



2016

VICE-CHANCELLOR'S REPORT





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VISION

An international university of choice, anchored in Africa, dynamically shaping the future.

MISSION

Inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge.

VALUES

IMAGINATION

- Shaping the future
- Thinking independently
- Developing a cosmopolitan identity
- Exhibiting ambition and drive
- Adopting entrepreneurial approaches

CONVERSATION

- Learning together from our diversity
- Making wise decisions collectively
- Engaging meaningfully with one another
- Displaying mutual respect
- Leading consultatively

REGENERATION

- Developing sustainably through creative contribution
- Introspecting for renewal
- Innovating for the common good
- Making positive change
- Taking advantage of overlooked opportunities

ETHICAL FOUNDATION

- Treasuring academic freedom
- Seeking balance in the pursuit of knowledge
- Facing challenges with courage and earning trust
- Acting responsibly by being fair, consistent and transparent
- Participating in and helping the community (ubuntu)







Contents

8	Vice-Chancellor and Principal's Overview
21	Executive Leadership
25	Financial Overview
27	Human Resources
31	UJ in Numbers
32	Internationalisation
35	Faculty Highlights
68	Sport
64	Community Engagement
70	Arts and Culture
66	Student Affairs
72	Centre for Psychological Services and Career Development (PsyCaD)
75	List of Acronyms



*Professor Ihron Rensburg
Vice-Chancellor and Principal*

"Our many accomplishments, combined with our shared commitment to nurturing an even more inclusive, transforming, caring, engaged and responsive Pan-African university intent on global excellence, will serve us well in reaching new heights and realising new milestones."

VICE- CHANCELLOR AND PRINCIPAL'S OVERVIEW

It is with great pride that I look back at the strides that the University – amidst the turmoil of student activism – has made during 2016 in terms of its 2025 Strategic Plan, and I am confident that UJ will continue to exceed expectations. I am deeply grateful to the Council for its passionate stewardship, Senate for its principled companionship and academic wisdom, the Institutional Forum for enabling us to maintain our internal cohesion, the Student Representative Council (SRC) and the Convocation for their vital and robust partnerships, and to my colleagues on the Management Executive Committee (MEC) and the broader Executive Leadership Group (ELG) of executive deans, executive directors and senior directors for their partnership within, investment in and commitment to the UJ vision and mission and to our national and global goals for a far more inclusive, transformed, caring and responsive higher education. Our progress has been made particularly prominent by the continued passion and dedication of our Chancellor, Professor Njabulo Ndebele, and also that of our vice-deans, heads of academic schools and departments, directors and senior managers of our professional and support divisions, our staff, students, and the leaders of our student and staff labour organisations.

The University continued to focus all its efforts on making solid progress towards the Council-approved 2025 Strategic Plan, and as reflected in the Council-approved Annual Performance Plan for 2016, excellent progress was recorded. Understandably, we pursue our work within a context, and as was the case in 2015, the year 2016 proved extraordinarily challenging with heightened and even violent student protests dominating our higher education landscape. These protests were aimed at securing free university education, and the decolonisation of our universities and of knowledge.

To respond more effectively to the 2016 student protests, the University management shifted its leadership approach of 2015 from a focus primarily on the protection

of staff and property and on the non-disruption of the academic programme, to include the active and sustained engagement of our students, staff, parents and alumni on the critical issues of advancing towards free university education and on making meaningful progress on the decolonisation of the University and of knowledge. At the same time, the University management continued its efforts to protect staff and property and to avoid disruption of the academic programme, which consumed significant investment of time, effort and financial resources. The University did suffer considerable damage to its Auckland Park campus auditorium due to arson associated with student protests, and as a consequence had to move its graduation ceremonies to a much smaller campus theatre.

Considerable and unplanned costs were also expended on six – in our opinion, frivolous, yet urgent – legal court applications that aimed at interdicting the University management from fully executing its legal responsibilities to the University and its communities. Notwithstanding the challenging environment, the University management was able to sustain the academic programme without interruption and, as a consequence, during 2016, the University did not lose so much as a single academic day to student protests.

Despite numerous disruptions, we completed our academic programme without interruption largely for a combination of reasons that reflects the significance and vitality of all the decisions we make, as well as their cumulative and confidence-building consequences.

Eleven of these reasons are highlighted below.

