Faculty of Humanities
ANNUAL REPORT 2010

RETHINK EDUCATION.
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UNIVERSITY
OF
JOHANNESBURG

CONTENTS

EXECUTIVE SUMMARY

Appointments

The faculty has exceeded the equity target of 60%, with 64% designated academic new appointments, and 75% designated administrative new appointments.

Academic

White	Coloured	Indian	African	Foreign Nationals	Total
8	3	2	7	3	23
36%	13%	8%	30%	13%	100%
Designated 64% Non-Designated 36%					

Administrative

White	Coloured	Indian	African	Total
2	2	2	2	8
25%	25%	25%	25%	100%
Designated 75% Non-Designated 25%				

Teaching & Learning

Humanities Undergraduate Success Rate (2009-2010)

The increase in the overall undergraduate success rate from 2009 to 2010 is a significant 4.14%, which to a large extent can be attributed to the successes of the tutorial system, the implementation of the FYE project, the management of risk modules, and swift attention to under-performing students.

		2009			2010		
		Total Per Semester		Total	Total Per Semester		Total
		First	Second		First	Second	
Total	Registered	25656	26386	52042	25524	25391	50915
	Passed	19136	19784	38920	20073	20212	40285
	Success Rate	74.59%	74.98%	74.79%	78.64%	79.60%	79.12%

'Risk' Module Management

'Risk' module management in the faculty during 2010 paid off handsomely. Of the 19 modules (with more than 15 students) identified as risk modules at the end of 2009, only **four** could still be considered as a risk at the end of 2010: English 2B, Experiential Training 3, Historical Studies 2B, and Sociology 1B. Of course, the dramatic improvement of the pass rate in some modules from 2009 to 2010 is also a cause for concern, and must receive the same degree of attention as 'risk' modules.

Research into Teaching and Learning

Various aspects of Teaching & Learning were the subject of some research in 2010, including:

■ The use of a combination of APS and NBT scores as predictors of academic success of students in the Humanities, a project led by Prof Alban Burke. Given the strong relationship between English and Humanities courses, proficiency in Language may be a good indicator / predictor of academic performance. The *Academic Literacy* subtest of the NBT may be able to provide some indication of a student's potential to perform well in Humanities courses. The research is ongoing.

■ The influence of late registration in 2010 on first-year academic performance during the first year of study. The overall performance of first-years during 2010 bears testimony to the success of the measures that were introduced to counter-act the late registration of many first-year students, such as the introduction of extended academic skills orientation through means of tutorials, the alerting of students to the support that was available to them via text messaging, as well as alerting HODs and first-year lecturers to the presence and vulnerability of these students via emails and the various faculty committee structures.

■ The role of tutors and tutorials in first-year academic success. The results indicate a correlation between success and the availability of tutors and tutorials. Although not all departments utilized their tutors in group tutorials, the improved success rate indicates that the tutorial system worked well enough. According to data provided to the UTC only 47% of modules in the Humanities have tutorial sessions. Presumably this conclusion is based on the percentage of module tutorials offered in formally scheduled timeslots in dedicated tutorial venues. This, however, does not reflect the number of tutorials scheduled by departments and offered in other venues.

■ A tutor survey was conducted at mid-year during 2010 and the results were fed into an improvement of the system for 2011. Another survey will again be conducted after the first semester of 2011. Below are some of the main findings that informed changes made with a view to implementation in 2011:

Positives: (1) Both group and one-on-one contact sessions worked effectively. (2) Tutorials are DEFINITELY beneficial (tutors' emphasis) because tutors have seen improvements in student work. (3) Tutorials are smaller than big lecture classes, so students feel more comfortable in expressing themselves. (4) Tutors felt that their own confidence is boosted by tutorial sessions (a rewarding experience). (5) Mostly, tutors felt that there was good interaction and communication between lecturers/module coordinators and tutors. (6) Tutorials give tutors a chance to help students who are technologically challenged to use Edulink etc.

Edulink

Although the new Edulink software was piloted during the second semester of 2010 with a number of individuals, full deployment in 2011 revealed serious problems and caused countless difficulties for departments in the faculty that make extensive use of all the functionalities of the software. Research will be conducted into the effects of the failure of this software.

First-year Support Forum

In 2010, a decision was taken to establish a First-Year Support Forum, comprising members of faculty management, one first-year Lecturer per academic department, one first-year tutor per academic department, and one first-year student per academic discipline, as well as representatives from ADS, PsyCAD and Edulink. The Forum will function to identify both problems and best practices, and to establish Leaning Communities in the faculty.

Success Rate by Programme

The pass rates in the Diploma and BA are all at or above 80%, while the pass rate in the B Social Work is an exceptional 93%. Similarly, the Honours pass rate of almost 89% is pleasing. The throughput rate for the Research Master's and Doctoral degrees is receiving attention, and needs to be improved.

1st year of diploma	80.0%
2nd year of diploma	89.6%
3rd Year diploma	85.8%
BA Programmes	80.0%
B Social work (4th Year)	93.8%
BA Honours	88.9%
Masters (Coursework)	66.8%
Masters (Research)	44.0%
Doctorate	15.2%
Average	**79.8%**

Total Humanities graduates 2010

National diploma	52
General Academic First Bachelor's Degree	792
Professional First Bachelor's Degree (4 years or more)	31
Honours Degree	239
Master's Degree	41
Doctoral Degree	5
Total	**1 160**

Postgraduate Enrolment

The Honours and Master's enrolments both increased during 2011, although the increases could have been more substantial. Ironically, our drive to increase the throughput of postgraduate candidates results in fewer re-registrations each year, and which therefore affects the overall enrolment. The 2011 enrolment is anticipated to be a significant increase.

	2009	2010
Honours	369	382
Master's	275	286
Doctorate	115	115

Research

Research Output

	SA	INTERNATIONAL	Total
2008	66.32	45.83	**110.15**
2009	67.5	50.47	**117.97**
2010	71.62	63.12	**134.74**

The research output in terms of accredited articles (134.74) is substantially higher in 2010 compared to 2009 (117.97). This represents an increase of 14.2%. The ratio of articles published in international journals as opposed to those published in South African journals is also rising steadily. In 2008 the ratio of articles published in international journals as opposed to local journals was 69%; in 200 this ratio increased to 74%, and in 2010, it increased to 88%.

The total output submissions to DoHET are as follows:

	Articles	Books	Chapters	Proceedings	Total Units
2008	110,15	20	11,5	1	142,65
2009	117.97	23.16	6.79	0.5	148.42
2010	134.74	14.86	6.83	2	158.43

It is pleasing to note that a greater percentage of the total output for 2010 is derived from accredited articles, rather than from books and chapters. While the latter are always important in the Humanities, and will remain so, the do not provide the clear-cut DoHET outcome that is achieved by accredited articles. The number of units claimed in terms of books has decreased from 23.16 in 2009 to 14.86 in 2010. The number of units claimed for chapters in books has remained more or less constant with 6.79 units claimed for 2009 and 6.83 units claimed for 2010. The claim for conference proceedings is substantially higher for 2010 at 2 units, as opposed to 0.5 units claimed in 2009.

Post-doctoral Fellows

The Postdoctoral Fellowship programme is critical for a steady increase in research. Postdoctoral fellows are expected to produce at least two research units per year. While they produced on average one unit each during 2009, that average has increased to close to 2 units each in 2010. The Faculty aims to increase the number of postdoctoral fellows to 25 in 2011.

Rated Researchers

The Faculty intends to create a steady, ongoing increase in rated researchers. The increase, in recent years, is from 12 (2008) to 16 (2009) to 20 (2010). Eight researchers submitted applications for rating in January 2011.

2008		2009		2010	
Rating	**Name**	**Rating**	**Name**	**Rating**	**Name**
B1	Prof DJ Geldenhuys	A	Prof T Metz	A	Prof T Metz
B1	Prof BCE Hendrickx	P	Prof L Hamilton	P	Prof L Hamilton
B3	Prof P Alexander	B-1	Prof DJ Geldenhuys	B-1	Prof DJ Geldenhuys
C2	Dr PP Fourie	B-1	Prof BCE Hendrickx	B-1	Prof BCE Hendrickx
C2	Prof CH MacKenzie	B-3	Dr D Scott-Mcnab	B-3	Dr D Scott-Mcnab
C2	Prof JM Uys	B-3	Prof P Alexander	B-3	Prof P Alexander
C2	Dr D Scot Macnab	C-1	Prof E Ruttkamp	C-1	Prof E Ruttkamp
C3	Dr T Hendrickx	C-2	Prof CH Mackenzie	C-2	Prof CH Mackenzie
Y1	Dr N Erlank	C-2	Prof JM Uys	C-2	Prof JM Uys
Y2	Prof R Smit	C-2	Dr L du Toit	C-2	Dr L du Toit
L	Prof KI Scherzinger	C2	Prof KI Scherzinger	C2	Prof KI Scherzinger
L	Dr SM Beukes	C2	Prof F Cloete	C2	Prof F Cloete
Total	**12**	C-3	Dr T Hendrickx	C-3	Dr T Hendrickx
		Y1	Prof N Erlank	C2	Prof MS Buhlungu
		Y2	Prof R Smit	C	Prof K Collins
		L	Prof SM Beukes	C	Prof CJ Conradie
				C	Dr M Lombard
				Y1	Prof N Erlank
		Total	**16**	Y2	Prof R Smit
				L	Prof SM Beukes
				Total	**20**

Quality Assurance

The Humanities Quality Committee is responsible for the overall quality assurance of Humanities disciplines and qualifications, and directs the planning of the academic quality reviews in the faculty. During 2010, the roll-out of the Quality Review Plan was set, with the following Reviews scheduled:

− The **National Diploma in Public Relations** in the Department of Strategic Communication. A steering committee has been formed and budgeting and the review panel will be approved soon.
− A Review of all the qualifications within the Department of Strategic Communication, with a view to alignment and articulation.
- All the service modules in the Department of Applied Communicative Skills. ACS offers a wide range of service modules to the Faculties of Engineering and Management, and some of these may effectively be consolidated.
- Preparation for modules reviews in some of the departments with very small enrolments in the School of Languages will start in the second semester 2011.
- The reviews of the departments of the department of Historical Studies and the department of Anthropology and Development Studies will begin in 2012.
- New reviews may be approved in order to facilitate the alignment of category C programmes with the HEQF.

Faculty Seminars

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. In 2010 the faculty has had 10 lectures including lectures by Prof David Bunn, Dr Jaeho Kang, Prof Godfrey Tangwa and Prof Jane Taylor.

The Department of Sociology with the Department of Anthropology & Development Studies also hosts a seminar series. The seminar series referred to as 'The Wednesday Seminar' hosted 30 prominent South African and international speakers in 2010.

As part of the seminar series the faculty also hosts the annual Helen Joseph memorial lecture. The focus of the lecture is to honour Helen Joseph as an iconic figure who played a significant role in the struggle for freedom in South Africa. She was unceasingly committed to the service of others. Helen was an inspirational symbol of integrity and courage. The keynote address at the 2010 lecture entitled Worlds Apart: rethinking Care in a Development Context was delivered by Shahra Razavi, a specialist in the gender dimensions of social development and research coordinator at the United Nations Research Institute for Social Development, Geneva.

Community Engagement

Community engagement is an integral part of most departments within Humanities, with staff involved in 36 community-engagement projects. These projects included service learning, community-based research and organised outreach. Other projects included youth development programmes; pro bono family therapy; social work first-year internship programmes; and involvement with organisations such as Worldvision.

There are two flagship CE projects in the Faculty:

- The Sophiatown project involves both social research and a grassroots initiative aimed at fostering reconciliation between residents of different races in Sophiatown and, by extension, the country. The project was launched in February 2009, the date chosen to coincide with the commemoration of 54 years since the start of forced removals in Sophiatown. The project is managed by Professor Natasha Erlank (Director of the Centre for Culture and Language in Africa). The Sophiatown Project has the potential to transform the relationship between research and community engagement: the project involves the co-creation of knowledge and research agendas, provides agency and identity for complex communities, and is an experiment in news ways of creating knowledge.
- The Faculty has recently taken on the administration of Phumani Papers, a Johannesburg-based NGO that focuses on the empowerment of women through entrepreneurship in rural areas. Phumani manufactures a variety of paper products, often on the cutting edge of handmade paper technologies, and is the only producer of archival paper in SA.

Internationalisation

Academic members of staff have numerous research collaborations with academic globally, in Europe, the UK, USA, India, China, Brazil, Australia. Broader, faculty-based initiatives and agreements exist with Hyderabad (India), Hong Kong, Bordeaux 3 (France), and Augsberg (Germany). There is much interaction between UJ Humanities academics, as international scholars give seminars at UJ, and UJ academic attend international conferences. The increasing number of accredited articles published in international journals adds significantly to the reputation of the faculty internationally.

Academic Structure

The academic structure has stabilized, as indicated in the diagram below. The only possible alteration is the current proposal to separate the disciplines of Development Studies and Anthropology, currently housed in a single department. This proposal will serve at Senex shortly.

Faculty Committee Structure
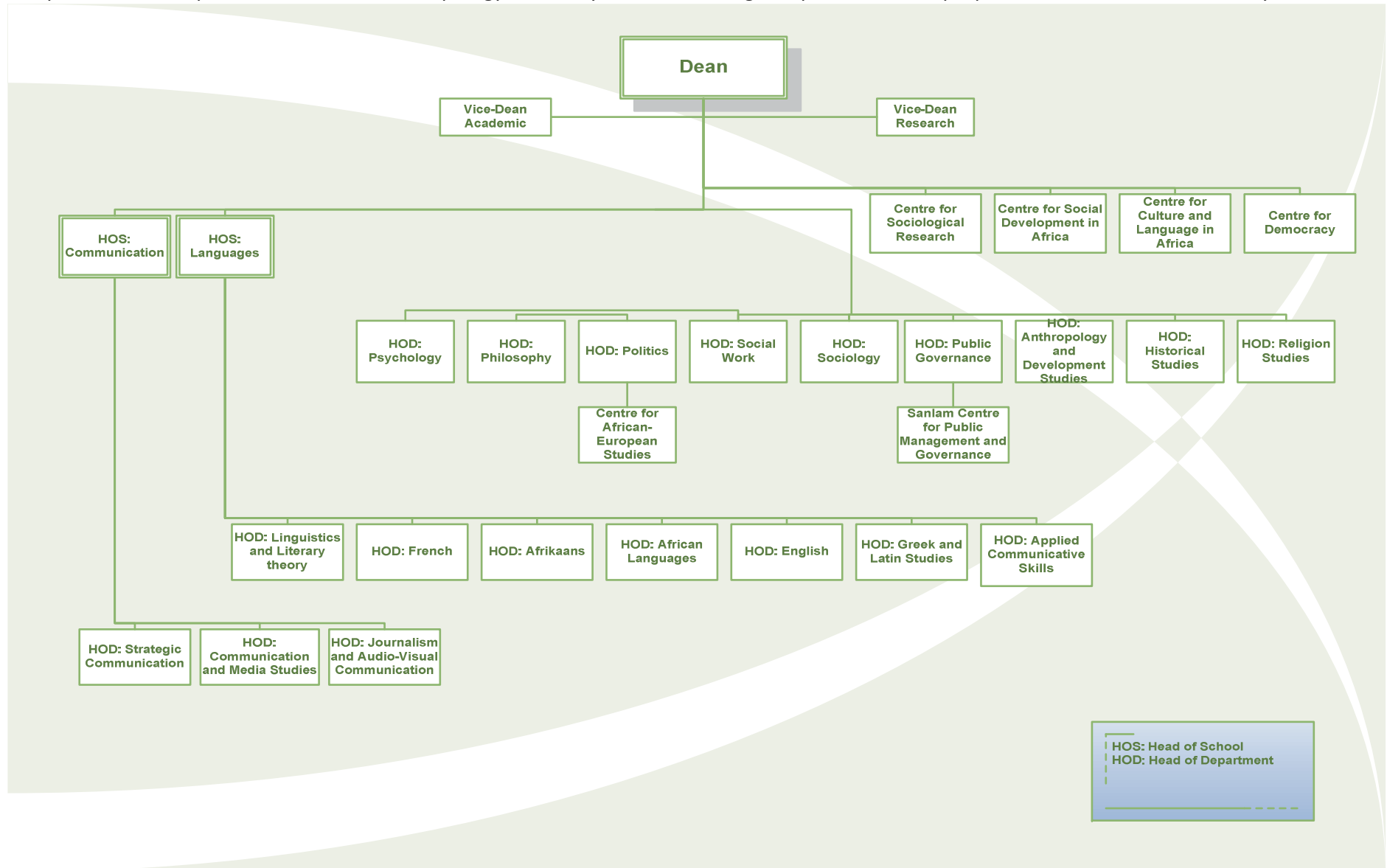
Two new committees were discussed in 2010, and implemented early in 2011, the Plagiarism Committee and the Strategic Communication Committee. The Plagiarism Committee is engaged in revisiting faculty policy, the implementation of this policy, and possibly making recommendations for the revision of the UJ Plagiarism Policy. It is important that there is a reasonable degree of uniformity, within the faculty, and between faculties, in the implementation of policy. The recent increase in plagiarism cases has necessitated the formation of a dedicated committee. The Strategic Communication Committee will comprise the Professors of Strategic Communication (plus others) and its brief will be to advise the Deanery on all aspects of communication within the faculty, both up and down the line.

FACULTY STRATEGIC PLAN (ANNEXURE 1)

1. PROGRESS: FACULTY STRATEGIC PLAN

1.1 Progress to date

The summary strategic plan for 2010, on the final page of the annexure, was:

Excellence in Research
Excellence in Teaching and Learning
Excellence in Appointments
Nurturing environment for staff and students
Alertness to opportunity
Efficiency in delivery
Cognizance of our African context (curriculum, partnerships)
Empowerment of Communities and Society

- Excellence in research is an ongoing project. The cornerstone of a superior research profile is located in intellectual capital. During the past three years, much attention has been given to senior intellectual appointments. In my view, the faculty has now reached critical mass in terms of exceptional scholars, and attention now turns to maximize the key outputs consequent on a research critical mass: (a) accredited outputs, (b) an increase in the size, quality and throughput of the postgraduate cohort, (c) enhanced mentorship of young scholars, and (d) an increase in the reputation and standing of the faculty. .
- Excellence in teaching and research received much detailed attention in 2010, in terms of an expansion in the Tutor Project, the refinement and expansion of the First Year Experience in Humanities, tracking and intervention in terms of 'risk' modules, and interventions into 'risk' modules. A five-year Review Plan of the Humanities PQM is underway. The module composition of a number of undergraduate degrees was revised, and these revisions were passed through Senate during 2010.
  In terms of excellence in appointments, fourteen academic appointments were finalized in 2010. Senior appointments included Dr Marlize Lombard (NRF 'C' rated, Anthropology), Dr Patience Kabamba (Development Studies), and Prof Kamilla Naidoo (Sociology).
- In terms of the creation of a nurturing environment, the introduction of the performance management system has given added emphasis to staff development. The balance between the managerial and collegial systems is always a tricky matter. Nevertheless, the increase in the reputation and standing of the faculty within Humanities faculties in SA has created a more cohesive group of scholars.
- In terms of alertness to opportunity, a number of researchers and research centres have attracted donor funding. Moreover, various postgraduate degrees were conceptualized and passed through the committees, for implementation in 2001, in response to market demand.

- Efficiency in delivery, at the level of each academic department and the faculty as a whole, has increased during 2010, with fewer administrative errors, and a focus on swift response to student queries and problems. Students approaching the Deanery received a response within 24 hours.
- Cognizance of our African context receives attention, in terms of the periodic review of curricula and in terms of partnerships.
- Our extensive range of Community Engagement projects focus on empowerment, rather than a passive client relationship. In addition, the two flagship projects, Phumani Papers and the Sophiatown Project aim, as their principle goal, to create socially and financially viable projects in the hands of embedded communities.

2. FACULTY PROFILE: EMPLOYEES

2.1 Employee profile

Table with overview of permanent academic employees: professors, associate professors, senior lecturers, lecturers and junior lecturers per academic department and faculty.

FACULTY OF HUMANITIES	Lecturers	Snr lecturers	Ass Prof	Prof	Other	Total
DEPARTMENTS						
AFRICAN LANGUAGES	2	1	1	1	0	5
AFRIKAANS	0	1	1	1	1	4
ANTHROPOLOGY AND DEVELOPMENT STUDIES	2	3	2	2	0	9
APPLIED COMMUNICATIVE SKILLS(APB)	3	0	0	0	0	3
APPLIED COMMUNICATIVE SKILLS(DFC)	4	1	0	0	0	5
BIBLICAL AND RELIGIOUS STUDIES	0	1	1	3	0	5
STRATEGIC COMMUNICATION	7	1	0	2	1	11
JOURNALISM, FILM AND TELEVISION	5	1	0	0	0	6
COMMUNICATION AND MEDIA STUDIES	2	2	1	0	1	6
ENGLISH	8	3	1	2	0	14
FRENCH	0	1	1	0	0	2
GERMAN	0	1	0	0	0	1
GREEK AND LATIN STUDIES	1	1	0	1	0	3
HISTORICAL STUDIES	3	0	0	1	0	4
LINGUISTICS AND LITERARY THEORY	1	0	0	2	0	3
PHILOSOPHY	1	0	0	4	0	5
PSYCHOLOGY	14	2	1	3	0	20
POLITICS	1	2	1	4	0	8
PUBLIC GOVERNANCE	5	0	0	2	1	8
SOCIAL WORK	4	1	2	0	0	7
SOCIOLOGY	4	0	3	2	0	9
SOUTH AFRICAN RESEARCH CHAIR IN SOCIAL CHANGE	0	1	0	1	0	2
CENTRE FOR SOCIAL DEVELOPMENT IN AFRICA	0	0	0	1	2	3

CENTRE FOR CULTURE AND LANGUAGE IN AFRICA	0	0	1	1	0	2
CENTRE FOR THE STUDY OF DEMOCRACY	0	0	0	0	0	0
TOTALS	67	23	16	33	6	145

Permanent Academic Staff

Legend:
- Lecturers
- Snr lecturers
- Ass Prof
- Prof
- Other
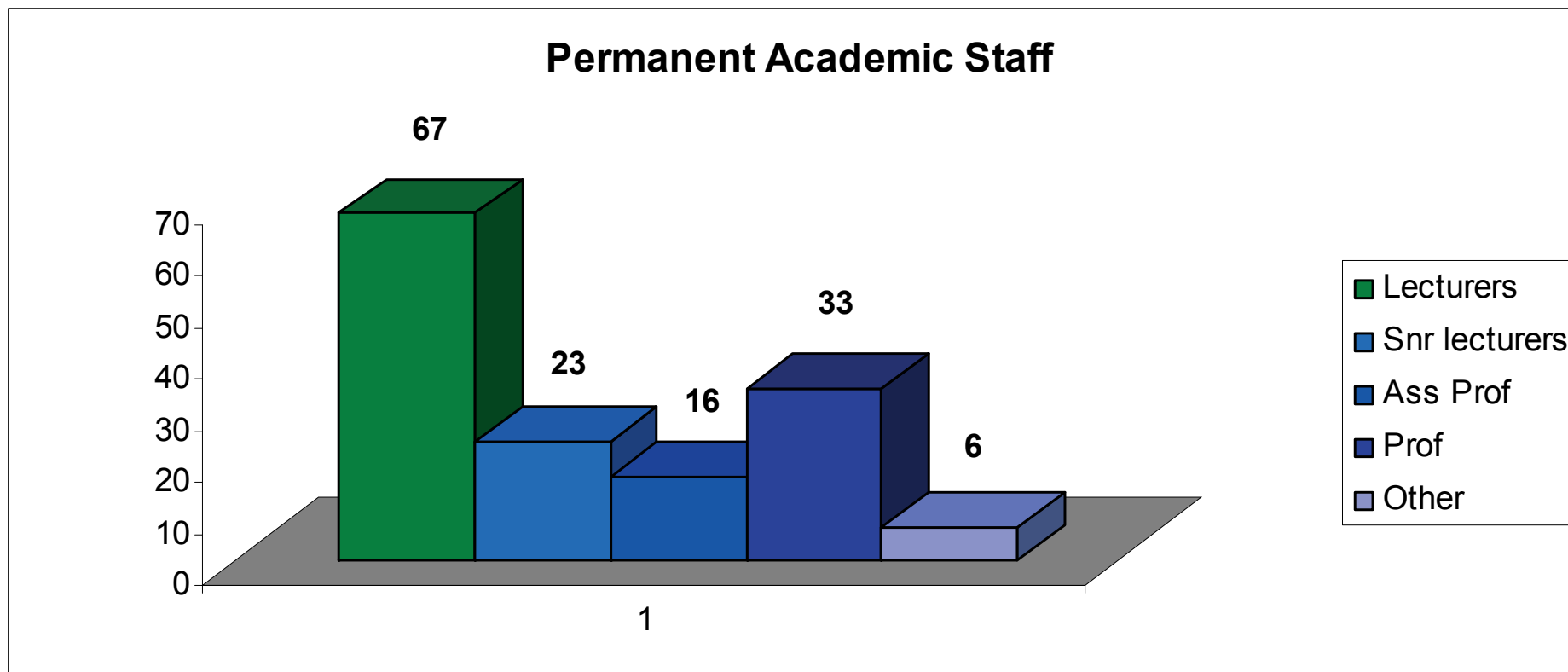
Table with overview of figures: non-academic employees in Faculty

FACULTY OF HUMANITIES	Secretary, administrative officer	Student assistants, tutors
DEPARTMENTS		
AFRICAN LANGUAGES	1	3
AFRIKAANS	2	2
ANTHROPOLOGY AND DEVELOPMENT STUDIES	2	17
APPLIED COMMUNICATIVE SKILLS(APB)	1	7
APPLIED COMMUNICATIVE SKILLS(DFC)	1	0
BIBLICAL AND RELIGIOUS STUDIES	0	3
SCHOOL OF COMMUNICATION	1	18
STRATEGIC COMMUNICATION	1	12
JOURNALISM,FILM AND TELEVISION	1	0
COMMUNICATION AND MEDIA STUDIES	1	9
ENGLISH	1	29
FRENCH	1	4
GERMAN	0	1
GREEK AND LATIN STUDIES	1	3
HISTORICAL STUDIES	1	15
LINGUISTICS AND LITERARY THEORY	0	12
PHILOSOPHY	1	19
PSYCHOLOGY	3	18
POLITICS	1	13
PUBLIC GOVERNANCE	1	13
SOCIAL WORK	1	9
SOCIOLOGY	2	18
SOUTH AFRICAN RESEARCH CHAIR FOR CHANGE	1	5
CENTRE FOR SOCIAL DEVELOPMENT IN AFRICA	1	0
CENTRE FOR CULTURE AND LANGUAGE IN AFRICA	1	1
CENTRE FOR THE STUDY OF DEMOCRACY	1	0
TOTALS	**28**	**231**

Status of academic qualifications: master's and doctoral qualifications.

FACULTY OF HUMANITIES	Permanent			Part-time/Contract		
	Honours	Master's	Doctorate	Honours	Master's	Doctorate
DEPARTMENTS						
AFRICAN LANGUAGES	0	2	4	0	1	0
AFRIKAANS	0	0	3	1	1	2
ANTHROPOLOGY AND DEVELOPMENT STUDIES	0	1	8	0	2	2
APPLIED COMMUNICATIVE SKILLS(APB)	0	3	0	3	0	0
APPLIED COMMUNICATIVE SKILLS(DFC)	2	3	1	0	0	0
BIBLICAL AND RELIGIOUS STUDIES	0	0	5	0	1	2
STRATEGIC COMMUNICATION	4	6	2	10	3	1
JOURNALISM, FILM AND TELEVISION	0	5	1	13	1	2
COMMUNICATION AND MEDIA STUDIES	1	1	3	2	1	0
ENGLISH	1	6	7	0	0	0
FRENCH	0	0	2	0	0	1
GERMAN	0	0	1	0	0	0
GREEK AND LATIN STUDIES	0	1	2	0	2	3
HISTORICAL STUDIES	0	2	2	1	0	2
LINGUISTICS AND LITERARY THEORY	0	1	2	3	1	1
PHILOSOPHY	0	1	4	0	3	1
PSYCHOLOGY	0	8	12	0	0	0
POLITICS	0	1	2	0	1	0
PUBLIC GOVERNANCE	2	3	2	0	1	0
SOCIAL WORK	0	4	3	2	0	2
SOCIOLOGY	0	2	7	0	6	1
SOUTH AFRICAN RESEARCH CHAIR IN SOCIAL CHANGE	0	0	2	1	4	0
CENTRE FOR SOCIAL DEVELOPMENT IN AFRICA	0	1	1	0	1	4
CENTRE FOR CULTURE AND LANGUAGE IN AFRICA	2	2	2	0	0	1
CENTRE FOR THE STUDY OF DEMOCRACY	0	0	1	0	0	0
TOTALS	12	53	79	36	29	25

	HONOURS	MASTERS	DOCTORATES
	13	53	79
% of 145	9%	37%	54%

Staff equity overview

FACULTY OF HUMANITIES	PERMANENT ACADEMIC STAFF									CONTRACT and TEMPORARY ACADEMIC STAFF									Permanent Non-Academic/Support Staff / Tutors / Student Assistants /								
	WHITE		AFRICAN		COLOURED		INDIAN		TOTAL	WHITE		AFRICAN		COLOURED		INDIAN		TOTAL	WHITE		AFRICAN		COLOURED		INDIAN		TOTAL
DEPARTMENTS	M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F		M	F	M	F	M	F	M	F	
AFRICAN LANGUAGES	3	0	1	1	0	0	0	0	5	0	1	0	0	0	0	0	0	1	2	2	0	0	0	0	0	0	4
AFRIKAANS	2	2	0	0	0	0	0	0	4	3	0	0	0	0	0	0	0	3	0	4	0	0	0	0	0	0	4
ANTHROPOLOGY AND DEV STUDIES	3	4	2	0	0	0	0	0	9	2	5	1	2	0	0	0	0	12	0	3	3	11	0	0	0	2	19
APPLIED COMMUNICATIVE SKILLS(APB)	0	0	1	0	0	0	1	1	3	0	1	0	1	0	0	1	0	3	0	2	3	2	0	1	0	0	8
APPLIED COMMUNICATIVE SKILLS(DFC)	0	1	1	0	0	1	0	2	5	1	2	0	0	0	0	0	0	3	0	0	0	1	0	0	0	0	1
BIBLICAL AND RELIGIOUS STUDIES	2	2	0	0	1	0	0	0	5	2	0	0	0	0	1	3	1	7	1	1	1	0	0	0	0	0	3
SCHOOL OF COMMUNICATION	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	6	1	8	0	1	0	0	19
STRATEGIC COMMUNICATION	1	7	2	1	0	0	0	0	11	1	5	0	1	0	0	0	0	7	1	6	0	5	0	0	0	1	13
JOURNALISM, FILM & TELEVISION	0	5	1	0	0	0	0	0	6	20	8	3	0	0	0	0	0	31	0	1	0	0	0	0	0	0	1
COMMUNICATION AND MEDIA STUDIES	0	5	1	0	0	0	0	0	6	0	3	0	0	0	0	0	0	3	0	3	2	3	0	2	0	0	10
ENGLISH	2	6	2	2	1	1	0	0	14	0	0	0	0	0	0	0	0	0	5	19	3	2	0	1	0	0	30
FRENCH	0	1	1	0	0	0	0	0	2	0	4	2	0	0	0	0	0	6	0	2	2	1	0	0	0	0	5
GERMAN	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
GREEK AND LATIN STUDIES	1	2	0	0	0	0	0	0	3	2	3	0	0	0	0	0	0	5	0	2	0	0	0	0	0	2	4
HISTORICAL STUDIES	3	0	1	0	0	0	0	0	4	1	2	0	0	0	0	0	0	3	2	7	3	4	0	0	0	0	16
LINGUISTICS AND LITERARY THEORY	0	3	0	0	0	0	0	0	3	0	5	0	1	0	0	0	0	6	1	7	1	3	0	0	0	0	12
PHILOSOPHY	3	2	0	0	0	0	0	0	5	4	0	0	0	0	0	0	0	4	4	5	2	5	0	0	2	2	20
PSYCHOLOGY	7	8	0	2	0	2	1	0	20	1	3	0	0	0	1	0	0	5	2	12	1	6	0	0	0	0	21
POLITICS	5	2	0	0	1	0	0	0	8	0	2	0	0	0	0	0	0	2	3	3	3	2	0	2	0	1	14
PUBLIC GOVERNANCE	2	1	3	0	0	0	1	1	8	0	0	0	0	0	0	0	1	1	0	1	6	7	0	0	0	0	14
SOCIAL WORK	2	2	1	0	0	1	0	1	7	0	2	0	0	0	2	0	0	4	1	3	2	4	0	0	0	0	10
SOCIOLOGY	1	5	1	1	0	0	0	1	9	1	5	0	0	0	0	0	1	7	0	7	2	9	0	0	1	1	20
SARCISC	1	0	0	0	0	1	0	0	2	1	2	0	2	0	1	0	0	6	0	1	2	2	0	1	0	0	6
CSDA	0	1	0	0	0	0	0	2	3	0	4	0	3	0	0	0	1	8	0	0	0	0	0	0	0	1	1
CCLA	1	1	0	0	0	0	0	0	2	1	2	0	1	0	0	0	0	4	0	0	0	1	0	0	0	1	2
CFD	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1
TOTAL	39	61	18	7	3	6	3	8	145	41	59	6	11	0	5	4	4	132	25	97	38	77	0	8	3	11	259

