATION IN ACTION



INNOVATION LEADS TO

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

The Faculty of Humanities is proud to be involved with Izindaba Zokudla, a socially innovative community engagement project based in Soweto. The project initiated by Dr Naude Malan aims to create opportunities for urban agriculture in a sustainable food system in Johannesburg. The project incorporates both community-based research as well as service learning aspects, with both the Anthropology and Development Studies Department and the School of Communication being involved. The faculty is using this community engagement project not only to make a difference to our community but also to demonstrate the value of our research to society, showing that the faculty is committed to leading the conversation around social innovation at South African Universities.

#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 or visit our website www.uj.ac.za/humanities



UNIVERSITY
OF
JOHANNESBURG

FACULTY OF HUMANITIES

Intellect for purpose

PUBLIC LECTURE
AND SEMINAR SERIES



Psychology Seminar: Disability and Transition in the Global South

The Department of Psychology at the University of Johannesburg is pleased to invite you to its inaugural Disability and Transitions colloquium. The primary aim of the colloquium is to deepen our understanding of Disability and Transitions within the global South. The focus will speak to, among others, questions of accessibility, resiliency and capacity-building. A second aim is to develop and connect attendees to networks and resources related to Disability and Transitions in the global south. A third aim of the colloquium is to provide attendees with the opportunity to consult with the presenters during the second day of the event.

Keynote Speakers: Prof. Tom Shakespeare (University of East Anglia) and Prof. Leslie Swartz (Stellenbosch University)

Confirmed Presenters: Prof. Judith McKenzie (UCT), Dr. Brian Watermeyer (UCT), Prof. Theresa Lorenzo (UCT), Dr. Joanne Neille (WITS), Clare Harvey (WITS), Dr. Oliver Mutanga (University of Oslo), Desire Chiwandire (Rhodes University) and Dr. Emma McKinney (Stellenbosch University)

DATE: 4 September 2017 (Colloquium)
5 September 2017 (Student and staff consultations with selected speakers)

VENUE: Conference Room 1, The Kerzner Building, University of Johannesburg,
Auckland Park Bunting Road Campus

Please **RSVP** by completing the attached registration form and returning it to psychologyevents@uj.ac.za by Friday, 4 August 2017.

A detailed programme will be distributed prior to the event.

The Faculty launched its public seminar series in 2007. The intention of these lectures and seminars is to create a premier forum for academic discussion and debate. For more information please visit our website www.uj.ac.za/humanities

DISCLAIMER: All events taking place in this venue may be photographed and video recorded for marketing, social media and media purposes. By attending this event, you grant the University of Johannesburg permission to use and publish any recorded material.



INTERNATIONALISATION

The Faculty has seen a steady increase in international students. There are, however, no formal targets set. Should this become a priority for the Faculty a marketing strategy specifically for international students needs to be developed.

2014	2015	2016
252	302	382

COMMUNITY ENGAGEMENT

Community engagement is an integrated part of the Faculty with 60 projects running in 2016. The marketing office has always been very supportive of CE. The faculty marketer sits on the Community Engagement board and is very active in the CE space at UJ. Going forward the Faculty will be central in determining how to reimagine CE at UJ. The faculty marketer and the senior manager of UJ CE are currently writing a new proposed policy and guideline for CE.

2017 CAMPAIGNS

Class of 2021 Facebook page: page sharing information with potential 2018 first years.

- **Videos:** Videos similar to the one taken at FYS will be recorded and shared with students. <https://www.youtube.com/watch?v=HfG9SKHs8-M>
- **Social Media Campaigns:** Instagram and Facebook #lifeatUJ. This can be managed centrally and populated by students, residents, alumni and staff.
- **Print Campaigns:** Undergraduate and postgraduate advertisement.
- **Follow the Expert:** Most master's and PhD students follow either a really good department or a prolific individual. We need to determine what department, fields of study as well as individuals we want to feature and then advertise specific programmes to them. Most of these will be niche areas and a specific target market needs to be identified for each.
- **Innovation in the Humanities:** Advertisements and posters showing what innovative research is done in Humanities.

HUMANITIES COFFEE TABLE BOOK

In 2017 the Faculty will release a coffee table book. The book will cover all aspects of the Faculty including programme information, departmental and centre information, research, teaching and learning, community engagement and internationalisation. The book will become one of our most valuable marketing tools as it will showcase the Faculty and all we have achieved and have to offer.

INNOVATION

Innovation at University of Johannesburg

According to The Corporate Leadership Council, "continual innovation drives company revenue growth and success" (www.corporateleadershipcouncil.com). In the context of higher education, this would relate to an increase in student numbers, increased accredited publication output and an increase in student throughput.

Literature suggests that companies achieve competitive advantages through product and operational innovation. It is with this in mind that the entrepreneurial leadership at UJ needs to set out to create innovative operational practices as well as products to increase its competitive advantage. The higher education sector has become more and more competitive in recent years. This can be attributed to scarcity of good undergraduate students and acceptable postgraduate students, fewer students who can afford the rising student fees, and increased entrance requirements. These factors create this highly competitive environment where universities need to be proactive in order to attract and retain good students. Being more innovative will also allow the University to see opportunities, such as short courses. If packaged and marketed correctly this could be a huge source of income for the University.

Innovation in the Humanities

The University of Johannesburg is in the process of establishing a culture of academic innovation at the University. Faculties have been asked to help with engaging staff and postgraduate students to raise the level of innovation. Faculties will provide their staff with information on innovation, interdisciplinary possibilities and intellectual property management practices. They will in essence have to relay the message that some of the knowledge the University creates and should be protected and tested for commercial viability.

However, how do we define innovation in the humanities? One way of doing it is to feature community engagement projects/research that have social impact. In doing so, we have the opportunity as a Faculty to define innovation in humanities, market our research projects, and hopefully achieve a shift in the innovative culture in the Faculty.

It is clear from literature that companies achieve competitive advantage through product and operational innovation. By showcasing these innovative stories about research projects in the Faculty we will create shared value, which could make people more positive about our impact as a faculty and university on our community. By showcasing what good we do, we could hopefully change the narrative of the Faculty; people will be proud of what they do and also engage one another on their projects.