- UJ was firm in its commitment to completing the academic programme without interruption so that our academics could continue their work in the best circumstances possible, our final-year students could graduate, and all other students make good academic progress.

- Management sustained an active, pragmatic and results-orientated engagement with the UJ's Students Representative Council (UJSRC) and influential student leaders. This took the form of regular cycles of private and public meetings.
- A resilient, purposeful, pragmatic and dependable UJSRC, alongside a cluster of influential student leaders, were fully committed to the academic success of the students that they led.
- The resilience and determination of our staff and students prevailed. Strikingly, during this period when our mettle was put to the test, our staff and students stood tall and firm – as they had done during the 2015 year-end examinations – in their call for a free decolonised university education and for the non-disruption of the academic programme.
- Executive leadership and management remained well-intentioned, cohesive, focused, and decisive. To stay abreast of turmoil in the university sector and within the University, daily Special Management Executive Committee meetings were instituted. These, in addition to special consultative meetings between the MEC and the Deans, enabled the University's executive to provide effective institutional leadership and management.
- We maintained a transparent and 'follow-through' approach to the implementation of agreements. Examples include the timely implementation of significant sections of the agreements reached during November 2015 regarding the insourcing programme for outsourced services, and the successful implementation of financial support for 'missing middle' students. Management honoured its agreements, on time, thereby demonstrating that our negotiations were carried through in good faith.
- We maintained a principled commitment to facilitating gatherings within the University's new and protest-favouring rules, while also adopting a pragmatic and situation-contingent approach to unapproved gatherings.
- We maintained our support for the plight of poor and 'missing middle' students as reflected in several initiatives, notably through funding to the UJSRC Trust Fund through which registration fees of 3 858 'missing middle' students in the amount of R20 million were financed, providing meals twice daily to 3 800 students in need, and most notably, raising R101 million towards the 'missing middle' student fund.
- We sustained our results-oriented commitment to achieving accessible Pan-African and global excellence on the one hand, and equity and transformation on the other.
- The state's pragmatic and tactically sound subvention of fee increases for 2016 (and for 2017) enabled universities to cap fees at 2015 levels. This response from the state has also resulted in a substantial increase in the funds allocated to the NSFAS.
- Through active and sustained crisis-related and strategic communications, including weekly vice-chancellor communiques, we were able to keep all our stakeholders abreast of the evolving situation at our University, and to reassure them of our collective commitment to stability in the academic programme.

As a consequence of the student protests for free university education, UJ's financial sustainability came under considerable pressure, as debt increased due to the increasing non-payment of tuition fees. University finance executives performed well under the circumstances to enable the University to achieve a better than break-even budget outcome. They also played an active national role, notably in the development of the new NSFAS Student Centred model and the development of the state's Fee Increase Grant model, and they invested great effort in assisting NSFAS to improve its considerable inefficiencies. Perhaps, even more important, under the stewardship of the Vice-Chancellor, finance executives, alongside senior managers in Advancement, raised an astonishing R101 million towards the UJ's 'Missing Middle' Fund. As noted earlier, these funds, coupled with additional finance for the UJSRC Trust Fund, provided full financial support to fund the tuition fees of all our 3 858 'missing middle' students.

REVIEWING THE UJ 2025 STRATEGIC PLAN

Prompted by the student protests of 2015 and 2016, and our efforts to understand better the new challenges in university education, the UJ Senior Leadership Group (SLG) – comprising all heads of academic departments and schools, vice deans and executive deans, directors, senior directors and executive directors responsible for professional and support services, and the Management Executive Committee – began the journey of reviewing the 2025 Strategic Plan during May 2016.

The important first step on this journey to discovery was to identify 'wicked' problems that, if left 'undissolved' or 'untamed', would result in the slow demise of the University. Also considered were the design elements of the ideal future UJ. Subsequently, five task teams designed detailed solutions and plans for the top five 'wicked' problems, and also advised on revisions to the UJ 2025 Strategic Plan, which were subsequently considered and approved for action by the University Council.

