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HUMANITIES ANNUAL REPORT: EXECUTIVE SUMMARY

Introduction

2016 was a strong year for the Faculty of Humanities. It was not without its turbulent patches, but the underlying operations of the Faculty continued to grow in ways that align with the University's Strategic Objectives and with the broader intellectual mission of the Faculty and University.

In terms of key indicators, we performed strongly overall. The 2016 Research Output promises to be our strongest ever, exceeding last year's (which was the also strongest ever). Our graduation rates at postgraduate level were also up, which is positive. Undergraduate graduation rates are slightly down, which is surprising and at this stage not understood. Postgraduate enrolment was up at all levels and especially at Honours level, which is positive and in line with our strategy. Enrolment as a whole was over target, which is negative, and led to some changes in enrolment strategy in 2017.

In qualitative terms, we performed very strongly in reacting to calls for decolonisation, with the Faculty producing a number of initiatives, large and small. This journey continues and will do so for some time. We also developed our potential for future research growth, not only for the number of units, but for reputation, impact, and quality of research, in particular through the establishment of four new Centres and a new Institute.

Operationally, the Faculty continued to struggle with some unclarity in relation to its finances, with a large budget surplus being identified in the latter half of the year. This was split between financial assistance to students and infrastructure investment. Human Resources' performance was strong with more promotions than any other Faculty and in terms employment equity.

Decolonisation

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

Every Department of the Faculty has undertaken a review of its academic offerings at all levels, with a view to defining decolonisation in the context of each discipline and giving it positive effects. Seminars, discussions, lectures, student engagements, and numerous informal discussions of all kinds have occurred. In 2017, we are re-curriculating, as well as conducting a review of our postgraduate degrees; decolonisation will be a major theme in both exercises.

Some of the 2016 highlights in the decolonisation of teaching and learning are:

- All Departments have reviewed their curricula in light of the decolonisation agenda. Changes not requiring approval are being implemented. Changes requiring approval will be submitted during the course of 2017.
- History 1A/B was revised as a “deep history” course teaching South African history in the context of African and World history. History 2A/B courses were also revised to deepen their engagement with the longer history of Africa and Southern Africa in particular.
- The School of Languages began developing cultural studies and creative writing courses, and reorganized its departmental structure to facilitate greater interdisciplinary collaboration.
- The Department of Philosophy instigated a module devoted to African Philosophy as a standalone topic at second year, and introduced African philosophy to all other undergraduate modules (where not already included).
- The Department of Psychology developed lectures on African Psychology and on Psychology and Social Justice at 1A/B for implementation from 2017 and further changes to 2A/B and 3A/B throughout 2017-9 as a pipeline process.

Some of the 2016 decolonisation highlights in research are:

- The Africa Centre for Evidence was established
- The African Centre for Epistemology and Philosophy of Science was established
- The Institute for Pan African Thought and Conversation was created

Transformation

In 2016, we hired 20 new academic staff of whom 11 were from the groups designated by the Employment Equity Act, and 11 new non-academic staff of whom 9 were from designated groups. Our Faculty totals now stand at 55 percent academic designated staff and 81.82 percent non-academic.

Out of our 15 promotions, 6 were from designated groups. We had 3 unsuccessful promotion applications of which 1 was from a designated group, indicating that the success rate of designated applicants is comparable to and slightly higher than the success rate of non-designated groups (6/7 or 85% for designated, 9/11 or 81% for non-designated). Efforts to encourage strong promotion applications across the Faculty, but especially from the designated groups, remain a priority. It is notable that the Faculty promoted its first Black South African female professor this year, an achievement for that accomplished colleague, and yet a bittersweet moment for the Faculty: 2016 is very late to reach this historic milestone; but better 2016 than later.

Research Deliverables

2016 publications are currently being captured, but we are in the region of 300 units, a record for Humanities and for any other Faculty prior to this year (last year we had the highest ever with 284 units).

The Faculty also gained a third SARChi Chair, held by Professor Leila Patel, and housed in the Centre for Social Development in Africa.

In the rating scheme of the NRF, Humanities continues to perform strongly. In the established researcher scheme, the Faculty has one A-rated researcher (17% of the University total), nine B-rated (24% of the University total), 18 C-ratings (18% of University total). In the young researcher scheme (awarded within five years of PhD), Humanities has one P-rating (100% of the University total) and three Y-ratings (9% of University total). We thus perform strongly in the top categories but less strongly in the lower categories; this makes for a strong overall performance. This indicates qualitative strength and impact on both local and international scenes, alongside the strong quantitative performance, but may also suggest that a larger number of researchers with local reach could be encouraged to apply for C or Y rating. We have about 170 academics who could apply for rating in total, of whom 32 are rated.

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Centres

The Faculty established four new Centres:

- Africa Centre for Evidence
- African Centre for Epistemology and Philosophy of Science
- Centre for African and European Studies (housing the SARChi Chair in African Diplomacy)
- Centre for Social Change (housing the SARChi Chair in Social Change)
- Centre for Sociological Research and Practice (renamed and revived from the former Centre for Sociological Research)

These join the following existing Centres:

- Centre for Anthropological Research
- Centre for Social Development in Africa

The former Centre for the Study of Democracy was closed following a review.

Institutes

The Institute for Pan-African Thought and Conversation was set up during 2016, becoming fully operational with the arrival of its Director in 2017.

Internationalisation

Data on internationalisation of the student body is not ready at the time of writing. However, there has been substantial progress in relation to internationalisation, which will be included in the full report.

30 percent of our academic staff are international.

Enrolment

The Faculty overshot its enrolment target, reaching 106% overall. This arose from the continuing registration of postgraduate students during the year, and from an erroneous focus on meeting enrolment targets during registration week. In future years, we must (i) be accurate in our forecasting of postgraduate enrolments and (ii) hold our nerve during registration week, aiming to under-enroll that week to the exact extent that we expect late registrations in both undergraduate and postgraduate levels. This is not a Faculty-specific issue.

Pass rates, Graduations, Drop-outs

Pass rates remain stable from last year at just over 85%, which is good.

Number of graduates is slightly up to 1,482 (from 1,475 in 2015). However, this conceals a slight downward trend in the various undergraduate programmes, compensated by (relatively) strong increases in the (much smaller) cohorts at Honours and Doctoral levels (Honours: 286, up from 251 in 2015; Doctoral: 19, up from 14 in 2015). Master's remains unchanged at 41. Note that graduation figures are still subject to change at the time of writing. The increase in doctoral graduations is particularly pleasing, but the steady number of master's graduations is concerning given growth in enrolments.

Undergraduate dropout rate by year two was up to 18.9% in 2016 (from 16.9% in 2015), but still down substantially on previous years (2008-2014 are all between 23% and 26%). Thus, the overall trend remains positive. We need to identify the reasons for the relative increase in 2016 over the very strong 2015 performance.

Postgraduate Throughput

Postgraduate throughput (the time taken to complete a degree) was identified as an area of serious concern in 2015. In 2016, the Faculty acted to address it, for the sake of both students and resource allocation. The Higher Degrees Committee thoroughly revised postgraduate processes and now reviews the progress of postgraduates at crucial junctures (in addition to the proposal stage). These measures are expected to produce substantial growth in Master's and Doctoral graduations in 2017 and 2018.

The Way Forward: Strategic Plan

The 2015 Executive Summary began by pointing out that a Business Plan had been promised in the 2014 Summary, but not delivered due to substantial changes in the HE sector. 2016 was scarcely less turbulent and the Business Plan is still in process. Nonetheless, it is now well on its way. Each Department has a Strategic Plan and what remains is to consider these in a consolidated document to be endorsed by the Board of Faculty. The delay is not a bad thing, in my opinion, provided that the outcome is improved as a consequence, because the process of developing a plan is almost as important as the outcome, and rushing it would have been unwise. A plan charting the way to 2020 aligned with UJ's 2025 Plan will be in place by the end of 2017. Future iterations will be easier.

Alex Broadbent
17 March 2017

1. OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

1.1 Organisational design

Departments:

- African Languages
- Afrikaans
- Anthropology & Development Studies
- Applied Communicative Skills
- Communication Studies
- English
- French
- Greek & Latin Studies
- Historical Studies
- Journalism, Film and Television Studies
- Linguistics
- Philosophy
- Politics
- Psychology
- Religion Studies
- Social Work
- Sociology
- Strategic Communication

Centres:

- Africa Centre for Evidence
- African Centre for Epistemology and Philosophy of Science
- Centre for African and European Studies (housing the SARChi Chair in African Diplomacy)
- Centre for Social Change (housing the SARChi Chair in Social Change)
- Centre for Sociological Research and Practice (renamed and revived from the former Centre for Sociological Research)
- Centre for Anthropological Research
- Centre for Social Development in Africa

Institutes:

- The Institute for Pan-African Thought and Conversation

Changes:

- Three new Centres were created
- Two Centres were renamed and revived
- One Institute was created
- Major structural changes in the Languages were agreed within the Faculty (approved by SENEX in early 2017), which will reflect in the 2017 Annual Report
- An Advisory Board to the Deanery was approved by Board of Faculty along with appointment processes
- Charter for Finance Committee was revised

Risk management:

- Faculty Risk Register was maintained and developed into a more functional document
- Risks were managed with no notable highlights

2. STRATEGIC VISION

In 2016 the Faculty underwent extensive strategic discussions. Each Department formulated a plan, and the Faculty as a whole engaged in collective and dispersed discussions about the future. The vision indicated here is big-picture and sets out a course for the next 3 years, moving the Faculty towards the UJ 2025 Strategic Objectives. Departmental Plans are not included here, but are available upon request.

SUMMARY

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

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

2.1 REFLECTIONS ON THE IMPERATIVES FACING THE HUMANITIES

Looking Outwards

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

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

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

Service to Society

Perhaps the most fundamental challenge we face is articulating what use we are to society at large. Do we train a future workforce in skills an employer wants? Do we train the critical and conscientious citizens that a functioning democracy needs? Do we train future academics? Do we provide skills that augment the skills that other disciplines provide? Related questions arise in relation to

our research. What is it for? Does it inform policy? Does it make life richer in intangible ways? Does it benefit everyone, or just some of us, and if so, who and why?

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

In the abstract, there is little doubt that the critical skills and the kind of theoretical knowledge acquired through training in Humanities disciplines are valuable both in the workplace and for democratic citizenship, nor that these they enrich an individual's life. There is little doubt that the problems of South Africa, and of the world, are largely of human origin, and that technology alone will not solve them. So it appears, from a distance, quite obvious that both teaching and research in the Humanities could, in principle, be socially useful.

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

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

Collaboration and Cooperation

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

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

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

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

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

THE UJ STRATEGIC OBJECTIVES

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

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

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

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

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

2.2 HUMANITIES IN 2020: A PICTURE

Research and Postgraduates

Research in our Faculty will be

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

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

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

Our postgraduate training will

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

Undergraduate Training

Undergraduate training in the Faculty of Humanities will

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

The content of our curricula will be

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

International

Our staff and student bodies will both

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

Our academic activities will

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

Student Experience

The student experience will be

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

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

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

Reputation

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

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

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

Sustainability

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

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

3. EMPLOYEE PROFILE

3.1 Staff Profile

In 2016, we hired 20 new academic staff of whom 11 were from the groups designated by the Employment Equity Act, and 11 new non-academic staff of whom 9 were from designated groups. Our Faculty totals now stand at 55 percent academic designated staff and 81.82 percent non-academic.

Out of our 15 promotions, 6 were from designated groups. We had 3 unsuccessful promotion applications of which 1 was from a designated group, indicating that the success rate of designated applicants is comparable to and slightly higher than the success rate of non-designated groups (6/7 or 85% for designated, 9/11 or 81% for non-designated). Efforts to encourage strong promotion applications across the Faculty, but especially from the designated groups, remain a priority. It is notable that the Faculty promoted its first Black African South-African female professor this year, an achievement for that accomplished colleague, and yet a bittersweet moment for the Faculty: 2016 is very late to reach this historic milestone; but better 2016 than later.

Qualifications Profile	
Number of academics with Doctorates	104
Number of academics with Master's	71
Staff Profile	
Total number of permanent and fixed term staff (academic and research)	178
Total number of permanent and fixed term staff (support)	51
Number of black academic and research staff	72
Number of female academic and research staff	109
Number of academic and research staff with disability	3
Number of international academic and research staff	24
Number of Black support staff	31
% of Black staff	40.10%
Total number of Professors	32
Total number of Associate Professors	25
Number of Black Professors	12

Number of Black Associate Professors	7
Number of Female Professors	16
Number of Female Associate Professors	14
Appointments	
Number of new permanent/fixed term appointments (academic and research)	18
Number of new permanent/fixed term appointments (support)	12
Terminations	
Total number of academic and research resignations	5
Total number academic and research terminations	3
Number of academic retirements	4
Total number of Black academic and research resignations	1
Number of Black academic and research terminations (Contracts, Deceased, Dismissals, Resignations due to disciplinary action)	0
Number of Support resignations	3
Number of Support retirements	1
Number of Support terminations (Contracts, Deceased, Dismissals, Resignations due to disciplinary action)	1
Staff Development	
Number of staff attended training and development programmes either via HR, ADS, Research or other.	34
Number of academic and support staff on mentorship programme either than AMDP	10
Promotions	
Number of academic and research promotions	15
Number of black academic and research promotions	5

3.2 Appointments

Academic New Appointments						Percentage			
Faculty/Division	Black	White	International	Grand Total	Disabled	Black	White	International	Disabled
Humanities	11	3	6	20	1	55.00	15.00	30.00	5.00
Support New Appointments						Percentage			
Faculty/Division	Black	White	International	Grand Total	Disabled	Black	White	International	Disabled

Humanities	9	2	0	11	0	81.82	18.18	0.00	0.00
Academic Equity Profile						Percentage			
Faculty/Division	Black	White	International	Grand Total	Disabled	Black	White	International	Disabled
Humanities	72	82	24	178	3	40.45	46.07	13.48	1.69
Support Equity Profile					Percentage				
Faculty/Division	Black	White	International	Grand Total	Disabled	Black	White	International	Disabled
Humanities	31	20	0	51	0	60.78	39.22	0.00	0.00

3.3 Academic employees who attended training and development programmes (Staff development)

Name	Name of course/ theme of programme	Presenter/ provider	No. of days	Total cost	NQF level
JMA Baker	Research Ethics	TTRREE Online Training	1	N/A	N/A
F Darsot	Writing Disciples: The Importance of Planning and Integration	ADU	1	N/A	N/A
F Darsot	Integrating Critical Thinking in your Lectures	Dr Cithra Bheamudu	1	N/A	N/A
R Nayagar	Teaching in Higher Education: Challenges and Opportunities	Vanessa Merckel	1	N/A	N/A
R Nayagar	Professional Academic Staff Development Writing Disciplines	Kabinga Shabanza & Lwandile Noludwe	1	N/A	N/A
M R Pather	MAMS Training for HODS	R. Genis	1	N/A	N/A
M R Pather	HOD's Role in Performance Management	Prof Kriel	1	N/A	N/A
M.R Pather	Faculty of Humanities Writing Retreat: Koster Gauteng North.	Faculty of Humanities Dean	5	N/A	N/A
R Pather	Time Management for HODS	Prof T Metz	1	N/A	N/A
R Pather	Teaching and Learning in HE- Challenges and Opportunities	Dr V J Merckel	1	N/A	N/A
R Pather	Performance Management Training	Helen Mogorosi	1	N/A	N/A

