



UNIVERSITY OF  
KWAZULU-NATAL  
INYUVESI  
YAKWAZULU-NATALI

COLLEGE OF  
HUMANITIES

A large circular graphic with a blue border, containing a complex geometric pattern of overlapping diamonds and triangles in shades of yellow, orange, and light blue. The text is centered within this circle.

**HUMANITIES INSTITUTE**  
**2021**  
**ANNUAL REPORT**

**INSPIRING GREATNESS**



# HUMANITIES INSTITUTE 2021 ANNUAL REPORT

## HUMANITIES INSTITUTE

### College of Humanities

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**HUMANITIES INSTITUTE**



## Vision and Mission

The VISION is to be an advanced catalytic research Humanities Institute that is recognised for its digitally-informed contextually-relevant socially transformative and innovative knowledge production impacts aimed at solution-driven Africa-focused engagements of inequalities and problematising research.

The MISSION is to systematically realize the VISION through timeous signature knowledge generation interventions and longer term catalytic, strategic projects of, with, in, by, and for research as well as regional communities hubs of practice of Afrikology social and scientific values, and praxes.

## Strategic Objective

To systematically develop the range, reach and scale of the digitally-informed impacts of the Humanities Institute's signature, catalytic and strategic signature research projects.

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# PREAMBLE

## Professor Nhlanhla Mkhize

Deputy Vice-Chancellor and Head of College  
College of Humanities (CHUM)



Prof. Nhlanhla Mkhize

We are thankful for the great work the Humanities Institute is doing, and the significant impact its signature projects are already registering nationally, continentally and internationally.

It was established in mid-2019, to catalyze, grow and support, the research mentoring and support, as well as research outputs of the College of Humanities from within its Afrikology baseline systems of values.

The secondment of its current Chair, Prof. Jannie Smit assisted in articulating and operationalising these values collectively across the participating projects.

All projects brought together under the auspices of the Humanities Institute work in specific areas that add and advance value to some of the key epistemic functions of the College of Humanities.

They collectively operate in accordance with an exceptional vision, and mission, with strategic objectives, within the framework of the UKZN Vision of being the Premier University of African Scholarship.

We are grateful for all the researchers and research participants involved, and also for research funders, who are participating in the institute's projects. Among these count, the National Institute for the Humanities and Social Sciences (NIHSS), the Andrew W. Mellon Foundation, the Department of Science and Innovation, South Africa, International Development Research Centre (Canada), Social Sciences and Humanities Research Council (Canada), Spencer Foundation (US), the Ford Foundation (US), and the National Research Foundation (SA).

All projects are growing from strength to strength, and we are sure that the key role of the institute in its internationalisation efforts, especially, will be a vital role player in the current and future research initiatives and research outputs, impacts and effects, of both the Institute and the College of Humanities.

## Professor Nhlanhla Mkhize

*Deputy Vice-Chancellor and Head of College*

College of Humanities  
University of KwaZulu-Natal

# PREFACE

**Professor Johannes A. (Jannie) Smit**

Chair: Humanities Institute

College of Humanities (CHUM)



Prof. Johannes Smit

Since its inception in May 2019, the Humanities Institute's activities have been implemented systematically and it has expanded and grown from strength to strength.

**A**s seconded chair that leads and supports the Institute's initiatives, I am thankful to all who have so far participated in all the activities. We are especially grateful to Prof. Saleem Badat who has joined us as the first full-time Research Professor in the institute.

Due to strategic College of Humanities indicatives, with university-wide as well as provincial and national importance, the Institute has initiated a number of primary projects, which are also projects articulated with a number of funders and participants.

This report provides a brief overview of the development of these projects throughout 2021.

In brief, the main projects cluster around three groupings.

- The Research Professor Projects cluster around projects led by research professors and researchers appointed in the institute.

- The Catalytic Projects cluster around externally funded or institutionally funded signature projects that catalyze research mentoring and support, locally, with local, national, continental and/or international participation as the case may be.

- The Affiliated Projects cluster around topic-specific and strategically-directed research of research groups, Institutes, Centres and Research Units, in the College.

During 2021, each of the project leaders have made significant strides towards the development and strategic implementation of their projects' objects of study.

We want to congratulate all project leaders, as well as research participants, respondents, and reviewers, and also wish to thank all administrators and managers for the great work they have done in 2021. We look forward to a very productive 2022.

**Professor Johannes A. (Jannie) Smit**

*Chair: Humanities Institute*

College of Humanities

University of KwaZulu-Natal

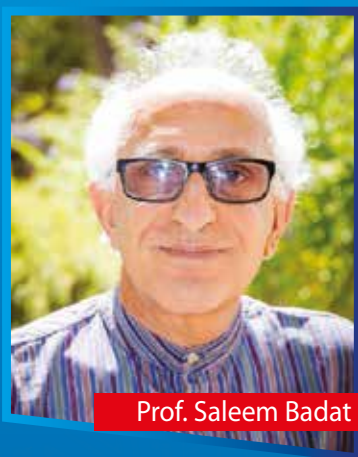


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# RESEARCH PROJECTS

## The UKZN College of Humanities Research Professor Project



Prof. Saleem Badat

Research Professor  
College of Humanities

Appointed as research professor under the auspices of the Humanities Institute in 2019, Prof. Saleem Badat is involved in a number of projects.

The most significant is a five-year project comprising the writing of a book on the History of Universities in South Africa (HUSA), which analyses their purposes, roles and functions during the colonial, segregation, apartheid and post-1994 periods. A central question which will be answered in the book, is whether, how and why the purposes, roles and functions of the universities in South Africa have changed.

An important part of this project, is also to develop a contributing network of scholars on the project and to raise funds and identify, appoint, mentor and work with postdoctoral fellows and doctoral students on the history of universities in South Africa.

A number of HUSA-related publications are being planned and a series of HUSA research publications is envisaged.

At this point, Emeritus Prof. Paul Maylam of Rhodes University will be making a contribution in respect of the production of a historiography on universities in South Africa and some postdoctoral fellows and doctoral students have been recruited.

With financial and logistical support from Stellenbosch Institute for Advanced Studies (STIAS) Prof. Badat also convened a national workshop on the HUSA project, with some 20 participants (senior

Prof Goolam Vahed (History UKZN) and Prof Luvuyo Wotshela (Fort Hare).



scholars, early career scholars, postdoctoral fellows and PhD students) from South Africa, the United Kingdom (Dr. Anne Heffernan, Durham University) and Switzerland (Prof. Gaële Goastellec).

Prof. Badat is also involved in HUSA-related commissioned research and consultancies that financially contribute to the larger project.

Other books include one on *Rhodes University* [2022] that critically reflects on the dynamics and challenges of transformation during his tenure as its first black vice-chancellor (2006 – 2014), and another has been submitted to the UKZN Press, on *Tennis, Apartheid and Social Justice*. The latter is under review currently.

Internally, Prof. Badat also leads and coordinates the Mellon-funded Early Career Scholars (ECS) project, in the College of Humanities, on academia generically speaking, as well as academic leadership. The programme encompasses seminal academic skills development related to building an academic career, and navigating a university, and also involves activities such as research project proposal writing and grant writing, research, writing and publishing.

Finally, on presentations and publications, Prof. Badat has presented a number of papers during 2021, at the University of London, Durham University, Oxford University, Sefako Makgatho Health Sciences University, the United Nations University Institute for the Advanced Study of Sustainability, Global Leadership and Sustainable Development in Africa programme, the University of Johannesburg, and the University of the Free State, in the panel on the Impact of Political Influences on University Governance Structures, 22 September 2021, together with Prof. Thuli Madonsela (Stellenbosch University).

A number of his presentations have been published or have been accepted, or are submitted for publication. Among these count:

- A long essay on Ruth First and Activist Research which was originally presented at Durham university.
- An edited collection of research chapters for a book on the former University of Durban-Westville (with the assistance of Prof. Goolam Vahed).
- A book on selected works of Harold Wolpe.
- 'Reproduction, Transformation and Public South African Higher Education During and Beyond Covid-19'. *Transformation: Critical Perspectives on Southern Africa* 104, December: 24 – 41. <https://muse.jhu.edu/article/777044/pdf>
- 'Revisiting the Dynamics and Character of Rural Struggles in South Africa, 1920s - 1960s'. *Journal of Southern African Studies*.
- 'Political Banishment, Law and the South African Courts, 1948-1986'. *Fundamina*.
- 'Banishment as a Device of Colonial Political Repression and Control: The South African Experience'. *Journal of African History*.
- 'Banishment as an Instrument of Political and Social Control: A Historical and Comparative Analysis'.
- 'Re-envisioning Universities in Africa as African Universities'.
- Contesting Northern Hegemony in Knowledge Making in the Arts, Humanities, and Social Sciences: Research on, for, with, in, and of Africa. Book under review.

At this point, Prof. Badat has raised \$60 000 (R1 120 814) from Mellon and R800 000 from NIHSS for the HUSA project; PDRFs from Durban University of Technology; R 300 000 from CHE; and R10.9 million for the Early Career Scholars project, which will run over five years.

A national workshop of 20 senior and early career scholars hosted and supported by the Stellenbosch Institute for Advanced Study, was also held.



# The Humanities Institute Research Groups and Publication Projects



Prof. Johannes Smit

**Editor in Chief**  
*Alternation & AASBS*  
 College of Humanities



Prof. Nobuhle Ndimande-Hlongwa

**Co-Editor in Chief**  
*Alternation & AASBS*  
 College of Humanities

The Humanities Institute Research and Publication Groups function according to the regulations of the UKZN Policy on Research Groups in the Policy on Institutes, Centres and Units.

One of the key objectives of the research groups is to develop projects that involve interested academics and researchers in the field, continentally and internationally. Another, is to publish the outcomes of the research groups in peer reviewed book and journal publications in both digital and hard copy formats.

Amongst others, the *Alternation Journal* (est. 1994) and the *Alternation African Scholarship Book Series (AASBS)* (est. 2020) have participated in the project. Inside UKZN, some research groups are cross-college and include participating researchers and research collaboration across schools, and also include postgraduate students and post-doctoral fellows.

In the following, we provide current data on journal issues and book volumes that have been published in 2021 and groups working towards publication of their research outputs in 2022 and onwards from 2023.

## 2021 Journal Issues Completed and in Press

All work on these issues have been completed. At present, some style editing and uploading are still being done to one volume.