The specific design elements of the eight game-changers that were developed to 'dissolve' the 'wicked' problems were to: catalyse the University's 2025 Strategic Goal of Pan-African and Global Excellence and Stature in order to give effect to the idea of establishing UJ as the Pan-African epicentre of intellectual inquiry; advocate a caring, service-oriented, collegial, transformative institutional culture; advocate and create conditions for a happy and productive staff; advocate and establish far more integrated and effective institutional processes and systems; optimise our assets and facilities; innovate in teaching and learning, in particular online learning and blended learning; and, internationalise our top curricular programmes. Successful implementation of these game-changers will contribute enormously to driving up our staff's confidence in the University and to continue building the University's reputation. When all these objectives – individually and in their combination – are achieved, they will set UJ on a significantly higher plane within the next three years.

Accordingly, eight game-changers are being implemented under the direct stewardship and management of

individual MEC members: (1) reconstituting and dynamising the research, innovation, technology transfer, incubation and commercialisation ecosystem; (2) implementing a virtual library with Gauteng-based university peers; (3) accelerating online and blended learning; (4) significantly reducing temporary appointments; (5) building a single-touchpoint integrated and effective business process and system; (6) establishing the University as the Pan-African epicentre of critical intellectual inquiry; (7) driving financial sustainability; and (8) achieving a significantly enhanced institutional cohesiveness and institutional culture.

2016 UNIVERSITY ACHIEVEMENTS AGAINST ANNUAL PERFORMANCE PLAN

The Annual Performance Plan (APP) of the University replaces what was formerly known as the UJ Institutional Scorecard and can be seen as a subset of the institution's much larger Strategic Plan 2025.

In summary, the University achieved or surpassed performance targets in 21 of the 26 Key Performance Indicators (KPIs). In the cases of the remaining five, one was within 98% of target, one was within 96% of target and two reached 93% of target.

ENROLMENTS SPIKE AMID CALLS FOR A FREE DECOLONISED UNIVERSITY EDUCATION

In response to significant increases in state funding for qualifying students' historic debt and for NSFAS, our University's student enrolments spiked beyond our approved enrolment plans, with undergraduate enrolment increasing by 4,3% to 43 481 students. Our postgraduate enrolments increased by 9,2% to 7 262. Thus, overall enrolment increased by 5,2% to 51 527, placing considerable pressure on University resources. During the 2017 enrolment process, under the leadership of Deputy Vice-Chancellor Angina Parekh, far greater effort will be invested to ensure that the University remains within the approved enrolment and enrolment range (of 2% either way of target). On a more positive note, undergraduate student module success increased to a new peak of 85,5%, which demonstrates that the University's First Year Experience programme – with its year-round monitoring

and support for first-year students, comprehensive tutor support, and renovated and inviting libraries – is working, and working extremely well. Notably, graduation output reached a total of 12 169 graduates.

The University responded proactively to the calls for the decolonisation of the University and of knowledge. As a result, UJ has facilitated workshops and seminars, analysed and supported faculty decolonisation initiatives, developed Guidelines for Curriculum Reform, and drafted a UJ Charter on Decolonisation. This Charter will be formalised in 2017 following wider consultation with all stakeholders. To further catalyse the University's decolonisation programme, a new first-year undergraduate module, African Insights, was developed. It is broad and dynamic and provides, through the Great Books of Africa, a gateway to the rich intellectual and creative African traditions and practices. The module will also set out to introduce and develop more complex understandings of culture, identity and the challenges of globalisation that face societies in contemporary Africa, and will be compulsory for all undergraduate students.

Our University continues to make excellent progress on the vitally important national questions of equity and diversity in our staff and student bodies. In this regard, our black student body has now grown to 92,5%, of whom 31% come from quintile 1 and 2 schools, which serve the poorest in our nation; in addition, our graduates are transforming the make-up of their professions and vocations. Consider for example that the University annually contributes 21% of all South Africa's black chartered accountants. Our academic staff body is also undergoing significant planned diversification, and black academic staff now constitute 39% of all academic staff. Furthermore, the University's urgent efforts to remedy the low level of seniority among black academic staff

– black associate and full professors at UJ constitute 15,9% of senior academic staff – through the Accelerated Academic Mentorship Programme (AAMP) are laudable. These are vitally important actions with considerable national implications. They dovetail with the imperative to proceed with the crucially important Africanisation of our universities, knowledge and our public life, given that these institutions have remained largely untroubled by the march of democracy and the creation – contradictions and all – of the post-colony.