R Pather	Decolonising the Curriculum	Prof Hendricks	1	N/A	N/A
R Pather	MAMS Training	R Genis	1	N/A	N/A
R Pather	Blended Learning	Prof De Wet	1	N/A	N/A
R Pather	Assessment for Learning		1	N/A	N/A
R Pather	Writing Disciplines	ADU	1	N/A	N/A
R Pather	MAMS	Rene Genis	1	N/A	N/A
R Ramhurry	The Use of Ipad		1		
S Yafele	Translanguaging Workshop	Prof Leketi Makalela Wits	5	N/A	N/A
S Yafele	Article Writing Retreat	Prof Leketi Makalela Wits	4	N/A	N/A
S Yafele	Faculty of Humanities Writing Retreat	Faculty Of Humanities: Dean	5	N/A	N/A
J Chikasha	From the Viewpoint of the Editor of an Academic Journal	Sonja Verwey-UJ Postgrad & UJ Library	1	N/A	N/A
J Chikasha	Elsevier Seminar – Scopus and Mendley	UJ Postgrad & UJ Library	1	N/A	N/A
J Chikasha	How to Give an Academic Talk	Faculty Of Humanities Prof T De Wet (Visiting Prof)	1	N/A	N/A
J Chikasha	UJ Postgraduate Symposium	UJ Postgrad	1	N/A	N/A
DF Kohaly	Developing Ulink Skills	Erica Pretorius	1	N/A	N/A
DF Kohaly	Time Management	Prof Grace Khunou	1	N/A	N/A
DF Kohaly	Decolonisation of the Curriculum	Profs Cheryl Hendricks and Brenda Leibowitz	1	N/A	N/A
DF Kohaly	Discussion of New SOLC	Prof Johl	1	N/A	N/A
MT Mabunda	MAMS Training	Elmarie Vermeulen	1	N/A	N/A
MT Mabunda	IPad Training Workshop	Drs Arno Louw and Wilma Elston	1	N/A	N/A
MT Mabunda	Teaching and Learning Workshop: Designing Academic Courses that Incorporate the Use of Handheld Devices in the Classroom	N/A	1	N/A	N/A
MT Mabunda	Assessment	N/A	1	N/A	N/A
R Sibanda	24 February – Teaching in Higher Education: Challenges & Opportunities	Vanessa Merckel	1	N/A	N/A

R Sibanda	How to Manage your Time	Grace Khonou	1	N/A	N/A
R Sibanda	GSU Programme	Leila Kajee	3	N/A	N/A
M Kgopa	MAMS	UJ		N/A	N/A
IK Mndawe	Writing Workshop	Prof Posthumus	1	N/A	N/A
IK Mndawe	Writing Workshop	Prof Broadbent	3	N/A	N/A
EDM Sibiya	Writing Workshop	Prof Posthumus	1	N/A	N/A
IK Mndawe	Writing Retreat	AFL Staff	4	N/A	N/A
M Kgopa	Writing Retreat	AFL Staff	4	N/A	N/A
EDM Sibiya	Writing Retreat	AFL Staff	4	N/A	N/A
T Madingiza	Writing Retreat	AFL Staff	4	N/A	N/A
R Mokgathi	Writing Retreat	AFL Staff	4	N/A	N/A
K De Wet	How to Publish a Book	Bridget Impey, Jacana Media	2	N/A	N/A
N Mboti	HoD Performance Management	Prof Alex Van Der Watt	1	N/A	N/A
N Mboti	UJ Senior Leadership Group Design Management Workshop	N/A	2	N/A	N/A
SB Barnabas	Large Class Teaching UJ Professional Academic Staff Development Workshop	Carina Van Rooyen	1	N/A	N/A
SB Barnabas	Academic Preparation For New Academic Staff And Assistant Lecturers UJ Professional Academic Staff Development Workshop	Professional Academic Staff Development	2	N/A	N/A
AM Hoffman	Planning and Designing your Module	M. Mashaba: Professional Academic Staff Development, UJ	1	0	N/A
L Ncube	Postdoctoral Workshop on Publishing	Prof Thaddeus Metz	2	N/A	N/A
L Ncube	Workshop on Political Economy of Publishing	Prof Keyan Tomaselli	2	N/A	N/A
L Graham	Time Management	Faculty of Humanities	0.5	N/A	N/A
J Moodley	Time Management	Faculty of Humanities	0.5	N/A	N/A
L Williams	Project Management 101	UJ Winter school	1	N/A	N/A
S Mthembu	ATLAS.ti Workshop	Prof Brigitte Smit – UNISA	2	N/A	N/A
	MS EXCEL	Kamela Training	2	N/A	N/A

T Zulu	Online Strategies for NPO's	Inyathelo	1	R1, 710.00	N/A
	MS EXCEL	Kamela Training	2	N/A	N/A
J Chiba	ATLAS.ti Workshop	Prof Brigitte Smit – UNISA	2	N/A	N/A
L Stuart	MS EXCEL	Kamela Training	2	N/A	N/A
J Lwanga-Lumu	How to Write a Book	Bridget Imp and Aswan Desai	1	N/A	N/A
J Lwanga-Lumu	How to Publish in International Journals: A Workshop for Emerging Researchers	Prof Thad Metz	1	N/A	N/A
T Tsehloane	Workshop for UJ Academics on Decolonisation of the Curriculum	Cheryl Hendricks	N/A	N/A	N/A
T Tsehloane	NRF Rating Presentation	Faculty of Humanities	N/A	N/A	N/A
T Tsehloane	Presentation on How to Network	Faculty of Humanities	N/A	N/A	N/A
G Groenewald	New HoD Workshop	Prof. Ryan et al.	1	N/A	N/A
KM McKeown	How to Supervise Postgrads	UJ Postgrad School - Prof Metz	1	N/A	N/A
KM McKeown	Writing Disciplines – Planning and Integration	UJ Professional Academic Development	1	N/A	N/A
KM McKeown	NRF Postdoctoral Funding Workshop	UJ Postgrad School	1	N/A	N/A
E Cornelius	Terminology of South African Civil Procedure in English and Afrikaans	Tom West (American Translators Institute; Intermark)	0.5	N/A	N/A
	South African Translator's Institute Seminar: How Translation Agencies Work	Linda Botha (on behalf of the South African Translators Institute (SATI))	1	N/A	N/A
	Centre for Higher Education Research, Teaching & Learning (CHERTL): Rhodes University – Strengthening Postgraduate Supervision	Profs Leslie le Grange and June Baxen	Phase 1: three day interactive face to face workshop; Phase 2: six week online phase with	Cost borne by UJ	N/A

			activities and assignments; Phase 3: three day interactive face to face workshop; Independent work on supervision portfolio (this is formally assessed)		
KS Cubitt	Terminology of South African Civil Procedure in English and Afrikaans	Tom West (American Translators Institute & Intermark)	0.5	N/A	N/A
	South African Translator's Institute Seminar: How Translation Agencies Work	Linda Botha (on behalf of for the South African Translators Institute (SATI))	1	N/A	N/A
	Translation Process Research Data Base Seminar	Michael Carl and Moritz Schaeffer	5	N/A	N/A
LC Van Tonder	Terminology of South African Civil Procedure in English and Afrikaans	Tom West (American Translators Institute; Intermark)	0.5	N/A	N/A
	South African Translator's Institute Seminar: How Translation Agencies Work?	Linda Botha (on behalf of the South African Translators Institute (SATI))	1	N/A	N/A
	Most Common Errors in Academic Writing	Prof Craig MacKenzie	1	N/A	N/A
VA Mitova	MAMS training	UJ	1	Free	N/A
C Harris, B Smart and A Singh	Faculty Writing Retreat	Profs Alex Broadbent and Thad Metz	5	Free	N/A
A Singh	Philosophy writing retreat	Prof Thad Metz	2	Free	N/A
C Harris	Writing with Style	Prof Thad Metz	1	Free	N/A
CF Botha	Performance Management Workshop	UJ	1	Free	N/A
CF Botha	Promotions workshop	UJ	1	Free	N/A
CF Botha	Advancing SOTL workshop	La Vonne Cornell-Swanson	1	Free	N/A

CF Botha	Commonwealth Education Trust Foundations of Teaching for Learning 1: Introduction (online course)	Commonwealth Education Trust's John MacBeath	1 month	USD 49	N/A
TL Austin	MMPI II Training	K Van Rooyen	2	R2,500.00	N/A
TL Austin	Working with Trauma	J Rankin	1	R800.00	N/A
TL Austin	Neuropsychology for the Practitioner	S Truter	1	R1,150.00	N/A
P Basson	Portfolio Development	K Naidoo	1	N/A	N/A
M Card	D Litt et Phil: Countertransference Experiences of Psychoanalytic Psychotherapists Working with Anorexic Patients: A Phenomenological Study	UJ	N/A	N/A	N/A
M Card	AAMP Mentee Workshop on Promotion	Prof De Kadt	1	N/A	N/A
B Diale	Postgraduate School – Research Capacity Development Event	Introduction to writing your thesis workshop PHD	1	N/A	N/A
LM Du Plessis	PhD: Psychological Experiences After Trauma: A Qualitative Study on Posttraumatic Growth After the Diagnosis of Breast Cancer	UJ	N/A	N/A	N/A
LM Du Plessis	A Conversation on Writing a Teaching Philosophy	Prof Y Rodny-Gumede	1	N/A	N/A
S Ebrahim	Qualitative Research Design and Methodology	Brigitte Smit	2	N/A	N/A
T Guse	Sabbatical		N/A	N/A	N/A
W Human	Sabbatical		N/A	N/A	N/A
W Human	PhD: The Efficacy of Current Psychodiagnostic Instruments in Distinguishing	UJ	N/A	N/A	N/A

	between ADHD and non-ADHD in an Adult Population				
W Human	Literature Review Workshop	Dr Laura Dison	1	N/A	N/A
W Human	Through the Lens of Examiners: Developing Coherence in Thesis Writing	Prof Michael Samuel	1	N/A	N/A
N Joosub	PHD: Developing a South African Model for Neuropsychological Rehabilitation for Adults after Acquired Brain Injury	UJ	N/A	N/A	N/A
N Joosub	Rapid Appraisals	Prof B Barnes	1	N/A	N/A
N Joosub	AAMP Mentoring Session	Prof De Kadt	1	N/A	N/A
N Joosub	Qualitative Research Methods	CESAR	4	N/A	N/A
N Joosub	AAMP Mentoring Session	Prof Sinha	1	N/A	N/A
H Lourens	Revise and Resubmit Workshop	Prof Leila Patell	1	N/A	N/A
H Lourens	NRF Rating Workshop	Prof Mets	0.5	N/A	N/A
H Lourens	Time Management Workshop	Prof Grace Khounu	2 hours	N/A	N/A
CJJ Van Zyl	DLitt et Phil (Psychology): The Development and Validation of a Model of Work-related Integrity	UJ	N/A	N/A	N/A
CJJ Van Zyl	JSAP: An introduction to Bayesian hypothesis testing	Profs EJ Wagenmakers and R Morey	2	R25,000-00	N/A
L Howes	How to Network	Prof Thad Metz	1	N/A	N/A
L Howes	NRF Rating Application	Prof Thad Metz	1	N/A	N/A
L Howes	Academic Writing Retreat	Prof Alex Broadbent	5	N/A	N/A
L Howes	How to Write a Book	Bridget Impey & Ashwin Desai	1	N/A	N/A
L Howes	Teaching and Learning in Higher Education: Challenges and Opportunities	Vanessa Merckel	1	N/A	N/A
L Howes	Teaching Portfolio for Promotion	Kibbie Naidoo	1	N/A	N/A

M Frahm-Arp	NRF Rating Application	Prof Thad Metz	1	N/A	N/A
M Frahm-Arp	Teaching Portfolio for Promotion	Kibbie Naidoo	1	N/A	N/A
H Viviers	Senior Student Experience	CAD	1	N/A	N/A
H Viviers	Decolonisation	Senate special committee (Prof Cheryl Hendricks)	1	N/A	N/A
SJ Nortjé-Meyer	Decolonising the Curriculum, Teaching & Learning UJ	Mr Tshepo Goba; Prof Debrah Meyer; Prof Nyasha Mboti; Dr Carina van Rooyen; Ms Venessa Merchel	1	N/A	N/A
SJ Nortjé-Meyer	Decolonial Feminist Talk	Dr Khumisho Moquerane	1	N/A	N/A
S Bond	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
S Bond	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
S Bond	Strengthening Postgraduate Supervision	Rhodes University	6 months sessional	N/A	8
M De Beer	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
M De Beer	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
M De Beer	Emerging Scholars Publishing workshop Emerging Researcher/Scholars Book Writing NRF Rating Application Briefing Session Humanities Faculty Writing Retreat Writing Review Meetings Writing Retreat at Wits Rural Facility Revise & Resubmit Workshop	Ali Mazrui Centre, Profs T Metz and L Patel	1 day 2 hours 2 hours 5 days 2 hours each 9 days 2 hours	N/A	N/A

M De Beer	Literacies, Decolonised Teaching & Autoethnography Moeketsi Letseka, UNISA “Indigenous African Epistemologies: Focus on Ubuntu” Prof Assie-Lumumba, Africanization of HE: Theoretical and Practical Implications of Holistic Transformation versus African-Centered Prof Ramon Grosfoguel (University of Berkley, California), Racist/Sexist Epistemologies and the Four Genocides/ Epistemicides - Implications for Westernized Universities	FADA, Ali Mazrui Centre and Dept of Religion Studies	2 hours 2 hours 2 hours 2 hours	N/A	N/A
M De Beer	Phase 2 Strengthening Postgraduate Supervision Course, Sunnyside Park Hotel Library Instructions for the Supervision Course Phase 1 Strengthening Postgraduate Supervision Course, Sunnyside Park Hotel	Rhodes-UJ Post Grad School	3 days 2 hours 3 days	N/A	N/A
M De Beer	Sexual Health CPD workshops/sessions	SASHA	Whole day 2 hours 2 hours 2 hours 2 hours	R1000 R100 R100 R100 R100	N/A
M De Beer	Teaching & Learning in SA HE Reviewed: Two Decades of Democracy CHE books T&L Review Meeting	SOLT@UJ	2 hours 2 hours	N/A	N/A

K Dithlake	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
K Dithlake	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
K Dithlake	Strengthening Postgraduate Supervision	Rhodes University	6 months sessional	N/A	8
C Latakomo	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
C Latakomo	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
C Latakomo	Strengthening Postgraduate Supervision	Rhodes University	6 months sessional	N/A	8
N Maphosa	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
N Maphosa	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
N Maphosa	Strengthening Postgraduate Supervision	Rhodes University	6 months sessional	N/A	8
B Mashigo	Assessment for Learning Training	Charlotte Van Der Merwe, UJ	1	N/A	N/A
B Mashigo	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
B Mashigo	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
B Mashigo	New Employee Induction	HR team, UJ	1	N/A	N/A
B Mashigo	Strengthening Postgraduate Supervision	Rhodes University	6 months sessional	N/A	8
V Nadesan	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
V Nadesan	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
V Nadesan	Journal Publishing	UJ Library	N/A	N/A	N/A
V Nadesan	Strengthening Postgraduate Supervision	Rhodes University	6 months sessional	N/A	8
ME Ncube	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
ME Ncube	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A

ME Ncube	Teaching and Learning (Komatiepoort)	Postgraduate Centre, UJ	3	N/A	N/A
ME Ncube	Writing Retreat	Faculty of Humanities	5	N/A	N/A
JBS Nel	Access to Data Bases and Specifically Scopus	Library, UJ	4 hours	N/A	N/A
JBS Nel	Decolonisation of Education	UJ	3 hours	N/A	N/A
JBS Nel	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
JBS Nel	Livelihoods and Markets	Gibbs business school, Johannesburg	5	R10,000	N/A
N Noyoo	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
S Rasool	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
S Rasool	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
S Rasool	Education and Gender	SOTL	1/2	N/A	N/A
S Rasool	Functional Management Training – HR	HR, UJ	1/2	N/A	N/A
S Rasool	Functional Management Training – Wellness	HR, UJ	1/2	N/A	N/A
S Rasool	Teaching and Learning Philosophy	Faculty of Humanities	1/2	N/A	N/A
M Sobantu	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
M Sobantu	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
M Sobantu	Strengthening Postgraduate Supervision	Rhodes University	6 months sessional	N/A	8
Y Turton	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
Y Turton	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
Y Turton	Strengthening Postgraduate Supervision	Rhodes University	6 months sessional	N/A	8
Y Turton	Strengthening Postgraduate Supervision	Rhodes University	6 months sessional	N/A	8