This will ultimately feed the marketing strategy of the Faculty as the stories will also be shared with our students (prospective 2018 first years and current students):

- Prospective first years will react positively to us if they know we have a positive impact on society that they can be part of; and
- Postgraduate students will be able to see what research our academics is doing and follow an expert in a field for postgraduate studies.

Izindaba Zakudla (IZ), one of the Faculty's flagship Community Engagement projects, will again host an "Eat in". In 2016, it was at the Soweto Theatre; in 2017, it will be at the UJ Soweto Campus. IZ will again partner with Slow Foods and the City of Johannesburg will also be involved. Central Brand and Marketing has agreed to help with the event as part of the GES project. At the event, I also want to showcase some of our other CE projects.

University of Johannesburg's role and impact in society and our immediate environment

Universities are under pressure to show their relevance and impact in society. The Faculty is in the great position to help do this. The research projects in the Faculty can show the general public how the University is being innovative and what the impact of being innovative is on our environment and the community we serve. We can also showcase the relevance of our research on social and economic issues that face the country. It will also allow us to help commercialise small businesses, which would be of great benefit to society and the University.

Conclusion

In order to attract the best students, the Faculty needs to approach its marketing activities differently. This marketing strategy incorporates new ways of communicating and marketing to potential students as well as positioning the Faculty as being socially aware of the environment and community it serves.



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 Social Work (4 Years)

Social Work

Bachelor of Politics, Philosophy and Economics (3 Years)

Politics, Philosophy And Economics

Bachelor of Arts in Humanities (3 Years) with Specialisation

Anthropology and Geography

Communication and Languages

School Subject Areas

Social Sciences

Bachelor of Arts (3 Years)

Community Development and Leadership (SWC)

Development Studies

Film and Television Studies

Journalism

Language Practice

Politics

Psychology

Strategic Communication in Corporate Communication

Strategic Communication in Marketing Communication

EXTENDED DEGREE PROGRAMMES

Bachelor Of Arts (4 Years)

Humanities

DIPLOMA PROGRAMMES

Diploma (3 Years)

Public Relations and Communication (APB)

EXTENDED NATIONAL DIPLOMA PROGRAMMES

National Diploma (4 Years)

Public Relations and Communication (DFC, 1st year)

CONTACT

For more information on undergraduate studies contact Mr K Gumedek at gumedek@uj.ac.za or logon to www.uj.ac.za/humanities.





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AFRICA CENTRE FOR EVIDENCE

House 2, Research Village, Phone: (011) 559-1909
Director: Prof Ruth Stewart

UNIVERSITY OF JOHANNESBURG FACULTY OF HUMANITIES CHARTER: THE AFRICA CENTRE FOR EVIDENCE

1. NAME

The Africa Centre for Evidence (hereafter referred to as the Centre or ACE).

2. STATUS

The Centre is not an independent legal entity. It is an integral part of the University of Johannesburg (hereafter referred to as the University). The final authority for the Centre is vested in the Senate of the University.

3. VISION

Our vision is to reduce poverty and inequality in our region by increasing the production and application of research evidence that is both useful and used.

To this end, we aim to operate as a self-sufficient Research Centre which contributes to the wider aims of the University, whilst also increasing our national and international reputation for high quality relevant work in the area of evidence-informed policy and practice.

4. GOALS

The goals of the Centre are to:

4.1 Produce useful research evidence to inform policy and practice across the region, including:

4.1.1 Production of systematic reviews and evidence syntheses in close

AFRICAN CENTRE FOR EPISTEMOLOGY AND PHILOSOPHY OF SCIENCE

INTRODUCTION

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 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.

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.

MISSION

To be a leading centre in Philosophy of Science and Epistemology, bringing African perspectives and contributions to global prominence.

AIMS

- Nurture and develop young talent, especially black African talent, in Epistemology and Philosophy of Science.
- Promote interest in and understanding of Philosophy of Science and Epistemology among undergraduate students.
- Train excellent postgraduates to the highest international standard.
- Establish high-profile research projects.
- Identify and develop links between traditional concerns in African knowledge systems and analytic Epistemology and Philosophy of Science.
- Release research results, especially by means of publications, the web and papers at conferences.
- Reshape modes of academic engagement: decolonize the conference.
- Host symposia, conferences, seminars and work sessions.
- Deliver commissioned research, advice and submissions to interested bodies.
- Establish and develop an information bank regarding relevant research sources.
- Cultivate the sort of cosmopolitan environment in which students and project-leaders can thrive qua members of their own culture while being on easy terms with the rest of the world.
- Create research platforms and networks that set the agenda for future generations of critical thinkers in Africa and outside.

ACEPS 2020: STRATEGIC OBJECTIVES

This plan takes a three-year view, setting out the position that ACEPS would like to be in at the start of the next decade. By 2020 we would like to have achieved the following key objectives.

- **Events:** Run academic events of local and international significance, with a distinctive, African ethos in mode as well as topic.
- **Projects:** Establish three inaugural project themes, with impactful research in each.
- **Programmes:** Establish online/blended short-learning programmes in relevant areas.
- **Partnerships:** Develop meaningful national and international partnerships with institutions within and beyond the African continent, for equal-partner-basis two-way exchange.
- **Journal:** Establish and house a journal of international repute and local relevance.



- **Capacity Building:** Grow the postgraduate and postdoctoral cohort supervised in the Centre, and develop its reputation as a first choice for advanced study.
- **Financial Sustainability:** Secure significant third-stream income to support our activities and secure the future and growth of the Centre.

DELIVERABLES

EVENTS

Run academic events of local and international significance, with a distinctive, African ethos in mode as well as topic.

