

HUMAN AND SOCIAL DYNAMICS (HSD) RESEARCH SEMINAR SERIES

CRITICAL PERSPECTIVES ON THE ASSAf HUMANITIES CONSENSUS REPORT



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Acronyms

ASSAf	Academy of Science for South Africa
CREST	Centre for Research on Evaluation, Science and Technology
CSIR	Council for Scientific and Industrial Research
DBE	Department of Basic Education
DFID	Department for International Development
DHET	Department of Higher Education and Training
DST	Department of Science and Technology
GNP	Gross National Product
HEMIS	Higher Education Management Information System
HSRC	Human Sciences Research Council
HSS	Humanities and social sciences
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
SADET	South African Democracy Education Trust
STEM	Science, technology, engineering and mathematics
TIA	Technology Innovation Agency

Introduction

The seminar that is the subject of this report, which is part of the Department of Science and Technology (DST) Human and Social Dynamics Research Seminar Series, follows on that held on the same topic on 17 September 2014. This and the previous seminar were held in response to the *Consensus Study on the State of the Humanities in South Africa: Status, prospects and strategies* (Pretoria: ASSAf, 2011), which interested readers should consult. A full description was given of the background and rationale in the report on the 17 September seminar. This will not be repeated here, and the reader is referred to the report on the earlier event for details (*Knowledge Generation and Innovation in the Humanities: Seminar Report*, DST and HSRC Research Seminar Series, 17 September 2014).

This seminar differed from its predecessor in that participants were solely from the DST and its entities. Participants from universities were present in their capacity as members of ASSAf. The intention was therefore to have a purposive meeting that would focus not simply on overall thinking in HSS, but would also explore practical issues in relation to the promotion of research in the area. For participants, see appendix 3.

Summary

The seminar on 9 December 2014 was part of an extended reflection on the Academy of Science for South Africa (ASSAf) Humanities Consensus Report, which was intended to interrogate the position of the humanities and social sciences (HSS) in the South African research system from the perspective of the Department of Science and Technology (DST) and its entities. The Minister had requested that the entities for which her Ministry is responsible respond comprehensively to the Consensus Report, which is itself the product of one of them. The seminar was preceded by, and built on, a similar meeting on 17 September 2014. The difference between the two is largely that while at the earlier seminar there was substantial representation from universities and other external bodies that are the partners, even the customers so to speak, of the NRF and other entities, the 9 December seminar focused on the entities themselves and in particular the National Research Foundation (NRF). Because of its role as the nation's premier science funding organization, the NRF has a more direct and immediate relationship with the wider world of South African science research than the other organisations (the CSIR; the HSRC - now incorporating AISA; TIA; SANSA; and ASSAf) which are themselves applied research agencies, and/or bodies providing expert scientific advice. As the Chair of the seminar pointed out, the remit of the meeting was to deal with matters under the aegis of the DST and its entities, and it was hoped to throw an intense light on this vital area.

Many of the questions that arose at the 17 September seminar were raised again at this meeting. This is hardly surprising since these questions are fundamental and are bound to arise repeatedly in any gathering of this nature. However, the hope was that the perspective that would emerge at this seminar would be complementary to that of the earlier meeting, and would in particular contribute to heightened awareness of the dilemmas and opportunities facing the NRF, and the DST, its mother body. The NRF had not been represented at the 17 September meeting.

What are 'the humanities'?

A thread running through the meeting was the question of the definition of the humanities, the social sciences and indeed 'the sciences' in general. This of course is an old and constantly recurring question that is not capable of definitive resolution, and certainly no resolution was achieved at the seminar. Like the linked question of a supposed conflict between the arts and sciences, the debate, conducted in theoretical terms, may in fact often be a surrogate for more mundane but pressing issues such as access to funding and competition for research opportunities and support.

There was an uncertain quality to the terms used at the meeting, and no unified usage was agreed upon or even attempted. At one point a speaker referred to 'the humanities proper', a term which was challenged as implying a disciplinary hierarchy that some found objectionable. The social sciences have an equally protean quality, with, for instance, the question arising as to whether economics (which itself ranges from the intensely mathematical to the sociological or anthropological) and business studies should be included in this category. The line between the humanities and the social sciences themselves may often be unclear, and aspects of the social sciences may shade off into the natural sciences. The distinction between the humanities and social sciences is sometimes (as at the 17 September seminar, a report on which was delivered at this seminar) seen in terms of the origins of the humanities in the classical curriculum as against the more recent scientific-rational origins of the social sciences. However this may in many cases be an outdated view: the very substantial South African Democracy Education Trust (SADET) programme of research into the liberation history of South Africa, mentioned at the seminar, involving numerous researchers over a long period, is an example of a project far from the individualistic paradigm sometimes considered typical of such humanities research.

In the end, no resolution was attempted to the question of the boundaries of the humanities and social sciences. Nonetheless, the discussion did, perhaps, clarify the landscape.

Is there a 'crisis' in the humanities?

As opposed to the somewhat formless debates, or implied debates, about the nature and boundaries of disciplinary areas, there was specific and pointed disagreement on whether

there is a crisis in the humanities (and social sciences: again, the area being discussed was not always clear), perhaps because on this ultimately depends the question of who is allocated resources and for what purposes. The disagreements took predictable forms.

On the one hand, there was a presentation, which the author emphasised was produced for the particular purpose of informing the United Kingdom's Department for International Development (DFID) funding policies. Using a characteristically sociological methodology (bibliometric study; analysis of numeric data of various kinds, including funding; questionnaires - though also qualitative material), this came to the conclusion that there was no crisis in the humanities, and that indeed all indications are that the area is flourishing. The study did modify this conclusion somewhat, for instance pointing out that South Africa is unusual in that the humanities have a marked weighting towards law and theology, which are major publication and therefore earning areas, and also that the very large numbers of undergraduates in the humanities and social sciences (HSS) may not be matched by such overwhelming success in postgraduate studies. Nevertheless, in spite of areas of dissatisfaction and concern, the conclusion of the presentation was that HSS in South Africa is in a reasonably healthy state.

On the other hand, it was claimed that indeed there is a real crisis in the humanities in South Africa, and probably elsewhere, and that the evidence presented of publishing success, large numbers of students and so on was unconvincing. There was a need to talk about 'ideological framings', and to rescue HSS from an environment where the parameters were essentially those of the natural sciences. It was not enough to talk about successes without engaging with those who were outside this magic circle of success. The alleged shallowness of much South African writing in HSS was adduced as indicating the reality of the crisis.

Nonetheless, the role of the humanities - and perhaps the social sciences: as usual the line was blurred - in bringing an essential humanistic dimension to the world of science in general was acknowledged, though some felt that HSS representatives could be their own worst enemies. One participant went so far as to feel 'appalled by humanities' self-analysis at times'. The humanities indeed received powerful support from a paper by a natural scientist, who affirmed the necessity for HSS inputs in 'hard' science, and noted the inadequacy of purely quantitative judgments of scientific success. The nature of

contemporary challenges - climate change and medical research were prime examples - demanded such collaborative research.

It seemed clear that the presentations, in an ironic affirmation of the distinction between the humanities and social sciences and their respective preconceptions and methods, were in fact based on different paradigms and were talking past each other. This was not, however, a perspective that all participants were prepared to generalize. Science, it was said, is about rigour in all disciplines. This unites all scholarly research and there is no real duality between HSS and the natural sciences. Such an alleged dualism is in fact a false dichotomy. The discussion that followed on the role of the NRF helped to move the seminar away from this entrenched, but also perhaps false, dichotomy and towards the specifics of support, funding and the taking up (or failure to take up) of actual, concrete, opportunities.

Who gets what and why do they get it?

The 'conversation about resources', as one participant referred to it, is critical. 'Who', it was asked, 'drives the conversation? What constitutes the conversation? Who decides?' It was added by some: 'how proactively do those from the Humanities and Social Sciences throw themselves into the conversation?'

It was this topic that distinguished this seminar from its predecessor and that gave it particular specificity. The topic arose throughout the morning, but was particularly hinged on the presentation by the NRF. This presentation involved itemizing the history of research support by the organization, and a description of the current dispensation and the opportunities it provides. The funding of HSS had been discussed thoroughly at various times, for example at a two-day round table in January 2008. Discussion of this kind by the NRF had not taken place, as the presenter said, 'in its corridors', but rather in concert with ASSAf and other HSS role-players. As with all disciplinary areas, the dispersal of funding involves a difficult but necessary balance between support for proven researchers, and the development of young and relatively untried talent. It was stressed that many grant opportunities that are not specifically labeled as HSS are open to scholars in these disciplines (for example, the Blue Skys programme, Indigenous Knowledge Systems, and work in areas like climate change) but that the take-up from HSS has been, with notable exceptions, disappointing. An NRF official recalled convening a meeting of deans of humanities on HSS from all South African universities to which only two responded. It

appears that the natural sciences and engineering are, generally, more proactive about approaching the NRF for funding. The organization welcomes this, and tends to respond favourably.

Summarising, the Chair recognised that many HSS scholars were concerned about the future of their fields. Without going down the negative road of 'crisis', these concerns could be said to be ones relating to the purpose and role of these fields; the currently inadequate involvement of HSS in policy development; the inadequate recognition of the role of HSS in social critique; failure to recognise HSS's role in the intellectual development of students, including, potentially, science students; and allegedly inadequate funding. The DST and the NRF are actively engaged in supporting HSS, as far as it lies within their province to do so: the universities as such, and initiatives by the Department of Higher Education and Training (DHET) such as the recently-founded National Institute for Humanities and Social Sciences, lie outside the remit of the DST and its entities. ASSAf can undoubtedly play a role as interlocutor between the DST, NRF and HSS scholars. Differences between HSS and the natural sciences of course exist, and it is in the nature of knowledge and the scholarly enterprise that this should be so. But while these differences are sometimes presented as fundamental, actually, as the Chair put it, 'they are differences of comfort'.

Welcome and opening remarks by the Chair, Dr Thomas Auf der Heyde, Deputy Director-General: Research Development & Support, Department of Science and Technology (DST)

Welcoming the participants, Dr Auf der Heyde noted that he was responsible within the DST for the Research Development and Support programme, and not for the Human Sciences Research Council (HSRC). However, HSS, the research area covered by the HSRC, was as much basic sciences as the 'hard' sciences, and were given equal stress by the Department and by officials within it such as himself and Dr Sagren Moodley.