AD Van Breda	Decolonisation of Social Work Education	ASASWEI	1	N/A	N/A
AD Van Breda	Decolonisation of Social Work Education	Department of SW, UJ	2	N/A	N/A
D Du Toit	Demystifying Mixed-Methods Research; PhD Series: Workshop 4c	Prof M. Mearns	1	N/A	N/A
D Du Toit	How To Revise And Resubmit" Workshop By	Prof L. Patel	1	N/A	N/A
D Du Toit	Time Management Skills	Prof. G. Khunou	1	N/A	N/A
	PhD Workshop on "Writing the Literature Review for Your Doctoral Thesis"	Dr. Laura Dison	1	Free	N/A
A Kaziboni	Workshop on "MS Excel"	UJ Staff development	1	Free	N/A
A Kaziboni	Large Class Teaching: Social Justice and Decoloniality.	Prof.Carina van Rooyen	N/A	Free	N/A
G Khunou	Book Writing Workshop	Prof Ashwin Desai for Faculty of Humanities	1	N/A	N/A
L Smuts	Communicating Effectively in English	Carrie Gosling from Kumalogreen (UJ Professional Academic Staff Development)	1	N/A	N/A
L Smuts	Integrating Critical Thinking in Teaching and Learning Workshop	Cithra Bheamadu (UJ Professional Academic Staff Development)	1	N/A	N/A
K Naidoo	HOD-Quality and Governance Workshop	Jane Spowart (Professional Academic Staff Training)	1	Free	N/A
K Naidoo, T Uys	Performance Management Workshop	HR Training	1	Free	N/A
K Naidoo	AAMP: Mentorship Workshop	Elizabeth De Kadt	1	Free	N/A
S Ngcwangu	Teacher Professional Development training – UJ Staff development	UJ Staff development	3	Free	N/A
S Ngcwangu	Building a Teaching Portfolio Development Workshop – UJ Staff Development workshop	UJ Staff development	1	Free	N/A
S Ngcwangu	Using Refworks	UJ Library - Ester de Broize	½ a day	Free	N/A

P Rugunanan	Strengthening Postgraduate Supervision Course	UJ	3 x 3	R13 000	7
P Rugunanan	How to Write a Book	UJ	1	N/A	N/A
P Rugunanan	Article Writing Retreat	UJ	3	N/A	N/A
T Uys	Consistency Meeting Training	UJ	1		
C Davis	UJ Women Leadership Development Programme	UJ Transformation Unit	1	N/A	N/A
C Davis	UJ Women Leadership Development Programme	UJ Transformation Unit	1	N/A	N/A
C Davis	Integrated Management of Sexual and Gender-based Violence	Foundation for Professional Development	3	N/A	N/A
R Hattingh	MAMS Training	UJ Mrs Sharleen Kruger	1	N/A	N/A
R Hattingh	DSTV Seminar on Creativity at ICC, Durban	Various industry leaders	1	N/A	N/A
R Hattingh	Creative Morning	Anthea Moys	1	N/A	N/A
N Levy	Designing Your Ulink Page: Attended with Puleng Motshoane	CAT	1	N/A	N/A
N Levy	MAMS Training	UJ academic support	1	N/A	N/A
RSV Mabada	Time Management: How to Manage Your Time	Professor G Khunou	1	N/A	N/A
RSV Mabada	Types of Disclosure Analysis: An Introduction to Analysing Discourse in Interaction	Professor Brett Bowman	1	N/A	N/A
RSV Mabada	Research Capacity Development: Demystifying Mixed-methods Research	Dr Martie Mearns	1	N/A	N/A
C Muir	Loeries 2016 Creative Workshop	Loeries	1	Ticket made available as part of PRISA Conference fee	N/A
KM Sitto	MAMS TRAINING: APK	Rene Genis	0.5	N/A	N/A
KM Sitto	Workshop on the Scholarship of Teaching and Learning	Brenda Leibowitz, School of Education	1	N/A	N/A

KM Sitto	nGAP Workshop	Mandisa Cakwe, DHET	1	N/A	N/A
KM Sitto	University Scholars Leadership Symposium 2016; 7th USLS / Inspiring Individuals, Transforming Communities	Humanitarian Affairs, DHET	5	R36 462.91	N/A
KM Sitto	HDC Proposal – Ready Workshop: Getting Your PhD Proposal through the HDC	Dr Nadine Gordimer, Postgraduate Training Centre	0.5	N/A	N/A
S Verwey	Loeries 2016 Creative Workshop	Loeries	1	Ticket made available as part of PRISA Conference fee	N/A
SE Graham	How to Supervise (AAMP programme)	Prof Thad Metz	1	N/A	N/A
	Time Management (AAMP programme)	Prof Thad Metz	1	N/A	N/A
	Professional Networking (AAMP) Programme	Prof Sinha	1	N/A	N/A
	Promotions Applications	Prof Rory Ryan	1	N/A	N/A
P Nqambaza	Decolonising Higher Education at Unisa	Prof Maldonado Torres	2	N/A	N/A

3.4 Achievements of employees

Name	Achievement/ Award
Pather R	Award for 20 years' service
Kohaly DF	ECSA accreditation 5 and 6 September 2016
Kohaly DF	Critical Arts Journal Article "Nollybooks: a study of South African Romance Fiction as a reflection of popular culture" submitted 26 September 2016
Frassinelli PP	Invited to join the editorial board of <i>Journal of African Cinemas</i>
Frassinelli PP	Invited to deliver keynote address at the "Traduction, art, media, transmedia" conference, University of Nanterre (Paris), 23-24 February 2017

Mboti N	Delivered Keynote titled "Limit & Possibility, Bridge & Breach" at the South African Communication Association (SACOMM) Emerging Scholars Conference, 03 October 2016, University of the Free State
Chiba J	SARCHI bursary for doctoral studies
Khan Z	SAHUDA bursary for doctoral studies
	SARCHI bursary for doctoral studies
Grogan B	Emerging Research Programme Award, University of Johannesburg
Grogan B	NRF Y1 Rating (to commence in January 2017)
F Asimakopoulos	Dissertation was awarded the Gold Medal for best dissertation in the Faculty
N. Erlank	Newton Mobility Fellowship
J.N. Klee	25 year service award
Beukes A-M	Appointed as Chairperson of the Board of Directors of the Afrikaanse Taalraad (ATR)
	Appointed as member of Minister of Arts and Culture's Expert Panel on Human Language Technologies
	Appointed as member of Minister of Arts and Culture's Reference Panel on the revised Arts and Culture White Paper
	Appointed by Minister of Arts and Culture to serve on his Advisory Panel on the PanSALB, May 2016
Cornelius E	Appointed as member of the Programme Committee of the AsLing Translating and the Computer 39 conference in London, UK
	Appointed as advisor for a funded research project on Language Technology for Interpreters, under the auspices of the Research Group of Computational Linguistics at the University of Wolverhampton, UK
Mncube Z	Passed Master's with distinction
Harris C	Winner of annual John Broadbent Essay writing competition 2016
Barnes B	NRF Rated Researcher
Card M	Humanities Teaching Award for senior undergraduate students
Card M	NRF Sabbatical Grant for PhD
Du Plessis LM	NRF Sabbatical Grant for PhD
Human W	NRF Sabbatical Grant for PhD
Joosub N	Thuthuka Grant
Knight ZG	NRF Rated Researcher
Howes L	Vice-Chancellor's Distinguished Award for Most Promising Young Researcher of the Year
Howes L	Creative Commons e-book of the day, selected by the Free E-book Foundation for my monograph, <i>Judging Q and Saving Jesus: Q's Contribution to the Wisdom-Apocalypticism Debate in Historical Jesus Studies</i> , on 1 March 2016
Frahm-Arp M	Vice-Chancellor's Distinguished Award for Teaching and Learning
Latakomo C	Passed the Postgraduate Supervision Course
Ncube M	Attained Certificate in Advanced Post Graduate Supervision
Rasool S	Promoted to Associate Professor
Van Breda AD	Promoted to full Professor

Van Breda AD	Awarded NRF C2 Rating
Smuts L	Shortlisted for the Best Humanities Teaching Award in 2016
Chagonda T	Shortlisted for the Best Humanities Teaching Award in 2016
Du Toit D	Received a travel grant of R18400 from KIC NRF to attend and present at the Isa Forum in Vienna (11-14 July)
Du Toit D	Two Grants: USD 5,000 From Codesria for PhD Studies, Senegal
Du Toit D	Financial Assistance From DHeT For PhD Studies (Class Fees; Registration Fees, Printing And Editing Costs)
Kaziboni A	Humanities Best First Year Teacher Award
Ngcwangu S	PhD award from the UJ Sociology Department – Awards November 2016
Khunou G	Promotion to full Professor
Khunou G	Appointed the UJ NHISS SAHUDA PHD Mentor
Rugunanan P	Received doctorate and promoted to Senior Lecturer
Azionya CM	2016 Assegai Awards (Gold)
Azionya CM	Counter Trafficking social media campaign [eNCA, ANN7, SAfm, UJfm, Ubuntu radio, UN global intranet]
Crystal A	Nominated for the long list of Best lecturer: Faculty Humanities
Hattingh R	AMASA Ignition award for Applied Strategic Communication 3A group: Plugged in
Hattingh R	“UJ-debutprys” for Kamee < http://www.litnet.co.za/wenners-uj-pryse-2016/ >
Hattingh R	Creative director to 3 Loerie and 3 Pendering finalists from the Honours Strategic Communication and third year designers
Hattingh R	Winner AMASA Ignite Student Award
Maling PS	Nominated for best lecturer award
Pritchard M	Shortlisted for Humanities Teaching Award
Raaff D	Long-listed for Faculty of Humanities Teaching and Learning Award
Sitto KM	Awarded R30,000 grant by DHET, transferred to Ngap Fund, based on PhD proposal to travel to Vietnam
Verwey S	PRISM Award Judge
Graham SE	Faculty of Humanities Teaching Award (shortlisted)
Geldenhuys DJ	SFALS Prize for Political Sciences,
	SA Akademie vir Wetenskap en Kuns
Nqambaza P	MA Politics
Omar A	PhD Litt

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

During 2016, the Faculty of Humanities worked towards a number of goals that are part of our larger 2020 vision. These goals include:

- To increase the undergraduate success rate of our students
- To increase our postgraduate numbers and improve our throughput rate
- To continue the process of addressing and integrating decoloniality in our curriculum
- To engage with blended and on-line learning
- Strive for excellence in our teaching and learning

4.1 Student demographics

	STUDENT	FEMALE	GROUP			
	HEADCOUNT	%	AFRICAN	COLOURED	INDIAN	WHITE
2016	6,106	68	5,263	257	181	405
2015	5,646	70	4,782	235	183	446
2014	5,955	72	4,972	253	174	556
2013	5,834	72	4,706	261	175	692
2012	5,717	74	4,459	262	193	803
2011	5,759	74	4,310	275	206	968

4.2 Success rates

POST/UNDER GRADUATE	QUALIFICATION TYPE	2011 %	2012 %	2013 %	2014 %	2015 %
UG	Degrees	78.8	83.6	82.9	84	87
	Diplomas/ Certificates	83.3	82.4	86.9	93	93
U Total		79.4	83.4	83.5	88.5	90
PG	Doctoral	115.2	55.6	10.2	66	48
	Honours	92.1	90.0	89.6	95	94

	Master's	79.9	57.7	38.5	73	51
P Total		92.0	77.8	71.2	78	64.3
Occasional	Occasional	88.5	81.7	89.4	88	88
Total		88.5	81.7	89.4	88	88
	Grand Total	80.4	83.0	82.6	84.8	80.7

4.3 Undergraduate Success

At the level of our undergraduate degrees and diplomas, our throughput and pass rates remained stable. As a Faculty, we have four initiatives to assist our students; the Extended Degree Programme, improved tutorial programme, early identification of At-Risk students and Intensive Revision Programme.

The first intervention is the Extended Degree Programme, in which students who show real academic potential, but who did not achieve the required Grade 12 points to enter into the standard undergraduate programme, are able to enrol in our extended four year degree programme. In this programme, they are given extra tutorial support, they meet with the extended student co-ordinator on a regular basis for guidance and support, and they take two modules in their first year that focus specifically on helping them improve their reading, writing, researching, and studying skills. In 2016, Extended Degree Students who achieved 75% or more for all their modules have been fast tracked in 2017 and will be able to complete their degrees within three years rather than four.

The second intervention is our tutorial programme. In the Faculty, we have been working towards a comprehensive tutorial programme where tutorials are run in all modules from the first year through to the third year. Over the last five years, our departments have worked towards improving their tutorial programmes and offering tutorials in each year of undergraduate study. In 2016, this extensive tutorial programme was made possible through funding from the University for tutors to first-year students; additional funding from the GES tutor programme provided us with senior tutors and as a Faculty we committed further funding to make tutors available in second and third year modules.

Most of our tutors are postgraduate students, but in instances where there are particularly strong third year students these candidates are invited to tutor first year students. The tutors are trained annually in January by ADS in three different groups: new, returning and senior tutors. Refresher sessions are scheduled throughout the year, and departments also have specialised training programmes. Overall, our tutorial programme not only helps our undergraduate students, but is also a space where our budding young academics, who are currently doing Master's and Doctoral studies, are able to gain valuable teaching experience.

During 2016, Prof Hennie Lötter began to investigate the possibility of introducing an accredited tutorial course. In 2017, we hope to receive accreditation for our tutor training course, so that in 2018 all tutors who complete our introduction and advanced tutor training courses will be accredited as trained tutors.

The third and fourth interventions are our At-Risk Student intervention and the Intensive Revision Programme. In 2016, we were able to identify students who were at academic risk of failing as early as week nine of the academic year. These students were encouraged to meet with their lecturers and to attend relevant support programmes, such as support from the writing centre or PsyCad. Just before students wrote their June and November supplementary exams, we ran intensive revision lectures for students in all the modules where there were a high number of students writing supplementary exams. Students who were able to attend these lectures did significantly better than those who were not able to attend them. When we investigated why students did not attend these revision lectures, it became clear that for many students the cost of coming to Johannesburg and paying for accommodation while attending the intensive revision classes made it difficult or impossible for them to attend. In 2017, we will be running intense revision classes during the study break and then lecturers will be encouraged to record their revision classes as videos or podcasts that will be made available on Blackboard ensuring that access to these revision sessions is available to all our students.

4.4 Postgraduate Studies

Postgraduate Enrolment

	2011	2012	2013	2014	2015	2016
Honours	328	307	380	338	330	403
Master's	268	263	276	281	299	375
Doctoral	104	119	121	128	143	186
Grand Total	700	689	777	747	772	964

Over the last five years, the Faculty has run a highly successful advertising campaign to increase our postgraduate student enrolment numbers. In 2016, we reached a record high of 964 postgraduate students enrolling in the Faculty. These growing student numbers have led to a number of challenges, most notably slow rates of completion where the average Master's student is taking three years to complete a two year degree and a PhD student is taking five years to complete a three year degree. Having identified these problems in 2015, we began introducing interventions to address them in 2016. Our first challenge has been to increase both the number of supervisors that we have and the quality of supervision given to students. To this end, our A rated scholar Prof Thaddeus

Metz ran a number of workshops on postgraduate supervision. A second factor that was slowing down our throughput rate was timeous ethical clearance. In 2016, we revised our ethical clearance process and at the monthly Higher Degrees Committee meetings where proposals serve, the Ethics Committee and the Higher Degrees Committee now give their feedback simultaneously. A third intervention has been the streamlining of all the processes and producers from enrolment to graduation. In revising our processes, we have also introduced a more stringent student progress monitoring system that enables the Higher Degrees Committee to track the actual progress that postgraduate students are making in the course of their studies and to intervene when it becomes clear that students might be at risk of not completing their degree timeously. In 2017, we plan to continue addressing our postgraduate throughput rate and aim to ensure that students who have been in the system for a number of years complete their degrees in 2017.

4.5 Decoloniality

One of the most exciting developments in the research being done by our postgraduate students has been the number of theses and dissertations that are engaging with decoloniality. During 2016, our Faculty hosted a number of seminars on decoloniality and in April Prof Cheryl Hendricks ran a workshop on 'Decolonising the Curriculum,' which was enthusiastically attended by many of our academic staff. The Faculty has made a firm commitment to decolonising its curricula and during 2016 many of our departments worked on revising and re-designing their modules in order to engage meaningfully with the University's broader aim of decolonising the university and the curricula offered at the University of Johannesburg.

4.6 Technology and Learning, Blended Learning and On-line Learning

The Faculty is part of a five year long DHET funded research project exploring the use of technology in blended learning. This project is being run over five different universities, including the University of Johannesburg, the University of the Witwatersrand, Sol Plaatje University, the University of the Free State and the University of Cape Town. In the Faculty, our researchers who are part of this project (Dr Carina van Rooyen, Ms Hemali Joshi and Prof Maria Frahm-Arp) are examining creative and new ways in which technology can be used to improve and enhance learning.

