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## **Faculty of Humanities Annual report 2015**

### **EXECUTIVE SUMMARY**

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#### **Introduction**

In the conclusion of the 2014 Executive Summary, the Faculty promised to develop a Business Plan during the remainder of 2015. Dramatic national events later in the year made it seem wise to extend this process slightly so as to respond to the changing higher education environment. That process is therefore still ongoing.

Nonetheless, the key challenges identified in the 2014 Annual Report have been very substantially addressed in 2015. In particular, two areas of over-riding concern were low Honours and Masters Enrolments, and flat research outputs. The enrolment figures for 2015 continue to reflect lower-than-ideal Honours/Masters enrolment, but the steps taken in 2015 have led to a 50% increase in Honours enrolments in 2016. Initial research output figures (to be confirmed) show an increase of 40-50% in 2015 compared to 2014. Thus of these two areas of concern, one (research) saw substantial improvement in 2015, while the other (H/M enrolment) saw steps taken which at time of writing appear to have yielded substantial improvement going forward.

This uptick in performance in key areas has not come at any apparent expense in our other fields of operation. Success rates have remained strong at undergraduate level, and we had a strong year for graduations at postgraduate level.

The present and ongoing challenge running through all of our activities is the new set of imperatives and opportunities arising from the situation in Higher Education (HE). The Faculty is coming to terms with these challenges and opportunities in various ways. Within that process of coming to terms, we have succeeded in retaining and indeed building on our operational effectiveness within our core business. There are many opportunities for a Faculty of Humanities in the current situation, and we intend to make the most of them.

Achievements and challenges in the following key areas are briefly described in this remainder of this Summary.

- Research
- Teaching and Learning
- Human Resources
- Finances
- Response to the HE Situation
- Strategic Focus Points for 2016

## **Research**

### ***Achievements***

Our finalised research outputs submitted for DHET subsidy were 284.02 units, an increase of 101.02 units or 55% on 2014 (183 units). This translates to a This very strong performance is probably the result of:

- The Research Support Package put in place during 2014;
- The search strategies adopted by departments across the faculty;
- Growing emphasis on research in performance management (“research is part of the job”);
- Strong performance and growth in the activities of our Research Centres and SARChi Chairs;
- Stochastic factors.

The Research Support Package put in place regular workshops and other kinds of support. The Package was premised on the idea that academics want to do research, but are either short of time or skills to do as much of it as they would like. It thus sought to meet these gaps with regular workshops and mechanisms for “buying out” teaching. Interestingly, these mechanisms have only be activated extremely rarely through formal channels; but their existence may contribute to a generally more “research friendly” environment, in turn facilitating informal arrangements at departmental level.

These kinds of support were stepped up in 2015, and combined in 2015 with increased emphasis on research in the performance management process, including setting per-rank expectations for research productivity. The increased emphasis on career development at both Faculty and University level, including support of both systemic and ad hoc kinds for promising and successful researchers, may also have played a role.

Ultimately, however, it is hard to assess the causality behind any of these correlations on the available data.

In 2015 the Faculty proposed a Research Officer post funded from Faculty research funds to better manage our growing research performance. This post was approved in 2015 and created in early 2016.

### ***Challenges***

The productivity of permanent staff remains a concern. Low productivity can arise from various factors and it is not always easy to distinguish them. Teaching loads, in particular, are of concern, since these ought to arise from other obligations owed to the University,

and thus ought to be properly managed in relation to research obligations. The co-ordination of the various obligations that academic staff may or may not have towards the University is a matter of general concern, but it is most stark in relation to the balance of research against other expectations.

Questions about relevance, impact, and decolonization also challenge the Faculty going forward. Humanities disciplines are particularly prone to sceptical questioning in all these regards, for a number of reasons. In many cases, the answers to these questions are compelling, and in those cases we need to be able to articulate ourselves effectively. In other cases questions of this kind may have been largely absent in our education and in the global framing of our discipline. In these cases, we need to respond to these challenges, perhaps by changing some of what we do, while working out how to retain an outward-looking stance. In this we need to balance potentially (but not necessarily) conflicting demands, such as global against local relevance, and academic freedom against social responsibility. These demands are non-equivalent and so they may come into tension, but they are not contradictories, meaning that it is possible to satisfy them all.

## **Teaching and Learning**

### ***Achievements***

Our teaching and learning operation remains stable and strong at undergraduate level. Having hovered in the 80-84% range since 2012, our 2015 FTE pass rates were up at 85% (compared to 83.6% in 2014). Student headcount was slightly down at 5666 (compared to 5988 in 2014) yet we produced more graduates, 1459, in 2015 (compared to 1390 in 2014). These trends are broadly in line with the University's strategic direction, notwithstanding that growth at postgraduate level is not as fast as hoped for.

While there is not a list of specific achievements to list in this area, that is more because the (large and complex) operation is running smoothly, and should not be taken as a cause for concern.

### ***Challenges***

Our main challenges are: studies at postgraduate level; international students; and drop-outs. Going forward, it is important to face the challenge of decolonizing the curriculum.

Masters and doctoral headcounts were both slightly up in 2015 at 299 and 143 respectively (compared to 281 and 129 in 2014). However we had hoped for faster growth than this, and it is of concern that the number of postgraduate graduates was down at both M and D level in 2015 at 37 and 13 respectively (compared to 47 and 17 in 2014). Honours enrolments were marginally down in 2015

at 330 (compared to 339 in 2014) which is a move in the wrong direction, and Honours graduates were only marginally up at 253 (compared to 250 in 2014) which is again below target. Thus the area of postgraduate studies remains of significant concern. Steps were taken during 2015 to substantially improve Honours enrolments which, over the course of the next few years, should serve to reboot the system. However it will be essential to understand and improve on the slow rate at which students in the system successfully leave it. It is also important to note that successfully graduating students can actually reduce enrolment, and conversely an apparently healthy enrolment situation can conceal some stagnation, and, at least in the case of our doctoral enrolments, probably does.

Student headcount for international students grew at 302 (compared to 252 in 2014) but pass rates fell to 80.2% (compared to 85.9% in 2014). This is a matter of concern, but perhaps not surprising given the xenophobic activities, tightening visa controls, worsening regional economic situation and the effect that local unrest might have on international students in particular, being far from their support networks. The Faculty and University need to take special care of our international students in these circumstances.

Drop-outs are a significant concern. Every year around 20% of our first years not returning for 2<sup>nd</sup> year. Of these, around 70% are “F7” (academic exclusion). This is a university-wide concern but Humanities consistently has one of the highest drop-out rates. In 2016 we are participating in the Intensive Revision Programme, but we need deeper understanding of the reasons for academic exclusion if we are to identify the key points for effective intervention. In particular, a focus on the second quarter appears to be likely to be profitable, since it is here that problems arising in the frenetic first quarter may be remedied before the mid-year examinations.

There are national calls for decolonization of the curriculum. Humanities disciplines are among the first that come to mind in discussions of decolonisation. This is probably because they have a large and obvious cultural component compared to more technical or practical disciplines, and perhaps also because (with some exceptions) they are neither technical nor regulated by professional bodies. The Faculty is well aware of the imperative to respond to the calls for decolonization, but is generally wary of “bolt-on transformation”, whereby modules on African history, philosophy, culture and so forth are simply inserted into syllabi that are otherwise unchanged. The hope is that we can achieve a much more thorough kind of decolonization. The drawback is that a more thorough approach may threaten to take more time than we have. The Faculty is currently working on re-curriculating and in doing so will need to strike a balance between urgency and depth of reform, perhaps through a multi-step process.

## **Human Resources**

### ***Achievements***

The Temporary Staff budget was cut by 55% (before adjustment for inflation and annual salary increase) and the savings were included in our 2016 post budget, yielding one Professor, two Senior Lecturers and three Lecturers. This exercise took place mid-year and the financial environment became substantially tougher later in the year. This effort therefore appears to have been a good strategic decision, since this money is now retained in permanent posts, which are less vulnerable to potential future cuts than the Temporary Staff budget. This is in addition to the other benefits of the exercise, such as improved stability in the staff body, more opportunities for talent management and development, and more advantageous contracts for employees.

In 2015 the Faculty saw substantial growth in academic posts, some of which took effect in January 2016. In addition to the posts from the temporary to permanent conversion exercise, we gained one Professorial post by transfer from another Faculty, three posts (2 at Ass Prof and one at Prof) through the creation of the Institute for Pan-African Thought and Conversation, one new post at the Centre for Social Development in Africa, and two posts from DHET via successful applications to the nGap scheme. In addition, five academic posts were converted from fixed term to permanent.

### ***Challenges***

Fair and effective performance management remains a challenge. The existing system unhelpfully conflates management with reward functions, which lies at the root of several difficulties. It causes conflicts between responding appropriately to the individual and maintaining fairness in the allocation of rewards. It leads to inflation, since the only way within the system to identify a colleague as-good is by identifying them as better than the median. It is generally seen as demeaning and demotivating by academic staff. And it is not very effective as a tool for dealing with problems, since the timescale for addressing problems is typically far shorter than that of the performance management system. The challenge for the Faculty is to work within this suboptimal system to achieve the results that we want. Steps have been taken towards this (such as standardizing research expectations per rank), and improving our management of staff performance, in a way that is respectful and effective, is a strategic priority in 2016.

There is a need for more strategy in the way that posts and appointments are made. Despite our growth, resources are constrained, and some environments experience excessive demands. The Faculty is developing a set of strategic principles for the management of post allocations and appointments, including post-retirement appointments.



## **Finances**

### ***Achievements***

Our budgeting exercise was successful and smoothly executed this year, notwithstanding the wider situation. This included the cutting of the Temporary Salaries budget by 55% (see Human Resources above).

Detailed financial information is now presented regularly to Heads and Board of Faculty for improved transparency.

### ***Challenges***

About 75% of the faculty's research and other funds are held in Departmental and individual research cost centres. Some of these are large and/or show little movement over some years. This represents a financial loss as well as an opportunity cost. The Faculty needs to understand its financial position and, in many cases, be emboldened to make use of the funds that are available.

### **Response to the HE Situation**

The staff and the students of the Faculty displayed resilience during disruptions last year. Staff are to be commended for the extra effort entailed by ensuring that examinations were properly administered in more difficult conditions than usual, and marked on a compressed timescale. The Faculty has retained its operational integrity, and its response to the immediate situations as they have arisen has been professional to the utmost.

The Faculty's response to the less immediate aspects of the situation has been less certain. This is partly because the situation has been, and remains, uncertain in itself, and for some time in 2015 it was also partly because immediate demands left little space for reflection. However a considered and strategic response is clearly called for, in the shape of action, accompanied by clearly articulated accounts of the rationale for this action.

The main needs for action and accompanying articulation arise in respect of decolonizing the curriculum and human resources matters. Reviewing the curriculum is a strategic focus for 2016 (see below) and decolonization of the curriculum is a major driver here. Human resource matters include the appointment of staff from designated groups, the experiences of these staff within the institution, and the retention and recruitment of talent from designated groups. They also include more complex issues concerning the management of international appointments, and the management of staff who consider themselves Black but are not part of a group designated by the Employment Equity Act. Cutting across the issues relating to race and nationality arise issues of gender and sexual orientation, presenting significant and often under-recognized arenas for decolonization. The Faculty is responding to these complex matters through the process of developing its Human Resources strategy.

The Faculty has responded well in its seminar offerings, with a number of seminars, workshops and panels being hosted by various Departments and Centres on themes related to the current events. Some of these have attracted considerable interest. It is a sign of good academic health that our research seminars have responded so quickly and accurately to the situation, and there is every reason to expect that they will continue to track moods and events closely. The Departments and individual academics running these programmes are to be commended, and deserve continued support from the Faculty and the wider University.

There remains a question as to whether the Faculty should or can respond in any more general way. The Faculty will continue to discuss this question in 2016 and will continue looking for positive contributions it might make to the national situation.

### **Strategic Focus Points for 2016**

These focus points represent areas where there is an immediate need for action, which will produce short term results (perhaps as well as longer term), and which are of central importance. They do not represent a fair assessment of the whole Faculty, nor do they replace a strategic plan. They are merely a small number (no more than three) of action points on which the Faculty can take effective immediate action within the scope of the Faculty and University strategic plans. The points have been proposed by the Dean and discussed by the Board of Faculty at its first 2016 meeting.

#### ***Cutting drop-outs***

Drop-outs remain a significant challenge, as described above (see Teaching and Learning). The University is prioritizing the reduction of drop-outs and thus the Faculty is responding in kind. In particular we need to focus attention on identifying the reasons for academic exclusion and the steps necessary for forestalling this.

The Faculty is working on its Intensive Revision offering in this regard, and considering what other strategies it might develop.

#### ***Managing performance***

The performance management system is neither popular nor effective, and the Faculty needs to supplement the system with its own strategies in order to achieve fairness and results. In particular there is a need for joined-up thinking between the different areas in which demands are placed upon academic staff. There is also a need to better understand and delineate the role of a Head of Department.

The Faculty is developing responses to these needs through developing its Human Resources strategy.

### ***Reviewing the curriculum***

This is driven by three imperatives.

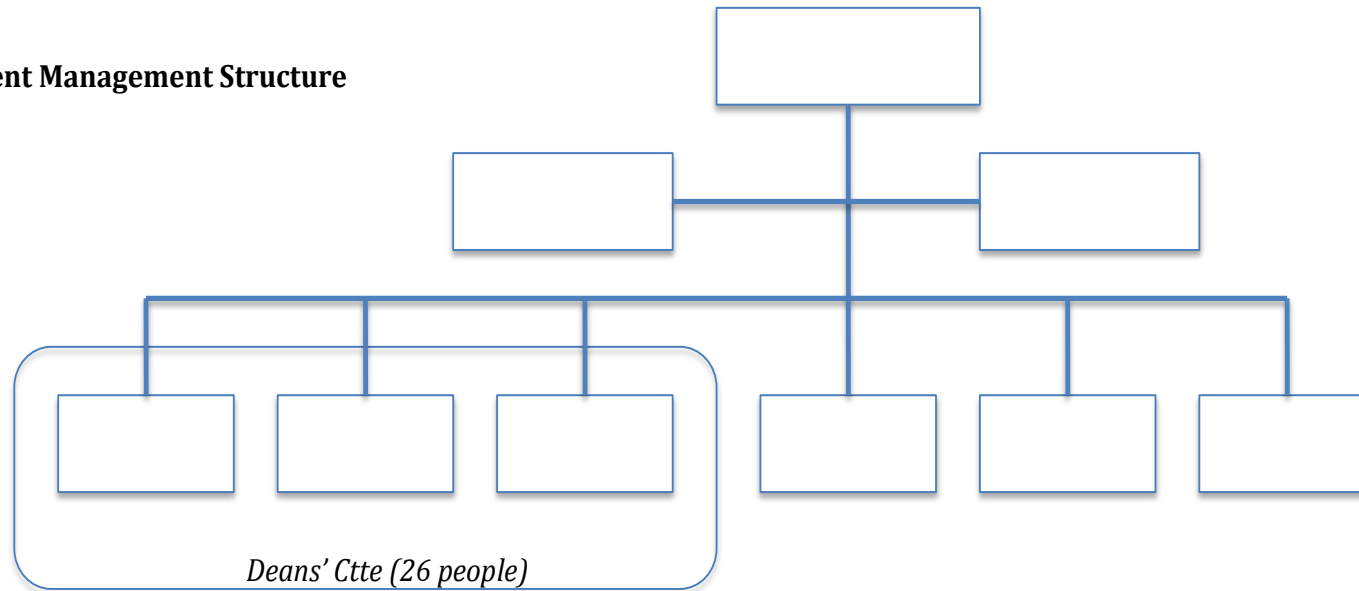
- Decolonising the curriculum, including understanding what that means, and balancing depth of reform with the need for urgent responses.
- Assessing fitness for purpose of our degree offerings, in respect of obtaining employment, being prepared for further study, and achieving academic rigour.
- Resolving undesirable timetable clashes which restrict student choice and affect the viability of some programmes and departments.

We are setting up a process that will see every part of the curriculum reviewed in relation to these factors during the course of 2016.

## 1. OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

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**FHUM Current Management Structure**



*Notes.*

1. The Dean has 31 structural direct reports but the actual number is currently less because of some “doubling up”.
2. The Head of School of Communications currently has no line function, and is a Head of Department, thus does not feature in this diagram.
3. The Head of School of Languages currently has no line function (beyond what the Dean has temporarily delegated) and thus does not feature in this diagram.

The Faculty of Humanities has:

- 18 Departments;
- 3 Centres;
- 2 NRF Chairs in 2015 (with a third established at the start of 2016).

Current and future plans include the following.

- (i) The Faculty is considering restructuring in order to reduce the number of direct reports to the Dean (31 in 2015, possibly rising to 36 by the end of 2016), to address the lack of a true Executive Committee (since the Deans' Cttee is too large, while the Deanery (Dean + Vice Deans) is not representative), to clarify the role of the Vice Deans, and to reduce the operational burden on the Deanery.
- (ii) The Faculty is restructuring its School of Languages to achieve larger departments with greater resilience due to larger staff complements, and greater capacity in postgraduate supervision and research output. The School is also developing a strategy around the languages.
- (iii) Proposals to establish Centres around the existing SARChi Chairs were initiated in 2015 and are in process in 2016, subject to Senate approval. The proposals are for a *Centre for Social Change*, and a *Centre for African and European Studies*.
- (iv) Proposals for two further Centres were initiated in 2015 and are in process in 2016, subject to Senate approval. These are for a *Centre for Sociological Research and Practice*, and an *African Centre for Epistemology and Philosophy of Science*.