2017

- Launch event
- Secure initial grants
- Initiate seminar/workshop series
- Initiate international partnerships

2018

- Inaugural conference
- Seminar/workshop series
- First student/staff exchanges
- First SLPs
- Build grant portfolio

2019

- Topic-based conference
- Consolidate seminar/workshop series
- First student/staff exchanges
- First SLPs
- Delivery of grants as appropriate

PROJECTS

ESTABLISH THREE INAUGURAL PROJECT THEMES, WITH IMPACTFUL RESEARCH IN EACH INDIGENOUS KNOWLEDGE SYSTEMS

This project concerns developing an IKS Portal, which seeks to establish an open access online database of recordings in audio and/or audiovisual form, embedded within a wikidriven database of tags, translations and commentary. The Portal will amount to a distributed scholarship exercise in itself and will also provide a foundation for future IKS research in South Africa and, ultimately, further afield too. Indigenous Knowledge Systems in South Africa and neighbouring regions are primarily encoded in nonwritten forms, including oral traditions (stories, proverbs, taboos), rituals, songs, dances, and geographical knowledge that is specific to a region or type of environment. As the continent industrialises, rural areas depopulate, cities grow, and as cultures mingle and are exposed to ever wider circles of influence, IKS are at risk of being permanently lost. Moreover, scholarship remains primarily dominated by the written word. The scholarship of IKS is thus automatically forced into a tension with its subject matter, in a way that often forces that subject matter through a cultural lens that is not indigenous. This project sets out to simultaneously solve the problems of securing IKS and developing new modes of IKS scholarship, with the goal of transmitting and opening up the study of IKS to future and global scholarly communities.

HEALTH AND MEDICINE IN AFRICA

In 2011, Fred Gifford described the philosophy of medicine as a branch of philosophy that “encompasses the topics connected to the philosophy of science that arise in reflection upon medical science and practice.” That is, theorists in the philosophy of medicine are concerned with questions such as, what is health? How should we understand the concept of disease? How should we assess medical evidence? In the Medicine and Health in Africa project, we look at these and other, often overlooked, types of questions in the philosophy of medicine with perspectives, concepts and insights informed by our African context.



EPISTEMIC NORMATIVITY

This project focuses on two bundles of normative issues in epistemology – rationality and epistemic power. The rationality strand of the project compares Scientific rationality with Indigenous Knowledge Systems. In particular, it interrogates the notion that there is an inherent tension between traditional and contemporary African knowledge and the scientific worldview. The epistemic injustice strand of the project aims at connecting the dots of central issues in three current debates in epistemology – responsibility, ignorance, and epistemic injustice.

COURSES

Establish online/blended short-learning programmes in relevant areas

These might include:

- Introduction to Indigenous Knowledge Systems of Africa
- Philosophical Topics for Medics
- Decolonisation and Medicine
- African Philosophy of Science
- African Epistemology
- Policy and Evidence in Africa

Short learning programmes may provide a stepping stone towards degree programmes or other formal offerings. However, these are not among the goals for 2020.

PARTNERSHIPS

Develop meaningful national and international partnerships with institutions within and beyond the African continent, for equal-partner-basis two-way exchange

Based on existing links, the following are realistic candidates beyond the African continent:

- TINT, Helsinki
- Centre for Philosophy of Science, Pittsburgh
- Department of HPS, Cambridge
- Nanyang Technological University, Singapore
- Brown University
- University of Western Sydney
- Redlands University
- Nottingham University (U21 university)
- Birmingham (U21 university)
- Oxford
- Kent

In addition it is necessary to develop connections with institutions on the African continent. This may involve capacity-building.



JOURNAL

Establish and house a journal of international repute and local relevance

The University of Johannesburg is a global player in the philosophy of medicine and epidemiology. There is currently no credible journal devoted to the philosophy of medicine in its epistemological and metaphysical forms. Such a journal would be uniquely placed to showcase work that is African in theme, topic and origin, alongside and as part of work from elsewhere in the world, in a way that is outward- and forward-looking.

Accordingly ACEPS intends to set up a journal called **Philosophy of Medicine** which:

- Publishes excellent work in the philosophy of medicine and in so doing becomes the leading journal in this field
- Uses editorial discretion to shape the field in a way that takes it beyond its current focus on contemporary Western medicine
- Is edited in ACEPS
- Is open-access or else has access arrangements for Global South institutions

This journal will not be explicitly African, just as the **Journal of Philosophy** is not explicitly American. It will epitomise the ideal of African institutions of higher learning taking their place on the global stage, as both African and global.

CAPACITY BUILDING

Grow the postgraduate and postdoctoral cohort supervised in the Centre, and develop its reputation as a first choice for advanced study.

The postgraduate students are ambassadors and future leaders of the Centre, and as such are crucial to its success. The Centre should have a coordinated approach to postgraduate supervision and recruitment, without constraining the intellectual activities of supervisors or students.

By 2020, ACEPS should have:

- Graduated at least one doctoral student
- Graduated at least 3 master's students
- Identified funding streams (through projects or otherwise) for postgraduate study
- Established a non-adversarial recruitment process through presence in the undergraduate and honours programmes

FINANCIAL SUSTAINABILITY

Secure significant third-stream income to support our activities.

Short Learning Programmes will provide one source of income.

Possible sources based on topics and existing links:

- Wellcome Trust
- Templeton Foundation
- National Research Foundation
- Newton
- Other mobility programmes linked to British Academy



CENTRE FOR SOCIAL CHANGE

Our plan is shaped by several considerations.

The most significant are these:

Institutional priorities. Since there is documentation on these, they be can listed:

UJ's policies and priorities (as expanded here and there by the Faculty).

Proposal for work of the Chair agreed by the NRF, which covers the period until the end of 2019.

The Centre's Charter

An analysis of the present political climate in South Africa. This is especially important for a unit concerned with study of social change. In sum, there is considerable social and political instability in the country, with this reflected in a phenomenally high number of protests per capita and intense divisions in the ruling party. Turmoil is likely to increase over the present period. While problems are often personalised around the President, and this is a factor, his replacement will not alter the underlying problems. Unrest is associated with higher unemployment and inequality than at the end of apartheid, and consequent disillusionment, now ubiquitous. Intensified political conflict is likely to exacerbate economic woes, probably leading to symbolically significant downgrading of government bonds to junk status, and to further economic, political and social struggles. While the international situation is less clear (to us), political polarisation is already apparent in key countries. In South Africa, there is nascent development of political alternatives, most obviously in the rise of the EFF but also, opaquely, in formulations about participatory democracy.

A SWOT analysis. The defining features are these.