During 2016, the Department of Psychology designed a new on-line degree programme, which will include modules in Psychology, Industrial Psychology, English and Communication Studies. It is envisaged that the degree will be rolled out in 2018. Moving forward, in 2017 the Faculty is planning a series of workshops to enable academics to learn more about on-line pedagogy and explore how different departments could begin to offer on-line modules.

4.7 Teaching Excellence

The Faculty has a long tradition of teaching excellence, as evidenced in the number of faculty members who have won the Vice-Chancellor's Award for Teaching Excellence. In 2016, Prof Maria Frahm-Arp, from the Department of Religion Studies, received this award. Since its inception in 2009, this award has been won by the following members of the Faculty: Prof Ylva Rodney-Gumedy, from the Department of Journalism, Film and Television; Prof Thea de Wet, from the Department of Anthropology and Development Studies; Dr Carina van Rooyen, from the Department of Anthropology and Development Studies; Prof Hennie Lötter, from the Department of Philosophy; and Prof Nathalie Hyde-Clark, from the Department of Communication Studies. In the Faculty, Prof Catherine Botha, from the Department of Philosophy, and Ms Hemali Joshi, from the Department of Anthropology and Development Studies, have also been winners of the Vice-Chancellor's Distinguished Awards for Most Promising Young Teacher.

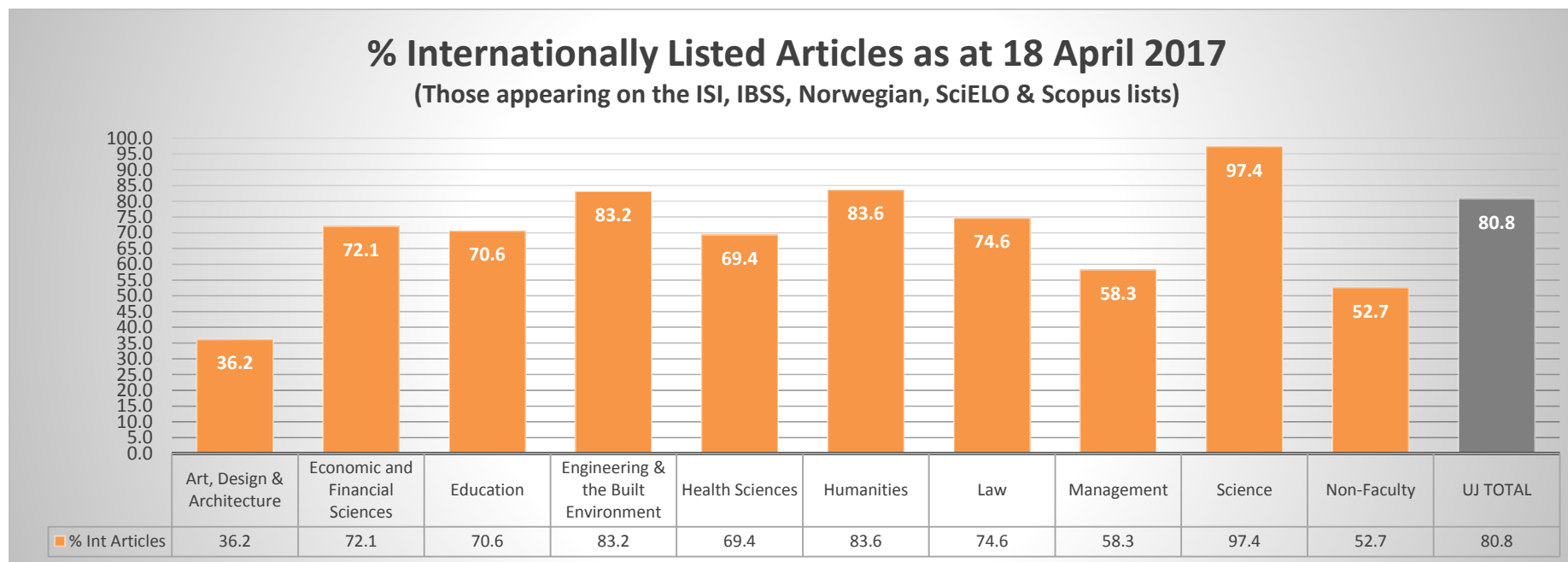
Prof Frahm-Arp's innovative use of technology in teaching and engagement with undergraduate-led research shows how new and exciting developments are transforming teaching and learning in the 21st century. In her research on the use of handheld devices in teaching and learning, she is examining the new types pedagogical approaches best suited to engaging with technology in teaching and learning. She believes that one of the most important things that students need learn in their undergraduate degrees is how to communicate effectively using contemporary and cutting-edge technology. In her courses, she asks students to make two minute videos on particular topics. These are shown to the class, and in this way students also become teachers. Through this process, they learn new technical skills and critically engage with concepts and ideas in a format other than the traditional essay.

In 2016, the Faculty ran its annual Teaching and Learning Awards. This year awards were won by: Mr Anthony Kaziboni, from the Department of Sociology, for the best lecturer to first year Undergraduate Students; Ms Melissa Card, from the Department of Psychology, for the best lecturer to senior Undergraduate Students; and Ms Hemali Joshi, from the Department of Anthropology and Development Studies, for the best lecturer to Honours Students.

5. RESEARCH FOOTPRINT AND IMPACT

5.1 Subsidised Publication Output (Accredited Journals, Refereed Proceedings and Refereed Books and Contributions to Books)

FACULTY	Books	Chapters	Proceedings	Articles	% Int Articles	2016 Received to Date	2016 Subsidy Potential (R Million)	2015 Subsidy Potential (R Million)	2015 Submitted to DHET	2016 Compared to 2015 (Vol)	2016 Compared to 2015 (%)
Humanities	56	51.14	1.08	232.32	83.6	340.54	R 36.50	R 30.50	284.02	56.52	120%



5.2 Initiatives to Enhance Throughput of Postgraduate Students

Postgraduate throughput (the time taken to complete a degree) was identified as an area of serious concern in 2015. In 2016, the Faculty acted to address it, for the sake of both students and resource allocation. The Higher Degrees Committee thoroughly revised postgraduate processes and now reviews progress at crucial junctures (in addition to the proposal stage). These measures are expected to produce substantial growth in Master's and Doctoral graduations in 2017 and 2018.

5.3 NRF-rated Staff

Surname	Initials	Title	Rating
Patel	L	Prof	B2
Chasi	CT	Dr	C3
Conradie	CJ	Prof	C1
Lombard	M	Prof	B2
Scott-Macnab	D	Prof	B2
MacKenzie	CH	Prof	C2
Grogan	BM	Dr	Y1
Hendrickx	BCEJB	Prof	B2
Henderson	WJ	Prof	C2
Hendrickx	T	Prof	C2
Groenewald	GJ	Prof	Y1
Vale	PCJ	Prof	B3
Rodny-Gumede	Y	Prof	C3
Metz	TH	Prof	A2
Winkler	R	Prof	C2
Broadbent	AB	Dr	P
Geldenhuys	DJ	Prof	B1

Knight	ZGK	Prof	C3
Van Breda	AD	Prof	C2
Erlank	N	Prof	C2
Tomaselli	KG	Prof	B1
Duncan	J	Prof	C2
Alexander	P	Prof	B2
Landsberg	C	Prof	C2
Mboti	NM	Dr	Y2
Gunner	L	Prof	B1
Frenkel	RN	Prof	C3
Barnes	B	Prof	Y2
Beukes	A-M	Prof	C2
Khunou	G	Prof	C3

5.4 Citation Profile Centre Directors

Research Centre	Director	Citations
Africa Centre for Evidence	Prof Ruth Steward	TBC
African Centre for Epistemology and Philosophy of Science	Prof Alex Broadbent and Prof Veli Mitova	312 + 30
Centre for African and European Studies (housing the SARChi Chair in African Diplomacy)	Prof Chris Landsberg	1946
Centre for Social Change (housing the SARChi Chair in Social Change)	Prof Peter Alexander	1238
Centre for Sociological Research and Practice (renamed and revived from the former Centre for Sociological Research)	Prof Ashwin Desai	TBC
Centre for Anthropological Research	Prof David Moore	TBC
Centre for Social Development in Africa	Prof Leila Patel	1123

5.5 Postdoctoral Fellows

The Postdoctoral Research Fellowship programme is critical for a steady increase in research output, and for contributing to the intellectual profile and activities in the Faculty. In 2016, there were 27 PDRFs in the Faculty. These fellows are hosted in the following Departments and Centres: Sociology, Politics, Anthropology and Development studies, Greek and Latin, Philosophy, Religion Studies, Centre for Sociological Research, Centre for Social Development in Africa, Centre for Culture and Language in Africa and the South African Research Chair in Social Change. The output subsidy generated by the publications of the PDRFs is returned to a Reserve PDRF Fund, which ensures that the fund is self-sustaining.

5.6 National and International Collaborative Projects with other Institutions and Industry

Lecturer	Project title	Project leader	Co-workers	Start date	End date	Funding source	Amount	Outcomes (Specify)
R Nayagar	Language Learning Experiences							Busy with proposal
R Ramhurry	Mentorships			June 2016	In progress			In progress
S Yafele	Doctoral Studies in Language, Literacy and Literature	S. Yafele	N/A	February 2015	Ongoing	UJ	R12 000 pa	To get a PhD qualification by 2020
Kohaly	Article "Critical Arts"	Prof Deirdre Byrne		July 2016	September 2016			Submitted to journal 26 September 2016
L Posthumus	CALT	L Posthumus	M Mtsweni W Jiyana SC Ndhlovu A Cassiem M Vaz	August 2015	2017	ELMA & USAID	R10M	Research on and materials for Foundation Phase teaching
TM Madingiza	DBZ Ntuli's Festschrift	Ntuli, D	Sibiya, EDM	2015	In progress	In progress	In progress	In progress
M Kgopa	No Chief, No Tribe, No Land			2015	In progress	In progress	In progress	In progress
CJ Conradie	Afrikaans and Dutch Linguistics			2016	2021	NRF	n/a	Publications

CS Johl	Afrikaans Encyclopedia of Literary Concepts	Hein Viljoen	Numerous	August 2015			n/a	Extensive revision of current source
CS Johl	Literary Biography in Afrikaans						n/a	
CS Johl	Intended/Unintended Outcomes of Creative Writing programmes						n/a	
M Pienaar	The Conceptualisation of the Social and the Economic in African Languages	Prof Bo Str��th, University of Helsinki	Alex Fleisch, Rhiannon Stehens	May 2010	November 2015	Bank of Sweden		Pienaar, M 2016 in Fleisch, A. and Stephens, R (eds.) <i>Doing Conceptual History in Africa</i> . Berghahn Publishers, Chapter 4. "Understanding the concept 'marriage' in Afrikaans," p. 111-138. Berghahn Books: Oxford and New York.
M Pienaar	The Soweto Project	Pienaar, M	ATKV, Donovan Lawrence, Annelie Oosthuizen	May 2014	December 2017	ATKV		Peer-reviewed articles
DC Lawrence	Hoekom kies eeders in Soweto Afrikaans?	Pienaar, M	Pienaar, M Oosthuizen A	January 2015	March 2017	N/A	N/A	Article to be submitted in April 2017
DC Lawrence	Students' Experiences of Using Mobile Phones for Afrikaans Vocabulary Development	Lawrence D		January 2014	June 2015			Article submitted to the <i>Journal of Language Teaching</i> and accepted in January 2016.

								Will appear in Vol 1 (2016) in March 2016
N Mboti	Apartheid Studies	Mboti, N		January 2016		UJ University Research Committee (URC)	R100.000	Journal articles (2); Book (1)
N Mboti	Apartheid Studies	Mboti, N		March 2016		NRF Incentive Funding for Rated Researchers	R.40,000	Journal articles (2); Book (1)
T van Tonder	PhD proposal			Preliminary work started July 2016				Will register for PhD in 2017
T van Tonder	Trends in Urban Young Adults' Online News Consumption Habits				November 2016			Article submitted to <i>Communitas</i> journal for 2017 publication
V Sathiyah	Rethinking Indigeneity Project	Tomaselli, KG	N/A	February 2016	December 2018	NRF	Unknown	This research forms part of my PhD field research
	Siyakha Youth Assets for Employment	L Patel	G Chowa R De Vera Masa L Williams Z Khan S Mthembu	July 2013	December 2019	Ford Foundation NYDA Jobs Fund IIE URC and FRC	R6 million	1 research report 2 research briefs 1 policy dialogue 1 blog article (ECON 3X3)
	Methodologies to Assess youth Employability Programmes	L Graham	A Furlong	March 2015	March 2017	British Academy Newton Advanced Fellowship	GBP 55,450.00	1 book chapter 1 seminar
	Youth Transitions	L Graham	L Stuart S Mthembu	February 2015	June 2017	ISER	R25,000	1 report to be launched in 2017

			R Richards V Moller					
	Youth Risk Behaviour	L Graham and L Jordan	J Moodley Z Khan N de Wet A Channon A Hutchinson C Bailey	February 2014	June 2016	British Academy	R250,000	2 journal articles submitted 1 journal article in progress
	Systematic Overview of Youth (Un)employment	L Patel and M Leibbrandt	A de Lannoy K Baldry L Williams D Cohen T Makgetla A Ebrahim	July 2015	July 2017	Jobs Fund	R1,000,000	Forthcoming
	Families, the Child Support Grant and Child Well-Being Outcomes	L Patel	T Hochfeld J Chiba J Moodley	2015	2018	PSPPD (Department of Planning, Monitoring and Evaluation) University of Chicago URC	R1,464,000	1 draft research report completed 1 family intervention programme designed and developed 1 family programme piloted
	New Directions in Social Policy	L Patel	S Plagerson L Stuart	2015	2017	UNRISD		Draft paper written and submitted
	An Evaluation of Thandulwazi Trust's Limpopo Pilot Project	J Moodley		2015	2016	Standard Bank South Africa	R368,225	1 research report
	An Evaluation of Thandulwazi Trust's Saturday School	J Moodley	Patsika, T; Stuart, L	2016	2018	Standard Bank South Africa	R1,249,805	1 research report
	An Evaluation of Ntataise Early Childhood Development Training	J Moodley	Patsika, T	2016	2017	Standard Bank South Africa	R908,026	1 research report

	An Evaluation of Edupeg Teacher Development Programme	J Moodley	Stuart, L	2016	2017	Standard Bank South Africa	R 494 281	1 research report
Dr D Layton	SoTL@UJ: Social Justice in Pedagogy	Prof Brenda Leibowitz	Other members of SoTL group	May 2014	Ongoing	Chair: Teaching & Learning	Not known	
Dr D Layton	Social Justice in Tutoring: Tutor Perspectives on Pedagogy	Dr Delia Layton	Fatima Darsot	November 2015	Ongoing	None	Not applicable	
Dr D Layton	Institutional Differentiation project	Prof Sioux McKenna	7 Phd students and 8 lecturers	February 2014	On going	NRF	Not known	7 separate doctorates examining different issues to do with institutional differentiation in South African universities
Joy Lwanga-Lumu	ENG SANPAD RESEARCH: Speech Acts and Politeness	Dr J.C. Lwanga-Lumu	In collaboration With Utrecht University of the Netherlands and University of Limpopo	2003	2007	SANPAD ENG	R31,201.09 R50,260.09	Continuous dissemination of research outputs to the public/community
Craig MacKenzie	Digitising and Transcribing Interviews with People Who Knew Bosman	C. MacKenzie	T. Sandham	January 2012	Ongoing	NRF	R20,000	Several articles are planned
Sikhumbuzo Mngadi	Rituals of (In)significance: Attitudes Towards Love and Death in South African Literature and Culture	Single-authored study	N/A	2012	2017	N/A	N/A	Book