### **1.1 Governance Structures**

- The Board of Faculty, a subcommittee of Senate, has oversight of all academic and relating matters pertaining to the Faculty.
- The Dean's Committee consists of all Heads, Directors and Chairs, and advises the Dean on matters before they reach Board of Faculty, and on any other matters calling for input from the departmental management level.
- The Faculty Higher Degrees Committee (divided into Languages and Humanities instantiations) is responsible to the Board of Faculty for overseeing the Faculty's management of Higher Degrees, and advises the Executive Dean on these matters.
- The Recognition of Prior Learning Committee is responsible to the Board of Faculty for advising the Executive Dean on the approval of requests for Recognition of Prior Learning.
- The Teaching and Learning Committee is responsible to the Board of Faculty for developing and promoting good teaching and learning practices in the Faculty.

- The Research Committee is responsible to the Board of Faculty for advising the Executive Dean for advising the Dean on requests for Faculty support for research, on postdoctoral appointments, and other research-related matters, and is responsible for promoting research within the Faculty.
- The Human Resources Committee is responsible to the Board of Faculty for advising the Executive Dean on Human Resources matters.
- The Finance Committee advises the Executive Dean on finance matters, especially relating to budgets.
- The Library Committee manages library matters on behalf of the Board of Faculty.

Governance in the Faculty is sound, with no present need for adjustment to the existing committee framework.

## **1.2 Risk Management**

The Faculty Risk Register is maintained according to the requirements of the University Risk Management Committee.

Our audit for 2015 has not yet been conducted at time of writing.

## 2. STRATEGIC FOCUS AND TARGETS

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The key challenges identified in the 2014 Annual Report have been very substantially addressed in 2015. In particular, two areas of over-riding concern were low Honours and Masters Enrolments, and flat research outputs. The enrolment figures for 2015 continue to reflect lower-than-ideal Honours/Masters enrolment, but the steps taken in 2015 have led to a 50% increase in Honours enrolments in 2016. Initial research output figures (to be confirmed) show an increase of 40-50% in 2015 compared to 2014. Thus of these two areas of concern, one (research) saw substantial improvement in 2015, while the other (H/M enrolment) saw steps taken which at time of writing appear to have yielded substantial improvement going forward.

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The Faculty is developing responses to these needs through developing its Human Resources strategy.

### ***Reviewing the curriculum***

This is driven by three imperatives.

- Decolonising the curriculum, including understanding what that means, and balancing depth of reform with the need for urgent responses.
- Assessing fitness for purpose of our degree offerings, in respect of obtaining employment, being prepared for further study, and achieving academic rigour.
- Resolving undesirable timetable clashes which restrict student choice and affect the viability of some programmes and departments.

We are setting up a process that will see every part of the curriculum reviewed in relation to these factors during the course of 2016.



### 3. EMPLOYEE PROFILE

3.1 Overall Equity Profile									Percentage			
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	88	107	195	8	14	22	217	2	40.55	49.31	10.14	0.92

3.2 Academic Equity Profile									Percentage			
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign Nationals	Disabled
Humanities	65	84	149	8	13	21	170	2	38.24	49.41	12.35	1.18

3.3 Support/Services Equity Profile									Percentage			
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	23	23	46	0	0	0	46	0	50.00	50.00	0.00	0.00

3.4 New Appointments									Percentage			
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	12	7	19	1	1	2	21	1	57.14	33.33	9.52	4.76

Academic New Appointments									Percentage			
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	6	5	11	1	1	2	13	1	46.15	38.46	15.38	7.69

Support/Services New Appointments									Percentage			
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	6	2	8	0	0	0	8	0	75.00	25.00	0.00	0.00

Black African Academic New Appointments					Percentage		
Faculty/Division	African	Coloured	Indian	Grand Total	African	Coloured	Indian
Humanities	6	0	0	6	100.00	0.00	0.00

3.5 Terminations												
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	1	4	5	0	0	0	5	0	20.00	80.00	0.00	0.00
Academic Terminations												
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	0	3	3	0	0	0	3	0	0.00	100.00	0.00	0.00
Support/services Terminations												
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	1	1	2	0	0	0	2	0	50.00	50.00	0.00	0.00

3.6 Resignations												
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	6	3	9	0	0	0	9	0	66.67	33.33	0.00	0.00
Academic Resignations												
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	3	3	6	0	0	0	6	0	50.00	50.00	0.00	0.00
Support/Services Resignations												
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	3	0	3	0	0	0	3	0	100.00	0.00	0.00	0.00

3.7 Academic Promotions									Percentage			
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	0	3	3	2	3	5	8	0	0.00	37.50	62.50	0.00

3.8 Academic Management Profile									Percentage			
Faculty/Division	Black	White	Total	Foreign Nat - Africa	Foreign Nat - Other	Total	Grand Total	Disabled	Black	White	Foreign National	Disabled
Humanities	5	9	14	2	2	4	18	0	27.78	50.00	22.22	0.00

3.9 Academic Gender Profile				Percentage	
Faculty/Division	Female	Male	Grand Total	Female	Male
Humanities	100	70	170	58.82	41.18

### 3.10 Achievements of employees.

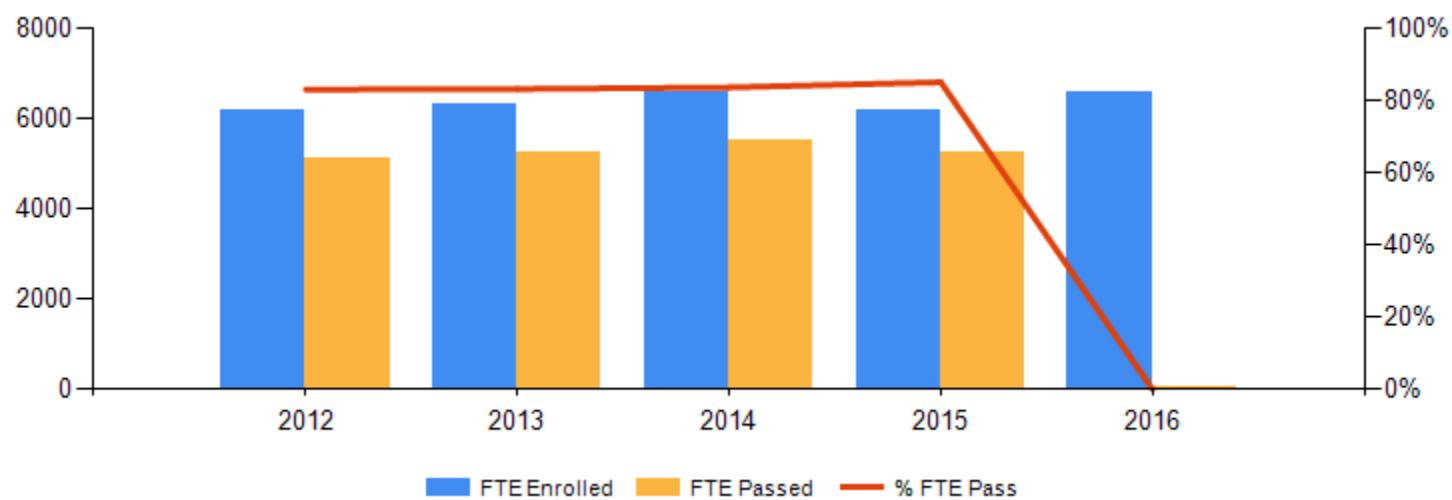
NAME	ACHIEVEMENT / AWARD
Uys, T	Awarded Certification as a Clinical Sociologist by the Association for Applied and Clinical Sociology
Desai, A	Awarded Independent Book Publishers of the Year Prize for Travel Writing (A Skapie's Guide, 2014)
Du Toit, D	Awarded R65 000 grant for PhD studies by DHET, University of Johannesburg
Du Toit, D	Awarded USD 5000 grant for PhD studies by CODESRIA
Azionya, C.M	2015 Assegai Awards (Gold) Ignition Award Departmental award of Excellence awarded by The International Organisation for Migration (IOM) Initiated a long term partnership with the International Organisation for Migration (IOM), which has resulted in collaborations at undergraduate level and that was extended to the post graduate level as the honours research topic as well as an applied project Medals for excellence in teaching awarded to lecturers by IOM
Crystal, A.F	2 finalists of the Ignite awards – developed entries for them and one more Won Ignite award Served as a judge for this year's AMASA awards
Hattingh, R  (writer that was involved with #byderhand "Plekspesifieke digitale literatuur - Aardklop 2015 (Place specific digital literature Aardklop 2015) (byderhand.net) North-West University, Prof Franci Greyling)	Gold Assegai Awards for Applied Strategic Communication 2, IOM campaign.  <a href="https://byderhand.wordpress.com/">https://byderhand.wordpress.com/</a> ATKV- aartvark award for boundary shifting work.
Levy, N.H	I am a regular attendee at toastmasters meetings every 2 weeks at Rio Tinto Illovo. I have won our toastmasters club internal competition 3 times in 2015 for best speaker on table topics and came third in June 2015 in an international competition.
Sibiya, EDM	<i>SA Literary award</i>
Patel, L	Awarded The South African Research Chair in Welfare and Social Development by the Department of Science and Technology and the National Research Foundation (NRF). Rerated from C2 to B2 on NRF Rating UWC Top Alumni Award
Graham, L	British Academy Newton Advanced Fellowship Award
Grogan, B	University of Johannesburg Emerging Researcher Award
Groenewald, G	NRF Rating Y1
N. Erlank	Best articles edition African Studies Journal, 2010-2015

Van Tonder, LC	<i>Received a National Research Foundation Master's Scare Skills Scholarship</i>
Beukes, A-M	<i>Appointed as Chairperson of the Board of Directors of the Afrikaanse Taalraad (ATR)</i>
Beukes, A-M	<i>Appointed as member of Minister of Arts and Culture's Expert Panel on Human Language Technologies</i>
Beukes, A-M	<i>Appointed as member of Minister of Arts and Culture's Reference Panel on the revised Arts and Culture White Paper</i>
Adams, TN	<i>Recipient of the Dean's award for obtaining a distinction in Masters studies</i>
Cornelius, E	<i>Appointed as Vice-chairperson of the South African Translators' Institute (May 2015)</i>
Geldenhuys, DJ	Alexander von Humboldt grant for month-long research
	Visit to ECMI, Flensburg, Germany, April to May 2015
Barnes B	One article was selected among the top five most important global resources in Household Air Pollution Studies by USAID TRAction (Turning Research into Action) Project Appointed to the expert panel of the Health Behaviour Change and Clean Cooking Project of the Global Alliance for Improved Cookstoves (Funder: DFID). Appointed to the expert panel of the USAID TRAction Health Behaviour Change and Clean Energy. As part of the project I was also the Lead Guest Editor of a special edition of the Journal of Health Communication (2015) (Funder: USAID). Associate Editor of the South African Journal of Psychology
Basson P	Dean's List – awarding of DLitt et Phil
Moodley P	Member Of Editorial Board Of Indo-Pacific Journal Of Phenomenology
Broadbent, A	NIHSS Catalytic Award: <i>The Science of Prediction in a Changing World</i> . Value: R100000
Broadbent, A	Promotion to full professor
Broadbent, A	Elected as Dean of the Faculty
Erasmus, A	1 <sup>st</sup> Prize in John Broadbent Essay Competition 2015
Harris, CM	3 <sup>rd</sup> Prize in John Broadbent Essay Competition 2015
Metz, T	Distinguished Professorship (2015-2019)
Mncube, Z	2 <sup>nd</sup> Prize in John Broadbent Essay Competition 2015
Mncube, Z	NGAP position awarded for 2016
Lier, GE	Long Service Award
Mtumane, Z	<i>Published an article in an accredited journal</i>
Pather, M	VRYE University: Amsterdam - <i>Collaborative round table discussions and presentations – 11 and 12 November 2015</i>
Pather, M	UBUNTU School - <i>Educational Field Trip and discussions -13 November 2015</i>
Pather, M	ICERI 2015 International Conference - <i>Presented Two Articles at conference and published (ICERI -2015)</i>
Kohaly, DF	Twenty years of service
Kohaly, DF	22/05/2015 Files approved by Mining Dept
Kohaly, DF	Cum laude M.A.

#### 4. STUDENT PROFILE, STUDENT SUCCESS AND EXPERIENCE, RELEVANCY AND IMPACT OF ACADEMIC PROGRAMMES

##### 4.1 Student Overview

Academic Year	STUDENT HEADCOUNT	FTE ENROLLED	FTE PASSED	FTE % PASS	TIU	GRADUATES
2016	6 010	6 586.952	1.000	0.0	10 506.725	0
2015	5 666	6 172.052	5 247.227	85.0	9 894.015	1 459
2014	5 988	6 569.483	5 490.807	83.6	10 486.071	1 390
2013	5 847	6 307.839	5 243.686	83.1	10 111.718	1 402
2012	5 738	6 181.352	5 129.642	83.0	9 832.575	1 340



#### 4.1.1 International Student Overview

Academic Year	STUDENT HEADCOUNT	FTE ENROLLED	FTE PASSED	FTE % PASS	TIU	GRADUATES
2016	335	295.841	0.000	0.0	597.709	0
2015	302	252.858	202.760	80.2	561.690	64
2014	252	213.408	183.296	85.9	481.182	89
2013	266	229.290	196.012	85.5	497.273	103
2012	273	239.588	199.599	83.3	468.224	66

#### 4.2 Student Overview by Qualification Type

	STUDENT HEADCOUNT	FTE ENROLLED	FTE PASSED	FTE % PASS	TIU	GRADUATES
<b>2015</b>	<b>5 666</b>	<b>6 172.052</b>	<b>5 247.227</b>	<b>85.0</b>	<b>9 894.015</b>	<b>1 459</b>
Doctors	143	57.522	26.000	45.2	332.652	13
Masters	299	113.615	39.458	34.7	483.315	37
Occasional	20	15.076	13.451	89.2	20.108	
Postgraduate to masters	330	280.780	260.085	92.6	784.276	253
Undergraduate degrees	4 284	4 796.570	4 087.105	85.2	6 869.354	1 015
Undergraduate diplomas and certificates	590	908.489	821.128	90.4	1 404.311	141
<b>2014</b>	<b>5 988</b>	<b>6 569.483</b>	<b>5 490.807</b>	<b>83.6</b>	<b>10 486.071</b>	<b>1 390</b>
Doctors	129	54.520	36.000	66.0	312.804	17
Masters	281	116.319	50.288	43.2	497.970	47
Occasional	33	23.187	19.436	83.8	33.138	
Postgraduate to masters	339	295.144	266.568	90.3	813.501	250
Undergraduate degrees	4 651	5 110.626	4 251.675	83.2	7 335.309	939
Undergraduate diplomas and certificates	555	969.687	866.840	89.4	1 493.349	137

FTE: Full-Time Equivalent



### 4.3 Student Overview by Campus

	2012		2013		2014		2015	
STUDENT HEADCOUNT	N	%	N	%	N	%	N	%
<b>Under Graduate</b>	<b>5 028</b>	<b>87.6</b>	<b>5 057</b>	<b>86.5</b>	<b>5 206</b>	<b>86.9</b>	<b>4 874</b>	<b>86.0</b>
APB Auckland Park Bunting	494	9.8	555	11.0	536	10.3	541	11.1
APK Auckland Park Kingsway	4 399	87.5	4 360	86.2	4 481	86.1	4 091	83.9
DFC Doornfontein Campus	39	0.8	16	0.3	19	0.4	49	1.0
SWC Soweto Campus	95	1.9	126	2.5	170	3.3	193	4.0
None	1	0.0		0.0		0.0		0.0
<b>Post Graduate</b>	<b>689</b>	<b>12.0</b>	<b>777</b>	<b>13.3</b>	<b>749</b>	<b>12.5</b>	<b>772</b>	<b>13.6</b>
APK Auckland Park Kingsway	689	100.0	776	99.9	749	100.0	772	100.0
None		0.0	1	0.1		0.0		0.0
<b>Occasional</b>	<b>21</b>	<b>0.4</b>	<b>13</b>	<b>0.2</b>	<b>33</b>	<b>0.6</b>	<b>20</b>	<b>0.4</b>
APB Auckland Park Bunting		0.0		0.0		0.0		0.0
APK Auckland Park Kingsway	21	100.0	12	92.3	33	100.0	20	100.0
DFC Doornfontein Campus		0.0		0.0		0.0		0.0
SWC Soweto Campus		0.0	1	7.7		0.0		0.0
FTE ENROLLED	N	%	N	%	N	%	N	%
<b>Under Graduate</b>	<b>5 752.606</b>	<b>93.1</b>	<b>5 806.042</b>	<b>92.0</b>	<b>6 080.313</b>	<b>92.6</b>	<b>5 705.059</b>	<b>92.4</b>
APB Auckland Park Bunting	532.504	9.3	507.472	8.7	496.540	8.2	476.290	8.3
APK Auckland Park Kingsway	4 430.866	77.0	4 473.205	77.0	4 473.413	73.6	4 204.589	73.7
DFC Doornfontein Campus	234.694	4.1	179.322	3.1	431.470	7.1	428.320	7.5
SWC Soweto Campus	554.442	9.6	646.043	11.1	678.890	11.2	595.860	10.4
None	0.100	0.0		0.0		0.0		0.0