Strengths. Chair's location within the Centre, which provides a secure source of core funding, including bursaries. Credible and growing public and academic profile, especially around the study of protests and the roots of civil society mobilisation. There is also some recognition for our research on elections. A stable group of high-quality senior researchers, a small team of diligent assistants and regular fieldworkers, bright students, and an experienced and able administrator.¹ A method and culture of work conducive to collegiality, critical discussion and originality. A tradition of sympathetic and trustworthy engagement with activists. Willingness to engage in non-standard methodology, such a rapid response research, which we have pioneered. Regular engagement with ideas and practices associated with de-coloniality, including a focus on reading African writers and strong commitment to developing black scholars. Inter-disciplinarity. Upgrading our status from a unit to a centre. Strong presence in the South African Sociological Association (two members on the four-person executive) and the UJ postgraduate forum (two again),² some involvement in university committees, and some participation in civil society and religious organisations. High morale and pride linked to the ethics and achievements of the Centre.³

1 We lost said administrator, but we have been pleasantly surprised by the quality of her replacement, Craig Solomon, so administration remains a strength.

2 They have both taken full-time jobs. Since they were bright and committed, this is really a loss to our research capacity rather than to our involvement in the PG Association, which was barely existent. The two students, Boitumelo Maruping and Boikanyo Moloto, had reached the point where we included their names on articles, however, we have been able to replace them with two new students, both very bright,

3 We should add that we make a considerable contribution to public intellectual debate. This has been true in the past (so should have been present in last year's plan) but has been underlined this year through impactful contributions by, in particular, Carin Runciman.



Weaknesses. Insufficient attention to strikes. Quantity of publications and student completions - though this is not low, and the quality of outputs is high.⁴⁵⁶⁷⁸⁹¹⁰¹¹

Opportunities. Developing research related to growing social and political conflict as outlined in 2) above. From this, gaining insights and formulating novel theory while also informing public awareness. Expand network of associates.¹²¹³

Threats. Not responding to events, or responding too slowly. Undesirable attention. Inadequate funding and space, and inability to retain key personnel.¹⁴¹⁵

Arising from this assessment. Our goals are as follows:¹⁶¹⁷

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- 4 I would be much more positive this year. We have just published two book collections, both co-edited by Luke Sinwell, who published a monograph last year. Another three monographs are in progress. Recent degrees include an excellent doctorate for Trevor Ngwane. We are hoping that Mosa Phadi will submit her doctorate at the end of this month.
 - 5 An added weakness, though one that applies more widely I am sure, is that the value of postgraduate bursaries and postdoctoral fellowships has not increased. This puts pressure on students to get jobs, undermining their ability to complete their dissertations on time, and make it difficult to recruit the best PDRF applicants. A further problem is that Home Affairs is unhelpful, more so than in the past, in processing visa applications. These are weaknesses that could become threats.
 - 6 A further weakness is that we do not yet have a replacement for our NRF HSSD project, which funds about half our student bursaries. Again, this could become a threat.
 - 7 Ideally, we should be raising more external funds. In reality this is something that requires significant input from the Director, and he has had to place priorities elsewhere. Not regarded as an imminent threat.
 - 8 Director has to do too much administration
 - 9 As elsewhere, some of our students taking too long in submitting their dissertations.
 - 10 House 5 requires new furniture and re-painting.
 - 11 Website requires renovation.
 - 12 Worth adding that Dr Sinwell and Dr Runciman have submitted applications for rating, with the former receiving a 'B' recommendation and the latter a 'Y'. This marks as 'strength' as we are an opportunity.
 - 13 Opportunity to develop an MOA with Bethlehem University and assist 2-4 students (similar numbers on both sides) to undertake international comparative research.
 - 14 We now have adequate space (thanks to you Dean), so we can move that into Strengths. The overwhelmingly biggest threat we face is retaining three core staff: Dr Luke Sinwell, Dr Carin Runiciman and Dr Trevor Ngwane. THE MOST PRESSING OF THESE IS LUKE SINWELL. See below.
 - 15 See 'weaknesses' for fundraising. Some slight re-evaluation.
 - 16 Add the following goal: speedy throughput of students we supervise.
 - 17 Add the following: devolve burden of administration.



Continue and strengthen our primary orientation, which is towards the study of protests (including strikes), particularly their social basis and political implications, and build on other areas of strength.

Maintain a broader interest in social change. This is necessary in order to recruit high quality postdocs and students, and is a valuable counter-weight, allowing assumptions of researchers engaged with the primary focus area to be challenged.

Internationalise and theorise our work to a greater degree, especially around the principal focus, and give more attention to research on political alternatives.

- Significantly increase publication output, and somewhat expand number of students completing their degrees.
- Expansion in number of researchers and students, though this will be limited by resources, especially funds and space, and concern not to further overburden the Chair/Director with administrative duties (this arises from contractual obligation to the NRF as well as personal desire).
- Continued emphasis on public engagement, particularly through the media, but also, to a greater degree than now, through public education.
- Address other areas raised in the SWOT analysis, such as continued emphasis on developing a de-colonial agenda and being prepared to break from routine, in order to respond rapidly to especially important events.
- Improve our virtual presence.
- Expand our profile and reputation, especially at an international level.
- Work towards renewal of Chair for a third five-year cycle.

Specific interventions aimed at addressing these goals.¹⁸

- Continue with an internal seminar held weekly in term time, a mid-year symposium (at which all core members are obliged to present papers and research associates are invited to do so), and an end of year workshop around selected themes and invited speakers.¹⁹
- Continue to insist that senior researchers and postdocs attend the weekly seminar (but frugally, in a way that does not undermine high quality discussion in the seminar).²⁰
- Complete work on the *Rebellion of the Poor* book.²¹
- Continue with other aspects of our work, including a high-profile media presence and strong administration.²²

¹⁸ In addition:

- 11) Facilitate an MOA with Bethlehem University and organise comparative research involving MA students.
 - 12) Cooperate in organising a workshop on social movements in Africa with the Review of African Political Economy and SWOP (University of the Witwatersrand).
 - 13) With MA and D students, be more cognizant of time constraints and monitoring or progress.
 - 14) Delegate more tasks to Sinwell and Runciman in particular; also to Ngwane and post-docs. Encourage co-supervisors to be more hands-on.
 - 15) Collaborate with HSRC in analysing their Social Attitudes module on Protests.
 - 16) Support Nontsasa Nako, one of the postdocs, in organising a conference.
- ¹⁹ Done and underway.
- ²⁰ Seminars are better than ever.
- ²¹ Underway.
- ²² Media presence higher than ever. Has included three articles in *The Conversation*. Small blip with administration.