Dr Auf der Heyde outlined the background to the meeting. At a meeting of ASSAf the Minister observed that the departmental entities had not sufficiently applied themselves to the report around which the current seminar was structured. One entity had produced an important report, but others had not engaged with it. This indicated a flaw in intellectual cross-fertilization in the DST. The current and the previous workshops had originated from the Minister's request that this situation be rectified.

The first workshop had taken place in September 2014. Some entities did not attend, and it was clear that the process initiated by the ASSAf report could not be completed without them being part of the process. Much of the September seminar had been spent in interrogating the alleged crisis in the social sciences and humanities, and discussing whether there was in fact such a crisis. There was an obvious link with funding, which led to discussion of the NRF which has a major responsibility for research funding. Dr Auf der Heyde noted with pleasure that the NRF was represented at the current workshop and that it had been briefed on the last seminar. He hoped for useful feedback from the organisation.

A draft report on the September workshop had already been circulated. The output of the current workshop would be integrated with the previous report and a consolidated report submitted to the Minister. It might be that further activities or strategic interventions that the DST and relevant entities might take forward would be identified.

Dr Auf der Heyde requested that contributions to the current workshop should be tempered by the awareness that it was a meeting of the DST and its entities, and that there was no representation from universities. The DHET was also not represented. The workshop was taking place within the context of the collective portfolio of the DST and its entities, and any

contributions that went beyond this remit would need to be articulated elsewhere. It was important to maintain the necessary focus.

The workshop would commence with an overview of the first seminar from Professor Vasu Reddy. Then Professor Johann Mouton would report on a survey that had been carried out under his direction for the United Kingdom DFID. Professor Peter Vale would recapitulate the main findings of the ASSAf Consensus Report. There would then be discussion on the presentations to that point. After a break, Dr Andrew Kaniki would present the NRF perspective and Dr Zaid Kimmie that of the Council for Scientific and Industrial Research (CSIR). Then there would be further discussion. Dr Auf der Heyde hoped that the Technology Innovation Agency (TIA), which was represented at the workshop, would make any contributions that the organization deemed relevant.

Rapporteur's feedback from the first DST Humanities Seminar, Professor Vasu Reddy, Executive Director: Human and Social Development, HSRC

Professor Reddy noted that he wished to slightly inflect Dr Auf der Heyde's presentation (see Appendix 4). The Consensus Report and the DHET Charter were examined during the September meeting. The first workshop began the process of engaging with the Consensus Report, and trying to understand how the area under discussion might be invigorated and given direction. The Minister requested a follow-up meeting, which was the one he was now addressing. It was envisaged, and hoped, that additional ideas might also emerge at this workshop, on which a high-level report was required.

The September discussion had raised the question of whether the humanities were in crisis; if so, what the nature of this crisis might be; and what, in that case, was to be done about it. To some, the humanities were 'wishy-washy', lacking authority. There was a perception that the humanities do not guarantee employment, though there is ample evidence that graduates in these areas do in fact get jobs.

Some of the questions raised from outside the area stemmed from a failure to comprehend the dynamics of research methodologies in the humanities. It typically takes extended periods of time for research in the humanities to come to completion and therefore for investment in such research to bear fruit. Should there therefore be investment in these areas? There are clearly challenges over competition for resources. Who gets the available resources? Is there adequate balance in allocation?

Professor Reddy highlighted key points in the debate:

The crisis may be overstated. Humanities graduates are being produced in increasing numbers, and there is little evidence to support the idea that science, technology, engineering and mathematics (STEM) people get all the jobs.

Current funding policies seem to favour STEM disciplines. These policies need to be interrogated. A warning sign is that while the humanities appear to flourish at undergraduate level, there is a decline in postgraduate studies in the area. Funding forces people to focus on policy-relevant, immediate, issues: the contribution of the humanities to policy issues takes place in a more long-term, different manner.

Researchers in the humanities are ageing and retiring.

The old debate of what to include within the definition of humanities, and what to exclude, continues. For example, economics and business studies are traditionally in humanities faculties, but this is contested by some.

Innovation is often seen as the prerogative of the hard sciences and technical disciplines. This is based on the assumption that only economic advantage is of significance, but it could be cogently argued that social innovation is just as important.

The 10 game-breaking recommendations of the ASSAf Report provide an agenda that deserves thorough discussion with a view to possible implementation.

A problem with humanities research is that it is not always presented in such a way as to make clear its potential use by policy-makers. One suggestion was that of a policy-makers booklet. This was certainly an idea that might be taken forward.

The DHET Charter attracted criticism. It has sought to 'dynamise' the area, but did not analyse the university curriculum. Its perspectives were insular, and it did not pay sufficient attention to other important role-players such as the science councils. It was biased towards the universities, even while it failed to engage with their curricula.

There was a debate about how the liberal arts curriculum might benefit and learn from the 'hard scientists' and how the scientists might learn from the humanities.

The clear duplication between DHET and DST initiatives was 'a glaring gap' in the research system.

The HSRC had a continuing engagement with the humanities. This engagement was very strong before 1993 but had never completely faded away subsequently and was once more strongly on the organisation's agenda. It produced a very detailed report in reaction to the Consensus Report, and raised questions of funding, the ring-fencing of resources etc.

The question, of course, was the way forward: where are we now? Where we going? How will we know when we have arrived?

Findings from the DFID Humanities and Social Sciences Study: Professor Johann Mouton, Director, Centre for Research on Evaluation, Science and Technology (CREST)

Professor Mouton noted that there would probably be some overlap in his comments with those of Professor Reddy, and with the material to be presented by Andrew Kaniki of the HSRC. CREST had been commissioned by DFID to study and report on the HSS in South Africa, so as to inform DFID funding policies. He noted that he had been part of the ASSAf Report team. The study on which he was reporting had been done by CREST, and the full report could be accessed via the summary in his Power Point presentation (see Appendix 5). His presentation was not, therefore, a direct response to the two humanities reports.

Professor Mouton found claims about a crisis in the humanities excessive, especially as reflected in the DHET report. He was convinced that HSS was in fact in a healthy state. He emphasised that the CREST study did not use quantitative data only, but also encompassed qualitative data.

Professor Mouton provided figures on many aspects of HSS research to support his contention that the humanities are flourishing. Those who wished to follow his argument in even greater detail could read the entire report on the CREST website, where the methodology was given in full: surveys, bibliometric studies, analysis of Higher Education Management Information System (HEMIS) data etc.

When asked if there was enough funding for the humanities and social sciences, 70% of respondents said 'no'. Is there an anomaly here, Professor Mouton asked? If the same question was asked of any other field, would not much the same response emerge? Or is there more to it? When the question was pressed, respondents made it clear that there is often not sufficient funding for specific categories of research, such as basic and

fundamental social enquiry, for inter- and trans-disciplinary research, for social theory or for financing post-docs, while resources were forthcoming, for example, for evaluation studies.

Professor Mouton looked at the specifics of human capital. HEMIS data shows that HSS still accounts for about 50% of academics, approximately one third in social sciences and 15-16% in humanities. Doctoral graduates in HSS were slightly down from 1996 -2012, with business and management especially having grown. There is a perception that the field is not attracting the best Ph.D. candidates. However, this complaint probably applies to other disciplines as well. There is also a perception that careers are less plentiful in the area.

There was a dramatic change in publication output in 2005, when the unit value for an article increased fivefold. Also many more South African journals are now in the Web of Science, meaning that there are more publications by South Africans in 'international' journals. In addition, HSS are proportionally better-represented in local journals, especially when Theology and Law, which are 'over'-represented in South Africa, are taken into account. It is these two areas that have, mainly, boosted the figures. They are major contributors to the funding of universities through publications. International co-authorship has grown markedly - 40-45% of all Web of Science articles by South Africans are coauthored internationally.

So, there are problems. There is inadequate funding; a lack of Ph.D.'s; a stagnant research culture, etc. But he believed that HSS are in a relatively healthy state, though there are areas of dissatisfaction and concern. But there is a need to be precise, and not to simply make general statements. General academic concerns are not peculiar to the humanities; concerns deriving from persistent stereotypes, such as that HSS are 'not real sciences' and the like, are not peculiar to South Africa, and reflect the ingrained beliefs, perhaps prejudices, of a minority of natural scientists. There are concerns that there has been a decline of grand social theories unlike in the 'good old days of robust critical theory' and so on, but in fact good theorizing continues, if not within these 'grand social theory' paradigms. The modern world should be looked at in its own terms, and we should concern ourselves with strengthening the field rather than regretting a perhaps partly imagined past.

ASSAf Humanities Consensus Report: Status and Update for NRF, CSIR & TIA: Professor Peter Vale, Faculty of Humanities, University of Johannesburg

Professor Vale said that he intended to recapitulate some of the thinking of the Humanities Consensus Group (see Appendix 6).

There had long been concern within the NRF - he noted the contributions of Marcus and Hofmaenner - about HSS. Professor Mouton's study had been primarily about the social sciences. The concern of the Consensus Group however was primarily with the humanities, as opposed to the social sciences. Business, economics and law were largely excluded.

Professor Vale noted that there were few NRF research chairs devoted to the humanities, and that even in economics appointments were predominantly at the mathematical end of the discipline.

There was a need, Professor Vale said, to talk about 'ideological framings' in the context of the current discussion and in the context of a higher education system that is 'economistic, business oriented, competitive and individualistic'. There appeared to be an assumption, epitomised in the NRF, that the natural and social sciences can be managed together. He strongly doubted this.

Referring to Gillian Tett's, *Fools Gold*, on derivative trading, Professor Vale argued that there were similarities to the way in which conversations about research take place. There were too many closed rooms, with people speaking to themselves in a language specific to these gatherings. These ways of understanding the world were crucial, and 'deeply troubling'.

This led back to ASSAf and its focus on the humanities. He stated that 'shallow understandings and explanations' were characteristic of much South African academic writing, and that, for instance, British and United States scholarship was more essential for understanding the early 1990s in South Africa than South African scholarship.

In the course of undertaking the ASSAf study, he and his colleagues had talked to teachers. They were repeatedly told that parents always emphasise mathematics, not humanities subjects, when they approach teachers. Yet it had been established that graduates in HSS do in fact get jobs, so there appears to be a widespread error in perception here.