<b>Post Graduate</b>	<b>405.745</b>	<b>6.6</b>	<b>486.407</b>	<b>7.7</b>	<b>465.983</b>	<b>7.1</b>	<b>451.917</b>	<b>7.3</b>
APK Auckland Park Kingsway	405.745	100.0	485.607	99.8	465.983	100.0	451.917	100.0
None		0.0	0.800	0.2		0.0		0.0
<b>Occasional</b>	<b>23.001</b>	<b>0.4</b>	<b>15.390</b>	<b>0.2</b>	<b>23.187</b>	<b>0.4</b>	<b>15.076</b>	<b>0.2</b>
APB Auckland Park Bunting	0.370	1.6	1.850	12.0		0.0		0.0
APK Auckland Park Kingsway	22.360	97.2	13.266	86.2	23.187	100.0	14.918	99.0
DFC Doornfontein Campus	0.271	1.2	0.150	1.0		0.0	0.062	0.4
SWC Soweto Campus		0.0	0.124	0.8		0.0	0.096	0.6
<b>FTE PASSED</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>Under Graduate</b>	<b>4 795.279</b>	<b>93.5</b>	<b>4 849.911</b>	<b>92.5</b>	<b>5 118.515</b>	<b>93.2</b>	<b>4 908.233</b>	<b>93.5</b>
APB Auckland Park Bunting	424.935	8.9	429.079	8.8	441.442	8.6	431.133	8.8
APK Auckland Park Kingsway	3 713.754	77.4	3 733.256	77.0	3 695.098	72.2	3 573.302	72.8
DFC Doornfontein Campus	205.574	4.3	152.428	3.1	383.954	7.5	383.586	7.8
SWC Soweto Campus	450.916	9.4	535.148	11.0	598.021	11.7	520.212	10.6
None	0.100	0.0		0.0		0.0		0.0
<b>Post Graduate</b>	<b>315.577</b>	<b>6.2</b>	<b>379.987</b>	<b>7.2</b>	<b>352.856</b>	<b>6.4</b>	<b>325.543</b>	<b>6.2</b>
APK Auckland Park Kingsway	315.577	100.0	379.187	99.8	352.856	100.0	325.543	100.0
None		0.0	0.800	0.2		0.0		0.0
<b>Occasional</b>	<b>18.786</b>	<b>0.4</b>	<b>13.788</b>	<b>0.3</b>	<b>19.436</b>	<b>0.4</b>	<b>13.451</b>	<b>0.3</b>
APB Auckland Park Bunting	0.370	2.0	1.850	13.4		0.0		0.0
APK Auckland Park Kingsway	18.145	96.6	11.664	84.6	19.436	100.0	13.293	98.8
DFC Doornfontein Campus	0.271	1.4	0.150	1.1		0.0	0.062	0.5
SWC Soweto Campus		0.0	0.124	0.9		0.0	0.096	0.7
<b>FTE % PASSED</b>	<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>	

<b>Under Graduate</b>	<b>83.4</b>		<b>83.5</b>		<b>84.2</b>		<b>86.0</b>	
APB Auckland Park Bunting	79.8		84.6		88.9		90.5	
APK Auckland Park Kingsway	83.8		83.5		82.6		85.0	
DFC Doornfontein Campus	87.6		85.0		89.0		89.6	
SWC Soweto Campus	81.3		82.8		88.1		87.3	
None	100.0							
<b>Post Graduate</b>	<b>77.8</b>		<b>78.1</b>		<b>75.7</b>		<b>72.0</b>	
APK Auckland Park Kingsway	77.8		78.1		75.7		72.0	
None			100.0					
<b>Occasional</b>	<b>81.7</b>		<b>89.6</b>		<b>83.8</b>		<b>89.2</b>	
APB Auckland Park Bunting	100.0		100.0					
APK Auckland Park Kingsway	81.1		87.9		83.8		89.1	
DFC Doornfontein Campus	100.0		100.0				100.0	
SWC Soweto Campus			100.0				100.0	
<b>TEACHING INPUT UNIT</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>Under Graduate</b>	<b>8 393.305</b>	<b>85.4</b>	<b>8 448.096</b>	<b>83.5</b>	<b>8 828.658</b>	<b>84.2</b>	<b>8 273.665</b>	<b>83.6</b>
APB Auckland Park Bunting	798.756	9.5	761.208	9.0	744.810	8.4	714.435	8.6
APK Auckland Park Kingsway	6 379.202	76.0	6 409.241	75.9	6 428.842	72.8	6 033.922	72.9
DFC Doornfontein Campus	383.535	4.6	308.583	3.7	636.671	7.2	631.518	7.6
SWC Soweto Campus	831.663	9.9	969.064	11.5	1 018.335	11.5	893.790	10.8
None	0.150	0.0		0.0		0.0		0.0
<b>Post Graduate</b>	<b>1 405.255</b>	<b>14.3</b>	<b>1 641.758</b>	<b>16.2</b>	<b>1 624.275</b>	<b>15.5</b>	<b>1 600.243</b>	<b>16.2</b>
APK Auckland Park Kingsway	1 405.255	100.0	1 639.358	99.9	1 624.275	100.0	1 600.243	100.0

None		0.0	2.400	0.1		0.0		0.0
<b>Occasional</b>	<b>34.016</b>	<b>0.3</b>	<b>21.864</b>	<b>0.2</b>	<b>33.138</b>	<b>0.3</b>	<b>20.108</b>	<b>0.2</b>
APB Auckland Park Bunting	0.555	1.6	2.775	12.7		0.0		0.0
APK Auckland Park Kingsway	33.055	97.2	18.678	85.4	33.138	100.0	19.871	98.8
DFC Doornfontein Campus	0.407	1.2	0.225	1.0		0.0	0.093	0.5
SWC Soweto Campus		0.0	0.186	0.9		0.0	0.144	0.7
<b>GRADUATED</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>Under Graduate</b>	<b>1 036</b>	<b>77.3</b>	<b>1 051</b>	<b>75.0</b>	<b>1 076</b>	<b>77.4</b>	<b>1 156</b>	<b>79.2</b>
APB Auckland Park Bunting	65	6.3	97	9.2	136	12.6	140	12.1
APK Auckland Park Kingsway	955	92.2	929	88.4	893	83.0	986	85.3
DFC Doornfontein Campus	15	1.4	1	0.1	1	0.1	1	0.1
SWC Soweto Campus	1	0.1	24	2.3	46	4.3	29	2.5
None		0.0		0.0		0.0		0.0
<b>Post Graduate</b>	<b>304</b>	<b>22.7</b>	<b>351</b>	<b>25.0</b>	<b>314</b>	<b>22.6</b>	<b>303</b>	<b>20.8</b>
APK Auckland Park Kingsway	304	100.0	351	100.0	314	100.0	303	100.0
None		0.0		0.0		0.0		0.0
<b>Occasional</b>		<b>0.0</b>		<b>0.0</b>		<b>0.0</b>		<b>0.0</b>
APB Auckland Park Bunting								
APK Auckland Park Kingsway								
DFC Doornfontein Campus								
SWC Soweto Campus								

*FTE: Full-Time Equivalent*

#### 4.4 Enrolments

	Headcount Enrolments							
	2012		2013		2014		2015	
	N	%	N	%	N	%	N	%
First Time Entering Undergraduate	1 457	29.0	1 580	31.2	1 732	33.3	1 296	26.6
Undergraduate Diploma and Certificate	149	10.2	168	10.6	149	8.6	196	15.1
Undergraduate Degree	1 308	89.8	1 412	89.4	1 583	91.4	1 100	84.9
Undergraduate Diploma and Certificate	533	10.6	571	11.3	555	10.7	590	12.1
Undergraduate Degree	4 495	89.4	4 486	88.7	4 651	89.3	4 284	87.9
<b>Total Undergraduate</b>	<b>5 028</b>	<b>87.6</b>	<b>5 057</b>	<b>86.5</b>	<b>5 206</b>	<b>86.9</b>	<b>4 874</b>	<b>86.0</b>
Postgraduate to Masters	307	44.6	380	48.9	339	45.3	330	42.7
Masters	263	38.2	276	35.5	281	37.5	299	38.7
Doctors	119	17.3	121	15.6	129	17.2	143	18.5
<b>Total Postgraduate</b>	<b>689</b>	<b>12.0</b>	<b>777</b>	<b>13.3</b>	<b>749</b>	<b>12.5</b>	<b>772</b>	<b>13.6</b>
Occasional	21	0.4	13	0.2	33	0.6	20	0.4
<b>Total Enrolment</b>	<b>5 738</b>	<b>100.0</b>	<b>5 847</b>	<b>100.0</b>	<b>5 988</b>	<b>100.0</b>	<b>5 666</b>	<b>100.0</b>

#### 4.5 Headcounts

	STUDENT	ENTRY STATUS	NSFAS	
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	HEADCOUNT		F		T		E		N		RECEIVED		INTERNATIONAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>2015</b>														
First Time Entering Undergraduate	1 297	26.6	1 297	26.6	0	0.0	0	0.0	0	0.0	0	0.0	73	48.0
Undergraduate Diploma and Certificate	196	15.1	196	15.1	0	0.0	0	0.0	0	0.0	0	NaN	24	32.9
Undergraduate Degree	1 101	84.9	1 101	84.9	0	0.0	0	0.0	0	0.0	0	NaN	49	67.1
<i>First Time Entering Undergraduate Percentage is calculated (First Time Entering Undergraduate N) / (Total Undergraduate N)</i>														
Undergraduate Diploma and Certificate	590	12.1	196	15.1	5	10.2	8	10.4	381	11.0	0	0.0	37	24.3
Undergraduate Degree	4 283	87.9	1 101	84.9	44	89.8	69	89.6	3 069	89.0	1	100.0	115	75.7
<b>Total Undergraduate</b>	<b>4 873</b>	<b>86.4</b>	<b>1 297</b>	<b>83.9</b>	<b>49</b>	<b>28.8</b>	<b>77</b>	<b>51.0</b>	<b>3 450</b>	<b>91.5</b>	<b>1</b>	<b>100.0</b>	<b>152</b>	<b>51.5</b>
Postgraduate to Masters	326	43.8	225	95.3	51	42.9	3	4.2	47	14.7	0	NaN	38	29.2
Masters	285	38.3	11	4.7	43	36.1	57	80.3	174	54.5	0	NaN	47	36.2
Doctors	134	18.0	0	0.0	25	21.0	11	15.5	98	30.7	0	NaN	45	34.6
<b>Total Postgraduate</b>	<b>745</b>	<b>13.2</b>	<b>236</b>	<b>15.3</b>	<b>119</b>	<b>70.0</b>	<b>71</b>	<b>47.0</b>	<b>319</b>	<b>8.5</b>	<b>0</b>	<b>0.0</b>	<b>130</b>	<b>44.1</b>
Occasional	20	0.4	12	0.8	2	1.2	3	2.0	3	0.1	0	0.0	13	4.4
<b>Total Enrolment</b>	<b>5 638</b>	<b>100.0</b>	<b>1 545</b>	<b>100.0</b>	<b>170</b>	<b>100.0</b>	<b>151</b>	<b>100.0</b>	<b>3 772</b>	<b>100.0</b>	<b>1</b>	<b>100.0</b>	<b>295</b>	<b>100.0</b>
<b>2014</b>														
First Time Entering Undergraduate	1 732	33.3	1 732	33.3	0	0.0	0	0.0	0	0.0	339	24.1	34	28.8
Undergraduate Diploma and Certificate	149	8.6	149	8.6	0	0.0	0	0.0	0	0.0	41	12.1	7	20.6
Undergraduate Degree	1 583	91.4	1 583	91.4	0	0.0	0	0.0	0	0.0	298	87.9	27	79.4
<i>First Time Entering Undergraduate Percentage is calculated (First Time Entering Undergraduate N) / (Total Undergraduate N)</i>														
Undergraduate Diploma and Certificate	555	10.7	149	8.6	3	9.4	6	7.9	397	11.8	177	12.6	12	10.2
Undergraduate Degree	4 651	89.3	1 583	91.4	29	90.6	70	92.1	2 969	88.2	1 231	87.4	106	89.8

<b>Total Undergraduate</b>	<b>5 206</b>	<b>86.9</b>	<b>1 732</b>	<b>86.1</b>	<b>32</b>	<b>27.4</b>	<b>76</b>	<b>44.2</b>	<b>3 366</b>	<b>91.3</b>	<b>1 408</b>	<b>99.2</b>	<b>118</b>	<b>46.8</b>
Postgraduate to Masters	339	45.3	258	97.7	28	36.8	6	6.6	47	14.8	9	81.8	46	40.4
Masters	281	37.5	6	2.3	26	34.2	73	80.2	176	55.3	0	0.0	40	35.1
Doctors	129	17.2	0	0.0	22	28.9	12	13.2	95	29.9	2	18.2	28	24.6
<b>Total Postgraduate</b>	<b>749</b>	<b>12.5</b>	<b>264</b>	<b>13.1</b>	<b>76</b>	<b>65.0</b>	<b>91</b>	<b>52.9</b>	<b>318</b>	<b>8.6</b>	<b>11</b>	<b>0.8</b>	<b>114</b>	<b>45.2</b>
Occasional	33	0.6	15	0.7	9	7.7	5	2.9	4	0.1	0	0.0	20	7.9
<b>Total Enrolment</b>	<b>5 988</b>	<b>100.0</b>	<b>2 011</b>	<b>100.0</b>	<b>117</b>	<b>100.0</b>	<b>172</b>	<b>100.0</b>	<b>3 688</b>	<b>100.0</b>	<b>1 419</b>	<b>100.0</b>	<b>252</b>	<b>100.0</b>

**2013**

First Time Entering Undergraduate	<b>1 580</b>	<b>31.2</b>	<b>1 580</b>	<b>31.2</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>	<b>0</b>	<b>0.0</b>	<b>304</b>	<b>23.3</b>	<b>26</b>	<b>16.7</b>
Undergraduate Diploma and Certificate	168	10.6	168	10.6	0	0.0	0	0.0	0	0.0	20	6.6	4	15.4
Undergraduate Degree	1 412	89.4	1 412	89.4	0	0.0	0	0.0	0	0.0	284	93.4	22	84.6

*First Time Entering Undergraduate Percentage is calculated (First Time Entering Undergraduate N) / (Total Undergraduate N)*

Undergraduate Diploma and Certificate	571	11.3	168	10.6	5	10.0	5	6.8	393	11.7	165	12.7	7	4.5
Undergraduate Degree	4 486	88.7	1 412	89.4	45	90.0	69	93.2	2 960	88.3	1 137	87.3	149	95.5
<b>Total Undergraduate</b>	<b>5 057</b>	<b>86.5</b>	<b>1 580</b>	<b>83.3</b>	<b>50</b>	<b>40.3</b>	<b>74</b>	<b>46.8</b>	<b>3 353</b>	<b>91.4</b>	<b>1 302</b>	<b>98.8</b>	<b>156</b>	<b>58.6</b>
Postgraduate to Masters	380	48.9	311	98.4	21	31.8	9	10.8	39	12.5	16	100.0	42	41.6
Masters	276	35.5	5	1.6	33	50.0	62	74.7	176	56.4	0	0.0	35	34.7
Doctors	121	15.6	0	0.0	12	18.2	12	14.5	97	31.1	0	0.0	24	23.8
<b>Total Postgraduate</b>	<b>777</b>	<b>13.3</b>	<b>316</b>	<b>16.7</b>	<b>66</b>	<b>53.2</b>	<b>83</b>	<b>52.5</b>	<b>312</b>	<b>8.5</b>	<b>16</b>	<b>1.2</b>	<b>101</b>	<b>38.0</b>
Occasional	13	0.2	1	0.1	8	6.5	1	0.6	3	0.1	0	0.0	9	3.4
<b>Total Enrolment</b>	<b>5 847</b>	<b>100.0</b>	<b>1 897</b>	<b>100.0</b>	<b>124</b>	<b>100.0</b>	<b>158</b>	<b>100.0</b>	<b>3 668</b>	<b>100.0</b>	<b>1 318</b>	<b>100.0</b>	<b>266</b>	<b>100.0</b>

*Entry Status: F - First-Time Entering; T - Transfer; E - Entering; N - Non-Entering.  
NSFAS: National Student Financial Aid Scheme*

#### 4.6. Student Demographics

	STUDENT	FEMALE	POPULATION GROUP								AGE GROUP			HOME LANGUAGE							
	Head Count		AFRICAN		COLOURED		INDIAN		WHITE		< 21	21-24	24 >	ENGLISH		AFRICAN		AFRIKAANS		OTHR / UNKN	
	N		N	%	N	%	N	%	N	%	N	N	N	N	%	N	%	N	%	N	%
<b>2015</b>																					
First Time Entering Undergraduate	1 297	25.4	1 145	26.8	57	27.9	34	25.2	61	23.7	873	401	23	222	27.8	1 030	26.3	19	22.1	26	35.1
Undergraduate Diploma and Certificate	196	13.9	193	16.9	1	1.8	1	2.9	1	1.6	103	90	3	28	12.6	155	15.0	1	5.3	12	46.2
Undergraduate Degree	1 101	86.1	952	83.1	56	98.2	33	97.1	60	98.4	770	311	20	194	87.4	875	85.0	18	94.7	14	53.8
<i>First Time Entering Undergraduate Percentage is calculated (First Time Entering Undergraduate N) / (Total Undergraduate N)</i>																					
Undergraduate Diploma and Certificate	590	11.4	570	13.3	12	5.9	4	3.0	4	1.6	140	383	67	56	7.0	504	12.9	5	5.8	25	33.8
Undergraduate Degree	4 283	88.6	3 707	86.7	192	94.1	131	97.0	253	98.4	1 414	2 543	326	744	93.0	3 409	87.1	81	94.2	49	66.2
<b>Total Undergraduate</b>	<b>4 873</b>	<b>86.8</b>	<b>4 277</b>	<b>89.7</b>	<b>204</b>	<b>86.1</b>	<b>135</b>	<b>74.6</b>	<b>257</b>	<b>56.7</b>	<b>1 554</b>	<b>2 926</b>	<b>393</b>	<b>800</b>	<b>71.6</b>	<b>3 913</b>	<b>92.2</b>	<b>86</b>	<b>62.8</b>	<b>74</b>	<b>52.1</b>
Postgraduate to Masters	326	45.8	236	48.8	11	33.3	15	33.3	64	35.0	1	207	118	104	33.9	191	58.6	13	25.5	18	29.5
Masters	285	39.6	182	37.6	17	51.5	17	37.8	69	37.7	0	43	242	130	42.3	114	35.0	20	39.2	21	34.4
Doctors	134	14.6	66	13.6	5	15.2	13	28.9	50	27.3	0	0	134	73	23.8	21	6.4	18	35.3	22	36.1
<b>Total Postgraduate</b>	<b>745</b>	<b>12.9</b>	<b>484</b>	<b>10.2</b>	<b>33</b>	<b>13.9</b>	<b>45</b>	<b>24.9</b>	<b>183</b>	<b>40.4</b>	<b>1</b>	<b>250</b>	<b>494</b>	<b>307</b>	<b>27.5</b>	<b>326</b>	<b>7.7</b>	<b>51</b>	<b>37.2</b>	<b>61</b>	<b>43.0</b>
Occasional	20	0.3	6	0.1	0	0.0	1	0.6	13	2.9	2	13	5	10	0.9	3	0.1	0	0.0	7	4.9
<b>Total Enrolment</b>	<b>5 638</b>	<b>100</b>	<b>4 767</b>	<b>100</b>	<b>237</b>	<b>100</b>	<b>181</b>	<b>100</b>	<b>453</b>	<b>100</b>	<b>1 557</b>	<b>3 189</b>	<b>892</b>	<b>1 117</b>	<b>100</b>	<b>4 242</b>	<b>100</b>	<b>137</b>	<b>100</b>	<b>142</b>	<b>100</b>
<b>2014</b>																					