Gender
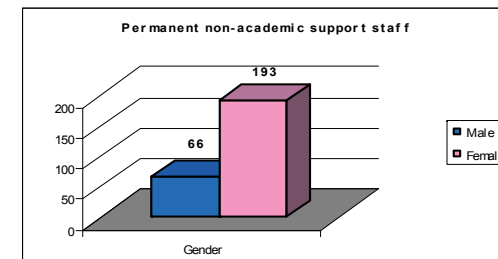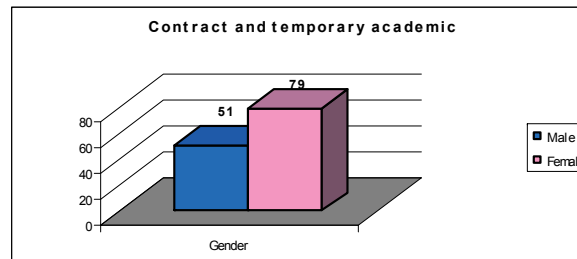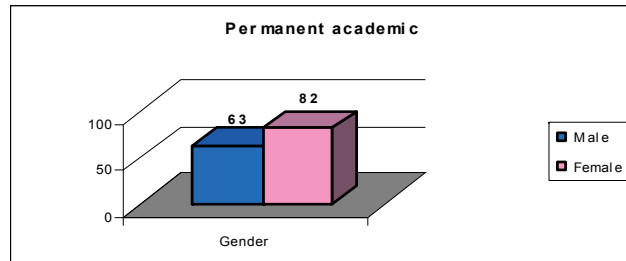
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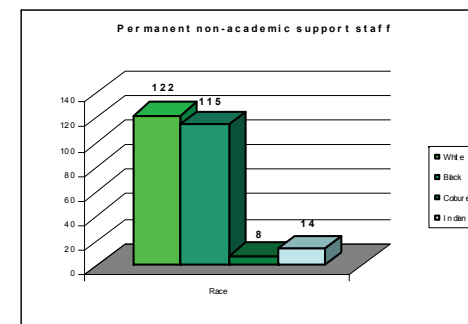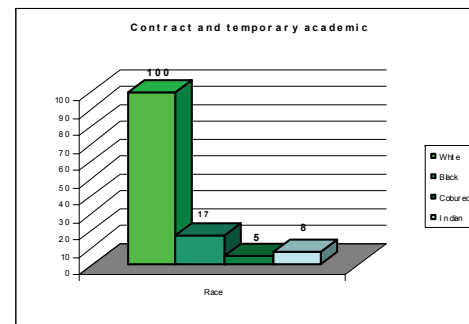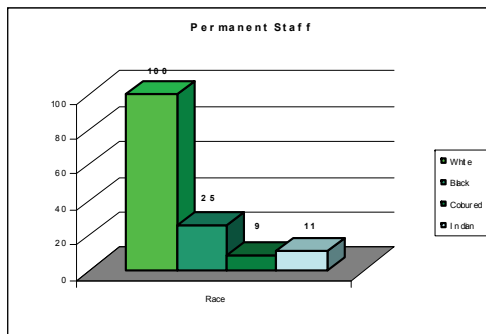
PERMANENT ACADEMIC APPOINTMENTS HUMANITIES 2010

Position/ Title	Department/Division	Candidate	Race & Gender
Lecturer	English	Ms CD Mpanza	African Female
Lecturer	Communication	Mr N Levy	White Male
Lecturer	Psychology	Ms A Kleinhans	Coloured Female
Lecturer	Communication	Mr T Oyedemi	African Male
Lecturer	English	Mr M Dass	Indian Male
Lecturer	Communication	Ms C Muir	White Female
Lecturer	Communication	Mr N Wa-Luruli	African Male
Lecturer	Applied Com. Skills	Ms S Yafele	African Male
Associate Prof	Anthropology	Dr V Gumede	African Male
Lecturer	Sociology	Dr CM Tshoaedi	African Female
Senior Lecturer	Anthropology	Dr M Lombard	White Female
Lecturer	English	Ms N Felix	Coloured Female
Senior Lecturer	Anthropology	Dr PS Kabamba	Foreign National
Professor	Sociology	Prof K Naidoo	Indian Female

CONTRACT ACADEMIC APPOINTMENTS HUMANITIES 2010

Position Title	Department/Division	Candidate	Race & Gender
Lecturer	Applied Com	Ms A Beagle	White Female
Lecturer	Social Work	Ms L Stevens	Coloured Female
Researcher	CSR	Ms D Motseke	African Female
Researcher	CSR	Dr A Amoateng	Foreign National
Lecturer	German	Ms H Cloete	White Female
Professor	Greek and Latin	Prof B Hendrickx	Foreign National
Lecturer	Greek and Latin	Dr T Hendrickx	White Female
Professor	Public Governance	Prof G Cloete	White Male
Researcher	SARCHI	Ms C Ceruti	White Female

NON-ACADEMIC APPOINTMENTS HUMANITIES 2010

Position Title	Department/Division	Candidate	Race & Gender
Senior Faculty Officer	Humanities	Mr R Makhubele	African Male
Senior Faculty Officer	Humanities	Ms S Rooi	Coloured Female
Senior Faculty Officer	Humanities	Ms T Mokoena	African Female
Faculty Officer	Humanities	Ms A Reddy	Indian Female
Administrative Assistant	CSDA	Ms P Von Reumont	Indian Female
Financial Officer	CSR	Ms L Becorny	Coloured Female
Admin Assistant	Journalism	Ms M Louw	White Female
Secretary	Psychology	Ms A Smyth	White Female

PERMANENT ACADEMIC RESIGNATIONS/RETIREMENTS HUMANITIES 2010

Position Title	Department/Division	Candidate	Race & Gender
Senior Lecturer	Applied Com Skills	Ms M du Plessis	White Female
Lecturer	Strategic Com	Ms E de Bundel	White Female
Senior Lecturer	African Languages	Dr J Kock	White Male
Lecturer	Communication	Mr T Oyedemi	African Male
Lecturer	English	Mr M Dass	Coloured Male
Professor	Politics	Prof A Venter	White Male
Lecturer	Psychology	Dr N Coetzee	White Female
Lecturer	Psychology	Ms B Radebe	African Female
Lecturer	Psychology	Ms A Kleinhans	Coloured Female
Professor	Sociology	Prof S Buhlungu	African Male

CONTRACT ACADEMIC RESIGNATIONS/RETIREMENTS HUMANITIES

Position Title	Department/Division	Candidate	Race & Gender
Researcher	CSR	Dr A Desai	Indian Male
Researcher	CSR	Dr Y Park	Coloured Female

Lecturer	German	Dr H Cloete	White Female
Lecturer	Applied Com Skills	Ms E Davison	White Female

NON-ACADEMIC RESIGNATIONS/RETIREMENTS HUMANITIES

Position Title	Department/Division	Candidate	Race & Gender
Secretary	Social Work	Ms D Viljoen	White Female
Secretary	Sociology	Ms P Gerber	White Female

NEW ACADEMIC STAFF HUMANITIES RACE STATISTICS 2010

White	Coloured	Indian	African	Foreign Nationals	Total
8	3	2	7	3	23
36	13	8	30	13	100%
Designated 64% Non-Designated 36%					

NEW NON-ACADEMIC STAFF HUMANITIES RACE STATISTICS 2010

White	Coloured	Indian	African	Total
2	2	2	2	8
25%	25%	25%	25%	100%
Designated 75% Non-Designated 25%				

ACADEMIC RESIGNATIONS/RETIREMENTS 2010

White	Coloured	Indian	African	Total
5	2	0	3	10
50%	20%	0%	30%	100%
Designated 50% Non-Designated 50%				

CONTRACT ACADEMIC RESIGNATIONS/RETIREMENTS 2010

White	Coloured	Indian	African	Total
2	1	1	0	4
50%	25%	25%	0%	100%
Designated 50% Non-Designated 50%				

NON-ACADEMIC RESIGNATIONS/RETIREMENTS 2010

White	Coloured	Indian	African	Total
2	0	0	0	2
100%	0%	0%	0%	100%
Designated 0% Non-Designated 100%				

2.2   Achievements of academic and non-academic employees.

Department	Name	Achievement / Award
APPLIED COMMUNICATIVE SKILLS(APB)	Ramhurry, R	Bachelor of Education (Hons) Pass with Merit
	Yafele, S	M.A degree - Pass
APPLIED COMMUNICATIVE SKILLS (DFC)	McCormick, T	Received funding from UJ for R30,000
	Ramhurry, J	Awarded PHD
ANTHROPOLOGY AND DEVELOPMENT STUDIES	Marais, I	NRF Prestigious Doctoral Bursary & Commonwealth Split Site Doctoral Bursary
STRATEGIC COMMUNICATION	Crystal, A	20 Year Long Service award
	Verwey, S	30 Year Long Service Award
COMMUNICATION AND MEDIA STUDIES	Burger KM	11 students presented 13 minute papers at the 2011 SACOMM conference; Their papers were prepared under my supervision.
ENGLISH	Labuschagne, M W	MA in Applied Linguistics and Literary Theory
	Lwanga-Lumu	Long service award (15 years)
	Scott-Macnab, D	NRF Rated Researcher Incentive Award
	Starfield, J	She took over as the Editor of English in Africa in May 2010 and produced the first issue of the journal under her editorship in October 2010. English in Africa is published under the aegis of the Institute for the Study of English in Africa, Rhodes University, Grahamstown.
FRENCH	Snyman, AE	Special order of merit "Chevalier dans l'ordre des Palmes académiques », conferred by French Prime Minister. Minister of Education and the French Government on 26 March 2010.
GREEK AND LATIN	MA student, Ms Helena Piperidis (supervisor, Prof B Hendrickx)	Gold medal of Dean for best MA dissertation in the Faculty
HISTORY	Klee, JN	20 year long service award

Department	Name	Achievement / Award
LINGUISTICS AND LITERARY STUDIES	Beukes, AM	C2 rating by NRF
PHILOSOPHY	Metz, TH	Excellence Award; as part of the University of Johannesburg's Talent Management Strategy for Individuals with High Levels of Skill, Scarcity or Excellence; 2010-2012
POLITICS	Geldenhuys, DJ	Rockefeller Foundation Bellagio residency
	Graham, SE	UJ Faculty Doctoral Merit Bursary
	Graham, VL	UJ Faculty Doctoral Merit Bursary
	Hamilton, LA	Invited as Keynote Speaker to International Political Philosophy Conference (Democracy Today I: Political Philosophy and Theory Conference, Universidade do Minho 3-6 November 2010
	Venter, AJ	Modern Political Dictionary Project Stals Prize for excellence from the SA Akademie vir Wetenskap en Kuns
PSYCHOLOGY	Kaldine, FH	Community Engagement Recognition Awards: UJ Institutional Advancement Division
PUBLIC MANAGEMENT AND GOVERNANCE	Auriacombe, CJ	Chief Editor of Administratio Publica (Professional accredited journal of the Association of Southern African Departments and Schools of Public Administration and Management (ASSADPAM)- the journal is hosted in the Sanlam Centre of Public Management and Governance (4 Editions per year)
		Judge for the Provincial Service Excellence Awards of Gauteng Provincial Government
		Guest Editor of Journal of Public Administration (Professional accredited journal of the South African Association for Public Administration and Management (SAAPAM) Vol 45 No 3 Oct 2010 pp 401-586
		Panel Member of the Academy of Science South Africa (ASSAf) Peer Review Panelists for Humanities
	Cloete, GS	Award for one of 3 best papers at 2010 Conference of the European Evaluation Association in Prague, Czech Republic, 8 October 2010 for paper by Rabie, B & Cloete, F: Indicators for Local Economic Development.
	Webb, WN	NRF Thuthuka Grant (Researchers in Training) R 160,000 for 2010. Project entitled "The Effectiveness of the Public Service Anti-Corruption Strategy".

Department	Name	Achievement / Award
SOCIOLOGY	Smuts, L	Vrije Universiteit-Desmond Tutu Doctoral Scholarship
	Smuts, L	Prize for best MA dissertation, Sociology department annual prize giving
	Smuts, L	Prize for graduates with a distinction at Faculty of Humanities annual prize giving
	Uys, T	Elected Vice-President National Associations ISA 2010-2014
THE SOUTH AFRICAN RESEARCH CHAIR IN SOCIAL CHANGE	Alexander, P	Oppenheimer Fellow, Oxford University.
	Alexander, P	Fellow, Jawaharalal Nehru Institute of Advanced Studies, Jawaharalal Nehru University, New Delhi.
CENTRE FOR SOCIAL DEVELOPMENT IN AFRICA	Hochfeld, T	Completion of SANPAD Research Capacity Initiative programme
	Graham, L	Next Generation Scholarship
		Pierre Joubert Scholarship
		SANPAD Research Capacity Initiative Award
	Patel, L	Awarded a 3 year SANPAD grant
		Achieved C2 NRF rating
CENTRE FOR CULTURE AND LANGUAGE IN AFRICA	Jeannerat, C	NRF Free-standing Postdoctoral Fellowship for 2010
	Erlank, N	NRF Community Engagement Research Funding 2011-2013

2.3 Training and Development programmes attended by Academic employees

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
APPLIED COMMUNICATIVE SKILLS (APB)	Nayagar Y	CENTAL - Edulink Training	CENTAL - UJ	2010	2		7
	Pather, MR	First year experience	U.J	5 JAN 2010	1		
		Edulink new gen.	U.J	2 SEP 2010	1		
		Performance Workshop	UJ	11 Jan2010	1		
		FYE Workshop	UJ	14/29 JAN;5 FEB 2010	3		
		Research Paradigms	Dr Naude Malan	4 FEB 2010	1		
		Qualitative Research Design	Prof Brigitte Smit	12 FEB 2010	1		
		Intro to Research & Scholarship	Prof Max Bergman	25 FEB 2010	1		
		An Overview to Quantitative Research Design	Prof Max Bergman	26 FEB 2010	1		
		Temp Appointment	HR	22 JULY 2010	1		
		New Generation Edulink	UJ	18 SEPT 2010	1		
		The role of Leadership in Managing Diversity	Prof Andre Swart	25 OCT 2010	1		
		Who are our students and what are their learning needs	Tomorrow Training – Saffron Baggally	26 OCT 2010	1		
		Teaching Excellence	UJ	27 OCT 2010	1		
		Writing intensive teaching workshop	Dr Pamela Nicholls & Dr Liz Brenner	18/19 NOV 2010	2		

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
	Yafele S	Edulink	UJ	10 JAN 2010			
		Edulink	UJ	25 APR 2010			
	BakasA, L	Edulink next gen	U.J. Support team	29 Sept 2010	1		
	Ramhurry, R	First Year Experience	UJ	5 JAN 2010	1		
		Edulink	UJ	01 NOV 2010	1		
APPLIED COMMUNICATIVE SKILLS (DFC)	Kohaly, DF	Library book ordering training	Thapelo Mashishi	17 MAR 2010	1		
		Edulink	Erika Pretorius	28 SEPT 2010	1		
		Brand Workshop	Octor Mutangwa	27 JUL 2010	1		
		Workshop proposal Writing	Prof Grewensten	21 MAY 2010	1		
		First year experience workshop	Fincham, Van Zyl, Burke and Lotter	14 JAN 2010	1		
	Beagle, A	Edulink	Najma Agherdien	2010.08.06	1		
		Edulink Next Generation	Wilma Elston	2010.10.08	1		
	Langehoven, D	Edulink Next Generation	Wilma Elston	AUG 2010	1		
		First year experience workshop	Fincham, Van Zyl, Burke and Lotter	14 JAN 2010	1		
	McComick, T	Lecturers and tutors of 1st year students workshop	Prof Ronel Johl	14 JAN 2010	1		8
	Ramhurry, J	Network of Excellence for Qualitative Research in the Social Sciences: South Africa and	Forced migration studies programme University of the Witwatersrand	11-13th May	3		

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
		Southern Africa Ethnographic Methods and the State					
		Network of Excellence for Qualitative Research in the Social Sciences: South Africa and Southern Africa Qualitative methods	Forced migration studies programme University of the Witwatersrand	28-30 JUL	1		
		Network of Excellence for Qualitative Research in the Social Sciences: South Africa and Southern Africa Discourse analysis	Forced migration studies programme University of the Witwatersrand	2-4 AUG	1		
AFRICAN LANGUAGES	Groenewald, HC	HOD development	UJ	25 OCT 2010	1		
	Mokgathi, R	Image Now	UJ	10 NOV 2010	1		
	Kgopa, M	Image Now	UJ	10 NOV 2010	1		
ANTRHOPOLOGY AND DEVELOPMENT STUDIES	Van Rooyen, C	Network of Excellence for qualitative research in the social sciences: South Africa and Southern Africa	Forced Migration Studies Programme (FMSP), WITS University and the Institute of Development Studies, University of Sussex	11-14 MAY 2010	5	No	-
		Writing Intensive Teaching	Dr Pamela Nichols and Dr Liz Brenner of WITS University	18-19 NOV 2010	2	No	-
		Pilot project for NextGen Edulink	UJ	Four sessions during terms 2 and 3	2	No	-
	Malan, CPN	Introduction to Edulink the next generation	UJ	17 SEPT 2010	1	No	-
	Kabamba, P	Edulink training	UJ	FEB 2010	1	No	-
	De Wet, T	Edulink training	UJ	NOV 2010	1	None	-

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
	Moore, DB	Edulink training	UJ	Nov 2010	1	None	
STRATEGIC COMMUNICATION	Benecke, R	First Year Experience Workshop	Andre van Zyl	29/1/10	1	NA	NA
		Qualitative research	Briggette Smit	9/2/10	1	NA	NA
		Reference works	Briggette Smit	28/5/10	1	NA	NA
		Edulink Training session	Arno	16/11/10	1	NA	NA
	Crystal, A	Research paradigms	Centre of Academic Staff Development	4 February	13h30-16h30		
	Davis, C	Teaching Excellence	Dr Roy Killen	17 June 2010	1		
	de Klerk, N	New Edulink training programme	UJ	26/11/2010	3 hours		
	Levy, N	Teaching excellence	Dr Roy Killen	17 June 2010			
	Malibo, CM	Edulink next generation training	CenTAL		1		
	Muir, C	Edulink NextGen	CenTAL, Edulink	November 2010	½	n/a	n/a
	Verwey, S	Edulink Training Programme	UJ	26/11/2010	3 hours		
		ImageNow	UJ	08/11/2010	3 hours		
JOURNALISM, FILM AND TELEVISION	Dannhauser, PD	Edulink NextGen – Pilot Project	N Agerdhien	Ongoing 2010	7 formal teaching		
	Rodny-Gumede, Y	Image Now	UJ	25 August	One		
		Edulink New Generation	UJ	4 October	One		
		Research methodology workshop	UJ	4 February	One		
		UJ Brand champion workshop	UJ	18 August	One		
		UJ Postgraduate supervision workshop	UJ	4-5 March	Two		
	Rossouw, E	First Year Workshop: Lecturer and Tutor Partnership	Faculty of Humanities, UJ	29 January	One		
		First Year Workshop: The First Year Student of 2010	Faculty of Humanities, UJ	5 February	One		
		The State of Journalism Training Education and Training	Nick Davies (author of Flat Earth News as guest speaker). Participated in	8 February	One		

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
		roundtable with colleagues from other universities and WITS Journalism School					
		Edulink/CenTAL Workshop kick-start	Arno Louw and Riana Bester	9 February	One		
		Qualitative Research Design: Research Methodology	Professional Academic Staff Development	12 February	One		
		EduLink/CenTAL Workshop Using the Assessment and Assignment Tools	CENTAL	3 August	One		
		Image Now Training		24 August	One		
		Post Graduate Supervision Forum	Professional Academic Staff Development – Prof Max Bergman	7 + 8 October	Two		
		Edulink (Next Gen) Overview and Training	CENTAL	4 October	One		
		Teaching Excellence @ UJ Conference: UJ's Teaching and Learning Philosophy: towards concrete strategies and innovative implementation	Professional Academic Staff Development	27 October	One		
		Workshop: Analytical Journalism	Media24 Academy (hosted by SANEF) International speaker Prof Tom Johnson	22 November	One		
	Tager, M	ImageNow Training	Jani van Niekerk	14 September	One		
		Edulink New Generation Training	Do not recall	18 November	One		
	Van der Merwe, N	First year experience	Various UJ experts	14 + 29 January and 5 February	Three		
		Edulink Next Generation	Najma Agherdien	1 October	One		
		Analytic Journalism: digital evolution in the datasphere	Tom Johnson	22 November	One		
COMMUNICATION AND MEDIA STUDIES	Burger KM	Quantitative Research Methodology: An overview of	Prof Max Bergman, Basel University,	26/02/2010	1	-	-

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
		quantitative research design and data collection	Switzerland				
		Quantitative Research Methodology: Quantitative data analysis	Prof Max Bergman, Basel University, Switzerland	03/03/2010	1	-	-
	Hoffman AM	SQP workshop: "Qualitative Data Analysis"	Prof Brigitte Smit	30/04/2010	½		
		SQP workshop: "Writing the Masters Proposal"	Prof Walter Greyvenstein	21/05/2010	½		
		SQP workshop: "Exploring Qualitative Data Analysis: Using Atlas.ti"	Prof Brigitte Smit	22/07/2010	½		
		SQP workshop:"Exploring Qualitative Data analysis: Discourse analysis"	Prof Jenny Clarence-Fincham	30/07/2010	½		
		"Tips for setting up the dissertation document manually"	Andre van Zyl	13/08/2010	60 min		
	Hyde-Clarke N	Image Now	Jani Van Niekerk	3/08/2010	1/2		
		Oracle		22/07/2010	1/2		
		HOD Induction Workshop	Kibbie Naidoo	25/02/2010	1		
		Edulink (NextGen) Workshop: Training for New Version of Edulink 2011	Najma Agherdien	21/10/2010			
	Narunsky-Laden S	Teaching Excellence @ UJ Conference :Teaching and Learning Philosophy: Towards Concrete Strategies and Innovative Implementation	Professional Academic Staff Development	27/10/2010	1		
		Edulink (NextGen) Workshop: Training for New Version of Edulink 2011	Edulink Support Team	18/11/2010	1		
BIBLICAL AND RELIGIOUS STUDIES	Lier, GE	Office 2010 & Office Communicator Awareness	Amanda Coetzee	6 OCT 2010	1	-	

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
		Teaching Excellence @ UJ Conference	Centre for Professional Academic Staff Develoment	27 OCT 2010	1	-	8
	Nortjie- Meyer, SJ	HOD Workload Workshop	Prof A Parekh	12 OCT 2010	1	N/A	N/A
		Role of Leadership	Prof D van der Merwe	25 OCT 2010	1	N/A	N/A
ENGLISH	Minesh, D	Academic training workshop					
		Edulink New Generation training workshop	CENTAL	27 SEPT 2010	1	n/a	
	Felix, N	Large Classroom project launch	Centre for professional academic development	21 SEPT 2010	1		
		Teaching excellence @ UJ conference	Centre for professional academic development	27 OCT 2010	1		
	Labuschagne, D	Edulink New Generation training workshop	CENTAL	OCT 2010	1	None	None
	Layton, D	Large classroom project launch	UJ	21 SEPT 2010	1	0	n/a
		"Who are our students & what are their learning needs?" workshop	UJ	07 OCT 2010	1	0	n/a
		Writing intensive teaching workshop	UJ	18-19 NOV 2010	2	0	n/a
		Edulink New Generation training workshop	CENTAL	5 OCT 2010	1	0	n/a
	Mpanza, C	Writing intensive workshop	Dr Nichols	18-19 NOV 2010	2		
	Scherzinger, K	Edulink New Generation training workshop	CENTAL	30 OCT 2010			
	Scott-Mcanab, D	Edulink New Generation training workshop	CENTAL	30 OCT 2010	1		
	Starfield, J	Edulink New Generation training workshop	Training for new edulink in 2011	05 OCT 10	2 hours		

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
	Tsehloane, T	Large class room project	Academic Development	21 SEPT 2010	1		
FRENCH	Leissner, S	WORD 2010	Amanda Coetzee	13 SEPT 2010	1	NIL	
		Edulink	IT DEPT	21 NOV 2010	1	NIL	
	Snyman, AE	Edulink	IT DEPT	11 Nov 2010	1	NIL	
GERMANY	Baker, JMA	FYE Teaching and Learning	Vice-Dean Academic	14 JAN 2010	1		
		Edulink training	Cental	28 JAN 2010	1		
		New Generation Edulink	Cental	30 SEPT2010	1		
		FYE Teaching and Learning	Vice-Dean Academic	7 OCT 2010	1		
		Lehrerfortbildung	Goethe Institut	13 NOV2010	1		
GREEK AND LATIN STUDIES	Wolmarans, JLP	Image Now	UJ	25 & 31 AUG 2010	2		
HISTORICAL STUDIES	Groenewald, G	Edulink training		09 FEB 2010	1		
	Klee, JN	FYE Programme/Workshop	UJ	14 JAN 2010	1	NON	
		Writing for publication workshop	University of Stellenbosch	25- 29 JAN 2010	5	R7000	
		Edulink	UJ	09 FEB 2010	1	NON	
		Edulink	UJ	30 NOV 2010	1	NON	
PHILOSOPHY	Botha, C	Edulink Next Gen	UJ		1		
	Snyman, JJ	Edulink		12 DEC 2010	1		
PSYCHOLOGY	Austin, T	Edulink Next generation	Dr Arno Louw	18 NOV 2010	1		

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
	Basson, PJ	Performance based work program	HR representative	15 FEB 2010	1		
		Psychology reading group	Various members of dept.	08 MAR & 17 MAY 2010	2		
		Research workshop: UNISA	Prof. E. Fourie	27 AUG 2010	1		
		EDULINK training	EDULINK representative	26 NOV 2010	1		
	Diale, BN	Brown Bag Lunch	Edu-Link	11 OCT 2010	1		
	Human, WJ	Ethics in Psychology	Dr M Brink	16 OCT 2010	1	R750	
		Teaching and learning workshop	Various	27 OCT 2010	1	0	
	Jordaan, E	Clinical Psychology Training in South Africa	Gauteng Provincial Govt/PSySSA	29 MAY 20101	1		
	Kaldine, FH	Edulink Next Generation	UJ Cental	11 NOV 2010	1	N/A	
	Kleinhans, A	How to use SSPS	Richard Devey, Statkon		1		
	Moodley, P	Introduction to new Edulink	Najma Agherdien	26 NOV 10	1		
	Sschwar, G	Edulink NewGen	CenTal	OCT 2010	1	N/A	N/A
	Van Niekerk, RL	Confirmatory Factor Analysis & Structural Equation Modelling	Prof Max Bergman	21-24 JUN 2010	4	R3300	-
	Waldeck, C	Continued Professional Development: Ethics	Shrink Rap	16 MAY 2010	1	R900	
		Teaching and Learning Excellence Conference	UJ	27 OCT 2010	1		
		MCMI-III personality inventory training	Jopie van Rooyen	13-14 SEPT 2010	2	R2000	
		Image Now training	Jani Van Niekerk	3 AUG 2010	1		
		Edulink Training	Edulink representative	26 NOV 2010	1		
POLITCS	Georghiou, DR	New Edulink Training Workshop	Cental	NOV 2010	1		
	Graham, SE	Teaching Excellence Conference	Keynote speaker: Prof. H Lotter	27 OCT 2010	1		
		Edulink NextGen Training	Amanda Mohahlele	23 SEPT 2010	1		

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
		Edulink NextGen Training	Amanda Mohahlele	23 SEPT 2010	1		
	Graham, VL	Teaching Excellence Conference	Keynote speaker: Prof. H Lotter	27 OCT 2010	1		
		Edulink NextGen Training	Amanda Mphahlele	23 SEPT 2010	1		
		Tomorrow Today Workshop: Who are our students?	Saffron Bagallay	7 OCT 2010	1		
		SAIR Annual Conference Pre-Forum Workshop	Prof. Ian Robinson (Edgehill University)	20 SEPT 2010	1		
		Launch of the Large Classroom Project	Prof. Jarvis (UCT), Dr Matete (UP), Mr Kara (UJ) and Ms Underhill (UJ)	21 SEPT 2010	1		
	Sadie, YA	Intensive French Course (A2 – European standards)	Accord Ecole de Langues (Paris)	15-19 NOV 2010	5 days (40 hours)	Own cost	
PUBLIC MANAGEMENT AND GOVERNANCE	Auriacombe, CJ	SA PhD Project Conference	Prof C J Auriacombe Chair: Business, Inteformation and Management Sciences Breakaway Group 7 May	5-7 MAY 2010	3	NONE	8 & 9 (Masters and Doctoral)
		2010 Conference of the European Evaluation Association	Training Workshop (Case Study Method for Evaluation Research Methodology)	4 OCT	1	R3000.00 (Individual Research Fund)	8 & 9 (Masters and Doctoral)
	Cloete, GS	UJ Training Workshop on Edulink: Next Generation (participant)	Ms Najma Agherdien, Cental	1 OCT 2010	1	-	-
		UJ Training Workshop on Image Now (participant).	Ms Jani van Niekerk	3 JUN 2010	1	-	-
	Jarbandhan, DB	EdulinkNext(Gen)	CenTAL	10 NOV 2010	1		
		ASSADPAM: Pre-Conference Workshop on research methodology	Prof JS Wessels (UNISA)	27 NOV 2010	1	-	-
	Majam, T	Edulink	B Vilakazi	27 SEPT 2010	1	-	-
		Edulink	E Pretorius	02 NOV 2010	1	-	-
	Nethonzhe TA	Postgraduate Supervision Workshop	UJ Presented and Facilitated by	OCT 2010	1day		8

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
			Prof.W.Greyvenstein				
		Edulink Workshop	Presented Ms Bella-	8th OCT 2010	1	-	8
	Silima, TM	Writing for publication	UJ	24 JUN 10	1	-	-
		Mixed methods research design	UJ	26 JUN 10	1	-	-
		ASSADPAM Research Workshop	Presented by Prof Wessels UNISA for ASSADPAM	27 SEPT 2010	1	-	-
		Edulink	UJ	8 OCT 2010	-	-	-
	Tlhoaele, CT	FYE Workshop	Staff Development Team	29 JAN 2010	1	-	-
		Research Workshop	Prof. K Wessels	27-28 SEPT 2010	2	-	-
		MA Dissertation Genre	Pia Lamberti	26 OCT 2010	1	-	-
		EdulinkNextGen Workshop	N Agherdien	10 NOV 2010	1	-	-
	Webb, WN	EdulinkNextGen (UJ)	Ms Najma Agherdien	1 OCT 2010	1	-	-
SOCIAL WORK	Ellis, HF	Edulink: \new programme	N Agherdien	OCT 2010	Half a day		
	Luck, KE	Trauma Clinic :Perspectives on Adolescence in SA children	Marita Rademeyer	12 MAR 2010	1	R1500	
		SACSSP: Values and Ethics		07 MAY 2010	1	0	
		Teaching Excellence: Teaching and Learning Philosophy	Centre for Academic Staff Development	27 OCT 2010	1	0	
		Child Trauma Clinic: Play therapy with children who has been sexually abused	Edith Kriel	29 JUL 2010	2	R1650	
	Matumba, S	Short Learning Programme: Service Learning Capacity Building	University of the Free State	2010	6	N/A	9
	Sacco, TM	Edulink New Generation	Arno Louw	07 SEPT 2010	1		
		Academic writing	Tessa Hochfeld (convener)	Once per month	6		
	Stevens, L	Edulink Next Generation Training (UJ)	Mr. Arno Louw	30 NOV 2010	1	N/A	N/A
		Capacity Building in Service-	Prof. M.A. Erasmus	04-06 MAR	7	Not know-Paid	9

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
		Learning (UFS)		19-21 MAY 16-17 SEPT 2010		by Division of Institutional Advancement	
	Triegaardt, T	Edulink Training - Turnitin	Erica Pretorius	23 FEB 2010	One Afternoon		
		Understanding the 2010 first year cohort	Andre van Zyl; Jenny Clarence-Finchon; Alban Burke; Hennie Lotter	14 JAN 2010	One morning		
		Quantitative Data Analysis	Professor Max Bergman	26 FEB & 3 MAR 2010	2 afternoons		
	Nel, JBS	Performance management training	UJ	12 JAN and 8 FEB 2010	2	N/A	
SOCIOLOGY	Groenewald, L; Kriel, E; Seedat Khan, M; Senekal, A; Uys, T	Edulink Next Generation	Najma Agherdien	1 OCT 2010	1		
	Kriel, E	Private Edulink training	N Agherdien	25 JAN 2010	1		
		Qualitative research design	Prof B Smit	12 FEB 2010	½		
		Qualitative design analysis	Prof M Bergman	3 MAR 2010	½		
		Advanced Academic Writing	Prof C McKenzie	14 SEPT 2010	½		
	Rugunanan, P	Research development workshops	Prof M Bergman	25 FEB 2010	1		
		Postgraduate supervision forum	Prof J Mouton	5 MAR 2010	1		
		Ethnography workshop	Forced migration unit, Wits	28-30 JUL 10	3		
		Ref works training	UJ Library Staff	25 AUG 2010	½	N/A	
	Senekal, A	Firstyear teaching workshop	Faculty teaching committee	5 FEB 2010	1		
	Buhlungu, S; Senekal, A; Smit, R; Uys, T; Van-Zyl-Schalekamp, C	Imagenow	J van Niekerk	3 SEPT 2010	1		
	Smith, R	Edulink Next Generation	A Mphahlele	23 SEPT 10	1		
		Edulink Group Manager	N Agherdien	26 JAN 2010	1		

Department	Name	Name of course / theme of programme	Presenter / provider	Date	No. of days	Total cost	NQF level
		Edulink Turnitin	N Agherdien	28 FEB 2010			
	Uys, T	Performance management		JAN 2010	1		
	VZ-Schalekamp, C; Tshoaedi, M	Supervision workshop	Prof Johann Mouton	05 MAR 2010	1		
CENTRE FOR SOCIAL DEVELOPMENT IN AFRICA	Hochfeld, T	Research Capacity Initiative	SANPAD	Week long modules in Jan, Feb, Mar, July, Sept	30 days	No cost to UJ, value R200,000	Doctoral
	Graham, L	Research Capacity Initiative	SANPAD	Intermittent Sep 2010 – Aug 2011	35	R250 000	Doctoral
	Jaji, R	Writing a Research proposal	Prof Elizabeth Henning	23 JUN 2010	1		
		Writing for Publication	Prof Elizabeth Henning	24 JUN 2010	1		
		Feminist Methodology		25 JUN 2010	1		
		Writing for Publication	Prof Elizabeth Henning	24 JUN 2010	1		
	Ulriksen, MS	Writing a research proposal	UJ Winter School	JUN 2010	1	0	

2.4   Staff development plan/strategy for 20011

The system of performance management within departments, in 2010, has had a positive effect on staff development exercises. A strong component of performance management is steering staff expectations. Thus, staff tasking is viewed within the broader ambit of career planning. In terms of training, members of staff have attended article writing workshops, supervision workshops, Edulink training, the training and management of tutors, methods of assessment, and the identification and management of 'at risk' students.