Professor Vale recapitulated the ASSAf recommendations:

1. A Council for the Humanities should be established. However, this issue had largely been overtaken over by the DHET National Institute for the Humanities and Social Sciences.
2. The funding of the humanities should be reviewed. This applied particularly to African languages. It was good that Professor Kachula's work in linguistics had been funded, but more was needed. History, philosophy, the creative and performing arts and so on also required support. In this context, there was a need to encourage 'the book'. The humanities were part of a 'book culture', relying more on books than on journal articles. There were in fact more and more thoughtful books appearing, constituting a sort of revolt against the current norms.
3. There should be a government white paper on the humanities. This would mark the importance of the area.
4. There should be more encouragement for higher degrees in the humanities.
5. There should be far more research chairs in the humanities, and dedicated centres of excellence.
6. There should be dedicated national funding for the humanities.
7. The organisation and design of ASSAf should be transformed. There might be a place for a new journal for the humanities, for example. All this was being discussed within ASSAf.
8. In collaboration with the Department of Basic Education (DBE), there should be more stress on the humanities in schools.
9. At universities, there should be a broad-based introductory course in first year including the humanities and science. This should, for example, include assisting students to read data-bases etc. At the University of Johannesburg, for instance, it is possible to go into first year and immediately start training to be a human resource manager. This is far too early but is typical of the premature exposure of students to professional training. The example of what law is doing in the University of the Witwatersrand should be examined for its positive lessons.

10. The value of the humanities should be promoted through awards and other forms of public recognition. It was necessary to develop the image of the humanities.

There is, Professor Vale believed, a hunger for information about the humanities. In confronting the divide between the social and natural sciences we need to think more widely than in our current managerialist ways, and emerge from 'our narrow corners'. The humanities should be seen as 'a thing about human life', not just about statistics.

Questions and responses

Charlene Swartz, HSRC said that an update was needed on the current situation in terms of support for and funding of the humanities.

Ganson Pillay, NRF responded that the NRF had just awarded a Research Chair to Linda Richter, a scholar in the social sciences. Also, if there were no applicants, there would of course be no recipients. He urged reference to facts and evidence and not a default to emotional responses.

Charlene Swartz, HSRC asked if the definition of the humanities was still work in progress. Peter Vale and Johann Mouton differed in their definitions. There was a need to go further into the definition of what we mean.

Thomas Auf der Heyde noted that while issues such as these may be raised, they may not be solvable. Nevertheless, it was correct to raise them so that the report to the Minister could be informed by them.

Sibongile Ngumbi, TIA believed that a broader look at the innovation space was missing. There was a tendency to focus on the academic world: this risked missing the impact of social sciences on society more broadly. The TIA focuses on technical innovation, but much of what it does in terms of the penetration of such innovation into the broader society requires a social science approach. She sensed that the report missed an opportunity to take a wider approach and ensure that this broader impact is achieved.

Thomas Auf der Heyde commented that representatives of ASSAf might want to comment on the points made by Dr Ngumbi.

John Higgins, ASSAf and UCT noted the term 'critical perspectives on ...' in the title of the day's proceedings. There must first, he believed, be a 'critical perspective and substantial thinking' on what it is one is criticizing. There was a flaw in Professor Mouton's

presentation. It dealt with and addressed the alleged crisis, but did not get to core of the substantive issues raised in the report and associated materials. The danger is that choice of focus tends to marginalise such issues. Professor Mouton had indeed consulted with existing people in the area, but if you are engaging solely with those who have received funding, then you are not engaging with those who have not. And it is necessary to deal with those who have not been successful. He believed that some of the structures are hostile to those dealing with knowledge in certain ways. There are no research chairs in 'the humanities proper' (he noted in passing that the elision of the humanities and social sciences is confusing here). Yet numerous students are taught within the humanities, and it is a disgrace that there are no research chairs in the humanities proper. He acknowledged that there are some in some of the social sciences. The issue of the lack of humanities research chairs is one of the simpler measures of the problem. A large part of higher education is not in fact represented.

Anthony Cooper, CSIR believed that the first problem with the report was its emphasis on a supposed division between the natural sciences and the humanities. In fact, they had common problems. 'The enemy is not in this room', he stated. Administrators skim off most funds, though they were not the enemy either. The universities are in serious trouble, with very few having substantial endowments. There is not enough funding for higher education. Spending on education is large, but higher education gets a low proportion of this spending. National Student Financial Aid Scheme (NSFAS) funding is highly stretched and many students simply do not have enough money for food. The enemy is wanton waste and corruption, and universities must stand up to that. He believed that government has no understanding whatsoever about the higher education/research position.

Claudia Hirtenfelder, HSRC stressed the issue of 'ways of thinking'. It was a struggle for scholars to talk to each other, even within HSS. The conversation about speaking within and between disciplines needs to be taken to a deeper level. Also, there are dangers in a discourse that stresses enmities and tensions. Maybe we should not be pitting ourselves against each another, considering the large amount that we have in common.

Andrew Kaniki, NRF noted the challenge of estimating who defines areas and drives the conversation, and what constitutes the conversation.

Sagren Moodley, DST asked where the social sciences and humanities fit with innovation. He was well aware that technical and social knowledge interact, and that forming ghettos must be avoided. When he listened to the presenters, however, he did not hear much critical reflection on faculty. The Harvard 'Mapping the Future' report had found that much blame sits with the faculty, and their failure to enable students to see the links between their areas and modern society. Faculty can be deaf to issues like moral dissent.

How then can the humanities be dragged into the 21st century? How can links be formed with modern concerns? Also, there are questions about the quality of education delivery. He was sometimes appalled at what was purveyed in the humanities, and by the low level of self-analysis in the area. He wondered if graduates often really met the requirements of a worthy humanities degree.

Zaid Kimmie, CSIR asked if the alleged crisis in the humanities was simply due to lack of funding. Or bias? There are other issues, such as the ageing cohort of academics. It seems too simplistic to say simply that the money is not there.

Gregory Houston, HSRC took SADET as an example of a humanities project, in this case in history, on a major scale. This project does not provide evidence for the stereotype of the individual humanities scholar working in isolation. Only 2% of its funding was from government, with the rest from private sources. About 60 researchers worked and are working on this project every year, in many different forms. This was a major exercise, and it was necessary to be flexible. SADET has generated an immense amount of research material, but because of the stresses and responsibilities of contemporary academic life it has not proved possible to get one person from the old team to write a book based on this mass of material. This is a real challenge, and a dismaying comment on the constrained research environment. Perhaps the only solution is to get a retired academic to work on it.

Thomas Auf der Heyde noted that science was basically about rigour rather than the particular discipline, and that this rigour applies to all academic areas. He was convinced that there is no duality between the humanities and the hard sciences. He believed that any such proposition constitutes a false dichotomy. The concern about the status of HSS has to do with a sense of frustration with being unable to turn the tide of developments in South Africa, and this leads to a focus on the downsides, which is understandable. Frustration is rationalized in terms of 'can't we do more about this'. As a departmental official, he was

aware that frustration may be expressed in other ways as well. He was amazed that science and technology, in the broad sense, were hardly mentioned in the last State of the Nation address, with technology getting one brief mention. There is relatively low funding of the DST, and erosion of the funding base of the science councils. All this is contrary to his understanding of the role of the sciences in national development, and he wondered if in fact HSS were not also struggling with this, and that their 'crisis' is in fact a broader one. Also, a problem is that too little is being invested in basic and fundamental areas of HSS, and more in 'practical' areas. This however seemed no different from the position in the 'hard' sciences. Reorganisation of DST structures was beginning clarify the extent of support to the basic and fundamental sciences. Much of this is the responsibility of the programme of which he is in charge, which is about basic science.

Peter Vale, ASSAf, replied that the litany of crises he had mentioned were long in coming. There are, for instance, no research chairs in primary education, which is a major crisis area. However, he felt that this issue should be parked, as talking about it drives the discussion into dichotomies. Basic research in HSS has to be matched with, e.g., medical research and research into climate change.

The question of spaces for innovation is crucial. Scientists look to economics, management and business studies when people talk the language of innovation. But these are not the only ways and only spheres of innovation. The social world consists not only of business and economics, yet this is what has captured us. This touches on the way we think about management and governance as the rational foundation for an MBA - but this is in fact part of the crisis. Race has been abandoned as the central organising principle and it has been replaced by money.

Cooper's point is correct: the crisis of the universities is the crisis of students, who are unable to deal with what happens to them. We have to understand the impact of technology on the social sciences, humanities and education. There is a need for imagination, innovation and integration in these fields.

Johann Mouton, CREST, noted that any serious conversation about the humanities requires agreement on certain basics. There are different notions of humanities, going back, in South Africa, to when the English/Afrikaner division was considered fundamental. He was disturbed by the notion of 'the humanities proper': he did not find this assumption that

there is a core of 'proper' humanities useful. Are they 'basic'? What about law, education etc.? He felt that they had not even identified the problem properly - is it a crisis about funding? Transformation? Quality? Of recognition, because it is not valued by the other spheres? Of identity? What in fact is the crisis? And it is necessary to be careful about discourse: he did not like the idea of 'who's the real enemy here'. If this comprised the conversation, then we have lost the debate.

He had been asked to talk specifically about the DIFID report, and the focus of his presentation did not coincide completely with that of the current seminar. There was no question in his mind that the culture of the book and scholarly publishing is vital, as Peter Vale must know. Also, in all fairness, it was essential to understand how the system works, and specifically the centres of excellence. It is based on an open competitive call to universities: if the NRF does not get sufficient responses in humanities, then how is it to respond? Yet of last year's five centres of excellence, two were earmarked, and awarded, for HSS. Good proposals are needed, but they are not always there, and, it seems, some universities have themselves been known not to forward HSS proposals in favour of those in science and technology.

The NRF perspective: Dr Andrew Kaniki, Executive Director: Knowledge Fields Development, NRF

It should be understood that average grants for HSS will always be different to those for the natural sciences because the work is different. Also, it takes a long time to produce material in HSS: for example, it took several years, though not a lot of money, to produce the book by Peter Vale, Lawrence Hamilton and Estelle Prinsloo.

Dr Kaniki emphasised that he wanted to avoid box-ticking, and approach the issues under discussion with flexibility and realism. The Consensus Study was inextricably linked to the NRF and its mandate, and this mandate, he reemphasized, was to promote research in all fields of science and technology, including indigenous knowledge. This was a very wide definition of 'science'.

The NRF was clear from the beginning that it was to operate within a general rather than discipline-based funding model, and this was reflected in the highly transdisciplinary focus area model. There was a choice of 10 focus areas, and the NRF engaged academics on how

these were developed. It was a consultative process, though many academics, though asked, did not in fact participate.

When the focus areas were first being developed, there was a need to address the many problems in the country. There were of course many criticisms. At that stage, national priorities had not been elaborated extensively, and the NRF had to forge its own way. Later, various national plans appeared, and in 2007 the NRF instituted a review of the focus areas as the basis for research. It was agreed that it was necessary to phase them out and redefine interventions, with wide consultation, accommodating disciplinary, transdisciplinary and strategic approaches.