First Time Entering Undergraduate	1 732	32.6	1 546	34.1	65	30.5	37	27.2	84	25.8	1 343	362	27	253	29.4	1 429	34.2	33	31.1	17	26.2
Undergraduate Diploma and Certificate	149	7.7	145	9.4	2	3.1	1	2.7	1	1.2	88	59	2	10	4.0	134	9.4	2	6.1	3	17.6
Undergraduate Degree	1 583	92.3	1 401	90.6	63	96.9	36	97.3	83	98.8	1 255	303	25	243	96.0	1 295	90.6	31	93.9	14	82.4

*First Time Entering Undergraduate Percentage is calculated (First Time Entering Undergraduate N) / (Total Undergraduate N)*

Undergraduate Diploma and Certificate	555	10.1	535	11.8	15	7.0	3	2.2	2	0.6	115	398	42	33	3.8	501	12.0	7	6.6	14	21.5
Undergraduate Degree	4 651	89.9	3 996	88.2	198	93.0	133	97.8	324	99.4	1 878	2 438	335	827	96.2	3 674	88.0	99	93.4	51	78.5
<b>Total Undergraduate</b>	<b>5 206</b>	<b>87.8</b>	<b>4 531</b>	<b>90.9</b>	<b>213</b>	<b>83.2</b>	<b>136</b>	<b>77.7</b>	<b>326</b>	<b>56.7</b>	<b>1 993</b>	<b>2 836</b>	<b>377</b>	<b>860</b>	<b>71.4</b>	<b>4 175</b>	<b>93.2</b>	<b>106</b>	<b>59.2</b>	<b>65</b>	<b>51.2</b>
Postgraduate to Masters	339	47.4	221	50.1	22	55.0	14	36.8	82	35.7	1	208	130	137	42.2	168	56.9	19	27.1	15	25.4
Masters	281	38.4	163	37.0	10	25.0	14	36.8	94	40.9	0	40	241	122	37.5	98	33.2	31	44.3	30	50.8
Doctors	129	14.2	57	12.9	8	20.0	10	26.3	54	23.5	0	0	129	66	20.3	29	9.8	20	28.6	14	23.7
<b>Total Postgraduate</b>	<b>749</b>	<b>11.9</b>	<b>441</b>	<b>8.9</b>	<b>40</b>	<b>15.6</b>	<b>38</b>	<b>21.7</b>	<b>230</b>	<b>40.0</b>	<b>1</b>	<b>248</b>	<b>500</b>	<b>325</b>	<b>27.0</b>	<b>295</b>	<b>6.6</b>	<b>70</b>	<b>39.1</b>	<b>59</b>	<b>46.5</b>
Occasional	33	0.3	10	0.2	3	1.2	1	0.6	19	3.3	4	16	13	19	1.6	8	0.2	3	1.7	3	2.4
<b>Total Enrolment</b>	<b>5 988</b>	<b>100</b>	<b>4 982</b>	<b>100</b>	<b>256</b>	<b>100</b>	<b>175</b>	<b>100</b>	<b>575</b>	<b>100</b>	<b>1 998</b>	<b>3 100</b>	<b>890</b>	<b>1 204</b>	<b>100</b>	<b>4 478</b>	<b>100</b>	<b>179</b>	<b>100</b>	<b>127</b>	<b>100</b>

**2013**

First Time Entering Undergraduate	1 580	30.6	1 347	31.5	78	34.2	48	34.3	107	25.9	1 197	359	24	294	30.7	1 235	31.7	34	27.4	17	20.5
Undergraduate Diploma and Certificate	168	10.9	154	11.4	9	11.5	4	8.3	1	0.9	102	66	0	19	6.5	141	11.4	1	2.9	7	41.2
Undergraduate Degree	1 412	89.1	1 193	88.6	69	88.5	44	91.7	106	99.1	1 095	293	24	275	93.5	1 094	88.6	33	97.1	10	58.8

*First Time Entering Undergraduate Percentage is calculated (First Time Entering Undergraduate N) / (Total Undergraduate N)*

Undergraduate Diploma and Certificate	571	10.9	545	12.7	18	7.9	5	3.6	3	0.7	126	398	47	43	4.5	510	13.1	7	5.6	11	13.3
Undergraduate Degree	4 486	89.1	3 731	87.3	210	92.1	135	96.4	410	99.3	1 781	2 348	357	914	95.5	3 383	86.9	117	94.4	72	86.7
<b>Total Undergraduate</b>	<b>5 057</b>	<b>87.1</b>	<b>4 276</b>	<b>90.8</b>	<b>228</b>	<b>87.4</b>	<b>140</b>	<b>80.0</b>	<b>413</b>	<b>58.9</b>	<b>1 907</b>	<b>2 746</b>	<b>404</b>	<b>957</b>	<b>73.3</b>	<b>3 893</b>	<b>92.9</b>	<b>124</b>	<b>62.9</b>	<b>83</b>	<b>54.2</b>
Postgraduate to Masters	380	52.1	257	59.8	18	54.5	10	28.6	95	34.1	0	242	138	144	42.2	191	64.5	22	30.1	23	34.3
Masters	276	34.8	125	29.1	8	24.2	18	51.4	125	44.8	0	35	241	135	39.6	83	28.0	30	41.1	28	41.8
Doctors	121	13.1	48	11.2	7	21.2	7	20.0	59	21.1	0	0	121	62	18.2	22	7.4	21	28.8	16	23.9
<b>Total Postgraduate</b>	<b>777</b>	<b>12.7</b>	<b>430</b>	<b>9.1</b>	<b>33</b>	<b>12.6</b>	<b>35</b>	<b>20.0</b>	<b>279</b>	<b>39.8</b>	<b>0</b>	<b>277</b>	<b>500</b>	<b>341</b>	<b>26.1</b>	<b>296</b>	<b>7.1</b>	<b>73</b>	<b>37.1</b>	<b>67</b>	<b>43.8</b>
Occasional	13	0.2	4	0.1	0	0.0	0	0.0	9	1.3	2	8	3	7	0.5	3	0.1	0	0.0	3	2.0
<b>Total Enrolment</b>	<b>5 847</b>	<b>100</b>	<b>4 710</b>	<b>100</b>	<b>261</b>	<b>100</b>	<b>175</b>	<b>100</b>	<b>701</b>	<b>100</b>	<b>1 909</b>	<b>3 031</b>	<b>907</b>	<b>1 305</b>	<b>100</b>	<b>4 192</b>	<b>100</b>	<b>197</b>	<b>100</b>	<b>153</b>	<b>100</b>

Home Language : OTHR - Other; UNKN - Unknown  
Student : HC – Headcount

#### 4.7 Student Throughput

	YEAR 1 COHORT	GRADUATES MIN TIME	GRADUATES MIN TIME + 1	GRADUATES MIN TIME + 2	GRADUATES MIN TIME > 2	% GRADUATES
<b>2014</b>						
Bachelor Honours Degree	251	186	21			82.5
Bachelor's Degree (360 - NQF level 7)	542					0.0
Bachelor's Degree (480 – NQF level 8)	170					0.0
Diploma (360)	149					0.0
General Academic First Bachelor's Degree	871	4				0.5

Honours Degree	7	7				100.0
Masters Degree	6					0.0
Occasional student	15					0.0
<b>2013</b>						
Bachelor Honours Degree	308	251	24	1		89.6
Bachelor's Degree (360 - NQF level 7)	475	208				43.8
Bachelor's Degree (480 – NQF level 8)	125					0.0
Diploma (360)	167	63				37.7
General Academic First Bachelor's Degree	812	264				32.5
Honours Degree	3	2				66.7
Masters Degree	5		1			20.0
National diploma	1					0.0
Occasional student	1					0.0
<b>2012</b>						
Bachelor's Degree (360 - NQF level 7)	55	37	3			72.7
General Academic First Bachelor's Degree	1,148	432	130			49.0
Honours Degree	229	184	17	5		90.0
Masters Degree	1					0.0
National diploma	149	38	31			46.3
Occasional student	3					0.0
Professional First Bachelor's Degree (4 years or more)	105	53				50.5

Year 1 Cohort: Includes only First-Time Entering students for Undergraduate qualifications; but all newly enrolling students for Postgraduate qualifications.  
 Graduates: Only graduates in the initial qualification are shown; students who may have graduated in another qualification are excluded.

#### 4.8 Faculty Success Rate Per Qualification Type Grouping: Summary

	TOTAL											
	2012			2013			2014			2015		
	FTE Enrolments	FTE Passed	Course Success Rate %	FTE Enrolments	FTE Passed	Course Success Rate %	FTE Enrolments	FTE Passed	Course Success Rate %	FTE Enrolments	FTE Passed	Course Success Rate %
First Time Entering Undergraduate	1 792.354	1 411.343	78.7	1 939.842	1 566.392	80.7	2 201.686	1 796.577	81.6	1 173.941	982.499	83.7
Undergraduate Diploma and Certificate	326.021	267.362	82.0	326.808	280.344	85.8	425.515	370.874	87.2	176.750	160.375	90.7
Undergraduate Degree	1 466.333	1 143.981	78.0	1 613.034	1 286.048	79.7	1 776.171	1 425.703	80.3	997.191	822.124	82.4
Undergraduate Diploma and Certificate	949.121	782.085	82.4	918.507	797.820	86.9	969.687	866.840	89.4	400.715	368.459	92.0
Undergraduate Degree	4 807.237	4 016.624	83.6	4 890.385	4 054.775	82.9	5 115.772	4 259.062	83.3	3 884.370	3 313.844	85.3
<b>Total Undergraduate</b>	<b>5 756.358</b>	<b>4 798.709</b>	<b>83.4</b>	<b>5 808.892</b>	<b>4 852.595</b>	<b>83.5</b>	<b>6 085.459</b>	<b>5 125.902</b>	<b>84.2</b>	<b>4 285.085</b>	<b>3 682.303</b>	<b>85.9</b>
Postgraduate to Masters	255.627	230.121	90.0	340.801	316.821	93.0	295.144	266.568	90.3	282.561	261.707	92.6
Masters	92.566	53.456	57.7	88.710	43.166	48.7	116.319	50.288	43.2	113.615	39.458	34.7
Doctors	57.552	32.000	55.6	56.896	20.000	35.2	54.520	36.000	62.4	57.522	26.000	45.2
<b>Total Postgraduate</b>	<b>405.745</b>	<b>315.577</b>	<b>77.8</b>	<b>486.407</b>	<b>379.987</b>	<b>77.9</b>	<b>465.983</b>	<b>352.856</b>	<b>75.3</b>	<b>453.698</b>	<b>327.165</b>	<b>72.1</b>
Occasional	23.001	18.786	81.7	15.390	13.788	89.6	23.187	19.436	83.8	15.902	14.277	89.8
<b>Total Success Rate</b>	<b>6 185.104</b>	<b>5 133.072</b>	<b>83.0</b>	<b>6 310.689</b>	<b>5 246.370</b>	<b>83.1</b>	<b>6 574.629</b>	<b>5 498.194</b>	<b>83.6</b>	<b>4 754.685</b>	<b>4 023.745</b>	<b>84.6</b>

#### 4.9 Success Rate Per Qualification Type Grouping Per Population Group

	African				Coloured				Indian				White				Z	
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015	2014	2015
First Time Entering Undergraduate	78.4	80.3	81.9	83.1	74.0	77.8	78.4	78.1	80.4	82.2	88.4	86.6	83.2	86.2	76.6	87.3	50.0	0.0
Undergraduate Diploma and Certificate	82.4	86.6	87.2	88.3	72.2	80.6	84.7	93.3	78.5	73.2	88.3	81.3	78.5	79.6	86.6	83.3	NaN	NaN
Undergraduate Degree	77.4	78.9	80.5	81.5	74.1	77.3	77.5	76.2	80.6	83.4	88.4	87.4	83.6	86.7	75.4	87.8	50.0	0.0
Undergraduate Diploma and Certificate	82.5	87.1	89.4	90.3	74.3	82.7	89.0	93.6	76.3	79.6	89.3	88.9	84.9	86.2	91.0	92.0	NaN	NaN
Undergraduate Degree	82.9	82.0	82.9	84.9	83.4	82.1	81.7	82.8	84.5	83.9	88.3	89.0	87.6	89.7	86.1	88.9	50.0	50.0
<b>Total Undergraduate</b>	<b>82.8</b>	<b>82.9</b>	<b>84.0</b>	<b>85.8</b>	<b>82.8</b>	<b>82.2</b>	<b>82.4</b>	<b>83.7</b>	<b>84.1</b>	<b>83.6</b>	<b>88.4</b>	<b>89.0</b>	<b>87.5</b>	<b>89.6</b>	<b>86.3</b>	<b>89.1</b>	<b>50.0</b>	<b>50.0</b>
Postgraduate to Masters	87.2	91.7	88.0	91.4	100.0	96.7	93.4	94.9	93.3	88.5	98.4	100.0	91.4	96.3	94.1	95.1	0.0	0.0
Masters	44.8	34.9	37.5	31.4	8.4	45.0	8.3	18.9	43.0	84.9	63.2	42.6	73.8	54.7	55.5	45.3	0.0	0.0
Doctors	29.9	34.6	49.4	51.2	44.6	60.6	0.0	0.0	63.1	0.0	49.4	112.4	73.7	37.1	87.5	26.5	0.0	0.0
<b>Total Postgraduate</b>	<b>71.9</b>	<b>79.4</b>	<b>72.4</b>	<b>73.6</b>	<b>82.4</b>	<b>85.8</b>	<b>68.3</b>	<b>50.9</b>	<b>77.7</b>	<b>70.3</b>	<b>80.5</b>	<b>86.7</b>	<b>83.6</b>	<b>74.6</b>	<b>82.0</b>	<b>67.4</b>	<b>0.0</b>	<b>0.0</b>
Occasional	83.7	88.3	84.8	86.8	62.4	100.0	58.8	100.2	100.0	100.0	100.0	100.0	80.4	89.6	88.0	94.4	NaN	NaN
<b>Total Enrolment</b>	<b>82.4</b>	<b>82.7</b>	<b>83.4</b>	<b>85.1</b>	<b>82.7</b>	<b>82.5</b>	<b>80.8</b>	<b>81.5</b>	<b>83.1</b>	<b>82.4</b>	<b>87.6</b>	<b>88.7</b>	<b>86.6</b>	<b>86.5</b>	<b>85.4</b>	<b>84.3</b>	<b>50.0</b>	<b>50.0</b>

#### 4.10 Staff:Student Ratios

	PER ACAD STAFF (A)	STUDENT HEADCOUNT (B)	RATIO (B/A)	ACAD STAFF FTE'S (C)	FTE ENROLLED (D)	RATIO (D/C)	TIU
2015	167	5 666	1:34	332	6 172	1:19	9 894.015
2014	166	5 988	1:36	412	6 575	1:16	10 493.790
2013	151	5 847	1:39	280	6 311	1:23	10 115.993
2012	146	5 738	1:39	516	6 185	1:12	9 838.203
2011	126	5 781	1:46	531	5 834	1:11	9 173.098

*FTE: Full-Time Equivalent*

#### 4.11 Relevancy and impact of subsidised academic programmes

##### 4.11.1 New subsidised academic programmes submitted and new programmes accredited.

Prof Leila Patel submitted the MPhil (Social Policy) in 2015 for approval, DHET has approved the offering of this degree earlier this year. The online submission to the HEQC has been done and now we are awaiting the final approval from the CHE. The programme will only be offered in 2018.

##### 4.11.2 New programmes that are being developed for submission.

- Subsidised: The School of Languages is developing two new MPhil programmes.
- Non-subsidised: 5 new short learning programmes are being developed currently by the Confucius Institute.

## 5 RESEARCH FOOTPRINT AND IMPACT

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### 5.1 *Research Outputs 2015*

#### 5.1.1 **Summary**

Our finalised research outputs submitted for DHET subsidy were 284.02 units, an increase of 101.02 units or 55% on 2014 (183 units). This translates to a This very strong performance is probably the result of:

- The Research Support Package put in place during 2014;
- Research strategies adopted by departments across the faculty;
- Growing emphasis on research in performance management (“research is part of the job”);
- Strong performance and growth in the activities of our Research Centres and SARChi Chairs;
- Stochastic factors.

The Research Support Package put in place regular workshops and other kinds of support. The Package was premised on the idea that academics want to do research, but are either short of time or skills to do as much of it as they would like. It thus sought to meet these gaps with regular workshops and mechanisms for “buying out” teaching. Interestingly, these mechanisms have only been activated extremely rarely through formal channels; but their existence may contribute to a generally more “research friendly” environment, in turn facilitating informal arrangements at departmental level.