- Hold one major public event each semester. In the first semester this might be a public launch of the centre.²³ ²⁴Consider experimenting with a series of public educational meetings.²⁵ Facilitate participation of international guests in community meetings.²⁶
- As articulated in the NRF agreement, hold an event related to the anniversary of the 1917 Russian Revolution, probably in October, and one on the 50th anniversary of the 1968 events (probably in May).²⁷
- In 2019, run a major project on the general election.²⁸
- Renovate website and increase use of Facebook and Twitter, linking these to the website.²⁹
- Self-publish more reports/monographs. We have done this successfully three times and two more publications are planned. The website is critical for dissemination, and media briefings have been an important means of drawing attention to the publications (as well as other research). These online publications allow us to get findings into the public domain and, thus, help influence public debate, and they have all led, or are leading to accredited publications.³⁰
- Obtain funding for a major new project on protests. This will build on the existing Rebellion of the Poor project, but broader in scope (monitoring strikes for instance) and provide a platform for activists to tell their stories, both in writing and visually.³¹
- Raise additional funds. Replacement for our NRF Human and Social Sciences Development grant is particularly important because this funds many of our students.³²
- Advertise for postdocs and doctoral students. We already have funding for these.³³
- Increase outputs, mainly by expanding our network of research associates, but also by the modest expansion in core team members (both post-doctoral researchers and students).³⁴
- Assist Luke Sinwell and Carin Runciman in applying for NRF ratings.³⁵
- Obtain one extra room in House 5 so that we can accommodate three more postdocs.³⁶
- Support initiatives aimed at defending democracy, specifically the Constitution's Bill of Rights, and particularly academic freedom.³⁷

Retention of senior personnel. This is critical, requiring special attention.³⁸

Luke Sinwell. Holds a contract as a senior researcher, but this expires at the end of 2017. Historically, our

23 Very successful, despite having to hold off-campus. Main attraction was Erika Huggins, a former leader of the Black Panthers. Linked to February Revolution and International Women's Day. Co-organised by the 1917 Centenary Committee.

24 Also held a double book launch for two books edited by our members and associates.

25 Backburner.

26 To a limited degree. With Erika Huggins and Prof Marcel Paret, one of our senior research associates.

27 Working on the October event (which will actually be in November) with the 1917 Centenary Committee. Pondering the 1968 event,

28 Pondering. Preliminary discussion with Prof Paret. Requested meeting with HSRC researchers.

29 Underway.

30 No need for self-publication so far this year, but have used web site to include public engagements.

31 Reconsidering this, mainly because we have discovered an outfit that is undertaking a very good media-monitoring project across Africa.

32 Must be completed in the next two weeks.

33 Done.

34 Modest improvement.

35 Done.

36 Done (see above).

37 Remains a problem. Small interventions around Constitutional Court protests and Senate meetings.

38 Very sadly we lost Lucinda Landen, who was appointed to a very similar job at Wits, but with higher status, better pay and permanency. The case for the other three does not need repeating. They all have an additional year of experience and the contributing is even greater. See above under 'threats'.

most active publisher, and recently released a book monograph that has been well received. Has sometimes deputised for the Chair/Director on day-to-day matters. Applying for an NRF rating, which, given his record, he should obtain. General Secretary of the South African Sociological Association (SASA). Must raise funds for his own research and a contribution towards upkeep of the Centre. Will require an extension of his contract.

Carin Runciman. Was as a visiting researcher, then a postdoc, then went to Wits as a senior researcher, but now back with us as a postdoc/senior researcher/senior lecturer. Most of her income derives from her fellowship, but she has a top-up as a senior researcher and undertakes some lecturing in Development Studies. Currently working with me on the *Rebellion of the Poor*. We have just submitted a proposal for a major new project building on this, with the intention that funding will provide a senior researcher position for her. Is Treasurer of SASA and will apply for a rating this year or next.

Trevor Ngwane. Received very good examiners' reports for his doctoral dissertation and is within a few saps of submitting a revised version. He has also been a part-time researcher. Has had an impressive history working as an educator for the ANC and then for a trade union, was a junior lecturer at Wits, has been an ANC councillor and civil society leader, has been involved in various research projects at UKZN and UJ, and has published chapters in academic books. In response to the MEC's requirement that SARCHI Chairs have a Vice-Chair, it has been accepted that he be fast-tracked as a potential successor, though not yet as a Vice-Chair. To be appointed as a Chairholder he will need to be an associate professor, and we want to work towards this. Two things are necessary. First, he should be appointed as a senior researcher as soon as possible. Secondly, he needs the opportunity to publish a substantial body of work, including co-authorship of the *Rebellion of the Poor* book, articles and a book from his dissertation, and the beginnings of a project for a Chair renewal proposal.

Lucinda Becorny. Double tasks as administrative officer and financial officer and I have motivated for upgrading (see memorandum on this). The stumbling block is raising funds to cover the cost of upgrading, and we are working on this. Her present contract ends in December, and it is crucial that this is extended.

Synergies

- Presenting a plan as a list obscures overlaps and synergies. These are multiple and complex and would require a large diagram to demonstrate them. Four examples must suffice as illustrations.
- Inviting major international lecturers, perhaps for a launch in the first semester or a conference in the second, not only raises our academic and international profile, but we get the speakers to do media interviews, contribute to our seminar and visit communities where we have an established or evolving relationship.
- Our proposal for extension of our protest monitoring research is more likely to succeed if aligned to work by legal NGOs that have raised funds for advocacy, and it will bring us into contact with activists and provide an avenue for defending democratic rights.
- Solidarity and collegiality around a few basic principles, not only stimulates debate, it encourages senior researchers to assist those who are junior, increasing the chance of them producing good academic work. This often has a nationality/racial dimension, with students, who are mostly black and rooted in South African cultures, helping to ground the senior researchers.
- Production of high quality publications and recognition through citations and prizes, not only raises our profile and reputation, it also increases the chance of securing funding and renewal of the Chair, and assists us recruit good post-docs and students.
- We have an exciting and fruitful time ahead. Perhaps an exhausting one too. But, anyway, one that will contain memories worth recalling.