In 2002, in line with its national mandate, the NRF extended its rating system to HSS. It was intended to provide benchmarking and improve quality. Some considered that the NRF was being biased towards the natural and health sciences, and there was a view that some cash should be top-sliced for HSS. But the NRF thought this was inappropriate as it would undermine cross-disciplinarity and the exploration of new fields of study.

The NRF has recognised and still does recognise the problems of HSS. In 2003 the NRF began to look closely at the area, and at law, and when the position of Executive Director for Research Support was advertised, HSS were included, and Tessa Marcus was recruited. There were debates about this, with, for instance, a number of senior researchers boycotting the process, alleging that Marcus focused excessively on her own research and the like, but including and emphasizing HSS was the intention. Certainly, and for example, initiatives such as the grant in 2007 under the Knowledge Fields system to the South African Sociological Association to enable it to revive itself made a great difference.

At a two-day round-table discussion in January 2008 there was a full discussion of how best to advance with HSS. The conclusion was that the humanities have a role to play in addressing the world's problems. It was noted that the humanities are about complexity, which is characteristic of contemporary life, and issues of definition were also discussed. ASSAf put together a panel to discuss the issues further.

The NRF worked together with ASSAf and other concerned bodies. The NRF did not just take decisions 'in its corridors'. There were many further interactions and substantial sums were devoted to HSS grants, including grants to rural-based universities in the area.

The NRF is governed by a number of principles: it wants to ensure strategy-driven research and research driven by demand. It also wants efficient allocation of funding. It works on the basis of competitive funding, and that competition not simply founded on a crude comparison between prominent and experienced researchers and young researchers. The awards must be merit based and rigorous, and at the same time take into account potential as well as achievement. The Ph.D. has always been emphasised as a driver, and as a pipeline to further development. There must be cross-fertilisation, fairness and transparency. There must also be transformation, which exists in a difficult balance with quality. These principles are not used blindly, and are guided by gender, race and equity questions. But at base research has to be of a quality to be fundable.

It is important to note that a range of research vehicles are open to scholars from HSS, as they are to scholars from all disciplines. The Blue Skies research programme is open to HSS. In this programme, there is no pressure to produce obviously applied and practical research. There were 11 full proposals in this area in 2012, two from the humanities, and two from the social sciences. In fact, this programme provides many opportunities for the humanities. The Indigenous Knowledge Systems programme also offers many opportunities for HSS. There are currently 29 grant-holders in this area, with four from the humanities and three from the social sciences.

The 2007 review stressed the field of education. There was a plethora of uncoordinated, incoherent research taking place, and an obvious need for consolidated longitudinal studies. However, the response was very disappointing in terms of the numbers of proposals. Nevertheless, all 20 proposals funded were from HSS.

The rating system is open to scholars from HSS. Last year 2059 scholars were rated, 1002 of them from HSS. The incentives are small, but well used.

There are also opportunities in international programmes on global change. Climate change is one prominent area within this. HSS could participate, and the NRF, as interlocutor, can assist in this, but there has been a limited response.

In competitive funding for rated researchers HSS applicants are not simply thrown in with applicants from other disciplines. Of the 14 panels, two are specifically for HSS. This is a substantial opportunity. The NRF is also engaging with the DHET initiative, the Humanities

and Social Science Institute, and is monitoring what opportunities this may provide for scholars in the area.

The NRF is a party to the ASSAf report. It may not be able to do everything mentioned, but it will seriously consider all of it and continue with close involvement and serious responses.

Questions and responses

Claudia Hirtenfelder, HSRC asked how the two review panels devoted to HSS manage the diverse applications. Also, there is often insufficient time allowed to submit a quality application to the NRF.

Peter Vale, ASSAf felt that there must be a certain give and take in the relationship of the NRF to HSS. It was also not possible 'to duck' the question of governance: how many people from the humanities were on the NRF board, he asked?

Sagren Moodley, DST believed that there were two different research cultures in operation. The humanities have always defined themselves as separate from the state, individualistic, with library based research; historically, social sciences have been linked to the state. The humanities in the traditional sense have not been oriented to large organisation, complex research chairs and associations and so on. This may go far to explaining the low response from the area to grants and other opportunities.

Bonita Moolman, HSRC said she was involved with a project in 'humanities proper'. But though she had been supported in her collaboration with Finnish colleagues, there had been no cash forthcoming.

John Higgins, UCT said that there are two fundamentally different approaches to research and scholarship in the higher education system. There is the standard view, of 'applied knowledge and its products', and the idea of research in relation to teaching in higher education. Higher education is there to equip graduates with state of the art knowledge, but we will not know what this is unless we are researching what is 'just over the top'. This unity of research with teaching suggests that for higher education to function properly, there needs to be an adequate programme of research in all disciplines. Research is in fact an essential part of higher education, that is, it is its link with teaching. There is indeed support for research, but it is for some kinds of research only. Professor Mouton's paper did not deal

with 'what we're not doing'. The health of the system is being compromised by a selective view of research.

Gansen Pillay, NRF focused on the NRF in the whole research system. Research leadership is trans-disciplinary: how then do we position or reposition ourselves to advance research? It was necessary to be concrete: he had called a meeting of all deans of humanities in South Africa to discuss issues in research support: only two deans attended. Again, he had met with Peter Vale who came with many requests such as special lectures in the humanities, to encourage research in the area. He had agreed, but unfortunately had received no proposal. He gave examples, however, of initiatives within HSS that had been taken up and funded by the NRF, such as the nine chairs across the country focused on poverty reduction and equality convened by Ben Cousins at UWC. As a constituency the humanities are free to lobby, and are welcome to do so, for instance in relation to the 22 research chairs for women only, which can include appointments in the humanities. In answer to Professor Vale's question, he noted that more than 50% of the NRF board were from other than the natural sciences.

Andrew Kaniki, NRF said, in relation to the 14 panels, that it is important to say that there are relatively few HSS applications. The NRF was flexible, and, for instance, even if students are not built into a project, it is often possible to apply successfully to fund one or more even when a project has already commenced. He would ask of John Higgins: what, specifically, are the gaps that need to be addressed? The NRF has to make sure that people understand what is available. They see, and fund, the same people all the time, though they spend much time trying to contact young people and spread the word about what is potentially available.

Thomas Auf der Heyde said there was no need to argue if there was a 'crisis' or not. It was clear that many HSS people were concerned about their fields, and this concern was informed by some higher-level purpose for the disciplines, not just self-interest. If they were asked to put into words what their worries are, it would be: what are the purposes/roles of their fields? That concern would find expression in various ways: the contribution to policy development is completely underplayed; the contribution to social critique is not being given full effect; the contribution of HSS to the intellectual development of students is insufficiently recognised; their role in determining research practice in universities and

perhaps schools is underestimated; there is concern about the status of HSS in terms of what active researchers and teachers and academics need.

Thus concern is expressed in various ways, and it is these concerns that must be taken into account when the DST considers its remit in this area and decides on interventions. What happens within the disciplines and how they are organized happens entirely within the universities, and here the DST and NRF can make no judgments. The fundamental role of the DST and NRF is in funding and resources, and this speaks to the fact that researchers mostly go to where they can reproduce themselves. So funding is central.

We could look at whether student support and its balance between masters and Ph.D.'s is appropriate to the challenges HSS believes it is facing. We could look at what sort of strategic interventions we might make, for example to facilitate better the interface between HSS and national development. There are opportunities, limited by funding to some extent, but also by the remit of the DST - but within these limitations, the system is sufficiently open to enable these concerns to be addressed. All this needs to be thought about, in a spirit of give and take, and not just top downwards. Science and engineering are much more aggressive about approaching the DST and NRF and persuading these organisations that their projects are relevant and fundable. HSS does not, perhaps, sufficiently engage like this. Maybe ASSAf can play a role, since it understands the work of the DST and NRF. There may indeed be differences between HSS and the natural sciences. But too often these differences are presented as fundamental, 'when actually they are differences of comfort'. There is an engagement that could happen, and there are great opportunities for both sides to learn more.

The CSIR perspective: Dr Zaid Kimmie, Head of Institutional Planning, Monitoring and Evaluation, CSIR.

Dr Kimmie spoke about the underpinnings of the report. All research work must have value, but that value does not need to be short-term or economic only. He was not convinced that seeing things as a competition between the natural sciences and HSS is helpful. All researchers are working in the context of a decline of research funding, which now comprises only 0.7% of Gross National Product (GNP).

The position is not much better in the 'hard' sciences than in the humanities. Bibliometric measurement is not helpful in the natural sciences either. The value of HSS goes beyond

limited utilitarian questions, for instance to issues of ethics. While work at the CSIR is all directed, not all of it is short-term: studies in climate change, for example, are by their nature long-term. But he was not willing to see any particular model as one that should be followed by all. There is a disciplinary gap: in the natural sciences, and technology, the approach tended to be that if there was a problem, there must be a technical solution, and if the technical solution does not work, then the world must be wrong. But this is not the case of course, and the social and political context is vital in all cases. There is an obvious need and opportunity for the social sciences to work with the CSIR and others in this spirit. For example, the CSIR wants to move from national climate models down to regional and local levels, with all the implications this brings. We need to understand how these kinds of findings are taken up and used, and without social understanding the hard sciences are hobbled. It is the same with water: we do not fully understand issues of water quality and use, and solutions must involve knowledge of village society. Once again, it is a question of context, and the collaborative potential this creates. Examples can be multiplied: safety and security is clearly not simply a technical issue; electricity theft is not an issue with solely technical solutions. Rhino poaching is another example.

Questions about the boundaries between different disciplines are frequently raised at the CSIR. These issues are not peculiar to HSS. For example, the boundary between engineers and scientists is a debatable and shifting one. The CSIR directive is to do applied research. It does not have to be short-term, so long as it can be justified - even when the applied implications are not always clear. Also, there are questions of race and gender, which are a blind spot with some scientists, but are increasingly forcing themselves onto the 'hard' scientific agenda.

Questions and responses

Anthony Cooper, CSIR noted that there is a substantial number of HSS scholars at the CSIR. The organization is in fact already trans-disciplinary. The idea of a council of humanities is a bad one: it could easily be a talk shop, and might become a ghetto, in an antagonistic relationship to government. He felt that the first priority must be money for research, and other issues raised must be subordinate to that. He suggested that books tend to produce waffle, and that South Africa could take the lead in changing the way of doing things through new media and digital humanities.