These kinds of support were stepped up in 2015, and combined in 2015 with increased emphasis on research in the performance management process, including setting per-rank expectations for research productivity. The increased emphasis on career development at both Faculty and University level, including support of both systemic and ad hoc kinds for promising and successful researchers, may also have played a role.

Ultimately, however, it is hard to assess the causality behind any of these correlations on the available data.

In 2015 the Faculty proposed a Research Officer post funded from Faculty research funds to better manage our growing research performance. This post was approved in 2015 and created in early 2016.

#### 5.1.2 **Challenges**

The productivity of permanent staff remains a concern. Low productivity can arise from various factors and it is not always easy to distinguish them. Teaching loads, in particular, are of concern, since these ought to arise from other obligations owed to the University,

and thus ought to be properly managed in relation to research obligations. The co-ordination of the various obligations that academic staff may or may not have towards the University is a matter of general concern, but it is most stark in relation to the balance of research against other expectations.

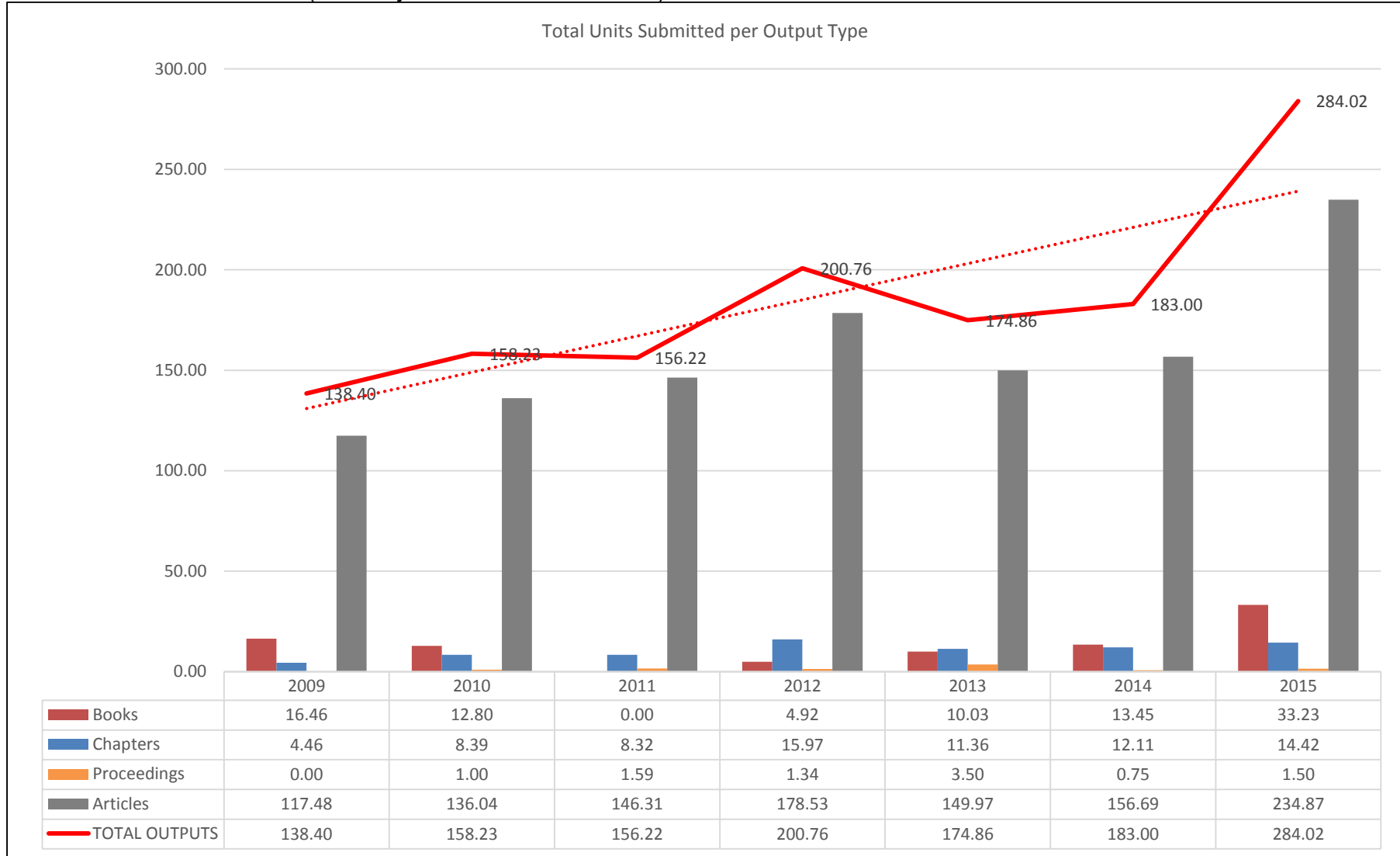
Questions about relevance, impact, and decolonization also challenge the Faculty going forward. Humanities disciplines are particularly prone to sceptical questioning in all these regards, for a number of reasons. In many cases, the answers to these questions are compelling, and in those cases we need to be able to articulate ourselves effectively. In other cases questions of this kind may have been largely absent in our education and in the global framing of our discipline. In these cases, we need to respond to these challenges, perhaps by changing some of what we do, while working out how to retain an outward-looking stance. In this we need to balance potentially (but not necessarily) conflicting demands, such as global against local relevance, and academic freedom against social responsibility. These demands are non-equivalent and so they may come into tension, but they are not contradictories, meaning that it is possible to satisfy them all.

### 5.1.3 Confirmed Submissions for DHET Subsidy for 2015 cycle

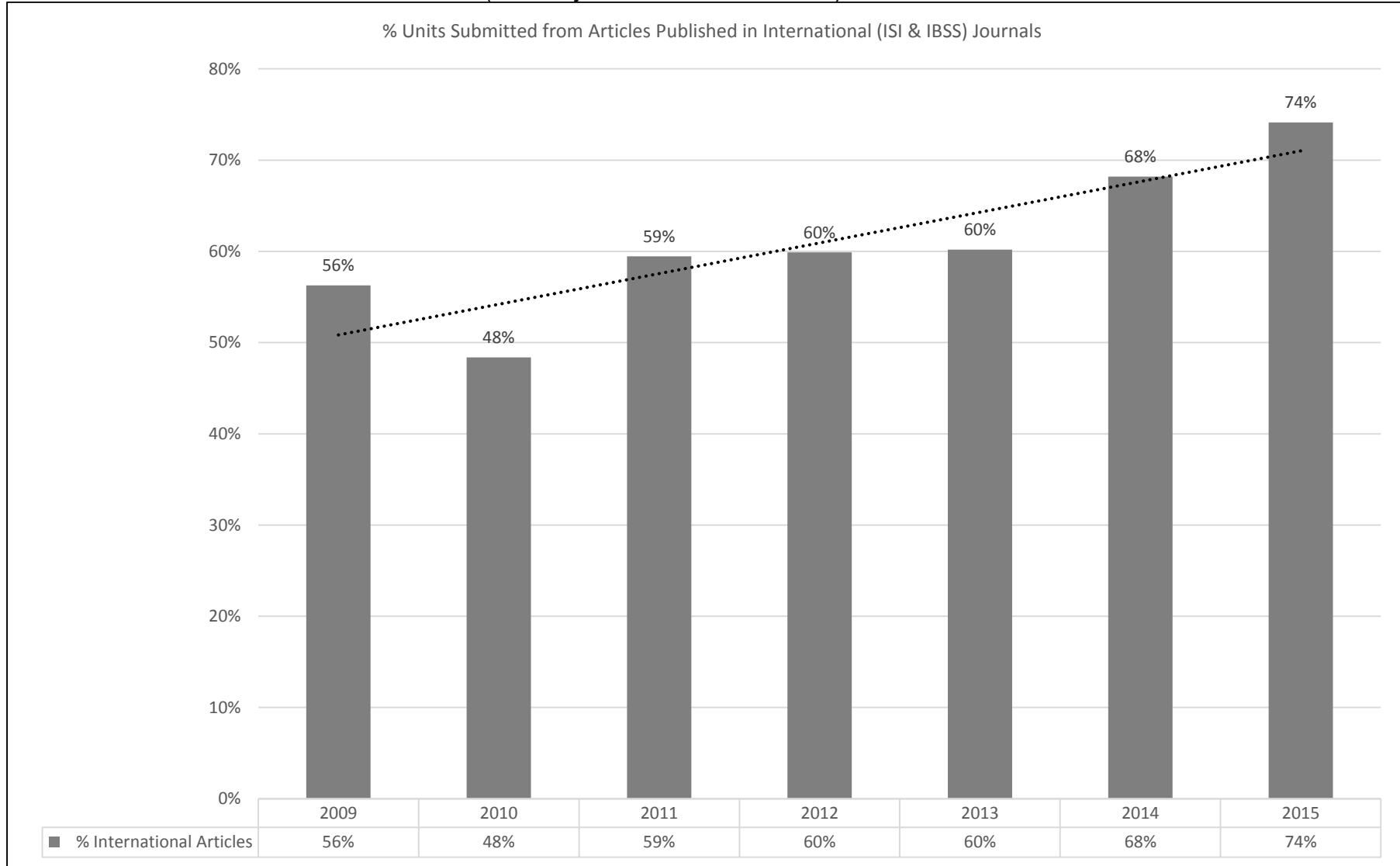
	Units Submitted to DHET for Accreditation						
	2009	2010	2011	2012	2013	2014	2015
<b>Books</b>	<b>16,46</b>	<b>12,80</b>	<b>0,00</b>	<b>4,92</b>	<b>10,03</b>	<b>13,45</b>	<b>33,23</b>
<b>Chapters</b>	<b>4,46</b>	<b>8,39</b>	<b>8,32</b>	<b>15,97</b>	<b>11,36</b>	<b>12,11</b>	<b>14,42</b>
<b>Proceedings</b>	<b>0,00</b>	<b>1,00</b>	<b>1,59</b>	<b>1,34</b>	<b>3,50</b>	<b>0,75</b>	<b>1,50</b>
National Proceedings	0,00	0,50	0,59	0,50	1,75	0,25	0,00
International Proceedings	0,00	0,50	1,00	0,84	1,75	0,50	1,50
<i>% International Proceedings</i>		<i>50%</i>	<i>63%</i>	<i>63%</i>	<i>50%</i>	<i>67%</i>	<i>100%</i>
<b>Articles</b>	<b>117,48</b>	<b>136,04</b>	<b>146,31</b>	<b>178,53</b>	<b>149,97</b>	<b>156,69</b>	<b>234,87</b>
National (DHET) Articles	51,39	70,25	59,34	71,60	59,70	49,83	60,75
International (ISI & IBSS) Articles	66,09	65,79	86,97	106,93	90,27	106,86	174,12
<i>% International Articles</i>	<i>56%</i>	<i>48%</i>	<i>59%</i>	<i>60%</i>	<i>60%</i>	<i>68%</i>	<i>74%</i>
<b>TOTAL OUTPUTS</b>	<b>138,40</b>	<b>158,23</b>	<b>156,22</b>	<b>200,76</b>	<b>174,86</b>	<b>183,00</b>	<b>284,02</b>



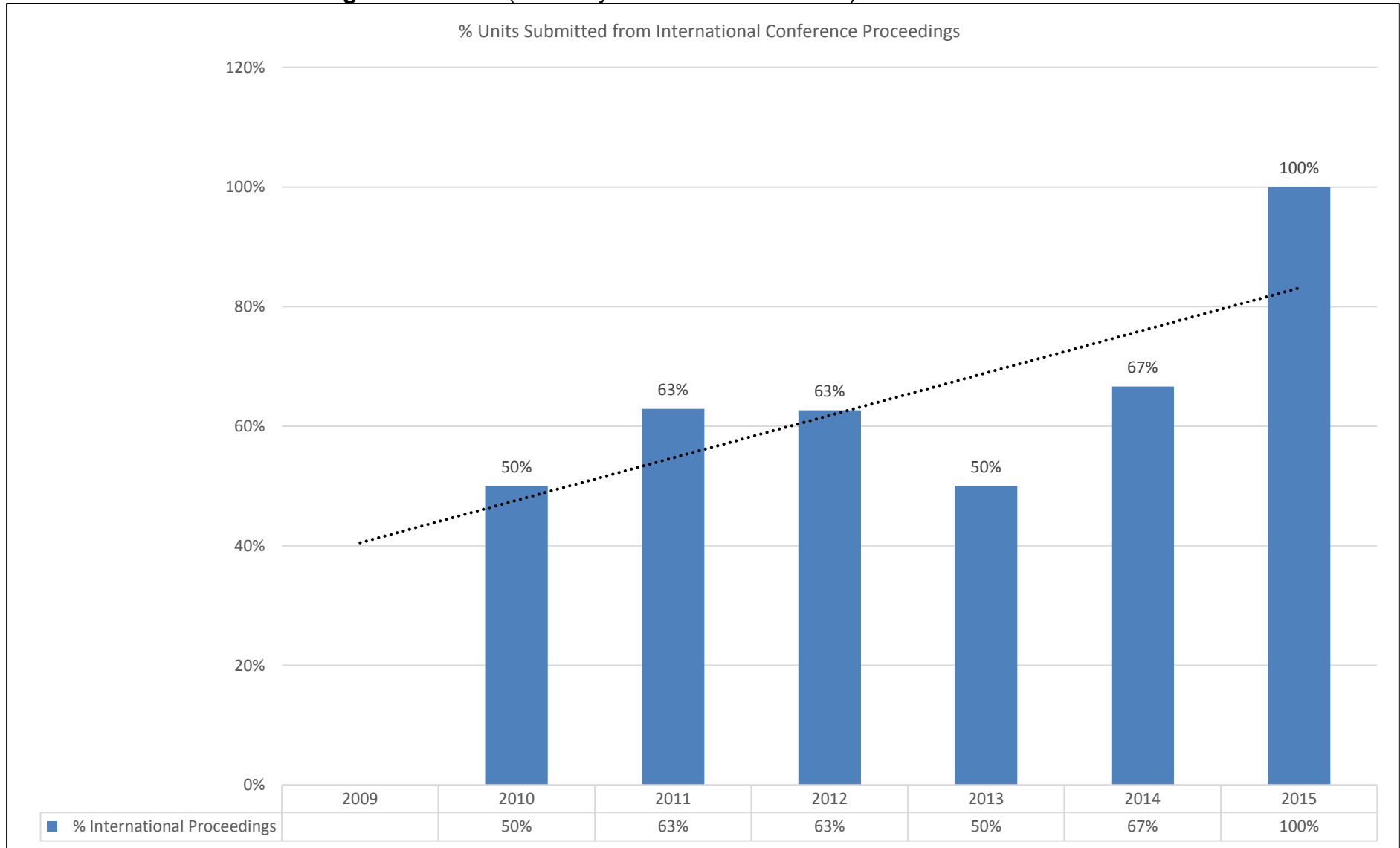
### 5.1.4 Trends Since 2009 (courtesy of UJ Research Office)



**5.1.5 International Journals Since 2009** (courtesy of UJ Research Office)



### 5.1.6 International Proceedings Since 2009 (Courtesy of UJ Research Office)



## 5.2 NRF Rated Researchers

Title	Initials	Surname	Department	Valid Rating
Prof	TH	Metz	Department of Philosophy	A2
Prof	L	Gunner	Centre for Anthropological Research	B1
Prof	DJ	Geldenuys	Department of Politics	B1
Prof	KG	Tomaselli	Humanities Dean's Office	B1
Prof	L	Patel	Centre for Social Development in Africa	B2
Prof	M	Lombard	Anthropology and Development Studies	B2
Prof	D	Scott-Macnab	Department of English	B2
Prof	BCEJB	Hendrickx	Department of Greek and Latin Studies	B2
Prof	P	Alexander	SA Research Chair in Social Change	B2
Prof	PCJ	Vale	Department of Humanities	B3
Prof	CJ	Conradie	Department of Afrikaans	C1
Prof	J	Duncan	Department of Journalism	C2
Prof	C	Landsberg	Department of Politics	C2
Prof	CH	MacKenzie	Department of English	C2
Prof	WJ	Henderson	Department of Greek and Latin Studies	C2
Prof	T	Hendrickx	Department of Greek and Latin Studies	C2
Prof	SM	Beukes	Department of Linguistics	C2
Prof	R	Winkler	Department of Philosophy	C2
Prof	N	Erlank	Historical Studies	C2
Prof	JM	Uys	Sociology	C2
Prof	CT	Chasi	Communications	C3
Prof	RN	Frenkel	Department of English	C3
Prof	ZGK	Knight	Department of Psychology	C3
Prof	KJ	Collins	Department of Social Work	C3
Prof	AB	Broadbent	Department of Philosophy	P
Prof	GJ	Groenewald	Department of Historical Studies	Y1

Prof	NM	Mboti	Communications	Y2
Prof	B	Barnes	Department of Psychology	Y2

### 5.3 Research Centres

#### 5.3.1 Centre for Social Development in Africa (CSDA)

The CSDA was launched in 2004 with the aim of contributing to improvements in service delivery, policy debate and the expansion of cutting-edge disciplinary and interdisciplinary research. Now with over ten years of experience, the Centre's diverse research portfolio contributes to social welfare and social development knowledge, strategic thinking, debate, dialogue and critical policy perspectives in government, civil society and in corporate social investment. The CSDA research team carefully selects strategic, high impact areas of research in order to contribute meaningfully to social development knowledge, theory, practice and policy, locally and regionally, with the view to contributing to knowledge building in the Global South. The research is strongly partnership driven, using a system of collaboration that marries the CSDA's research knowledge and expertise with the partners' local and field-based knowledge to ensure that research outcomes can be immediately and directly applied in appropriate ways. We currently have various research projects underway in the following areas of social development: Poverty and Vulnerability; Gender and Development; Children and Youth; Social Policy and Social Welfare; and State, Citizen, Private Sector Relationships for Development. The CSDA has an impressive track record of accredited research output and has a solid and ever-increasing pipeline of published accredited journal articles. Increasingly, the Centre is involved in the Global South and North in international staff and student exchanges and in socially relevant research partnerships.