*Alternation* 28, 1 (2021)

Phumlani E. Myende (UKZN) and Jan Heystek (NWU)

School Leadership during the Disruptive Time of COVID-19

<http://alternation.ukzn.ac.za/pages/volume-28-2021/alternation-281.aspx>

Alternation 28, 2 (2021)

Daisy Pillay (UKZN), Theresa Chisanga (WSU), Anita Hiralaal (DUT), Lungile Masinga (UKZN), Inbanathan Naicker (UKZN) and Kathleen Pithouse-Morgan (UKZN)

Academic Identities as Epicentres for Social Cohesiveness in Higher Education

<http://alternation.ukzn.ac.za/pages/volume-28-2021/alternation-282.aspx>

Alternation Special Edition 37 (2021)

Mariam Seedat Khan (UKZN) and Stanley Ehiane (UB)

Clinical Sociology Models: Interventions and Analysis in Africa

<http://alternation.ukzn.ac.za/pages/volume-28-2021/alternation-special-edition-37.aspx>

Alternation Special Edition 38 (2021) – Uploading in Progress

Johannes A. Smit (UKZN), Nobuhle Ndimande-Hlongwa (UKZN), Denzil Chetty (UNISA), and Sizwe Sithole (UKZN)

Alternation Open Issue #05

<http://alternation.ukzn.ac.za/pages/volume-28-2021/alternation-special-edition-38.aspx>

## 2021 Book Manuscripts Completed and Published

AASB Series #06

Kumalo, R.S. (UKZN), C. Lynch (UC Irvine), A.B. Bangirana (UKZN) & C. Kemedjio (Ohio State)

*Critical Perspectives on Governance, Religion and Humanitarian Aid in Africa.*

<https://doi.org/10.29086/978-0-9869936-7-1/2021/AASB56>

AASB Series #07

Upasana Singh (UKZN), Purshottama Reddy (UKZN), Maxwell Phiri (UKZN), and Perienen Appavoo (Open University of Mauritius)

*Global Trends in Management, IT and Governance in an E-World (E-MIG 2019 International)*

<http://alternation.ukzn.ac.za/books/series/07-global-trends-in-management-it-and-governance.aspx>

AASB Series #08

Nyna Amin (UKZN) and Rubby Dhunpath (UKZN)

*(Re)Learning to Teach in the Context of Crises*

<http://alternation.ukzn.ac.za/books/series/08-relearning-to-teach-in-the-context-of-crises.aspx>

## 2022 Journal Issues and Book Volumes Completed and in Press

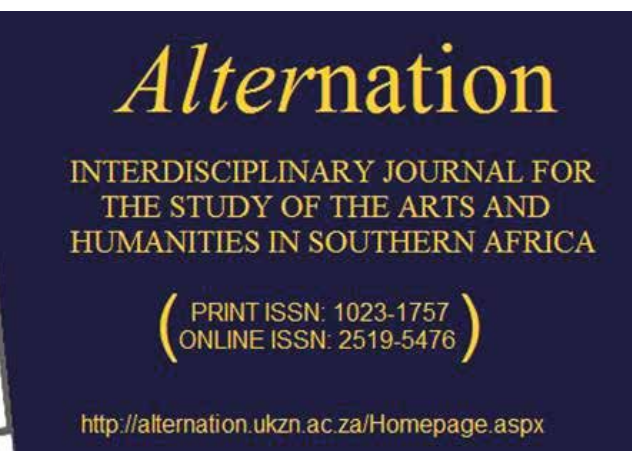
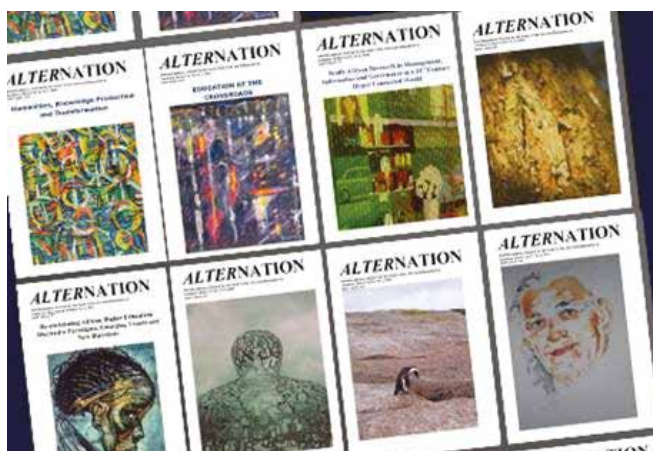
In addition to 11 research groups in operation at present, 4 journal issues and 2 book volumes have been completed and are in press for 2022.

## 2021 College-wide Indabas and Research Groups

In 2021, 7 morning indabas comprising of 40 online webinar presentations were organised, across the universities of KZN, viz., UKZN, DUT, and Zululand on the topic of supervision.

We have also organised 1 morning indaba, that was very well attended, on The Humanities, Social Unrest and Socio-economic Transformation, following the July 2021 unrest.

We shall proceed to work towards publications in these areas in the near future.



## The NIHSS Working Group Research Projects



In 2020, the Humanities Institute initiated a grant writing and research project grant application process. Of the sixteen staff and research groups who participated, five applications to the National Institute for the Humanities and Social Sciences (NIHSS) were successful so far. They will come full cycle with their respective research publication outputs in 2022 through 2023. We provide a brief summary of each.

## Intellectualising of isiZulu in Four Selected Universities in the Province of KwaZulu-Natal

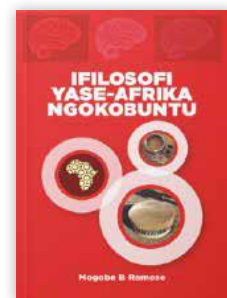


This project focuses on four examples of differently placed higher education institutions within the Province of KwaZulu-Natal context, incorporating all current and possible historical and future developments on African languages from the institutions. These include the fostering of multi-language curricula and concerns about the transformation and decolonialisation of knowledge production.

UKZN, DUT, UniZulu, and MUT are involved.

The project leaders are, Dr. Phindi Dlamini (UKZN), Dr. Gugu Mazibuko (UKZN), Dr. Hlonipani Ndebele (MUT), Dr. Nontobeko Buthelezi (UKZN), Dr. Sibonsile Zibane (UKZN), Dr. Sylvia Zulu (DUT) and Dr. Sbusiso Ntuli (UniZulu). They are from the African Languages, Social Work, Psychology, Academic Literacies and Language Practice disciplines.

We envisage the publication of a peer reviewed journal issue, online dictionaries, and some English-isiZulu bilingual text books. So far 2 books have been published, and we provide the 2 covers of the books below.



## Intersecting Ideologies: The Interaction between music-making Strategies (e.g. Maskanda) and Spiritual Belief Systems in the Context of Institutionalised Economic and Legal Platforms



**Lead Researcher**

This project involves three areas of research all taking shape under the title, 'intersecting ideologies'; the 'interaction between music-making strategies in maskanda music and spiritual belief systems; with the focus on the context of institutionalized economic and legal platforms.

The first event was a workshop that took place in Empangeni with aspiring musicians, municipality officials and a music industry lawyer/musician, and experienced musicians, Madala Kunene, Albert Mazibuko (Ladysmith Black Mambazo) and Qadasi and Maqhinga (Maskanda duo).

The second focus is a documentary on the relationship between Maskanda and Zulu Spiritual Belief Systems with a particular focus on the spiritual healer, Prof 3 Seconds.

The final area of the research is a book concerned with the Life and Music of Mgqumeni.

The project has taken place in collaboration with 4 fellow researchers and research contributors, viz., Dr. Anusharani Sewchurran (DUT); Dr. Bhekani Buthelezi, (University of Zululand); Mr. Malcolm Nhleko (Music Producer, Sound Engineer, Educator, Entrepreneur); and Mr. Thanodokuhle Dlamini (Freelance community poet, playwright and story teller and collector of oral history and traditional practices).

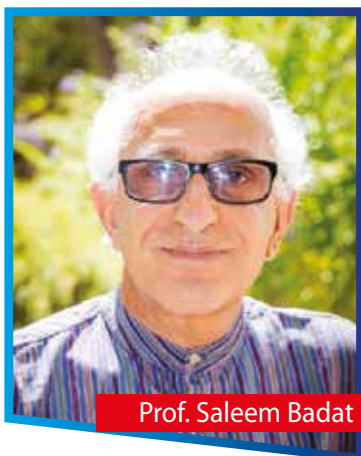


**Early morning filming of Documentary: Thando Dlamini, Kathryn Olsen, and Bhekani Buthelezi.**



**Prof 3 Seconds at Imbizo in Empangeni.**

## Histories of South African Universities



**Prof. Saleem Badat**

**Lead Researcher**

The project has two research goals: to produce a book on the historical purposes, functions and roles of universities in South Africa and to promote, support and undertake critical histories of universities in partnership with universities.

Complementary goals are to publish books, book chapters and articles; to promote scholarly engagement and to cultivate outstanding scholars by involving early career scholars, post-doctoral fellows and doctoral students in the project.

Progress to date includes:

- Raising of R2.5 million for research and fellowships.
- Involvement of the universities of Johannesburg, Free State, Stellenbosch, Pretoria and the Durban University of Technology and potentially the universities of Limpopo, Zululand, Venda and Sefako Makgatho and the Central University of Technology and the Cape Peninsula University of Technology.
- Recruitment of a postdoc and a PhD student.
- Establishment of a project office at Howard College.

Public lecture delivered by Prof. Saleem Badat, titled 'Contesting Global North Hegemony in Arts, Humanities, and Social Sciences (AHSS) Knowledge-Making: Research On, For, With, In, and of Africa'.



## Fracking, Climate Change and Communities



**Lead Researcher**

This is a case study of the potential impacts (socio-economic and environmental) on communities and businesses (formal and informal) in the proposed area, the Drakensberg heritage site, which will be affected should fracking become a reality.

Currently, an exploration license has been granted to Rhino Oil and Gas (ER350). This is an interdisciplinary project involving Geography, Biology, Tourism, Engineering and History with researchers from the Edgewood and Westville campuses of UKZN in addition to colleagues from Nigeria, India and Canada.

Doctoral and masters students in addition to students from the Water Commission of South Africa have been recruited to participate in the study. Two meetings were held in 2021 comprising the research teams and gatekeepers and communities.

## The Slam Poetry Movement in South Africa Giving Voice to the #BlackLivesMatter, LGBTQI+, Gender, Sexuality, Anti-Racism, and Decolonisation Movements



**Lead Researcher**

The 25th edition of the *Poetry Africa* festival was presented under the theme, *Unmute: Power to the Poet*. The festival featured spoken word poets from 25 countries, curated by Siphindile



Hlongwa. The winner of Poetry Africa's Slam Competition, Xabiso Vili, was invited to participate in the International World Slam Poetry Competition in 2022.

The Centre for Creative Arts also partnered with Quay Words (UK) through a British Council grant to host five free online networking, writer development and showcase days, celebrating writing by women in the UK and South Africa. The Centre advanced opportunities for the following South African women writers Nomakhwezi Becker, Emmah Mabye, Dr. Phindile Dlamini, Shashi Simelane, Siphokazi Jonas, Thando Fuze, Vuyelwa Maluleka and Luleka Mhlanzi. Siphindile Hlongwa also participated in the 'Alteration: Festival to Festival', the online programme for *Ukrainian and foreign literary managers* held from 5 – 7 May 2021 with more than 20 Ukrainian and foreign managers and curators from across the world.



## Early Career Scholars Project

Prof. Saleem Badat supports Prof. Nhlanhla Mkhize, the DVC, College of Humanities, with the coordination and management of the five-year Mellon Foundation-funded R10.9 million Early Career Scholars Fellowship Programme.

The primary aim of the five-year (2020-2024) University of KwaZulu-Natal (UKZN) Early Career Scholars Fellowship Programme (ECSFP) is to afford early career staff research opportunities to supervise graduate students, and facilitate

and support research expertise and experiences, research and publication outputs, supervision training, and generic post-doctoral studies in order to promote the development of their careers. A secondary aim is to enable academically excellent students to enter and complete graduate studies.