Peter Vale, ASSAf praised what he called Zaid Kimmie's open-minded contribution. He also defended the kind of discourse characteristic of the humanities, and defended books, even long ones where the subject justified it, as illustrated by Charles van Onselen's masterly *The Seed is Mine*.

Way forward and closure: Dr Thomas Auf der Heyde

Dr Auf der Heyde invited the DST, the NRF and ASSAf to reflect on the day's proceedings. ASSAf would consider how it proposed to take the area forward. He felt that participants had moved beyond the 'crisis' concept. A report would be compiled for the Minister, and it would be sent to all who had participated. There would be no attempt to seek consensus on its wording: differences of emphasis would be faithfully reflected. DST and possibly NRF officials would also submit a report to the Minister with their own reflections. Then the whole process would be shared with the public. There would be no secrets.

Appendix 1: Programme

Rapporteur: Dr Seán Morrow

Chair: Dr Thomas Auf der Heyde, Deputy Director-General: Research Development & Support, Department of Science and Technology (DST)

08:00 - 09:00	Registration, tea and coffee
09:00 - 09:25	Introduction
09:00 - 09:10	Welcome and opening remarks <i>Dr Thomas Auf der Heyde, DDG: RDS, DST</i>
09:10 – 09:25	Rapporteurs’ feedback from the first DST Humanities Seminar <i>Prof. Vasu Reddy, Executive Director: Human and Social Development, HSRC</i>
09:25 – 11:10	Session 1
09:25 - 09:55	Findings from the DFID Humanities and Social Sciences Study <i>Prof. Johann Mouton, Director, Centre for Research on Evaluation, Science and Technology (CREST)</i>
09:55 -10:25	ASSAf Humanities Consensus Report: Status and Update for NRF, CSIR & TIA <i>Prof. Peter Vale, Faculty of Humanities, University of Johannesburg</i>
10:25 – 11:10	Q & A
11:10 -11:40	Tea break
11:40 – 12:50	Session 2
11:40 – 12:10	NRF perspective <i>Dr Andrew Kaniki, Executive Director: Knowledge Fields Development, National Research Foundation (NRF)</i>
12:10 – 12:30	Q&A
12:30 – 12:50	CSIR perspective <i>Dr Zaid Kimmie, Head of Institutional Planning, Monitoring and Evaluation, Council for Scientific and Industrial Research (CSIR)</i>
12:50 – 13:10	Q & A
13:10 - 13:20	Session 3
13:10 – 13:20	Closure and way forward <i>Dr Thomas Auf der Heyde, DDG: RDS, DST</i>
13:20 – 14:20	LUNCH

Appendix 2: Biosketches

DR THOMAS AUF DER HEYDE

Currently Deputy Director-General (Human Capital & Knowledge Systems at the South African National Department of Science & Technology (DST). Prior to joining the DST Dr Auf der Heyde held the post of Professor and Executive Director for Research and Innovation at the University of Johannesburg. In 2009 he was appointed as an Extraordinary Professor in the Centre for Research on Science and Technology at the University of Stellenbosch.

DR ANDREW KANIKI

Andrew Kaniki is Executive Director: Knowledge Fields Development at the National Research foundation (KFD). The Directorate is responsible for funding research in all fields through various funding instruments, strengthening of existing and the development of new fields of knowledge. He was Executive Director: Knowledge Management and Strategy between November 2002 and June 2008 at the NRF. Prior to joining the NRF he was Professor of Information Studies at the then University of Natal (now the University of KwaZulu Natal). Between 2000 and 2002 he was Pro-Vice Chancellor and Acting Deputy Vice Chancellor (Academic) at the same university. He served as President of Southern African Research and Innovation Management Association (SARIMA) 2003-05; served on CHE Board, and DoHET Research output evaluation panel 2006 - 2013. He is current member of Higher Education Quality Committee (HEQC), and the Local Organizing Committee of the 2015 World Social Science Forum WSSF2015) to be hosted in South Africa.

DR ZAID KIMMIE

Zaid Kimmie is the Head of Institutional Planning, Monitoring and Evaluation at the CSIR. In this role he is responsible for CSIR-level strategic and operational planning, reporting on CSIR activities to the DST, Parliament and other institutional stakeholders, and implementing an impact evaluation framework.

Zaid has a PhD in Mathematics from the University of Cape Town and a Masters in Public Health from Harvard University. He was worked as a researcher in the NGO sector (at the Southern African Labour and Development Research Unit at UCT, at the Community Agency for Social Enquiry, and at the Foundation for Human Rights) and as a statistician at the Council for Scientific Research.

DR TEMBA MASILELA

Temba Sipho B. Masilela has been the Deputy Chief Executive Officer for Research at the Human Science Research Council (HSRC) since November 2010 and is directly responsible for research strategy, research management and the knowledge-policy interfaces of the HSRC. His wide-ranging research interests revolve around issues of knowledge, policy, and power and before joining the HSRC in July 2006, he worked for a number of years as a special adviser to the minister of social development in the government of South Africa. He has also been an Associate Fellow of the Department of Social Policy and Intervention at the University of Oxford, UK; and a Research Fellow at the Institute for Development Studies, University of Nairobi, Kenya. He has also worked in the areas of corporate citizenship and reputation management, in both commercial (Telkom SA Ltd) and academic settings (Centre for Corporate Citizenship, University of South Africa), and has cross media experience having work in both the print and telecommunications industries. He has more than 25 years of research and policy management experience and his most recent publication is a chapter “From the RDP to the National Development Plan: The mirage of a super ministry” in the State of the Nation 2013-14. Temba holds PhD and MA degrees in communication for development from the University of Iowa, USA; and a BA degree in economics and politics from the University of Nairobi, Kenya.

DR SEÁN MORROW

Dr Seán Morrow’s degrees are from Trinity College, Dublin University (BA Hons, HDipEd) and Sussex University (MA, DPhil). Originally a high-school teacher, he subsequently worked at universities and research institutions in Ireland, Zambia, Malawi, Lesotho and South Africa. He has published extensively on aspects of the educational, religious, liberation and cultural history of central and southern Africa. His biography of the South African anthropologist Monica Wilson will be published shortly.

PROF. JOHANN MOUTON

Johann Mouton is Professor and Director of the Centre for Research on Evaluation, Science and Technology at Stellenbosch University and the DST-NRF Centre of Excellence for Scientometrics and STI Policy. Johann Mouton is also the Programme Director of five post-graduate programmes in Monitoring and Evaluation Studies and Science and Technology Studies. He is on the editorial board of 6 international journals including the *International*

Journal of Research Methodology, the Journal of Mixed Methods Research, Science and Public Policy, Science, Technology and Society and Minerva. He has authored or co-authored 10 monographs including *Understanding social research* (1996), *The practice of social research* (2002, with E Babbie) and *How to succeed in your Masters and doctoral studies* (2001). He has also edited or co-edited 9 books, published 90 articles in peer reviewed journals and chapters in books, written more than 100 contract and technical reports and given more than 200 papers at national and international conferences and seminars. He has presented more than 60 workshops on research methodology and post-graduate supervision and supervised 72 doctoral and master's students over the past twenty years. He has received two prizes from the Academy for Science and Arts in South Africa including one for his contribution to the promotion of research methodology in South Africa. In 2012 he was elected to the Council of the Academy of Science of South Africa.

His main research interests are the philosophy and methodology of the social sciences, higher education knowledge production, sociology of science, scientometrics and science policy studies.

PROF. VASU REDDY

Vasu Reddy is Executive Director of the Human and Social Development Programme at the Human Sciences Research Council, South Africa, and honorary professor and research fellow in the School of Social Sciences, College of Humanities at the University of KwaZulu-Natal, South Africa. He also Chairs the HSRC Humanities sub-committee. Prior to joining the HSRC, he taught for 13 years in the Faculty of Humanities at the University of Natal, later University of KwaZulu-Natal. His research interests and focus of work are in human development and identity-marker issues (gender, sexuality, HIV, and diversity) and the humanities that also address policy dimensions. Some of his recent book-length publications are *From Social Silence to Social Science: Gender, Same-Sex Sexuality and HIV/AIDS in South Africa* (2009; lead editor), *The Country We Want to Live In: Hate Crimes and Homophobia in the Lives of Black Lesbian South Africans* (2010; co-authored); *South African Women as Champions of Change: A Civil Society programme of action for the African women's decade* (2014; co-authored) and *Care in Context: Transnational Gender Perspectives* (2014; lead editor).

PROF. PETER VALE

Peter Vale is Professor of Humanities at the University of Johannesburg and Nelson Mandela Professor of Politics Emeritus, Rhodes University. He Chairs the Academy Advisory Board of STIAS (The Stellenbosch Institute for Advanced Study). His research interests included social thought, intellectual traditions in South Africa, critical theory, the future of universities, and the origins of the study of International Relations in South Africa.

Among a range of visiting appointments, he has been UNESCO Professor of African Studies at Utrecht University, Fellow at the International Centre for Advanced Studies, New York University, and Professor of Politics, Macquarie University, Sydney, Australia.

His most recent publications are: *Ideas. Institutions, Individuals: Intellectual traditions in South Africa*, (2014) (edited with Lawrence Hamilton and Estelle H Prinsloo); *Political Science in South Africa: The Last Forty Years*. (2014) Taylor & Francis; *The 'new' South Africa at Twenty. Critical Perspectives* (2014) (edited with Estelle H. Prinsloo), UKZN Press.