3.   ACADEMIC PROGRAMMES (subsidised)

3.1   Enrolment figures

Section A : Enrolments

**Table A3: Headcount enrolments, contact + distance, per race group and Gender**

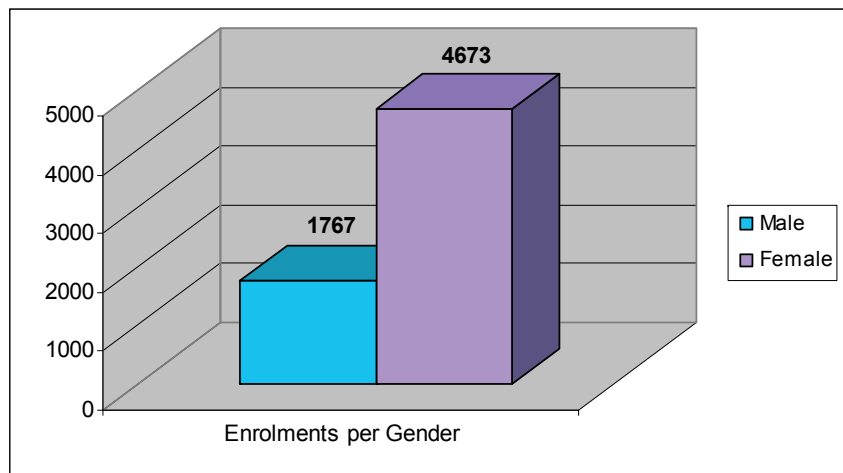**Faculty:HUMANITIES**   **Download date: 15 March 2011**
University Of Johannesburg

	Headcount Enrolments																							
	2009												2010											
	African			Coloured			Indian			White			African			Coloured			Indian			White		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
First Time entering undergraduate	968	343	1311	83	12	95	47	11	58	173	59	232	998	437	1435	62	16	78	42	13	55	169	50	219
Undergraduate diplomas and certificates	382	98	480	9	1	10	4	0	4	6	3	9	395	113	508	12	0	12	1	0	1	4	1	5
Undergraduate degrees	2340	902	3242	191	43	234	170	45	215	734	282	1016	2705	1051	3756	200	45	245	161	51	212	655	231	886
Total Undergraduate	2722	1000	3722	200	44	244	174	45	219	740	285	1025	3100	1164	4264	212	45	257	162	51	213	659	232	891
Postgraduate to masters	126	62	188	9	2	11	14	12	26	113	33	146	142	65	207	14	4	18	16	7	23	94	43	137
Masters	63	41	104	10	4	14	8	7	15	92	50	142	73	41	114	6	2	8	17	4	21	105	41	146
Doctors	14	20	34	1	5	6	5	4	9	45	21	66	16	24	40	2	5	7	5	4	9	39	22	61
Total Postgraduate	203	123	326	20	11	31	27	23	50	250	104	354	231	130	361	22	11	33	38	15	53	238	106	344
Occasional	4	5	9	0	0	0	1	0	1	12	9	21	3	1	4	1	0	1	0	1	1	7	11	18
Total Enrolment	2929	1128	4057	220	55	275	202	68	270	1002	398	1400	3334	1295	4629	235	56	291	200	67	267	904	349	1253

Enrolments per race
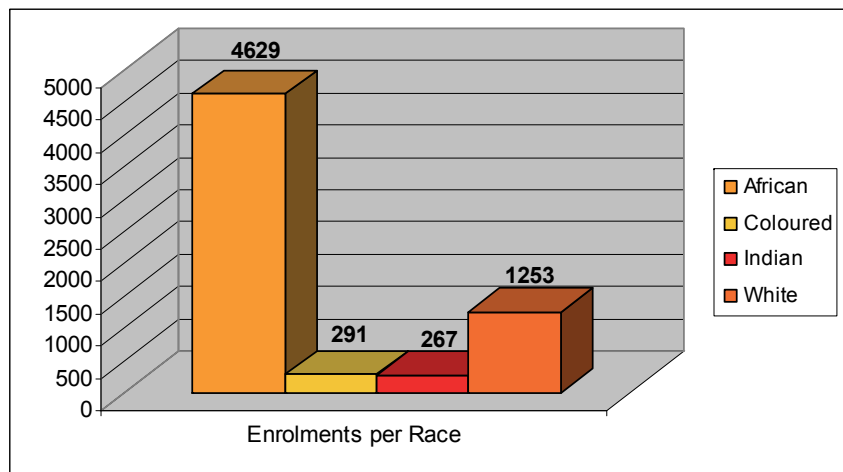
Enrolments per Gender

African	Coloured	Indian	White
4629	291	267	1253
72%	**5%**	**4%**	**19%**

Male	Female
1767	4673
27%	**73%**

3.2 Performance overview: success rates, throughput rates per programme, etc, with the necessary interpretation and benchmarking

Table B2: FTE degree credits, FTE enrolments and success rates : Contact undergraduate courses

Course Level	African success rate			Coloured success rate			Indian success rate			White success rate		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Lower pre-dip. Level 1	68.7%	68.7%	79.9%	66.7%	66.7%	83.4%	70.1%	62.7%	77.0%	77.2%	74.9%	83.3%
Lower pre-dip. Level 2	77.9%	77.9%	89.1%	93.1%	89.3%	92.8%	100.0%	100.0%	100.0%	88.2%	95.3%	98.1%
Inter. pre-dip. Level 3	93.5%	93.5%	85.3%	0.0%	100.0%	89.7%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%
Higher undergrad.Level 4	97.4%	97.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Technikon-type	**71.0%**	**68.5%**	**81.5%**	**70.4%**	**72.4%**	**85.2%**	**75.2%**	**70.4%**	**78.8%**	**79.3%**	**81.5%**	**86.5%**
Intermediate undergrad.	73.6%	73.6%	79.0%	74.9%	71.4%	79.0%	76.9%	80.0%	79.2%	84.1%	85.2%	84.3%
Higher undergraduate	90.1%	90.1%	93.6%	86.6%	90.7%	83.3%	100.0%	100.0%	95.9%	99.5%	97.8%	97.4%
Total University-type	**73.7%**	**75.3%**	**79.3%**	**75.0%**	**71.5%**	**79.0%**	**77.0%**	**80.0%**	**79.3%**	**84.2%**	**85.2%**	**84.4%**
Total Undergraduate	**73.1%**	**73.9%**	**79.7%**	**74.6%**	**71.6%**	**79.6%**	**76.9%**	**79.5%**	**79.3%**	**84.1%**	**85.1%**	**84.4%**

Table B2a: FTE degree credits, FTE enrolments and success rates : Contact Postgraduate courses

Course Level	African success rate			Coloured success rate			Indian success rate			White success rate		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Higher post-grad. - research	42.9%	14.2%	0.0%	0.0%	101.6%	0.0%	0.0%	0.0%	57.6%	74.7%	65.0%	22.3%
Inter. post grad. - non-research	51.7%	54.5%	61.4%	78.6%	57.1%	0.0%	75.6%	85.7%	55.6%	82.8%	85.9%	84.4%
Inter. post grad. - research	16.5%	27.9%	29.1%	0.0%	30.1%	97.8%	49.4%	0.0%	61.3%	47.9%	48.2%	49.0%
Lower post-graduate	91.1%	84.7%	87.5%	100.0%	86.5%	73.9%	83.9%	89.0%	92.2%	93.4%	97.2%	92.1%
Total Postgraduate	**73.4%**	**67.0%**	**69.6%**	**50.2%**	**69.2%**	**59.8%**	**69.2%**	**62.3%**	**79.6%**	**79.3%**	**81.3%**	**71.1%**

Undergraduate success rate
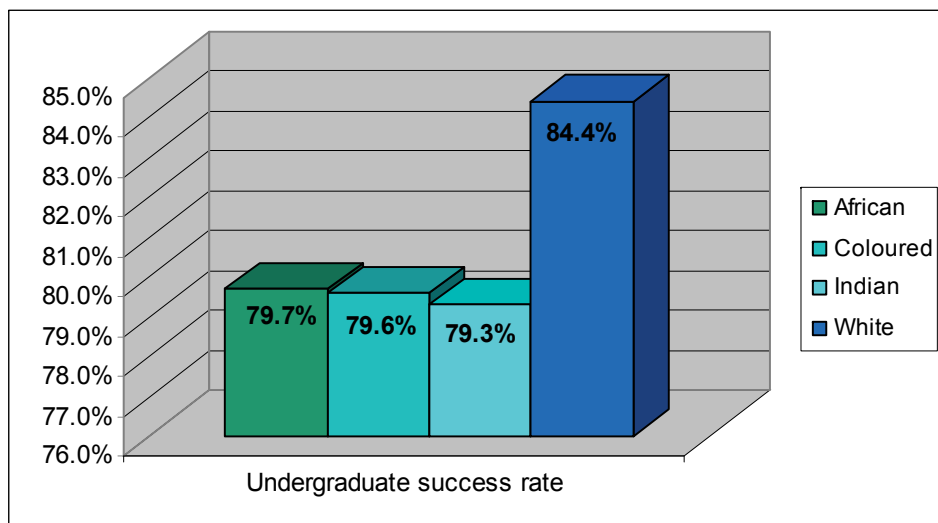
Postgraduate success rate
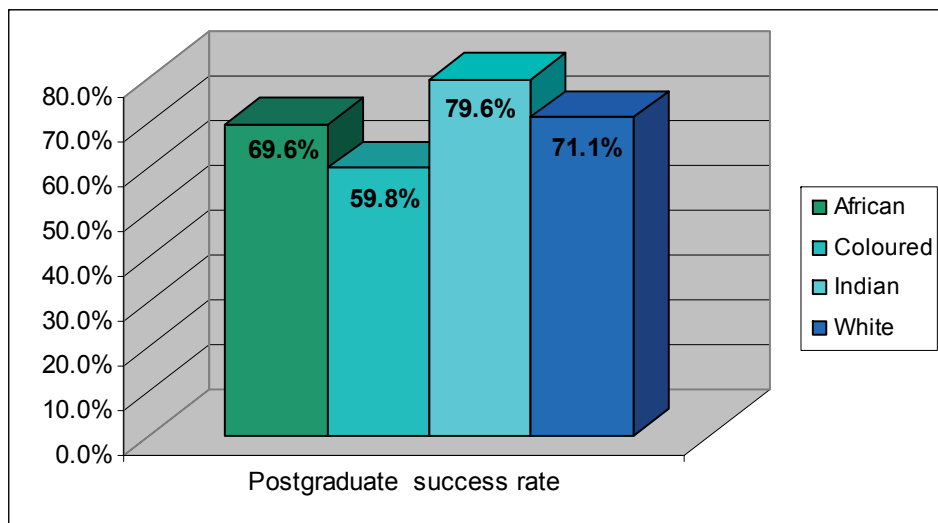
3.3   New programmes planned for 2010-2012.

3.3.1 School of Communication

The creation of the three departments within the School of Communication has led to a fresh approach, and new strategic focus. During 2010, preparation for the launch of new postgraduate programmes was completed, and in 2011, the following programmes were introduced:

- Honours in Communication and Media Studies
- MA in Journalism (Coursework)
- MA in Audio-Visual Communication (Coursework)
- MA in Strategic Communication (Coursework)
- If the market is sufficiently strong, we will introduce the MA In Communication and Media Studies (Coursework) in 2012.

Department of Social Work

The BA Community Development was developed in 2010, and introduced on SWC in 2011. We achieved our enrolment plan of 60 first-years.

The MA in in Probation Services (Coursework), to replace the Honours in Probation Services, was prepared in 2010-2011, and we plan to implement this in 2012.

Philosophy

A new-look MA in Philosophy (Coursework) has been prepared in 2010-2011, and we hope to implement this in 2012.

Reliigion

A new-look BA Hons Religion has been prepared, and we hope to implement this in 2012.

Politics

An MA International Relations (Coursework) is being planned, in consultation with MacQuarrie University (Sydney).

4. NON-SUBSIDISED ACADEMIC PROGRAMMES

4.1 Programmes

DEPARTMENT	PROGRAMME	STATUS				
		Existing	Substantive amendment	New	Pipeline	Terminated
BIBLICAL AND RELIGIOUS STUDIES	Biblical Hebrew for Beginners KKSO38	X				
	Basic Biblical Hebrew Texts KKSO40	X				
PSYCHOLOGY	Practical Psychometry	x				
GREEK AND LATIN STUDIES	Modern Greek for Beginners	X				
	Intermediate Modern Greek	X				
	Advanced Modern Greek	X				
PUBLIC GOVERNANCE	National Certificate in Municipal Governance (NCMG) (PAD 001B,PAD002B,PAD011B,PAD012B,PAD013B,PAD014B,PAD015B	X				
	DBSA Policy Skills Development Programme	X				
	Stellenbosch University Skills Development Programme	X				
	PALAMA Skills Development Programme	X				
	Shisaka Housing Policy Skills Development Programme			x		

DEPARTMENT	PROGRAMME	STATUS				
		Existing	Substantive amendment	New	Pipeline	Terminated
	Public Sector Skills Development Programme			x		
	Orientation Modules for Honours – PMG 005, PMG 008, PMG 003, PMG 004,PMG 002	X				
SOCIAL WORK	Development supervision	X				
	Child sexual abuse	X				
	Community Leadership	X				
SOCIOLOGY	Advanced Research Methodology	X				
	Social Impact Assessment	X				

5.   AGREEMENTS/PARTNERSHIPS

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
AFRIKAANS	Human, MP	Memory, History, Forgetting and Literature	Burger, WD						Articles in accredited, subsidised journals
	Pienaar, M	The Conceptualisation of the Social and the Economic in African Languages	Prof Bo Sträth, University of Helsinki	Pieter Boele van Hensbroek, Inge Brinkman, Andreas Eckert, Axel Fleisch, Pierre-Philippe Fraiture, Anne Mager, Lars Magnusson, Valeintin Mudimbe, Rhiannon Stephens, Sandra Swart, Holger Weiss	May 2010	May 2012	Bank of Sweden	To be finalized	Book
ANTHROPOLOGY AND DEVELOPMENT STUDIES	de Wet, t	Completed project. Systematic review: What is the evidence for the impact of micro-credit on the incomes of poor people?	Dr Ruth Steward – EPPI-Centre, Institute of Education, University of London, UK	C van Rooyen, Mabolaeng Majoro, Kelly Dickson & De Wet Thea	June 2010	December 2010	DFID	£30 553	1 project report - web published and peer reviewed 1 policy brief completed – web published 1 executive summary completed – web published 4 academic papers (1 submitted)
		Proposal submitted: Comparing Research Engagement Responses in	Dr Angela Mathee, Environment and Health, MRC	Dr Sophie Plagerson	1 May 2011	2013	Welcome Trust	R305 550	Report and academic papers

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		Five Johannesburg communities							
		Proposal submitted: Does mobile banking serve as an effective financial inclusion intervention, enabling poor people and especially women to engage in economic opportunities in LICs, and if so, how and in what circumstances?	Prof T de Wet	Dr Ruth Stewart & C van Rooyen	2011	2011	DFID	£30 000	Report and academic papers
		Proposal submitted: What factors have enabled or limited the large scale uptake by households of cleaner technologies including cooks stoves, biogas and briquettes	Karen Bird. EPPI-Centre Social Science Research Unit Institute of Education, Univ London.	Kate Hinds, Ruth Stewart, Claire Stansfield, C van Rooyen, Raffaella Bellanca & Miriam Hansen	2011	2012	3ie	Total £30 000. We have 4 days on the project	Report and academic papers
	van Rooyen, C	The impact of microfinance on the poor in sub-Saharan Africa	Dr Ruth Stewart	Prof Thea de Wet, Mabolaeng Majoro, Kelly Dickson	June 2010	December 2010	UK's Department for International	£32 000	Full report, policy brief, executive summary – web published and peer reviewed

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
							Development		
		Does mobile banking serve as an effective financial inclusion intervention?	Dr Ruth Stewart	Prof Thea de Wet	February 2011	December 2011	UK's Department for International Development, 3IE, AUSAid	£30 000	Proposal
		What factors have enabled or limited the large scale uptake by households of cleaner technologies including cooks stoves, biogas and briquettes	Karen Bird	Kate Hinds, Ruth Stewart, Claire Stansfield, Thea de Wet, Raffaella Bellanca & Miriam Hansen	February 2011	December 2011	UK's Department for International Development, 3IE, AUSAid	£30 000. I have 4 days on the project	Proposal
	Malan, CPN	The right to food		WITS Public Health, TransForum (Netherlands); REOS Partners (South Africa)	2009	ongoing	Own	R 16 222.03	Establishment of linkages with the University Amsterdam, Uni Michigan, Uni Sao Paolo
	Moore, DB	Mhanda Memoirs	DB Moore	Wilfred Mhanda	Feb 2009	March 2011	Osisa	20,000 US	Book (Autobiography)
	Lombard, M	Change and variability in hunting and hafting technology during the Middle Stone Age of South Africa	M Lombard	L Phillipson (Cambridge) L Wadley (Wits) I Parsons (OU/UNISA) Z Jacobs & B	2008	2010	NRF African Origins Platform UKZN incentive funds	R244 000.00 (for 2010) R760 000.00 (over 3 years)	Lombard & Phillipson 2010, published in Antiquity Lombard et al. 2010, published in Journal of Archaeological Science. (Wits) Lombard & Parsons 2010, South African Archaeological Bulletin.

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
				Roberts (Wollongong) M Mohape (Lesotho)				R75 000.00	
		Micro-TRACKS (tracing ancient cognition and knowledge systems through microscopy)	M Lombard	M Haidle (Tubingen) L Wadley (Wits) I Parsons (OU/UNISA) P Mitchell (Oxford)	2010	Just transferred to UJ	UJ URC Humanities Lombard NRF De Wet funds	R300 000.00 R200 000.00 R57 000.00 (AOP) R50 000.00	Equip new microscope laboratory. Lombard & Haidle, manuscript in prep for Journal of Human Evolution.
		Sibudu Cave Project/ ACACIA (Ancient Cognition and Culture in Africa) Unit	L Wadley (Wits)		Since 2000	Ongoing	NRF, Wits, UKZN	R200 000.00 pa	Two excavation seasons during 2010 Material being analysed.
		Metolong area, western Lesotho, project.	P Mitchell (Oxford)	L Mohape	2010	Ongoing	Univ, Oxford	R150 000.00 for South African participation	Excavations completed, analysis to start during 2011 with appointment of post-Doc at UJ.
	Menter, CG	Dental Development in P. robustus and Homo from Drimolen via synchrotron Data	C.G. Menter	P. Tafforeau (ESRF) J. Moggi-Cecchi (Univ. of Florence) T. Smith (Harvard)	Mid 2008	2012	African Origins Platform Grant (AOP), NRF	R230,000	Beamtime granted and additional samples sent to ESRF 2010 (Previous samples 2008 and 2009). Abstract submitted and accepted at the American Association of Physical Anthropologists International Meeting, April 2011
		Dating of Drimolen Fossil	R. Parrish (UK,	P. Hopley (UCL)	Mid 2009	2011	AOP	R230,000	Dating Samples sent to UK; Samples run in 2010 and

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		Site by U-Pb Dating	Geological Survey)				NERC Grant		early 2011 NERC Grant awarded Jan 2010 for £34,000
		The environmental and chronological context of the Taung Child, South Africa	Dr. Philip Hopley (Birbeck College, University of London)	Professor Randall Parish, Dr. Brian Kuhn (Wits) and Dr. Andy Herries (Univ. of New South Wales, Australia	Mid 2010	2012	National Geographic Grant ($19,000; Grant number: 8774-10)	R133,000	Samples collected during a recent field season to Taung, August 2010
		Dating the Taung child	Menter and Hopley	R. Parrish	Mid 2009	2011	AOP NERC Grant National Geographic Grant	R230,000	Dating Samples for pilot study sent to UK. Permission for pilot study granted by Wits Access Committee
		Dating the Drimolen Deposit via cosmogenic nuclides	Ryan Gibbon (Wits)	D. Granger (USA)	Mid 2008	2011	AOP	R230,000	Dating samples sent to USA lab. Initial Results received and in the write-up stage. For publication 2011
		Palaeomagnetic Dating of the Drimolen Deposit	A. Herries (Australia, UNSW)	P. Hopley	Aug 2010	2011	AOP National Geographic Grant	R230,000	Samples collected and sent to UK. Sample results received. Writing-up results.
		Enamel Thickness in Early Hominins	T. Smith (Harvard, USA)	Anthony J. Olejniczak, John P. Zermeno, Paul Tafforeau, Matt M. Skinner, Almut Hoffmann, Jakov Radovčić, Michel Toussaint, Robert Kruszynski, Colin	2010	2011		-	Paper Submitted to Royal Society B, and rejected. Paper revised and sent to PLOS.

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
				Menter, Jacopo Moggi-Cecchi, Ulrich Glasmacher,Ott mar Kullmer, Friedemann Schrenk, Chris Stringer, Jean-Jacques Hublin					
		Description of DNH 7	B. Kimbel	C. Lockwood J. Moggi-Cecchi	2009	2011	AOP	R230,000	
		The utility of using an ion probe to detect the diet and seasonality of early hominins from Drimolen.	P. Hopley and	Funded Postdoc Position if grant awarded	2010	2013	P. Hopley has applied for funding in the UK. (~1,5 Million Euro, total. ~1/3 of this grant is towards this project).	-	Grant applied for in UK for project.
		A fragmentary ulna from Drimolen	A. Gallagher		2009	2011	AOP	R230,000	Paper Submitted to JHE, rejected. Re-submitted to South African Journal of Science, Accepted.
		Differential sex bias in the maxillary dentition of Paranthropus robustus from Swartkrans and Drimolen caves, Republic of South Africa	A. Gallagher	J. Moggi-Cecchi	2009	Early 2011	AOP	R230,000	Draft of Paper finished.
		Dating the limestone	C.G. Menter	P. Hopley	2010	2012	AOP	R230,000	Proposal accepted by Transvaal Museum. Dating

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		associated with Mrs Ples by U-Pb.		R. Parrish					sample to be sent to UK early 2010.
		The Dentition from Drimolen South Africa	J. Moggi-Cecchi	S. Bocconne A.W. Keyser	2004	2012	SA – Italy ISL grant, NRF	R 230,000	Paper accepted in Journal of Human Evolution. Additional Paper being Drafted
		Infant and hominin postcrania from Drimolen	A. Gallagher	L. Humphrey	2007	2011	Ford Foundation AOP	R35,000 R230,000	Data collected in UK
		Baboon Sleeping Cave	C.G. Menter	E. Cukrowska	2007	2010	URC	R35,000	Data collected, C14 dating received, Wildlife Cameras installed
		Cave formation and geomorphology of the Drimolen cave deposit.	G. Boschian (Univ. of Pisa)	J, Moggi-Cecchi	2010	2013	Grant applied for from NRF SA/Italy collaboration grant	R153,000 over three years	Grant submitted and awarded by NRF.
		Applications of X-rays synchrotron microtomography for non-destructive analysis of palaeontological specimens	CG Menter & J. Moggi-Cecchi		2011	2013	Grant applied for from NRF SA/Italy collaboration grant	R153,000 total split over three years	Grant submitted and awarded by NRF.
		Micro-CT scanning of Drimolen Fossil Hominins	M. Skinner (Max Planck Institute, Germany)	J. Moggi-Cecchi, Max Planck Institute Researchers (x4)	Nov. 2010	2012	Funding from Max Planck Institute	-	Samples CT scanned, Nov 2010.
	Brookes, H	Language and Youth Identities	H Brookes		1 January 2010	31 Dec 2012	NRF	-	

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
	Kabamba, P	Possibility of industrialisation in Butembo/DRC	P Kabamba	None	June 11, 2010	July 11, 2010	Vice Dean of Research office	R16,000	Article submitted for publication at Development & Change
	Gumede, V	State of Human Development in SA	Vusi Gumede	None	2009	2011/2	Own	-	Research towards the book
		SA as a developmental state	Vusi Gumede	None	2010	2011/2	Own	-	Research towards the book
APPLIED COMMUNICATIVE SKILLS (APB)	Yafele, S	WHAT WENT RIGHT: An investigation into the improvement in levels of literacy among 1st year diploma students at UJ. taking Communication Modules.			JULY 2010	In Progress			
	Ramhurry, R	The Role of mentoring in Professional Development: An exploration of how formal learning informs on professional development in a Higher Education Institution (HEI			March 2010	In progress			
APPLIED COMMUNICATIVE SKILLS (DFC)	Ramhurry, J	Negotiating Power: A case study of female domestic workers in	self	none	October 2010	October 2013	Expected NRF postdoctoral -Thuthuka	R30 000 per year	Expected publications

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		Johannesburg							
	Benecke, DR	Work-integrated learning – UJ	Benecke, DR	Various departments in UJ	Jan 10	Ongoing	NA	NA	Regular workshops with students and mentors involved in project provides data for conference papers – See research outputs
	Benecke, DR and Levy, N	Reflective learning	Benecke, DR	Levy, N	Jun 2010	Ongoing	NA	NA	SACOMM Conference paper on reflective practices for effective communicators
STRATEGIC COMMUNICATION	Verwey, S	Brand and sponsorship implications of mega events	Prof John Nadeau, Nipissing University Canada	Professor Norm O'Reilly, School of Human Kinetics, University of Ottawa Professor Louise Heslop, Sprott School of Business, Carleton University, Canada	February 2010	August 2011	Personal Research Trustfund	R25 000	2x International Conference papers 4xAccredited Journal Articles
		Innovative Teaching and Learning	Levy, N	Davis, C	June 2010	November 2011	Departmental Research Fund	R5000	Teaching and learning approach Accredited publication Doctoral Dissertation (Levy)
		Strategic Communication Paradigm	Verwey, S	Crystal, AF Muir, C	September 2010	June 2011	Departmental Research Fund	R2500	Position Paper at Global Alliance Conference, Stockholm, Sweden 2011.
		Doctor-patient communication	Crystal, AF		September 2010	June 2011	Personal Research Trustfund	R2500	Accredited Journal Article Doctoral dissertation (Crystal)

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		Socio-cybernetics and its implications for organsational emergence.	Davis, C		June 2010	July 2011	Personal Research Trustfund		Accredited Journal Article Doctoral dissertation (Davis)
		Shifts in Strategic Communication Paradigms	Prof. de Klerk, N		September 2010	March 2011			Accredited Journal Article
JOURNALISM, FILM AND TELEVISION	Dannhauser, PD	Community Storytelling and Filmmaking	Dannhauser, PD	Wa-Luruli, MN	2008	2012	Sourcing funding		Take SA film to rural communities Access South African stories Produce grassroots films to distribute to other rural communities
	Rodny-Gumede, Y	Conflict and Peace Communication in the media in sub-Saharan Africa	Rodny-Gumede, Y and Hyde-Clarke, N		September 2009		SANPAD	36000	To increase understanding among academics, journalists and policy makers of the role of communication/media/journalism in conflict monitoring and resolution in sub-Saharan Africa
		Reporting poverty and underdevelopment: A cross-national study of how British global media report poverty and foreign aid from Brail and South Africa	Dr Jairo Lugo, Stirling Media Research Institute, U.K.	Dr Olge Guedes, Nottingham Trent University, UK Dr Linje Manyoo, London School of Economics, UK Prof Erotilde Honorio, University of Fortalea, Brail	October 2009				To assess how the British global media report poverty and foreign aid in the developing world to the British public. In asking this question the study aims to understand the nature and the intricacies of news coverage with regards to poverty and foreign aid in developing nations and how does news media mediate in the process of gathering and producing the news

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COMMUNICATION AND MEDIA STUDIES	Hyde-Clarke, N	Peace Journalism	Hyde-Clarke N	Rodny-Gumede Y	Nov 2009	-	SANPAD	R32 600.00	Conference Paper/Panel Workshop Journal article
		NSSE Film and Culture	Lundsten L	Multiple from 5 universities	2010	-	CIMO, Finland		Conference paper
		World Cup 2010	Ottosen R	McGuire T	2010	-	Oslo University College	R30 000.00	Book Chapter
	Narunsky-Laden S	Cultural Consumption in South Africa: Toward a Cultural Economy Approach	Narunsky-Laden S		2008		In discussion with CRESC re matching funding and possible liaison		In Process
ENGLISH	Frenkel, R	Post-transitional SA		Prof Mackenzie	2009		NRF	Applying	
	MacKenzie, C	A Bosman Companion	C. MacKenzie	T Sandham	1 Jan 2010	31 July 2011	Personal research account	R5 000 (approx.)	Book under contract with Human and Rousseau: will be published Oct 2011
		The Complete Voorkamer Stories	C. MacKenzie	N/A	1 July 2010	31 July 2011	None	N/A	Book under contract with Human and Rousseau: will be published Oct 2011
		Critical Essays on Don Maclennan	D. Wylie (Rhodes) and C. MacKenzie	12 fellow academics	1 Jan 2010	31 July 2011	None	N/A	Book accepted for publication in principle by UKZN Press
	Scherzinger, K.	Dying without death: temporality, writing and survival in Maurice Blanchot's The Instant of my Death and Don		Dr Stefan Polatinsky (postdoc)	1 Jan 2010	30 Dec 2010	None	N/A	Accepted for publication in Critique

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		DeLillo's Falling Man.							
		Critical and scholarly edition: Henry James's the Tragic Muse	Prof Philip Horne, University College London		2009	2013	Own research funds	R8000.00	Ongoing
	Scott-Macnab, D	The English Lancegay			2009	2010			Chapter in International Book
		Medieval Names of Hounds			2010	2011			Article in accredited international journal
		Staveley MS Rental			2010	2011			Article in accredited international journal
FRENCH	Snyman, AE	Autobiography and interculturality			Ongoing				1 article in accredited publication 2 papers at international conferences
		French language in South African universities: journey, changes, perspectives. A focus on didactic and sociolinguistic issues"	Dr Celine Peigné (UKZN-IFAS)	Dr Francesca Balladon (UKZN), Dr Vanessa Everson (UCT), Ms Fiona Hone (Wits), Ms Catherine Robinson (UKZN), Dr Hilda Thomas (NMMU), Dr Jeanne Van Dyk (UP) and Pr Rosemary Wildsmith-Cromarty (UKZN)	May 2009				1 article in progress
		Forum on the teaching of French on	AE Snyman		Sept 2010				To get consensus on contents, objectives, standards and outcomes of

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		tertiary levels							the teaching of French literature at universities in SA
GERMAN	Baker, JMA	German as a foreign language	JMA Baker		ongoing				Enhancing the teaching of German as a foreign language in the South African context
GREEK AND LATIN	Henderson, WJ	Finalisation of book: Die berispende stem	Self		2009 (revision of manuscript)	December 2010			To be published in 2011
		Poetry of Palladas of Alexandria	Self		2007	2012			Series of articles: 5 published so far
		The history of the Classical Association of South Africa	Self		2004				Series of articles: 5 published so far
	Hendrickx, B	Prosopographic Byzantine Lexicon – Brepols, Belgium	B. Hendrickx, A. Savvides (Univ. Peloponnesos), Dr T. Sansaridou-Hendrickx	More than 100 international contributors	2007	2015/6	Brepols, Belgium pays editions; supported by European Community		Vol. 1, 2007 Vol 2. 2008 Vol. 3 will be published in the first part of 2011
		Afro-Byzantina: Christian Nubia, Byzantine influence in Africa	B. Hendrickx		ongoing	ongoing	NRF, Greek Ministry of Foreign Affairs, own research money from publications	NRF (R. 80,000)	Many articles already published Book to follow
		Frankokratia	B. Hendrickx	T. Sansaridou-Hendrickx	ongoing	ongoing	Same as above		Many articles and books already published

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
	Sansaridou-Hendrickx, T	Aspects of the 'Latin' (Frankish) occupation of the Byzantine territory in the late-Byzantine period: the Principality of Achaia, and the Tocco 'despotate' in Epirus (13th -15th C.)	self	Prof. B. Hendrickx	ongoing	ongoing	Own research funds, NRF	NRF (R. 40,000)	Articles, books already published
		Chronicles, Perceptions, World Views and Ethnicity in Byzantium and Modern Greece	self		ongoing	ongoing	Own reseach fund, NRF		Articles, books already published
HISTORICAL STUDIES	Allen, GR	REFLECTIONS ON HISTORICAL CONSCIOUSNESS :A Study in Historical Theory			Jan. 2010	?	N/A	-	Completion of requirements for a Ph.D.
	Groenewald, G	Opening Up the Cape of Good Hope in the Eighteenth Century: New Avenues and Novel Ideas	G. Groenewald		2009	2011			Article
		Entrepreneurship and the Making of a Free Burgher Society in Cape Town	G. Groenewald		2009	2012			Book chapter
		The Origins of	G.		2010	2011			Article

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		the Alcohol Pacht System at the Cape	Groenewald						
		Aspects of the History of Afrikaans	G. Groenewald		2010	2012			Articles
		Aspects of Namibian History	G. Groenewald		2010	2013			Articles
		Hybridity in the Anne Barnard Text	G. Groenewald	J. Murray	2010	2011			Paper/Article
		Afrikaans Publishing and Afrikaner Nationalism	G. Groenewald		2010	2013			Papers/Articles
	Grundlingh, LWF	Aspects of the history of leisure in South Africa during the 20th century.	LWF Grundlingh		2009	Ongoing	Personal research fund		Publication of regular articles on the topic during the research period.
	Klee, JN	History of RAU	JN Klee		2009	2013	Personal research fund		Papers/Articles
LINGUISTICS AND LITERARY STUDIES	Beukes, SM	Revision, translation & publication of multilingual translation terminology list	Beukes SM	M Pienaar (Dept of Afrikaans)	2007	2010	Het Jan Marais Trust Het Dagbreek Trust UJ Pro Vice-Chancel-lor	R250,000	Publication of Multilingual Translation Terminology by Van Schaik, Sep 2010 Article in subsidised journal: Beukes, A-M (L) & Pienaar, M, 2010. Uitdagings en struikelblokke by die vertaling van die FIT internasionale-vertaalterminologielys in Afrikaans. Southern African Linguistics and Applied Language Studies, 28(3), 267-

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
									282. Paper read at international conference: 'Not leaving your language alone': Terminology planning in multilingual South Africa. International Euralex 2010 Conference, Leeuwarden, the Netherlands, 6-9 July 2010.
		Language, ethnicity and identity in Onverwacht, Cullinan	Beukes SM	Grobbelaar, JI & C Puttergill (UP)	2010	2012	University Research Committee Grant by NRF (Incentive Funding for Rated Researchers)	R98 203	
		Language Policy and Planning at the University of Johannesburg	Beukes SM		June 2009	2012	-	-	Paper delivered at MIDP Colloquium, University of Antwerp: "Multilingualism from below' at the University of Johannesburg". Article in subsidised journal: 'Opening the doors of education': Language policy at the University of Johannesburg", in Language Matters, Volume 41, Issue 2 November 2010, 193 - 213.
PHILOSOPHY	Metz, TH	Translation of some of my African ehtics research into Igbo (a major Nigerian	Metz	Dr O Ugwuanyi	2010	2012	NRF Incentive Funding	R26,000	None yet. Paid a deposit to the translator this year, who will start doing work at the beginning of next year.