K Scherzinger	Critical and Scholarly Edition: Henry James's <i>the Tragic Muse</i>	Prof Philip Horne, University College, London		2010	2016	NRF (Incentive Funding for Rated Researcher)	R40,000	Nearing completion
K Scherzinger	Revision as/and comedy in <i>The Tragic Muse</i>			2015	2016	NA	NA	Paper to be presented in April 2016, London
Scott-Macnab, David	Ongoing	Scott-Macnab, D		Ongoing		NRF	R80,000 pa	Articles and book chapters
Jane Starfield	Memory of Things Past and Recent: Modiri Molema's Letters Home to Mafeking	Self. This is individual research						Presented a pilot of this paper at a conference at Unisa in 2012 and it has just been accepted for publication in <i>Scrutiny2</i> . Currently in press
Jane Starfield	Silas Molema – A Man of Property	Individual research						Presented a revised version of this article at the conference entitled: "Workshop on Autobiography, Autofiction and Life Writing / Journées d'études sur l'autobiographie, l'autofiction et l'écriture de soi" in Potchefstroom,

								7–9 August 2014. To be submitted to the <i>Journal of Southern African Studies</i> .
WJ Henderson	Hellenistic Greek epigram			2011	2017	NRF	R40,000	Completion of manuscript, <i>Die geleerde digter</i>
B Hendrickx	(1) Frankokratia (3) Prosopography	B. Hendrickx and T. Sansaridou-Hendrickx	Some MA and D students	More than 20 years ago	Somewhere in future	NRF	B rating (Ben) and C rating (Thekla)	Articles and books, papers
B Hendrickx	(2) Afro-Byzantina	B. Hendrickx and T. Sansaridou-Hendrickx	Some MA and D students	More than 20 years ago	Somewhere in future	NRF	B rating (Ben) and C rating (Thekla)	Articles, papers
B Hendrickx	(3) Prosopography	B. Hendrickx and T. Sansaridou-Hendrickx	More than 100 participants	2005	Somewhere in future	Brepols		Books, articles, entries
EM Triandafillou	Nikos Kazantzakis <i>Christ Recrucified</i>	Personal Research PHD		July 2013				
N Erlank	Governing Intimacies: Sexualities, Gender and States in the Postcolonial World	Shireen Hassim	Prof Srila Roy, Sociology, Wits Dr Lindiwe Makhunga, Political Studies, Wits Dr Prinisha Badassy, History, Wits Dr Nthabiseng Motsemme, Sociology, Wits Dr Nolwazi Mkhwanazi,	January 2017	2021	Mellon	R5 million approx.	Journals articles, books, curriculum redevelopment, and scholar development

			Anthropology, Wits Dr Asanda Benya, Sociology, Wits Dr Khumisho Moguerane, History, UJ Dr Nafisa Essop Sheik, History, UJ Prof Natasha Erlank, History, UJ Dr Nomalanga Mkhize, History, Rhodes Prof Amanda Gouws, SARChI Chair in Gender and Politics, SUN Prof Louise du Toit, Philosophy, SUN Dr Shokahle Dlamini, History Dr Lyn Ossome, MISR, Uganda Dr Sarah Ssali, Makerere Dr Pratiksha Baxi, Associate Professor, Centre for the Study of Law and					
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			Governance, JNU, India Dr Mani Shekhar Singh, Associate Professor and Executive Director, Centre for Law and Humanities, Jindal Global Law, India Prof Shirin Rai, Politics, University of Warwick, United Kingdom Prof Beth Goldblatt, Law, University of Technology, Sydney, Australia Prof Susanne Klausen, History, Carleton University, Ottawa, Canada					
N Erlank	New Histories of Southern African Christianity	N. Erlank	J. Cabrita, Cambridge	March 2016	March 2017	£10,000	British Academy	North-south scholar linkages, special issues of a journal
G Groenewald	Afrikaans and Ethnicity in Namibia	Gerald Stell, University of the West Indies	G. Groenewald	January 2016	December 2016	N/A	N/A	Journal Article

J Duncan	Media Policy and Democracy Project	Jane Duncan Julie Reid (Unisa) Viola Milton (Unisa)	Independent contractors	July 2015	Ongoing	Women in Research Fund (Unisa) Open Society Foundation for South Africa	R900,000 over three years	1 journal article in 2016
J Duncan	Communications Surveillance in South Africa	Jane Duncan		2016	2018	Open Society Foundation	R400,000	1 book manuscript in process 1 conference paper
J Duncan	Privacy Around the World	Jane Duncan Right 2 Know Campaign Privacy International	Independent contractors	2016	2017	Privacy International/ IDRC	R200,000	1 monograph 2 newspaper articles 1 Universal Periodic review submission 1 UN Human Rights Committee hearing 2 written submissions to UN Human Rights Committee 1 state of privacy in South Africa report 1 book manuscript in process
Ylva Rodny-Gumede	The Journalist: Collaborative project between UJ, USF and Rhodes University. The project engages journalism students	Zubeida Jaffer, USF and Larry Strelitz, Rhodes		Ongoing		VC's teaching award 2015	R75,000	Publish students' work; create a suppository of South African best practices as well as

	across the year groups in producing the online journalism magazine <i>The Journalist</i> <www.thejournalist.org>							journalistic narratives and profiles of South African journalists; engage students in the four main focus areas of the University: <i>Teaching and learning</i> by way of direct engagement with the curricula; <i>Research</i> , by way of engaging with a research led curricula; <i>Leadership</i> , by way of participating and spear-heading a project directly related to their studies as well as professional growth; and <i>Community outreach</i>
A-M Beukes	Language and Identity in Onverwacht	A-M Beukes	M Pienaar, JI Grobbelaar (UP), C Puttergill (UP)	2010	2016	NRF	R40,000 pa	Article in international journal
E Cornelius	Interpreting Terminology	M Pienaar	Translators in selected African languages sourced through the South African	November 2016	November 2017	South African Academy for Science and Arts (Suid-Afrikaanse Akademie vir	R88,000	Multilingual lexicographic product (dictionary) on interpreting terminology;

			Translators Institute (SATI)			Wetenskap en Kuns)		Two articles: one in local, one in international journal
R Winkler	The Steve Biko Lectures in Philosophy	R Winkler	Prof Dilip Menon, Dr Adrian Delmas	March 2015	November 2017	Faculty of Humanities, UJ, CISA, Wits, IFAS,	R150,000	A total of five presentations
V Mitova	ACEPS	V Mitova	AB Broadbent; B Smart; Z. Mncube; M. Serote; C. Harris	January 2016	N/A	N/A	N/A	Established African Centre for Epistemology and Philosophy of Science
T Metz	African Just War Theory	T Metz	Colleagues at Nigerian institutions			Metz trust fund plus R50k from IPATC		Two special issues of journals presently under consideration for publication
T Metz	German Philosophy and Africa	T Metz and A Graness	Dr Graness at the University of Vienna			Metz trust fund and the U of Vienna		Likely an edited volume published with Rowman & Littlefield
T Metz	Marginalization in African Philosophy: Women and the Environment	Calabar University	J Chimakonam,			Calabar, plus R40k from IPATC		Seeking a publisher for a large edited volume
BR Barnes	Critical Health Studies Group	BR Barnes		January 2015	Ongoing			Articles
P Basson	LIFT-C	T Guse	10 colleagues	2013	Ongoing	None		Ongoing, several Hons and MA students completed projects
LM Du Plessis	PTG Doctoral Research	T Guse		November 2012	December 2017	NRF		PhD

LM Du Plessis	LIFT-C	T Guse	Colleagues in the Department of Psychology	2013	Ongoing	None		Departmental Collaborative Research Projects
S Ebrahim	Middle East Connection	S. Ebrahim						To Collaborate with Gulf Universities
T Guse	Life in the City: Understanding and Promoting Biopsychosocial Well-being in an Urban African Context (LIFT-C)	T Guse	Basson P Du Plessis L Human W Rugira J Wigdorowitz M Vescovelli F Van Zyl CJJ	07/2013	Ongoing			In progress, several Honours and Master's students completed projects 3 manuscripts submitted
T Guse	Solitude in Adolescence	T Guse	Van Zyl CJJ	2015	Ongoing			2 manuscripts submitted
T Guse	Mental Health Among Immigrants	Neto F		2016	Ongoing			1 manuscript submitted
W Human	Adult ADHD (Forms part of PhD)	Burke A	Burke A	2011	2017			PhD Thesis
G Kruger	The Interpersonal Circumplex and Humor Styles	D De Bruin		May 2015	Ongoing			PhD and articles
J Rugira	LIFT-C	T Guse			Ongoing			Articles
S Rasool	Adolescent Gender Attitudes and Gender-based Violence	S Rasool		2012	2018	NRF	R258,000	Surveys, Focus groups, articles, study visit, conference attendance and presentation
AD Van Breda	Youth Transitions out of Care towards Independent Living	VAN BREDA, AD		2015	2017	NRF	R268,000	Data collection, conference papers, publications, students supervised

T Chagonda	Global Powers from the South: A Comparative Study between Mexico and South Africa	Geldenhuys, D and Gonzales, H	Colleagues in South African and Mexican Universities	2014	2016	NRF		1 Book chapter to appear in 2017
T Chagonda	The Livelihoods of Zimbabwean Male Migrants Residing in Hillbrow, Johannesburg	Prof Ria Smit		November 2013	February 2016	NRF	N/A	
D Du Toit	Cleaning Up: The Growth of Outsourced Housecleaning Services	Stellenbosch University PhD Sociology		January 2014	January 2017			Thesis
L Groenewald	Exploring Private and Public Violence in a Johannesburg informal settlement	Groenewald, L		2014				Publication draft
L Groenewald	Johannesburg: Global City?	Desai, A	UJ Department of Sociology	2014				In progress
G Khunou	Father Connections	Nduna, M	Motlalepule Nathane, Munyane Mophosho	2012	2015	Wits Research Office	N/A	Several co-authored Journal and book chapter publications
G Khunou	Black Middle Class	Burger, R	Krige, D	2012	2015	Stellenbosch Research Office	N/A	A special issue on the black middle class, published by the DSA
G Khunou	Men's Health in Polokwane and Johannesburg	Khunou, G		2011	2015	Wits Mellon Foundation, Carnegie Funds	R250,000	Journal articles, book chapters and currently working on a book manuscript
G Khunou	A Sociology Inquiry into the maintenance of Intimate Relationships among the Black Middle Class in Johannesburg	Khunou, G		2016	Ongoing	UJ URC	R300,000	In progress

G Khunou	Biographies of Belong and Exclusion in the South African Academy	Khunou, G	Canham H. Khoza-Shangase K. Phaswana E.	2015	Ongoing	National Institute for the Humanites and Social Sciences	R300,000	In progress
K Naidoo	Namibia/SA – A Comparative Study	Naidoo, K	Indongo, N	January 2014	December 2016	NRF	R200,000	In progress
S Ngcwangu	Pathways to Personal and Public Good: Understanding Access to Student Experiences of, and outcomes from, South African Undergraduate Higher Education	Prof Jenni Case (UCT), Tristan McCowan (UCL Institute of Education), Delia Marshall (UWC)	Stephanie Allais (Wits), Ibrahim Oanda(CODESRIA), Renato Pedrosa (Universidade Estadual de Campinas)	2016	2018	National Research Foundation/ Economic and Social Research Council	N/A	Book or special edition of a journal
S Ngcwangu	Rethinking Education in Africa	Prof Ibrahim Oanda (CODESRIA)	Sobhi Tawil (UNESCO); Ebrima Sall (CODESRIA); Cristina Tembe (University Eduardo Mondlane), Gift Masaita (University of Zambia; William Anangisye (University of Dar es Salam), Angel Martins (AU)	2016	2017	CODESRIA	N/A	Report
P Rugunanan	Migration and Community	P Rugunanan	N/A	2010	2016			Doctorate, 2 journal publications, 2 book chapters,

								1.5 book chapters published in 2016, 1 journal article under review
P Rugunanan	Migration, Identities and Trans-continental Linkages: Studying the Indian Diaspora in South Africa	P Rugunanan	N/A	2016	2017	DST-NRF Centre of Excellence in Human Development	R150 000	X journal articles 2 conference presentations
M Suleman	Views of Muslim Religious Leaders On Violence Against Married Women			2015	2018	-		Working towards D Litt et Phil
M Suleman	Gaining, Maintaining or Losing Resources: Muslim Divorced Women's Experiences of Iddah	Personal Research		2014	pending			
M Suleman	Delving into 'Structural Prisons': An Insight into Muslim Women's Struggle with Domestic Violence	Personal Research		2015	2016			
L Smuts	Getting it 'Straight': The Construction of (Hetero)sexual Identities Among Young Men and Women in Johannesburg, South Africa	PhD (Social Sciences; Anthropology & Sociology)	Vrije University, Amsterdam	February 2011	November 2017			
T Uys	Clinical Sociology for Southern Africa	T Uys	Jan Marie Fritz	1 February 2016	31 March 2017			Edited volume under contract with Juta
T Uys	Whistleblowing in South Africa	T Uys		2010	Continuing			Working on book based on research under

								contract with Palgrave Macmillan
CM Azionya	N/A							
DR Benecke	Digital Ambassadors	Prof J Meyer	Mrs N Janse van Rensburg, Dr Z Simpson, Mrs J Sibeko	December 2015	December 2016	CoJ through Resolution Circle	Total for project excluding research was R80 million	Various research papers including <i>PR Review</i> accredited article (on Line Nov 2016) titled; Cultural intermediaries and the circuit of culture: Digital Ambassadors.
C Davi	TEARS Help-at-your- fingertips	C Davis		July 2016	Ongoing	Applying of funding		Geo-mapping and distribution of non-personal data to prevent SGBV
R Hattingh	Childline Gauteng	C Muir	Department of Strategic Communication Honours Students	February 2016	November 2016			Honours students of 2016 have completed a full brand scan project investigating the perceptions around ChildLine and then focussing on a repositioning strategy
R Hattingh	Brand Rejuvenation strategy for the South African Communication Association (SACOMM)	R Hattingh	C Muir Department of Strategic Communication Honours Students	June 2016	2017			A brand rejuvenation strategy is being developed for SACOMM. The briefing was

								done to the Honours in Strategic Communication cohort during the second semester of 2016 and is currently being worked on. The research and creative concept was developed by the Honours Strategic Communication class of 2016 and was presented to SACOMM Management
R Hattingh	OPERA Digital Ambassadorship	R Hattingh	Ambassadors from Applied Strategic Communication 3A students	January 2016	2017			Applied Strategic 3A students and Strategic Communication Honours students researched the online behaviour of students at UJ, resulting in OPERA appointing and training ambassadors
R Hattingh	CaSIPO: Care and Support to Improve Patient Outcomes.	R hattingh	Students from Applied Strategic Communication 3A	February 2016	December 2016			Students researched why patients do not comply with medicine regime

								and developed social media communication to improve compliance
R Hattingh	Childline: Positive Parenting Initiative	R Hattingh	Students from Applied Strategic Communication 3A	February 2016	December 2016			Students researched barriers with regards to attending Positive Parenting workshops and developed social media communication to improve support positive parenting
N Levy	Education in Public Relations	Neil Levy	Dr Neil Levy	June 2016				Pending submission to accredited journal
N Levy	Social Media in Marketing Education	Karabo Sitto		September 2015				Pending submission to accredited journal
N Levy	Lessons from Delivering a Third Year Module	Karabo Sitto	Neil Levy	October 2016				Pending submission to accredited journal
N Levy	Learning Networks in Marketing Education	Neil Levy	Karabo Sitto	October 2016				Pending submission to accredited journal
N Levy	Innovation in Education	Professor Sonja Verwey	Professor Colin Chasi	June 2013				Pending submission to

								accredited journal
N Levy	Mandela: Lessons for Leadership	Dr Colin Chasi		September 2014	November 2016			Published by UNISA in November 2016 UJARS – this is now an accredited publication
C Muir	Whalley Collective #Hello@morro	C Muir		Feb 2016	Continues into 2017			Strategic Communication Honours student was selected and was sent to Amsterdam to attend the Afro Vibes Festival with Whalley Collective; her work then featured as content fillers for DSTV – content was flighted on local DSTV channels in December 2016
C Muir	Childline Gauteng	C Muir	Department of Strategic Communication Honours Students	February 2016	November 2016			Honours students of 2016 have completed a full brand scan project investigating the perceptions around Childline and then focussing on a repositioning strategy