Appendix 3: Attendance

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Dr	Thomas	Auf der Heyde	Deputy Director General: Research Development and Support	Department of Science and Technology (DST)		0823355847	
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Dr	Sibongile	Gumbi					
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Title	Name	Surname	Position	Department	Address	Phone	e-mail
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Dr	Andrew	Kaniki	Executive Director	NRF		012 481 4260/ 0836388832	MMaponya@nrf.ac.za
Dr	Zaide	Kimmie		CSIR			
Ms	Kenny	Kirsten		CSIR			
Mr	Sam	Lekala		HSRC/AISA			sleakal@hsrc..ac.za
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Dr	Kaluke`	Mawila		NRF			
Dr	Sagren	Moodley	Director: Social Development Analysis	DST		012 843 6421/082 398 3884	

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Mr	Michael	Nxumalo	Director: Africa Cooperation	NRF			
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Title	Name	Surname	Position	Department	Address	Phone	e-mail
Ms	Marise	Taljaard	Corporate Communications	HSRC			Mtaljaard@hsrc.ac.za
Dr	Nthabiseng	Taole		NRF			
Prof.	Peter	Vale	Humanities			011 559 4252	
Ms	Ina	Van der Linde	Media	HSRC			lvdLinde@hsrc.ac.za
Mr	Peter	Van der Ben					

Appendix 4: Presentation: Professor Reddy

<p>Rapporteur's Feedback from the 1st DST Humanities Seminar</p> <p>Prof Vasu Reddy</p>  <p>9 December 2014 CSIR Conference Centre</p> <p>2nd DST Seminar on the ASSAf Humanities Consensus Report, 9 December 2014, CSIR Conference Centre</p>	<p>Aim of this Presentation:</p> <ul style="list-style-type: none"> To provide some summary points based on the main conclusions from a half day seminar on the ASSAf Humanities Consensus Report hosted by the Department of Science and Technology (DST) and the Human Sciences Research Council (HSRC) in Pretoria on 17 September 2014. 
<p>Aim of this Presentation:</p> <ul style="list-style-type: none"> To provide some summary points based on the main conclusions from a half day seminar on the ASSAf Humanities Consensus Report hosted by the Department of Science and Technology (DST) and the Human Sciences Research Council (HSRC) in Pretoria on 17 September 2014. 	<p>Crisis in the Humanities?</p>  <p>Universities moving toward corporatisation of higher education (emphasis now on vocations: training of experts) <small>(Donoghue 2010; Smooc 2011; Stevenson 2011; Wright 2003)</small></p> <p>Global financial crisis: impact on funding <small>(Donoghue)</small></p> <p>Competition for resources <small>(Nikulin 2008)</small></p> <p>The qualitative nature of the humanities is seen by some as being ineffectual in the face of 'hard science' research; Policy-makers are perhaps reluctant to accept outcomes of qualitative research as "un-authoritative" <small>(Krebs & Vitek 2005)</small></p> <p>Training in the humanities does not guarantee jobs <small>Rowe (2009)</small></p> <p>Humanities methodologies require time for processing outcomes</p>
<p>Seminar Summary (I)</p> <ul style="list-style-type: none"> The 'crisis in the humanities' may be overstated since despite a government-led drive to promote science, technology, engineering and mathematics (STEM), humanities graduates continue to be produced in increasing numbers. There is a popular perception that <i>STEM subjects offer the best career opportunities but there is little evidence to support this.</i> Despite some disagreement about the numbers and employability of humanities graduates, there seemed to be more agreement that <i>current funding policies favour STEM disciplines</i> to such an extent that there may be a decline in numbers of <i>postgraduate 'traditional, non-vocational' humanities scholars.</i> This in turn may weaken humanities scholarship as <i>members of the current academic population age and retire.</i> 	<p>Seminar Summary (II)</p> <ul style="list-style-type: none"> One of the challenges recognised by the ASSAf report was <i>what to include within the definition of humanities</i> and what to exclude. The report chose to include Humanities and Social Sciences but excluded Economics and Business Studies. The current <i>definition of 'innovation'</i> was also identified as problematic since it is seen as only relating to activities that result in economic advantage whereas the ASSAf report's authors argue that social innovation is just as important. The ASSAf report made ten <i>"game-breaking"</i> recommendations which are worthy of closer examination and requires further discussion on <i>how</i> this is to be implemented.

Seminar Summary (III)

- How to re-package research findings in a way that maximises its potential use by policy makers? The suggestion was made that a 'policymakers' booklet' is a useful tool. After considered discussion it was decided that ASSAf will produce the *policymakers' booklet*.
- The *Humanities and Social Sciences Final Report and Charter* produced by the DHET came in for some criticism. The Charter seeks to "dynamize" the Humanities and Social Sciences but does *not appear to have fully analysed the university curriculum* nor is collaboration properly considered. The approach was described as "insular" because it only seems to target the higher education environment *without giving sufficient consideration to other important role players* such as the Science Councils.

Seminar Summary (V)

- Within the HSRC, there are initiatives under way to strengthen the humanities, even though there are both capacity and funding constraints. The HSRC's own report on the Humanities calls for ring-fenced funding to help kick-start strategic research projects and longitudinal studies. In the medium term there needs to be more focused efforts to recruit qualified humanities staff.
- The notion that we can create a better society purely through science and technology was challenged because of the mass illiteracy and social and racial divisions in society.

Way Forward

❖ Questions that need to be answered in order to chart the way forward include:

- Where are we now?
- Where do we want to be with regards to the humanities in the future?
- How are we going to get there?
- How will we know when we have arrived?

Seminar Summary (IV)

- The merits of a broader education lessen the divide between STEM disciplines and the humanities. We need to teach scientists literacy in the humanities sense, i.e. to equip them to interpret the *human* situation, and we need to teach humanities students to understand *numerical* assessments. *This is what a liberal arts undergraduate curriculum should entail.*
- The former Minister of Science and Technology expressed concerns about the potential for duplication of effort caused by the establishment of the National Institute for the Humanities and Social Sciences and this requires further discussion. NIHSS' role as both a research *performer* and *funder* is potentially problematic because it overlaps with the mandates of both the HSRC and NRF.

Seminar Summary (VI)

- The current DST funding model for humanities research at the HSRC, and probably elsewhere, forces people to focus on policy-relevant research questions and these often demand rapid responses. *What is needed, in addition, is funding of people and time to do essential in depth analysis without necessarily expecting rapid results.*



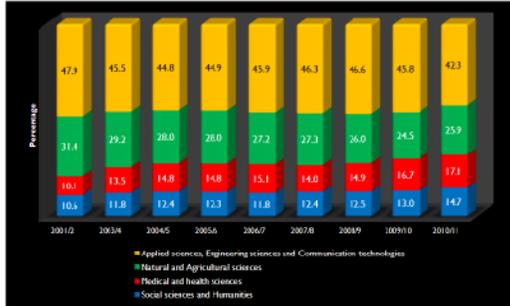
English: Thank you
Afrikaans: Dankie
IsiNdebele: Ngiyathokoza
Sesotho: Ke a leboha
Northern Sotho: Ke a leboga
Setswana: Ke a leboga
SiSwati: Siyabonga
Xitsonga: Inkomu
Tshivenda: Ndo livhuwa / Ro livhuwa
IsiXhosa: Enkosi
IsiZulu: Ngiyabonga



Appendix 5: Presentation: Professor Mouton

 <p>DST-NRF Centre of Excellence in Scientometrics and Science, Technology and Innovation Policy</p> <p>Mapping Social Sciences Research in South Africa</p> <p>Johann Mouton Critical perspectives on the ASSAf Humanities consensus report 9 December 2014</p>	<p>Preface</p> <ul style="list-style-type: none"> ▶ This presentation is not a direct response to any of the two Humanities Reports: I have documented my response to these reports elsewhere. In that response I have indicated that: <ul style="list-style-type: none"> ▶ I found the claims about a so-called “crisis in the humanities” in South Africa excessive and not well-substantiated by the evidence put forward (especially in the Charter report) ▶ I argued that some of conclusions drawn in these reports are unfounded and unjustified and presented a skewed picture of the true state of the HSS in South Africa ▶ I believe, in fact, that the HSS in South Africa are in fact in a healthy state. ▶ In this presentation I elaborate on the final claim with reference to a study recently conducted for DfiD UK
<p>The DfiD Study: Mapping the social sciences in South Africa</p> <ul style="list-style-type: none"> ▶ The full report is available at www.sun.ac.za/crest ▶ A comprehensive methodology was employed to map the state of the social sciences in South Africa involving: <ul style="list-style-type: none"> ▶ A desktop study of all research centres and institutes at SA universities, civil society and government/ para-statal ▶ A bibliometric study of the research output in the HSS ▶ Two web-based surveys (one for directors of research centres and one for humanities and social science scholars) ▶ Secondary analysis of various data sources (incl. the R&D Survey, HEMIS and NRF Funding Data) 	<p>Three themes</p> <p>My presentation will report on three themes:</p> <ul style="list-style-type: none"> ▶ Funding for the HSS in South Africa ▶ Human capital ▶ Publication output <p>... and conclude with a short discussion on:</p> <ul style="list-style-type: none"> ▶ Barriers to conducting research in the social sciences and how we should respond
 <p>Funding</p>	<p>Sustained increase in national expenditure on the HSS</p> <p>We have – over the past two decades – witnessed a steady increase in national expenditure on the HSS. The data is sourced from the bi-ennial R&D Surveys and include all reported labour costs, current expenditure and capital expenditure, compiled according to the Frascati Manual guidelines.</p> <ol style="list-style-type: none"> 1. Evidence from national figures on R&D expenditure suggests that the social sciences are much better off in 2012 than ten years before. 2. The social sciences in South Africa have recorded, between 2001 and 2011, an annual increase of four per cent in state funding. 3. Over the past decade GERD has grown by 270% and the share of SSH has risen from 10,7% to 14,7%. University R&D expenditure, or HERD, has grown 300%, and within the university sector the share of SSH has remained more or less steady, averaging 33%.

R&D Expenditure by major research field (percentage) in South Africa (2001/2002 to 2010/11)



R&D Surveys 2001/2002-2010/11

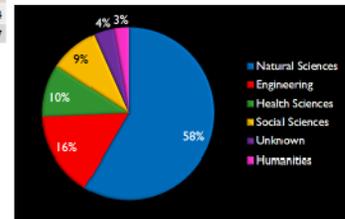
	2001/02	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
NSE All bn	6 606	8 892	10 516	12 404	14 568	16 306	18 419	18 236	17 274
SSH All bn	790	1 189	1 493	1 744	1 951	2 317	2 621	2 718	2 979
SSH/GERD %	10.7	11.8	12.4	12.3	11.8	12.4	12.5	13.0	14.7
GERD bn	7 396	10 081	12 009	14 148	16 519	18 623	21 040	20 954	20 253
NSE HE only bn	1 220	1 425	1 647	1 846	2 294	2 389	2 703	3 374	3 558
SSH HE only bn	585	647	887	886	1 004	1 232	1 487	1 727	1 866
SSH/HERD %	32.4	31.2	35.0	32.4	30.4	34.0	35.5	33.9	34.4
HERD bn	1 805	2 072	2 534	2 732	3 298	3 621	4 190	5 101	5 424

NRF Funding of the Humanities and Social Sciences

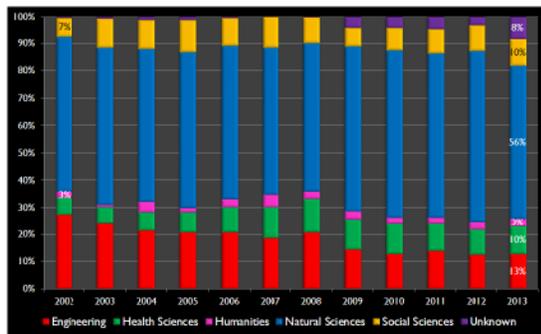
- ▶ Detailed information on grant funding for the period 2002 – 2013 was provided to CREST by the NRF
- ▶ The general trend is consistent with the data provided by the R&D Survey and shows that the HSS received a small increase in funding over this period (from 10% of all funds in 2002 to 13% in 2013).
- ▶ Over this period the HSS received R626 million (out of a total of R6,8 billion).