CENTRE FOR SOCIAL DEVELOPMENT IN AFRICA

VISION

The Centre is dedicated to basic, applied and strategic research in social development and developmental welfare. The Centre's raison d'être is consistent with the University and higher education's broader mission and strives to be a leading research and social development site in Africa. The Centre's research agenda connects with the needs of local communities and the larger society in a changing regional and global context by aiming to contribute to improvements in service delivery, policy debate as well as in the expansion of knowledge through cutting-edge disciplinary and interdisciplinary research.

AIMS

- Produce quality, innovative and relevant research engaged with pressing social welfare and human development needs and concerns.
- Integrate research, teaching and community and public engagement.
- Disseminate research to benefit academic debate, social policy, social programmes and communities.
- Optimise research opportunities in nationally and regionally identified focus areas.
- Build research capacity, postgraduate development and leadership in social welfare and development.
- Promote dialogue between different actors involved with furthering social development.
- Conduct research in collaboration with a range of research partners including graduate students.
- Build strategic local, national, regional and international research partnerships and academic staff and student exchange programmes.

STRATEGIC GOALS 2017

- To conduct leading edge research in the field of social welfare and social development in the African context.
- To contribute to the dissemination of research, foster debate and build research capacity.
- To consolidate and expand a cohort of excellent postgraduate students.
- To develop and implement research partnerships locally, regionally and globally to advance the work of the CSDA.
- To ensure that the CSDA operates in an ethical, accountable and collaborative manner and is effectively and efficiently governed and managed.



GOAL 1: TO CONDUCT LEADING EDGE RESEARCH ON SOCIAL DEVELOPMENT IN AFRICA

Theme 1: Poverty and Vulnerability

Focus: The CSDA's location in Johannesburg provides the primary context for research in this focus area. Research projects in this focus area attempt to deepen our understanding of the multi-dimensional nature of poverty and vulnerability nationally and particularly in Johannesburg, including people's responses to mitigate risk and promote human security. It also seeks to understand the interconnections between communities locally, nationally and regionally with a view to examining their implications for effective policies and strategies.

PROJECT	OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
				1	2	3	4	
Poverty and Vulnerability								
Poverty & Disability	Progress of PG students	Ensure M student has submitted Ensure PhD student has submitted	ER / development studies	X	X	X	X	2 PG students completed
Quality of life of children with disabilities	Secure funding for new project	Submit funding application for new study	JM/LG/LP	X	X	X	X	Funding secured
	Progress of PhD (by articles) student	Significant progress of PhD student						Progress on PhD (2 articles submitted)

Theme 2: Gender and Social Development

Focus: There is a growing trend internationally and locally to consider how socially acquired notions of masculinity and femininity, including gender relations and power inequalities between men and women, shape development outcomes. This theme focuses on understanding the gendered nature of poverty, social protection, social care and welfare programmes with the view to formulating more gender sensitive social interventions.

social interventions:

PROJECT	OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
				1	2	3	4	
Gender, Social Protection and Development								
Gendered impact of the Child Support Grant in South Africa	Publish from Doctoral thesis	Develop and execute publication plan based on theses	TH	X	X			2 journal articles submitted from doctoral work

PROJECT	OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
Male beneficiaries of the Child Support Grant (CSG)	Completion of project	Qualitative data collection and analysis completed	ZK	X				Analysis/transcripts complete
	Submission of PhD							Chapters complete
								Final Dissertation submitted
		Write outstanding chapters	ZK	X				
		Submit PhD dissertation	ZK		X			

Theme 3: Children and Youth

Focus: Despite a high level commitment to promoting the needs and rights of children and youth in South Africa, many challenges remain in translating these commitments into practical social development policies and programmes. The focus is first on understanding the intersection between local and global factors and how these shape child welfare practice, policies and research priorities. Second, research is also directed at gaining insight into the challenges faced by out-of-school youth who are not employed or in educational programmes and how they define and negotiate risk in under-privileged communities. The projects are geared to understanding local problems and seek to find solutions that resonate with these realities, build on strengths and address critical challenges.

PROJECT	OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
				1	2	3	4	

Youth in Transition Programme

Siyakha Youth Assets	Collect 9 and 18 month follow up data	Data collection across all sites completed	LG/LW/ZK/SM	X	X			Data collection completed
	Qualitative Data collection for impact analysis	Qualitative data collection completed		X	X			Data collection and transcripts completed
	Journal articles submitted	Submit three journal articles: Conceptual article Two from baseline and endpoint data	LP/LG/ZK/LW/SM	X	X	X	X	articles submitted and accepted
	Raise additional funds to support end of study: DGMT and Ford Foundation	Submit funding proposals Meetings with potential funders	LP/LG	X				Proposal submitted
				X				Funding proposals submitted

PROJECT	OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
Systematic overview of youth (un) employment interventions	Complete assessment of evaluation evidence based on description overview	Assessment completed and presented to expert panel	LG/KB/LW	X				Presentation of assessment to expert panel
	Present findings at local conference	Presentation at Mandela Conference	LG/LP/KB/LW		X			Presentation of analysis to expert panel
	Policy dialogue on findings	Co-host policy dialogue with key policy makers on findings	LG/LP with SALDRU partners		X			Presentation of findings to expert panel
	Write two journal articles on findings	Two journal articles – one on descriptive analysis and one on evaluative analysis	LG/KB/LW			X	X	Two journal articles submitted
Newton British Academy	Complete analysis of the qualitative interviews (as per Siyakha goals above)	Analysis complete	LG/SM/LW	X				Analysis complete
	Attend a learning meeting in the UK	Meeting attended	LG/LS/SM/LW	X				Meeting attended
	Write one journal article	Journal article written	LG/AF		X			1 journal article submitted
Post-school youth transitions	Initiate phase 2: longitudinal follow up interviews	Write up focus group data into a journal article	LG/LS	X				1 journal article submitted
		In-depth interviews completed Data analysed			X			Data collection and transcripts complete