C Muir	Brand Rejuvenation Strategy for the South African Communication Association (SACOMM)	R Hattingh	C Muir	June 2016	2017			A brand rejuvenation currently being worked on
C Muir	Opera Ambassadors Programme	R Hattingh & C Muir		Feb 2016	Nov 2017			The Opera Ambassadors Programme was established and lead to ten third years students working with the Opera
M Pritchard	The Application of the Expressive Quotient in Analysis to Responses to Social Media Parody Accounts	Prof De la Rey van der Walt (NWU) Prof Pieter Conradie (TUT)		July 2013	February 2017	UJ and self-funded		DTech in Strategic Communication at TUT
M Pritchard	The Role of Digital Communication Platforms for NPO's to Change Perceptions about Migration in South Africa	Maritha Pritchard	Seriane Morapeli, Dayle Raaff	June 2016	December 2017			Paper presented at SACOMM; finalising an article to be submitted to a journal
M Pritchard	Connect: Writing for Online audiences	Maritha Pritchard	Karabo Sitto	January 2016	October 2017	Juta publishers		Publication of a prescribed text book
KM Sitto	Developing Communication Education from Within: Communicating and Understanding from the Student's Self-referential Perspective	Dr N Levy	K Sitto	June 2016	November 2016	N/A	N/A	Presented at SACOMM; submitted to <i>Journal of Higher Education in Africa</i> (awaiting response)
KM Sitto	A Transformation from Exclusion to Inclusiveness through	Dr C Davis	KM Sitto	July 2016	February 2017	N/A	N/A	Presented at SACOMM; paper to be finalised for submission in

	Participative Learning: A Case Study							<i>Public Relations Review Journal</i>
KM Sitto	Transdisciplinarity in the Classroom: Building Solutions to Challenges through Collective Problem-solving	K Sitto	Dr C Davis L Matema	October 2016	March 2017	N/A	N/A	Joint student assignments for PR3B Article abstract submitted for SOTL in The South conference' article in progress and targeted for submission to <i>Higher Education in South Africa</i> journal
KM Sitto	Writing for Online Audiences Textbook	M Pritchard K Sitto	Authors across SA	April 2016	Ongoing into 2017	JUTA	Discretionary spend	Authors allocated chapters; deadlines for submissions set towards finalisation of book in 2017
S Verwey	Agency Trends and Sustainable Business Models	S Verwey	Department of Strategic Communication Coursework Students C Muir A Crystal	May 2016	August 2016			Syndicate research conducted by coursework Master's students; collected data analysed and reported on at two international conferences; academic article forthcoming

S Verwey	Ubuntu as Moral Framework for PR Practice in SA			September 2014	June 2016	Departmental Research Fund R12,000		Article submitted; working on abstract and conference paper for Corporate and Marketing Communication Conference 2017
S Verwey	Wearable Technology and Absorptive Capacity		C Muir C Niemand	November 2015	June 2016			International conference paper presented at Academy of World Business Marketing and Management Development (AWBMAMD) in Poland; academic article in progress
S Verwey	Woolworths or Woolworse? Online Reputational Risks of Brand Virtue in a Volatile Brand Ecosystem: a South African Case Study		C Muir	November 2015	April 2016			International conference paper presented at Global Brand Conference, UK
S Verwey	Process(es) as Non-human Agency in the Communicative Constitution of Organisations		C Davis		June 2014	2016		Academic article in progress
S Verwey	Achieving Strategic Imperatives within a Given Client-agency Relationship: a South African Perspective		C Muir		September 2015	June 2016		Conference paper presented at the Academy of World Business

								Marketing and Management Development (AWBMAMD) Conference, Poland.
S Verwey	PR Education in Africa				September 2016	October 2016		ZAPRA Workshop, Zambia
S Verwey	Childline Gauteng	C Muir	Department of Strategic Communication Honours Students	February 2016	November 2016			Design and execution of seven related research projects for the benefit of the client organisation
DJ Geldenhuys	Persecution	Self	None	2010	2016	NRF	R80,000 pa	Article (published)
	SA-Mexico	With H Gonzalez	20	2014	2016	NRF	R400,000	Book (forthcoming)
	Autonomy	Self	None	2015	2016			Article (published)
CM Hendricks	Human Security in Africa		Dr S Graham					Book proposal for Palgrave submitted
	Women Peace and Security in South Africa	Cheryl Hendricks	UN women & Civil society	July	April 2016			A paper for the UN on women in the security sector in SA; mobilisation for a National Action Plan on WPS
Y Sadie	Rolling Back the Rainbow		Z Ismail (University of Cambridge And Dr V Graham					

			Monash University					
Y Sadie	Proposal			November 2016		URF	R117,500	

5.7 Niche Research Areas

Lecturer	Niche area
GE Lier	Hebrew Bible, Targum, Talmud, Midrash, Masoretic Accents, Formative Judaism
R Ramhurry	Mentorship Practices in Higher Education
Z Mtumane	African Literature and Culture
Jubilee Chikasha	Linguistic Revitalisation, Minority Language Studies, E-Learning
Mabunda MT	English Literature in Education
J Ramhurry	Teaching, Learning and Assessment
Rockie Sibanda	Curriculum and Policy Studies
EDM Sibiya	Media and Literature
Mokgathi RM	Onomastics
Mndawe IK	Applied Linguistics
Posthumus LC	Linguistics
Madingiza TM	Literature
Kgopa M	Literature and Ethnography
Conradie, CJ	Afrikaans and Dutch Linguistics
Johl, CS	The Motifs of Travel/Travails in Afrikaans Poetry
Lawrence, DC	Online Language Learning
De Wet, K	Contemporary Afrikaans Poetry
Pienaar, M	Interpreting Studies, Semantics
Chasi, CT	Communication on HIV/AIDS, Philosophy of Communication
Burger, KM	Communication Studies, Global Communication, Development Communication, Social Change, Participation
Mboti, N	Apartheid Studies
van Tonder, T	Social Media; Fan Studies, Online Activism
Barnabas, SB	Cultural Studies, Heritage, Indigeneity
Ncube, L	Media, Cultural Studies and Sociology of Sport (nexus of football, nationalism and identities)
Frassinelli, PP	Critical Theory, Communication and Cultural Studies, Translation, Postcolonial and Decolonial Studies, African Cinemas

Sathiyah, V	Indigenous Knowledge Systems, Qualitative Indigenous Methodologies, Issues of Identity and Representation
Lauren Graham	Youth Transitions to Work, Poverty & Disability Studies, Monitoring and Evaluation, Methodology
Jacqueline Moodley	Disability, Women's Mental Health, Child Wellbeing, Social Exclusion
Felix, Nadine	Socio Linguistics, Critical Discourse Analysis
Grogan, Bridget	Corporeality in South African Fiction, Australian Literature, Contemporary Literature, Literary Representations of the Body
Labuschagne, Dalene	Postmodernism and Poststructuralist Theory, Reading and Reception Theory
Layton, Delia	First Year Experience, Academic Literacy, Tutorial System, Social Realist Theory and Methodology
Lwanga-Lumu, Joy	Pragmatics, Applied Linguistics, Sociolinguistics, Academic Writing
MacKenzie, Craig	Herman Charles Bosman, South African Short Story, Textual Scholarship
Mpanza, Craig	Literacies
Scherzinger, Karen	Henry James, Don de Lillo, Biographical Fiction, Contemporary Novel, Contemporary Literary Theory, Text Editing
Scott-Macnab, David	Medieval Studies, Medieval Manuscript Studies, Medieval Text Editing
Starfield, Jane	South Africa Life Writing, Autobiography, Biography and Letters, Detective fiction
Tsehloane, Thabo	South African and African Literature, African-American Literature, Literary Theory
Henderson, WJ	Ancient Greek poetry
B Hendrickx	Frankokratia in Greece; medieval Nubia/Ethiopia
T Sansaridou-Hendrickx	Medieval Greek chronicles, ethnicity; Afro-Byzantine chronicles
EM Triandafillou	Greek Language, Culture & Education in South Africa and in Southern Africa
J Diack	Latin Elegiac Poetry, with a focus on Ovid
MH Chawane	Local Histories
N Erlank	Mainstream Christianity in South Africa 20 th Century/ Christianity and Nationalism, Gender in South African History, British Colonial History, Heritage and Commemoration Politics/ Sophiatown
N Essop Sheik	History of Gender, Law, Labour, Colonialism, Marriage, Custom, Family, State Institutions
G Groenewald	The Social, Economic and Cultural History of Cape Town within its Indian Ocean Context, 1652-1795, Crime and Society at the Cape of Good Hope, 1652-1795, Urban Slavery in the Indian Ocean Empire of the Dutch East India Company, 1619-1799, Gender and Family History at the Cape of Good Hope, 18 th to 19 th Centuries, External History of Afrikaans
LWF Grundlingh	History of Public Leisure Spaces in Johannesburg
JN Klee	Research on the Founding History of UJ (RAU)
McKeown, KM	Environmental History (Wildlife Conservation History)
S Sparks	Modern South Africa, Apartheid, Modernism, Nationalism, the History of Town Planning, the History of Science and Technology, Industrialisation, Historiography
Jane Duncan	Right to Protest, Mediation of Protests, Securitisation of the State

Elna Rossouw	Magazine Journalism, Media Management, Technology advancements in print sector
Dumisani Moyo	New Media, Social Media
Ylva Rodny-Gumede	Journalism, Media Education, Decolonisation of Curricula
Phyllis Dannhauser	Screen Writing
Michele Tager	Television and Film Audience Studies, Textual Analyses of Film and Television Productions, Political Economy of the Media
Shelley Barry	Screen Writing
Beukes, A-M	Language Policy and Planning, Sociology of Language, Language Politics, Sociology of Translation
Cornelius, E	Plain language, The language of the law, Legal translation, Machine versus Human Translation
Dose, S	(Simultaneous) Interpreting
Van Tonder, LC	Fansubtitling and Creative Subtitling
R Winkler	19 th and 20 th Century European philosophy
A Broadbent	Philosophy of Epidemiology
HPP Lötter	Poverty and Human Dignity
VA Mitova	Epistemology, Truth in Science
T Metz	African Philosophy, Meaning in Life
Z Mncube	Philosophy of Biology
CF Botha	Philosophy of Dance & Aesthetics, 19 th and 20 th Century European Philosophy
C Harris	Philosophy of Economics
B Smart	Philosophy of Epidemiology
B Smart	Philosophy of Disease
A Singh	Meaning In Life; Anti-Natalism
Austin TL	Psychopathology, Neuropsychology, Deception
Barnes BR	Critical Psychology, Environment, Behaviour Change And Health
Basson P	Positive Psychology And Neuropsychology
Card M	Psychoanalytic Psychotherapy, Relational Psychoanalysis, Psychodynamic Theories, Eating Disorders
Du Plessis LM	Posttraumatic Growth And Interpretative Phenomenological Analysis In Psychology
Ebrahim S	Disability, Sexuality And Media
Guse T	Positive Psychology, Psychological Strengths, Hope, Gratitude, Psychological Well-Being, Hypnosis
Human W	Adult ADHD/Psychopathology and Positive Psychology
Joosub N	Neuropsychological Rehabilitation
Knight ZG	Object Relations Theories, Relational Psychoanalysis, Phenomenological Research, Group Therapy, Psychobiographical Research Method, Psychodynamic Psychotherapy, Psychoanalytic Theory
Kruger G	Personality and Individual Differences, Humour

Lourens H	Disability Studies, Inclusive Education, Autoethnography, Interpretative Phenomenological Analysis
Moodley P	Evolutionary Psychology, Critical Health Psychology, Sexuality Studies, Qualitative Research Methods
Rugira J	Cross-Cultural Psychology In Africa: Context and Measurements
Saccaggi CF	Psychobiography
Schwär GH	Spiritual Well-being and Social Psychology of Music
Van Zyl CJJ	Personality and Individual Differences, Dark Triad of Personality and Psychometrics
Bond, S	Clinical Social Work, in the Fields of Substance Abuse, Domestic Violence, Medical Social Work and Individual, Couple and Family Therapy, Resilience and Possible-Selves, Transition From Care, Statutory Social Work (Including Foster Care Placement and Supervision and Adoptions)
De Beer, M	Social Cohesion: Conceptual Developments & Models Emerging, Erogenous Somatology/Somatic Sexology: Sexual Healing through Tantric/Taoist Practices, Sexual Assistance for People with Disabilities
Ditlhake, K	Community Development, Ethics, Environmental Health Issues, Social Policy and Social Development, Decolonisation and Africanisation
Latakomo, CL	Drug Management, Employee Wellness
Maphosa, N	Community Development, Domestic Violence and Prevention Programmes, Adolescent Attitudes Towards Domestic Violence
Mashiga, B	Community Development, Employee Wellness, Training and Development
Nadesan, V	Field Instruction on Social Work Education, Restorative Justice Practices, Child And Youth Care Work , Probation Services, Chemical Dependency
Ncube, M	Social Work Supervision, Social Development, HIV & Aids
Nel, JBS	Social And Community Development, Asset-Based Community Development, Poverty, Teaching and Learning, Development Research
Noyoo, N	Social Policy, Social Development, Evidence-Based Policy-Making and Decision-Making. Indigenous Knowledge Systems (IKS), African Socio-Political Thought
Rasool, S	Gender Based Violence, Help-Seeking, Domestic Violence, Gender Attitudes, Witnessing Gender Based Violence, Adolescent Attitudes
Sobantu, M	Social Development, Voluntary Housing, Voluntarism , Social Policy
Turton, Y	Spirituality and Transpersonal Social Work (Complementary Healing Practices), Gender and Gender-Based Violence, Indigenous Knowledge and Practices, Refugee and Migrant Communities
Van Breda, AD	Resilience Care-Leaving (Youth Transitions)
Batisai, K	Gender, Sexuality, Political Change and Questions of Being Different
Chagonda, T	Trade Unionism and Politics in Zimbabwe, Masculinities
Desai, A	Social Movements, Sociology of Sport
Du Toit, D	Domestic Work, Outsourcing, Emotional Labour, Sociology of Work
Groenewald, L	Informal Settlements, Post-Apartheid South African Local State, Media and Identity in South Africa

Kaziboni, A	Race and Racism, Ethnicity, Xenophobia, Politics of Water within the Context of Socio-Economic and Political Globalisation
Khunou, L	The Black Experience, Black Middle Class, Masculinities, Father Connections, Gender and Social Policy
Naidoo, K	Family Sociology, Poverty and Inequality; Reproductive Health
Ngcwangu, S	Skills Development in South Africa, Labour Processes, Trade Unions, Sociology of Education, Youth Development
Rugunanan, P	Migration, Family Well-Being And Resilience; Social Capital, Sociology of Work, Sociology of Education
Senekal, A	Social Deviance, Social Capital, Whistle Blowing, Bullying in the Workplace
Smuts, L	Gender and Sexuality, Stigma, Social Identity
Suleman, M	Religion, Crime, Deviance, Violence, Clinical Sociology, Conflict Studies, Social Justice, Family and Sport
Uys, T	Whistleblowing, Clinical Sociology, Sociological Social Psychology, Exclusion, Social Capital and Citizenship, History Of Sociology In South Africa
Van Zyl-Schalekamp, C	Food and Culture, Food Security, Hungry Students
Aziona, CM	Digital and Platform, Digital (Reputation) Management, Youth Marketing, Stakeholder Management, Branding
Benecke, DR	PR Activism, PR in Society, NGO Sector and Cultural-Centred Approach to PR
Carter, S	N/A
Crystal, A	Strategic Communication and Strategic Branding, Doctor-Patient Health Communication from a Strategic Communication Perspective
Davis, C	Sexual and Gender-Based Violence Communication, Luhmann's Social Systems Theory
Hattingh, R	Comparative Linguistics and Literary Studies, Story Making, Storytelling in Creative Strategy in Africa by Women, Cross-disciplinary Collaboration, Creative Process, Autonomy and Self-reflection as a Creative Communicator.
Levy, N	Marketing Education/Second-Order Cybernetics/Conversation Theory, Social Media/Strategic Communication, Marketing/Branding
Mabada, RSV	Media Representations, Media Effects, Media Policy Formulation and Implementation
Muir, C	The State of Client-Agency Relationships within the South African Context, The Use Of Technology in Brand-Building; Wearable Technology and the Management of Health Information; and Brands and the Manifestation of Leadership Purpose within the Organisation
Verwey, S	State of the Discipline, Philosophy and Ethical and Moral Frameworks for Communication Practice, Socio Cybernetics, Wearable Technology, Agency and Industry Trends, Purpose Led Branding, Responsible Consumerism.
Geldenhuys, DJ	Non-Conformist Conduct in World Politics
Graham, SE	South African Foreign Policy, United Nations, Good International Citizenship and International Conflict