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		language)							
PSYCHOLOGY	Austin, T	Adult ADHD	A Burke	W Human, E Jordaan, P Moodley, C Waldeck	2009	On-going	Research funds		Co-Author: 1 published journal article and 1 journal article in press
	De Bruin, K	South African Personality Inventory	Prof F van de Vijver (Tilburg university)	Universities of: Pretoria, Stellenbosch, North-West, Johannesburg, Tilburg	2006		SANPAD		Development of indigenous personality measure Conference paper
		Career development of women	K de Bruin	Postgraduate students	1/1/2006		NRF / UJ	R50,000	Postgraduate students Submission of manuscripts
	Guse, T	Psychological well-being in students who exercise	L van Niekerk		2009		None		Questionnaires designed Fieldwork started
		PSYCH-E: Examining psychotherapy process in a South African university context		Z Knight W Human P Basson E Jordaan F Kaldine L van Niekerk C Waldeck T Austin	2010		None		Proposal being drafted
	Human W	Adult ADHD	Prof A Burke	T Austin, E Jordaan, P Moodley, C Waldeck	01/01/2010				Phd, hons projects, masters projects

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	Jordaan, E	Adult ADHD project	Prof A Burke	T Austin Dr P Moodley C. Waldeck W. Human	01/2010	On-going			On-going Conference paper
		Psych-E	Dr T Guse	Z Knight W Human P Basson F Kaldine L van Niekerk C Waldeck T Austin	09/2010	On-going			On-going
	Moodley, P	Adult ADHD	Prof A Burke	E Jordaan T Austin C. Waldeck W. Human					Conference Proceedings
	Schwär, GH	Intergroup Contact among Black and White Students in South Africa	Prof M Hewstone, Oxford University	Prof A Heath Oxford Univ Mr H Cakal Oxford Univ	September 2009	On-going	N/A	N/A	Poster presentation, San Francisco Conference An article submitted to the BJSP
	Stones, CR	Integrity Profiling	C R Stones		2009	Late 2010	Nil		To associate personality dimensions with integrity risks within specified work domains.
	Van Niekerk, RL	Mental skills among netball players	Leon van Niekerk		March 2009	July 2011	-	-	Ongoing
		Exercise psychology and well-being among University	Leon v Niekerk and Tharina Guse		Aug 2009	Dec 2011	-		Ongoing

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		students							
		Psychosocial effect of exercise on people with Parkinson's Disease and their caregivers	Leon van Niekerk and Irena Nowak		Dec 2010	Dec 2012	-	-	Ongoing
	Waldeck, C	The Mirror has two faces: Adult ADHD and comorbidity	Prof A Burke	Prof Alban Burke (supervisor)	August 2010	October 2010	N/A		Proposal completed
		Adult ADHD	Prof A Burke	T Austin, E Jordaan, P Moodley, W Human	01/01/2010				Phd, hons projects, masters projects
POLITICS	Geldenhuys DJ, Prof	Prohibition of persecution	Geldenhuys DJ, Prof		2009	2012	NRF	R80000 X 5	None yet
	Hamilton, LA	Human Needs and Political Judgement	Hamilton LA, Prof	None	01/01/2007	31/12/2011	NRF Presidents Award	R600000 per annum	One book and numerous chapters and journal articles
		Freedom and Power	Hamilton LA, Prof	None	01/03/2009	01/03/2011	NRF Presidents Award	As above	One book and numerous articles
		Public Debt in South Africa	Hamilton LA, Prof	Nicola Viegi (Department of Economics, University of Pretoria)	01/01/2008	01/07/2011	NRF Presidents Award	As above	Three articles
		The Intellectual and Institutional History of The South African State	P. Vale (UJ)	P. Vale	01/08/2010	31/12/2012	NRF Blue Skies Award	To be determined	One co-edited book and numerous articles

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	Landsberg C, Prof	The Diplomacy of Transformation	Landsberg C, Prof		2007	December 2010	Individual Research Cost Centre/ faculty Research	R65000	Book completed
PUBLIC GOVERNANCE	Auriacombe CJ	Methodology Text Book (Van Schaik Publishers)	C J Auriacombe	None	15 July 2010	2012	Self	-	Envisaged accredited articles
		Special Edition Research for SAAPAM Vol 45 No 3 October 2010	C J Auriacombe	None	April 2010	October 2010	Sanlam Centre for Public Management and Governance	R36 000.00 page fees	6.5 Accredited articles submitted in total for Faculty of Humanities research points (Journal included a total of 9 articles) for 2010
	Cloete, GS	E-government in SA	G S Cloete	-	2008	-	Self	-	Envisaged accredited articles
		Policy sustainability indicators	G S Cloete	-	2008	-	Self	-	Envisaged accredited articles
		Policy textbook, 3rd ed	G S Cloete	Prof C de Coning, UWC Prof H Wissink, NMMU	Jan 2010	Oct 2010	Self	-	In press for 15 March 2011
	WN Webb	Effectiveness of The Public Service Anti-Corruption Strategy	WN Webb	None	2006	2011	NRF:	WN Webb	Effectiveness Of The Public Service Anti-Corruption Strategy
SOCIAL WORK	Roestenburg, W	Evaluation scale for SANCA National	W Roestenburg	E Oliphant, Ms L Selipsky	2007	2011	Organizatio nal	50000	Development of a measurement scale for SANCA with which programmes can be evaluated
	Sacco, TM	UNACCOMPANIE D MINORS	REV PAUL VERRYN	VAN BREDA	JUNE 2010	June 2011			Report on the state of unaccompanied minors

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									globally
		Reconciliation as a way of life	Sacco, TM			January 2011			Article for publication
	Triegaardt, T	Refugees and Migrants in South Africa	N/A	N/A	27 December 2010	31 December 2010	None	N/A	Presented paper at Conference in 2011.
	Nel, JBS	Kliptown Youth project (KYP)	JBS Nel	Dr E Pretorius, Dept of Social Work, Wits	February 2010	Unknown	Cert in Community Leadership	R8,000	The development of a management committee of a NGO concerned with youth in Kliptown, Soweto (KYP)
	Van Breda, AD	Status of Women in the DoD	Van Breda, AD	Members of the DoD's CDTM	1 January 2009	9 August 2010	NONE		REPORT PRESENTED TO THE MINISTER OF DEFENCE, SECRETARY OF DEFENCE, CHIEF DEFENCE AND STAFF
		The psychosocial vulnerability of social work undergraduate students	Van Breda, AD	UJ Lecturers	June 2010	Feb 2011	Prof Collins		DRAFT REPORT
		Unaccompanied minors	Rev. Paul Verryn	TM Sacco	June 2010	June 2011	NONE		REPORT ON THE STATE OF UNACCOMPANIED MINORS GLOBALLY
SOCIOLOGY	Buhlungu, S	Trade Unions and Party Politics in Africa	S.Buhlungu, B. Beckman (Stockholm Univ.) and L. Sachikonye (Univ. of Zimbabwe)	Scholars from Uganda, Namibia, Nigeria, Zimbabwe, South Africa, Senegal and Ghana	2006	2010	FES, UJ Humanities Faculty	N/A	Book edited by Beckman, Buhlungu and Sachikonye (published by HSRC Press, January 2010)
		Activism and Political Leadership in	S. Buhlungu	N/A	2009	2011	Own research funds	N/A	• Journal article, 2010 • Book manuscript, 2011

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		South Africa's Transition to Democracy							
		COSATU Worker Survey	S. Buhlungu	Dr Tshoaedi (UJ), Prof Hirschhorn (UWC), Prof Sitas (UCT), Ms Xulu (UKZN), Mr Masondo (Wits)	2008	2010	SANPAD	R600 000	Edited Volume
		COSATU and Democratic Transition	S. Buhlungu	N/A	2005	2010	Own research funds and assistance by African Scholars' Program, Amherst, MA, USA	N/A	Book to be published by UKZN Press, April/May 2010
	Groenewald, L	Informality and its implications for urban citizenship	Liela Groenewald	N/A	2007	2011	NRF	R169 000	Doctorate, accredited article (to be produced)
		GDRI: Cities in Africa	Prof Simon Bekker & Laurent Fauchard	Huchzermeyer, M, Tredoux, M Rubin, M, Raposo, I, Kornienko, K		2010	NRF and French research body	Unknown. Own participation fully funded.	Co-authored book chapter ((to be accepted)
	E. Kriel; Uys, T; Smit, R; Buhlungu, S; Van-Zyl-Schalekamp, CJ; Senekal, A; Smuts, L. Groenewald, L; Rugunanan,	NRF: Youth and identity in transition: University student communities in post-apartheid South Africa	Prof Tina Uys	Sociology Department, and various academics from WITS and University of Pretoria	2010	2013	NRF	-	A number of articles in accredited journals are planned.

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	P; Seedat-Khan, M Tshoaedi, M K Naidoo								
	Rugunanan P	Civil Society Responses to Xenophobia attacks in South Africa	Dr D Everatt	CSR, CCS, UWC, GCRO,	01/08/2009	30/03/2010	Atlantic Philantrophies		Comprehensive 500-page report
	Seedat, M	Academic Work Life Balance	Prof R Smit	Prof K Naidoo					
	Seedat, M Uys, T	India & South Africa	Prof JM Uys						Book in preparation for publication 2011
	Smit, R Rugunanan, P,	Transforming South African Families: Building Resilience and Well-Being	R. Smit	Dr. M. Rabe (UNISA) Dr. C. Lombaard (UNISA) Ms. P. Rugunanan (UJ) Dr. M. van Zyl (Psychologist) Mr. J. Rothmann (North-West Univ.)	Jan. 2008	Dec. 2011	National Research Foundation (NRF)	R160,000 x 4 = R640,000	4 article published and 4 articles accepted for publication in accredited journals (2009)
	Uys, T Smit, R Buhlungu, S Van-Zyl-Schalekamp, CJ Senekal, A Binikos, E Smuts, L. Groenewald,	Citizenship, exclusion and social capital in post-apartheid South Africa	Prof. J.M. Uys	N Erlank, S.Patel (Pune, India), K. Naidoo (UP) Z. McDonald, B. Dworzanowski, Mr. V. Jadhav (India), Dr A. Chari, A. Desai, A. Bezuidenhout (Wits), C. Puttergill (UP)	2006	2010	National Research Foundation (NRF)	R247000	Edited volume (with Sujata Patel as co-editor with the title: "Exclusion, social capital and citizenship: Contested transitions in post-apartheid South Africa and India" accepted for publication by Blackswan India and Unisa Press.

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	L Rugunanan, P Seedat-Khan,M Mashike, M								
	Tshoaedi, M	COSATU Workers' Survey	Prof. Sakhela Buhlungu		2008	2010	Sanpad	R 600 000	Edited Volume
	Uys, T	Whistleblowing in South Africa	Prof JM Uys						Working on book based on research
	VZ-Schalekamp, CJ	Inter-disciplinary research on criteria for a tool kit for the WHO on water provision in rural and peri-urban areas	Prof P Jagals	Various departments	2007				
THE SOUTH AFRICAN RESEARCH CHAIR In SOCIAL CHANGE	Alexander, P	Classifying Soweto	Peter Alexander	Claire Ceruti, Mosa Phadi, Keke Motseke, Kim Wale, Peter Pfaffe.	Jan 2010	Dec 2011	Rosa Luxemburg Foundation	2010; R800,000 2011: R1,147,500	Better understanding of the nature of class, and its relationship to strikes, protests and cultural activities.
		SA Research Chair in Social Change	Peter Alexander	Marcelle Dawson, Dhiraj Nite, Llewellyn Leonard	Jan 2010	Dec 2014	NRF	Approx. R1,2500,000	Better understanding of social change, specifically in South Africa, with focus on social movements, class, and the role of the state. Includes research conducted by an average of one senior researcher, three PDF, three doctoral students, and three MA students.

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		Changing Nature of the Working Class	Peter Alexander. Responsibility transferred to Marcelle Dawson	Bridget Kenny (Wits), Claire Ceruti, Mosa Phadi	Jan 2006	Dec 2011	NRF	R1,652,000	Overlaps with Classifying Soweto
		Labour, Capital and Coal	Peter Alexander. Responsibility transferred to Marcelle Dawson	Phil Bonner (Wits) Peter Pfaffe Luke Sinwell	Jan 2006	Dec 2011	NRF	R1,280,000	Development of international and comparative labour history, especially in the majority world, specifically in relation to Witbank miners. Expanded to include the 'Rebellion of the Poor'. Marcelle Dawson's social movement project, previously supported by Thuthuka funds has been integrated.
	Dawson, MC	Changing nature of the Working class	MC Dawson (Taken over from Peter Alexander in April 2010)	Peter Alexander Bridget Kenny (wits) Claire Ceruti Mosa Phadi	Jan 2008	Dec 2011	NRF(Focus Area)	R1,652,000	Better understanding of the nature of class, and its relationship to strikes, protests and cultural activities. A major outcome of this project was the production of a well-received documentary entitled, "Phakati - Soweto's Middling Class'. This project overlaps with the project, 'Classifying Soweto', funded by RLF and led by Peter Alexander. Moreover, 2 MA degrees were awarded under this project and 1 doctoral degree was submitted for examination.
		Labour, Capital	MC Dawson	Peter Alexander	Jan	Dec 2011	NRF (Focus	R1,280,00	Development of international and comparative labour

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		and Coal	(Taken over from Peter Alexander in April 2010)	Luke Sinwell

Peter Pfaffe

Phil Bonner | 2008 | | Area) | 0 | history, especially in the majority world, specifically in relation to Witbank miners. Expanded to include the 'Rebellion of the Poor'. My social movements and democracy project, previously supported by Thuthuka funds, has been integrated. The main outcome of this aspect of the project is to develop a theory of social movements that is more applicable to the African and South African context. One edited collection has been produced so far and another is underway along with several journal articles. |
| | | SA Research Chair in Social Change | Peter Alexander | Marcelle Dawson,

Dhiraj Nite

Llewellyn Leonard | Jan 2010 | Dec 2014 | NRF | Approx. R1,2500,000 | Better understanding of social change, specifically in South Africa, with focus on social movements, class, and the role of the state. Includes research conducted by an average of one senior researcher, three PDF, three doctoral students, and three MA students. |
| | Ceruti, C | Classifying Soweto/ | Peter Alexander | Mosa Phadi | Jan 2010 | Dec 2011 | Rosa Luxemburg Foundation | 2010; R800,000

2011: R1,147,500 | In 2010:

2 book chapters submitted to editors

1 paper published in an accredited journal

1 paper accepted for an accredited journal (with |

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
									Phadi)
		Class in spaces of action and organising	Peter Alexander	-	Jan 2010	Dec 2011	Rosa Luxemburg Foundation	2010; R800,000 2011: R1,147,500	In 2010: 1 paper forthcoming in an accredited journal 1 publication in online journal 1 publication forthcoming in a local non-accredited journal
		Changing Nature of the Working Class	Peter Alexander. Responsibility transferred to Marcelle Dawson	Bridget Kenny (Wits), Mosa Phadi	Jan 2006	Dec 2011	NRF	R1,652,000	Overlaps with Classifying Soweto
	Motseke, K	Classifying Soweto	Prof. Peter Alexander	Claire Ceruti Marcelle Dawson	Jan 2010	Dec 2011	Rosa Luxemburg Foundation	2010; R800,000 2011: R1,147,500	Book on Classifying Soweto
	Sinwell, L	South African and Indian Cities	Claire Benit-Gbaffou	Keya Dasgupta, Centre for the Study of Social Sciences Calcutta	1 September 2010	1st October 2010	CORUS	R6000	Possible comparative publication on South Africa/India
		Labour, Capital & Coal	Marcelle Dawson	Phil Bonner (Wits) Peter Pfaffe Peter Alexander	Jan 2006	Dec 2011	NRF	R1,280,000	Development of international and comparative labour history, especially in the majority world, specifically in relation to Witbank miners. Expanded to include the 'Rebellion of the Poor'. My social movements and democracy project, previously supported by Thuthuka funds, has been integrated. The main outcome of this aspect of the

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
									project is to develop a theory of social movements that is more applicable to the African and South African context. One edited collection has been produced so far and another is underway along with several journal articles.
	Nite, DK	Working-class Public in the Jharia Coalfields (India) and Witbank (South Africa)	Dr. Dhiraj Kumar Nite		July 1, 2010				Presentation of a paper at the conference on 'Work and Human Life Cycle', held at Bamako (Mali), October 1 – 7 October 2010. Two papers submitted for publication (Details mentioned below).
		SA Research Chair in Social Change	Peter Alexander	Marcelle Dawson, Peter Alexander Llewellyn Leonard	Jan 2010	Dec 2014	NRF	Approx. R1,2500,000	Better understanding of social change, specifically in South Africa, with focus on social movements, class, and the role of the state. Includes research conducted by an average of one senior researcher, three PDF, three doctoral students, and three MA students.
	Leonard, L	SA Research Chair in Social Change	Peter Alexander	Marcelle Dawson, Peter Alexander Dhiraj Nite	Jan 2010	Dec 2014	NRF	Approx. R1,2500,000	Better understanding of social change, specifically in South Africa, with focus on social movements, class, and the role of the state. Includes research conducted by an average of one senior researcher, three PDF, three doctoral students, and three MA students.

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
	Pfaffe, P	Classifying Soweto	Peter Alexander	Claire Ceruti, Mosa Phadi, Keke Motseke, Kim Wale, Peter Pfaffe.	Jan 2010	Dec 2011	Rosa Luxemburg Foundation	2010; R800,000 2011: R1,147,500	Better understanding of the nature of class, and its relationship to strikes, protests and cultural activities.
		Labour, Capital and Coal	Peter Alexander. Responsibility transferred to Marcelle Dawson	Phil Bonner (Wits) Peter Pfaffe Luke Sinwell	Jan 2006	Dec 2011	NRF	R1,280,000	Development of international and comparative labour history, especially in the majority world, specifically in relation to Witbank miners. Expanded to include the 'Rebellion of the Poor'. Marcelle Dawson's social movement project, previously supported by Thuthuka funds has been integrated.
	Phadi, M	Classifying Soweto	Peter Alexander	Claire Ceruti, Keke Motseke, Kim Wale, Peter Pfaffe.	Jan 2010	Dec 2011	Rosa Luxemburg Foundation	2010; R800,000 2011: R1,147,500	Better understanding of the nature of class, and its relationship to strikes, protests and cultural activities.
CENTRE FOR SOCIAL DEVELOPMENT IN AFRICA	Patel, L	The gendered impact of the CSG in SA	Leila Patel	Tessa Hochfeld Nhlanhla Jordan Jacqueline Moodley Jennifer Maina	January 2009	December 2012	URC & SANPAD	R225,000 for 2010	All targets completed that is: Household survey completed Qualitative interviews completed 1X seminar given 1X journal article (Patel & Hochfeld) 1 book chapter (L Patel)
	Hochfeld, T	Cash Transfers and Social Transformation: How do Women	Tessa Hochfeld		April 2009	2013	SANPAD	Included in above amount	Proposal completed, submitted and approved Research participants

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		Receiving the Child Support Grant in Sophiatown, Johannesburg experience intra-household gender relations?							identified
	Jordon, N	Sociological study of teenage mothers and the child support grant	Nhlanhla Jordon		2010		NRF & SANPAD		PhD dissertation
		Poverty & Disability in Johannesburg	Lauren Graham	Lisa Selipsky Jacqueline Moodley Jennifer Maina	Aug 2009	May 2010	DFID	R150 000	Monograph published Journal article in process
	Graham, L	Youth in Transition: identity work, social network processes and risk behaviour	Lauren Graham	Memory Mphaphuli	Feb 2009	Dec 2011	FRC	R25 000	Fieldwork for PhD in process Fieldwork for Masters in process Journal articles (1 published in 2010)
CENTRE FOR THE STUDY OF CULTURE AND LANGUAGE IN AFRICA	Erlank, N	Sophiatown	N Erlank	D Thelen T Chapman B Tshabangu K Morgan Y Naidoo V Modhine P Knevel H Belien	March 2009	Ongoing/ 3 years from January 2010	FHRC, Fulbright and then Sanpad (from 2010)	R70000 FHRC flights, daily subsistence for Prof Thelen from US (Fulbright)	2 students registered on project, 2 conference presentations. Project is still in initial phase/ ongoing.
		History of Mainstream	N Erlank		2008	Until end 2010`	NRF Incentive for Rated	R40000	1 accredited article, much other writing!

DEPARTMENT	LECTURER	PROJECT TITLE	PROJECT LEADER	CO-WORKERS	START DATE	END DATE	FUNDING SOURCE	AMOUNT	OUTCOMES (Specify)
		Black Christianity					Researchers		
		Sexuality and Gender in South African Society	N Erlank	E Bonthuys/ and others	2008	Ongoing	R15000 Wits/ own research funds		One book chapter, accepted and in press
	Morgan, KL	Sophiatown, see above; also Memory and Representation in Namibian HIstory			Oct 2010	Ongoing	NRF Postdoctoral Fellowship/ UJ Humanities PDF	n/a	one article under review
	Jeannerat, CF	An ethnography of faith	Jeannerat, CF		1 April 2009	31 March 2010	UJ Humanities PDF/ NRF Postdoctoral Fellowship	n/a	2 articles under review
CENTRE FOR THE STUDY OF DEMOCRACY	Friedman, S	International Project on Budget Transparency	Prof S Khagram, Harvard University	None	August 2010	July 2010	International Budget Partnership	$8 000	Published Research Paper
	Centre for the Study of Democracy	Global Conversations on Democracy	Prof R Barghava Centre for the Study of Developing Societies, Delhi	None	May 2009	Feb 2011	Ford Foundation	NIL	Unclear – hopefully a research programme agreed in early 2011

6. RESEARCH

6.1 Performance review

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
	ADS					
ISI	Mavunga G 720020134	1.00		1		
SA	Morgan B 720016751	0.33	0.33			
SA	Pretorius HG 720002833	0.33	1.66	0.5		
SA	Pretorius HG 72002833	1.00				
ISI	Pretorius HG 720002833	0.50				
SA	Pretorius HG 72002833	0.33				
SA	Taylor S 720001313	0.33	0.33			
	AFRICAN LANGUAGES		**SA**	**ISI**	**IBSS**	**TOTAL**
ISI	Mtumane Z 720002631	1.00	1	2		
ISI	Mtumane Z 720002631	1.00				
SA	Mtumane Z 720002631	1.00				
	AFRIKAANS					
ISI	Beukes MP 720001575	1.00		1		

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
SA	Human MP 720002050	1.00	1			
ISI	Pienaar M 720002812	0.50	1	0.5		
SA	Pienaar M 720002812	1.00				
	ANTHROPOLOGY AND DEVELOPMENT STUDIES		**SA**	**ISI**	**IBSS**	**TOTAL**
ISI	Brookes H 720013502	0.20		0.2		
IBSS	de Wet T 720001791	0.50			0.5	
ISI	Kabamba P 720023446	1.00		1		
ISI	Lombard M 720024826	0.50		1		
ISI	Lombard M 720024826	0.50				
SA	Malan CPN 720002352	1.00	1			
ISI	Marais IE 920210340	1.00	1	1		
SA	Marais IE 920210340	1.00				
ISI	Menter CG 720013571	0.25		0.25		
ISI	Phaswana E 720019709	1.00		1		

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
IBSS	Sadomba W 720019089	0.50			0.5	
	CCLA - Centre for Culture and Languages in Africa		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Erlank N 720001885	0.34	0.34	0.34		
ISI	Erlank N 720001885	0.34				
SA	Jeannerat C 200943017	0.33	0.33			
ISI	Murray J 720018248	0.33	2	2.33		
ISI	Murray J 720018248	1.00				
SA	Murray J 720018248	1.00				
SA	Murray J 720018248	1.00				
ISI	Murray J 720018248	1.00				
ISI	Tshabangu B 720004890	0.33		0.33		
SA	van Rensburg JFJ 720002074	0.34	0.34			
	COMMUNICATION AND MEDIA STUDIES		**SA**	**ISI**	**IBSS**	**TOTAL**

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
SA	Burger KM 720001668	1.00	1			
SA	Narunsky-Laden S 720010001	1.00	1	1		
ISI	Narunsky-Laden S 720010001	1.00				
	CSD - Centre of study of Democracy		**SA**	**ISI**	**IBSS**	**TOTAL**
IBSS	Schmid J 720022502	1.00			1	
ISI	White FA	1.00		1		
	CSDA - Centre for Social Development in Africa		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Chereni A 720018620	0.50	0.5			
SA	Graham L 720015230	1.00	1			
IBSS	Hanson S 920308268	0.50			0.5	
SA	Hochfeld T 720011311	0.33	0.33			
SA	Midgley J 720024452	1.00	1			
SA	Patel L 720002784	1.00	1		1	
IBSS	Patel L 720002784	0.50				

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
IBSS	Patel L 720002784	0.50				
ISI	Plagerson S 201050547	0.17		0.17		
SA	Schmid J 720022502	1.00	1			
SA	Selipsky L 720010270	0.34	0.34			
SA	Ulriksen M 201060102	1.00	1			
	CSR - Centre for Sociological Research		**SA**	**ISI**	**IBSS**	**TOTAL**
ISI	Desai A 720018795	1.00		1	1	
IBSS	Desai A 720018795	1.00				
	ENGLISH		**SA**	**ISI**	**IBSS**	**TOTAL**
ISI	Frenkel R 720011978	0.50		0.5		
SA	Gray S Emeritus Professor	1.00	1			
ISI	MacKenzie C 720002309	0.50		0.5		
SA	Scherzinger K 720006906	1.00	2			
SA	Scherzinger K 720006909	1.00				

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
ISI	Scott-Macnab D 720008595	1.00	1	2		
SA	Scott-Macnab D 720008595	1.00				
ISI	Scott-Macnab D 720008595	1.00				
ISI	Tsehloane T 720006649	1.00		1		
	FRENCH		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Snyman AE 720003042	1.00	1			
	GERMAN		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Baker A 720001545	1.00	1			
ISI	Knobloch H-J 720002161	1.00		1		
	GREEK & LATIN		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Doyle AH 720001826	1.00	2			
SA	Doyle AH 720001826	1.00				
SA	Filippou F 920216807	1.00	1			
SA	Henderson WJ 720005625	1.00	2			
SA	Henderson WJ 720005625	1.00				

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
SA	Hendrickx B 720002017	1.00	1.5			
SA	Hendrickx B 720002017	0.50				
SA	Kasapidis DN 200840720	1.00	1			
SA	Katsaidonis G 200519751	1.00	1			
SA	McAuley M 200943099	1.00	1			
SA	Molefe T 720017458	0.50	0.5			
SA	Papakonstantinou MN 200830631	1.00	1			
SA	Sansaridou-Hendrickx T 720002018	1.00	1			
SA	Seitanidis A 200737598	1.00	1			
SA	Wolmarans JLP 720003361	1.00	1			
SA	Zacharopoulou E 720020185	1.00	1			
	HISTORICAL STUDIES		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Groenewald G 720016552	1.00	2			

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
SA	Groenewald G 720016552	1.00		0.5		
ISI	Groenewald G 720016552	0.50				
SA	Klee J 720002156	1.00	1			
SA	Koorts L 720005243	1.00	1			
	JFT - Journalism, Film and Audio-Visual Communication		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Tager M 720003646	1.00	1			
	LINGUISTICS AND LITERARY THEORY		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Allie J 9243798	1.00	1			
ISI	Beukes A-M 720001577	1.00		1.5		
ISI	Beukes A-M 720001577	0.50				
ISI	Cornelius E 720001733	1.00		1		
SA	Johl CS	0.50	0.5			
	PHILOSOPHY		**SA**	**ISI**	**IBSS**	**TOTAL**
ISI	Behrens KG 720023642	1.00		1		
ISI	Lotter HPP 720002273	1.00		1		

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
ISI	Metz TH 720012998	1.00		3.50	2	
ISI	Metz TH 720012998	1.00				
ISI	Metz TH 720012998	0.50				
ISI	Metz TH 720012998	1.00				
IBSS	Metz TH 720012998	1.00				
IBSS	Metz TH 720012998	1.00				
ISI	Shani I 720003481	1.00		1		
	POLITICS		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Croucamp P 720001741	1.00	1			
IBSS	Furner J 201041866	1.00			1	
SA	Habib A 720015711	1.00	1			
IBSS	Knight C 720024575	1.00			1	
IBSS	Landsberg C 720012795	1.00			2	
IBSS	Landsberg C 720012795	1.00				

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
IBSS	Sadie YA 720002930	1.00			1	
SA	Venter AJ 720003282	1.00	1			
	PSYCHOLOGY		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Austin T-L 720015846	0.50	0.5	0.5		
ISI	Austin T-L 720015846	0.50				
SA	Burke A 720001671	0.50	0.5	0.5	1	
ISI	Burke A 720001671	0.50				
IBSS	Burke A 720001671	1.00				
ISI	De Bruin K 720001763	0.50		0.5		
ISI	Guse T 720003611	0.50	1	0.5		
SA	Guse T 720003611	1.00				
SA	Halstead-Clerk J 200619292	0.34	0.34			
ISI	Harvey C 200619278	0.50		0.5		

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
SA	Hutchinson AM 920000218	0.33	0.33			
SA	Kruger GHJ 720002189	1.00	1			
ISI	Morgan B 920302913	0.50		0.5		
ISI	Pfeifer N 9706276	0.50		0.5		
SA	Rzygula R 200508256	0.50	0.5			
SA	Stuart AD 720003088	0.34	0.34			
SA	van Niekerk RL 720003170	0.50	1.5			
SA	van Niekerk RL 720003170	1.00				
	PUBLIC GOVERNANCE		**SA**	**ISI**	**IBSS**	**TOTAL**
IBSS	Auriacombe CJ 720009175	0.50			1.5	
IBSS	Auriacombe CJ 720002975	1.00				
SA	Cloete GS 720004628	1.00	1.5	0.5		
SA	Cloete GS 720004628	0.50				

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
ISI	GS Cloete 720004628	0.50				
SA	Jarbandhan DB 720002086	0.50	0.5			
IBSS	Majam T 720002334	0.50			0.5	
SA	Nel D 720013987	1.00	1		1	
IBSS	Nel D 720013987	1.00				
IBSS	Schurink E 7200225370	1.00	0.5		1.5	
IBSS	Schurink E 7200225370	0.50				
SA	Schurink E 7200225370	0.50				
SA	Schurink W 720004918	0.50	0.5		1	
IBSS	Schurink W 720004918	1.00				

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
SA	Thornhill C 720007414	1.00	1			
SA	Webb W 720003339	1.00	1			
	RELIGION STUDIES		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Coetzee AM 909808810	0.50	0.5			
SA	Dockrat MAE 720001822	0.50	0.83			
SA	Dockrat MAE 720001822	0.33				
SA	Du Rand JA 720001840	1.00	1.5			
SA	du Rand JA 720001840	0.50				
SA	Leir GE 720003481	1.00	1			
SA	Patel BAS 200737645	0.50	0.5			
SA	Suna M 200730142	0.33	0.33			
SA	Viviers H 720003312	1.00	2			
SA	Viviers H 720003312	1.00				
	SARCHI		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Alexander PA 720001523	1.00	1		1	

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
IBSS	Alexander PA 720001523	1.00				
SA	Ceruti C 720007021	1.00	1			
ISI	Dawson MC 720001755	1.00		1		
ISI	Kirshner J 200945633	1.00		1		
ISI	Leonard L 201090822	0.50		0.5		
SA	Manda O 720015549	0.50	0.5			
SA	Phadi MM 720004393	0.50	0.5			
IBSS	Sinwell L 200945049	1.00		1	2	
ISI	Sinwell L 200945049	1.00				
IBSS	Sinwell L 200945049	1.00				
	SOCIAL WORK		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Triegaardt J 720006924	0.50	0.5			
IBSS	Van Breda A 720010057	1.00	0.5		1	

	1st Author (with staff/student number if applicable)	Units Claimed	SA	ISI	IBSS	TOTAL
SA	Van Breda AD 720010057	0.50				
	SOCIOLOGY		**SA**	**ISI**	**IBSS**	**TOTAL**
IBSS	McDonald Z 920213265	1.00			1	
IBSS	Naidoo K 720008711	1.00			1	
SA	Smuts L 720005451	1.00	1			
	STRATEGIC COMMUNICATION		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Overton-de Klerk N 720017849	0.50	0.5			
	SARCHI - The South African Research Chair in Social Change		**SA**	**ISI**	**IBSS**	**TOTAL**
SA	Sinwell L 200945049	1.00	1			
		135.79	**74.17**	**37.62**	**24.00**	**135.79**

6.2 Rated researchers

The Faculty intends to create a steady, ongoing increase in rated researchers. The increase, in recent years, is from 12 (2008) to 16 (2009) to 20 (2010). Eight researchers submitted applications for rating in January 2011.