PROJECT	OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
Children and Development Programme								
Family context, CSG, and Child Well-Being Outcomes (PSPPD)	Complete pilot evaluation of the programme	Pilot evaluation results written up	TH/JC	X	X	X		Pilot evaluation report complete
	Seek funding for Phase 2 of the study: broader evaluation	Funding proposals written and submitted: Raith Foundation	TH/LP	X				Funding proposal submitted
	Identify new sites for roll out	New sites identified through City of Joburg	LP/TH/JC		X	X		New sites identified and partnership agreements signed
	Significant progress of PhD student	Progress on literature review, methods and analysis sections.	LP/TH/JC	X	X	X	X	Progress on PhD

Theme 4: Social Policy and Social Welfare

Focus: This theme addresses contemporary social policy developments and issues nationally and in the Southern Africa region. This is achieved through building research networks, the organisation of symposia, conference presentations and the production of journal articles and special issues on a range of topics. These address for example issues such as, social protection in Africa, comparative studies of welfare policies and its consequences for poverty and inequality, the development of welfare indicators and the role of social policies in bridging social and economic divides.

PROJECT	OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
				1	2	3	4	
Social Protection in Africa								
Social Protection in Southern Africa	To promote south-south knowledge exchange on social protection	Participate in regional (SADC) social protection research network (SASPEN)	LP/MU/GD	X	X	X	X	Presentation and papers for SASPEN conferences and workshops Active engagement in SASPEN steering committee for the promotion of social protection in the SADC region
UNRISD Project: New Directions in Social Policy: Alternatives from and for the Global South	To identify the political and institutional drivers of social policy in South Africa	Complete four required papers Write 2 journal article	MU/LP/SP/TH	X	X	X	X	Papers completed Journal articles submitted

Theme 5: State, citizen, private sector relationships for development

Focus: The CSDA's niche expertise on social development has resulted in requests for evaluation research from corporate social responsibility programmes. We engage in those evaluations that resonate with our core themes and focus.

PROJECT	OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
				1	2	3	4	
In-school nutrition programmes	Seek funding for Phase 3 of the study	Stakeholder networking to identify funding opportunities	LG/LP/TH/LS	X				
	Disseminate results of Phase 2 of the study	Proposals written and submitted	TH/LS/LG	X	X			Funding proposals submitted
		Submit two journal articles		X	X			Two journal articles submitted
Evaluation of impact of Standard Banks CSI investments	Conduct evaluation of selected SBSA CSI education initiatives.	Finalise Edu-Peg and Ntataise evaluations – reports submitted	JM/LS/SM/TP	X				Submit reports for two evaluations to client
		Continue data collection and analysis on Thandulwazi Saturday School programme		X	X	X	X	Data collected and analysed

GOAL 2: TO CONTRIBUTE TO THE DISSEMINATION OF RESEARCH, FOSTER DEBATE AND BUILD RESEARCH CAPACITY

OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
			1	2	3	4	
To boost research output in mainly accredited national and international journals and books	Writing of findings of all research projects in appropriate formats	All staff/research fellows	X	X	X	X	Anticipated published output in 2017 15 units accepted for publication in accredited journals 2 peer reviewed research reports / monographs

OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
Build research capacity	<p>Create opportunities for emerging researchers to publish collaboratively</p> <p>Increase capacity in research methodologies and theoretical approaches (brown bag lunches)</p> <p>Provide/facilitate PG supervision in cognate disciplines</p> <p>Develop and run a PG support and capacity building programme for all PG students connected to the CSDA</p> <p>Form three structured subject reading programmes for PG students</p> <p>Encourage all CSDA staff to work towards a higher degree</p>	<p>TH</p> <p>All staff</p>	X	X	X	X	<p>All staff published as author or co-author in at least one journal article or CSDA publication</p> <p>Supervision and support provided for PG students to publish</p> <p>Writing group to provide feedback to prospective authors</p> <p>Biannual writing retreats</p> <p>Monthly internal reading/theory seminars held for three reading programmes</p> <p>Communication and support to PG students throughout the year in online and other formats</p>
To participate in conferences, workshops and think tank meetings to disseminate research findings	<p>Research findings disseminated at conferences</p>	All	X	X	X	X	<p>2 international conferences</p> <p>2 national/local conferences/workshops</p> <p>Other forums e.g. Community meetings</p>
To promote public engagement	<p>Hold 4 CSDA seminars in 2016</p> <p>Publicise the seminars and ensure a good audience attendance</p> <p>Engage communities on knowledge transfer and application of research</p>	TZ	X	X	X	X	<p>Four successful seminars held</p> <p>Seminars well attended</p> <p>Community meetings at the end of research projects concluded</p> <p>Development impacts recorded</p>
To collaborate with the office of the Vice-Chancellor & Faculty of Humanities in the organisation of the Helen Joseph Memorial Lecture	<p>Speaker to be arranged and secured</p> <p>Planning of programme</p>	LP/ /TZ	X	X	X	X	<p>Enhance standing of UJ, the Faculty of Humanities and the CSDA.</p>

OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
Research fellows to contribute to CSDA goals and objectives	Outputs agreed with All CSDA fellows, postdoctoral fellows.	LP	X	X	X	X	Research fellows / associates/PDFs enhance CSDA and UJ research and academic standing
Promote the standing of CSDA	Secure media coverage / participation of media in CSDA events	TZ/All staff	X	X	X	X	CSDA media coverage increased to or exceeded 2016 levels.
	Increase blogging	TZ	X	X	X	X	
Postgraduate supervision	Presentations to relevant stakeholders and decision makers	All staff ER/LP/ LG/ TH	X	X	X	X	Ongoing supervision of registered students
		Supervision also conducted in collaboration with home departments	X	X	X	X	Students invited to all internal research workshops/events Students invited to regular writing groups and writing retreats
Postgraduate supervision	Supervision of 6 Doctoral Students	ER/LP/LG/TH	X	X	X	X	Ongoing supervision of registered students
	Supervision of 7 MA students Supervision of 2 MA exchange students from the Netherlands for 4 months Facilitate access of staff to PG studies Hosting of 1 PDFs Hosting of 1 NRF research intern Increase CSDA staff supervising capacity	Supervision also conducted in collaboration with home departments	X	X	X	X	Students invited to all internal research workshops/events Students invited to regular writing groups and writing retreats
Youth in transition book	Develop a book proposal for a book on youth transitions in South Africa	LG with support from LP		X	X		1 book proposal completed Publisher secured
Book: Social protection at community level: (Non-) linkages to other community interventions	Develop a book proposal for a book on social protection	LP & JiM	X	X	X	X	International Publisher (Edward Elgar/ Routledge) secured and manuscript submission dates set.