Recruited via an open call, the project involves 11 staff members and includes teaching relief for one semester, and research and workshop or retreat expenses.

The participants, and their projects are as follows:

| Name of ECS            | School/Discipline                             | Research                                                                                                                                                                                 |
|------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dr. Thulani Mkhize     | Arts<br>English Studies                       | Feminist Spirituality: An Exploration of Nontsizi Mgqwetho's Intellectual Contribution and its Contemporary Significance                                                                 |
| Dr. Samiksha Laltha    | Arts<br>English Studies                       | Analysis of peer comments and revision of a submitted journal article; a journal article on disability in dystopia and three other articles.                                             |
| Noxolo Matete          | Arts<br>Performing Arts                       | She's Seldom Seen Wearing Her Director's Hat Here: Interrogating the Paucity of Black Women Stage Directors in Three State-Supported Theatres in Contemporary South Africa (1999 – 2018) |
| Dr. Gabisile Mkhize    | Social Sciences<br>Gender Studies             | The Impact of South Africa's COVID-19 Lockdown and the Array of Gender-Based Violence (GBV) on UKZN Staff and Students                                                                   |
| Dr. Nokwanda Nzuza     | Social Sciences<br>Anthropology               | Female Infertility: Experiences of Black African Women                                                                                                                                   |
| Dr. Kathryn Pillay     | Social Sciences<br>Sociology                  | The Impact of the Isolation Economy, Remote Working, and the 'double-double shift' on Working Women in South Africa Arising from the COVID-19 Pandemic                                   |
| Dr. Sinazo Nomsenge    | Social Sciences<br>Sociology                  | Liberating Menstruation: An In-depth Exploration of the Socio-cultural Ecology of Menstruation in South Africa                                                                           |
| Dr. Phindile Mayaba    | Applied Human Sciences<br>Psychology          | Positioning the Dialogical Self: The Dynamics of Cultural in-betweenity and Linguistic Identity of isiZulu-speakers                                                                      |
| Dr. Nolwazi Ngcobo     | Applied Human Sciences<br>Social Work         | Sexual Scripts of African Women in Zulu Marriages from the INK Area: Negotiation and Reconstruction of Sexual Agency                                                                     |
| Dr. Cedric Mpungose    | Education<br>Curriculum and Education Studies | Exploring First-year Students' Experiences on the Use of Technological Resources at a South African University                                                                           |
| Dr. Mlamuli Hlatshwayo | Education<br>Curriculum and Education Studies | Being Black in South African Higher Education: Pitfalls, Challenges, Opportunities                                                                                                       |



Early Career Scholars who participated in the four-day retreat at Karridene Beach Hotel, with the DVC, Prof. Nhlanhla Mkhize and Prof. Saleem Badat.

In principle 80% of the fellowships are for Black South Africans and 50% of the fellowships are for females.

In early November 2021, Prof. Badat organised and ran a very successful four-day retreat at Karridene Beach for 14 ECSs – seven current Mellon Fellows and seven other ECSs selected from the UKZN Humanities College. Some topics involved popular public writing, presented by The Conversation Africa; and developing grant proposals.

The retreat was also attended, supported and assisted by the DVC, Prof. Nhlanhla Mkhize and Prof. Lebo Moletsane.

Five important outcomes of the retreat are that all participating ECSs have developed personal development plans; that there is a need to develop a longitudinal study that accompanies ECS; that the funding of national ECSs be considered – which would involve similar retreats; that more UKZN ECSs be involved in the project; and that mentors be selected by the ECSs themselves rather than be appointed by Schools or departments.

At this point, the initial 6 ECS fellows published 8 peer-reviewed journal articles and chapters, with 4 articles and chapters currently in press, and three books and three articles in progress.



# CATALYTIC PROJECTS

## The NIHSS Regional Doctoral School



For the Regional Doctoral School, Prof. J.A. Smit, the NIHSS-regionally appointed mentor, has been involved in different activities required from the NIHSS such as quarterly reports and budget applications (3 out of 4 done<sup>1</sup>), new doctoral student application vetting (around 60 from students outside UKZN vetted), and article reviews for the NIHSS Virtual Annual National Doctoral Conference 2021, and Virtual Annual Humanities and Social Sciences Alumni Conference (of which 43 were done)<sup>2</sup>.

## The Disruptive Effects of COVID-19

The most important effect of COVID-19 on the Regional Doctoral School (RDS), since March 2020, is that supervisors could not meet with PhD students in person and also that Regional Doctoral School students, comprising of around 60 students, as of 2020, could not meet face-to-face for group and one-on-one thesis writing mentoring and support.

This has necessitated the re-thinking of the operations of the RDS, in respect of remote national, and inter-regional webinars, and a reconfiguration of the different aspects of actual thesis writing mentoring and support to optimally deploy digital media.

## Small Group Thesis Writing Mentoring and Support

This system was suggested to the NIHSS in May 2020, and deployed as from 29 May 2020. It appears that it works quite well.

It works through remote small group and one-on-one meetings, where students are continuously mentored, over a period of 2 days, 3 days, or 5 days at a time, with student in-group and in-person presentations and mentor feedback.

According to student reviews, shared with the NIHSS, it appears that the students find the system extremely helpful.

So, we plan to continue with the system into 2022.

- 
1. The quarters are: 01 April – 30 June 2021; 01 July – 30 September 2021; 01 October – 31 December 2021; and 01 January – 31 March 2022. The third quarter report and fourth quarter application (01 January – 30 March 2022) will be submitted by Friday 17 December 2021. To note, is that the NIHSS is currently considering moving away from the quarterly system to an annual year planner with budget system.
  2. Cf. <https://www.nihss.ac.za/ndc>; <https://www.nihss.ac.za/sites/default/files/ANDC2021/vANDC%20Booklet%202021.pdf>; and <https://www.nihss.ac.za/sites/default/files/ALUMNI2021/Alumni%20Booklet%202021.pdf>.



Prof. Azwidowhi Kutame presenting a RDS webinar.



Prof. Jannie Smit presenting a webinar.

## New 2021 NIHSS – CHUM PhD Scholarships

7 new CHUM doctoral students have received scholarships, of whom 6 had their proposals passed by review committees by the end of 2021.

The number of scholarships awarded per university depends on the number of graduations. If throughput ratios go up, the number of scholarship allocations are also increased.

## NIHSS – UKZN Regional Doctoral School Throughput

Since its inception, at this point in time, 63 NIHSS and SAHUDA-funded Doctoral students as supported by the UKZN NIHSS Regional Doctoral School have graduated.

An additional 9 have graduated in December 2021.

At present, on 15 December 2021, there are 11 students who have submitted their theses for examination.

7 new 2021 students have been supported with their research proposals, of which 6 have been processed and approved by the respective School Research Proposal Review committees.

This leaves 27 students in the Regional Doctoral School, who we have divided into 3 streams.

**Stream 1:** We are currently working intensively with 9, for possible submission for examination at the end of March 2022.

**Stream 2:** We are also working with a group of 10 that we hope will submit for examination at the end of June 2022.

**Stream 3:** We are working with the last 8+ which includes those from previous streams who have not submitted for examination yet, for submission for examination in November/ December 2022.

## NIHSS – UKZN Supervision Indabas

We have had a series of 3 supervision indabas earlier this year. These were on 14 and 21 May, and 11 June 2021.

Precisely 30 colleagues from across the CHUM schools presented papers on the 3 days, which were very well attended – around 50 UKZN staff attended each of the indaba's.

To note, is that Prof. Smit was requested to facilitate the same for the University of Zululand.

He organised 5 events with 10 colleagues from Zululand participating in presenting papers, with around 50 staff attending each event.

We hope to do the promised follow-up call for papers in 2022, with the view of some book publications towards the end of the year, into 2023.

## The CHUM Doctoral Academy (including the CHE Doctoral Review, and MA)



Prof. Johannes John-Langba

**Director: College of Humanities**  
*Doctoral Academy*  
 College of Humanities

## The Annual Doctoral Academy Virtual Summer and Winter Schools

The College of Humanities Virtual Doctoral Summer and Winter Schools are a series of doctoral research webinars convened to generically strengthen scientific research planning, research capacity and research and scientific writing skills among doctoral students. Established researchers and supervisors provide scholarly guidance, mentorship and support to especially registered first year doctoral students in the global south. The webinars create an enabling environment which is beneficial for their research proposal development and the successful defense of the proposals in review panels.

The academic content covered are considered fundamental to all aspects of doctoral research in the humanities, education, social and behavioural sciences.

The webinars are facilitated by national and international scholars from UKZN and partner universities in the United States, and elsewhere.

In 2021, the College of Humanities convened two doctoral academy events, namely the Doctoral Academy Virtual Summer School and the Doctoral Academy Virtual Winter School.

In addition to set topics for presentation to students in different phases of their research, webinars also cover additional topics of importance.

Some of the set topics in the summer and winter school programmes that stretch over two weeks, include the following:

- › Opening Remarks
- › Orientation into Doctoral Studies in the College of Humanities
- › Academic Writing and the Critical Review of Related Literature
- › Conceptualization and Formulation of Research Problems
- › The Use of Theory and Theoretical Frameworks
- › Research Paradigms and Philosophical Worldviews
- › Conceptualization and Formulation of Research Problems
- › Qualitative Research Methods and Approaches
- › Quantitative Research Methods and Approaches
- › Ethical Considerations in Doctoral Research
- › Potential Limitations of the PhD Research Study
- › The PhD Journey: Stipulated Timeframe and Milestones
- › Closing Remarks



At the Launch of the Doctoral Academy – 30 May 2020.

Some additional topics in 2021 included:

- Keynote Lecture – Translating Concern into a Coherent Study: Challenges and Opportunities in Using Cross-Sectional Research to Study Displaced Populations – Altaf Husain, PhD, Howard University, Washington DC, United States.
- Humanities, Education, and Social Sciences – Jayne Cubbage, PhD, Bowie State University, United States.
- Systematic Reviews and Meta-Synthesis – Ruth Teer-Tomaselli, PhD, University of KwaZulu-Natal, South Africa.
- Arts-based Research Methods – Shanna Kattari, PhD, MEd, CSE, ACS, University of Michigan, United States.
- Opinions, Discourse, and Groups – Kevin Durrheim, PhD, University of KwaZulu-Natal, South Africa.
- Critical Race Theory as a Theoretical Framework for Doctoral Research in the Humanities, Education, and Social Sciences – Jayne Cubbage, PhD, Bowie State University, United States.
- Designing Phenomenological Research Studies - Yarneccia D. Dyson, PhD, University of North Carolina at Greensboro, United States.
- Participatory Action Research – Kendra P. Alexander, PhD, MPA, North Carolina A&T State University, United States.
- Understanding and Navigating Case Studies for Doctoral Research in Global Affairs and International Relations – Yvan Y. Illunga, PhD, Providence College, Rhode Island, United States.
- Mixed-Methodological Research Approaches – Oliver Mtapuri, PhD, University of KwaZulu-Natal, South Africa.
- Using Scientometrics in the Humanities and Social Sciences – Radhamany Sooryamoorthy, PhD, University of KwaZulu-Natal, South Africa.
- Understanding Reliability and Validity of Measurement Instruments in the Humanities and Social Sciences – Johannes John-Langba, PhD, MPH, University of KwaZulu-Natal, South Africa.
- Risk Management: Preparing for Fieldwork in a Post-Covid Era – Olajumoke Ayandele, PhD, Center for the Study of Africa and the African Diaspora, New York University, United States.
- Earmarked Tax for Health: A Case Study of the Effectiveness of the Health Levy in Zimbabwe – Marie-Jeanne Offosse N., PhD Candidate, University of KwaZulu-Natal, South Africa.