2008		2009		2010	
Rating	**Name**	**Rating**	**Name**	**Rating**	**Name**
B1	Prof DJ Geldenhuys	A	Prof T Metz	A	Prof T Metz
B1	Prof BCE Hendrickx	P	Prof L Hamilton	P	Prof L Hamilton
B3	Prof P Alexander	B-1	Prof DJ Geldenhuys	B-1	Prof DJ Geldenhuys
C2	Dr PP Fourie	B-1	Prof BCE Hendrickx	B-1	Prof BCE Hendrickx
C2	Prof CH MacKenzie	B-3	Dr D Scott-Mcnab	B-3	Dr D Scott-Mcnab
C2	Prof JM Uys	B-3	Prof P Alexander	B-3	Prof P Alexander
C2	Dr D Scot Macnab	C-1	Prof E Ruttkamp	C-1	Prof E Ruttkamp
C3	Dr T Hendrickx	C-2	Prof CH Mackenzie	C-2	Prof CH Mackenzie
Y1	Dr N Erlank	C-2	Prof JM Uys	C-2	Prof JM Uys
Y2	Prof R Smit	C-2	Dr L du Toit	C-2	Dr L du Toit
L	Prof KI Scherzinger	C2	Prof KI Scherzinger	C2	Prof KI Scherzinger
L	Dr SM Beukes	C2	Prof F Cloete	C2	Prof F Cloete
Total	**12**	C-3	Dr T Hendrickx	C-3	Dr T Hendrickx
		Y1	Prof N Erlank	C2	Prof MS Buhlungu
		Y2	Prof R Smit	C	Prof K Collins
		L	Prof SM Beukes	C	Prof CJ Conradie
				C	Dr M Lombard
				Y1	Prof N Erlank
		Total	**16**	Y2	Prof R Smit
				L	Prof SM Beukes
				Total	**20**

6.3 Research office

	SA	INTERNATIONAL	Total
2008	66.32	45.83	**110.15**
2009	67.5	50.47	**117.97**
2010	71.62	63.12	**134.74**

The research output in terms of accredited articles (134.74) is substantially higher in 2010 compared to 2009 (117.97). This represents an increase of 14.2%. The ratio of articles published in international journals as opposed to those published in South African journals is also rising steadily. In 2008 the ratio of articles published in international journals as opposed to local journals was .69:1; in 2008 this ratio increased to .74:1 in 2009 and to .88:1 in 2010. The target for 2011 is for this ratio to increase to .98:1 in and for it to increase to 1.15:1 in 2012.

The total output submissions to the DoE/DoHET are as follows:

	Articles	Books	Chapters	Proceedings	Total Units
2008	110,15	20	11,5	1	142,65
2009	117.97	23.16	6.79	0.5	148.42
2010	134.74	14.86	6.83	2	158.43

Books and chapters in books remain an important form of research output in the Faculty of Humanities. It is therefore a concern that the number of units claimed in terms of books has decreased from 23.16 in 2009 to 14.86 in 2010. The number of units claimed for chapters in books has remained more or less constant with 6.79 units claimed for 2009 and 6.83 units claimed for 2010. The claim for conference proceedings is substantially higher for 2010 at 2 units, as opposed to 0.5 units claimed in 2009.

The postdoctoral fellowship programme is critical for achieving this goal. Postdoctoral fellows are expected to produce at least two research units per year. While they produced on average one unit each during 2009 that average has increased to close to 2 units each in 2010. The Faculty aims to increase the number of postdoctoral fellows to 25 in 2011 and 30 in 2012.

6.4 Niche research areas

Departments	Lecturer	Niche Area
AFRIKAANS	Beukes, MP	Afrikaans Poetry
	Human, MP	Trauma and Narrative
		The *Bildungsroman* (Coming-of-age Novel)
		Memory, History, Forgetting and Literature
		Ingrid Winterbach (Lettie Viljoen)
	Pienaar , M	Translation Terminology
		Cognitive Linguistics and conceptual history
AFRICAN LANGUAGES	HC Groenewald, HC	Zulu Oral Art & Drama
	M Kgopa, M	FOLKLORE,TRANSLATION STUDIES, CULTURAL STUDIES, MUSIC
	LC Posthumus, LC	Zulu grammar; Comparative African Linguistics; Morphology;
	WJ Pretorius, WJ	N Sotho Grammar
ANTHROPOLOGY AND DEVELOPMENT STUDIES	de Wet, T	Public Health, Children, Urban issues, Race and ethnicity, Poverty & Development
	van Rooyen, C	Politics of water supply, environment and development
	Malan, CPN	The horizontal application of socio-economic rights
	Moore, DB	Zimbabwean Political Economy; Development Theory
	Lombard, M	Archaeology
	Menter, C	Palaeo-anthropology
	Lombard, M	Cognitive evolution
	Kabamba, P	Conflict Resolution; Democratic Republic of the Congo
	Phaswana, E	Child, Youth and Development
	Brookes, H	Gesture, Language and Identity
	Gumede, V	Political economy and public policy

Departments	Lecturer	Niche Area
APPLIED COMMUNICATIVE SKILLS (APB)	Pather, MR	TEACHING ENGLISH COMMUNICATION TO SECOND LANGUAGE USERS.
		SCHOOL PRINCIPALSHIP AND ITS DYNAMICS.
	Yafele, S	LANGUAGE, LEARNING & ACADEMIC LITERACY LANGUAGE AND ASSESSMENT PARADIGMS AND METHODS I N APPLIED ENGLISH STUDIES
	Ramhurry, R	HIGHER AND ADULT EDUCATION
APPLIED COMMUNICATIVE SKILLS (DFC)	Ramhurry, J	Power, Social Justice, Educational assessment, Migration Studies, Communication
Biblical and Religious Studies	Coetzee JH	Old Testament – Psalms
	Esack, F	Jews in the Qur'an, Contemporary Islam, & Islam & AIDS
	Lier, GE	Hebrew Bible, Targum, Midrash, Talmud, Second Temple Period
	Nortjé-Meyer, SJ	Gender and Sexuality: Letter to the Ephesians; Letter of Jude; Christianity and World Religions;
	Viviers, H	*Literary* approaches to the Bible (especially rhetoric and body rhetoric); *Ideological* approaches to the Bible(Gender Criticism, Eco-feminism, Eco-theology). Also interested in *anthropological* and *psychological* studies of the Bible and lately, the *cognitive science* of religion and the *religion: science debate*
JOURNALISM, FILM AND TELEVISION	Dannhauser, PD	Storytelling, communities and identity. Grassroots filmmaking and digital cinema.
		Social context of crime and violence, with specific reference to youth and young masculinities, gangsterism, etc.
		Race, representation and identity.
		Documentary film and personal documentary, digital storytelling and digital autobiography.
		Working on study of documentary productions, national building and the SABC
	Rodny-Gumede, Y	Sociology of the media, political sociology, political communication, comparative media systems theory, South African news media and journalism, peace and conflict journalism
	Rossouw, E	Magazine journalism
	Tager, M	Film and television studies with a specific focus on audiences

Departments	Lecturer	Niche Area
	Wa-Luruli, MN	Black South African Cinema (A book)
STRATEGIC COMMUNICATION	Benecke, DR	Work integrated learning, reflective learning, mentorship
	Crystal, A	Branding, health communication
	Davis, C	Cybernetics
	De Klerk, N	1. Strategic Communication: core driving forces 2. Poor communities 3.Stakeholder theory 4. The interactive media consumer and brand activism
	Levy, N	Marketing Education
	Mabada, R	Journalism and media studies
	Muir, C	1.Digital marketing and branding (online and mobile platforms) 2. Reputation management, digital reputation management 3. Marketing communication 4. Communication management
	Verwey, S	Strategic Communication: shifting paradigms
		Brand management and leadership
		Reputation

Departments	Lecturer	Niche Area
		Social responsiveness of business organisations
		Health Communication
COMMUNICATION AND MEDIA STUDIES	Burger KM	Development communication, social change, global communication, communication theory, media studies
	Hyde-Clarke N	Peace journalism, political communication, cultural studies
	Narunsky-Laden N	Popular Culture in South Africa: From Reproducing Shakespeare to Local Productions of Romance Fiction
		Consumer Culture, Cultural Consumption and New Class Formations
		Market Devices
ENGLISH	Dass, M	Post-Transitional Literature, the work of Zoe Wicomb
	Frenkel, R	South African Indian Fiction; SA literature post-apartheid
	Labuschagne, D	Science Fiction, literary theory
	Layton, D	The value of 'deep' talk in developing written academic language proficiency
	Lwanga-Lumu, J	Post-Colonial Pragmatics
	MacKenzie, C	Herman Charles Bosman; the South African short story; textual scholarship
	Scherzinger. K	Henry James, Don de Lillo, biographical fiction, contemporary novel, contemporary literary theory
	Scott-Macnab, D	Middle English Language and Literature; Manuscript Studies (Codicology) and History of the Book; Medieval lexicons of hawking and hunting; medieval sports and social history
	Starfield, J	South African Biography and Autobiography; South African Cultural Studies
	Tsehloane, T	South African literature, African literature, Marxist literary theory, postmodernism
	Van Heerden, JM	Fantasy literature
FRENCH	Leissner, S	Contemporary French Theatre
		Teaching French as a foreign language. New methods and approaches
		French Cinema
	Wa Kawbe-Segatti, DK	African Literature

Departments	Lecturer	Niche Area
		Theatre
		Cinema Francophone
	Snyman, AE	Autobiography; autobiography and Interculturality
		The works of the French author Marguerite Yourcenar
		The contemporary French Novel
GERMAN	Baker, JMA	Contrastive analysis of German and Zulu
		Language teaching in a multilingual context in South Africa
GREEK AND LATIN STUDIES	Henderson, WJ	Greek and Latin lyric poetry
	Zacharopoulou, E	Greece/Byzantium and Africa
	Doyle, A	Greek Tragedy, women in Homeric and Virgilian Epic, Mythology
	Hendrickx, B	1. Africano-Byzantina 2. Frankokratia in Greece (1204-1453) 3. Prosopographic Byzantine Lexicon
	Wolmarans, JLP	Greco-Roman background of Early Christianity
	Sansaridou-Hendrickx, T	Aspects of the 'Latin' (Frankish) occupation of the Byzantine territory in the late-Byzantine period: the Principality of Achaia, and the Tocco 'despotate' in Epirus (13th -15th C.)
		Chronicles, Perceptions, World Views and Ethnicity in Byzantium and Modern Greece
		Prosopographical Byzantine Lexicon
	E.M. Triandafillou, EM	The influence of Greek culture and literature in South Africa
HISTORICAL STUDIES	Allen, GR	Historical Theory / Philosophy of History
		History of Crime & Gangs in Gauteng
		Cultural Heritage (esp. Built Heritage) of Johannesburg & Soweto
	Groenewald, G	Slavery at the Cape of Good Hope in its Indian Ocean Context, 1652-1834
		The Social, Economic and Cultural History of Cape Town within its Indian Ocean Context, 1652-1795
		Gender and Family History at the Cape of Good Hope, 18th to 19th Centuries
		Cultural Aspects of the Rise of Afrikaner Nationalism, c. 1910-1940

Departments	Lecturer	Niche Area
	Grundlingh, LWF	History of Leisure in South Africa
	J.N. Klee. JN	Research on the History of RAU
LINGUISTICS AND LITERARY STUDIES	Beukes, SM	Language Policy and Planning, Sociolinguistics
	Cornelius, E	Plain language / Legal Translation
	Johl, CS	Iconicity and Film Studies
PSYCHOLOGY	Austin T	Adult ADHD, Psychopathology, Neuropsychology, Child Pathology
	Burke A	Adult ADHD, Psychology of Evil, Delusions as a form of communication, ADHD as a neurodevelopmental disorder
	Basson P	Neuropsychology, Relationships, Personality, Developmental Psych, Therapeutic Psych Positive Psych
	De Bruin K	Career Psychology, Career development of women employees Self-directedness, Personality Psych, Burnout
	Diale B	Sport Psych, HIV/Aids & Relationships
	Guse T	Psychological strengths (gratitude, hope); psychological well-being; hypnosis, psychological aspects related to the peripartum period
	Human WJ	Relationships and divorce
		ADHD
		Psychotherapy
	Jordaan E	Psychopathology
		Training and supervision of psychologists
	Kaldine FH	Critical Psychology; Community Psychology; Community-based research; phenomenological research; HIV/AIDS; Gender Psychology
	Knight ZG	Psychoanalytical Psychotherapy, Object Relations Therapy, Relational Psychoanalysis, Case-based Phenomenological Research
	Kruger G	Personality and Individual Differences
	Moodley P	Critical Psychology, Discourse Analysis
	Pretorius HP	Violence, family matters,
		Ethics

Departments	Lecturer	Niche Area
		Sexual criminality (perpetrators and victims)
		Psycho-Legal matters
	Schwar G	African cosmology/belief system, Social Psych, Behavioural Risk Management & Personality profiling, Investigative Psych
	Stones CR	Psychotherapy, Abnormal Psychology, Attitude Change, Forensic / Investigative Psychology, Phenomenological Psychology.
	Van Niekerk RL	Sport and Exercise Psychology
		Couples Therapy
	Waldeck C	Psychopathology, Neuropsych, Adult ADHD, Psychological aspects relating to death & bereavement & terminal illness, Postpartum depression
POLITICS	Croucamp PA	Social Conflict and Violence
		Social cohesion/Social Capital
		Taxi Industry of South Africa
	Geldenhuys DJ	Politics of persecution
		Contested states
		SA Foreign policy
	Graham SE	South African foreign policy and the UN
		Good international citizenship
		International political economy
	Graham VL	Assessing the state of democracy in South Africa
		Public Policymaking in South Africa
		Comparative Politics
	Hamilton LA	Human Needs and Political Judgement
		Freedom and Power
		Public Debt in South Africa
		The Intellectual and Institutional History of The South African State
	Landsberg C	Theory and Practice of Diplomacy/ Foreign Policy Analysis
		South African Diplomacy and Foreign Policy

Departments	Lecturer	Niche Area
		African Diplomacy/ International Relations
	Sadie YA	Women and post-conflict reconstruction
		Democratisation (Africa) – all aspects – including student attitudes (surveys)
		Public Policy Analysis
PUBLIC GOVERNANCE	Auriacombe, CJ	Public Management Functions, Research Methodology, Local Governance and Management, Organisational Design and Development
	Cloete, GS	Public policy analysis and management, monitoring and evaluation, technology in government, governmental reform, negotiation
	Jarbandhan, DB	Public sector leadership and development
	Majam, T	Public Financial Management
	Nethonzhe, TA	Ethics Management in the Public Service and Public Policy
	Tlhoaele C T	Traditional Leadership
	Webb, WN	Public Service Corruption and Corruption Prevention Measures
	Silima, T	Local governance
SOCIAL WORK	Rasool, S	Domestic violence, help-seeking, gender
	Roestenburg, W	Social Indicators, Measurement scales in Social Work
	Sacco, TM	- Reconciliation for post-apartheid social work - Development and transformation of South African society - Spirituality & social work - Critically reflective social work education - Cultural diversity and Anti-discriminatory social work practice - Human rights & social work
	Stevens, L	Disability
		Service Learning
		Health and wellbeing
		Occupational social work
	Triegaardt, J	Social Security in South Africa; poverty and unemployment in South Africa; inequality in South Africa; refugees and migrants in SA

Departments	Lecturer	Niche Area
	Nel, JBS	Community Development
		Poverty
		Livelihoods
		Refugees
		Teaching and Learning
	Van Breda, AD	Resilience
		Occupational Social Work
SOCIOLOGY	Kriel, E	Youth, HIV/AIDS and intimate relationships
	Groenewald, L	Urban sociology
		Informal settlements
		Race and racism
	Naidoo K	Poverty and Inequality
	Rugunanan, P	Exclusion, social capital and citizenship
		Family well-being and Resilience
		Migration, Identity, Race
	Seedat Khan, M	Domestic Work, Gender, Socialisation, Identity
	Senekal, A	Social deviance, social capital, whistle blowing, bullying in the workplace
	Smit, R	Family Sociology
	Smuts, L	Gender and Homosexuality
		Stigma
		Social Identity
	Tshoaedi, M.	Trade union movement
		Women and social movements
		Gender and culture in organisations
		Gender and democracy

Departments	Lecturer	Niche Area
		Race, class and gender in society
		Social biography in research
	Uys, T.	Whistleblowing
		Sociological social psychology
		Exclusion, social capital and citizenship
		History of Sociology in South Africa
	VZ-Schalekamp	Food and culture; Food security
Centre for Social Development in Africa	Graham , L.	Youth identity, youth development, risk behaviour, disability studies, BEE
	Hanson, S.	Domestic violence; children
	Hochfeld, T.	Gender and development; social welfare, social policy
	Jaji, R.	Refugees, migration and masculinities
	Patel, L	Social Policy; social development and social welfare transformation;
		Civic Engagement and Social Networks
		Urban Poverty and Livelihoods
		Gendered Character of Social Care
		Gender and social protection
	Ulriksen, M.	Political economy of welfare policy development
		Poverty and inequality
		Comparative studies in Southern Africa; particularly Botswana and Mauritius
Centre for Culture and Language in Africa	Erlank, N	Mainstream Christianity in South Africa/Christianity and Nationalism, Gender and Sexuality in SA, British Colonial History, Heritage and Commemoration

Departments	Lecturer	Niche Area
	Murray, J	Feminist theory; English literature; Gender, violence and identity
	Jeannerat, CJ	Anthropology and History, anthropology of Christianity, history of mission Christianity
	Janse van Rensburg, JF	Comparative Semitic grammar; Classical interprters of the Qur'an

7. FACULTY GOVERNANCE

7.1 Relevant overview/discussions

The academic Structure and the committee system have been discussed and presented in the Executive Summary, and need not be repeated here. Of importance is that the Charters of all the Faculty Committees have all been finalized. These Charters are crucial, in that they entrench broad participation (a collegial committee system) and give clarity to the functions and responsibilities of each committee. These Charters appear below.

CHARTER FOR THE FIRST-YEAR SUPPORT FORUM

1. NAME

The Committee is known as the First-Year Support Forum (FYSF).

2. STATUS

The FYSF is a discussion forum which reports to the Humanities Teaching and Learning Committee.

3. COMPOSITION

3.1. Vice-dean: Academic
3.2. Humanities Teaching and Learning Coordinator
3.3. One lecturer, representative of each first-year discipline, nominated by the HOD
3.4. One first-year tutor, representative of each department, nominated by the first-year lecturers in the department
3.5. One student representative per first-year discipline, nominated by the first-year group
3.6. (ADC) First-Year Experience Coordinator
3.7. PsyCAD representative
3.8. Edulink representative
3.9. ADS representative (Tutors)

4. FUNCTIONS

The First Year Support Forum

4.1.   Deliberates on teaching, learning and assessment issues that affects the FYE and makes recommendations to the Humanities Teaching and Learning Committee
4.2.   Monitors the faculty tutorial system in collaboration with ADS
4.3.   Supervises the establishment and maintenance of learning communities in the faculty
4.4.   Advises the Humanities Teaching and Learning Committee on issues of academic discipline and dishonesty.

5.   MEETING PROCEDURE AND REPORTING

5.1.   The FYSF meets once per semester and submits a summary of the meeting to the Humanities Teaching and Learning Committee
5.2.   The main Forum may be divided into smaller meeting groups if and when necessary.

6.   GENERAL

6.1.   Recommendations to the Humanities Teaching and Learning Committee are submitted by the Humanities Teaching and Learning Coordinator.

Updated January 2011

CHARTER FOR HUMANITIES CURRICULUM COMMITTEE

1. NAME

The Committee is known as the Humanities Curriculum Committee (HCC).

2. STATUS

The HCC is a standing faculty committee and reports to the HODs Committee and the Board of Faculty.

3. COMPOSITION

3.1.   Executive Dean
3.2.   Vice-dean Academic (Chair)
3.3.   Humanities SAQA officer (Secretary)
3.4.   Four HODs, one from the School of Communication, one from the School of Languages, and two from the remaining departments elected by the Board of Faculty.
3.5.   Additional heads of departments may be co-opted, depending on the proposals and amendments serving at a meeting

The Dean and the Vice-dean: Academic are standing members; the SAQA officer is standing Secretary.

4. FUNCTIONS

The Humanities Curriculum Committee

4.1.   Directs the planning of new programmes and oversees amendments to existing programmes in the faculty
4.2.   Considers all applications concerning the above and makes recommendations to HODs Committee, Board of Faculty and, where required, to the Programme Working Group and Senex
4.3.   Monitors the registration of academic programmes at DoHET
4.4.   Refers approved amendments and newly registered programmes to the Humanities Teaching and Learning Committee for resources allocation, including the consideration of timetable, lecturing and tutorial venue requests
4.5.   Makes recommendations regarding entrance requirements for the various academic programmes, when required.

5. MEETING PROCEDURE AND REPORTING

5.1.   The HCC meets at least twice annually, once per semester, to consider applications for new programmes and amendments to existing programmes, as well as any other curriculum-related matters

5.2.   The HCC is quorate if at least seventy per cent (70%) of the members are present and remain present during the transacting of business and decision-making

5.3.   The Chairperson may call an extraordinary meeting

5.4.   The Chairperson may invite persons who are not otherwise members of Board of Faculty to attend meetings, provided that they may participate in discussions but may not vote

5.5.   Decision-making is primarily based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable

5.6.   If consensus cannot be reached, a principle/motion is put to the vote and is carried through a simple majority vote of those present at the meeting

5.7.   The minutes of each meeting are considered at the next meeting.

6.   GENERAL

6.1.   Recommendations made by the HCC are submitted to the relevant structures by the Humanities SAQA officer and the HFA.

Updated January 2011

CHARTER FOR THE HUMANITIES QUALITY COMMITTEE

1.   NAME

The Committee is known as the Humanities Quality Committee (HQC).

2.   STATUS

The HQC is a standing faculty committee and reports to the HODs Committee and the Board of Faculty.

3.   COMPOSITION

3.1.   Executive Dean (Chair)
3.2.   Vice-dean: Academic
3.3.   Vice-dean: Research
3.4.   SAQA officer (Secretary)
3.5.   Three HODs elected by the Board of Faculty

The Dean and Vice-deans are standing members and the SAQA officer is standing Secretary.

4.   FUNCTIONS

The Humanities Quality Committee

4.1.   Is responsible for the overall quality assurance of Humanities disciplines and qualifications
4.2.   Directs the planning of the academic quality reviews in the faculty, and
4.3.   Oversees the related administrative processes pertaining to the above.

5.   MEETING PROCEDURE AND REPORTING

5.1.   The HQC meets at least twice annually to plan, oversee and review quality assurance processes in the faculty
5.2.   The HQC is quorate if at least seventy per cent (70%) of the members are present and remain present during the transacting of business and decision-making
5.3.   The Chairperson may call additional meetings as and when necessary

5.4.   The Chairperson may invite persons who are not otherwise members of Board of Faculty to attend meetings, provided that they may participate in discussions but may not vote

5.5.   Decision-making is based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable;

5.6.   If consensus cannot be reached a principle/motion is put to the vote and is carried through a simple majority vote of those present at the meeting

5.7.   The minutes of each meeting are considered at the next meeting.

6.   GENERAL

Recommendations and reports by the HQC are submitted to the relevant structures by the Humanities SAQA officer and HFA.

January 2011

CHARTER FOR HUMANITIES REGISTRATION AND ORIENTATION COMMITTEE

1.   NAME

The Committee is known as the Humanities Registration and Orientation Committee (HROC).

2.   STATUS

The HROC is a standing faculty committee and reports to the HODs Committee and the Board of Faculty.

3.   COMPOSITION
3.1.   Executive Dean (Chair)
3.2.   Vice-dean: Academic
3.3.   Humanities Marketing and Planning Officer (Secretary)
3.4.   HFA
3.5.   Humanities Teaching and Learning Coordinator
3.6.   Programme Coordinators

The Dean, Vice-dean: Academic and HFA are standing members and the Humanities Marketing and Planning Officer is standing Secretary. The Programme Coordinators are nominated by Board of Faculty.

4.   FUNCTIONS

4.1.   The HROC oversees

4.1.1. The marketing of the Humanities academic programmes
4.1.2. The communication of the faculty with prospective first-year students regarding admission
4.1.3. The Humanities registration and orientation processes on the various campuses, including the training of faculty assistants
4.1.4. The orientation of first-year students with regards to the curricula of the programmes in which they enrol
4.1.5. The academic orientation of first-year students in the faculty
4.1.6. The extended first-year orientation programmes in the various departments.

4.2.   The HROC annually reviews the Humanities registration and orientation processes on the various campuses and make recommendations for improvement of these when and where required.

5.   MEETING PROCEDURE AND REPORTING

5.1.   The HROC meets at least twice annually, once per semester, to review the previous round of registration and orientation, make recommendations and plan for the next round of registration and orientation.

5.2.   The HROC is quorate if at least sixty per cent (60%) of the members are present and remain present during the transacting of business and decision-making.

5.3.   The Chair may call an extraordinary meeting.

5.4.   The chair may constitute sub-committees as and when necessary

5.5.   The Chair may invite persons who are not otherwise members of Board of Faculty to attend meetings, provided that they may participate in discussions but may not vote.

5.6.   Decision-making is primarily based on the principle of consensus (as determined by the Chair) and/or sufficient consensus when applicable.

5.7.   If consensus cannot be reached, a principle/motion is put to the vote and is carried through a simple majority vote of those present at the meeting.

5.8.   The minutes of each meeting are considered at the next meeting.

6.   GENERAL

6.1.   Recommendations and reports by the HROC are submitted to HODs Committee and Board of Faculty by the Humanities HFA.

Updated January 2011

CHARTER FOR HUMANITIES TEACHING AND LEARNING COMMITTEE

1.   NAME

The Committee is known as the Humanities Teaching and Learning Committee (HTLC).

2.   STATUS

The HTLC is a standing faculty committee and reports to the HODs Committee and the Board of Faculty.

3.   COMPOSITION

3.1.   Executive Dean
3.2.   Vice-dean: Academic (Chair)
3.3.   Humanities Teaching and Learning Coordinator (Secretary)
3.4.   Two members appointed by the Vice-dean: Academic
3.5.   Four members, one from the School of Communication, one from the School of Languages, and two additional members from the remaining departments, elected by the Board of Faculty.

Elected members serve for a period of three years, and may be re-elected.

4.   FUNCTIONS

The Humanities Teaching and Learning Committee (HTLC):

4.1.   Initiates and drives innovative and technology-rich practices in the faculty with regard to teaching and learning, academic support, assessment, and academic risk management.
4.2.   Oversees the First-year Support Forum
4.3.   Monitors teaching and learning resources and make recommendations to the Heads of Departments Committee and Board of Faculty.

5.   SCOPE OF AUTHORITY

The HTLC, in consultation with the Dean, has the right to:

5.1.   Co-opt additional members when necessary

5.2.   Invite UJ staff members to HTLC meetings

5.3.   Constitute sub-committees and/or task teams as and when necessary

5.4.   Delegate responsibilities to other faculty committees with the approval of the Board of Faculty.

6.   MEETING PROCEDURE AND REPORTING

6.1.   The HTLC meets twice annually or as required

6.2.   The HTLC is quorate if at least sixty per cent (60%) of the members are present and remain present during the transacting of business and decision-making

6.3.   The Chairperson may call an extraordinary meeting

6.4.   Decision-making is primarily based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable

6.5.   If consensus cannot be reached, a principle/motion is put to the vote and it is carried through a simple majority vote of those present

6.6.   The minutes of each meeting are considered at the next meeting.

7.   GENERAL

Recommendations by the HTLC are submitted to the appropriate structures by the Humanities Teaching and Learning Coordinator and the Humanities HFA.

Updated: January 2011

CHARTER FOR THE HUMANITIES HIGHER DEGREES COMMITTEE

1.   NAME

The Committee is known as the Humanities Higher Degrees Committee (HHDC). Due to subtle differences in the nature of postgraduate research in languages as opposed to the social sciences the HHDC is split in two sub-committees, functioning back to back, namely the Humanities Higher Degrees Committee: Languages and the Humanities Higher Degrees Committee: Social Sciences.

2.   STATUS

The HHDC is a standing committee of the Faculty of Humanities and reports to the Dean, the Board of Faculty and the Senate Higher Degrees Committee.

3.   COMPOSITION

The HHDC: Languages and the HHDC: Social Sciences both have the same compositional structure, namely the Dean, the Vice-dean Research, a representative from each academic department within the particular cluster (languages or social sciences) and the secretary (who is the Faculty officer tasked with the administration of higher degrees). Representatives from departments in other Faculties whose students resort administratively under the Faculty of Humanities are invited to the meeting when their candidate's proposal serves. Such a representative has the same rights as a representative from a department within the Faculty of Humanities, accept that he/she cannot be elected as chairperson.

The chairperson is elected for a term of three years from the ranks of the departmental representatives serving on that particular HHDC.

The members of these two HHDCs are:

3.1   Chair of the HHDC (The Vice-dean Research or elected by the committee
From the departmental representatives for a 3 year term)

3.2   The Dean

3.3   The Vice-dean Research

3.4   A representative from each academic department within the cluster
          (Language or social sciences).

3.5   A representative from an academic department in another faculty when
needed (for a Higher Degree research proposal that serves at the particular HHDC meeting).

3.6   Secretary (Faculty officer responsible for the administration of higher degrees
in the Faculty.)

4.   FUNCTIONS

The HHDC is responsible for supporting, stimulating and managing of all aspects pertaining to higher degrees study in the Faculty of Humanities which entails:

4.1 Update Faculty HD policy and monitor policy implementation;

4.2 Consider all postgraduate research proposals of Master's and doctoral candidates registered in the Faculty and recommending them to SHDC;

4.3 Refer ethical considerations in HD research proposals to the Faculty Ethics Committee;

4.4 Approve the appointment of a non-assessing chair and assessors for all Master's candidates in the Faculty;

4.5 Consider the appointment of a non-assessing chair and assessors for all doctoral candidates in the Faculty and make recommendations to the SHDC;

4.6 Consider the assessment results of all doctoral candidates and make recommendations to the SHDC;

4.7 Approve the assessment results of all Master's candidates;

4.8 Take the necessary steps (in conjunction with the SHDC where necessary) to resolve discrepancies where assessors have recommended different assessment outcomes;

5. MEETING PROCEDURES AND REPORTING

5.1 The HHDC meets at least five times a year on the predetermined dates as set out in the Faculty calendar. (The HHDC meetings occur shortly before the SHDC meetings.);

5.2 At least sixty per cent (60%) of the members should be present to constitute a quorum;

5.3 The Chairperson or Dean may call an extraordinary meeting;

5.4 The Chairperson may invite additional persons to participate in a particular meeting if deemed necessary;

5.5 Decision-making is primarily based on the principle of consensus and/or sufficient consensus when applicable;

5.6 If consensus cannot be reached, a principle/motion is put to the vote and it is carried if a simple majority vote of those present at the meeting has been obtained;

5.7 The minutes of each meeting are considered at the next meeting;

6. TERM OF OFFICE

The term of office of HHDC members is as follows:

6.1 The Dean serves as an ex officio member of the HHDC;

6.2 The Vice-dean Research serves as an ex officio member of the HHDC;

6.3   The Secretary remains a member of the HHDC as long as he/she holds the position of Officer responsible for the administration of Higher Degrees in the Faculty office;

6.4   The Chair serves for a term of three years and is eligible for re-election when her/his term expires;

6.5   The departmental representatives serve for a period of three years and are eligible for re-election;

6.6   Invited members serve for the duration of the particular meeting to which she/he has been invited.

7.   GENERAL

7.1   The HHDC may call the supervisor of a particular candidate and/or the HoD to a meeting for clarification if deemed necessary;

7.2   The Dean and the Chairs of the two HHDCs constitute the Humanities Higher Degrees Assessment Committee, which is a sub-committee of the HHDC.

(Due to the on-going nature and the need to act speedily with assessment results the full HHDC cannot function as a Higher Degrees Assessment Committee.)

The Humanities Higher Degrees Assessment Committee may co-opt members when necessary.

CHARTER FOR HUMANITIES ACADEMIC ETHICS COMMITTEE

1.   NAME

The name of the committee is the Faculty of Humanities Academic Ethics Committee.

2.   STATUS

The Humanities Academic Ethics Committee is constituted by the Humanities Board of Faculty.

3.   COMPOSITION

3.1   The Chairperson is appointed by the Dean for a period of three years, in consultation with the HOD's Committee.

3.2   The Vice-dean Research is a standing member of the Committee.

3.3   The committee consists of an additional four members elected from and by the Humanities Board of Faculty.

3.4   Elected members serve for a period of three years, and may be re-elected.

3.5   If the membership of a member of the Committee terminates for any reason before the expiry of the period for which the member was appointed, a successor for the remaining period is appointed.

3.6   The Committee has the right to co-opt a specialist for (a) specific cases under review or (b) a specified period of time.

4.   FUNCTIONS

4.1   The Committee is responsible for the implementation of the UJ Code of Academic and Research Ethics in the Faculty of Humanities.

4.2   It is the function of the Committee to scrutinise research proposals for ethical considerations in the following cases:

(a)   The research proposals of master's and doctoral students referred to the Committee by the Faculty Higher Degrees Committees.

(b)   The research proposals of honours students referred to the Committee by the relevant departmental chairperson.

4.3   In cases where specific documentation/letters of ethical clearance are required, the Committee will scrutinise the relevant research proposals of students and members of staff, and based on the outcome of such scrutiny, provide the necessary documentation.

5.   MEETING PROCEDURE AND REPORTING

5.1   The Humanities Academic Ethics Committee operates as a virtual committee.

5.2   The Chairperson may call an extraordinary meeting.

5.3   Decision-making is primarily based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable.

5.4   The Chairperson (or his/her representative) informs all relevant parties of the decision of the Committee.

5.5   The Chairperson submits an annual report to the Dean.

CHARTER FOR HUMANITIES FINANCE COMMITTEE

1.   NAME
The Committee is known as the Finance Committee (FinCom).

2.   STATUS
FinCom is a standing committee that reports to the Dean, the HODs Committee and the Board of Faculty.

3.   COMPOSITION
3.1   Dean (Chair)
3.2   Vice-Deans
3.3   Head of School: Languages
3.4   Heads of School: Communication
3.5   Two HODs from departments not residing in either of the two Schools, elected by the HODS of the departments not residing in the Schools, one rep of the Research Centres. All these appointed members should serve for a period of three years
3.6   Faculty accountant
3.7   One or more senior advisors appointed by the Dean (optional)

4.   FUNCTIONS
4.1   Promotes transparency and accountability in the financial management of the faculty and its academic departments and research centres;
4.2   Considers the proposed budgets from the academic departments and research centres in the faculty, on an annual basis, and engages in the consolidation of the global proposed faculty budget for the following year;
4.3   Considers the annual Faculty financial expenditure report;
4.4   Considers financial matters referred to FinCom by the Dean, as and when the need arises.