Hendricks, CM	Peace And Security in Africa, Gender Peace and Security, Peace Building, Post-Conflict Reconstruction/ Security Sector Reform, UN, AU, SADC (Strategy on Gender Peace and Security), SA Foreign Policy, Drafted the SADC Strategy on Gender and Security, Assistance to Civil Society – On Mobilizing for a South African National Action Plan on Gender Peace And Security, Assisting the Government of Namibia to Draft a National Action Plan on Gender Peace and Security, Part of Directors for the Mapungubwe Institute for Strategic Reflection (MISTRA) Research Project on Geo-Politics and Empire Building :What Can We Learn From the Past to Achieve Global Peace
Tselapedi, T	MANCOSA College of Southern Africa – Unpack Mid-Term National Budget, Electoral Institute for Sustainable Democracy in Africa – Reflections on Local Government and Coalitions, August 2016, PPC Company – A Political Analysis of South Africa at an Annual Event

6. INTERNATIONALISATION

6.1 Students Engaged in International Activities

Name	Student number	Activity	Institution/University
T Matsilele	201506606	"Image & Word" Professional Development Programme	British Columbia, Regent College, Canada
TF Chikonyora	215008509	Student Exchange	Missouri State University
T Grup	201425453	Student Exchange	Appalachian State University, N Carolina
M Powell	215014561	Student Exchange	Appalachian State University, N Carolina
J Ridderhof	201590802	Student Exchange	University of Arkansas
Manon van der Meer	201610565	Master's Research	Utrecht University
Hylke Geert Hoornstra	201610570	Master's Research	Utrecht University
B Tsuwane	201433879	Attending two-week accredited course on environmental history in the Kruger National Park, July 2016	Western Sydney 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
Vos, E	2016085842	Attend and present a paper at the AICIBS Conference	Oxford, UK
Mahlangu, S	201300339	Project Hello @morrow Afrovibes festival, Amsterdam	Whalley Collective, DSTV

6.2 Staff Engaged in International Activities

Name	Activity	Institution/University
Pienaar, M	Hosting a cite visit with one day seminar for 20 postgraduate students from Finland at Onverwacht.	University of Helsinki, Finland
Pienaar, M	Hosting a seminar for 14 students from various universities in the Low Countries who visited South Africa as part of the Jongerenproject.	14 students from various universities from the Low Countries
Jacqueline Moodley	Methodology training	University of Chicago
Lauren Graham	Lecturing and conference participation	University of North Carolina Chapel Hill
Leila Patel		University of California: School of Social Welfare

Leila Patel		University of North Carolina: School of Social Science
Leila Patel		National University of Taiwan
N. Erlank	Co-running research project	Cambridge University
G Groenewald	Co-authoring research article	University of the West Indies
G Groenewald	Setting up research collaboration	Western Sydney University
All departmental staff – JFT	Global cities project	Ryerson University, Canada
Ylva Rodny-Gumede	Menell Media Conference and student news room	Duke University, US
Nel, JBS	Working with an NGO SGS Consulting, Coady Institute, Xavier University in Canada and local government on a strategy to strengthen asset-based community development (ABCD) in South Africa	International
Noyoo, N	Working with and mentoring social work academics at the University of Swaziland	International
Noyoo, N	Collaborating with colleagues at the Centre for Metropolitan Studies, University of Sao Paulo, Brazil, on cross-national and comparative Social Security Systems; the Focus is on Sub-Saharan Africa and Latin America	International
Rasool, S	Hosted Erfurt students and staff at round table	Erfurt University
Rasool, S	Hosted University of North Carolina for a discussion for future collaboration	University of North Carolina
Rasool, S	Developed a partnership with Prof Coid, Wolfson Institute of Preventive Medicine	London Queens University
Rasool, S	Developed a partnership with Prof Sunday from USA/Nigeria	Westfield University
Van Breda, AD	Vice-President of <i>Resilio, International Association for the Promotion and Dissemination of Research on Resilience</i>	International
Van Breda, AD	Founded a new association called ANCR: Africa Network of Care-Leaving Researchers. I set up a website: https://careleaving.com/ We are so far attracting colleagues from South Africa, Ghana, Nigeria, Zimbabwe, Kenya and Ethiopia	International
Uys T	Clinical Sociology	University of Cincinnati
Naidoo K	IKS Project	University of Namibia
Khunou G	Black Middle Class Project	University of Maryland

Ngcwangu S	Rethinking Education in Africa	CODESRIA
Ngcwangu S	Higher Education, Inequality and the Public Good in four African countries: South Africa, Kenya, Nigeria and Ghana	ESRC
Uys, T	Erasmus Mobility Project arranged by Prof Cora Burnett from the Faculty of Health Sciences	Univerzita Palachého v Olomouci in the Czech Republic.
Uys, T	President RC46 Clinical Sociology	International Sociological Association
Uys, T	International Board Member	AACS and CAPACS
Aziona, C & Oksuitycz, A	Social issues of migration research	International Organisation for Migration
Benecke, R & Verwey, S	PR Professional Landscape Study	Global Alliance
Davis, C	Gender activism programme	United Nations
Verwey, S	Advisory Board	Corporate Communication International
Verwey, S	Editorial Board	International Journal of Strategic Communication
Verwey, S	Review Panel	Journal of Marketing Communication
Verwey, S	Curriculum Advisor	Zambia Public Relations Association
Verwey, S	Conference Committee	CCI, New York

6.3 Internationally Accredited Programmes

Programme name	Organisation accreditation is with
Honours degrees – Sociology, Industrial Sociology, Urban Studies (pending accreditation)	CAPACS
Strategic Communication Programmes	Corporate Communication International

6.4 Visits by Staff to International Institutions

Name	Institution visited
Prof M Pienaar	University of Namibia
Prof Jac Conradie	University of Iceland, Reyjavik
Jacqueline Moodley	University of Chicago, Washington University in St Louis
Lauren Graham	Glasgow University
Leila Patel	University of California, University of North Carolina, National University of Taiwan
Leilanie Williams	Glasgow University
Zoheb Khan	University of North Carolina Chapel Hill
Senzelwe Mthembu	Glasgow University

N Erlank	Madras Christian College, Chennai, India
Guse T	Complutense University Madrid, Spain; University of Porto, Portugal (Erasmus Scholarship); University of Minho, Portugal; University of Bologna, Italy
Rasool, S	Promundo Brazil; Violence Prevention Research Unit, Wolfson Institute of Preventive Medicine
Siphelo Ngcwangu	CODESRIA, Dakar, Senegal
Verwey, S	Corporate Communication International , New York

6.5 Visits from Abroad

Name of visitor	Name of institution visitor was form
Prof Jerzy Koch	Adam Mickiewicz Universiteit, Poznan, Poland
Prof Ena Jansen	Vrije Universiteit, Amsterdam, Netherlands
Prof Axel Fleisch	University of Helsinki, Finland
Prof Thomas Tufte	University of Leicester
Dr B Manyarara	University of Zimbabwe
Prof G Chowa	University of North Carolina Chapel Hill
Dr R De Vera Masa	University of North Carolina Chapel Hill
Ms S Harwood Mitra	University of North Carolina Chapel Hill
Prof J Rickman	University of North Carolina Chapel Hill
Prof A Furlong	Glasgow University
Franklin Cosey-Gay	University of Chicago
Molly Coeling	University of Chicago
Prof Deborah Gorman-Smith	University of Chicago
Prof Trudie Knijn	Utrecht University
Prof Jessica Darrow	University of Chicago
Prof Donna Baines	McMaster University
Prof Ian Cunningham	Strathclyde University
Dr B Benett	Western Sydney University
Prof. G Barton	Western Sydney University
Prof. W Beinart	Oxford University
Dr. A Samson	London University
Prof. J Byfield	Cornell University
Prof. C Brown	Rutgers University
Inger Munck	Danish School of Journalism, Aarhus, Denmark

Tom West	American Translators Association (ATA), Intermark, Chattanooga, Texas
Dr David Orrega-Carmona	Aston University, Birmingham, UK
Prof Ian Bruce	Cass Business school, University of London
VAN BREDA, AD. Prof J. Pinkerton	Queen's University Belfast, Northern Ireland
Fritz, J	University of Cincinnati, Ohio, USA
Omari J	Colby-Swayer College
Dr Ian Somerville	Leicester University, UK
Jemima Lovatt	Global Foundation for the Elimination of Domestic Violence
Karen Greve-Isdahl, Jo Crawshaw, Katleho Motlaung	Opera Software, Norway
Prof Oscar Hemer	University of Malmö, Sweden

6.6 Collaborations with International Institutions, with Specific Reference to Universitas 21 Institutions, and Pan-African Initiatives

University of Hong Kong & Glasgow University – CSDA
Prof E Cornelius was the designated UJ representative at the Universitas 21 workshop on “Language Science and Global Mobility”, 25 & 26 April 2016 at the University of Edinburgh, UK
Noyoo, A will provide social policy training to students at the University of Swaziland and is used as a resource person by the Department of Social Work
Rasool, S will be expanding replicating her research in Nigeria
A.D. van Breda has colleagues at the University of Ghana who are replicating his longitudinal research on youth leaving residential care; this is being done by Dr Fimpong-Manso in Ghana, one of his postgraduate students in Nigeria, and a colleague in Zimbabwe
Corporate Communication International, New York
University of Leicester
Middlesex University
Zambian Public Relations Institute (ZAPRA)

7. COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT, NATIONAL AND GLOBAL REPUTATION MANAGEMENT

7.1 Community engagement

Community engagement is an integral part of most of the departments within the Humanities, with staff involved in 62 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 include youth development programmes; pro bono family therapy; social work first year internship programmes; and involvement with organisations such as Worldvision.

In 2016, the faculty's flagship project "Izindaba Zakudla" did very well and created very positive PR for the faculty. In partnership with Slow foods international, a conference entitled "*Growing and Producing Food in Soweto and Johannesburg*" was organised. The project is the first multi-disciplinary and cross-faculty project run by the University of Johannesburg, with the departments from Faculty of Art Design and Architecture as well as Faculty of Management involved.

Project Name	Project Leader	CE Type			Grouping		Faculty core business linked	
		SL	CBR	OO	Departmental	Individual	Directly (motivate)	Indirectly(motivate)
Training Afrikaans Facilitators/teachers in Soweto	Pienaar, M Lawrence DC			✓	Afrikaans	Ongoing	Train facilitators not having any formal training in language teaching methodology	It will equip them with the skills needed
Film Adaptation	Johl, CS			✓	Afrikaans	Ongoing	Providing skills for script writing	Preparing writers to enter the script writing market and enable them to compete in film festivals like the <i>silverskermfees</i>

The Soweto Project	Pienaar, M			✓	Afrikaans	Ongoing	Teaching of Afrikaans as a first or second additional language	Improved quality of teaching improved resources
Skoolpoësie vir Afrikaans onderwysers	De Wet, K	✓			Gauteng District schools – especial Afrikaans FAL (First Additional Language)	Ongoing	Teaching prescribed literature texts in secondary schools	SL
Izindaba Zokudla	N Malan					X	Izindaba Zokudla is one of the Faculty and UJ's official community engagement projects	
Siyakha Youth Assets	L Patel		✓					
Families and Child Wellbeing	L Patel		✓					
Extra Language and Skills Courses	JV Starfield			✓			At risk students and students wishing to improve their academic writing (50–52 per week)	The project's aim is to provide two tranches of students with more personal attention than they receive in large group lectures. The two groups are students at risk of failing and those who wish to improve their writing and analytical skills

UJ Free Adult Ballet	CF Botha					✓		Free classes provided to any UJ student – not linked to any department or faculty directly
Break the Silence on Women Violence: Creating Awareness on the Realities of Gender-based Violence and a Proposed Needs Analysis	Lourens H				✓		Part of Master's Community Psychology module	
Suicidality at the University of Johannesburg	Lourens H				✓		Part of Master's Community Psychology module	A Suicide Awareness Campaign
Practical Placements of Master's Clinical/Counselling Students	Psychology	✓		✓	Diverse Psychological Health Care Needs	Free and accessible Health Care Services	SL/OO	We served seven diverse sites in 2016
Adherence Support Group (Themba Lethu Clinic And Right To Care At Helen Joseph Hospital, Gauteng)	Right To Care. Moodley P Functioned As Therapy Supervisor For Master's Students.							

Soul Provider	M Frahm-Arp				Religion Studies	M Frahm-Arp	Maria writes weekly meditations that go out to a community of 70,000 people worldwide	Continuing the community engagement of teaching to a larger audience than those who attend university
TRANS4M Integral Development	De Beer, M		✓			✓	Links to my social cohesion research theme	
Body and Sexual Healing	De Beer, M		✓			✓	Links to my sexuality research theme	
Council for Sexual Health Professionals (CSHP) – Academy of Sexology	De Beer, M	✓	✓			✓	Links to my sexuality research theme	
Disability Sexual Assistance	De Beer, M		✓			✓	Links to my sexuality research theme	
Third Year CDL internship	Ditlhake, Kd	✓			X		CDL3000	
Second Year BSW internship	Maphosa, N	✓			X		INT2002	

First Year BSW Volunteer Service Placement	Mashigo, B	✓			X		INT1001	
Commemoration of World Social Work Day 15 March 2016 – UJ recognised in African Schools of Social Work Associations publication	Nadesan, Vs De Beer, M			✓	✓		Linked to Module INT4000/4004	
Free CPD Accredited Workshops to Social Workers and Psychologists on Advances in Treatments on Chemical Dependency	Nadesan, Vs			✓				Links to my community engagement programmes
Fourth Year BSW Internship	Nadesan, Vs De Beer, M	✓			✓		Linked to Module INT4000/4004	
Promoted Mandela Day Empathy Awareness amongst Fourth Year students	Nadesan, VS De Beer, M	✓			✓		Linked to Module INT4000/4004	
Agency Presentations by Fourth Year Students	Nadesan, VS De Beer, M			✓			Linked to Module INT4000/4004	

Publication of Articles on Social Issues	Nadesan, VS		✓			Community-based and social issues openly discussed in media		Links to my community outreach efforts
Selection Committee of Projects Applying for Funds at Beeld Kinderfonds	Nel, JBS		✓			✓	Link to modules on community development undergraduate and post graduate levels	
Visit Zandspruit Community Project with MA Students	Nel, JBS	✓			✓		Link to modules on community development on undergraduate and post graduate levels	
Calabash, Pearston community development initiative, Eastern Cape	Nel, JBS		✓			✓	Visit projects for research purposes on ABCD	
Tarkastad Development Initiative, Eastern Cape	Nel, JBS		✓			✓	Visit projects for research purposes on ABCD	

Frederich Ebert Stuffing	Noyoo, N							
University of Swaziland Capacity Building	Noyoo, N							
Presence in Salaat	Rasool, S			✓		✓		Links to my work on gender
Forced Marriage	Rasool, S			✓		✓		Links to my work on gender
Lessons for Contemporary Muslim Women	Rasool, S			✓		✓		Links to my work on gender
Third Year BSW Internship	Turton, Y	✓			✓		123 students placed in 65 schools for INT3003	

Girls & Boys Town SA	Van Breda, AD		✓			✓	Research and M&E capacity building	This is my central research project and is co-funded by the NRF
Lecture on Counselling to Students Studying at the Islamic Institution on Counselling	Religious Studies (Jammitatul Ulema)	Abu Bakr Muhammed; Suleman, M	1 Lecture	5-6 students	Importance of counselling in the Muslim community	Students could become counsellors		
Childline Gauteng	Aziona, C	✓			A funding crisis and a lack of awareness of all the services ChildLine Gauteng offers	Raise awareness and funds to keep it operational and provide an essential service to vulnerable groups	Service learning opportunity for students	Community outreach
Sparrows Schools Education Trust	Aziona, C	✓			A funding crisis and a lack of awareness of all the services and facilities offered by Sparrows Schools in Melville	Raise awareness and funds to keep it operational and provide an essential service to vulnerable groups	Service learning opportunity for students	Community outreach
Counter Trafficking Campaign	Aziona, C	✓			Lack of Knowledge of the issue of human trafficking and slavery amongst young people. Spur conversation on social media about it	Increased awareness means vulnerable groups less likely to fall victim	Service learning opportunity for students	Community outreach

Izindaba Zokulda	Dr N Malan	✓			Benecke, DR (with second year PR students)		As a second year service learning module	
NGO and Community Hours Project	D R Benecke	✓			Benecke, DR, with third year PR WIL students		Placements at various NGOs of WIL students; administrative and coordination support provided by Community Hours SA	
Soweto Eat In	Dr N Malan			✓		Benecke, DR		Part of panel discussion during event at Soweto Theatre in September 2016
HeforSHe	A Crystal	✓				Crystal, A	This is a UN initiative that UJ is involved in. The idea is to get men to understand that they need to partake in female issues. It was used as a learning device to demonstrate application of theory.	Social awareness

Inspiration Session	A Crystal & D Raaff	✓			Strategic Communication (A Crystal & D Raaff)		We invite Alumni of the degree to show the students how that Alumni's degree fitted in with their journey thus far	It is very motivating to the students and exposes the top firms to our top students
TEARS Foundation "Help-at-your-fingertips"	Davis, C			✓		Davis, C		Raising awareness of rape and sexual abuse and analysing data aimed at prevention of SGBV
UJ Youth Council	Davis, C			✓		Davis, C		Global collaboration to eliminate domestic violence
Matla a Bana	Davis, C			✓		Davis, C		Trustee and promoting the elimination of child sexual abuse
Rebranding of Residences	Ms Lorraine Viljoen Head: Transformation			✓		Hattingh, R	Anything involving the UJ brand directly impacts on the lecturers and students of the Department of Strategic Thinking	10 meetings with Ms Lorraine Viljoen and other members of the rebranding committee for planning, reviewing etc of the final part of the process; facilitated 3 group workshops to the

								House committees en masse about rebranding, writing manifestos, missions and visions; individual work sessions with the house committees of every residence; crafting, writing and editing of Branding documents – this resulted in students engaging with and understanding the value of strategic skills as offered by the Department of Strategy
CaSIPO	Zodwa Sithole Director Hospice Support Care and Support for Improved Patient Outcomes (CaSIPO)		✓		Strategic Communication (Hattingh R)		Students get to apply skills and knowledge obtained in the Strategic courses with real clients in real-life briefs.	
Childline	Gita Dennen traininggauteng@childline.org.za		✓		Strategic Communication (Hattingh R)		Students get to apply skills and knowledge obtained in the Strategic courses with real clients in real-life briefs.	