Informed by the international faculty reviews of the faculties of Management and of Economic and Financial Sciences, the University made good progress towards the establishment of the new merged College of Business and Economics. Also informed by the international faculty review of the Faculty of Health Sciences, the University, with its partner, the Gauteng Provincial Department of Health, have made good progress with developing a business plan, for consideration by the state's Joint Health Sciences Education Committee, for the establishment of a new Medical School at UJ.

The admirable and numerous successes of the University derive principally from academic rigour, and the spirit of innovation and pioneering zeal that characterises its programme offerings. During 2016, we reviewed and evaluated 92 programmes, including 51 short learning programmes. Extraordinarily long approval lead times in the DHET-CHE-SAQA system have prevented us from introducing many pioneering and innovative programmes, however, and we continue with our peers to argue for alternative approval processes, including for their devolution to universities. The University is taking important next steps in offering online courses, and we expect to offer the first set of our new online programmes during 2017.

Undergraduate enrolment increased by **4,3%** to **43 481** students.

Overall enrolment increased by **5,2%** to **51 527**

Black student body has grown to **92,5%**, of whom **31%** come from quintile 1 and 2 schools

HIGHLIGHTS

7 262

KPI 2: **Postgraduate enrolments** (honours, master's and doctoral). Enrolment levels for 2016 were 612 (9,2%) above target and have exceeded the ceiling by 562.

KPIs 15 and 16: UG and PG student satisfaction surveys. For both surveys, the outcome has shown **higher levels of student satisfaction** than anticipated, despite the student unrest at the end of 2015.



46%

KPI 3: Proportion of **permanent and fixed-term academic staff with doctorates**. More than 46% of the academic staff at UJ now have doctoral qualifications.

KPI 18: **Annual operating surplus** or loss. The operating surplus achieved of R137 million is remarkable in a context where a loss of R31 million was anticipated.

R137
MILLION

6 307

KPI 5: **Annual citations in Scopus**. Both the target (4 000) and the ceiling (4 100) were substantially exceeded with a total 2016 outcome of 6 307.

KPI 19: **Council-controlled reserves**. At R1 329 million, the level of Council-controlled reserves is substantially above target.

R1 329
MILLION

5%
IMPROVEMENT
FROM 2015

KPI 9: **Undergraduate dropout rate in Year 2**. The dropout in 2016 (of the 2015 cohort) of 15,5% is a 5% improvement on the dropout rate of 20,5% in 2015.

KPI 20: **Third-stream income (unencumbered)**. Both the target and the ceiling had already been exceeded in the first quarter, and the level of income now stands at over R99 million above target and R96 million over the ceiling. This is more than three times the projected ceiling.

R134
MILLION

3 220

KPI 10: **Number of international students**. Achievement on this indicator shows an enrolment total of 320 over target, and 220 above the ceiling.

KPI 22: **Percentage black permanent and fixed term academic staff**. The achievement on this indicator sees an increase to 39,54%, bringing it a full percentage point above the target of 38,5%.

39,54%

STELLAR RESEARCH PERFORMANCE

Our stellar progress on the research front continues to impress, and even surprise. Research output, as measured by the DHET accreditation process, reached a new peak of 1 280 research units (2015 output), which is up 19% over the previous year and now constitutes just under 8% of national output. The forecast for 2016 is close to an extraordinary 1 600 research output units. This outstanding growth in scholarly publications is also reflected in our Scopus-listed publications, an important global benchmark of the significance and impact of our research. Scopus-listed publications have grown steadily from 1 046 publications in 2012 to 1 661 in 2016, resulting in a total over this five-year period (2012–2016) of 6 397. Moreover, and also in respect of our Scopus-listed publications, citations for the period 2012–2016 reached 35 500 citations, or 5,6 citations per publication, while our average citation impact has now reached a new peak of 1,4 times that of the Scopus global average. Noticeably, 14,5% of our Scopus publications are ranked within the top 10% of the world's most cited publications, while the greatest global research impact – significantly above the Scopus global average impact – is made in physics and astronomy, followed by chemical engineering and by Earth and planetary sciences.

This stellar performance, stewarded by Deputy Vice-Chancellor Tshilidzi Marwala, is the result of our focused efforts to improve the calibre of our academic staff. Thus, for example, our number of NRF-rated academic staff improved by 12,8% to 176, our proportion of academic staff with doctoral qualifications improved to 46,2%, we have 205 active postdoctoral fellows, and through our Global Excellence and Stature programme we now have 36 Distinguished Visiting Professors.