## The Proposed PhD Coursework Component: Development and Integration into the Approved PhD Programme in the College of Humanities

All Doctor of Philosophy (PhD) programmes offered in the four colleges at UKZN were reviewed by the Council on Higher Education (CHE) in 2020. The review process involved the submission of a Self-Evaluation Report (SER) by the respective colleges. The SER that was submitted by the College of Humanities to the CHE in March 2020 included views and recommendations on the current PhD programme in the College of Humanities (CHUM). Paramount among the recommendations was the need to integrate a structured coursework component into the approved PhD programme in the College.

In response to the SER and CHE recommendations, the College is integrating a structured coursework component into the PhD programme, although this coursework is non-credit bearing at this stage. The rationale for the proposed amendments is premised on the fact that the key graduate attributes that UKZN prepare for the doctoral candidates, as indicated in the SER, are that they be well-grounded and informed in the research theory and methodologies in the chosen field or discipline. It is expected that a doctoral candidate becomes an expert in his/ her own area of specialisation in the field and will gain specialized knowledge and understanding in the given area or discipline. Upon the successful completion of the doctoral programme, the candidate will gain meaningful insights into the interconnectedness of the research topic with other cognate fields beyond disciplinary boundaries.

In addition to students producing a thesis, or publish a set number of journal articles, or complete a creative contribution and treatise, a minimum of six (6) modules aimed at strengthening the research and academic writing skills of the students registered in the doctoral programme, is being proposed. These modules will

comprise of advanced generic research activities and processes, as well as field- or discipline-specific electives. Modules will cover seminal skills and expertise in respect of how to conduct a systematic review of the relevant published research, construct relevant research instruments, generate appropriate data analyses, optimally utilise digital research software programmes, and write the thesis, and papers for publication.

Upon completion and a pass of the doctoral coursework, students will be able to conceptualize and formulate a research problem and will be in a position to choose an appropriate research design, and develop a strong proposal. In consultation with their respective supervisors, they will then defend their proposals in the respective schools successfully, and engage their research professionally, ethically and efficiently.

The mode of programme delivery would include contact sessions and mixed-mode teaching and learning (virtual and contact) for coursework, research supervision, and the mandatory attendance at research seminars organised by the College of Humanities Doctoral Academy. Students will be required in residence for a minimum of three (3) weeks per semester, except if recommended otherwise by the Director of the College of Humanities of the Doctoral Academy and authorised by the College of Humanities Academic Affairs Board (CAAB).

For students to enrol in any of the coursework modules, they should be registered for doctoral studies within the College of Humanities and in their respective schools/ disciplines. The coursework component will be coordinated and administered under the aegis of the College of Humanities Doctoral Academy that would provide the required logistics and administrative support to the doctoral programme.

## Audit of Doctoral Programme (Last 5 Years)

The Academy is currently involved in a prospective and retrospective audit of the doctoral offerings in CHUM, in respect of doctorates,

- › By Thesis;
- › By Publication;
- › Via the professional route; and
- › By Creative Work.

## Mastering Masters

An Indaba is being planned for the first semester of 2022, on the existing Mastering Masters programme. The main objective of the Indaba will be to develop the relationship between the Masters by dissertation, Masters by Coursework, and how these articulate with the new proposed doctoral programmes across CHUM.

## Synergies with the NIHSS Doctoral School (since 2013)

Synergies between the Humanities Doctoral Academy and the NIHSS Regional and Inter-regional Schools are also being explored.

It is foreseen that these initiatives will encompass closely-knit articulations that will formatively strengthen the research capacity of all students funded by the NIHSS, as well as any other MA and PhD funding agencies.

At the Launch of the Doctoral Academy – 30 May 2020.



## The Postdoctoral Fellow Project



**10**  
NIHSS POSTDOCS



**PEER REVIEWED  
ARTICLES & CHAPTERS**

**9**



**15**  
ACCEPTED FOR  
PUBLICATION



**10**  
IN REVIEW WITH NATIONAL  
& INTERNATIONAL  
JOURNALS



**104**

ONLINE NATIONAL  
& INTERNATIONAL  
CONFERENCES, WORKSHOPS & WEBINARS



## NIHSS – UKZN PDRFS for Postdoctoral Research Capacity Development

Prof. Jannie Smit was appointed regional mentor for 10 NIHSS postdocs, toward postdoctoral research capacity development.

In this project, Prof. Relebohile Moletsane, The J.L Dube Chair in Regional Education, supports, and co-facilitates the project, as co-mentor.

Prof. Smit has organised monthly meetings around the 20th of each month, for the group, for 2 hours +, at which they present their work – for article or chapter submissions –, and receive feedback for improvement from peers and supervisors.

After the first 12 months, as on 01 November 2021, the postdoctoral fellows have collectively published **9 peer reviewed articles** and chapters, have a further **15 accepted for publication**, and **have submitted 10 that are in review** with national and international journals. During COVID, they have also **collectively attended 104 national and international online conferences, workshops, and webinars**, also presenting at some.

Currently each of the PDRFs are continuing with their respective research projects, and have been presenting at the monthly webinar, on 1 or even up to 3 topics they are currently working on.

Currently Prof. Smit, together with Prof. Moletsane and supervisors, are also supporting 3 groups of the PDRFs to develop projects on 3 of the Signature Projects of the programme. One collective and one group meeting have been organised for each of the groups on each of the individual topics so far. These are on:

### i) African Societies and Social Cohesion

This research program investigates issues related to an aspect of: building knowledge and support for open and inclusive societies; and mobilising an active and responsible citizenry for social change in African societies.

### ii) Critical Identity Studies

This research project focuses broadly on interrogating and theorising the social inequalities related to gender, race, social class, religion, and other markers of identity.

### iii) Transformation in Higher Education

This project is focused on a variety of research and theoretical tools to investigate issues related to building an inclusive higher education and training system, including the HE history that we form part of.

Depending on COVID restrictions, each PDRF will be assisted to travel internationally for at least 4 weeks in 2022. As part of the itinerary of each, they will present at conferences, workshops, attend PhD seminars, and meet significant scholars and peers related to their fields of study, internationally.

## The CHUM PDRFs

In order to provide a CHUM platform for, and support of the PDRF experience of the postdocs in CHUM, Prof. Smit organised 4 monthly meetings, together with webinar presentations for the CHUM PDRFs.

These were in consultation with the CHUM Dean of Research, Prof. Pholoho Morojele, with the eye of getting a system similar to the NIHSS PDRFs for our CHUM PDRFs, operational, as from 2022. These were on 25 August; 22 September; 27 October; and 24 November 2021.

One project that has come from these interactions, is the CHUM PDRF project on, MIGRATION, IDENTITY CONSTRUCTION, AND INTEGRATION IN AFRICA: Implications for policy and practice, led by Dr. Hosea O. Patrick and Prof. Ernest N. Khalema. Cf.

<http://alternation.ukzn.ac.za/Files/uploads/2021/10/Migration,%20Identity%20Construction,%20and%20Integration%20in%20Africa.pdf>

It is hoped that more projects will emanate from the CHUM PDRFs and their supervisors in future, and will stimulate collaborative research projects and research network development as well as outputs.



# AFFILIATED PROJECTS

## The African Languages Project



## Intellectualisation of isiZulu in Four Selected Universities in the Province of KwaZulu-Natal

At the moment, the main project is titled, Intellectualisation of isiZulu in four selected Universities in the province of KwaZulu-Natal. It is funded by the NIHSS, with Prof. Nobuhle Ndimande-Hlongwa as the project leader and grant recipient, and also involves participating researchers from UKZN, MUT, DUT, and UniZulu.

The purpose of the research project is to produce the following outputs:

1. A special journal issue of *Alternation*;
2. Online dictionaries;
3. A bilingual English-isiZulu curriculum consisting of 24 modules; and
4. To host 4 sets of 5-day training workshops for capacity building.

## The Current Project Status and Four Sub-Projects

The project involves a team of eight researchers, across four universities in KwaZulu-Natal, with multidisciplinary expertise within the broader field of humanities. Each team member was allocated specific roles and responsibilities which were discussed and included in the collaboration document. Graduate students were recruited and trained to work as research assistants in individual projects depending on their strengths and interests.

The project intends to address the sub-objectives from multiple perspectives, termed, Project 1, Project 2, Project 3 and Project 4. These projects are running concurrently and are being led by individual team members. Each team member was allocated a project according to his/ her area of specialisation and was required to form a team which includes graduate students for capacity building.

### Project 1 – Publication of a Special Journal Issue of *Alternation*

*Alternation* is a DHET-accredited interdisciplinary journal that publishes research in the Arts and Humanities. A journal issue with the theme *Intellectualisation of African Languages in Higher Education Institutions as a Strategy for Decolonisation and Transformation*, is currently underway. The theme of this special issue is linked to the broad context of decolonization and transformation of the curriculum in the South African Higher Education context. Research on language intellectualisation is at the centre of creating humanities and social sciences scholarship<sup>3</sup>.

### Project 2 – Content Development

Project 2, on content development, will be initiated in early 2022, with the language champions in the six schools within the College of Humanities at UKZN.

### Project 3 – The Psychology - Social Work Dictionary

In project 3, the Psychology – Social Work dictionary is being developed, and articulates with the University Planning and Development Office (ULPDO) that plans to publish a multidisciplinary glossary that includes these disciplines. The plan is to publish this online dictionary jointly.

### Project 4 – The Focus on Training and Capacity Building

Four sets of five-day training workshops for postgraduate students, including the ones involved in this research project, have been organised. The focuses were on:

- Academic Writing for Publishing in IsiZulu;
- Translation;
- Bilingual Terminology Development; and
- Review and Editing.

## Current Achievements

A Music textbook for the Introduction to Music Fundamentals A module, was written in English and piloted. This textbook was selected for translation into isiZulu. The process for translation is multifaceted.

One book from Psychology was selected for translation into isiZulu. This book is currently prescribed for both psychology and social work majors at UKZN. The process for translation has been completed and the book is in a piloted review process at present.

The Dictionary Project involves 500 terms, and the book is nearly completed.

A hybrid workshop on Academic Writing for Publishing in IsiZulu [conducted in IsiZulu] was held. 44 participants attended.