NRF Funding Grants: 2002 - 2013

Science Domain	Total Amount
Natural Sciences	R 3,951,287,695.42
Engineering	R 1,066,015,118.76
Health Sciences	R 670,196,694.58
Social Sciences	R 618,173,215.17
Unknown	R 258,096,878.00
Humanities	R 189,086,442.24
All Domains	R 6,752,856,044.17



Proportional NRF expenditure per domain, per year (2002 – 2013)



But...

- ▶ Despite the statistics presented above our Mapping study revealed that the majority of respondents who conduct research in the social sciences in South Africa feel that there is **not enough** funding for the social sciences. In response to a direct question on whether the social sciences receive adequate funding from government, 70% of all respondents indicated that they did not think that this is the case.
- ▶ How to explain this "anomaly"? Is this simply an example of a more general perception amongst all scientists and academics in SA that there is not sufficient funding for research? This may well be, but we have attempted to probe a bit further by asking respondents to elaborate on their responses.

But the perceptions

The qualitative responses indicate that social scientists are very clear that there are not sufficient funding for **specific** categories of research and capacity-building:

1. There is insufficient funding for basic and fundamental social inquiry;
2. There is insufficient funding for large and accumulative research programmes in the social sciences, particularly setting up of big databases (survey research);
3. There is insufficient funding for inter- and trans-disciplinary research in the social sciences;
4. There is also insufficient funding for full-time doctoral students;
5. There is also insufficient funding for research methodology and theory capacity-building.

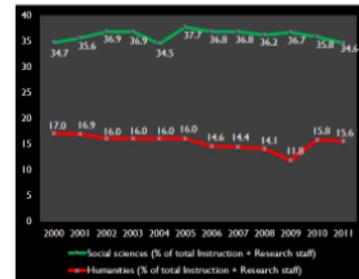
Examples of responses

- ▶ "I think from a research point of view the biggest challenge is in the area of funding. The way in which I think universities generally deal with funding tends to be more beneficial towards the natural sciences where they have equipment and so forth, so I don't think that the way we deal with the Social Sciences in terms of funding is particularly conducive towards supporting research".
- ▶ "I think a lot of the funding sources, especially those coming from the National Research Foundation, are geared towards the Physical Sciences, and Technology, so I think typically the Social Sciences is a stepchild in terms of priority."
- ▶ "One is that the funding agencies are a little bit like businesses in that they are also looking for an immediate bang for their buck. So the way in which they review research ... I think funding agencies don't fully understand how to interpret the value of the research [in the social sciences] and so that's part of the issue. So we find funding really being diverted to very particular issues and I think especially the qualitative social sciences get nuked in the process."

Human capital

HSS Academics at SA universities

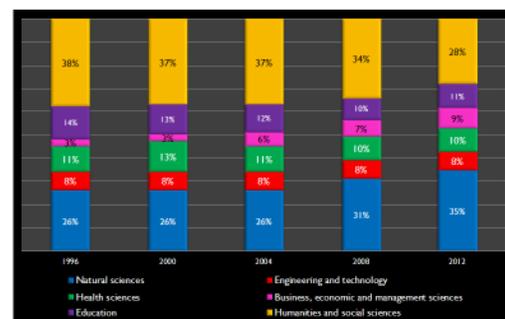
The humanities and social sciences research community has consistently constituted about 50% of the total number of academics at the 23 South African universities (social sciences and humanities). The analysis for the past 12 years shows no major change in this picture



Number of HSS doctoral graduates

As far as the production of high-level graduates is concerned, a review of the number of doctoral graduates produced over the past 17 years clearly shows that the broad domain of the Social Sciences and Humanities is well represented. The proportion of doctorates in the Humanities and Social Sciences, Business and Management Sciences and Education taken together constituted 48% of the total graduate production in the country in 2012. This is slightly down from the comparable proportion of 55% in 1996, but still shows that significant high-level skills in these fields are produced annually.

Average shares of doctoral graduates in the various fields of study, 1996 to 2012



But again some critical responses...

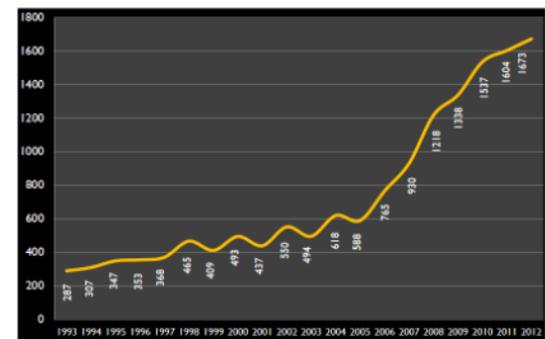
- ▶ "... obviously the Social Sciences themselves ... we are not attracting the best minds by any means. You don't attract good students if you're seen as a second tier option. Students do Social Science because they can't get into one of the more prestigious faculties like Real Science or Medicine or even Law and Management".
- ▶ "[A] challenge is to have students that are prepared – grounded with a good undergraduate. It starts with schooling but to be able to conduct the kind of research at the kind of level that this country needs, we need a very strong research grounding but also a general grounding for the kind of rigor that is needed. Very few of the students that come through our master's programme has been able to continue to PhD level because they simply don't have the rigor or the understanding of what it takes."
- ▶ "... Graduate students ... the numbers are declining – or there is a lack of interest. I don't know how to say it but I think that what I see is that students are more interested in instrumental kinds of areas, like they want to major in business, engineering and something that's going to get them a job. So it's not seen as an attractive major. Most students say to me: 'well if I study Social Sciences, Anthropology or Sociology or Psychology, what am I going to do?' So they don't see it as being instrumental to a career."

Publication output

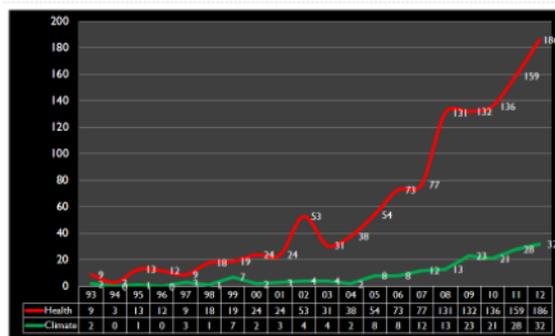
HSS output in the Web of Science (1993 – 2012)

The number of South African articles in the social sciences increased almost six-fold between 1993 and 2012 (287 versus 1 673 articles, Figure 1). The increase really only started around 2006/07, and from there it continued to grow to eventually surpass the 1 000 article "mark" in 2008. In terms of average annual growth the highest rate is associated with the period 2003-2007 (16% growth), followed by the period 2008-2012 (9% growth). The corresponding growth figures for the earlier 5-year periods are 7% (1993-1997) and 4% (1998-2002). For the total 20-year period (1993-2012) it is 10%. Moreover, whereas the social sciences initially (1993-1997) comprised only about 10% of South Africa's total article output in the WoS, the figure for 2008-2012 was about 17% (Figure 2).

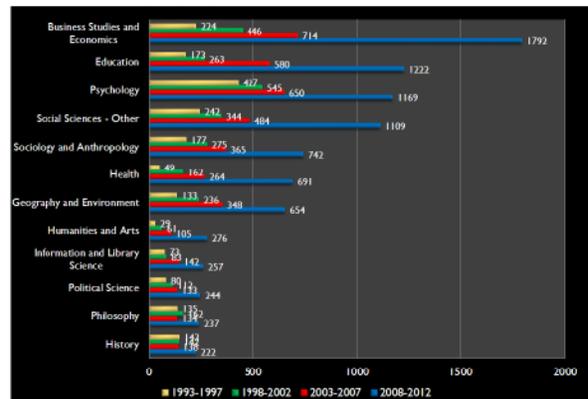
Number of articles in the social sciences that are produced by South African affiliated authors, 1993 to 2012 (Web of Science)



Number of health-related and climate-related articles in the social sciences that are produced by South African affiliated authors, 1993 to 2012



Subject categories of WoS journals containing the South African-affiliated authors in the social sciences by 5-year period

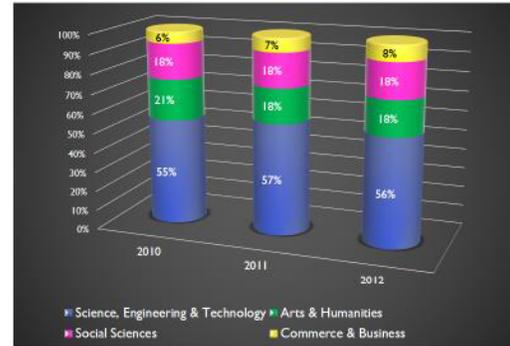


Proportional contribution of HSS to all SA research production (DHET data)

Not all of SA's scientific output is published in the Web of Science. We estimate that approx. 30% - 35% of all scientific papers authored by SA scientists are published in local SA journals. For the HSS this percentage is closer to 50%. In order to correct for this "bias" we used data provided by the DHET for 2010, 2011 and 2012 and categorised them into four categories: SET (Science, Engineering and Technological Sciences), Arts and Humanities, Social Sciences and Business and Commerce.

The results (overleaf) show that the contribution of the broad field of the HSS remained constant over this period at 44% of total publication output.

Breakdown of journal articles produced by the 23 South African universities, 2010, 2011 and 2012 by broad domain

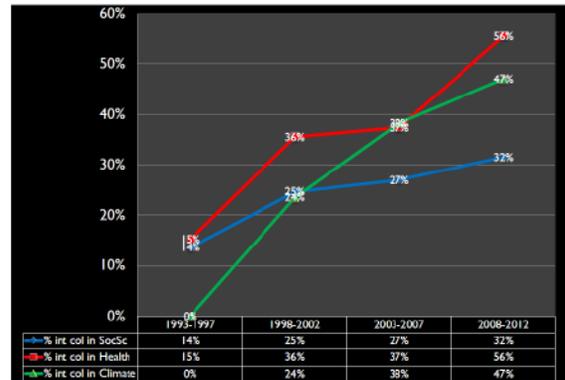


Trends in international collaboration

International collaboration in the social sciences is on the increase (from 14% of all social sciences articles in 1993-1997 to 32% in 2008-2012).