Opera Ambassadorship	Opera Software AS Jo Crawshaw			✓		Hattingh, R	15 students from Applied Strategic Communication (10 from third year and 5 from Honours year) benefitted by becoming ambassadors for Opera by means of training in New Media and internship opportunities.	
Student Brand Council SA	Anli Grobler			✓	Strategic Communication (Hattingh R)		8 students from our department (first year to MA students) were selected to serve on the Student Brand Council of the Brand Council SA, invited to the annual meeting of the council and received networking opportunities in the Branding Industry	

PfP Partners for Possibility	Dorcas Dube	✓			Strategic Communication (Hattingh R)		All the Strategic Honours full time students were invited to attend Partners for Possibility events and assigned to a business partner and a school principal	Industry liaison
Childline Gauteng	Clarissa Muir				Strategic Communication (Mabada RSV)			
Childline Gauteng	Clarissa Muir			✓	Strategic Communication		The honours students of 2016 have completed a full brand scan project investigating the perceptions around Childline and then focussed on the development of a repositioning strategy; this was presented to the client with major success and a number of these proposals are in the process	

							of being implemented	
Helen Joseph Nutrition Programme	S Verwey			✓	Strategic Communication (Sitto, KM Muir, C Carter, C Mayet, N Verwey, S Davis, C Levy, N Benecke, DR)			
Verwey, S	S Verwey	✓			SA industry agencies and their client systems	Impact of industry trends on agency business models and sustainability	Service learning	Industry liaison
Verwey, S	S Verwey			✓	Aids support group Helen Joseph Hospital	Nutrition support and improved compliance	Community outreach	Social awareness and accountability

7.2 Marketing and Events

7.2.1 Branding and marketing

The Faculty has always worked towards building a recognisable brand within the monolithic UJ brand. This has been done with an integrated marketing plan. This approach is aimed at achieving the objectives of a marketing campaign, through a well-coordinated use of different promotional methods that are intended to reinforce each other. Our brand narrative and story line “Intellect for purpose” is well established now, and is the golden thread through all our campaigns. Our marketing strategies and creative campaigns weave together multiple marketing disciplines, like paid advertising, public relations, promotion, events and social media. Unlike other faculties, marketing in the Faculty is centralised. All advertising, marketing material, website development and maintenance and events are organised centrally by the Faculty. This focus on a central Faculty brand, rather than creating individual departmental brands, has had a positive effect on the Faculty’s image. Another part of the Faculty’s integrated marketing plan was a process designed to assure that all brand contacts received by a current or prospective student were relevant to that individual and consistent over time. In order to attract good undergraduate students, a new way of communicating to potential students was needed. The Faculty was the first to enter the digital realm by creating a Faculty Facebook page, because in order to stay relevant to current students, we have to communicate differently to more these technical savvy scholars.

Together with these digital communication tools, a complete new look and feel were created for the Faculty website. The website became more interactive and relevant, and focused on the external target market rather than internal stakeholders. The website and the Facebook page kept students in constant contact with the Faculty and gave them up to date news and events in the Faculty.

On the website, the Faculty answered queries, promoted postgraduate programmes, advertised public lectures and also shared interesting news about the Faculty. As from 2011, all applicants and current students have been able to submit queries on the Facebook page. Instant responses were given in order to minimise students unnecessarily standing in queues. The new website, as well as the Facebook and Twitter page, gives prospective students a communal sense; they are allowed to enter an existing academic space, which encourages them to become part of a forward-thinking, dynamic Faculty.

The 2016 for 2017 undergraduate advertising campaign focused on how potential students can realise their purpose with a degree in Humanities. The postgraduate campaign focused on how a master’s degree in the Humanities will differentiate you from everyone else. We also promoted postgraduate studies with our National Research Foundation (NRF) rated researchers, since potential postgraduate students want to study with the expert in their fields. Going forward, the Faculty also plans to lead the conversation around the value of a Humanities degree. This will form the basis of the future marketing strategy for the Faculty.

Faculty of Humanities

Intellect for purpose

DIFFERENTIATE YOURSELF FROM THE REST WITH A MASTER'S DEGREE.



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.

SOUTH AFRICAN UNIVERSITIES GRADUATE 22000 HONOURS STUDENTS A YEAR BUT ONLY 12000 MASTERS. IN ORDER TO DIFFERENTIATE YOURSELF FROM THE REST, YOU NEED TO SPECIALISE BY DOING A MASTER'S DEGREE. THE FACULTY OF HUMANITIES HAS 45 MASTERS PROGRAMMES WITH RESEARCH AND COURSEWORK SPECIALISATION.

- MA (African Languages) Coursework
- MA (African Languages) Research Master's
- MA (Afrikaans) Gedoseer
- MA (Afrikaans) Verhandelng
- MA (Anthropology) Research Master's
- MA (Applied Linguistics) Coursework
- MA (Applied Linguistics) Research Master's
- MA (Audiovisual Communication) Coursework
- MA (Audiovisual Communication) Research Master's
- MA (Biblical Studies) Research Master's
- MA (Clinical Psychology) Coursework
- MA (Clinical Social Work) Coursework
- MA (Communication Studies) Coursework
- MA (Communication Studies) Research Master's
- MA (Community Development) Coursework
- MA (Corporate Communication) Research Master's
- MA (Counselling Psychology) Coursework
- MA (Development Studies) Coursework
- MA (Development Studies) Research Master's
- MA (English) Coursework
- MA (English) Research Master's
- MA (French) Research Master's
- MA (Greek) Coursework
- MA (Greek) Research Master's
- MA (Historical Studies) Research Master's
- MA (Industrial Sociology) Coursework
- MA (Industrial Sociology) Research Master's
- MA (Journalism) Coursework
- MA (Journalism) Research Master's
- MA (Latin) Coursework
- MA (Latin) Research Master's
- MA (Marketing Communication) Research Master's
- MA (Philosophy) Research Master's
- MA (Philosophy) Coursework
- MA (Politics) Research Master's
- MA (Psychology) Research Master's
- MA (Semitic Languages and Cultures) Coursework
- MA (Semitic Languages and Cultures) Research Master's
- MA (Social Impact Assessment) Coursework
- MA (Clinical Social Work) Coursework
- MA (Social Work) Research Master's
- MA (Sociology) Coursework
- MA (Sociology) Research Master's
- MA (Strategic Communication) Coursework
- MA (Urban Studies) Research Master's

CONTACT

For more information please visit our website www.uj.ac.za/humanities or email Karin Du Plooy karindp@uj.ac.za



RETHINK. REINVENT.



Faculty of Humanities

Intellect for purpose



6 SUBJECTS YOU HAVEN'T THOUGHT OF

For a successful career in the 21st century
You will need to be an innovative and creative thinker

Businesses and NGO's now have more issues than
just the bottom line to deal with:

- ✓ Globalisation and the effects it has on doing business
- ✓ A multi-lingual world in which English is not the only language
- ✓ The growing importance of religion in people's lives and the emergence of religious militancy
- ✓ Failing democracies in Africa
- ✓ Violence and politico-religious conflict
- ✓ Increasing poverty and economic instability

6 Subjects that will equip you to deal with these issues and make you a more attractive employee

- **Classical civilizations** in which you will study the birth of democracies, as well as contemporary thought and culture.
- **Religion Studies** examining the social, political and even economic impact of current religious conflicts in the world.
- **Philosophy** giving new insight into thinking about the ethical issues raised by poverty, violence and economic inequality.
- **French** because half of Africa is French speaking!
- **African Languages and Afrikaans** so you are able to engage your customers.
- **Linguistics** because the global arena is multi-lingual.

For more information and videos on these subjects please visit the Humanities website www.uj.ac.za/humanities



RETHINK. REINVENT.



7.2.2 Events

The faculty launched its public seminar series in 2007. The intention of these lectures/seminars is to create a premier forum for academic discussion and debate. Various departments within the faculty now host weekly or monthly seminars that fit in with this initiative.

The Department of Sociology with the Department of Anthropology and Development Studies host a seminar series, which in 2016 included twenty six prominent South African and international speakers. A number of other academic departments, including Philosophy, Greek and Latin, Historical Studies, English and Religion studies among others, hosted scholarly seminars. In 2016 more than twenty such seminars took place.

The faculty also hosts the annual Helen Joseph memorial lecture. The focus of the lecture is to honour Helen Joseph as an iconic figure, unceasingly committed to the service of others. The keynote address at the 2016 lecture was entitled: '*They are burning memory*', and was delivered by Prof Njabulo Ndebele, Vice Chancellor at UJ.



2016 also marked the 2nd annual Hugh Masekela public lecture. Professor Pitika Ntuli delivered the lecture and was very well attended.

The Afrikaans department hosted the annual NP van Wyk Louw Memorial Lecture, presented by Prof Hein Willemse, with the title "*Van Wyk Louw deur die oë van Adam Small*" (*Van Wyk Louw through the eyes of Adam Small*).

- Humanities prize giving

The Faculty of Humanities honours its top achievers annually at the Humanities prize-giving ceremony. All those who graduated cum laude within the BA, BA Honours and master's programmes, and all doctoral graduates, receive a faculty prize and certificate. The event is held in recognition of the outstanding achievements of the Faculty's students.

- Dean's list

The Dean's List, hosted at the end of the second semester, identifies those students at second and third year and Honours level who are potential postgraduate students. Information on further study programmes and bursaries is provided to these students. Identified lecturers from the Faculty give a motivational speech to these students at a special function.

- Orange carpet event

As part of the First Year Seminar (FYS) the faculty invite all orange carpet students as well as top achieving first years to a welcome lunch. At the event orange carpet students are introduced to the top achieving first year as well as their first year lecturers.

- Creative writing prizes

The UJ Prize for Creative Writing in Afrikaans for 2016 was awarded to Ena Jansen for her novel *Soos familie*, and the UJ Debut Prize went to Roela Hatting *Kamee*.

The UJ South African Writing in English main prize went to Craig Higginson for *The Dream House*; the debut prize was won jointly by Nkosinathi Sithole for *Hunger Eats a Man* and Eliza Kentridge for *Signs for an Exhibition*.

8. RESOURCE MANAGEMENT AND SUSTAINIBILITY

8.1 Faculty Finance

Income		
	2016	2015
Department Anthropology & Development Studies	16,150,561.15	16,736,314
Department of Religion Studies	1,444,549.13	1,318,164
Department of Historical Studies	6,139,283.71	5,472,952
Department of Philosophy	4,306,422.96	3,607,543
Department of Politics and International Relations	13,303,177.60	11,380,127
Department of Psychology	34,016,956.03	32,106,437
Department of Social Work	13,064,115.27	10,633,695
Department of Sociology	16,528,493.80	16,113,613
Department Afrikaans	793,134.93	627,068
Department African Languages	6,367,151.22	8,323,883
Department of Communication - Core	13,702,427.78	12,166,859
Department of Communication	-4,096.32	-5,099
Department of Journalism, Film and Television	9,179,487.94	8,311,403
Department of Public Relation Management	22,470,645.89	20,297,725
Department of Communication Skills	17,029,005.44	15,930,922
Department of English	17,600,139.75	15,116,701
Department of French	583,689.09	701,025
Department of Greek And Latin Studies	477,455.11	503,247
Department of Linguistics	2,453,479.88	2,149,647
Total	-202 388 424.39	-185 301 125.94

Expenditure				
	Budget '16	Actual '16	Budget '15	Actual '15
Department Anthropology & Development Studies	218,544.54	92,904.32	310,560.61	199,355.79
Department of Religion Studies	60,081.73	31,132.58	57,471.21	43,532.10
Department of Historical Studies	59,019.49	60,368.55	126,644.69	112,062.37
Department of Philosophy	83,492.59	70,977.39	122,813.24	117,178.40
Department of Politics and International Relations	150,803.12	167,517.07	166,925.09	150,569.43
Department of Psychology	197,833.99	208,674.26	470,500.14	276,966.51
Department of Social Work	241,464.67	195,585.85	185,225.51	147,146.68
Department of Sociology	261,172.37	287,258.96	254,017.99	234,487.38
Department Afrikaans	45,422.64	51,602.63	38,399.46	44,221.04
Department African Languages	190,011.18	113,103.08	169,077.30	162,444.55
Department of Communication - Core	63,074.02	28,712.61	149,355.60	74,239.43
Department of Communication	20,000.05	22,290.55	2,340.00	7,400.96
Department of Journalism, Film and Television	3,120.00	-	1,560.00	-
Department of Public Relation Management	46,931.32	46,754.31	117,842.70	41,615.68
Department of Communication Skills	86,549.13	17,949.58	141,906.91	42,502.80
Department of English	130,229.00	50,081.56	286,940.35	79,378.92
Department of French	22,427.98	6,163.38	27,651.12	23,275.49
Department of Greek And Latin Studies	54,359.95	20,215.98	56,156.91	29,146.09
Department of Linguistics	31,715.20	33,258.26	51,646.49	34,828.41
Total	2 393 537.45	1 627 377.69	3 140 597.90	2 227 068.24

9. CONCLUSION AND WAY FORWARD

This has been a strong year for the Faculty. The key indicators of the health of the Faculty are moving in the right direction for a second year in a row. Research is growing in both quantity and significance, which is a reasonable indicator of quality. Our undergraduate programmes are moving in the direction of online provision and there is active strategic thought around this. Our postgraduate throughput is being tackled, for the benefit of everyone concerned, especially students. Calls to decolonise have been seized as an opportunity for positive change. And the Faculty has moved towards a shared collective vision, one that aligns with the UJ Strategic Objectives, and at the same time expresses the Faculty's unique contribution.

Imperatives for 2017 include the following.

- Recruitment of strong and diverse candidates who will shape the future Faculty, as we face a number of retirements in this period.
- Continued disruption of silos, whether departmental, disciplinary, historical, or other.
- Continued driving towards online and blended learning.
- Continued attention to postgraduate throughput, and to the skills and knowledge imparted in postgraduate education.
- Revision of our undergraduate curriculum to reduce operational footprint while maximising and explicating its value to our students.
- Continued engagement with the national and international decolonisation discussion and the intellectual currents behind it.