A colloquium is planned with the College of Humanities at UKZN for February 2022. The colloquium is themed: **CELEBRATING 15 YEARS OF THE LANGUAGE POLICY OF THE UNIVERSITY OF KWAZULU-NATAL AND UNESCO DECLARATION OF A DECADE OF INDIGENOUS LANGUAGES 2022-2032.**

To be noted is that the School of Arts collaborated with the Department of Sport, Arts and Culture in delivering a workshop on human language technologies. The workshop took place on 29 November – 03 December 2022. We are also collaborating with the University Language Planning and Development office at UKZN on the publication of the online dictionaries. We will host the Colloquium with the College of Humanities in February 2022.

**The African Languages Project** is an important project that we wish to run for a number of years, as the 4 Universities in KwaZulu-Natal. UKZN has made some great progress but we need to assist the other institutions as well, in the implementation of language policies and the promotion of isiZulu in academic endeavours.

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3 Cf. for instance Ndimande-Hlongwa, Mkhize & Kamwendo 2014 - <http://alternation.ukzn.ac.za/pages/volume-23-2016/alternation-special-edition-no-18-2016.aspx>; and Mkhize et al. 2016 - <http://alternation.ukzn.ac.za/Files/docs/23%20SpEd18/00%20N%20Editorial.pdf>

# The Ma'at Institute



**Prof. Matshepo Matoane**

**Dean and Head of School**  
School of Applied Human Sciences  
College of Humanities



**Dr. Nontobeko Buthelezi**

**Project Manager**  
Ma'at Institute  
College of Humanities

The COVID-19 Psychosocial Internship Project (CPIP), located at the UKZN Ma'at Institute, emerged in response to the COVID-19 pandemic. It was formerly known as Afrikology Unit – a multidisciplinary team that supported Community Based Work with Children and Youth on the African continent.

The Ma'at Institute, was established within the College of Humanities - SAHS - to provide multidisciplinary human and social interventions that are embedded in the African world view, philosophy, values and belief systems. The Health and Welfare Seta signed a memorandum of understanding with UKZN on 04 August 2020 and UKZN signed the MOU in August 2020. The project inception and planning commenced in May 2020. The recruitment and selection of interns took place in June, and the appointment of interns was from July 2020.

## Purpose, Vision, Mission and Values

The Purpose of the Ma'at Institute is to advance Afrocentric thought, and, the Vision, to Live Ubuntu through the way of Ma'at.

The Mission, is to be a centre of excellence in the studying and promoting of African Interests, Knowledge Systems, Experiences & Culture in our Psychosocial Services.

The Ma'at Institute works together with the University of KwaZulu-Natal, the Fuze Institute, the Forum for African Psychology, and the KZN Social Cluster. Collaboratively, these entities share the following values:

- › 'Heart as light as a feather';
- › Respect for life;
- › Communal personhood;
- › Holism;
- › Harmony and balance;
- › Human and ecological solidarity;
- › Justice; and
- › Devine wisdom (theosophy).

## Philosophy of Ma'at

Ma'at refers to the ancient Egyptian concept of truth, balance, order, harmony, law, morality and justice. The Ma'at Institute is based on an Afrocentric worldview: It is guided by the philosophy of Ubuntu Botho. The purpose of Ma'at Institute is to advance Afrocentric thought through various interventions. The Institute comprises a multidisciplinary team of social workers, psychologists, community and policy development and media and communication specialists. It also provides telephone counselling for mental and emotional distress and psychosocial difficulties for individuals, families, and communities. It offers referral services in instances where further interventions or face-to-face help is required.

## Project Aims

The CPIP response team seeks to provide support for individuals, families and communities infected and affected by the COVID-19 pandemic. In accordance with the values of the institute, timeous, culturally-sensitive, linguistically appropriate, context-based interventions are provided for affected families. The psychosocial response draws from communities' explanatory models of health and illness and considers their cultural aetiologies, manifestation of illness, help-seeking pathways, and their preferred treatment options. Interventions are embedded in the Ecological Systems Framework and foster a Crisis Intervention Model in Emergency Situations.

The project seeks to address the following main psycho-social concerns:

- › COVID -19 +;
- › Unemployment;
- › Suicide;
- › Bereavement;
- › Child Abuse/neglect;
- › Trauma counselling
- › Relationship/ Family; Intimate/Social;
- › Mental health, i.e., Depression and Anxiety;
- › Anger;
- › Physical health;
- › Stigmatization and discrimination;
- › Education/career guidance;
- › Drug dependency;
- › Loneliness;
- › Sexual assault; and
- › Self-esteem issues.

The target population groups are individuals, families, schools, organisations (Frontline Workers; Police Officers; Nurses/Doctors), and communities (rural, urban, informal settlements).

Interns who were part of the first cohort of the COVID-19 Psychosocial Internship Programme.



## What Ma'at CPIP has Achieved

- Currently, 13 interns are contracted with the UKZN Ma'at Institute.
- 3 interns have received job offers. The Ma'at Institute and ethos serve as an impetus to build confidence opening the way for Ma'at interns to lucrative job offers.
- One of the Ma'at Institute's mentors has been employed by the National Prosecuting Authority.
- Ma'at Institute provides opportunities for collaboration of discipline specialists while providing mentorship.
- The Ma'at Institute is making a sound contribution on topical South African issues and community dialogues.

## Project Overview 2020 (July 2020 – September 2021)

**Psychosocial Support for Individuals and Families** – Teletherapy, Psycho-education, Trauma debriefing, Grief and bereavement, counselling, Reintegration, Victim empowerment, Deal with stigma and discrimination, Partner/couple counselling.

**School Level Interventions** – Trauma debriefing, Psycho-education, Grief and bereavement, counselling, Awareness campaigns, Group counselling, Empowerment, Workshops to manage psychosocial ills, Facilitate dialogues amongst teachers and Learners, Performing arts.

**Organisational Level Interventions** – The focus at organisational level is on Frontline Workers; Police Officers; Nurses/Doctors. We render the following services: Trauma debriefing, Group counselling, Psycho-education, Grief and bereavement counselling, Awareness campaigns.

**Community Level Interventions** – Community intervention are geared towards: Rural, urban, informal settlements; and Cultural and religious groups. Services rendered include the following: Trauma debriefing, Group counselling, Grief and bereavement counselling, Awareness campaigns, Community Dialogues, Workshops, and Psycho-education.

**National Level Interventions** – Rendering Nation building initiatives through: Radio presentations, Conferences, Social media, Research and publications.

Comprehensive data has been generated and analysed about some of the interventions in each of these projects that have been rolled out in the schools, communities, and the health care system.

The data with full analyses will be made available online.

## Research and Publications

- Children's book *Uhambo lwami ngesikhathi seKhovithi* - "My Journey during Covid-19"
- UKZN Ma'at Institute is in partnership with Madrid University and Mexico University in a research and book publication project, titled 'Research Mapping Social Work in Higher Education during COVID-19'. Data collection is ongoing, both locally and internationally.

## Research Collaborations

The Members contributed to research on the impact of COVID-19 on Higher Education, as follows.

- AASB Series #01 RE-thinking the Humanities Curriculum in the Time of COVID-19.  
<http://alternation.ukzn.ac.za/books/series/aasb-series-01-re-thinking-the-humanities-curriculum.aspx>
- AASB Series #02 Technology-based Teaching and Learning in Higher Education during the Time of COVID-19.  
<http://alternation.ukzn.ac.za/books/series/series-02-technology-based-teaching-and-learning.aspx>
- AASB Series #03 Teaching and Learning in Higher Education in the Time of COVID-19.  
<http://alternation.ukzn.ac.za/books/series/series-03-teaching-and-learning-in-higher-education.aspx>
- AASB Series #04 Learner and Subject at the Dawn of Research-Led Teaching and Learning in the Time of COVID-19.  
<http://alternation.ukzn.ac.za/books/series/learner-and-subject-at-the-dawn-of-digital-research.aspx>



Collaboration with the Umsamo Institute.

## Interventions

The project pioneered the following interventions.

- › Psychosocial Support for Matric Learners: Motivation and study skills
- › Amajuba District Safety Forum Awareness Campaign; Gangsterism and Bullying, learning challenges, Rape (Grade 10 learners)
- › Awareness on Gender based violence and Rape (Grade 10 learners)
- › Baby, Not Now! Addressing early learner pregnancy and early parenthood
- › Bullying awareness campaign
- › Career guidance
- › Child Abuse Awareness Campaign (Grade 5 - 7 learners)
- › Child protection week: Bullying (cyberbullying); children's right and responsibilities; abuse & behaviour management
- › Children Rights Awareness
- › Co-facilitate men dialogues in collaboration with Asikhulumeni NPO
- › Debriefing session (Matric pupils)

- › Self-esteem and self-worth (Grade 8 - 10)
- › Self-esteem and self-worth (Grade 8 - 11)
- › Substance abuse awareness campaign (60 Grade 9 and 10 learners)
- › Suicide and depression
- › Trauma debriefing session (Grade 5 & 6 affected learners)

## Strength of the Programme

CPIP uses a multidisciplinary approach and draws from a variety of fields such as Social Work, Psychology, Community Development, Media and Communication, Drama and Performing Arts. It uses linguistically appropriate communication methods and acknowledges the centrality of culture and context in combating COVID-19, especially when dealing with sensitive issues such as funerals, mourning and bereavement, and rituals. The intervention approaches used at Ma'at Institute adopt a holistic approach to behaviour change and acknowledges the importance of positive role modeling and reinforcement in behaviour change. The Ma'at Institute teams recognize that it is imperative to apply multi-dimensional models and the use of diverse intervention approaches such as the use of the creative arts to enhance/reinforce compliance.



## J.L. Dube Chair in Rural Education



Prof. Relebohile Moletsane

JL Dube Chair: Rural Education  
College of Humanities

The J.L. Dube Chair in Rural Education leads research and community engagement activities in rural schools and communities. Working collaboratively with teachers and community, the aim is to build inclusive environments in which young people flourish and in which they access opportunities aimed at their development. To illustrate, some of the (funded) projects include the following.

## Networks for Change and Well-being: Girl-led 'from the Ground up' Policy Making to Address Sexual Violence in Canada and South Africa

In 2021, one 6-year international IDRC-funded partnership (with McGill University) project was completed and closed: Networks for Change and Well-being: Girl-led 'from the Ground up' Policy Making to Address Sexual Violence in Canada and South Africa (Networks4Change: [www.networks4change.co.za/](http://www.networks4change.co.za/)).

The aim of the project was to better understand sexual violence in rural communities, and to facilitate and support girl-led social and policy change to enhance girls' educational and health courses.

## Three New Projects Launched in 2021

**Learning With and From the Global South: Opportunities for Engaging Girls and Young Women with Disabilities across Southern Spaces (ENGAGE)** – with Carleton University, Canada, funded by SSHRC (Canada). The aim of the project is to examine how young women and girls with disabilities in rural communities might build on locally engaged practices and stories to resist the hegemony of disability knowledge production in the global North and to work with them to develop inclusive, decolonial spaces and networks of engagement.

**Comprehensive Sexuality Education Curriculum in Rural KwaZulu-Natal, South Africa: A Community-based Participatory Approach to Contextually Relevant Programming.** Funded by the Spencer Foundation, the aim of the project is to understand the needs of adolescents in relation to their SRHR and their access to adequate and appropriate education and health services; and explore how CSE might be implemented in a way that is meaningful to adolescents and relevant to rural contexts.