5.   MEETING PROCEDURE AND REPORTING
5.1   FinCom meets at least twice annually to prepare the budget, and to consider the financial expenditure report. In addition, FinCom meets at other times, if the need arises;
5.2   FinCom is quorate if at least 60% of the members are present, and remain present during the transacting of business and decision-making;
5.3   The faculty accountant administers the meeting and takes the minutes;
5.5   The Chairperson may call an additional, or extraordinary meeting as the need   arises;
5.6T   The Chairperson may invite persons who are not otherwise members of the   HODs   Committee to attend meetings;
5.7   Decision-making is primarily based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable;

5.9   Invitees do not have voting rights;

5.10   The minutes of each meeting are considered at the next meeting.

6.   TERM OF OFFICE AND DISSOLUTION OF SENATE

        The term of office of Senate members is as follows:

6.1   Vice-deans, Heads of School and the faculty accountant serve by virtue of their office;

6.2   Senior advisors appointed by the dean serve for a period determined by the chairperson, not exceeding three years;

6.3   Additional appointed HODs serve for a term of three years if they remain HOD for that period.

8 October 2010

CHARTER FOR HEADS OF DEPARTMENTS COMMITTEE

1.   NAME
The Committee is known as the Heads of Departments Committee (HODs Comm), and will act as the executive of the committee's

2.   STATUS
The HODs Committee is a standing committee that reports to the Dean and the Board of Faculty.

3.   COMPOSITION
3.1   Dean (Chair)
3.2   Vice-Deans
3.3   Heads of School;
3.4   Heads of Departments
3.5   Directors of Centres
3.6   Chairs of Faculty Committees
3.7   One or more senior advisors
3.8   Head of Faculty Administration

4.   FUNCTIONS
4.1   Provides academic and strategic leadership for the faculty, protects the academic integrity within the faculty, promotes general managerial transparency and accountability within the faculty, and debates matters of academic principle;
4.2   Scrutinizes applications for new programmes, and amendments to programmes, and makes recommendations to the Board of Faculty
4.3   Scrutinizes all draft policies, and amendments to existing policies in the faculty, relating to every faculty committee and makes recommendations to the Board of Faculty;
4.4   Scrutinizes reports and proposals from the standing faculty committees, and makes recommendations to the Board of Faculty;
4.5   Reviews the functionality of faculty committees;

4.6   Protects and promotes the role of the faculty with reference to academic freedom and   academic jurisdiction and makes recommendations to the BOF in this regard;
4.7   The HODs Committee deliberates on any matter that, in the opinion of the chairperson, should serve in the interest of academic excellence.

5.   MEETING PROCEDURE AND REPORTING
5.1   The HODs Committee meets at least quarterly (meeting dates set in advance and contained in the Humanities Year Programme);

5.2   The HODs Committee is quorate if at least 60% plus one of the members (excluding those members who have been granted official travel/research/sabbatical leave of   absence) is present and remains present during the transacting of business and decision-making;

5.3   Provision is made for an alternate to represent an HOD, HOS or Director at a   HODs Committee meeting;

5.4   The HFA administers meetings and takes minutes;

5.5   The Chairperson may call an additional or extraordinary meeting as the need arises;

5.6T   The Chairperson may invite persons who are not otherwise members of the HODs Committee to attend meetings, provided that they may participate in   discussions but may not vote;

5.7   Decision-making is primarily based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable;

5.8   If consensus cannot be reached, a principle/motion is put to the vote and it is   carried if a simple majority vote of those present at the meeting has been   obtained;

5.9   Invitees do not have voting rights;

5.10   The minutes of each meeting are considered at the next meeting.

6.   TERM OF OFFICE AND DISSOLUTION OF SENATE
        The term of office of HOD members is as follows:

6.1   HODs, HOS, Directors of Centres and Chairs of Standing Faculty committees serve by virtue of their office;

6.2   Additional appointed members serve for a term as determined by the Chairperson.

2 October 2010

CHARTER FOR THE HUMANITIES RESEARCH COMMITTEE

1.   NAME

The Committee is known as the Humanities Research Committee (HRC).

2.   STATUS

The HRC is a standing Faculty of Humanities committee, and reports to the Dean and the Board of Faculty.

3.   COMPOSITION

3.1   Vice-Dean Research (Chairperson)

3.2   Dean

3.3   Vice-Dean Academic)

3.4   Representative: Research Support & Administration

3.5   One member elected by the School of Languages, one member elected by the School of Communication, two members from departments not residing in either of the two schools.

3.6   One member from the Research Centre elected by the Research Centres. Additional members determined by the Charter in consultation with the Executive Dean and HRC from time to time.

4.   FUNCTIONS

The HRC is responsible for managing, supporting and stimulating research; considering and granting research funds to staff members of the Faculty of Humanities; and compiling and maintaining a database of publications and research projects in the Faculty.

5.   MEETING PROCEDURE AND REPORTING

5.1   The HRC meets at least twice annually, once in the first semester and once in the second semester;

5.2   The HRC is quorate if at least sixty per cent (60%) of the members are present and remain present during the transacting of business and decision-making;

5.3   The Chairperson may call an extraordinary meeting;

5.4   The Chairperson may invite additional persons to attend meetings, provided that they may participate in discussions but may not vote;

5.5   Decision-making is primarily based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable;

5.6   If consensus cannot be reached, a principle/motion is put to the vote and it is carried if a simple majority vote of those present at the meeting has been obtained;

5.7   The minutes of each meeting are considered at the next meeting;

6.   TERM OF OFFICE

        The term of office of HRC members is as follows:

6.1   Dean, Vice-Deans and RSA representative serve by virtue of their office;

6.2   Five members elected by the Board of Faculty serve for a period of three years, and are eligible for re-election;

6.3   Additional appointed members serve for a term as determined by the Chairperson.

7.   GENERAL

7.1   A member of the HRC of the same department from which an application for funding arises does not participate in discussions on the application.

7.2   The HRC may call an applicant for an interview at its discretion. The HRC may request a discussion with an HOD.

7.3   The HRC's written recommendations regarding applications for funding in the Faculty are submitted to the URC by the Chairperson.

24 October 2010

CHARTER FOR HUMANITIES RECOGNITION OF PRIOR LEARNING COMMITTEE

1.   NAME

The Committee is known as the Humanities Recognition of Prior Learning Committee (HRPL).

2.   STATUS

The HRPL Committee is a standing faculty committee, and reports to the Dean and the Board of Faculty.

3.   COMPOSITION

3.1   Chairperson (appointed by the Executive Dean, in consultation with the Humanities Recognition of Prior Learning Committee).

3.2   TwoFive full professors elected by the Board of Faculty.

3.3   ThreeElected other members elected by the Board of Faculty who serve for a period of three years, and may be re-elected.

4.   FUNCTIONS

4.1   The HRPL monitors and reviews faculty RPL policy.

4.2   Oversees the RPL process and quality assurance.

4.3   Advise the Dean on the Recognition of Prior Learning.

4.4   Facilitate RPL training within the Faculty.

4.5   Manage and administer the RPL process according to Faculty of Humanities policy.

5.   MEETING PROCEDURE AND REPORTING

5.1   The HRPL is a virtual committee that considers all faculty applications for RPL and advises the Dean in respect of 4

5.2   The HRPL is quorate if at least eighty per cent (80%) of the members exercise their decision-making powers

5.3   The Chairperson may call an extraordinary meeting

5.4   The Chairperson may invite additional persons to consider applications, provided that they only make recommendations to the RPL Committee

5.5   Decision-making is primarily based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable

5.6   If consensus cannot be reached, an application is put to the vote and it is carried if a simple majority vote of the members of the Humanities RPL Committee is obtained

5.7   Humanities RPL recommendations are drafted in a report that is considered and approved by the Dean

5.8   The Dean's decision is communicated to the HAFA and members of the RPL Committee as well as to the HOD of the relevant Department that is making the application on behalf of the candidate

6.   GENERAL

6.1   A member of the HRPL of the same department from which an application for RPL arises does not participate in discussions on the application

6.2   The HRPL may request a discussion with a General RPL Advisor, Specific RPL Advisor, RPL Assessor or RPL candidate

6.3   The HRPL's written recommendations regarding applications for Recognition of Prior Learning in the Faculty are submitted to the Dean of the Faculty by the Chairperson of the Humanities RPL Committee, and the Dean in turn communicates the decision to the Head of Faculty Administration and the General RPL Advisor (HOD).

3   October 2010

CHARTER FOR HUMANITIES HR AND PROMOTIONS COMMITTEE

1.   NAME

The Committee is known as the Humanities HR and Promotions Committee (HRPC).

2.   STATUS

The HRPC is a standing faculty committee, and reports to the Dean and the Board of Faculty.

3.   COMPOSITION

3.1   Dean (Chairperson);

3.2   Vice-Deans;

3.3   Five full professors elected by the Board of Faculty;

3.4   Additional members may be appointed by the Executive Dean in consultation with the Humanities HR and Promotions Committee, giving due consideration to representation of gender, race and other equity groups who are at risk of being excluded.

3.5   The HFA as Secretary;

3.6   Elected members serve for a period of three years, and may be re-elected. The Dean and Vice-deans are standing members, and the HFA is standing Secretary.

4.   FUNCTIONS

4.1   Promotes transparency and accountability in the general HR management of the faculty;

4.2   The HRPC considers all applications for promotion within the faculty, and makes recommendations to Senex in this regard;

4.3   The HRPC considers and makes recommendations on all HR matters referred to it by the Dean, including the deployment of vacant posts, the creation of new permanent posts, and the creation of new long term contract posts;

4.4   The HRPC updates and revises the document 'Promotion Procedures' when necessary.

5.   MEETING PROCEDURE AND REPORTING

5.1   The HRPC meets at least twice annually, once in the first semester and once in the second semester, to consider applications for promotion, and other HR matters

5.2   The HRPC is quorate if at least seventy per cent (60%) of the members are present and remain present during the transacting of business and decision-making

5.3   The Chairperson may call an extraordinary meeting

5.4   The Chairperson may invite persons who are not otherwise members of Senate to attend meetings, provided that they may participate in discussions but may not vote

5.5   Decision-making is primarily based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable

5.6   If consensus cannot be reached, a principle/motion is put to the vote and it is carried if a simple majority vote of those present at the meeting has been obtained

5.7   The minutes of each meeting are considered at the next meeting

6.   GENERAL

6.1   A member of the HRPC of the same department from which an application arises does not participate in discussions on the application;

6.2   The HRPC may call an applicant for an interview at its discretion. The HRPC may request a discussion with an HOD;

6.3   The HRPC's written recommendations regarding applications for promotion in the Faculty are submitted to the Department of Human Resources by the secretary, which in turn submits the applications to the Executive Committee of Senate.

27 September 2010

CHARTER FOR SENIOR ADVISORY COMMITTEE

1. **NAME**

The Committee is known as the Humanities Senior Advisory Committee.

2. **STATUS**

The SAC is an advisory committee, and has no executive power. The SAC reports both to the Dean, and to the Board of Faculty.

3. **COMPOSITION**

3.1   Dean (Chairperson);

3.2   Heads of Schools;

3.3   Heads of Academic Departments;

3.4   Directors of Research Centres;

3.5   Professors and Associate Professors within the faculty;

3.6   Such additional members determined by the SAC from time to time, or for special purposes;

4. **FUNCTIONS**

The SAC functions to provide advice and recommendations to faculty management and the Board of Faculty, on a broad range of issues relating to academic principles and academic procedures. This includes issues relating to faculty management, the faculty committees, in terms of structure, composition and function, faculty academic procedures, the language policy, and any other matter that requires discussion, consideration, and recommendation by the body of senior members of staff of the faculty.

5. **MEETING PROCEDURE AND REPORTING**

5.1   The SAC is convened, on the advice of the Dean, the HODs Committee or the Board of Faculty. There are thus no regular meetings, but as needed from time to time;

5.2   Senior Advisory Committee is quorate if at least fifty percent (50%) plus one of the members (excluding those members who have been granted official travel/research/sabbatical leave of absence) are present and remain present during the transacting of business and decision-making;

5.3   The Chairperson may invite persons who are not otherwise members of the SAC to attend meetings;

5.4   Recommendations emanating from the SAC are primarily based on the principle of consensus (as determined by the Chairperson) and/or sufficient consensus when applicable;

5.5   If consensus cannot be reached, a principle/motion is put to the vote and it is carried if a simple majority vote of those present at the meeting has been obtained;

5.6   The minutes of each meeting are considered at the next meeting;

5.7   A report on each meeting of the Sac is submitted to the HODs Committee, and the Board of Faculty for noting or consideration.

27 September 2010

- **Teaching and Learning Committee**

The Humanities focus for Teaching and Learning for the 2010-2011 period has been on the following:

Research into Teaching and Learning

1. The use of a combination of APS and NBT scores as predictors of academic success of students in the Humanities

   Prof Alban Burke is on the UJ task team for research into the predictive value of the NBTs and the NSC for students success. He has been asked to specifically apply the results to student performance in the Humanities.

2. The influence of late registration in 2010 on first-year academic performance during the first year of study

   The overall performance of first-years during 2010 bears testimony to the success of the measures that were introduced to counter-act the late registration of many first-year students, such as the introduction of extended academic skills orientation through means of tutorials, the alerting of students to the support that were available to them via text messaging, as well as the alerting of HODs and first-year lecturers to the presence and vulnerability of these students via emails and the various faculty committee structures.

Table 2: UJ FTE Degree Credit Success rate per undergraduate course level category, 2009 and 2010
Data Source HEMIS, data extracted on 27 Jan 2011

CEF Calendar Year	CDD Course Level1	Data	CDD Course Faculty									
			FADA	FEFS	EDU	FEBE	HEALTHSC	HUM	LAW	MAN	SCIENCE	Total
2009	UG Certificate & Diploma	FTE Enrolments	942.270	2,295.139		2,519.446	969.865	881.073	662.224	4,530.866	1,241.426	14,042.309
		FTE Passes	792.040	1,740.977		1,913.763	813.075	609.375	511.382	3,346.674	799.563	10,526.849
		DegreeCreditSuccessRate	84.1%	75.9%		76.0%	83.8%	69.2%	77.2%	73.9%	64.4%	75.0%
	UG Degree	FTE Enrolments		4,851.719	2,185.156	675.553	780.685	4,645.402	1,709.971	2,823.398	2,845.646	20,517.530
		FTE Passes		3,703.535	1,768.122	493.405	682.995	3,608.713	1,196.692	2,125.640	1,858.110	15,437.212
		DegreeCreditSuccessRate		76.3%	80.9%	73.0%	87.5%	77.7%	70.0%	75.3%	65.3%	75.2%
2009 FTE Enrolments			942.270	7,146.858	2,185.156	3,194.999	1,750.550	5,526.475	2,372.195	7,354.264	4,087.072	34,559.839
2009 FTE Passes			792.040	5,444.512	1,768.122	2,407.168	1,496.070	4,218.088	1,708.074	5,472.314	2,657.673	25,964.061
2009 DegreeCreditSuccessRate			84.1%	76.2%	80.9%	75.3%	85.5%	76.3%	72.0%	74.4%	65.0%	75.1%
2010	UG Certificate & Diploma	FTE Enrolments	946.703	2,710.872		2,352.655	959.131	820.136	698.786	4,192.546	1,185.389	13,866.218
		FTE Passes	798.583	2,081.868		1,742.972	817.867	670.034	584.395	3,272.386	774.537	10,742.642
		DegreeCreditSuccessRate	84.4%	76.8%		74.1%	85.3%	81.7%	83.6%	78.1%	65.3%	77.5%
	UG Degree	FTE Enrolments		4,701.928	2,227.941	638.257	416.964	4,838.666	1,643.402	2,842.227	2,446.393	19,755.778
		FTE Passes		3,751.750	1,789.848	474.518	375.550	3,868.213	1,235.614	2,242.419	1,732.182	15,470.094
		DegreeCreditSuccessRate		79.8%	80.3%	74.3%	90.1%	79.9%	75.2%	78.9%	70.8%	78.3%
2010 FTE Enrolments			946.703	7,412.800	2,227.941	2,990.912	1,376.095	5,658.802	2,342.188	7,034.773	3,631.782	33,621.996
2010 FTE Passes			798.583	5,833.618	1,789.848	2,217.490	1,193.417	4,538.247	1,820.009	5,514.805	2,506.719	26,212.736
2010 DegreeCreditSuccessRate			84.4%	78.7%	80.3%	74.1%	86.7%	80.2%	77.7%	78.4%	69.0%	78.0%
Change in success rate 2010 relative to 2009			0.3%	2.5%	-1.2%	-1.2%	1.3%	3.9%	5.7%	4.0%	4.0%	2.8%

3. The role of tutors in first-year academic success

Although not all departments utilized their tutors in group tutorials, the improved success rate indicates that the tutorial system worked well enough. According to data provided to the UTC only 47% of modules in the Humanities have tutorial sessions. Presumably this conclusion is based on the percentage of module tutorials offered in formally scheduled timeslots in dedicated tutorial venues. This, however, does not reflect the number of tutorials scheduled by departments and offered in other venues.

Table 2.2a

Percentage of modules/courses with tutorial sessions

FEFS	EDU	FEBE	HSC	HUM	LAW	MAN	SCI	Average
49%	15%	35%	7%	47%	9%	40%	48%	35%

However, at the end of 2010 departments were requested to introduce a managed group tutorial system from 2011 onward.

4. Tutor survey

A tutor survey was conducted at mid-year during 2010 and the results were fed into improvement of the system for 2011. Another survey will again be conducted after the first semester of 2011. Below are some of the main findings that informed changes made with a view to implementation in 2011:

Positives: (1) Both group and one-on-one contact sessions worked effectively. (2) Tutorials are DEFINITELY beneficial (tutors' emphasis) because tutors have seen improvements in student work. (3) Tutorials are smaller than big lecture classes, so students feel more comfortable in expressing themselves. (4) Tutors felt that their own confidence is boosted by tutorial sessions (a rewarding experience). (5) Mostly, tutors felt that there was good interaction and communication between lecturers/module coordinators and tutors. (6) Tutorials give tutors a chance to help students who are technologically challenged to use Edulink etc.

Negatives: (1) Tutors felt that they were not paid adequately relative to the amount of work and effort they put in. (2) Tutors in 2010 often worked longer hours than their appointed hours (which often interfered with their own academic work). (3) Greater transparency in how tutors' salaries are worked out over the 10 month period was requested. (4) Students use tutorials as a substitute for the actual lecture. Conversely, some departments did not make tutorials compulsory and students did not attend tutorials. (5) Tutors noted the challenge of grammar and language proficiency problems (of first years especially) - many felt that they have to teach students how to write English instead of focusing on the course content. (6) Concerns about throughput rates (and subsequent pressure for students to pass) had led to leniency (in terms of late essay submission, test re-writes and the like) which the tutors considered unfair and contrary to departmental rules. In other words, the rules were bent too often and this lead to disrespectful students and departmental inconsistency.

Recommendations: (1) Tutors felt they should be compensated for the actual number of hours worked. (2) Many tutors would like a tutor portal to be created (perhaps on Edulink) that is solely for tutors and coordinators to encourage cross-departmental communication so that they can discuss problems and share experiences (without having to wait for the monthly check-ins). (3) All departments should have compulsory tutorials. (4) Each department should have a welcoming meeting at the start of each semester to introduce the tutors to all of the lecturing staff (so that tutors feel welcome and part of the staff).

5. Survey of the academic support needs of first-year lecturers.

This is one of the initiatives planned for 2011. The to-be-constituted First-year Support Forum and the HTLC will take the leading role in establishing what kinds of support the faculty could give these lecturers. Additional information could be gained from the compulsory teaching and learning evaluations that lecturers are required to undertake through the Centre for Professional Academic Staff Development. CPASD will from 2011 send an updated list of academic staff who had their teaching and modules evaluated at the end of each term to the HOD and Dean, as well the Teaching and Module Evaluation report. Furthermore, lecturers may benefit from workshops provided by CPSAD as well as the Staff Qualifications project.

Humanities Undergraduate Success Rate (2009-2010)

The increase in the overall undergraduate success rate from 2009 to 2010 is a significant 4.14%, which to a large extent can be attributed to the success of the tutorial system as well as a raised awareness of performance and risk issues under faculty members.

		2009		Total	2010		Total
		Total Per Semester		**Total**	**Total Per Semester**		**Total**
		First	**Second**		**First**	**Second**	
Total	Registered	**25656**	**26386**	**52042**	**25524**	**25391**	**50915**
	Passed	**19136**	**19784**	**38920**	**20073**	**20212**	**40285**
	Success Rate	74.59%	74.98%	74.79%	78.64%	79.60%	79.12%

Module Risk Management

Module risk management in the faculty during 2010 paid off handsomely. Of the 19 modules with more than 15 students identified as risk modules at the end of 2009, only **four** could still be considered as a risk at the end of 2010: English 2B, Experiential Training 3, Historical Studies 2B, and Sociology 1B. Also Latin 1B seems to be problematic. Although it must also be stated here that the dramatic improvement of the pass rate in some modules from 2009 to 2010 is also a cause for concern.

Of the 22 modules with more than 15 students identified as risk modules during 2010 the module success rate in the following subjects are below or just above 60% in **both semesters** (or on average around 60% for the year): Afrikaans 1A, 1B; English 1A, 1B; Philosophy 1A,1B; Historical Studies 1A, 1B; and Public Relations 1A, 1B.

In the Extended BA Humanities programme both Introduction to Text and Language Studies 1000 and 2000 experienced problems (these modules are currently being phased out).

In Historical Studies 2 the drop in the pass rate from the first to the second semester is almost 32%.

Departments that have **two or more separate risk modules** are as follows: English, French, Historical Studies, Linguistics, Philosophy and Strategic Communications.

Performance in the modules that make up the National Diploma in Public Relations is all over the place and **fluctuates dramatically** across different years and modules.

HUMANITIES RISK MODULES 2009 - 2010

		2009		Total	2010		Total
		Total Per Semester			Total Per Semester		
		First	Second		First	Second	
ADV1A11 - MARKETING COMMUNICATION 1A	Registered	263	0	263	145	0	145
	Passed	174	0	174	85	0	85
	Success Rate	66.16%	0.00%	66.16%	58.62%	0.00%	58.62%
ADV1B21 - MARKETING COMMUNICATION 1B	Registered	0	175	175	0	105	105
	Passed	0	147	147	0	74	74
	Success Rate	0.00%	84.00%	84.00%	0.00%	70.48%	70.48%
AFR1A11 - AFRIKAANS 1A	Registered	117	0	117	97	11	108
	Passed	79	0	79	49	0	49
	Success Rate	67.52%	0.00%	67.52%	50.52%	0.00%	45.37%
AFR1B21 - AFRIKAANS 1B	Registered	0	99	99	0	92	92
	Passed	0	61	61	0	55	55
	Success Rate	0.00%	61.62%	61.62%	0.00%	59.78%	59.78%
ATK11A1 - COMMUNICATION 1A	Registered	475	0	475	399	0	399
	Passed	230	1	230	361	2	363
	Success Rate	48.42%	0.00%	48.42%	90.48%	0.00%	90.98%
ATK11B1 - COMMUNICATION 1B	Registered	0	462	462	0	336	336
	Passed	0	283	283	0	275	275
	Success Rate	0.00%	61.26%	61.26%	0.00%	81.85%	81.85%
BAC11A1 - COMMUNICATION: BUSINESS ADMIN: ENGLISH I	Registered	222	0	222	147	0	147
	Passed	121	0	121	123	0	123
	Success Rate	54.50%	0.00%	54.50%	83.67%	0.00%	83.67%

		2009			2010		
		Total Per Semester		Total	Total Per Semester		Total
		First	Second		First	Second	
BBA113F - BUSINESS AND ADMINISTRATIVE COMMUNICATION 1	Registered	203	0	203	167	0	167
	Passed	70	0	70	101	0	101
	Success Rate	34.48%	0.00%	34.48%	60.48%	0.00%	60.48%
BBA11B1 - BUSINESS & ADMINISTRATIVE COMM. 1B	Registered	0	175	175	0	136	136
	Passed	0	162	162	0	71	71
	Success Rate	0.00%	92.57%	92.57%	0.00%	52.21%	52.21%
BBCEXT - BASIC BUSINESS CALCULATIONS (HUMANITIES) EXT	Registered	0	44	44	0	57	57
	Passed	0	17	17	0	48	48
	Success Rate	0.00%	38.64%	38.64%	0.00%	84.21%	84.21%
BYB1B21 - BIBLICAL STUDIES 1B	Registered	0	4	4	0	2	2
	Passed	0	1	1	0	2	2
	Success Rate	0.00%	25.00%	25.00%	0.00%	100.00%	100.00%
CMS1A11 - COMMUNICATION 1A: INTRO TO COMMUNICATION	Registered	1228	0	1228	1270	0	1270
	Passed	804	0	804	982	0	982
	Success Rate	65.47%	0.00%	65.47%	77.32%	0.00%	77.32%
CMS1B21 - COMMUNICATION 1B: MASS COMMUNICATION	Registered	0	1274	1274	0	1117	1117
	Passed	0	676	676	0	952	952
	Success Rate	0.00%	53.06%	53.06%	0.00%	85.23%	85.23%
DTS1A11 - GERMAN 1A	Registered	13	0	13	12	0	12
	Passed	7	0	7	8	0	8
	Success Rate	53.85%	0.00%	53.85%	66.67%	0.00%	66.67%
DTS1B21 - GERMAN 1B	Registered	0	10	10	0	9	9
	Passed	0	7	7	0	9	9
	Success Rate	0.00%	70.00%	70.00%	0.00%	100.00%	100.00%
ENG0C11 - ENGLISH 1C (FIRST SEMESTER)	Registered	1625	0	1625	1644	0	1644
	Passed	1092	0	1092	1069	0	1069
	Success Rate	67.20%	0.00%	67.20%	65.02%	0.00%	65.02%
ENG0D21 - ENGLISH 1D	Registered	0	1071	1071	0	1288	1288
	Passed	0	596	596	0	905	905
	Success Rate	0.00%	55.65%	55.65%	0.00%	70.26%	70.26%
ENG1A11 - ENGLISH 1A	Registered	634	0	634	719	0	719
	Passed	413	0	413	378	0	378
	Success Rate	65.14%	0.00%	65.14%	52.57%	0.00%	52.57%
ENG1B21 - ENGLISH 1B	Registered	0	580	580	0	654	654
	Passed	0	347	347	0	438	438
	Success Rate	0.00%	59.83%	59.83%	0.00%	66.97%	66.97%

		2009			2010		
		Total Per Semester		Total	Total Per Semester		Total
		First	Second		First	Second	
ENG2A11 - ENGLISH 2A	Registered	172	0	172	181	0	181
	Passed	132	0	132	134	0	134
	Success Rate	76.74%	0.00%	76.74%	74.03%	0.00%	74.03%
ENG2B21 - ENGLISH 2B	Registered	0	204	204	0	223	223
	Passed	0	107	107	0	135	135
	Success Rate	0.00%	52.45%	52.45%	0.00%	60.54%	60.54%
FFRPEXT - FUNDAMENTAL RESEARCH PRACTICE (HUM) EXT	Registered	0	39	39	0	52	52
	Passed	0	23	23	0	44	44
	Success Rate	0.00%	58.97%	58.97%	0.00%	84.62%	84.62%
FIL1A11 - PHILOSOPHY 1A	Registered	301	0	301	358	0	358
	Passed	181	0	181	222	0	222
	Success Rate	60.13%	0.00%	60.13%	62.01%	0.00%	62.01%
FIL1B21 - PHILOSOPHY 1B	Registered	0	296	296	0	343	343
	Passed	0	183	183	0	199	199
	Success Rate	0.00%	61.82%	61.82%	0.00%	58.02%	58.02%
FIL1D21 - PHILOSOPHY 1D	Registered	0	390	390	0	338	338
	Passed	0	270	270	0	175	175
	Success Rate	0.00%	69.23%	69.23%	0.00%	51.78%	51.78%
FRS2A11 - FRENCH 2A	Registered	10	0	10	15	0	15
	Passed	9	0	9	9	0	9
	Success Rate	90.00%	0.00%	90.00%	60.00%	0.00%	60.00%
FRS3A11 - FRENCH 3A	Registered	4	0	4	4	0	4
	Passed	4	0	4	2	0	2
	Success Rate	100.00%	0.00%	100.00%	50.00%	0.00%	50.00%
GKS1A11 - GREEK 1A	Registered	2	0	2	5	0	5
	Passed	2	0	2	2	0	2
	Success Rate	100.00%	0.00%	100.00%	40.00%	0.00%	40.00%
HCOM10 - HOSPITALITY COMMUNICATION 1	Registered	0	126	126	0	183	183
	Passed	0	67	67	0	169	169
	Success Rate	0.00%	53.17%	53.17%	0.00%	92.35%	92.35%
HIS0A11 - CONTEXT STUDIES A	Registered	158	34	192	170	1	171
	Passed	105	17	122	124	1	125
	Success Rate	66.46%	50.00%	63.54%	72.94%	100.00%	73.10%
HIS0B21 - CONTEXT STUDIES B	Registered	0	172	172	0	177	177
	Passed	0	93	93	0	109	109
	Success Rate	0.00%	54.07%	54.07%	0.00%	61.58%	61.58%
HIS1A11 - HISTORICAL STUDIES 1A	Registered	219	0	219	271	0	271
	Passed	133	0	133	166	0	166
	Success Rate	60.73%	0.00%	60.73%	61.25%	0.00%	61.25%

		2009			2010		
		Total Per Semester		**Total**	**Total Per Semester**		**Total**
		First	**Second**		**First**	**Second**	
HIS1B21 - HISTORICAL STUDIES 1B	Registered Passed Success	0 0 0.00%	278 185 66.55%	278 185 66.55%	0 0 0.00%	256 134 52.34%	256 134 52.34%
HIS2A11 - HISTORICAL STUDIES 2A	Registered Passed Success Rate	108 76 70.37%	0 0 0.00%	108 76 70.37%	137 112 81.75%	0 0 0.00%	137 112 81.75%
HIS2B21 - HISTORICAL STUDIES 2B	Registered Passed Success Rate	0 0 0.00%	92 51 55.43%	92 51 55.43%	0 0 0.00%	146 73 50.00%	146 73 50.00%
ICP1A11 - INTRO TO COMMUNICATION AND PRACTICE 1A	Registered Passed Success Rate	118 67 56.78%	36 22 61.11%	154 89 57.79%	132 86 65.15%	0 0 0.00%	132 86 65.15%
IN282C - EXPERIENTIAL TRAINING 3 (PUB.REL.PRAC)	Registered Passed Success Rate	0 0 0.00%	100 50 50.00%	100 50 50.00%	0 0 0.00%	150 72 48.00%	150 72 48.00%
ISK1A11 - ISLAMIC STUDIES 1A	Registered Passed Success Rate	6 5 83.33%	0 0 0.00%	6 5 83.33%	4 1 25.00%	0 0 0.00%	4 1 25.00%
ISK1B21 - ISLAMIC STUDIES 1B	Registered Passed Success Rate	0 0 0.00%	6 6 100.00%	6 6 100.00%	0 0 0.00%	2 1 50.00%	2 1 50.00%
ISK3B21 - ISLAMIC STUDIES 3B	Registered Passed Success Rate	0 0 0.00%	2 1 50.00%	2 1 50.00%	0 0 0.00%	2 2 100.00%	2 2 100.00%
ITS11A1 - INFO.TECHNOLOGY SKILLS 1A	Registered Passed Success Rate	208 75 36.06%	90 43 47.78%	298 118 39.60%	184 135 73.37%	0 0 0.00%	184 135 73.37%
ITS1A00 - INFORMATION TECHNOLOGY SKILLS I MOD A (EXT)	Registered Passed Success Rate	0 0 0.00%	76 67 88.16%	76 67 88.16%	0 0 0.00%	33 17 51.52%	33 17 51.52%
KZV1A11 - COMMUNICATIVE ZULU 1A	Registered Passed Success Rate	0 0 0.00%	2 2 100.00%	2 2 100.00%	0 0 0.00%	2 1 50.00%	2 1 50.00%
KZV1B21 - COMMUNICATIVE ZULU 1B	Registered Passed Success Rate	0 0 0.00%	3 1 33.33%	3 1 33.33%	0 0 0.00%	2 1 50.00%	2 1 50.00%
LAT1B21 - LATIN 1B	Registered Passed Success Rate	0 0 0.00%	14 8 57.14%	14 8 57.14%	0 0 0.00%	22 12 54.55%	22 12 54.55%

		2009			2010		
		Total Per Semester		Total	Total Per Semester		Total
		First	Second		First	Second	
LIW1A11 - LINGUISTICS AND LITERARY THEORY 1A	Registered Passed Success Rate	49 38 77.55%	0 0 0.00%	49 38 77.55%	45 26 57.78%	0 0 0.00%	45 26 57.78%
LIW1B21 - LINGUISTICS AND LITERARY THEORY 1B	Registered Passed Success Rate	0 0 0.00%	47 36 76.60%	47 36 76.60%	0 0 0.00%	40 26 65.00%	40 26 65.00%
LIW1EXT - INTRO TO LANGUAGE & TEXT STUDIES 1000	Registered Passed Success Rate	0 0 0.00%	130 99 76.15%	130 99 76.15%	1 0 0.00%	154 62 40.26%	155 62 40.00%
LIW2A11 - LINGUISTICS AND LITERARY THEORY 2A	Registered Passed Success	42 38 90.48%	0 0 0.00%	42 38 90.48%	50 29 58.00%	0 0 0.00%	50 29 58.00%
LIW2B21 - LINGUISTICS AND LITERARY SCIENCE 2B	Registered Passed Success	0 0 0.00%	41 35 85.37%	41 35 85.37%	0 0 0.00%	37 34 91.89%	37 34 91.89%
LIW2EXT - INTRO TO LANGUAGE & TEXT STUDIES 2000	Registered Passed Success Rate	0 0 0.00%	94 61 64.89%	94 61 64.89%	0 0 0.00%	115 62 53.91%	115 62 53.91%
OWS1A11 - DEVELOPMENT STUDIES 1A	Registered Passed Success	760 536 70.53%	0 0 0.00%	760 536 70.53%	862 475 55.10%	0 0 0.00%	862 475 55.10%
RMM11A2 - ENGLISH (MODULE A)	Registered Passed Success Rate	210 104 49.52%	0 0 0.00%	210 104 49.52%	183 167 91.26%	0 0 0.00%	183 167 91.26%
SAK11A1 - BUSINESS AND ADMINISTRATIVE COMM.I(A)	Registered Passed Success Rate	5 2 40.00%	0 0 0.00%	5 2 40.00%	2 2 100.00%	0 0 0.00%	2 2 100.00%
SAK11B1 - BUSINESS AND ADMINISTRATIVE COMM.I (MODULE B)	Registered Passed Success Rate	0 0 0.00%	5 1 20.00%	5 1 20.00%	0 0 0.00%	2 1 50.00%	2 1 50.00%
SKEA1A2 - ENGLISH A PART 2	Registered Passed Success Rate	0 0 0.00%	4 1 25.00%	4 1 25.00%	0 0 0.00%	1 1 100.00%	1 1 100.00%
SKW11A1 - PUBLIC RELATIONS 1A	Registered Passed Success Rate	189 121 64.02%	34 21 61.76%	223 142 63.68%	183 109 59.56%	0 0 0.00%	183 109 59.56%

		2009			2010		
		Total Per Semester		Total	Total Per Semester		Total
		First	Second		First	Second	
SKW11B1 - PUBLIC RELATIONS 1B	Registered	0	192	192	0	166	166
	Passed	0	166	166	0	94	94
	Success Rate	0.00%	86.46%	86.46%	0.00%	56.63%	56.63%
SMS11B1 - MEDIA STUDIES 1B	Registered	0	4	4			
	Passed	0	2	2			
	Success	0.00%	50.00%	50.00%			
SOS1A11 - SOCIOLOGY 1A	Registered	1050	0	1050	1031	0	1031
	Passed	757	0	757	667	0	667
	Success Rate	72.10%	0.00%	72.10%	64.69%	0.00%	64.69%
SOS1B21 - SOCIOLOGY 1B	Registered	0	1168	1168	0	1122	1122
	Passed	0	681	681	0	659	659
	Success Rate	0.00%	58.30%	58.30%	0.00%	58.73%	58.73%
WPR1B21 - WRITING FOR PUBLIC RELATIONS 1B	Registered	0	164	164	0	106	106
	Passed	0	78	78	0	100	100
	Success Rate	0.00%	47.56%	47.56%	0.00%	94.34%	94.34%
ZUL3B21 - ZULU 3B (NON-MOTHERTONGUE SPEAKERS)	Registered	0	2	2	0	2	2
	Passed	0	1	1	0	2	2
	Success Rate	0.00%	50.00%	50.00%	0.00%	100.00%	100.00%

Student Performance Tracking

The plan in 2010 was to pilot Safenet with BA Marketing Communication. By the end of 2010 the ADS initiated Safenet project was overridden by MAMS, the Management of Assessment Marks System, and subsequently it was decided to pilot the MAMS project with the modules in the BA Humanities Extended Programme:

MAPS for the Humanities (UNIPEXT)
Developmental Studies 1A (OWS1A11)
Historical Studies 1A (HIS1A11)
Linguistics and Literacy Theory 1A (LIW1A11)
English 1C (ENG0C11)

Training of lecturers in the use of the software is currently underway.