The University's academic staff continue to be recognised for their excellent research and expertise in South Africa and beyond and, during 2016, they earned 24 prestigious awards. The NSTF TW Kambule-National Science and Technology Award was bestowed on Professor Bheki Twala, the Director of the GES Flagship Institute for Intelligent Systems, while Professor Esther Akinlabi from the Faculty of Engineering and the Built Environment and Professor Catherine Ngila from the Faculty of Science were awarded the Young and the Established Women in Science Awards, respectively, in the category Physical and Natural Sciences.

REMOBILISING THE RESEARCH–INNOVATION–COMMERCIALISATION ECOSYSTEM

The MEC approved the restructuring and rebranding of its innovation hub, Resolution Circle. The company will now focus on the incubation of University staff and University student-led innovation, and the creation of tech start-ups. This focus is intended to ensure that innovative research performed by UJ in tech innovation translates into start-ups. The institution aims to be an innovative university with a trajectory into the next decade. To achieve and execute this strategy the complete research, TTO and innovation value chain within the University is being reimagined and reinvented so as to be able to produce a critical mass of quality tech solutions for Resolution Circle to incubate and process up to start-up stage. A major milestone in this strategy is to secure the necessary funding and value chain capital to finance the incubation and start-up process.



NRF-rated academic staff improved by **12,8%** to **176**, our proportion of academic staff with doctoral qualifications improved to **46%**, and we now have **205** active postdoctoral fellows and **36** Distinguished Visiting Professors.



GROWING GLOBAL REPUTATION: UNIVERSITY RANKINGS

Arising from considerable efforts to cultivate our global reputation, principally through rising research output and impact, through our growing global reputation for excellence in teaching and learning, as well as through our reputation-building university leadership conferences, the University continues to make good progress in various world university rankings. Examples of stellar collaborations in 2016 include the co-hosting – with Nanyang Technology University (NTU) of Singapore – of the QS World Class Conference in Singapore; the co-hosting (as co-founder of) the Times Higher Education Africa Conference at Ghana-Legon University in Accra; and the hosting of the Times Higher Education BRICS and Emerging Economies Universities Summit in Johannesburg. In the QS BRICS Rankings, UJ moved up four positions and now ranks 63rd out of this bloc's 6 200 universities; it has also attained 5th position nationally.

In the QS World University Rankings, UJ retains its position in the 600–650 ranked university grouping. It has also risen nationally from 7th position in 2015 to 6th place in 2016, overtaking the University of KwaZulu-Natal (UKZN).

In the Times Higher Education (THE) World University Rankings, with their strong emphasis on research, the University has now debuted and is included in the grouping 600–800, alongside the University of Pretoria. This first ranking in the THE listing also places UJ in a credible joint 5th position in South Africa.

This year, also for the first time, we have been ranked in the QS Top 100 Universities Under 50, the only university in Africa to be placed in this ranking. The criteria were that the institution must have been listed by QS in its World University Rankings and have been established for less than 50 years. This ranking focuses on 'young

challenger' universities that do not have centuries of established reputations. Our ranking acknowledges the astonishing progress achieved at UJ over the past decade since our founding.

In the QS Subject Rankings, which evaluate university performance in subject fields that are grouped into five major subject areas, UJ was ranked in four subjects – Development Studies, Geography, English and Education – and was placed in the top 100 globally for Development Studies.

Within the URAP Rankings, UJ's progress over the past six years reflects a phenomenal move of 507 places – from being placed 1 183 in 2010/2011 to 676 in 2015/2016. This move has caused some analysts to call UJ a 'challenger' university that by 2030 will be among the world's top 200 universities. UJ is ranked 8th in Africa, one position better than a year ago.

In the US News & World Report Best Global Universities, which ranks universities according to research performance and ratings by members of the academic community around the world and the region, we improved our global position by 12 places resulting in our achieving a new high of 550. In regard to Africa, we have now attained another new high by being ranked at number 7 and, notably, all six universities that are listed higher than us are long established universities with medical schools.

ENHANCEMENTS IN ACADEMIC ADMINISTRATION AND COUNCIL EFFECTIVENESS

Academic Administration, under the stewardship of Registrar Kinta Burger, made excellent progress with the next-stage transition of the University's systems to online, technology-led and automated processes. As a result, online applications for the University's 10 500 first-year



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Top 100 Universities Under **50**, the only university in Africa to be placed in this ranking.



undergraduate programme places spiked to 135 540 from 124 081 in 2015. Included among these applications were 1 879 straight-A students.