**Supporting the Establishment and Implementation of Girls Clubs to Build the Capacity of Girls to Address Gender Inequality and GBV in and around their Schools and Communities.** The project is funded by the Ford Foundation. It is working with 14 Champion teachers (in 14 rural schools in KwaZulu-Natal and the Eastern Cape) to set up Girl Clubs, and over the next five years, it will mobilize knowledge generation and youth activism to address gender-based violence (GBV) in schools and communities.

## The Centre for Critical Research on Race and Identity (CCRRI)



Set up immediately after the Soudien Report (2008) to lead research and academic debate and knowledge generation on race and identity at UKZN, CCRRI at present, is organised broadly around building social cohesion and inclusive spaces within the university and between the university and its community(ies). Current projects include the following.

## Education & Emancipation: A Critical, Intervention-oriented Investigation of Obstacles and Opportunities within the Higher Education and Training Sector in South Africa

Funded by the Department of Higher Education and Training (DHET). The project aims to collate existing research and generate new data on concerns of access, throughput, social cohesion and discrimination in South African HEIs; provide a broad understanding of discrimination, transformation, and social cohesion in HEIs to inform programming; develop capacity through post-graduate student research training; and to understand the obstacles faced by women and black students graduating into professions (accounting, engineering, medicine, psychology, law, social work, and architecture). See:

### Book

Sharlene Swartz, Alude Mahali, Relebohile Moletsane, Emma Arogundade, Ernest Nene Khalema, Adam Cooper and Candice Groenewald 2018. *Studying while Black: Race, Education and Emancipation in South African Universities*. Cape Town: HSRC Press. <https://www.hsrcpress.ac.za/books/studying-while-black>



### Documentary Film

Ready or Not! Black Students' Experiences of South African Universities. Cape Town & Durban: An HSRC and CCRRI Production. <https://youtu.be/hFcouu8ICfk>

## Neoliberalism, Gender and Curriculum Transformation in Higher Education: Feminist Decoloniality as Care (FemDAC)

Funded by the Andrew Mellon Foundation, this partnership project (with University of Illinois, the University of New Mexico, Stellenbosch University, and the Durban University of Technology) aims to explore the impact of neoliberalism on the experiences of women in the academy, particularly the challenges that they



face in terms of career development and promotion to leadership positions, and representation in decision-making spaces. It will also establish a community of practice (CoP) that involves a network of women academics from the partnering universities in collaboratively developing scholarship on the nature and influence of gender and neoliberalism on their research and teaching capacities.

## Critical Food Studies: Transdisciplinary Humanities Approaches

This is a supra-institutional collaborative programme funded by the Andrew W. Mellon Foundation. Three research-intensive universities collaborate, viz., the University of KwaZulu-Natal (UKZN), the University of the Western Cape (UWC), and the University of Pretoria (UP). Its aim is to strengthen transdisciplinary humanities research capacity and foster research community-building by mentoring emerging researchers and postdoctoral fellows, and providing academic and financial support for the full suite of postgraduate options available at South African universities (honours to PhD) around, for example:

- i. how food is culturally experienced viscerally, through taste, appetites and desires;
- ii. the contextual meanings of gustatory “taste”; symbolic or imaginative representations of “good food”, “cooking” and cuisine in subject-formation;
- iii. food consumption in identity constructions, struggles for agency, social prestige or cultural or social autonomy; and
- iv. the materiality of food and its visual representation in artwork, performance and popular culture.

## Youth, Gender, and Education: Changing Landscapes of Work in Rural Sub-Saharan Africa (WE-SAY) (Funded by the British Academy through Sussex University)

The project aims to explore ways to assist young women in their education and work so that they are better able to support themselves, their families, and communities. The project involves working with a group of young women to better understand their experiences of education and work and how these experiences have affected their lives and influenced their plans for their future.

## Being a Youth in South Africa in Times of COVID-19: Looking at Social Cohesion through the Lens of Documentary Photography

The project is led by Dr. Ingrid Bamberg (Post-Doctoral fellow) in partnership with Alliance Française of Durban, the Durban Art Gallery, the French Institute of South Africa, BAT Centre, Alliance Française of Luanda (Angola). It is run as an educational component of the exhibition *Revelations: The Power of Documentary Photography*, curated by Ingrid Bamberg and featuring the work of two renowned KwaZulu-Natal photographers, Cedric Nunn and Samora Chapman. Its aim is to foster critical thinking skills and to equip the youth with practical skills to enhance their resilience through a series of workshops using participatory visual methods including photo-voice and documentary photography.



## Centre for Creative Arts



Dr. Ismail Mahomed

Centre for Creative Arts (CCA)  
College of Humanities

Due to the National Lockdowns imposed by the National Disasters Act to combat the Covid-19 pandemic, the Centre's festivals could not take place in an embodied form for the second consecutive year.

The Centre's long-established festivals – *Time of the Writer*, *Jomba!*, *Durban International Film Festival* and *Poetry Africa* – were thus all presented online as virtual festivals.

The digital platform enabled each of the festivals to reach a far wider national and international audience than usual. In addition to the four established festivals the Centre for Creative Arts (CCA) launched three new online festivals, viz., the *Jazz Freedom Day Festival*, the *Artfluence Human Rights Festival* and the *Cabaret and Beyond Festival*. All festival programmes are available online, at: <https://cca.ukzn.ac.za/>

### Time of the Writer

The 24th edition of the *Time of the Writer* festival was presented from 15-21 March 2021 under the theme: *The Writer: Witness, Canary in the Mine or Whistleblower?* It featured a diverse gathering of 60 leading novelists, social commentators, activists, playwrights, short story writers and poets in conversation, panel discussions, a public participation programme, and exhibitions focused on many socially-relevant themes such as whistleblowing, migration, colonialism, gender-based violence and sexual identity. Fred Khumalo was the festival's Featured Author. Zukiswa Wanner delivered the keynote address. The festival was extended from its traditional 6 day event to include 21 March which marks both Human Rights Day in South Africa and UNESCO's International Poetry Day. For the first time since its inception and in accordance with advancing the UKZN's Language Policy, the festival included a daily series of webinars in isiZulu curated by Dr. Phindile Dlamini.



## JOMBA! Contemporary Dance Experience

The 23rd JOMBA! Contemporary Dance Experience took place from 24 August – 5 September 2021. The festival programme looked at dance-makers, dance companies and performance-based artists who, in some articulated way resonate with the festival theme of *Border Crossings* – be these geographical, emotional, physical, spiritual and performative. Associate Professor and director of the Institute for Creative Arts at the University of Cape Town Jay Pather was featured as the 2021 JOMBA! Legacy Artist. Yaseen Manuel, the UKZN's School of the Arts/Mellon Foundation's Artist in Residence, worked in conjunction with JOMBA! and the Drama and Performance Studies Programme at UKZN to create two new screen dance films.

The festival's *African Crossings* platform featured Marcel Gbeffa (Benin), Gaby Saranouffi (Madagascar), Robert Ssempijja (Uganda), and Bernardo Guiamba (aka Pak Ndjamen) from Mozambique. Other international acts included Limón Dance Company (USA), ACE (UK), Hannah Ma (Germany), Cullberg (Sweden), Aïda Colemenero Díaz (Spain), Pickle Factory Dance Foundation (India). Its curated strands focused on developing new local talent, providing dance-makers with new opportunities to explore working on screen-dance, opportunities to engage in a series of arts-related and industry-related webinars. The daily *JOMBA! Khuluma Blog and Digital Newspaper* which involved a two-week residency of dance writing and dance criticism was published, to advance the UKZN's Language Policy, in both English and isiZulu. There is a total of 68 publications on the blog, <https://jomba.ukzn.ac.za/khuluma/>

JOMBA! was awarded the National Institute for Humanities & Social Sciences Award (NIHSS) for Best Digital Creations. It was also awarded the Business Arts South Africa (BASA) Chairperson's Award for arts education and social advocacy. These awards opened up recognitions of the CCA JOMBA! team and the ever-present search for shifting modalities to deliver arts and dance-

based festivals in South Africa (and Africa) – and at a time when the COVID-19 pandemic forced an almost shut down. The award has also given JOMBA! a greater public face that celebrates our impulse to connect practice and technology with a more academic interrogation of dance and physical theatre in Africa.

## Durban International Film Festival (DIFF)

The 42nd Durban International Film Festival screened over 130 selected films, most of them premiere screenings in this region. The Festival culminated with its annual awards which are marked as the most significant accolade in the South African Film Industry. The exhibition of films is complimented by the festival's two principal development strands in the IsiPhethu Development Programme. The IsiPhethu Scriptwriting project is aimed at growing capacity in developing authentic narratives in the isiZulu language. This is supported by an industry-focused programme of seminars, workshops and networking opportunities for emerging film-makers.

In the spirit of positioning the DIFF to be a champion for democracy, human rights, social justice, creative education and access to the arts for all, the festival introduced three new awards categories: The inaugural DIFF Promoting Access to Cinema Award was won by the mobile cinema project Sunshine Cinema for their outstanding work that brings sustainable and free screenings to predominantly grassroots communities. The inaugural DIFF Film in Education award was won by non-profit media company Steps for producing over 100 documentaries for a diverse range of public education projects. The inaugural award, the DIFF Human Rights Award, went to filmmaker *Enver Samuels* for creating documentaries that played a vital role in documenting the lives of South African human rights legends and unearthing the need for a thorough investigation into the deaths of assassinated political leaders such as Dulcie September and Ahmed Timol.



## Poetry Africa

The 25th edition of the *Poetry Africa* festival was presented under the theme, *Unmute: Power to the Poet*. The festival featured spoken word poets from 25 countries. The festival was curated by Siphindile Hlongwa. The winner of Poetry Africa's Slam Competition, Xabiso Vili, has been invited to participate in the International World Slam Poetry Competition in 2022. In addition to the Festival the Centre for Creative Arts also partnered with Quay Words (UK) through a British Council grant to host five free online networking, writer development and showcase days, celebrating writing by women in the UK and South Africa. The Centre advanced opportunities for the following South African women writers: Nomakhwezi Becker, Emmah Mabye, Dr. Phindile Dlamini, Shashi Simelane, Siphokazi Jonas, Thando Fuze, Vuyelwa Maluleka & Luleka Mhlanzi. Siphindile Hlongwa also participated in the "*Alteration: Festival to Festival*", the online program for Ukrainian and foreign literary managers held from 5 – 7 May 2021 with more than 20 Ukrainian and foreign managers and curators of notable literary, book and cross-disciplinary events from across the world. In December 2021, Poetry Africa hosted Poetry Encounters, a three day residency with 15 emerging local poets in Riebeeck Valley in the Western Cape along with established poets Diana Ferrus, Thando Fuze, Lebiso Mashile and Xabiso Vili. Poetry Africa was a finalist for the NIHSS Digital Humanities Award.