Collaboration is most prominent in the health subfield (56% in 2008-2012). The sub-field of climate change also involves a strong degree of international co-authorship (47% of all articles in the domain in 2008-2012). The USA and the UK account for the largest shares of co-authored articles in these two sub-fields (USA: 54% in health in 2008-2012; UK: 25% in health in 2008-2012).

Percentage of South African-affiliated articles in the social sciences that involve international co-authorship, by five-year period, 1993-2012



Conclusion

Barriers to conducting research in the social sciences

One of the aims of the DFID Mapping Study was to identify the opinions of researchers in South Africa on the state – strengths and weaknesses – of the social sciences in South Africa. The results of the survey indicate that the majority of respondents are of the opinion that the **state of social sciences** in South Africa is unsatisfactory.

Unsatisfactory state of the social sciences due to:

- ▶ a lack of funding;
- ▶ lack of PhD holders in the social sciences;
- ▶ a stagnant and narrow intellectual culture;
- ▶ problems associated with doing interdisciplinary work;
- ▶ the manner in which the social sciences are esteemed both by the National Science System and the Government, Funding agencies and even universities in their approach towards supporting the social sciences;
- ▶ a need for advanced and more rigorous methodological approaches and training;
- ▶ a lack of sufficiently strong traditions of basic research in the country that make a contribution to the body of social sciences knowledge;
- ▶ A lack of inter-disciplinary research and incentives towards promoting such research.

General conclusion (1)

- ▶ I would contend that most of the “objective indicators” - funding, human capital, research production – would suggest that the HSS in South Africa are in relatively healthy state. Based on the evidence presented here it is difficult to conclude that the Humanities in the country is in a crisis.
- ▶ However, this is not to ignore that there are areas of dissatisfaction and concern. But we need to be clear about the origins and status of some of the areas of concern. There are legitimate concerns (as expressed in some of the response above), but there are other types of concern that are not as credible and persuasive.

General conclusions (2)

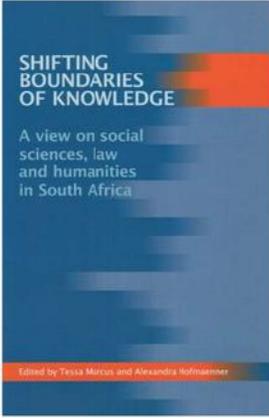
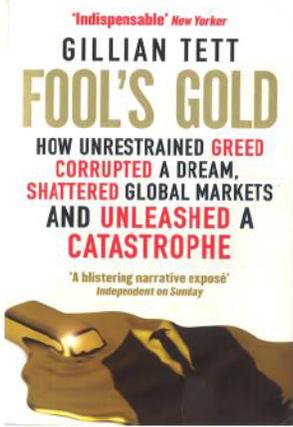
- ▶ **General academic concerns**
 - ▶ Some expressions of concern (e.g. about the quality of doctoral students or adequacy of funding) are probably not peculiar to the Humanities but would apply to all scientific domains
- ▶ **Concerns that are borne out of persistent stereotypes**
 - ▶ Concerns that we are seen as second-class citizens (HSS seen as not “hard” or “real” sciences). These views about the HSS are perhaps not peculiar to SA and simply reflect the persistent stereotypes and ingrained beliefs of a minority of natural scientists.
- ▶ **Concerns that have their origins in some nostalgic reaction to the “good old days” of critical social theory**
 - ▶ These are concerns about a lack of a robust and strong tradition of social critique (such as we had during apartheid) OR concerns about the demise of grand social theories which were influential in the sixties and seventies.

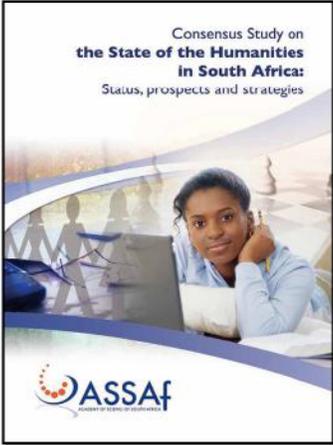
General conclusions (3)

- ▶ Rather than perpetuating debates about the demise of or crisis in the humanities, or bemoaning the “fact” that we are only valued for our instrumental or “technicist” contribution or nostalgically trying to resurrect the good old days of critical theory, we should rather concern ourselves with addressing those challenges that would strengthen the HSS in South Africa. These would be, amongst others,
 - ▶ Strengthening inter- and transdisciplinary research in the HSS
 - ▶ Strengthening the methodological rigour (and especially quantitative competencies) of our students
 - ▶ Promoting accumulative and basic inquiry
 - ▶ Promoting social theory and its integration into rigorous empirical research.

Thank you

Appendix 6: Presentation: Professor Vale

<p style="text-align: center;">ASSAf Humanities Consensus Study</p> <p style="text-align: center;">Follow-up & other ways forward 2?</p> <p style="text-align: right;">Peter Vale</p>	
<p>South Africa's education system is 'economistic, business-oriented... competitive...[and]...individualistic' in nature</p> <p style="text-align: right;">Neville Alexander in Vale & Prinsloo. <i>The New South Africa at Twenty-Critical Perspectives</i></p>	<p style="text-align: center;">Humanities and the Natural Sciences</p>  <p>Game played, with an inflated ball. by more than ten men on a grass field</p>
<p>As a result...</p> <p>Public as well as private funding ...weigh heavily in favour of the natural science disciplines with direct implications for the quality, depth and sustainability of social research.</p> <p>...on the margins of the academy that powerful voices are beginning to make the case for the Humanities not as isolated from or in competition with science and technology disciplines, but as vital and complementary parts of the same developmental challenges.</p>	

	<p><i>The contrast with the lack of 'thick description', and conceptual innovation (of foreign scholars), in South African academic writing is often very marked, as, for example, in the literature on US policy towards South Africa during the Cold War and during the transition to democracy by quite shallow understandings and explanations.</i></p>
<p>RATIONALE</p> <p>...the Humanities is judged by many to be in "crisis." ...reasons for this, ...include the governmental emphasis on science and technology; the political emphasis on the economically-grounded idea of "developmentalism;" the shift of values among youth (and their parents) towards practical employment and financial gain;... that the challenges faced by our society are so urgent and immediate that the reflective and critical modes of thinking favoured in the Humanities seem ...unaffordable luxuries. The social climate, moreover, is one which favors immediate action and practical answers rather is the pervasive political and policy discourses that emphasize science and technology in isolation of the social and the human sciences as the drivers of the knowledge economy.</p>	<p>Recommendation 1: Establish with statutory status a Council for the Humanities to advise ...on how to improve the status and standing of the Humanities in South Africa.</p> <p>Recommendation 2: Review and refine government funding allocations to the Humanities with substantive earmarked funding in critical areas, such as African Languages, Philosophy, History and the Creative and Performing Arts.</p> <p>In this context, the advancement of books by the academy and the funding of books by government could significantly enhance the book as a cultural and human asset in both the scholarly and public mind.</p>
<p>Recommendation 3: Commit to the development of a Government White Paper on the Humanities that establishes in the public mind and in government policy a renewed emphasis on the Humanities, and its full integration into national science policy.</p> <p>Recommendation 4: Restructure funding for advanced degrees (doctorates in particular) through national funding agencies such as the NRF that enables full-time study for top candidates in the Humanities who make the choice of academic careers.</p>	<p>Recommendation 5: Accelerate the establishment of prestigious Research Chairs and Centres of Excellence in the Humanities, appointing leading professors of the Humanities with two clear missions: the pursuit of excellence in Humanities research and the building of capacity for next-generation Humanities scholars.</p> <p>Inaugurate a dedicated National Fund for Humanities Research which combines earmarked government funding with national and international private and philanthropic funding that fuels top-quality Humanities research in and outside South African universities.</p> <p>Recommendation 6: Inaugurate a dedicated National Fund for Humanities Research which combines earmarked government funding with national and international private and philanthropic funding that fuels top-quality Humanities research in and outside South African universities.</p>

Recommendation 7: Transform the organisation and design of the Academy of Science of South Africa (ASSAf) so that a more emphatic statement of its commitment to the Humanities becomes self-evident, e.g. the re-naming of the Academy, the investigation of a second premier academy journal specifically for the Humanities, the constitution of 50% Humanities appointments to Council, and other signalling measures for the only recognised Academy in South Africa.

Recommendation 8: Initiate, through the leadership of the Department of Basic Education, considered measures to boost knowledge of, and positive choices for the Humanities, throughout the twelve years of schooling - including progressive ways of privileging the Arts, History and Languages in the school curriculum through Grade 12.

Recommendation 9: Advance the idea of a broad-based Humanities curriculum, ideally in an interdisciplinary core study programme for undergraduates, which exposes all university students to some study of the Humanities.

Recommendation 10: Promote in the broader society the value of the Humanities and Humanities scholarship and practice through prestigious awards that draw national and international attention to the Humanities among school students, university students, scholars, and intellectuals broadly.

An Annual National Humanities Lecture which is televised and linked to a National Medal in the Humanities would do much to signal the importance of the Humanities in the public sphere.

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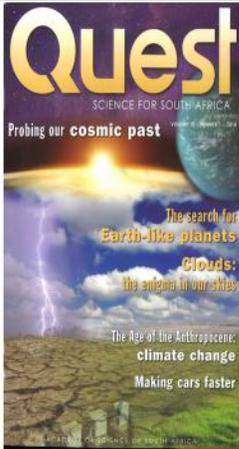
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TWO BARBARIANS AND A PROFESSOR OF BARBARIAN STUDIES



Source: Mankoff, R. 2004. The Complete Cartoons of The New Yorker. New York: Black Dog & Leventhal Publishers, p. 641. 16



TRIBUTE TO Nelson Rolihlahla Mandela

18 July 1918 – 5 December 2013



As a student, he was a brilliant and well-rounded individual. He was a leader, a philosopher, a statesman, a negotiator, a diplomat, a visionary, and a man of peace. He was a man who had spent 27 years in prison for his beliefs. He was a man who had seen the world from the inside and the outside. He was a man who had lived through the darkest of times and emerged as a man of light. He was a man who had shown the world that it was possible to overcome adversity and achieve greatness. He was a man who had inspired millions of people around the world. He was a man who had changed the course of history. He was a man who had left a legacy that will live on forever.



"Thank God! A panel of experts!"

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Source: Mankoff, R. 2004. The Complete Cartoons of The New Yorker. New York: Black Dog & Leventhal Publishers, p. 438. 16