1. Regular meetings with extended students on performance in their various subjects

The Humanities Extended Coordinator met with students in the programme on a regular basis during 2010 and this initiative, together with the extensive and closely monitored use of tutors,.contributed to the improvement of 11.7% in the success rate from 2009 to 2010 in this programme. The only modules that registered a marked decline in the pass rate were Introduction to Text and Language Studies 1000 with a 26% drop and Introduction to Text and Language Studies 2000 with an 11% drop.

Table 2.1 : UJ FTE Degree Credit Success rate for all courses linked to extended programmes, 2009 and 2010
Data Source HEMIS, data extracted on 27 Jan 2011

CEF Calendar Year	CDD Course Level1	Data	CDD Course Faculty								
			FEFS	EDU	FEBE	HEALTHSC	HUM	LAW	MAN	SCIENCE	Total
2009	UG Certificate & Diploma	FTE Enrolments	72.370		207.587	1.134	134.578	14.993	539.963	144.270	1,114.895
		FTE Passes	56.105		166.837	0.405	95.131	11.511	399.430	108.114	837.533
		DegreeCreditSuccessRate	77.5%		80.4%	35.7%	70.7%	76.8%	74.0%	74.9%	75.1%
	UG Degree	FTE Enrolments	394.275	1.800	89.951	1.367	161.633	68.850	166.762	440.223	1,324.861
		FTE Passes	310.800	1.200	53.106	1.241	123.153	43.875	135.918	244.731	914.024
		DegreeCreditSuccessRate	78.8%	66.7%	59.0%	90.8%	76.2%	63.7%	81.5%	55.6%	69.0%
2009 FTE Enrolments			466.645	1.800	297.538	2.501	296.211	83.843	706.725	584.493	2,439.756
2009 FTE Passes			366.905	1.200	219.943	1.646	218.284	55.386	535.348	352.845	1,751.557
2009 DegreeCreditSuccessRate			78.6%	66.7%	73.9%	65.8%	73.7%	66.1%	75.8%	60.4%	71.8%
2010	UG Certificate & Diploma	FTE Enrolments	81.763		252.715	1.701	149.338	28.737	516.508	173.634	1,204.396
		FTE Passes	64.973		198.664	0.729	128.496	24.573	417.670	121.809	956.914
		DegreeCreditSuccessRate	79.5%		78.6%	42.9%	86.0%	85.5%	80.9%	70.2%	79.5%
	UG Degree	FTE Enrolments	539.128		92.973	0.567	37.345	69.300	147.140	376.051	1,262.504
		FTE Passes	418.927		67.004	0.567	30.993	46.350	123.623	276.962	964.426
		DegreeCreditSuccessRate	77.7%		72.1%	100.0%	83.0%	66.9%	84.0%	73.7%	76.4%
2010 FTE Enrolments			620.891		345.688	2.268	186.683	98.037	663.648	549.685	2,466.900
2010 FTE Passes			483.900		265.668	1.296	159.489	70.923	541.293	398.771	1,921.340
2010 DegreeCreditSuccessRate			77.9%		76.9%	57.1%	85.4%	72.3%	81.6%	72.5%	77.9%
Change in success rate 2010 relative to 2009			-0.7%		2.9%	-8.7%	11.7%	6.3%	5.8%	12.2%	6.1%

1. Interventions to improve academic performance of at risk students in the extended programme.

The to-be-appointed Teaching and Learning Coordinator will play an important role in the planning and execution of these interventions during 2011.

2. Restructuring of the academic skills support in the foundational MAPS subject for implementation in 2011

   This was done in 2010 with a view to implementation this year. The module now also include information management, examination, as well a basic numeracy skills components.

3. Incorporation of academic skills development in the augmented subjects from 2011 onward

   Augmentation of Development Studies 1A,1B, Historical Studies 1A, 1B and Linguistics 1A,1B started at the end of 2010 for implementation in 2011. This process will monitored during the whole of 2011 in partnership with ADC.

4. Materials development and resource planning for the Active Citizenship module.

   Materials development in consultation with subject specialists from a number of departments across different faculties is currently underway and a second draft of the workbook has been made available for comment to stakeholders.
   This module will be offered for the first time in the first semester of 2011 to about 150 students in the Extended programme.

7.2   Finance report

ANNUAL REPORT FOR THE YEAR ENDED 31 DECEMEBER 2010

Income vs. Expenses

The table below provides a summary of total income and total expenses per department.

	Income	Expenses	Income vs. Expenses
Deans Office	241 753	18 957 560	(18 715 808)
Department Anthropology & Development Studies	9 751 893	4 376 602	5 375 291
Department of Religion Studies	544 360	3 613 308	(3 068 948)
Department of Historical Studies	3 033 806	2 748 588	285 218
Department of Public Governance	6 289 419	4 104 603	2 184 816
Department of Philosophy	3 271 402	3 273 506	(2 104)
Department of Politics	4 375 775	5 221 233	(845 458)
Department of Psychology	21 888 203	10 077 996	11 810 207
Department of Social Work	5 637 710	4 242 896	1 394 814
Department of Sociology	8 146 167	5 045 524	3 100 643
Department of Afrikaans	1 079 723	1 964 627	(884 904)
Department African Languages	1 132 444	3 502 993	(2 370 549)
Department of Communication	21 542 265	14 445 993	7 096 272
Department of Communicative Skills	13 002 890	5 079 882	7 923 008
Department of English	8 777 866	6 189 121	2 588 745
Department of French	417 756	1 498 251	(1 080 495)
Department of German	34 265	277 044	(242 779)
Department of Greek And Latin Studies	362 140	2 376 846	(2 014 706)
Department of Linguistics And Literary Theory	1 236 700	2 618 674	(1 381 974)
Center of Culture and Language in Africa	900	976 013	(975 113)
Center for Social Development in Africa	-	1 426 525	(1 426 525)
Center for Sociological Research	-	1 000 289	(1 000 289)
	110 767 436	103 018 075	7 749 361

Total Income

The table below provides detail of income excluding state subsidy.

	Student Fees	Investment Income	Other income	Total Income
Deans Office	(4 950)	79	246 624	241 753
Department Anthropology & Development Studies	9 706 750	45 143	-	9 751 893
Department of Religion Studies	541 250	3 110	-	544 360
Department of Historical Studies	3 013 444	20 362	-	3 033 806
Department of Public Governance	6 215 301	74 117	-	6 289 419
Department of Philosophy	3 253 248	18 004	150	3 271 402
Department of Politics	4 328 761	45 089	1 925	4 375 775
Department of Psychology	21 764 939	121 333	1 930	21 888 203
Department of Social Work	5 612 345	25 365	-	5 637 710
Department of Sociology	8 078 085	67 880	202	8 146 167
Department of Afrikaans	1 076 269	3 454	-	1 079 723
Department African Languages	1 098 850	7 888	25 706	1 132 444
Department of Communication	21 367 270	174 995	-	21 542 265
Department of Communicative Skills	12 936 825	66 065	-	13 002 890
Department of English	8 665 586	71 300	40 980	8 777 866
Department of French	414 925	2 831	-	417 756
Department of German	34 020	245	-	34 265
Department of Greek And Latin Studies	360 284	1 856	-	362 140
Department of Linguistics And Literary Theory	1 229 545	6 765	390	1 236 700
Center of Culture and Language in Africa	-	-	900	900
Center for Social Development in Africa	-	-	-	-
Center for Sociological Research	-	-	-	-
	109 692 747	755 882	318 807	110 767 436

Total Expenses

The table below provides detail of all aspects of expenditure in the faculty. It is noteworthy that 87% (2009 - 84%) of the total expenses are utilized for personnel remuneration, indicating that the faculty is staff intensive by nature. The capital expenses has decreased with 34% (2009 - 29%).The expenses only reflects actuals and encumbrances does not form part of this presentation.

	Personnel Remuneration	Academic Operating	Operating Expense	Capital Expenses	Total Expenses
Deans Office	12 067 030	2 575 157	3 232 617	1 082 756	18 957 560
Department Anthropology & Development Studies	3 955 789	353 829	66 654	330	4 376 602
Department of Religion Studies	3 423 579	173 695	16 035	-	3 613 308
Department of Historical Studies	2 453 579	248 726	45 361	922	2 748 588
Department of Public Governance	3 865 848	189 800	48 955	-	4 104 603
Department of Philosophy	2 926 806	329 290	17 410	-	3 273 506
Department of Politics	4 837 115	362 008	22 110	-	5 221 233
Department of Psychology	8 918 714	1 036 313	120 793	2 175	10 077 996
Department of Social Work	3 949 867	240 212	52 677	140	4 242 896
Department of Sociology	4 594 972	396 534	53 419	599	5 045 524
Department of Afrikaans	1 844 387	84 335	33 151	2 754	1 964 627
Department African Languages	3 387 358	99 163	10 076	6 395	3 502 993
Department of Communication	13 236 998	740 668	291 335	176 993	14 445 993
Department of Communicative Skills	4 809 650	225 531	44 701	-	5 079 882
Department of English	5 921 003	233 948	32 581	1 590	6 189 121
Department of French	1 433 125	49 889	14 238	999	1 498 251
Department of German	213 379	62 310	1 355	-	277 044
Department of Greek And Latin Studies	2 210 659	129 607	34 787	1 794	2 376 846
Department of Linguistics And Literary Theory	2 473 003	122 758	22 914	-	2 618 674
Center of Culture and Language in Africa	929 578	11 051	35 384	-	976 013
Center for Social Development in Africa	1 377 248	20 314	23 827	5 136	1 426 525
Center for Sociological Research	932 047	18 833	51 533	(2 124)	1 000 289
	89 761 732	7 703 969	4 271 914	1 280 459	103 018 075

Extra-Curricular Courses

	Income	UJ Levy	Expenses	Profit/(Loss)
Extra-Curricular Cost Centres	7 482 723	2 676 525	5 585 406	(779 208)

Budget vs. Expenses

	Budget	Expenses	Budget vs. Expenses
Deans Office	19 016 839	18 957 560	59 279
Department Anthropology & Development Studies	4 437 480	4 376 602	60 877
Department of Religion Studies	3 306 089	3 613 308	(307 219)
Department of Historical Studies	3 002 726	2 748 588	254 138
Department of Public Governance	3 962 794	4 104 603	(141 809)
Department of Philosophy	3 137 337	3 273 506	(136 169)
Department of Politics	5 279 065	5 221 233	57 832
Department of Psychology	11 318 445	10 077 996	1 240 449
Department of Social Work	4 233 220	4 242 896	(9 677)
Department of Sociology	5 108 544	5 045 524	63 020
Department of Afrikaans	1 890 383	1 964 627	(74 243)
Department African Languages	3 475 924	3 502 993	(27 069)
Department of Communication	15 562 312	14 445 993	1 116 319
Department of Communicative Skills	5 755 228	5 079 882	675 347
Department of English	6 506 771	6 189 121	317 650
Department of French	1 458 245	1 498 251	(40 006)
Department of German	493 821	277 044	216 776
Department of Greek And Latin Studies	2 418 616	2 376 846	41 770
Department of Linguistics And Literary Theory	2 495 224	2 618 674	(123 450)
Center of Culture and Language in Africa	952 847	976 013	(23 166)
Center for Social Development in Africa	1 484 726	1 426 525	58 201
Center for Sociological Research	1 882 006	1 000 289	881 718
	107 178 641	103 018 075	4 160 566

7.3   Quality management

The Humanities Curriculum Committee and the Humanities Quality Committee

Board of Faculty approved the division of the Humanities Academic Quality and Curriculum Committee into two dedicated committees.

1. Structure and function of the Humanities Curriculum Committee

3. COMPOSITION

3.1. Executive Dean
3.2. Vice-dean Academic (Chair)
3.3. Humanities SAQA officer (Secretary)
3.4. One member elected by the School of Languages, one member elected by the School of Communication, two members elected from and by departments not residing in either of the two schools
3.5. Additional heads of departments may be co-opted, depending on the proposals and amendments serving at a meeting

The Dean and the Vice-dean: Academic are standing members; the SAQA officer is standing Secretary.

4. FUNCTIONS

The Humanities Curriculum Committee

4.1. Coordinates the planning of new programmes and oversees amendments to existing programmes in the faculty
4.2. Considers all applications concerning the above and makes recommendations to HODs Committee, Board of Faculty and, where required, to the Programme Working Group and Senex
4.3. Monitors the registration of academic programmes at DoHET
4.4. Refers approved amendments and newly registered programmes to the Humanities Teaching and Learning Committee for resources allocation, including the consideration of timetable, lecturing and tutorial venue requests
4.5. Makes recommendations regarding entrance requirements for the various academic programmes, when required.

2. Structure and function of the Humanities Quality Committee

3. **COMPOSITION**

   3.1. Executive Dean (Chair)
   3.2. Vice-dean: Academic
   3.3. Vice-dean: Research
   3.4. SAQA officer (Secretary)
   3.5. Three members of the Board of Faculty elected by the Board of Faculty

The Dean and Vice-deans are standing members and the SAQA officer is standing Secretary.

4. **FUNCTIONS**

The Humanities Quality Committee

   4.1. Is responsible for the overall quality assurance of Humanities disciplines and qualifications
   4.2. Directs the planning of the academic quality reviews in the faculty, and
   4.3. Oversees the related administrative processes pertaining to the above.

3. Alignment of programmes with the HEQF

An important function of the two committees over the next three year period will be the alignment of all programmes in the faculty with the HEQF. The alignment will be effected in three stages:

1. Category A programmes that need no or only a minor adjustment to align with the HEQF (January – September 2011)

2. Category B programmes that require some curriculum development (amounting to a less than 50% change) to align with the HEQF (July 2013 to December 2013)

3. Programmes that cannot be aligned with the HEQF and which will need to be phased out or replaced. A category C programme will require major curriculum development that will result in more than 50% change to the programme design. It will thus require a new application for programme accreditation. At the moment, institutions are permitted to phase out Category C programmes whenever they choose and replace them with new HEQF compliant programmes. Once the Minister has declared a date for compliance, however,

these programmes must be phased out.

4. Quality Reviews (2011 and onward)

- The review of modules in the following programmes and/or departments was approved:
- The **National Diploma in Public Relations** in the Department of Strategic Communication. A steering committee has been formed and budgeting and the review panel will be approved soon.
- All the **service modules** in the Department of Applied Communicative Skills. The budget for the review as well as the review panels have also been approved. Training of staff to complete the self-evaluation report has started.
- Preparation for modules reviews in some of the departments with very small enrolments in the **School of Languages** will start in the second semester 2011.
- The reviews of the departments of the department of Historical Studies and the department of Development Studies will start in 2012.

- New reviews may be approved in order to facilitate the alignment of category C programmes with the HEQF.

7.4 Risk management: updated risk register and subsequent risk mitigation strategy

Risk	Category	Subcategory	II	IL	IR	RI	RL	RR	Risk Action Pan
Uncertainty of quality of prospective students.	Academic (Product)		4.00	5.00	20.00	3.00	5.00	15.00	1. Enrolment plan that selects the best performers 2. Interventions and tracking for all students, esp first-year students
Low throughput	Academic (Product)	Throughput	2.00	4.00	8.00	2.00	3.00	6.00	Numerous managed interventions into teaching and learning (Due date: 2010/11/30)
Conferment of illegal degrees	Compliance/Regulatory	Non compliance	5.00	1.00	5.00	5.00	1.00	5.00	Management and control of access to student data
Poor understanding of policy definitions.	Cultural	Communication	3.00	2.00	6.00	3.00	2.00	6.00	Regular discussion of UJ policy at committees
Lack of environmental analysis to formulate appropriate strategy	Health and Safety	Security	3.00	5.00	15.00	3.00	5.00	1500	
Low staff morale	Human Resource	Motivation	3.00	3.00	9.00	3.00	3.00	9.00	Individual staff development plans; workshops, surveys
The inability to sustain future research output once current researchers retire.	Human Resource	Skills	3.00	3.00	9.00	2.00	2.00	4.00	1. Employment of the best intellectuals 2. Pursuit of increasing number and quality of PDFs, Research Associates 3. Incentives for publication of articles from student dissertations, theses.
Poor community engagement effort.	Reputation	Corporate Citizenship	3.00	2.00	6.00	3.00	2.00	6.00	Flagship community engagement projects: Phumani Papers, Sophiatown Project
Inability to attract external research funding.	Reputation	Loss of Reputation	3.00	4.00	12.00	3.00	3.00	9.00	Awareness of external funding opportunities; maximized NRF application rate

7.5 Branding/marketing.

Branding/marketing

Objectives 2010 included
- To increase postgraduate enrolment.
- To create positive PR for the Faculty by means of Public lectures.

Actions 2010 Highlighted
- Marketing Material Developed included/Updated
    - Faculty prospectus
    - Departmental brochures
    - Banners for functions
    - Event Clothing
- Maintaining the Faculty website
- Maintaining Humanities social media networks: Facebook, Twitter and "Deans Blog"
- Developed an advertising schedule to reach target audiences effectively (Postgraduate ad campaign and advertising of public lectures)
- Undergraduate recruitment events included
    - Open day
    - Life orientation teachers day
- Postgraduate advertising campaign
    - The Faculty embarked on a postgraduate advertising campaign to increase enrolment. A general Humanities ad was developed giving potential postgraduate students an overview of what the Faculty has to offer.
    - Direct mail campaign. Personalized letters were sent to Humanities graduates (last 5 years)
    - 2010 Honours marketing campaign

Faculty of Humanities: Public debate

The Centre for Sociological Research collaborated in an Atlantic Philanthropies/Strategy & Tactics/Gauteng City-Region Observatory South African Civil Society and Xenophobia Study which was completed recently.

You are invited to a public debate on this project focusing on

South African Civil Society and Xenophobia

with

Prof Adam Habib
Deputy Vice-Chancellor (Research and Innovation), University of Johannesburg

Prof David Everatt
Executive Director, Gauteng City-Region Observatory and Project leader

and

Mondli Hlatshwayo, Trevor Ngwane, Luke Sinwell & Pragna Rugunanan
Researchers on the project

When: Thursday, 14 October 2010 11:30-13:00
[Please arrive to be seated by five minutes in advance of the starting time.]

Where: Faculty of Humanities
Common Room, C Ring
319, UJ Kingsway campus

For further information please contact Leonardo Snyman, lsnyman@uj.ac.za

S&T
Strategy & Tactics

UNIVERSITY OF JOHANNESBURG

Faculty of Humanities: Public lectures

Professor Jane Taylor, honorary Professor in the Faculty of Humanities at the University of Johannesburg will be sharing her research in a series of public lectures.

DATE: 23-25 August
TIME: 4 pm
TITLE: "On Projection: the Cinema and the Self"
The lectures will consider Freud's Case Study of The Wolfman; and we will also discuss the two films, Memento and Capturing the Friedmans, in order to consider what Freud's models of the human mind have to tell us about the complex conscious and unconscious structures of human desire.

DATE: 26 August
TIME: 3 pm
TITLE: "On Being Led By the Nose". William Kentridge and Shostakovich at the Met
In this Lecture Prof Taylor will be giving a public lecture on William Kentridge's production of Shostakovich's opera, "The Nose"; that was premiered at the Metropolitan Opera in New York this year.

Lectures will be presented in the Faculty of Humanities Common room, C Ring 319. If you require any additional information on the lecture please email Leonardo Snyman, lsnyman@uj.ac.za

UNIVERSITY OF JOHANNESBURG

Faculty of Humanities: Public lectures

Global Sporting Events as Media Spectacle: Globalization and National Identity in the World Cup

Keynote speaker: Dr Jaeho Kang: Assistant Professor, The New School, New York

Chair: Prof Lawrence Hamilton: Professor, Department of Politics, University of Johannesburg

11 May, 16:00: The World Cup as Media Spectacle:
University of Johannesburg, Council chambers, New admin building (Lecture)

12 May, 16:00: Film Screenings with Introduction and Subsequent Discussion:
Humanities Common room, CRing 319 (Film screening)

13 May, 16:00: Film Screenings with Introduction and Subsequent Discussion:
Humanities Common room, CRing 319 (Film screening)

14 May, 16:00: Globalization and National Identity in the World Cup:
University of Johannesburg, Council chambers, New admin building (Lecture)

The FIFA World Cup is one of the largest global mega events, along with the Olympic Games and the Universal Expositions, yet no other can be compared to it in terms of the scale of participation and devotion it generates. Watched and experienced by more than one third of the global population, the World Cup has become a distinctive form of mediated public sphere for global and national audiences and now holds seminal status as a modern mass-ritual and urban festival. More recently, the World Cup has become a great social laboratory for the avid employment of cutting-edge communication technologies by leading industries of the host nations as well as key global multimedia business networks.

In two lectures and two film screenings Dr Jaeho Kang will examine the substantial theoretical and political debates on social and cultural functions of the World Cup with particular references to the media spectacle and the intersection of globalization and nationalism. The first lecture introduces the historical and political contexts of the World Cup as a global mega-event and critically examines how the World Cup has become a media spectacle in connection with global multimedia networks. The second lecture focuses on the intersection of football's globalization and national identity by analyzing the recent history of the World Cup, including the 2002 Korea Japan World Cup.

The Cup (Bhutan, 1999) Dir. Khyentse Norbu; Looking for Eric (UK, 2009) Dir. Ken Loach; The Game of their Lives (UK, 2002) Dir. Daniel Gordon; Maradona (France, 2008) Dir. Emir Kusturica; Le ballon d'or (France/Guinea, 1993) Dir. Cheik Doukouré; short films from Historias de fútbol (Chile, 1997) Dir. Andrès Wood and from Tickets (Italy, UK, Iran, 2005) Dirs. Abbas Kiarostami, Ken Loach, and Ermanno Olmi.

If you require any additional information on the lecture please email Leonardo Snyman lsnyman@uj.ac.za

UNIVERSITY OF JOHANNESBURG

Faculty of Humanities
INTELLECT FOR PURPOSE
FREE HONOURS STUDIES*

The **Faculty of Humanities** is 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.

We offer the following postgraduate programmes in 2011:

HONOURS

African Languages	Greek
African Studies	Historical Studies
Afrikaans	Industrial Sociology
Anthropology	Journalism
Applied Linguistics and Literary Theory	Latin
Audiovisual Communication	Marketing Communication
Biblical Studies	Philosophy
Classical Culture	Politics
Communication Theory	Probation Services
Communication and Media Studies	Psychology
Corporate Communication	Public Management and Governance
Development Studies	Semitic Languages and Cultures
English	Social Work
French	Sociology
Geography	Tourism Development
German	Urban Studies

What is in it for you?

Not only will your tuition fees be paid in full but you will receive a generous stipend to use as you see fit. Any student registering for the first time for a full-time honours degree in 2011 may qualify*

*Terms and conditions apply. Subject to availability.

For more information on postgraduate studies contact Ms Nokuthula Siqebengu at nsiqebengu@uj.ac.za or login to www.uj.ac.za/humanities. University of Johannesburg and Faculty of Humanities bursaries are available for prospective students, please contact Ms Nokuthula Siqebengu at nsiqebengu@uj.ac.za

UNIVERSITY OF JOHANNESBURG

- **Faculty seminar series**

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. In 2010 the faculty has had 10 lectures including lectures by Prof David Bunn, Dr Jaeho Kang, Prof Godfrey Tangwa and Prof Jane Taylor.

The Department of Sociology with the Department of Anthropology & Development Studies also hosts a seminar series. The seminar series referred to as 'The Wednesday Seminar' hosted 30 prominent South African and international speakers in 2010.

- **Helen Joseph memorial lecture**

As part of the seminar series the faculty also hosts the annual Helen Joseph memorial lecture. The focus of the lecture is to honour Helen Joseph as an iconic figure who played a significant role in the struggle for freedom in South Africa. For 40 years Helen dedicated herself to opposing apartheid. She was unceasingly committed to the service of others. Helen was an inspirational symbol of defiance, integrity and courage. The keynote address at the 2010 lecture entitled *Worlds Apart: rethinking Care in a Development Context* was delivered by Shahra Razavi, a specialist in the gender dimensions of social development and research coordinator at the United Nations Research Institute for Social Development, Geneva

- **Faculty of Humanities: Prize giving 9 June 2010**

The Faculty of Humanities hosted the 4rd annual Prize giving event on 9 June 2010. The prize giving ceremony was arranged to award 83 Faculty cum laude graduates and 4 Doctorate degree recipients. In total 87 students received awards for their outstanding academic achievements.

- **Dean's list**

In 2010 the faculty launched the "Dean's list". There were functions held for top achieving 3rd year as well as Honours students. At the events students were presented with a Dean's list letter as well as a small gift. Senior staff were asked to address the students and encourage them to pursue postgraduate studies. In 2011 there are plans to have a 1st, 2nd, 3rd year as well as an Honours Dean's list function.

7.6   Social responsibilities

In 2010 the Faculty donated R 50 000 to Phumani paper. As discussed in the community engagement section, Phumani paper is a section 21 company that makes archival paper as well as paper products. The paper is supplied to Phumani by seven enterprises across South Africa. The paper is made by the enterprises using waste. Phumani aims to assist woman in rural communities by buying handmade paper from them.

7.7   Environmental sustainability

The Faculty tries to minimize its carbon footprint. In the faculty office as well as in our departments we do this by turning off unnecessary lights during the day as well as turning off the central lights at night. The faculty has also moved from bottled water to a central water dispenser. This way we minimize our use of plastic products.

8.   COMMUNITY ENGAGEMENT

Community engagement is an integral part of most departments within Humanities, with staff involved in 36 community-engagement projects. These projects included service learning, community-based research and organised outreach. Other projects included youth development programmes; pro bono family therapy; social work first-year internship programmes; and involvement with organisations such as Worldvision.

There are two flagship CE projects in the Faculty:

- The Sophiatown project involves both social research and a grassroots initiative aimed at fostering reconciliation between residents of different races in Sophiatown and, by extension, the country. The project was launched in February 2009, the date chosen to coincide with the commemoration of 54 years since the start of forced removals in Sophiatown. The project is managed by Professor Natasha Erlank (Director of the Centre for Culture and Language in Africa). The Sophiatown Project has the potential to transform the relationship between research and community engagement: the project involves the co-creation of knowledge and research agendas, provides agency and identity for complex communities, and is an experiment in news ways of creating knowledge.
- The Faculty has recently taken on the administration of Phumani Papers, a Johannesburg-based NGO that focuses on the empowerment of women through entrepreneurship in rural areas. Phumani manufactures a variety of paper products, often on the cutting edge of handmade paper technologies, and is the only producer of archival paper in SA.