#### 5.3.2 Centre for Anthropological Research (CfAR)

David Moore, Professor of Anthropology and Development Studies, is the acting Director of CfAR. CfAR has research programmes in three areas: Evidence-Informed Policy, Urban Issues, and Human Biological and Cultural Origins.

CfAR's Evidence-Informed Policy team, led by Prof Ruth Stewart, has been particularly successful in securing a number of international grants for conducting systematic reviews on a number of development issues (e.g. Microfinance, Urban Agriculture and Smallholder Farming in Africa). Recently UJ signed a number of multi-year contracts with various stakeholders and collaborators, including among others 'Building Capacity in Using Research Evidence (BCURE)' with the South African government. CfAR also continues its research and activities on urban poverty, migration, food security, livelihoods and media.

The research at Drimolen, in the Cradle of Humankind (which is the third richest hominin-bearing site in southern Africa) continues to shed light on our distant ancestors. Dr Menter is continuing the research at this site with international palaeoanthropology collaborators from a number of institutions with Italy, the UK, the USA, France, Australia and Germany represented. Archaeologists linked to CfAR are also investigating and publishing in local and international journals on the evolution of Stone Age human cognition and knowledge systems.

Prof Thea de Wet received funding to conduct research on changing climate, heat and local knowledge, to be conducted from 2014 to 2016. This multi-disciplinary multi-institutional project (UJ, the CSIR and the MRC) will combine science and local knowledge to develop and find innovative and integrative health solutions for communities near Rustenburg who will have to adapt to an increase in temperature of their natural environment due to changing weather and climate. Her group recently completed a 12-month project on the financial lives of poor women and started a similar project with youth in Gauteng. In collaboration with the City of Johannesburg and SANEDI, the urban research team is conducting research on bicycle riders and potential riders in the University corridor bicycle lanes.

### **5.3.3 Centre for the Study of Democracy**

The Centre for the Study of Democracy is a joint initiative of the University of Johannesburg and Rhodes University and undertakes research on various aspects of democracy under the directorship of Prof Steven Friedman. The Centre focuses on understanding democracy and the specific forms it takes within South Africa and on the African continent. To this end, the Centre has developed a substantial research programme. The key component is a programme of research on relations between citizens and the state. Specific areas of focus are:

- An attempt to understand opportunities for and obstacles to citizen participation in democratic governance
- The role of civil society organisations as vehicles for citizen voice
- Ways in which citizens who do not participate in civil societal organisations make their voice heard in South Africa and the other African democracies
- The role of provincial and local government in the exercise of citizen voice

## **5.4 SARChi Chairs**

### **5.4.1 South African Research Chair in Social Change**

This NRF-funded research Chair is held by Professor Peter Alexander. This NRF Chair was renewed in 2014 for another five-year term. Apart from the Chair grant, the Chair raises additional funds from the Rosa Luxemburg Foundation, the Ford Foundation, Atlantic Philanthropies and the mining industry for its research endeavours. The Chair focuses on social change under the banner, *rebellion of the poor* and has undertaken international comparative research in this field particularly through its PDRFs.

### **5.4.2 South African Research Chair in African Diplomacy and Foreign Policy**

The SARChI Chair in African Diplomacy and Foreign Policy is the incubator of a research programme that places two concurrent challenges at the centre of its work. These are: the national challenge of honing and refining South Africa's national interests within its 'African Agenda'; and the continental challenge of researching Africa's interstate and international relations with a view to enhancing African agency on the world stage. Research conducted focuses on four broad areas: Africa's evolving peace and security architecture; the operationalisation of the New Partnership for Africa's Development (NEPAD) and the African Peer Review Mechanism (APRM); the role of Africa's Regional Economic Communities (RECs); and, finally, Africa's strategic partnerships in the Global North and the Global South.

In addition to graduate students, the Chair plays host to a number of postdoctoral fellows whose work contributes to the vision of the Chair, focusing on diverse areas including the dynamics of conflict in Kenya, the political economy of southern Africa, and aspects of African diplomacy.

The Chair regularly hosts high-profile events.

The SARChI Chair also collaborates with a number of prominent South African research institutes, inter alia the Institute for Global Dialogue (IGD).

### **5.4.3 South African Research Chair in Welfare and Social Development**

In August 2015, Professor Leila Patel, Director at CSDA, was one of the 42 recipients of the 2015 South African Research Chairs Initiative (SARChI). Prof Patel, who has a wealth of research experience in social welfare, social policy and social work, was awarded the Chair in Welfare and Social Development. The main task of the SARChI Chair, based at the CSDA, is to build research capacity among young researchers and to grow postgraduate studies in this field. She believes that the Chair will build on the strengths of the CSDA, specifically in the areas of poverty and vulnerability with a focus on women, children, youth and people with disabilities; in

gender and social protection; and monitoring and evaluation of developmental social welfare policies and services. The purpose of the Chair is to:

- a. deepen the theoretical and conceptual development of this field of enquiry;
- b. test empirically key developmental welfare ideas in practice;
- c. identify significant factors that explain particular social outcomes;
- d. apply and evaluate the developmental welfare model; and
- e. grow academic and research capacity of scholars, practitioners, social policy and development specialists.



## 6 INTERNATIONALISATION

### 6.1 International Students and Staff

	2014	2015
International	252	303

The Faculty has 21 international staff making up 10% of its employee profile.

### 6.2 International Papers Presented

LECTURER (STUDENT)	NAME OF CONFERENCE & ORGANISATION	DATE(S)	PLACE	TITLE OF PAPER
Rugunanan, P	Moral Horizons, Australian Anthropological Society Conference	Dec 1-4, 2015	University of Melbourne, Australia	Remaking Religion, Rethinking Space: How Migrants Are Transforming Ethnically Bound Notions of Religion and Perceptions of Urban Space in Johannesburg
Smuts, L	CERES Research School PhD workshop 2015, CERES Research School, University of Utrecht, the Netherlands	April 2015	Conference Centre De Glind, Utrecht, the Netherlands	The Positionality of the Researcher in the Field: Considering Gender and Sexuality
Smuts, L	Top PhD students meeting, VU Faculty of Social Sciences	19 May 2015	Vrije University, Amsterdam	'Doing straight': The Construction of (Hetero)sexual Identities Among Young People in Johannesburg, South Africa
Uys, T	"Social Justice from the Local to the Global: Sociology on the Move" AACCS Annual Conference	8-10 October 2015	Montgomery, Alabama, USA	Advancing whistleblower resilience: The clinical sociologist's role
Uys, T	RC46 Interim conference	28 June-1 July 2015	Johannesburg, South Africa	Facilitating Anonymous Whistleblowing
Batisai, K	The Sixth European Conference on African Studies (ECAS), organized by the Institut des mondes africains (IMAF) and Les Afriques dans le monde (LAM)	8 July-10 July 2015	University Paris 1 Panthéon-Sorbonne in Paris, France.	Settled and unsettled land battles – experiences from South Africa.

Oksiutycz, A., Azionya, C.M.	26 years of the UN convention on the Rights of the Child- UNISA college of Law	July 22-24 2015	Johannesburg	Communicating human trafficking issues in South Africa: A critical assessment of current practices.
Azionya, C.M.	IPRA SACOMM PATH	September 2015	Johannesburg	Millennials and trust
Benecke, D.R	International PR Association (IPRA 2015) conference	27-29 September 2015	Sandton	Social capital, trust and PR.
Crystal, A.F & Kraushnaar, A	IPRA World Congress	29 September 2015	Sandton	The born frees: or not?
Pritchard, M	GBATA Seventeenth Annual International Conference	7-11 July 2015	Portugal	
Verwey , S	International Public Relations Association Conference	27-29 September 2015-	Sandton Convention Centre	Morality and Commuality: Towards a moral framework for Public Relations and Communication practice in SA
Verwey, S., Muir,C. & Crystal, A.F	CCI – Corporate Communication International Conference	4-7 June 2015	Baruch College, New York	Implications of Strategic Communication Practice for Sustainability of Client-Agency Relationships: A South African Case Study
Prof. Leila Patel	Symposium on Social Investment & Social Welfare: International Perspectives.	22-26 March 2015	Akerhus University College, Oslo.	Social Protection, Gender And Care: Doornkop, Soweto.
Prof. Leila Patel	International Consortium For Social Development	7-11 July 2015	Singapore	Promoting Social Development Through Research And Action
Prof. Leila Patel (with Pawar, M. & Midgley, J.)	International Consortium For Social Development	7-11 July 2015	Singapore	New Directions In International Social Development
Prof Leila Patel	Symposium on Social Investment & Social Welfare: International Perspectives.	25 March 2015	Centre for Welfare and Labour Research, Akerhus university college of Applied Sciences	Doing Research for Developmental Welfare in Africa
Jacqueline Moodley (with Channon, A., Chui, C, Mkwanzzi, B., Hutchinson, A. & De Wet, N.)	Presented at the International Conference on Outreach Work: Youth Gangs, Violence and Female Delinquency	3-5 December 2015	City University of Hong Kong, China	Determinants of teenage pregnancy in Cape Town, South Africa
Scott-Macnab, D.	International Conference of Middle English	30 April – 3 May 2015	Wroclaw, Poland	One Thousand and One Hunting Hounds in a Fifteenth-Century List

Scott-Macnab, D.	Englisches Seminar	6 May 2015	Göttingen, Germany	The Demonic Hunter in Medieval English Literature
Dr J. V. Starfield	European Conference on African Studies [ECAS], 2015	8–10 July 2015	University of Paris (Sorbonne), Paris	“The <i>Bildung</i> of Benny Griessel: Deon Meyer’s detective and the possibilities for gender and racial repositioning in post-apartheid South Africa”
N. Erlank	Centre of African Studies	3 Dec 2015	Cambridge, UK	The Politics of African Polygamy
Cornelius, E	Translation and Meaning 2015 The 6 <sup>th</sup> International Maastricht-Lódz Duo Colloquium, Zuyd School of Translation and Interpreting	21 & 22 May 2015	Maastricht, Netherlands	The Exploring and developing legal translation competence: Learning from the old dogs
Prof DJ Geldenhuys	SARDF	October 2015	Moscow	State-building in SA
Dr CA, Georghiou	Paper presented at the Higher School of Economics (HSE) in Moscow, for the South African-Russia Dialogue Forum (SARDF).	4-6 October 2015	Moscow, Russia	Title of paper: “State-building in South Africa post-1994: The Developmental State Discourse”.
	HSE	October 2015	St Petersburg	Cultural autonomy
	ECMI	May 2015	Flensburg	Cultural autonomy
Dr SE, Graham	World Social Science Forum 2015	14 <sup>th</sup> September 2015	ICC, Durban	African SIDS at the UN: Does Size Really Matter?
Hendricks, CM	Zimbabwe Peace and Security Programme – Building National-Consensus on Security Sector Transformation – Ensuring a Gender-based Strategy.	27-28 May 2015	Zimbabwe	“Gender Lessons Learned from South Africa”
	African Leadership Centre	1-7 November 2015	Kings College London	Lectures on militarization and gender
Mr T, Tselapedi	Exploratory Workshop on “Alternative Cosmologies and Knowledge Systems in International Relations hosted by the Institute for Research on India and International Studies (IRIIS) and the World Studies International Committee (WISC)	10 – 12 January 2015	New Delhi, India	Colonial Constructions of ‘the International’

Broadbent, A	Epidemiological Society of Finland,	Feb	Helsinki	'Causation and Prediction in Epidemiology.'
Broadbent, A	TINT	Feb.	Helsinki	'Causal Selection and Prediction.'
Broadbent, A.	NHIS Forum	Apr.	Seoul	Epidemiological Evidence in Law
Broadbent, A.	Seminar, Department of Epidemiology, Seoul	Apr.	Seoul	DAG-gers at Dawn: Causal Inference in Epidemiology and the Methodological Revolution
Broadbent, A	KPH/KPSR Symposium	Apr.	Seoul	Epidemiologists Playing Their Part: The importance of stability for effective translation and dissemination
Broadbent, A	Seminar, Department of Philosophy, Seoul	Apr.	Seoul	What is a Good Prediction?
Broadbent, A	Department of Philosophy, University of Groningen	June.	Groningen	Health as a Secondary Property.'
Broadbent, A	Wenkebach Institute, University Medical Centre	June.	Groningen	'Are Psychiatric Disorders Conventional?'
Broadbent, A	Pittsburgh Center for the Philosophy of Science	Oct.	Pittsburgh	'Attribution, prediction, and the causal interpretation problem in epidemiology.'
Broadbent, A	Virginia Institute for Psychiatric and Behavioural Genetics	Oct.	USA	'Attribution, prediction, and the causal interpretation problem in epidemiology.'
Broadbent, A	AID Forum	Feb	Helsinki	'What Do Diseases and Financial Crises Have in Common?'
Broadbent, A	Tufts School of Public Health	Oct	USA	'Attribution, prediction, and the causal interpretation problem in epidemiology.'
Broadbent, A	Tufts Department of Philosophy	Oct.	USA	'Attribution, prediction, and the causal interpretation problem in epidemiology.'
Metz, T	5 <sup>th</sup> Intercultural Interdisciplinary Colloquium: Reconciliation and	May 2015	Vienna	A Theory of National Reconciliation: Some Insights from Africa'

	Justice. Polylog: Forum for Intercultural Philosophy			
Metz, T	European Conference on African Studies; Université Paris 1 Panthéon-Sorbonne	May 2015	Paris	'An African Theory of Economic Justice'
Metz, T	Workshop on Pre-Publication Manuscript of <i>A Relational Moral Theory</i> ; Normative Orders Cluster of Goethe Universität	May 2015	Frankfurt	<i>A Relational Moral Theory: Africa's Contribution to Global Ethics</i>
Metz, T	Conference on Grounding the Sacred in Literature and the Arts; Australian Catholic University	July 2015	Sydney	'Composing Literature as an Imitation of the Divine'
Metz, T	Seminar; Australian Catholic University Faculty of Theology and Philosophy	July 2015	Brisbane	'Towards a Plausible Supernaturalism about Meaning in Life'
Metz, T	Departmental Seminar; University of Syracuse Philosophy Department	August 2015	Syracuse	New Philosophies of Social Protection: From Capability to <i>Ubuntu</i>
Metz, T	General Education Salon 2015-16: Ten Theses on Freedom; Chinese University of Hong Kong	November 2015	Hong Kong	'An African Conception of Freedom: Comparisons with Confucianism and Liberalism'
Metz, T	Colloquium; University of Hong Kong Department of Politics and Public Administration	December 2015	Hong Kong	'Towards a More Thoroughly Relational Confucianism: Comments on Joseph Chan's <i>Confucian Perfectionism</i> '
Mtumane, Z	American-Canadian Conference for academic disciplines organised by the International Journal of Arts and Science.	18-21 May 2015	International Learning Centre, Ryerson University in Toronto (Canada).	The leopard and the horse as metaphors of distinctiveness used to describe Nelson Rholihlahla Mandela in selected isiXhosa poetry.
M.R.Pather	ICERI 2015- Presented two papers	14-19 November 2015	Seville in Spain	Is the school a playground for Politics?
				How role-players perceive school governance in Gauteng South Africa.