## Jazz Freedom Day Festival

The inaugural *Jazz Freedom Day Festival* was presented by the Centre for Creative Arts on 27 April 1994 and through a partnership with the Centre for Jazz & Contemporary Music (UKZN), the South African Jazz Educators Association (SAJE) and the University of Johannesburg Arts & Culture. Legendary South African composer Todd Matshikiza was spotlighted in two webinars during the festival. In *Milestones: The Todd Matshikiza Centenary*, veteran South African journalist Sam Mathe discussed the life and career of legendary composer Todd Matshikiza with Dr. Lindelwa Dalamba (Wits), Dr. Sazi Dlamini (UKZN), Ms Nomfundo Xaluva (UCT) and Dr. Carol Muller (UPenn). In the webinar *King Kong: 60 Years Later*, Adam Glasser presented his popular lecture reflecting on Todd Matshikiza's musical 60 years after its staging. In the webinar, *Covid-19: Impacts on the Jazz Festival and Gig Economy*, print and digital media journalist Atiyyah Khan probed the impact of Covid-19 on the Jazz Festival and Gig Economy in a moderated discussion with Billy Domingo (Cape Town International Jazz Festival), Mantwa Chinoamadi (Joy of Jazz), Alan Webster (National Youth Jazz Festival) and independent promoters Marlyn Knol and Nikki Froneman. In *Dreaming and Believing: New South African Voices in Jazz*, Brenda

Sisane presented an exciting program featuring six young South African Jazz musicians, their music and discussed with them their aspirations.

## Artfluence Human Rights Festival

The inaugural *Artfluence Human Rights Festival* was launched with funding support from the Embassy of the Netherlands. Presented online from 5 – 8 May 2021, the festival critically engaged through a series of performances and webinars about the relationships between arts, constitution and democracy. Billed under the theme *Voices of Hope, Courage and Resilience*, the Festival marked the 25th anniversary of the Centre for Creative Arts as a vibrantly creative enabler and advocate for social justice and democracy, as well as the 25th anniversary of the adoption of the South African Constitution. The *Artfluence Human Rights Festival* aims to strengthen the link with the arts and civil society, active citizenship and politics through a series of arts events and arts-based webinars, featuring South African and international artists, by creating a dedicated virtual space to interact on the arts, and a culture of human rights.

## Cabaret and Beyond Festival (CAB)

The inaugural *Cabaret And Beyond Festival* was launched in May 2021 by the Centre for Creative Arts in a partnership with the Nelson Mandela Bay Theatre Complex. Curated by Roland Perold, a Bath University Masters graduate and part-time lecturer at the UKZN, the CAB Festival aims to bring together musical theatre creatives from across South Africa to promote, develop, and commission new compositions and writing within the broad spectrum of musical theatre, cabaret, and music-related storytelling. Through an intensive series of masterclasses, two young musical theatre writers have been selected to develop full scale commissioned chamber musicals which will premiere at the Mandela Bay Theatre before enjoying a short season in Durban in March 2022.

## Intra-African Trade Fair (IATF)

The Intra-African Trade Fair (IATF) is the key event boosting trade in Africa. In 2021, IATF's theme focused on the African Continental Free Trade Area (AfCFTA) – a single market for goods and services across 55 countries, aimed at boosting trade and investment. The Centre for Creative Arts was the official presenter of the cultural programme at the event presenting both performances, and participating in panels focused on extending trade in cultural markets on the continent. The Centre featured South African dancers Musa Hlatwayo and the Flatfoot Dance Company and poets Lebo Mashile and Gcina Mhlope.

## NIHSS Catalytic Research Grant

In 2021, the Centre for Creative Arts received a catalytic Research Grant for Poetry Africa and JOMBA!

### NIHSS Catalytic Research Grant: Poetry Africa

The scope of the project was to examine The Rise and Development of Slam Poetry as an Artistic and Social Movement in South Africa, Commenting on Events of the Day, Giving a Voice to the Pandemic, having Agency in the #BlackLivesMatter, LGBTQ+, Gender, Sexuality, Anti-Racism and Decolonisation Movements within the Contexts of the last 24 Years of the Poetry Africa Festival at the University of Kwazulu-Natal. The working group comprised Ismail Mahomed, Siphindile Hlongwa, Ongezwa Mbele, Nomcebisi Moyikwa and Tracey Saunders. The project delivered the following outputs:

- A documentary film titled, The Poetics of Transformation, researched and edited by Karen Ijeoma from the 25-year old archive contents of the Festival. The documentary can be viewed at <https://www.youtube.com/watch?v=fj7wS8wtdLc>
- An anthology of poems in Hashtag Poetry edited by Ismail Mahomed, Siphindile Hlongwa & Tracey Saunders and published by UKZN Press.
- A series of commissioned articles and papers published in Imbiza Journal for African Writing and edited by Sipiwo Mahala, Ongezwa Mbele and Nomcebisi Moyikwa
- A series of poetry workshops culminating in two online programmes events on National Youth Day (16 June) and National Women's Day (9 August).
- A series of events at the Poetry Africa festival but focused specifically on broadening voices representative of the five regions of the African continent – North Africa, West Africa, East Africa, Central Africa and South Africa.

### NIHSS Catalytic Research Grant: JOMBA!

The grant was awarded to host JOMBA!'s inaugural academic colloquium titled JOMBA! Masihambisane Dialogues #1 which took place from 2 – 4 June 2021 under the theme The Choreographed Politics of Intimacies. A curatorial committee comprised Clare Craighead (DUT), David Thatanelo April (UP), Gift Marovatsanga (UniZul), Dr. Lliane Loots (UKZN, chair and organiser), Dr. Sarahleigh Castelyn (University of East London, UK), Thobile Maphanga (UKZN appointed postgraduate student

representative and colloquium administrator) and Prof. Yvette Hutchison (Warwick University, UK).

## Mafika Gwala Memorial Lecture

The Mafika Gwala Memorial Lecture, hosted annually by the UKZN in partnership with South African History Online, was incorporated into the Poetry Africa in 2020. The annual lecture took place on 5 October at the Opening of the Festival and marks the birth anniversary of Mafika Gwala. Scholar and writer, Professor Imraan Coovadia delivered the 2021 Memorial Lecture, titled, *What the Left Forgot about the Left since Mafika Gwala*. He has been director of the UCT's Centre for Creative Writing since 2011. The annual Mafika Gwala Memorial Lecture celebrates and highlights the extraordinary work of the literary legend, public intellectual and social justice defender, Mafika Gwala, whilst encouraging a contemporary engagement with Gwala's values and contemporary South African issues.

## The Institute for Creative & Performing Arts

Headed by the Dean of the School of Arts, Professor Nobuhle Hlongwa, a series of engagements have taken place between the Centre for Creative Arts, Elizabeth Sneddon Theatre, Hexagon Theatre and Centre for Jazz & Contemporary Music to develop a re-alignment strategy between the four centres bringing them all under a single umbrella and re-positioning each of the centres to work with a more integrated approach between themselves and with the academic divisions within the university. A proposed model for the proposed Institute has been developed and has passed through the School of Arts Management Committee, School Board and presented to the College Management Committee.

## General

The Centre for Creative Arts serves as the Community Engagement unit within the School of Arts. In 2021, the Centre hosted 6 interns funded by the YES Youth programme aimed at providing new graduates with work experiences and skills training. The Centre also hosted visual artist Nicolene Cole through the Artist Protect Fund and making the UKZN the first institution on the African continent to host a Fellow through the fund. During 2021, the Centre for Creative Arts brokered several local and international partnerships, generated over R6 million in third stream income and acquired more than R68 million in media coverage across radio, television & print media as tracked through the Centre's media tracking service.

# The CHUM Institutes, Centres, Units and Journals



Prof. Jannie Smit has circulated a document to Deans in respect of the 6 CHUM Schools' identification, consolidation and planning around the established/ establishing of Institutes, Centres, Research Units and Journals.

The plan is for the Humanities Institute to assist in school plans in optimising research capacity development and outputs, via these organisational instruments.

This is according to the approved POLICY ON INSTITUTES, CENTRES AND UNITS (RESEARCH POLICY IV) REF: CO04040507 (2014).

## Institutes, Centres and Units

Each school Dean was provided with a grid indicating all Institutes, Centres and Units in each school. It is important to identify each functioning entity, and also indicate how it will continue to function for the next 5 years, (2022 – 2026).

If there are new entities to be established, these need to be identified.

The Humanities Institute will support the establishing of the noted entities, if need be.

It is noted that the Institutes, Centres and Units Policy of UKZN (2014) was supposed to be updated in 2018.

## Journals

The UKZN library, with the assistance of Mrs. Faith Magwaza (HC), and Prof. Jannie Smit, has applied for funding to have the current 7 journals on the OJS system managed by PKP, the originators of the software.

This will hopefully see the journals functioning according to uniform PKP set standards and protocols.

Once the journals operate well, UKZN may then wish to manage them from within the library system, as is being done at other universities internationally.

The present website of the journals on OJS:

<https://journals.ukzn.ac.za/>

At present these 7 journals are active:

- *African Journal of Governance and Development* (est. 2011)
- *Alternation* (est. 1994)
- *Journal of Education* (est. 1969)
- *Journal of Inclusive Cities and Built Environment* (est. 2021)
- *Journal of the International Society for Telemedicine and eHealth* (est. 2013)
- *International Journal for Indian Studies* (est. early 1980s)
- *South African Journal of Chemistry* (est. 1912)



# INTERNATIONALISATION AND COLLABORATION

## KZN Provincial and Inter-provincial Tertiary Institutional Research Collaboration



One of the objectives of the HI is to upscale inter-institutional collaboration in research and research capacity development, and also to make our collective knowledge production outputs more visible nationally, continentally, and internationally.

Below are a few snapshots from these initiatives.

### Intra-University Cross-College Collaboration

At present we have active collaboration in main projects from the College of Law and Management Studies. Cf.

<http://alternation.ukzn.ac.za/Files/uploads/2021/11/Information%20and%20Knowledge%20Management%20for%20Social,%20Economic%20and%20Political%20Development.pdf>

### Durban University of Technology

So far, we have supported one research group from DUT and UNISA. Cf.

<http://alternation.ukzn.ac.za/pages/volume-26-2019/alternation-special-edition-29-2019.aspx>

This group is led by the DUT Research Office.

At present there is one more publication being worked on, from the same grouping, and led by DUT and UNISA scholars.

We are working with one more DUT research group that has organised a national conference on Community Engagement in late 2019. The peer reviewed publication will come out early 2022. We are working to have the effects of COVID on CE, also captured in the publication.

Prof. Smit was also requested to do two webinars for researchers at DUT on:

- Starting and Establishing a Research Trajectory
- Research Networks and Editing Research for Peer-reviewed Publication

Around 50+ colleagues from DUT attended.

DUT is pursuing a collaborative Research MOU with HI at present. We shall take this forward in 2022.

## University of Zululand

Towards the close of 2021, the UniZulu Research Office requested Prof. Smit to also organise supervision workshops for UniZulu staff. He organised 5 events, with around 10 staff presenting, including Prof. Kevin Durrheim from UKZN, on 15 and 29 October, and 05, 12, and 18 November 2021.

Around 50 staff from the Faculty of Arts attended each day.

## Free State University

At this point, we have some collaboration via Prof. Dipane Hlalele, with FSU, on rurality. So far, one publication has come from this collaboration, with one more pending.

<http://alternation.ukzn.ac.za/pages/volume-27-2020/alternation-272.aspx>

The one pending is on: Rurality, Education and the Coronavirus Pandemic.