Our new academic calendar was introduced in 2016. In line with our 2025 strategic goal of Pan-African and Global Excellence and Stature, it makes provision for extended open periods during January and June–July, which allow for more uninterrupted research time for our academics as well as more open space for outbound and inbound international studies.

During 2016, we introduced new advanced security for our graduation certificates, which enables substantially enhanced fraud protection and significantly improves the University's reputation and the integrity of our qualifications.

Amendments to the University's statute were discussed in detail by Council, Senate and the Institutional Forum. Should these be approved by the Minister of Higher Education and Training, one of the significant consequences will be a reduction in Council membership from 30 members to an equally inclusive and representative but more economical body of 21 members.

Council performance was significantly enhanced with the development of seven Council committee-specific, cross-cutting directives, namely, strategy, policy, risk, transformation, sustainability, innovation, and performance monitoring and evaluation. In addition, a new online performance evaluation system was implemented. Following the prescribed consultations with Senate and the Institutional Forum, Council approved the appointment of the Chancellor, Professor Njabulo Ndebele, for a second term of office.

NURTURING A STAFF COMPLEMENT CAPABLE AND COMMITTED TO ACHIEVING OUR 2025 STRATEGIC PLAN

Focused on making good progress towards our 2025 Strategic Plan, the University invests significant effort and resources into achieving a staffing complement that is fit for purpose. As a result of these efforts, under the stewardship of Deputy Vice-Chancellor Tumi Mketi, our academic staff complement grew by 2,7% to 1 158 members, while our diversification efforts resulted in our black academic

staff complement growing to 452 members or 39% of all permanent academic staff. The University's senior academic staff complement of associate professors and professors grew by 16 new members to a total of 258, of whom 15,9% are black and 37% are female. Staff with doctorates grew to 535 members or 46,2% of permanent academic staff. Through our Accelerated Academic Mentoring Programme (AAMP), our attention is now also focused on elevating the seniority of our black and women staff in particular, and we expect the full effect of this programme to result, within the next five years, in significant changes in the diversity profiles of our senior academic staff. It is noteworthy that our staff turnover has now settled at 6,8%, which is similar to that for 2015.

During 2016, we undertook our biennial staff culture audit, albeit from a new baseline, and, under the stewardship of the Senior Leadership Group, remedial actions will be undertaken during 2017 in those areas that require dedicated attention. In order to enable senior leaders to learn continuously and to excel in their leadership, the University completed another 360-degree Senior Leadership Group survey.

Following an intensive programme of consultation, our naming and renaming programme reached a climax with the launch of the new names, logos and change management initiatives for our student residences. Our naming and renaming programme also resulted in the naming of several venues across our libraries, in which regard we specifically adopted an inclusive Pan-African naming tradition.

As a result of the insourcing of protection and gardening service staff – that correctly resulted in incomes doubling for these staff members – the University's permanent support staff complement grew by 23% to 2 526 members. With cleaning support service staff scheduled to be insourced in 2017, the permanent support staff complement is expected to grow by a further 700 members.

Through our Institutional Office for HIV and AIDS (IOHA), we undertook a mass counselling and testing campaign that resulted in the participation of 8 887 staff and students, and which showed an HIV prevalence of 1,2%, which is similar to that for 2015, but below the 3,4% HIV prevalence for South Africa's higher education sector.

IMPROVEMENTS IN STUDENT AFFAIRS PORTFOLIO VITAL TO UNIVERSITY'S STABILITY DURING PROTESTS

The unrelenting and often violent student protests in the university sector placed Student Affairs staff at the centre of events, and UJ's Student Affairs, under the stewardship of Deputy Vice-Chancellor Tumi Mketi and the management of the new Senior Director for Student Affairs, Godfrey Helani, responded admirably to these circumstances. The team provided, on a 24/7/365 basis, outstanding support to the University's executive management, the UJSRC and the broad student body. The team was also closely involved in the 'Missing Middle' fundraising campaign, stewarded the UJSRC Trust Fund and managed the student meal assistance programme. They also invested considerable time and effort in conducting and concluding the broad range of student disciplinary actions.