**GOAL 3: TO DEVELOP AND IMPLEMENT RESEARCH/TEACHING PARTNERSHIPS
LOCALLY, REGIONALLY AND GLOBALLY TO ADVANCE THE WORK OF THE CSDA**

OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
			1	2	3	4	
To build and strengthen existing partnerships	Maintain existing international partnerships and networks including:	LP/all staff	X	X	X	X	Existing partnerships strengthened
	Student exchange agreement with Utrecht University managed		X	X	X	X	Ongoing inter-face with role players in welfare and development field through seminars and communications via CSDA mailing list and website
	Collaboration with Department of Social Work, UJ, on the Honours research programme		X	X	X		Partnerships with cognate departments at UJ and in research village
	Prof Trudie Knijn, Utrecht University, Netherlands						2 Utrecht university students completed research for MA in multidisciplinary social Science.
	Prof Gina Chowa, University of North Carolina (Chapel Hill)						Technical support provided
	Mr Rain Masa de Vera (University of North Carolina Chapel Hill)						
	Prof James Midgley, University of California (Berkley)						
	Prof Michael Sherraden, Washington University, St Louis						
	Dr Lucy Jordan, Hong Kong University						
	Dr Aisha Hutchinson, University of Bedfordshire, UK						
	Dr Amos Channon, University of Southampton						
	Prof Deborah Gorman-Smith and Prof Leyla Ismayilova, University of Chicago						
	Dr Benjamin Lough, (University of North Carolina Chapel Hill)						
	Enhance partnerships with universities and researchers in the region						
	Provide support to NGOs and government agencies with research needs as required						

GOAL 4: TO ENSURE THAT THE CSDA OPERATES IN AN ACCOUNTABLE MANNER AND IS EFFECTIVELY AND EFFICIENTLY GOVERNED AND MANAGED

OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
			1	2	3	4	
To ensure that the CSDA is financially viable	Monthly and annual financial reports are received and checked	AM	X	X	X	X	Efficient financial management of CSDA funds
	Project finance is strictly monitored	AM/All staff	X	X	X	X	Donor networking
	Donor reporting according to agreed deadlines	LP/LG					Proposals submitted and funds secured for strategic projects
	Pursue funding with donors for strategic projects						Compliance with donor reporting requirements Raised external funding for CSDA activities; target of at least additional 33.3% of Faculty allocation
To develop and implement administrative and financial management systems that promote accountability	Efficient management and administration of Centre activities	LP and AA	X	X	X	X	CSDA finances are efficiently managed
	Income and expenditure is properly monitored and reconciled	All project staff are responsible for budgets	X	X	X	X	Systems and procedures are in place and UJ policies are implemented
	Ensure that invoices are timeously sent out and the funds are transferred into the correct account.						Monthly financial reports generated, reconciled and signed off by Director
	Ongoing liaison and follow up with Faculty Accountant, Mariana Leukemans and Project Accountant Zaynab Dunn to monitor different accounts						Annual financial reports produced and signed off
	Respond to request for reports/audits from faculty and UJ						Under-spending and over spending on budgets managed
	Annual reconciliation of accounts						Filing systems in place to facilitate reporting to donors and meet UJ requirements
	Records kept of queries and how these are resolved						
	Electronic and hard copy filing system in place						
	Donor income reports drawn up for CSDA Advisory board, Faculty and UJ reporting						
	All financial management systems and procedures to be implemented in accordance with UJ regulatory requirements and governance						
							Compliance with UJ funding, procurement and HR policies & procedures

OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
To engage in regular consultations with CSDA partners and advisory board members	1 Advisory board meeting per annum convened	LP/KGM/all staff	X			X	CSDA is engaged with Advisory Board members
	CSDA annual report distributed to stakeholders		X				CSDA projects are responsive to societal needs
	Facilitate participation of Advisory Board members in key projects as far as possible				X		Mailing list established and maintained
	Regular contact and exchange with the Department of Social Work & cognate departments		X	X	X	X	Sound collaborative relations with departments in Faculty & Centres
To create a supportive and enabling work environment and a team to achieve the goals and objectives of the CSDA	Develop sound operating and reporting systems	LP/FM	X	X	X	X	A team committed to the vision and goals of the CSDA
	Convene regular staff meetings; minutes are kept and inform ongoing monitoring of activities	AA	X	X	X	X	Staff meeting held every three weeks. Individual and team reporting in place on projects Meeting schedules maintained
	Develop an annual programme Monitor activities, timelines and outputs Review staff performance on an ongoing basis and formally twice per annum	LP/AA and project managers LP/LG	X	X	X	X	Self-management by staff members to achieve optimal performance Staff appraised and opportunities created for staff Development
To secure income-generating opportunities through consultancy research	Follow up on existing proposals submitted to funders Proactively explore strategic funding opportunities Focus on finding Grant Funding	LP/all staff	X	X	X	X	Secure funds and financing of additional staff appointments and conference attendance CSDA to exceed the current target of additional 33.3% of the Faculty's allocation to the operating budget

OBJECTIVES	ACTIVITIES	PERSON RESPONSIBLE	QUARTERLY TIME FRAMES				OUTPUTS
To market the work of the CSDA	Web-based marketing and dissemination of information e.g. Research Gate, Social Media	All staff	X	X	X	X	CSDA is a point of reference for key social welfare and development stakeholders Outputs inform decision makers and advocacy
	Media briefings and articles of key research outputs that are of public interest disseminated		X	X	X	X	
	Press release; Conference presentations; seminars		X	X	X	X	
	Brochures; research reports, policy briefs		X	X	X	X	