Prof. Smit is also officially involved in the FSU project on the mentoring of prospective future Associate Professors.

## Northwest University

In addition to some collaboration in the 2010s, we also have one publication from a group led by Prof. Labby Ramrathan and others, in Education, from UKZN, for 2020. Cf. :

<http://alternation.ukzn.ac.za/pages/volume-27-2020/alternation-special-edition-31.aspx>

Another, led by Prof. Phumlani Myende and Jan Heystek, is available at: <http://alternation.ukzn.ac.za/pages/volume-28-2021/alternation-281.aspx>

## Engaged Regional/ National/ Southern African Collaborative Research and Internationalisation

Important to mention is the publication led by Prof. Maheshvari Naidu, in which we have collaboration from Botswana University academics. Cf.

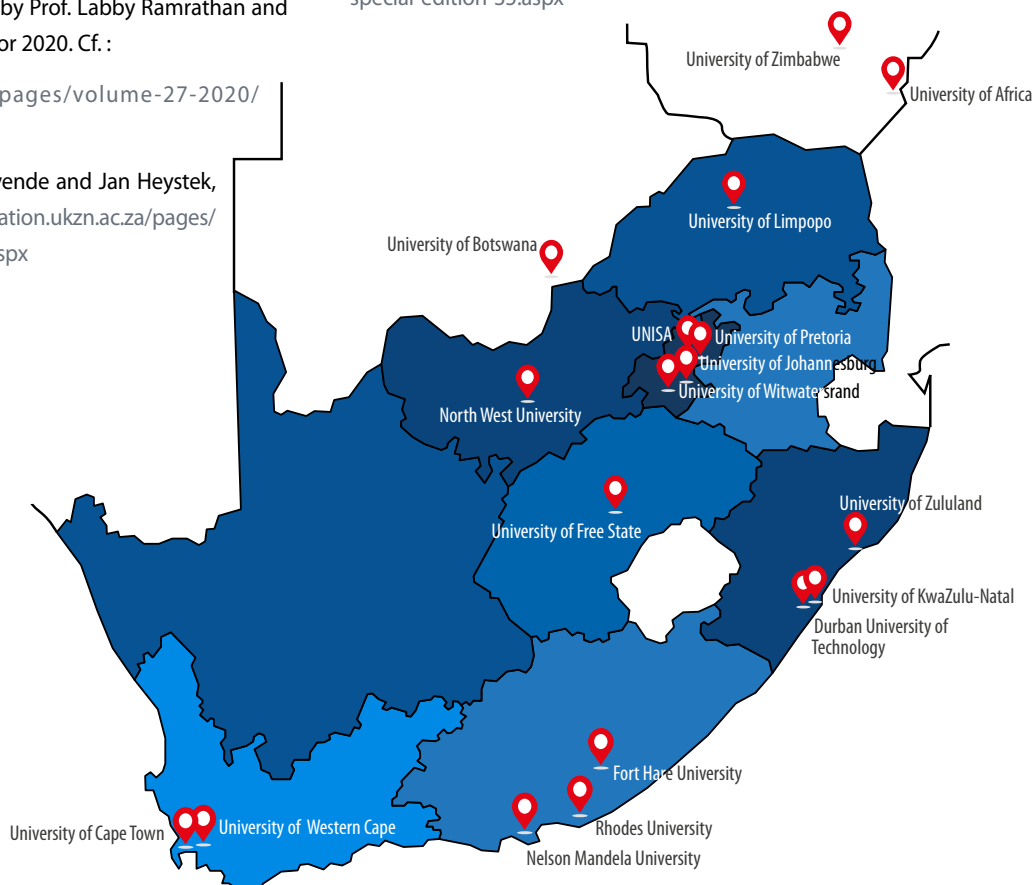
<http://alternation.ukzn.ac.za/pages/volume-27-2020/alternation-special-edition-36.aspx>

We also have a currently planned one for 2022, from UB academics. Cf.

<http://alternation.ukzn.ac.za/Files/uploads/2021/11/Information%20and%20Knowledge%20Management%20for%20Social,%20Economic%20and%20Political%20Development.pdf>

Then, after some collaborative work with academics from Zimbabwean universities, we have this publication. To note is that Prof. Nisbert Taringa, Dean of the Faculty of Arts, from ZU who was leading the project tragically passed away last year, and his co-leader, Prof. David Bishau (Africa University, Zimbabwe), has seen the project to completion earlier this year.

<http://alternation.ukzn.ac.za/pages/volume-27-2020/alternation-special-edition-35.aspx>



# Internationalisation and Cooperation



Internationalisation and inter-institutional cooperation are hallmarks of universities universally speaking.

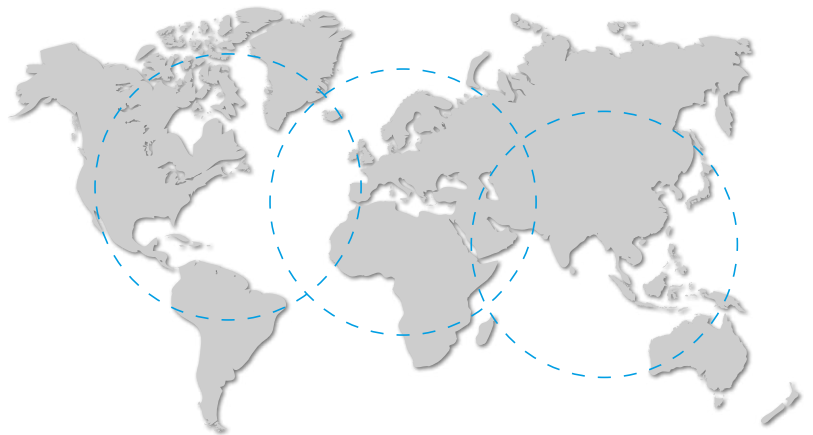
Over the years, these were primary focuses of the different initiatives that have culminated in the formation and establishing of the Humanities Institute.

Each of the Institute's 14 research project clusters has their own internationalisation dynamics and these will be upscaled as we go forward in 2022 and onward to 2030.

A new generation of scholars are being mentored and supported to scale the heights of research and knowledge generation excellence internationally.

We are confident that the initial steps the institute took on this route will upscale and develop empowering scholarly relations for transformative epistemic networking and research outputs sharing and dissemination universally.

We are also most grateful for the systemic support we have received from our funders over the last three years



# CONCLUSION

Despite the impacts of COVID-19 on academia and education more generally speaking, it is profoundly significant that the different projects of the Humanities Institute, as established in 2019, did not only come together to function optimally in terms of their own commitments and responsibilities but also upscaled their operations.

**T**he period of the pandemic provided the opportunity to accelerate, pilot and explore the possibilities virtual reality has for its very focused transformative Humanities and Social Sciences projects.

In the near future, we hope to appoint more Research professors who will lead the signature research projects of the institute. They will pioneer not only the establishing and leading of international research groups in key signature project areas, but also facilitate and guide collaborative research publications nationally, continentally and internationally.

We foresee that our collaboration with the National Institute for the Humanities and Social Sciences (NIHSS), the Andrew W. Mellon Foundation, the South African Department of Science and Innovation, and the International Development Research Centre (Canada), Social Sciences and Humanities Research Council (Canada), Spencer Foundation (US), the Ford Foundation (US), amongst others, will continue to grow substantially, and NRF.

As we seek to lead, partner and support even more key catalytic and affiliated projects on the continent and further afield, we also invite colleagues to step forward and step up in taking research and knowledge generation leadership by, for, on, with, in and of Africa. All the institute's projects to various degrees pioneer this focus and we are confident that our graduates, postdoctoral fellows, and research collaborators will pioneer the post-, and decolonial epistemic transformation in Africa, for the benefit of humanity internationally.

The future of an Afriquiry-founded and grounded and inspired research focus is bright. In this endeavour, the intellectualisation and capacitation of our African languages are key.

Our Ma'at Institute is centrally positioned and focused on the care and support of the psychological wellbeing of African people, and our centrally involving of our rural African populace will ensure the incremental upscaling of the scientific and cognitive contributions of our partnering institutions and research collaborators, in geopolitically integrated ways.

In this endeavour, we need to move beyond the exclusionary and subjugatory systems associated with race and racism, gender-based inequalities in our collective Humanities and Social Sciences work for the eradication of the variety of the basic levels of destitution and poverty in South Africa, in our own lifetime. The impact and effects of our very robust Centre for Creative Arts provide a key avenue not only for the School of Arts, but also the College of Humanities to formatively address these discourses.

We also wish to substantially grow our collaborating institutes, centers, research units and journals to increase the visibility, social effects and academic impacts of our research, as we accelerate into the digitally-informed and mediated blended forms of research, teaching and learning, and community engagement.

And, as the strategic objective of the Humanities Institute states, we collectively, and collaboratively aim "To systematically develop the range, reach and scale of the digitally-informed impacts of the Humanities Institute's signature, catalytic and strategic signature research projects".



Prof. Pholoho Morojele

## AFTERWORD

### Professor Pholoho Morojele

College Dean of Research

College of Humanities (CHUM)

We are thankful for the great work the Humanities Institute and its various research, catalytic and affiliated projects are doing.

Each, individually, but also collectively, already have significant impacts across a broad front, nationally, continentally and internationally.

Established in mid-2019, to catalyze and grow the research mentoring and support, as well as research outputs of the College of Humanities from within its Afrikology baseline systems of values, the Humanities Institute has already made substantial inputs towards the College's research capacity, capabilities and annual research outputs.

The secondment of its current Chair, Prof. Johannes A. (Jannie) Smit assisted in articulating and operationalising Afrikology values in research collectively across the participating projects. All projects work in specific areas that add value to some of the key functions of the College of Humanities. They collectively operate in accordance with a workable and a reasonable vision, and mission, with strategic objectives, which will be reconfigured from year to year.

Finally, I want to highlight the incredible value of the NIHSS Regional Doctoral School (established in 2013), the Doctoral

Academy (established in 2019), and the NIHSS- and College of Humanities-funded postdoctoral fellow projects. Collectively these projects not only empower our doctoral and postdoctoral students to graduate in optimal time, but also mentor and support all to start to function as our academics of the future, with their future-oriented, incisive and contextually-relevant research publications.

Together with our numerous funders, and the Department of Higher Education (DHET) and South African Deans' Association (SAHUDA) we are looking forward to the upscaling of all the projects concerned - both in terms of capacity and impact.

The Humanities Institute is a hub for knowledge development and dissemination on a world scale. We are looking forward to the next few years.

### Professor Pholoho Morojele

*College Dean of Research*

College of Humanities

University of KwaZulu-Natal



**Ms Lebohang Sibisi**  
PA/Secretary to the DVC & Head of College



**Ms Nokuphiwa Mbhele**  
College of Humanities Committee Officer



**Ms Nokuthula Mtshali**  
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**College of Humanities Research Office Administrative Team**



**Ms Lungi Keswa**  
Assists Prof. Badat



**Mrs Doreen Hattingh**  
Clinic Administrative Officer (HC, Psychology),  
and NIHSS Administrator for UKZN





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INSPIRING GREATNESS