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or inlfuence)			
Department	Title of the Project	Project Leader	Project time frame	Number if target project beneficiaries	What problems will the project address	How will the project benefit the target group	Project category?
APPLIED COMMUNICATIVE SKILLS (APB)/Parkside Primary School	Pather, M	Persash, PV	Annual	900 learners from Grade 1 to 7.	English communication	Citizenship and competency in communication for the future	SL
STRATEGIC COMMUNICATION	Poor communities as corporate stakeholders: Implications for strategic communication	de Klerk, N	Completed in 2010. Article published and paper delivered (see 3.4.1.2 and 3.4.6)	Business sector	Engaging and optimising communication with communities as corporate stakeholders	Aimed at improving corporate accountability to poor communities. (Copies of published article already requested by loveLife and other industry corporations)	CBR
STRATEGIC COMMUNICATION		Malinga, PS	August 2010-October 2010	300 orphans			OO

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or inlfuence)			
STRATEGIC COMMUNICATION	Work Integrated and Experiential Learning within Applied Course Components	Verwey, S	Ongoing	Various	Engaging and optimising communication with communities as institutional stakeholders. Benefiting disadvantaged communities and organisations through experiential learning as part of course curriculums	Aimed at improving accountability and responsiveness to disadvantaged communities.	OO
COMMUNICATION	Conquest for Life	Benecke, DR		Corporate Communication students and community			
COMMUNICATION	EMKE	Benecke, DR		UJ		Marketing opportunities and offered guidelines on some leadership course content	
COMMUNICATION AND MEDIA STUDIES /Talk Radio	One Africa FM	Deputy Chair: Narunsky-Laden S	Awaiting ICASA License Approval	Migrant listeners throughout South Africa	Xenophobia Social and cultural problems Bureaucratic problems	It will contribute to enhancing social well being and give migrant listeners a platform to air their views	SL

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or inlfuence)			
GERMAN		van Rooy, CS	ongoing	All teachers of English as non mother tongue	Lack of English skills for academic purposes	Teachers to get access to research on teaching English to non mother tongue speakers	CBR
GREEK AND LATIN STUDIES (with St Columba's Church, Parkview)	Wednesday Night Live	Wolmarans, JLP	2010 ongoing	Religious community, Jhb	Lack of information regarding modern theological developments. Interreligious dialogue. Lecture series of 28 public lectures at St Columba's Presbyterian Church (Parkview) on: The Origins of the Bible; The Bible and the Burning Issues of the 21st Century; The Concept of the Afterlife; The Future of the Christian Relgion.	Raising awarenes of common humanity between different religions / Awarenes of social and ecological issues	CBR
PSYCHOLOGY	Headway Supervision	Basson, P	ongoing	Depending on the number lay counsellors and student psychologists per year at Headway	Supervision of lay counsellors and student psychologists who work with attendees and family members of attendees at Headway	The project enables the student counsellors to do therapy with Headway attendees etc	SL

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or inlfuence)			
PSYCHOLOGY	Psychometry Internships	de Bruin, K	Jan 2010 – Dec 2010	Various internship organisations	Development of students' psychometry skills	Providing of psychometry-related services to community/industry	SL
PSYCHOLOGY	Career development for children at Teboho Trust	de Bruin, K	Jan 2010 – Dec 2010	Teboho Trust (approx 60 learners)	Career unpreparedness	Career development	SL
PSYCHOLOGY	Volunteer counselling and involved in the development and implementation of a youth group for vulnerable teenagers.	Waldeck C	Ongoing	20 Vulnerable youth	The aim is to teach and assist the youth in the learning and application of constructive life skills. It also provides an opportunity for the youth to build and foster trusting relationships with caregivers at hospice.	The project is geared toward vulnerable teenagers identified by staff members at Hospice in the West. The project is an ongoing one. The teenagers are invited to participate in the project which takes place approximately once a month. The team at hospice which consists of care workers, nursing staff and counselors are responsible for determining project content, which focuses on assisting the teenagers in learning	OO

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)			Impact (A marked effect or inlfuence)			
					and applying life skills to their everyday life. Consent from the parents/guardians is obtained before commencement of group work.	
PSYCHOLOGY	From invisible to invincible: Headway community project	Kaldine, F, Radebe, B (Community Psychology module facilitators) Erasmus, A Cumming, J (MA students)	7 months	16 Individuals with Acquired Brain Injury and the Headway Staff	The difficulties associated with having an acquired brain injury (ABI), including: problems with emotion recognition and regulation, self-identity and attitudes of the general public towards this group. The project conceptualisation, planning and implementation were underpinned by the values and goals of Community Psychology.	In addition to striving to address the problems experienced by ABI individuals (through imparting relevant life-skills), the project aimed at creating a paradigm shift for the entire Headway Rehabilitation system. This included addressing the destructive power imbalances that may exist between Headway staff and ABI individuals, and focusing on and enhancing the strengths of ABI individuals and their caregivers.	SL

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)			Impact (A marked effect or inlfuence)		
PSYCHOLOGY	A Discursive Liberation of Liberati: Coming out of UJ	Kaldine, F, Radebe, B (Community Psychology module facilitators) Laing, B Hill, S (MA Students)	7 months	Lesbian, gay, bisexual, transgendered and intersexed students (LGBTI) on campus	The project was initiated to act as a support structure for the newly formed (LGBTI) student society on campus (Liberati).A homophobic article written in the student newspaper, the UJ Observer was brought to the attention of the Project Facilitators by Liberati who requested assistance in dealing with this discrimination. The project conceptualisation, planning and implementation were underpinned by the values and goals of Community Psychology.	The goal of the project was to raise awareness of discriminatory believes on campus and to assist Liberati in engaging in meaningful dialogue about their right to be recognised and affirmed.	SL
PSYCHOLOGY	Life skills training among UJ athletes	Kaldine, F, Radebe, B (Community Psychology module facilitators)	7 months	45 UJ Athletes at-risk for academic failure	The Project catered for athletes who are on sports bursaries and are not achieving well academically. The life skills target time management, social and communication skills, anger management skills and nutritional adherence skills. The project conceptualisation,	The athletes were equipped with skills that could assist them in reaching their potential both academically and socially and in terms of their athletics.	SL

164

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or inlfuence)			
				planning and implementation were underpinned by the values and goals of Community Psychology.			
POLITICS / Self	Various	Geldenhuys DJ, Prof	Open – ended	Varying	Cultural rights	History will judge	CBR
POLITICS / Ceptsa	Modern Political Dictionary	le Clus, P	Ongoing		Translation of Political terms as well as defining 2500 key terms in Politics	A service to the whole academic community of political science, including all levels of students	CBR
PUBLIC GOVERNANCE/ Early Childhood Development/	SEED Trust	-	Ongoing	G S Cloete, 720004628	Early school goers and their parents in Stellenbosch	Personal funds	CBR
PUBLIC GOVERNANCE / Chair: Governing Board, Centre for Policy Studies (CPS)	Cloete, GS	Independent policy think tank and research NGO in Johannesburg	Oversee management of CPS	G S Cloete	Chair: Governing Board, Centre for Policy Studies (CPS)	Independent policy think tank and research NGO in Johannesburg Oversee management of CPS	CBR

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or inlfuence)			
PUBLIC GOVERNANCE	National Certificate in Municipal Governance	Auriacombe, CJ	January to November 2011	47 Municipalities and 2 Provincial governments, Salga (Total of 481 Students/Learners)	Municipal Management and Governance	Better service delivery in municipal governance	SL
SOCIAL WORK	UTHINGO	Matumba, S		50 plus	Apathy in schools and life experienced by the community of Wesbury.	Counselling	
SOCIAL WORK	Sithand'izingane Care Project	Tuck, M	Ongoing	500 children	Preschool education After school care School feeding scheme Food parcels to those caring for OVCs	Holistic care of orphaned and vulnerable children: Education Nutrition Medical care Recreation	OO
SOCIAL WORK	Bohareng Board Member	Wigley, A	Ongoing	1000 people per annum	Integrated human development: Physical Spiritual Emotional	Service users are sustained in their service to people in their care	OO

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or inlfuence)			
SOCIAL WORK	Dominican International Volunteer Project	Tuck, M	Ongoing	+- 5 foreign students per year +- 5 local NGOs	Global partnerships Global service Global social justice Exposure to diverse cultures	Global dialogue Fostering understanding Acceptance of diversity	OO
SOCIAL WORK	Kopanang women's empowerment project	Flynn, S	Ongoing	Approximately 60 women	Skills development Poverty Personal human development	Increased human capacity Poverty alleviation Personal development	OO
SOCIAL WORK	Sparrow Siblings	Lisha Stevens	Feb-Nov	50	Learning disorders Peer pressure Sexuality & teenage pregnancy School supervision Low self esteem School human resources Drugs & alcohol At risk behaviour	First year social work students, mentor children in school who have learning disorders and come from disadvantaged backgrounds. The first year students mentor at risk learners at the school and present life skills workshops aimed at relieving sexual risk behaviour, HIV/Aids, peer pressure, decision making, and self esteem.	SL

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or inlfuence)			
SOCIAL WORK	Not a project name but course that serves various communities through learning-Social Work Internship 1000	Stevens, L	Feb-Nov	Estimated amount according to students registered for the course +- 200	Community health care Community services At risk teenage behaviour Elderly care School supervision Home Based Care HIV/Aids Mental disorders Administration assistance Service to Police Stations Service to Children's Homes Learning disorders Peer pressure Sexuality & teenage pregnancy School supervision Low self esteem School human resources Drugs & alcohol At risk behaviour	As mentioned the service provided by the students benefit individuals, families, groups and communities with the mentioned activities (see previous column). Communities are empowered and served through learning.	SL
SOCIAL WORK UJ and Social Work Wits	Kliptown Youth Project (KYP)	Nel, JBS	2010 - 2011	Direct impact: 16 committee members Indirect impact: 250 youth members	Not sure at this stage	Capacity building of management committee members and NGO	CBR

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or inlfuence)			
SOCIAL WORK and Centre for small business enterprises	Certificate in Community Leadership	Nel, JBS	2009 -	45	Funding for students who cannot afford tuition fees	Capacity building of students in knowledge and skills in Community Development	SL
SOCIAL WORK	Girls & Boys Town SA	van Breda, AD	ONGOING	3 DIRECT	RESEARCH AND M&E FUNCTIONS	CAPACITATING RESEARCH AND M&E FUNCTIONS	CBR
CENTRE FOR SOCIAL DEVELOPMETN IN AFRICA/ Member of committee as an individual representing CSDA	Judith Harrisburg Memorial Trust		Indefinite	1 – 4 per year direct beneficiaries via student funding; far more indirectly in the long term in relation to services rendered by students	Domestic violence in the Jewish community in South Africa	Trust provides funding for post-graduate students and contracted researchers to research various aspects of domestic violence in the Jewish community thus the project will ultimately benefit the target group via application of research results to policy and programmes	CBR
CENTRE FOR THE STUDY OF CULTURE AND LANGUAGE IN AFRICA	Sophiatown	N. Erlank and D. Thelen	2010-2012	Unknown	Civil capacity building	community based involvement in oral-history centred initiatives/ deployment of community organiser from Idasa into Sophiatown	CBR

9.   COMPLIANCE/ACHIEVEMENTS: FACULTY STRATEGIC PLAN

The broad faculty strategy has been discussed briefly in Section 1 of this report. This section will provide a brief overview of achievements in terms of the overall strategic plan.

Research

The year was most successful in terms of the overall research objectives. The faculty target in terms of accredited research output was met. The number of PDFs increased substantially. There was an increase in the number of rated researchers, and a significant increase in the number of applications for rating (results in 2011). There has been a drive to recruit Research Associates, with much success. Research funding has increased significantly.

Teaching and Learning

The First-Year Forum (involving a wide range of senior academics, first-year lecturers and tutors) was established. The Tutor system was well-managed and expended in scope. Risk modules and risk students were tracked, and interventions were made. The overall pass rate increased by 4%, which is most pleasing.

Postgraduate Enrolment

The drive to attract Honours students has paid off, with stretch targets being met for 2011 enrolment. This should impact favorably on M enrolment in 2012.

Programme revision

The programmes are under continuous scrutiny and review. Various new programmes were introduced in 2010. Some judicious module trimming was completed in 2010, to make for more streamlined programmes. The details of the five-year review programme were finalized in 2010, for implementation in 2011-2015.

Faculty of Humanities

Strategic plan 2010/11 and beyond

Humanities Management (posed)

Humanities Management (real)

Strategic goals in essence

To become the best Humanities Faculty in SA

How:

- Excellence in research

- Excellence in teaching and learning

- Excellence in appointments

- Nurturing environment for staff and students

- Alertness to opportunity

- Efficiency in delivery

- Cognizance of our African context (curriculum, contacts)

- Empowerment of Societies and Communities

Alignment with UJ Strategic Thrusts

- Thrust 1: Brand, Identity, Reputation and Stature

    Seek to be a faculty of gravitas, progressive & dynamic intellect, depth not glitz

- Thrust 2: Stature, depth, quality, relevance of programmes, research and CE

    Focus on quality in research, programme composition structure, academic standards, meaningful CE

- Thrust 4: SWC (BA Pub Gov, BA Comm Development, introduction of new major subjects)

- Thrust 5: Internationalization (programmes, recruiting, partnerships)

- Thrust 6: :Leadership that Counts (empowered HODs, strategic positioning of departments)

Staff

- Steadily increase intellectual profile
- Strive for 70% equity appointments, 2010-2014
- Balance 'highfliers' and teaching skills: fine intellectuals often have both
- Career paths, grooming, succession planning to meet academic and equity needs
- 36-40% equity at HOD and Vice-Dean level by 2014
- Reduce contract appointments

Academic Staff

- Permanent academic staff

African	23
Coloured	8
Indian	9
White	97
Total	**137**

Total academic staff		
Black	50	32%
White	105	68%

- Contract academic staff

African	3
Coloured	4
Indian	3
White	8
Total	**18**

Administrative Staff

- Permanent non-academic staff

African	8
Coloured	3
Indian	2
White	22
Total	**35**

Total non-academic staff		
Black	13	41%
White	25	59%

- Contract non-academic staff

African	2
Coloured	1
Indian	2
White	3
Total	**8**

Staff appointments 2010

| African		46%	White	23%
Coloured		15%	Foreign Nationals	8%
Indian		8%		
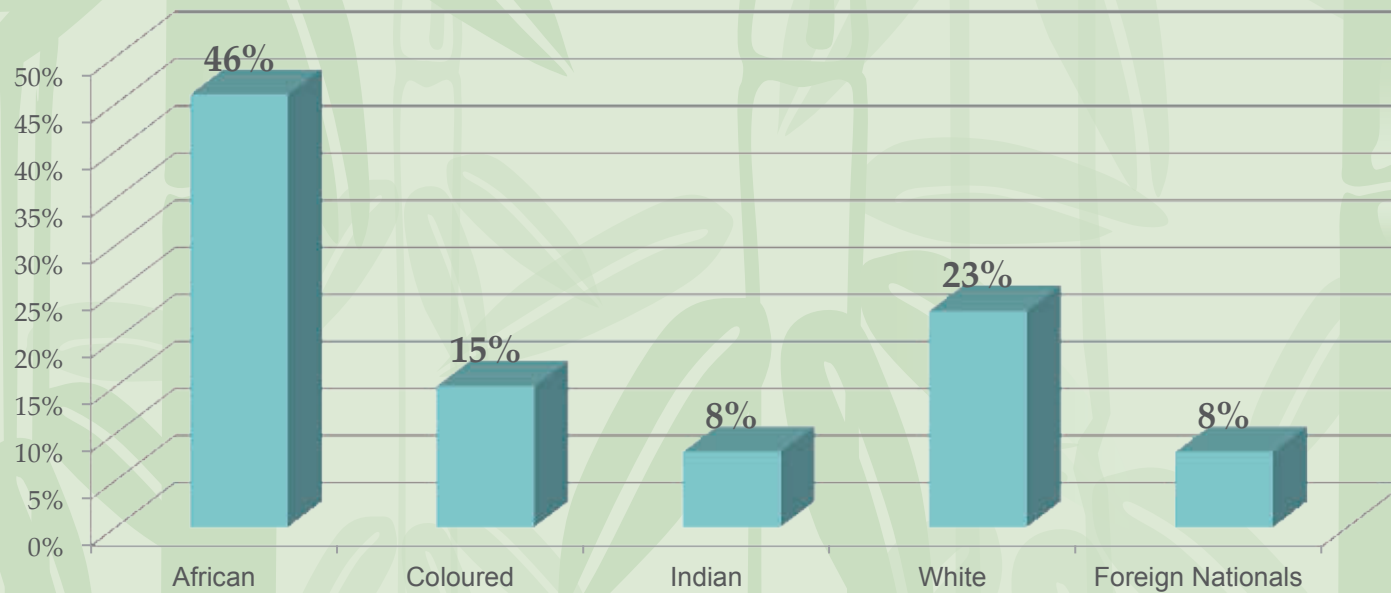
Staff: Projected equity
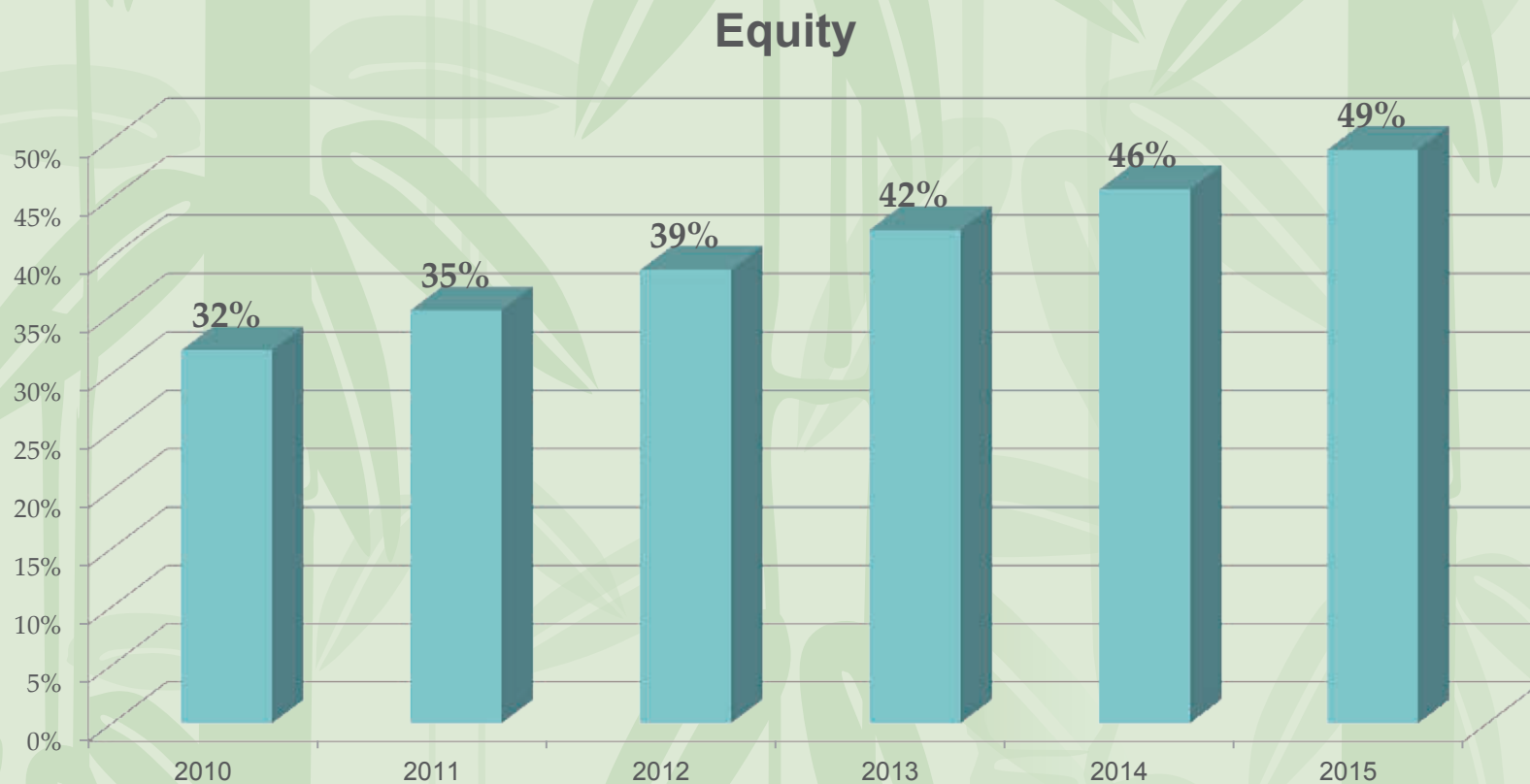
Equity

Projected equity based on a 4.9% turnover rate with 70% of replacement being equity appointments

Curriculum

- Develop and support 'Programme Custodians'
- Quality Plan: Internal & External Reviews
  - ➤ Dept of Strategic Communication (articulation)
  - ➤ Dept of Applied Communication Skills
  - ➤ Dept of Linguistics & Literary Theory
  - ➤ School of Languages
  - ➤ Risk modules & high enrolment modules
- Review of extra-curricular programmes
- Expanded regional cooperation
- SWC: BA Community Development and beyond

Research

- PDFs (17 by end 2010)
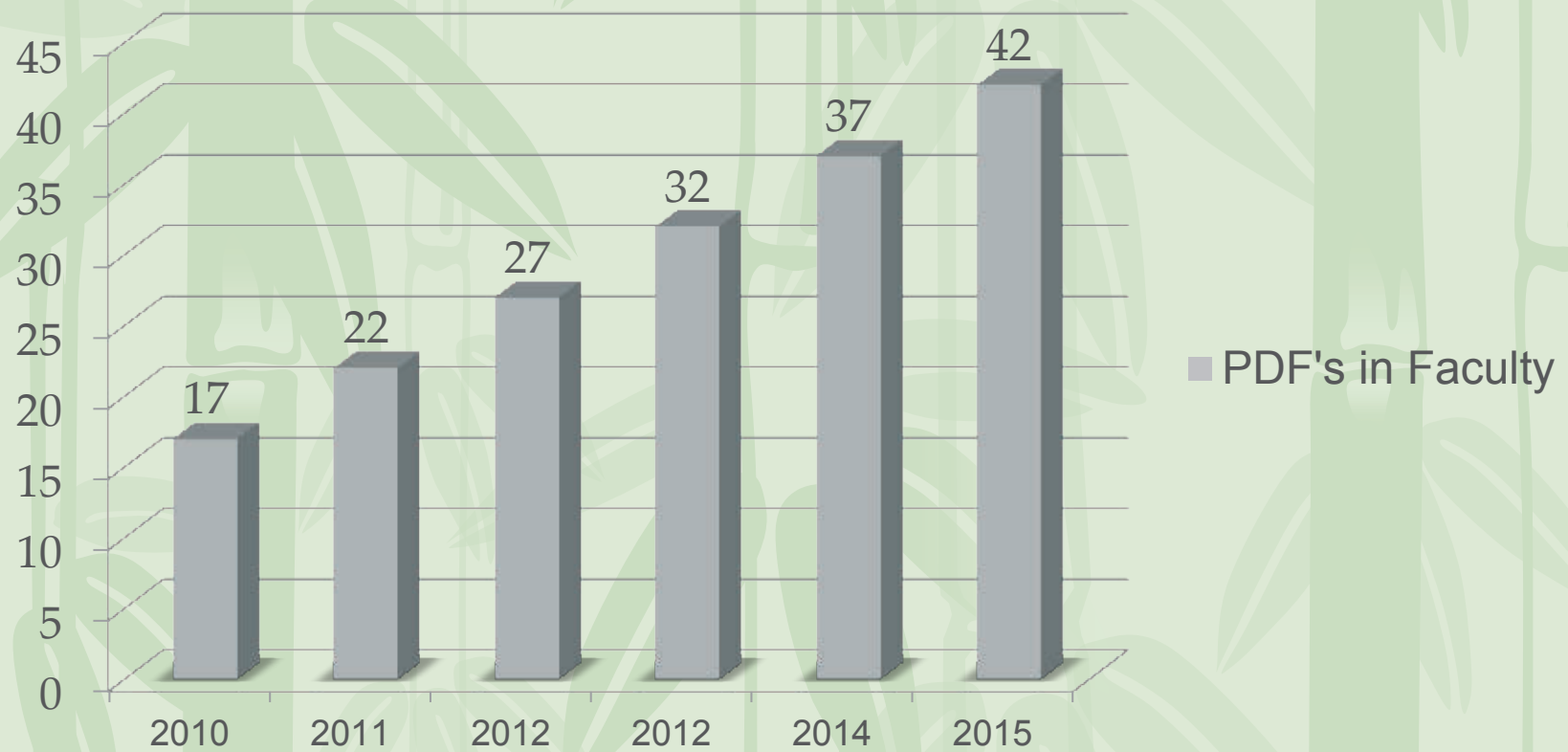
Honorary & Visiting Professors

Honorary Professors	Visiting Professors
Adam Habib	Martin Middeke
Stephen Chan	David Bunn
Vincent Maphai	Jane Taylor
James Midgley	John Higgins
	Liz Stanley
	Paramasvaran Pillay
	Peter Vale
	Sujata Patel
	Jeaho Kang
	Diego von Vacano
	Kathy Collins

Research projects

Researchers name	Name of research	Department	Funding/ Cost
Steven Friedman	Civil Society at the Crossroads –Heinrich Boell Foundation	Centre for the Study of Democracy	R300,000
	Intellectual and Political Biography of Harold Wolpe – Lilliesleaf Trust	Centre for the Study of Democracy	R700,000
	Global Conversation on Democracy	Centre for the Study of Democracy	N/A
Steward R, De Wet T & Van Rooyen C	Microfinance in sub-Saharan – a systematic review.	Department for International Development (DfID),	R885 000 (GBP 30 000)
Prof Anne-Marie Beukes	Revision, translation and publication of a multilingual translation terminology list	Linguistics and Literary Theory	R255 000
Prof Anne-Marie Beukes	Language, ethnicity and identity in Onverwacht, Cullinan	Linguistics and Literary Theory	R98 203
Prof Leila Patel	A Gendered Impact Analysis of the Child Support Grant in	Centre for Social Development in	R600,000
	Youth in Transition	Centre for Social Development in	R50,000
	Poverty and disability in	Centre for Social Development in	R250,000
	DPSA (Disabled People) Disabled Youth Baseline Assessment	Centre for Social Development in	R350,000
	and Roberts Black Economic Empowerment Community Trust Assessment	Centre for Social Development in	R200,000
		Total	R3 688203

Rated researchers(18)

2008		2009		2010	
Rating	**Name**	**Rating**	**Name**	**Rating**	
B1	Prof DJ Geldenhuys	A	Prof T Metz	A	Prof T Metz
B1	Prof BCE Hendrickx	P	Prof L Hamilton	P	Prof L Hamilton
B3	Prof P Alexander	B-1	Prof DJ Geldenhuys	B-1	Prof DJ Geldenhuys
C2	Dr PP Fourie	B-1	Prof BCE Hendrickx	B-1	Prof BCE Hendrickx
C2	Prof CH MacKenzie	B-3	Dr D Scott-Mcnab	B-3	Dr D Scott-Mcnab
C2	Prof JM Uys	B-3	Prof P Alexander	B-3	Prof P Alexander
C2	Dr D Scot Macnab	C-1	Prof E Ruttkamp	C-1	Prof E Ruttkamp
C3	Dr T Hendrickx	C-2	Prof CH Mackenzie	C-2	Prof CH Mackenzie
Y1	Dr N Erlank	C-2	Prof JM Uys	C-2	Prof JM Uys
Y2	Prof R Smit	C-2	Dr L du Toit	C-2	Dr L du Toit
L	Prof KI Scherzinger	C2	Prof KI Scherzinger	C2	Prof KI Scherzinger
L	Dr SM Beukes	C2	Prof F Cloete	C2	Prof F Cloete
Total	**12**	C-3	Dr T Hendrickx	C-3	Dr T Hendrickx
		Y1	Prof N Erlank	C2	Prof MS Buhlungu
		Y2	Prof R Smit	C2	Prof J Conradie
		L	Prof SM Beukes	Y1	Prof N Erlank
				Y2	Prof R Smit
				L	Prof SM Beukes
		Total	**16**	**Total**	**18**

Applications for NRF Rating, 2011

- Prof Z Mtumane, African Languages
- Prof H Viviers, Religion Studies
- Prof D Moore, Development Studies
- Prof Z Knight, Psychology
- Prof M Pienaar, Afrikaans
- Prof E Snyman, French
- Prof T De Wet, Anthropology
- Prof B Henderson, Greek & Latin
- Prof L Patel (2010)

Centres

- Leaner and meaner
- Closer relationship with academic departments
- Joint appointments/temporary secondments
- Focus primarily on accredited output, secondarily on visibility
- Closer scrutiny by faculty management
- Must justify existence, both to peers and to DVC
- Research Village opening event

Postgraduate Strategy, 2011-2016

- Increase in enrolment a key element of faculty strategy for the years ahead

- Goal: 17-20% increase for 5 years

- Strategy: broad initiatives, and departmental-specific targets, strategies, interventions

- Honours: Dean's List, early identification and encouragement (bursaries, tutor/assistant positions), discipline-based ads.
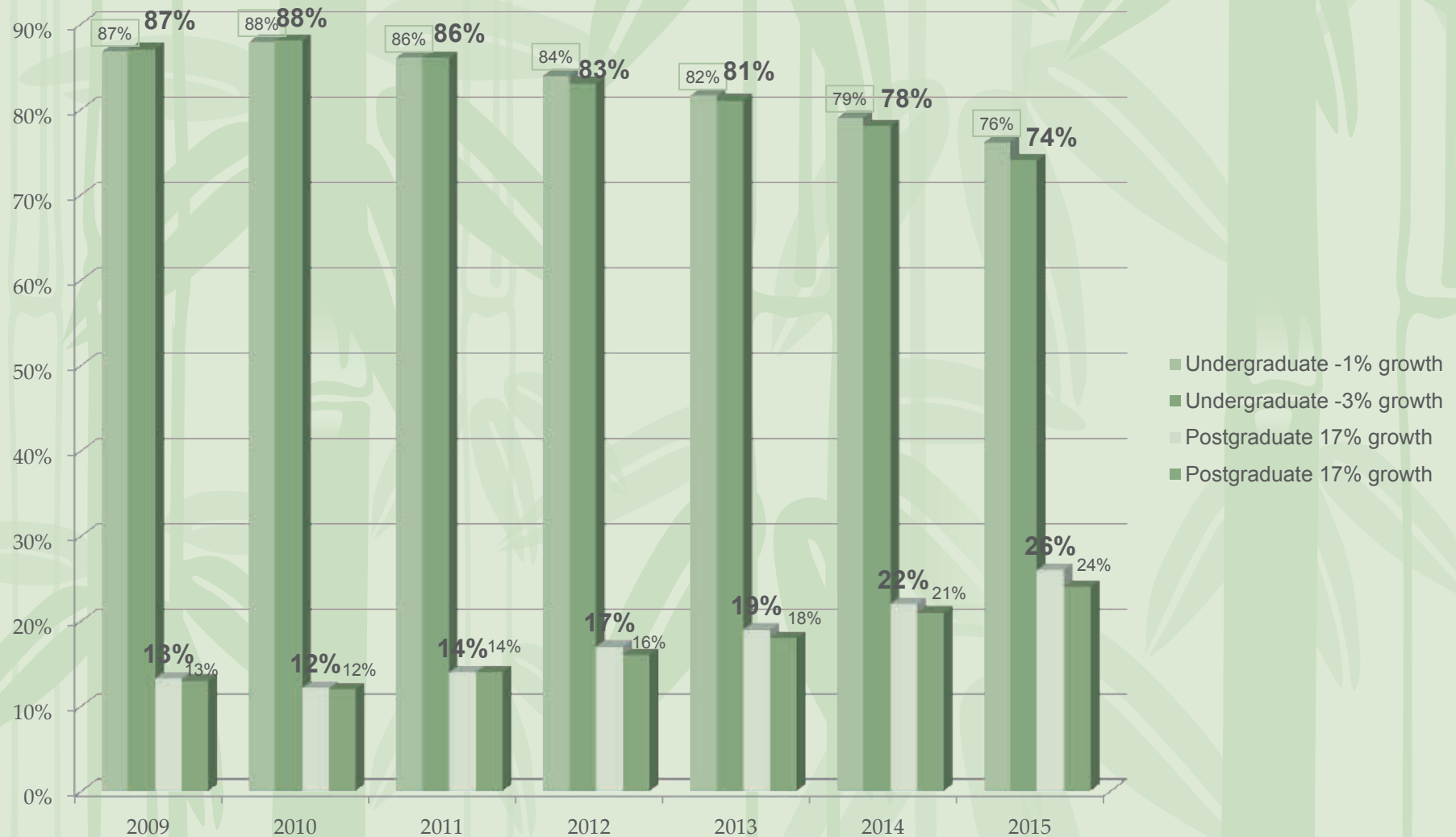
Postgraduate Strategy (2)

- Master's: ensure Hons throughput (long essay), pursuit of each 'non-returning' candidate, early identification (bursaries, appointments), discipline-based ads, target marketing of new M degrees (AV, Journalism, Strat Comm), Africa recruitment drive, tracking of progres bi-annually

- Doctorate: recruiting previous M graduates (2000 onward), part-time teaching posts, research output incentives, Africa recruitment drive

Postgraduate Strategy (3)

- Collaboration with AUF (Francophone University Agency), UCT, UP, UKZN and universities in Africa, on the creation of a Regional Graduate School

- Collaboration with MISTRA (Mapungubwe Institute for Strategic Reflection) as a generator of M&D candidates, and place of residency for existing M&D

- Establish Centres of Excellence (Philosophy, International Relations, Political Theory, Social Sciences)

- Pursue NRF Chairs (Hamilton, Vale, Buhlungu, Hendrickx, Metz)

Projected growth

Legend:
- Undergraduate -1% growth
- Undergraduate -3% growth
- Postgraduate 17% growth
- Postgraduate 17% growth

Year	87%	88%	86%	84%	82%	79%	76%
2009	87%						
2010		88%					
2011			86%				
2012				83%			
2013					81%		
2014						78%	
2015							74%

Postgraduate values: 13%, 13%, 12%, 12%, 14%, 14%, 17%, 16%, 19%, 18%, 22%, 21%, 26%, 24%

Quality mechanisms

- Committee system, principally:

  Curriculum Committee, T&L Committee

  Assessment Committee, Higher Degrees Committees

- Reputable external assessment (UG & PG)

- Extensive policy and procedure documents

Community Engagement

- New approach:
- 'Embedding' the university
- Co-creation of knowledge
- Shared research agenda and methodology
- 'Neighbourliness'
- From Public Relations to Public Relationships
- Knowledge-production not self-referential
- Phumani Paper
- Sophiatown project

Hot Departments

- Sociology, CSR, NRF Chair in Social Change
- Politics (IR, Theory, African Politics)
- Anthropology & Development Studies
- English (Poco, SA Literature)
- Social Work (B Social Work, PG enrolment)
- Philosophy (top-notch staff)
- Greek & Latin (research and PG enrolment)
- Public Governance (research, reputation, subsidization of R2,3M in 2010)

Very Warm Departments

- Psychology
- French
- Religion Studies
- Afrikaans
- Strategic Communication
- Journalism, Film and Television

Teaching and Learning Strategies (1)

Research: APS and NBT as indicators of success

➢ Effectiveness of tutors in first-year success, and overall effectiveness of the tutor system

➢ Survey of needs and experiences of first-year Lecturers

➢ Performance Tracking

➢ Implement Safenet across the faculty (training of staff)

➢ Improve early warning of 'risk' students

➢ Improved interventions in 'at risk' modules

Tutor Initiatives

➢ Expanded, managed tutorial system (increase tutor funding by 25%)

➢ Link PG recruitment with Tutor positions

➢ Close monitoring of tutor function, and tutor performance

Teaching and Learning Strategies (2)

T&L Initiatives

➢ Study Guide templates

➢ Early warning students at risk = module interventions

➢ Mid-year failure = programme intervention

➢ Risk modules: additional assessment opportunities

➢ Collaboration with ADS on Academic Development interventions

➢ Co-ordinators: FYE; risk modules

➢ 'Read, Think, Analyse'

Extended BA initiatives

➢ Intervene with 'at risk' students

➢ Restructure content and method

➢ Incorporate academic skills development in 'augmented subjects'

2010 Success rate

- **Undergraduate success rate**

	2009	2010
First year modules	68%	73%
Senior UG modules	78%	83%
Total	**73%**	**80%**

Risks

- Quality of prospective students
- Simultaneously maintaining high pass rate and high standards
- Insufficient support for student needs
- Insufficient postgraduate throughput

Systems

➤ Maximum Flow: Policies, Procedures, Committees

➤ Pursuit of system excellence

➤ Annual review of policies, forms, processes, procedures

➤ Enhance system efficiency, transparency, academic rigour

➤ Faultless interface with Support environments

Soweto Campus Projections

- BA Public Management and Governance

	1st year	2nd year	3rd year	Total
Y1 (2010)	230	97	22	349
Y2 (2011)	300	150	65	515
Y3 (2012)	400	240	100	740

- BA Community Development and leadership

	1st year	2nd year	3rd year	Total
Y1 (2011)	60	0	0	60
Y2	80	42	0	122
Y3	100	56	29	185

Extra-Curricular courses

Department	Number of courses	Profit/Loss
Greek and Latin Studies	3	R21 060
Psychology	1	R254 118
Social Work	2	R44 366
Public Governance	7	R1 275 983

Face

- **Humanities Seminar Series**
- Prominent speakers twice per month
- Rated Researchers, International scholars, Visiting Professors
- Departmental seminars twice per week

- **Marketing**
- Print to online marketing
- Email marketing
- Search Engine Optimization
- Dean's blog

Digital Humanities and research support

- Humanities online academic forum
- Humanities fellows and cohorts
- Online research tools
- ➢ General: Wordpress, Confluence, Kaltura
- ➢ Specialized: Now comment, VirtualEyes, Zotero, Fatho, Knowledge maps, Drupal
- Humanities workshops: Teaching with technology, Insights on teaching, Teaching large lectures, Grants in the Humanities
- Knowledge resource base

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