### 6.3 Conferences, Seminars Organised

LECTURER	NAME OF CONFERENCE	DATE(S)	PLACE, COUNTRY
Metz, T	Colloquium on Harmony in Chinese and African Thought; Confucius Institute of Rhodes University and the University of Johannesburg Philosophy Department (featuring Chenyang Li from Singapore)	June 2015	Johannesburg
Metz, T	Discussion of <i>Manifest Reality</i> : Lucy Allais on Kant's Idealism (featuring speakers from Brown, Oxford, Toronto, Illinois)	September 2015	Johannesburg
Winkler, R	Identity and Difference Conference	27-29 March 2015	Johannesburg
Broadbent, A	Symposium: Prediction in Epidemiology and Economics, at the International Network of Economic Methods	November	Cape Town
M.R.Pather	Vrye University	12-13 November 2015	Amsterdam

#### 6.4 Keynote Addresses/Guest Speaker/Lecturers

LECTURER (STUDENT)	NAME OF CONFERENCE & ORGANISATION	DATE(S)	PLACE	TITLE OF PAPER
Hendricks, CM	Next Generation Social Sciences in Africa 2015/International Livestock Research Institute (ILRI) (workshop facilitator)	13-17 July 2015	University of Addis Ababa, Ethiopia	
Hendricks, CM.	The African Leadership Centre (ALC) panel discussion	27 February 2015	Kings College London	Panel discussion on Peacebuilding in Africa.
Hendricks, CM	Kings College London	2-7 November 2015	London	Course on Leadership

#### 6.5 Students Engaged In International Activities

Name	Student number	Activity	Institution/University
Adeagbo, F	201235129	SA-Namibia Research	University of Namibia
Van der Merwe, S	201284233	SA-Namibia Research	University of Namibia
Nyundu, T	200908828	SA-Namibia Research	University of Namibia
Mooka, Khotello		US Cyber Case Challenge Winner	University of Connecticut Storrs
Zoheb Khan	201464010	Academic student exchange	Utrecht University, Netherlands

Kirsten Verhage		Academic student exchange	UJ, South Africa
Maren Berkers		Academic student exchange	UJ, South Africa
Olaf Dammann		International student; collaborates with international partners	Tufts

## 6.6 Staff Engaged In International Activities

Name	Activity	Institution/University
Uys T	Clinical Sociology	University of Cincinnati
Naidoo K	IKS Project	University of Namibia
Khunou G	Black Middle Class Project	University of Maryland
S Verwey	Academic partner	CCI
S Verwey	Advisory Board	Baruch College, New York
S Verwey	International Conference Committee	CCI, IPRA
S Verwey	Editorial Board	International Journal of Strategic Communication Journal of Marketing Communication
S Verwey	University of Technology Mauritius	Post graduate external examiner and academic programme advisor
Prof Leila Patel	Principal Investigator: CSG, Family contexts, resources and child well-being	University of Chicago Utrecht University
Dr Lauren Graham, Jacqueline Moodley & Zoheb Khan	Research Capacity building	University of Hong Kong
G. Groenewald	Contributing to a book on comparative history by authors on 4 continents, edited by two renowned Australian and South African professors.	University of Cape Town & Sydney University.
N. Erlank	Contributing to a research project on New Histories of Christianity in South Africa	University of Cambridge
N. Erlank	New Histories of the African Press	UJ, Wits, Michigan
S. Sparks	Organised Mellon funded 'History after E.P. Thompson' workshop, November 16-18, 2015, part of collaboration between the African Studies Center at the University of Michigan and WISER at the University of the Witwatersrand.	Wits, Michigan
Barnes B	Appointed to the expert panel of the USAID TRAction Health Behaviour Change and Clean Energy. As part of the project I was also the Lead Guest Editor of a special edition of the Journal of Health Communication (2015) (Funder: USAID).	Various

Barnes B	Appointed to the expert panel of the Health Behaviour Change and Clean Cooking Project of the Global Alliance for Improved Cookstoves (Funder: DFID).	Various.
Guse T	Doctoral student exchange (supervision of student)	University of Bologna
Knight Z	Official 'Visiting Scholar' and Lecturer for one month	University of Valencia, Spain
Knight Z	Guest Speaker – two presentations	The Psychological Association of Valencia, Spain
Knight Z	Guest Speaker – one presentation	The Psychiatric Hospital, Valencia, Spain
Knight Z	Editorial Board – review of international articles for consideration for publication	The International Journal for Psychotherapy, Counseling and Psychiatry: Theory, Research and Clinical Practices. (Malaysia)
Knight Z	Vice-President World Council for Psychotherapy (Africa) – promotion of African psychotherapy	World Council for Psychotherapy (links to Sigmund Freud University, Vienna.
Rugira J	Research project: Culture context of Psychology in Africa	Kenya, Rwanda & Zambia Universities
Van Zyl CJ	Research collaboration	US universities

### 6.7 Conferences Attended (Not Presenting Papers)

LECTURER	NAME OF CONFERENCE	DATE(S)	PLACE, COUNTRY
Dr SE, Graham	PSA 65th Annual International Conference	30 March -1 <sup>st</sup> April 2015	Sheffield, UK
Hendricks, CM	Peacebuilding in Africa : evolving challenges, responses and new African thinking	23-25 February 2015	Wilton Park, UK
Hendricks, CM	Participation, in the GIZ workshop to produce a toolkit on Border Sensitization	18-21 November 2015	Kigali, Rwanda
Prof K, Kondlo	Real Estate Regulation and Governance Challenges	4-8 September 2015	Washington DC, US
Mr T, Tselapedi	Exploratory Workshop on "Alternative Cosmologies and Knowledge Systems in International Relations	10 – 12 January 2015	New Delhi, India
Prof Y. Sadie	ISS - Advancing and African Peacebuilding Agenda	11-12 February –	Kievitskroon
Winkler, R	The Body	31/10/2015	Cintsa
Winkler, R	Identity and Difference	27-29/03/2015	University of Johannesburg



## 6.8 Internationally Accredited Programmes

Programme name	Organisation accreditation is with
Honours degrees – Sociology, Industrial Sociology, Urban Studies	Applying for Accreditation in 2015-2016

## 6.9 Visits From Abroad

Name of visitor	Name of institution visitor was form
Fritz, J	University of Cincinnati, Ohio, USA
Trudie Knijn	Utrecht University
Deborah Gordan Smith	University of Chicago
Leyla Ismayilova	University of Chicago
Lucy Jordan	University of Hong Kong
S. Klausen	Carleton University, Ottawa
Uskali Maki	University of Helsinki
Prof Jim Sidanius	Harvard University, USA
Prof Ruut Veenhoven	Erasmus University, Rottendam, Netherlands
Prof Ian Parker	University of Leicester, UK
Francesca Vescovelli (PhD student)	University of Bologna, Italy
Ms Jennifer M Gomez	University of Oregon, USA
Dr Manfred Janik and colleagues	University of Namibia, Namibia

## 6.10 Visits By Staff To International Institutions

Name	Institution visited
S Verwey	CCI, New York
S Verwey	Mauritius University of Technology
C Davis	UN Centre for Disease Control, Worcester, UK
L Posthumus	Prof J Koch - Adam Mickiewitz University Poznan
L Posthumus	Prof N Pawlak - Warsaw University
Prof Leila Patel	Akerhus University College of Applied Sciences, Oslo
Prof Leila Patel	Centre for Social Development, National University of Singapore
Lauren Graham	University of Hong Kong
Zoheb Khan	University of Hong Kong
Jacqueline Moodley	University of Hong Kong
N. Erlank	University of Cambridge, Centre of African Studies
S. Sparks	University of Michigan, Ann Arbor

Knights Z	University of Valencia, Spain
Knights Z	The Psychological Association of Spain (Valencia)
Knights Z	The Psychiatric Hospital, Valencia, Spain
Rugira J	Kenya (Daystar University, Nairobi) Rwanda (University of Rwanda-School of Education) Zambia - University of Zambia

## **7 Community engagement and Faculty marketing**

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### **7.1 Community Engagement**

Community engagement is an integral part of most departments within Humanities, with staff involved in 16 community-engagement projects. These projects fall within the three pillars of community engagement at UJ, namely service learning, community-based research and organised outreach. Projects included youth development programmes; pro bono family therapy; social work first-year internship programmes; and involvement with organisations, such as Worldvision.

The Faculty took on the administration of Phumani Papers in 2012. Phumani is 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. Unfortunately the project was cancelled in 2013 due to financial constraints. There are, however, plans to reinstate the project under a different board and new management.

In 2015 a flagship CE project in the Faculty was established. Izindaba Zokudla aims to create opportunities for urban agriculture in a sustainable food system in Johannesburg. The project incorporates both community-based research as well as service-learning aspects, with both the Anthropology and Development Studies Department and the Strategic Communication Department being involved.



Dr Naudé Malan, senior lecturer in the Department of Anthropology and Development Studies at the Izindaba Zokudla Farmers' School and Innovation Lab. Izindaba Zokudla aims to create opportunities for urban agriculture in a sustainable food system in Johannesburg.

In 2015 the Faculty piloted a project where service-learning hours were monitored by an online platform, called "Community Hours". The project was a great success with lecturers being able to monitor student activity and social impact better. The Faculty plans to roll out this model to a bigger group in 2016. This will help the Faculty better understand what the students volunteers are contributing to the UJ community.



Ms Rene Benecke, senior lecturer in Public Relations and Communication, with students participating in service learning at the Lead SA ChangeMakers conference. Service learning and work-integrated learning form a vital part of the Public Relations qualification and the Faculty's community engagement activities

Scope (The extent of the area or subject matter that something deals with or to which it is relevant)				Impact (A marked effect or influence)			
Title of the Project:	Department	Project Leader	Project Timeframe	Number of target project beneficiaries:	What problems will the project address:	How will the project benefit the target group:	Project Category? (See table with 3 types below)
Lecture on Counselling to Students Studying at the Islamic Institution On Counselling	Religious Studies (Jammita Ulema)	Abu Bakr Muhammed; Suleman, M	1 Lecture	5-6 students	Importance of counselling in the Muslim community	Students could become counsellors	
Migration project	Strategic Communication	Aziona, C.M., Oksiutycz, A.	Semester 1	unlimited	Negative perception of migrants leading to violence and discrimination.	Increase awareness of the positive contribution of migrants in South Africa.	SL
NPO Think Tank	Strategic Communication m	Benecke, D.R	Feb-March	100 NPOs	Networking and management issues experienced by NPOs	Opportunities for networking, sharing of knowledge	OO
Soweto Urban Farmers	Strategic Communication	Benecke, D.R	Feb – June	17 Urban farmers	PR and communication needs of urban farmers	PR 2 <sup>nd</sup> year students registered for PPR2002 provided services to farmers	SL
Soweto Urban Farmers	Strategic Communication	Benecke, D.R	Feb – June	17 Urban farmers	PR and communication needs of urban farmers	PR 2 <sup>nd</sup> year students registered for PPR2002 obtained data to profile urban farmers as part of the Izindaba Zokutla project	CBR

Matla a Bana	Strategic Communication	Davis, C	Ongoing	25 000 children per year	Child sexual abuse	Awareness, information, and intervention campaigns	OO
GBV Communication	Strategic Communication and Transformation Unit	Viljoen, L	Ongoing	UJ Communities	Gender-based violence	Geo-mapping and information, prevention, and intervention campaigns	SL
GoodSport	Strategic Communication Applied Strategic Communication 3	Crystal, A.F, Pritchard, M & Hattingh, R	13/4 -23/5 4/7 -12/10	Disadvantaged children and schools in Gauteng.	Research Target Audience and Communities. Develop a strategy for GoodSport 3A, and a channel plan and communication campaign in 3B in order for NGO to launch in Gauteng.	These campaigns would enable GoodSport to develop skills	SL
Quellerina	Roela Hattingh (personal)	Hattingh, R	Once a month, ongoing project.	Individuals wishing to improve writing skills.	Self-actualisation	Development of writing talent and ability.	OO
Migration	Strategic Communication(hons)	Verwey, S & Muir, C	February – November.	Migrants, IOM, Academic Community.	Bias regarding Migration.		CBR
'See a need, fill a need'- project	Strategic Communication (hons)	Hattingh, R	16/7- 19/10	Communities that need help as identified by Hons students.	Issues such as: skin-lightening, drunken driving, driving while texting, bias regarding the deaf society.	Campaigns that create awareness of bias, problems and offer solutions to specific problems via strategic insight and communication campaigns.	CBR
Change project	Strategic Communication	Hattingh, R	4/5- 5/8	Individual students identify a	Self-actualisation projects, changing own bias,	Students learn how to manage own change and then	CBR

				change that they want to elicit.	reflecting on privilege, getting involved in communities and individuals that are less fortunate.	use these insights in developing strategies in marketing and corporate communication.	
International Organisation for Migration (IOM) – the honours students of 2015 have completed a full brand scan project focusing on the perceptions around migration and the rebranding' thereof. The completion of the brand scan was followed by the development of a brand communication strategy for the IOM. This was presented to the client with major success and a number of these proposals are in the process of being implemented.	Department of Strategic Communication	Muir, C	January – November 2015	International Organization for Migration (IOM)	Migration has been one of the most problematic international and national issues at present. The media exposure of the violence and issues related to migration has ensured that this has become a social issue that is gaining a lot of attention.  The brand scan project focused on the perceptions around migration and the rebranding' thereof. The implementation of these campaigns addresses a major social issue that currently requires a lot of attention.		SL
Strategic communication	Strategic Communication	Verwey, S	Feb 2015 - May 2015	150 SA industry agencies and	The breakdown in trust between clients and	Provide valuable perceptions on the expectations held	SL

				their client systems	agencies, and will provide valuable input in developing new agency business models.	by clients and agencies	
PSPPD	CSDA	Prof Patel Leila	2013- 2016		Seeks to improve child and family wellbeing	Improved capacity service providers To accelerate the impact of the CSG	CBR
	CSDA	Prof Patel Leila			Critical reader of the BSW National Report, Council for Higher Education		
	CSDA	Prof Patel Leila			Peer reviewer of the 20 Year Review of Social Development to the Presidency		
Quarterly Seminars	CSDA	Prof Patel Leila	January December annually		CSDA seminars are directed at social development practitioners. Almost 160 people estimated to have attended.	Promote debate and build capacity	CBR
Siyakha Youth Assets	CSDA	Dr Lauren Graham	June 2013 December 2018	3080	Youth unemployment Youth financial assets	Youth going through employability training Youth being exposed to financial literacy and savings	CBR
Child Gauge: Youth labour markets and livelihoods	CSDA	Dr Lauren Graham	2015		Youth unemployment	Promote debate and provide possible solutions to youth unemployment	CBR



Evaluation Study of the National School Nutrition Programme and the Tiger Brands Foundation In-School Breakfast Feeding programme in the Lady Frere and Qumbu Districts of the Eastern Cape.	CSDA	Dr Lauren Graham	15 December 2015		School nutrition	Promote engagement on school nutrition best practices and challenges	CBR
Practical Placements of Masters Clinical/Counselling Students: We served seven diverse sites in 2015	Psychology	Dr T Austin, Dr P Basson, Mrs LM du Plessis, Dr S Ebrahim & Prof T Guse	Annually	Health Care Needs of Six Communities, targeting members in the community	Diverse Psychological Health Care Needs	Free and accessible Health Care Services	SL/OO
Mobile Technology Use of Learners at School: A Participatory Theatre Project	Psychology	Moodley P	4 Months	13 girls and 2 boys between the ages of 12 and 14	Inappropriate Use Of Mobile Technology At School	Educational And Psychosocial	CBR AND SL AND OO
ARV Adherence Group Intervention At Themba Lethu Clinic At Helen Joseph Hospital, Gauteng	Psychology	Moodley P	Continuous	10-15	Arv Adherence In Hiv Positive Patients	Psychosocial Support	CBR AND SL AND OO
A Community Intervention Among Residents and Staff at a Shelter in Johannesburg	Psychology	Moodley P	6 Months	Variable	Intimate partner violence Recovery and rehabilitation	Psychosocial rehabilitation	CBR AND SL AND OO
UJ Adult Ballet Dance Company	Philosophy	Botha, CF	5 yrs	25	Allowing students who have not been able to learn classical ballet to do so	Exposure to the art of classical ballet for free on the UJ campuses	OO

HIV/AIDS awareness	IOHA		1 lecture per semester	1100	HIV/AIDS awareness	Better prevention	SL
<b>CE Project Category/Classification</b>							
<b>UJ CE can be classified under the following three / 3 types, which definition suits your project best. Mark an X in the appropriate box provided.</b>							
<b>Community-Based Research (CBR)</b>			<b>Service Learning (SL)</b>			<b>Organized Outreached (OO)</b>	
A form of community engagement that entails research projects that make a significant contribution to a community in the form of services, products and/or new knowledge and skill transfer			A form of community engagement that entails teaching and learning that is directed at specific community needs and is curriculated into (and therefore also assessed as part of) a credit-bearing academic programme and enables students to participate in, and subsequently reflect on, contextualised, structured and organized service activities that address identified service needs in a community, seeks to infuse students with a sense of civic responsibility and promotes social justice.		A form of community engagement that entails institutionally organized activities by students and employees initiated either within faculties or in other divisions of the institution, and outside of academic programmes, that address the development needs of community interest groups by providing them with services and resources as determined by such communities.		

## **7.2 Faculty Marketing**

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The faculty's marketing strategy has two main drivers; increasing the quality of undergraduate enrolments and increasing the number of post graduate enrolments.

In order to achieve this, the faculty in conjunction with Student marketing, as well as Brand and marketing participated in 13 open days and 10 school visits. The aim of these interactions was to engage one-on-one with potential students. These efforts resulted in the faculty filling up all its 1<sup>st</sup> year spaces before the application closing date, the faculty also had a 75% increase in Orange carpet students in 2016.

The post graduate marketing strategy included both below and above the line marketing elements. A huge campaign was launched to increase honours enrolment figures, the campaign targeted both internal and external students. The entire honours bursary project was also managed by the faculty's marketing office to ensure optimal effectiveness. These efforts resulted in a 50% increase in honours enrolments in 2016.



# FOR *Intellect* *Purpose*

Faculty of Humanities

## FREE HONOURS STUDIES\*

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

## UNLOCK YOUR FUTURE WITH ONE OF THESE POSTGRADUATE DEGREES IN 2016

### HONOURS

- African Languages
- African Studies
- Afrikaans
- Anthropology
- Applied Linguistics
- Classical Culture
- Communication Theory
- Development Studies
- English
- French
- Film and Television Studies
- Historical Studies
- Industrial Sociology
- Journalism
- Latin
- Modern Greek and Ancient Greek
- Politics and International Relations
- Psychology
- Philosophy
- Religion
- Social Policy
- Social Work
- Sociology
- Strategic Communication in Corporate Communication
- Strategic Communication in Marketing Communication
- Urban Studies

### WHAT IS IN IT FOR YOU?

Should you qualify your tuition fees will be paid in full. Any student registering for the first time for a full-time honours degree in 2016 may qualify\*

### CONTACT

For more information on postgraduate studies contact Ms Pamela Wilton at [pawilton@uj.ac.za](mailto:pawilton@uj.ac.za) or login to [www.uj.ac.za/humanities](http://www.uj.ac.za/humanities). University of Johannesburg and Faculty of Humanities bursaries are available for prospective students. Please contact Ms Pamela Wilton at [pawilton@uj.ac.za](mailto:pawilton@uj.ac.za).

\*Terms and conditions apply. Subject to availability.

Faculty of Humanities  
[www.uj.ac.za](http://www.uj.ac.za)



## FACULTY OF HUMANITIES POST-GRADUATE STUDIES IN JOURNALISM, FILM AND TELEVISION STUDIES

### DEPARTMENT OF JOURNALISM, FILM AND TELEVISION

The University of Johannesburg's Department of Journalism, Film and Television offers professional degrees in journalism and film and television at undergraduate and post-graduate levels. The Department is expanding its post-graduate offerings, and invites applications from prospective masters, doctoral and post-doctoral students in journalism, film and television studies.

The Department is particularly interested in attracting students wishing to undertake postgraduate research in the following areas:

#### Journalism:

- The nature of journalistic professionalism and identities in the global South
- Journalistic agency and creativity in relation to commercial and political newroom structures
- Moral theories guiding journalism ethics in the global South
- Journalism and social cohesion: the contributions of journalism to addressing poverty, inequality, racism, sexism and xenophobia
- Investigative journalism for social justice
- Alternative models of journalism: assessing the efficacy of civic, advocacy, developmental or other alternative models to the professional model
- Journalism and national security: the roles of journalism in interrogating the

securitisation and militarisation of the state and society

- Journalism, social movements and protests: assessing journalistic discourses and practices in reporting on social movements and protests

#### Film and Television:

- Audience studies focused on either film or television audiences
- National cinemas
- Identity and representation issues in film and television texts
- Feminist film and television studies
- Documentary film
- Genre analysis in terms of both film and television texts
- Fandom in film and television

The Department offers a rich intellectual environment of research and community engagement in these areas, and applicants will be encouraged to contribute to existing research activities.

Interested applicants should email topics of intent to the post-graduate co-ordinator, **Professor Jane Duncan**, on [jduncan@uj.ac.za](mailto:jduncan@uj.ac.za). The Department uses strict academic criteria in its selection of post-graduate students. Masters and Doctoral applications are accepted all year round.

The Department also offers two Honours degrees in Journalism and Film and Television Studies respectively. **Deadline for Honours applications is 31 October.**



Both of these segments require very different marketing material. General and more specific ads were created to achieve this. One such example is an ad targeting post graduate students by marketing specific research areas and topics with NRF rated researchers. Not only was this campaign able to communicate the stature of researchers in the faculty, but it was also able to attract a niche group of postgraduate students.



## FACULTY OF HUMANITIES

### INTELLECT FOR PURPOSE

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

The Faculty has exceptional **NRF-rated academics and researchers** in a broad range of fields. The following rated researchers are available to supervise master's and doctoral studies in 2016.

#### PROFESSORS AND THEIR RESEARCH AREAS

**Prof Thaddeus Metz:** African Moral and Political Philosophy | Theories of Justice | Applied Ethics | Meaning of Life | Mental Health | Philosophy of Higher Education

**Prof Deon Geldenhuys:** Deviant state behaviour | Human rights | Ethnopolitics

**Prof Liz Gunner:** The study of the politics of language and its links to domains of culture and performance | The history of the liberation song in South Africa | How forms of song and music more broadly are used to define, shape and assert identity, memory and history | Questions of the relation of culture and power

**Prof Peter Alexander:** South African and global popular protest | Social change | Labour history

**Prof Marilize Lombard:** Human cognitive and behavioural evolution | Gene-culture co-evolution | Stone Age archaeology | Experimental archaeology | Neuroarchaeology

**Prof David Scott-Macnab:** Medieval and Renaissance literature

**Prof Jac Conradie:** Historical linguistics

**Prof Anne-Marie Beukes:** Language Policy and Planning | Sociology of translation | Language Politics

**Prof Alex Broadbent:** Philosophy of science | Philosophy of epidemiology | Philosophy of medicine | Causation | Explanation | Prediction

**Prof Keyan Tomaselli:** Cultural and Media Studies (including South African cinema) | Critical indigenous Research Methodologies

**Prof Craig MacKenzie:** South African literature in English | The short story | Narrative theory

**Prof Leila Patel:** Poverty and vulnerability with a focus on women, children, youth, people with disabilities and mental

For more information on postgraduate studies to [www.uj.ac.za/humanities](http://www.uj.ac.za/humanities)

illness | Gender and social protection | Developmental social work | Research partnerships to promote comparative social development research in Africa | Monitoring and evaluation of developmental social welfare services

**Prof Tina Uys:** Clinical sociology focusing on whistleblowing | Contested identities in student communities | Social capital | Social exclusion | Citizenship | Group dynamics

**Prof Rafael Winkler:** 19th and 20th century European Philosophy | Phenomenology | German Idealism | Epistemology

**Prof Ronit Frenkel:** Contemporary South African Literature and Culture | Cultural Studies | Indian Ocean Literature | African literature

**Prof Zelda Knight:** Relational Psychoanalytic theory and practice | Self-Psychology and psychological development of self and identity | Psychoanalytic Psychotherapy and the intersubjective processes involved in the process of psychic change and growth, including the analytic third | Short term psychodynamic psychotherapy and Attachment Theory | The development of psychotherapy supervisors

**Prof Brendon Barnes:** Health behaviour change and critique in the global South | Health psychology and the third way in public health | Psychology, environment and health | Class, psychology and health.

**Prof Gerald Groenewald:** Cape history, 17th to 19th centuries | Dutch colonial history

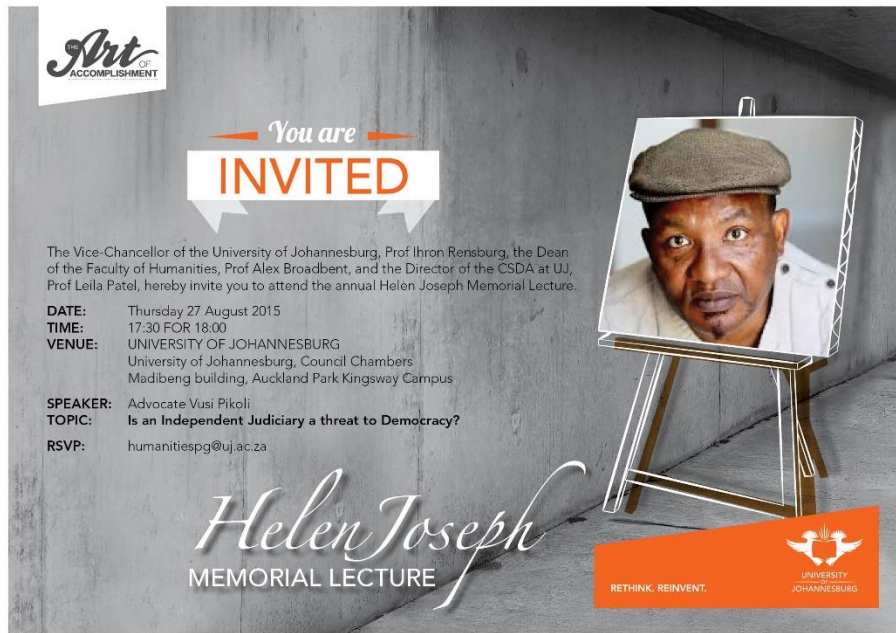
**Prof Natasha Erlank:** Urban History of Johannesburg | Gender and Sexuality in African History | Christianity and Christian Missions in African History



Both the faculty website and the faculty Facebook page are key instruments in the faculty's communication and marketing strategy. The faculty is very active on both platforms. The faculty's Facebook page has grown in popularity and is the most "liked" Facebook page at UJ. The faculty's website is also the most visited faculty site in the University. This is mostly due to regular updates and the inclusion of relevant and interesting information. Additional functionality has also been built into the Humanities site making it more informative and user friendly.

## Seminars and events

The faculty hosts numerous public academic lectures and seminars, including the prestigious Helen Joseph memorial lecture. The keynote address at the 2015 lecture entitled: “Is an Independent Judiciary a threat to Democracy?” was delivered by Advocate Vusi Pikoli. Other prestigious lectures include the NP van Wyk Louw Memorial lecture, the EB van Wyk lecture series, and the seminar series in Historical Studies, Philosophy, Psychology, English, Politics and International Relations, Greek and Latin and the Humanities. These seminars and lectures, which take place on a weekly basis, often attract prominent international speakers and participants. In 2015 the Faculty hosted the second Hugh Masekela Lecture Series at Soweto campus with great success.



The poster features a portrait of Advocate Vusi Pikoli on an easel. The background is a textured grey wall. In the top left corner, there is a logo that says "Art of ACCOMPLISHMENT". Below it, the text "You are INVITED" is displayed in a stylized font. The main text of the poster provides details about the event, including the date, time, venue, speaker, and topic. At the bottom, the name "Helen Joseph" is written in a large, elegant script, with "MEMORIAL LECTURE" underneath. In the bottom right corner, there is a logo for the University of Johannesburg with the tagline "RETHINK. REINVENT." and the university's name.

**Art of ACCOMPLISHMENT**

You are  
**INVITED**

The Vice-Chancellor of the University of Johannesburg, Prof Ihron Rensburg, the Dean of the Faculty of Humanities, Prof Alex Broadbent, and the Director of the CSDA at UJ, Prof Leila Patel, hereby invite you to attend the annual Helen Joseph Memorial Lecture.

**DATE:** Thursday 27 August 2015  
**TIME:** 17:30 FOR 18:00  
**VENUE:** UNIVERSITY OF JOHANNESBURG  
University of Johannesburg, Council Chambers  
Madibeng building, Auckland Park Kingsway Campus

**SPEAKER:** Advocate Vusi Pikoli  
**TOPIC:** Is an Independent Judiciary a threat to Democracy?  
**RSVP:** humanitiespg@uj.ac.za

*Helen Joseph*  
MEMORIAL LECTURE

RETHINK. REINVENT.  
UNIVERSITY OF JOHANNESBURG

The Departments of Sociology and Anthropology and Development Studies host a weekly seminar series, which frequently includes prominent South African and international speakers.

The Afrikaans Department hosted the annual NP van Wyk Louw Memorial Lecture, Tertius Kapp from the University of Fort Hare presented the lecture in 2015.

- **Humanities Prize giving:**

Annually, the Faculty honours its top achievers at a Humanities Prize-giving event. All those who have graduated *cum laude* within BA, BA Honours and MA programmes, and all Doctoral graduates, are recipients of a faculty prize and certificate. The event aims to recognise students for their outstanding academic achievements. At the 2015 event there were 101 recipients. This included 18 PHD graduates.



- **Dean's list:**

The Dean's List, hosted late in the second semester, identifies those from 2nd, 3rd and Honours' study levels who could be potential Postgraduate students for the future. Besides delicious food and drink, information on further study, programmes and bursaries is provided, with speeches from prominent lecturers and Professors from within the Faculty.



- **Creative writing prizes:**

The UJ Prize for Creative Writing in Afrikaans for 2014 was awarded to UJ-prize: Willem Anker for “Buys,” and the UJ Debut Prize went to Stephanus Muller for “Nagmusiek.”

The UJ South African Writing in English award-winners for 2014 are: Zakes Mda won for his novel “Rachel’s Blue” (Kwela), while Penny Busetto won the UJ debut prize for her novel “The Story of Anna P, As Told by Herself” (Jacana).

## **8 RESOURCE MANAGEMENT AND SUSTAINIBILITY**

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### **8.1 Summary of faculty income and expenditure**



### **Achievements**

Our budgeting exercise was successful and smoothly executed this year, notwithstanding the wider situation. This included the cutting of the Temporary Salaries budget by 55% (see Human Resources above). Detailed financial information is now presented regularly to Heads and Board of Faculty for improved transparency.

### **Challenges**

About 75% of the faculty's research and other funds are held in Departmental and individual research cost centres. Some of these are large and/or show little movement over some years. This represents a financial loss as well as an opportunity cost. The Faculty needs to understand its financial position and, in many cases, be emboldened to make use of the funds that are available.

## **FACULTY HUMANITIES**

### **SUMMARY OF BUDGET 2015**

	<i>Budget R'000</i>
Remuneration	1 178
Remuneration - Tutors	45
Academic Operating	30
Operating Expenses	51
Capital Expenses	4
<b>Total</b>	<b>1 308</b>

### **INCOME AND EXPENDITURE**

<i>Total Income</i>	<i>Total Expenses</i>
1 815	1 313

The income is class fees received and exclude subsidy received, 72% of the total actual income can be set off against the total expenses.

**INCOME**

	R'000
Department Psychology	321
Department of Strategic Communication	203
Department of Anthropology and Development Studies	167
Department of Sociology	161
Department of Communication Skills	159
Department of English	151
Department of Communication - CMS	122
Department of Politics and International Relations	114
Department of Social Works	106
Department of African Languages	83
Department Journalism, Film and Television	83
Department of Historical Studies	55
Department of Philosophy	36
Department of Linguistics	21
Department of Religion Studies	13
Department of French	7
Department of Afrikaans	6
Department of Greek and Latin	5
<b>Total</b>	<b>1 815</b>

## EXPENSES

The table shows the expenditure per department.

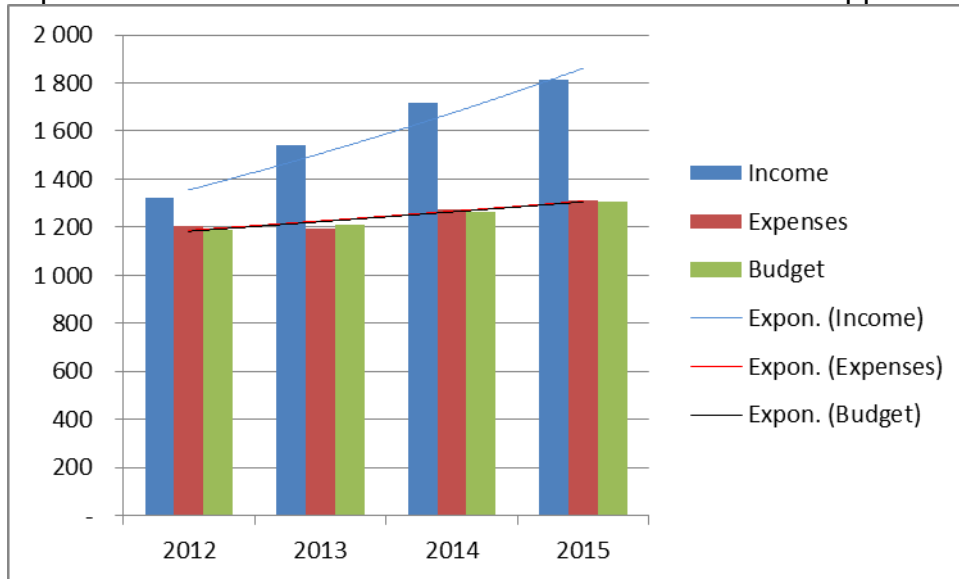
	R'000
Deans Offices	227
Department of Psychology	130
Department of Strategic Communication	97
Department of Sociology	94
Department of English	93
Department of Communication Skills	83
Department of Social Works	77
Department of Anthropology and Development Studies	75
Department of Politics and International Relations	60
Department of African Languages	54
Department of Journalism, Film and Television	51
Department of Religion Studies	47
Department of Historical Studies	47
Department of Communication – CMS	45
Department of Philosophy	36
Department of Linguistics	34
Department of Afrikaans	27
Department of Greek and Latin	23
Department of French	13 1313
Looking at the Actual Income vs. Expenses we can see that the faculty spent 74% of their actual income.	

**BUDGET VS. EXPENSES**

	<i>BUDGET R'000</i>	<i>EXPENSES R'000</i>
Deans Offices	256	227
Department of Psychology	129	130
Department of Strategic Communication	94	97
Department of Sociology	87	94
Department of English	86	93
Department of Communicative Skills	86	83
Department of Anthropology and Development Studies	77	75
Department of Social Works	66	77
Department of Politics and International Relations	61	60
Department of Journalism, Film and Television	60	51
Department of African Languages	47	54
Department of Historical Studies	43	47
Department of Religion Studies	43	47
Department of Philosophy	42	36
Department of Communication CMS	39	45
Department of Greek and Latin	31	23
Department of Linguistics	26	34
Department of Afrikaans	24	27
Department of French	13	13
<b>Total</b>	<b>1 308</b>	<b>1 313</b>

## OVERVIEW

An overview of the faculty shows that the physical income has increase by the graph below takes a look at the faculty for the past 4 years. Actual income has increased by 37% from 2012. The budget and expenses has by and large remained the same though it should be noted that the bulk of the expenditure is for remuneration as the number of staff has increased to correlate with the increase in income. The faculty has been managing the running cost monthly leaving the expenses static. There is also an 11% increase in expenses from 2012 to date. This can be attributed to the applied modules being converted into separate subjects.



## NON SUBSIDISED ACADEMIC PROGRAMMES

There are no substantial or sustainable extra-curricular programs in the faculty. The ones we have on offer do not make any profit.

## FACULTY RESERVES

The faculty reserves are as follow:

Income	Expenses	Balances B/f
R'000	R'000	R'000
2 668	(2 987)	3 730

Balance available R 3 411 000

## 9 CONCLUSION AND WAY FORWARD

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The Faculty is on an upward curve. 2015 saw strongest ever performance in research and substantial growth in staff complement. Less tangible, but more important going forward, are a sense of pace and confidence, evident in a number of strategic initiatives bearing fruit in 2016 and beyond, for example concerning the marketing of small departments, the consolidation of a School of Languages, and the proposal of new Research Centres. These will feature in future Annual Reports. Our underlying financial position is also strong, with subsidy income on our academic programmes growing faster than expenditure, and research income set to grow when the strong 2015 performance yields a subsidy in 2017.

A period of sharp growth must be followed by a period of consolidating and deepening. Going forward, this will be the tenor of the Faculties activities.

The three substantive strategic focus points for the Faculty in 2016 are cutting drop-outs, reviewing the curriculum, and managing performance. These strategic focus points are designed to help the Faculty with a process of consolidation.

Organisationally, the structure of Faculty remains extremely “flat”, with 31 people reporting directly to the Executive Dean, no effective Executive Committee, and unclarity around the Vice Dean roles. This needs to be addressed in 2016.

The Faculty still lacks a cogent and detailed strategic plan, and putting one in place before the end of 2016 is important if the Faculty is to cope with its recent successes, capitalise on them, consolidate them, and put itself in a position to become even stronger.