Through our Primary Healthcare Service, the University provided students with 24 484 consultations, and organised several health promotion campaigns focused on sexual health and responsibilities, tuberculosis awareness, influenza vaccination, gender-based violence, breast cancer, men's health, and drug and alcohol-related abuse.

TIMELY ESTABLISHMENT OF THE NEW OFFICE OF THE GENERAL COUNSEL

With the University's phased insourcing of outsourced services, and with the many legal complexities associated with this decision, it was vital to receive the best legal advice in order to achieve the best possible outcome for the University and for insourced staff. Moreover, complex business and educational transactions coupled, with frivolous yet urgent court applications to interdict the University management from fully executing its responsibilities during student protests, meant that the newly established Office of the General Counsel, headed by General Counsel Patrick O'Brien (the immediate past Executive Dean of Law), was more than fully occupied. The Office also provided legal support to the Student Affairs Division as the latter tackled complex student disciplinary matters arising especially from student protests.

SIGNIFICANT ENHANCEMENTS IN THE OPERATIONS PORTFOLIO

Significant changes in the stewardship of the Operations Portfolio resulted in the elevation of alertness and awareness of the critical contribution of this portfolio to the success of the University. So, for example, considerable success was achieved with enhancing the state of University residences. Under the stewardship of Special Projects Advisor Denice Manganye, a new prioritisation model and a new portfolio management approach with project performance charters were implemented, while Central Technical Services was re-allocated to the Project Management Office and risk management was elevated.

While efficiencies were improving, these changes resulted in a significant slowdown in project implementation, which will be remedied in 2017 within the new stewardship and management model. Significant attention to repeat audit findings resulted in their elimination from audit findings. While 2016 saw us concluding the work on the reinvention of our libraries, the period 2017–2019 will experience the focus shifting to the revamping of all our lecture facilities, modernising them and aligning them with modern teaching and learning methods.

EXECUTIVE MOVEMENT

A number of executive changes occurred during the course of 2016. New appointments made were Ms Tumi Mketi, Deputy Vice-Chancellor: Employees and Students (1 August, 2016); Mr Denice Manganye, Advisor: Special Projects (1 January 2016); Professor Patrick O'Brien, General Counsel (1 January 2016); Professor Letlhokwa Mpedi, Executive Dean: Faculty of Law (1 January 2016); Dr Carol Nonkwelo, Executive Director: Research and Innovation (1 April 2016), and Ms Sarah Makinta, Executive Director: Expenditure (15 November 2016).

Executives who left the employ of the University during 2016 were: Ms Mpo Letlape, Deputy Vice-Chancellor: Strategic Services (1 June 2016); Mr Milcho Damianov, Executive Director: Advancement (1 July 2016); Mr Sinethemba Mpambane, Executive Director: Operations (1 September 2016); and Dr Rose Laka-Mathebula, Executive Director: Student Affairs (1 October 2016).

UNIVERSITY FINANCES CONTINUE ON A FIRM FOOTING

University finances have shown good stability, with the financial operating outcomes representing strong stewardship of our resources. Specifically, the University has achieved its budgeted income for 2016, with the actual income, including investment income, reaching 106% of budget (budget: R3,096 billion vs actual: R3,274 billion).

The budgeted expenses were on target at 100,9% (budget: R3,126 billion vs actual: R3,153 billion). This means that the operating surplus reached R137 million, which is better than the expected deficit of R31 million.

In respect of the comprehensive and consolidated operating results – of both the budgeted and the non-budgeted cost centres – and including interest income, income from investments, finance income and costs, share of profit/loss, other gains/losses, other comprehensive income, fair value adjustments on available-for-sale financial assets, and actuarial gains and losses on defined benefit plans, the actual outcome is a surplus of R329 million.

MANAGING RISK

It is important to draw attention to those risks that are impinging on the medium- and long-term financial sustainability of the University and the higher education sector. These risks will have a serious impact on the income, expenses and capital asset base of the University and of the sector. Some of these critical risks are follows.

- Increasing trend of non-payment of tuition and residence fees and the consequently increased doubtful debt on the balance sheet, caused the University to experience a material increase in outstanding debt for 2016. This is a direct result of the #FeesMustFall actions and students advising the University that they await the outcomes of the Presidential Commission on fee-free university education.
- Also, should the outcome of the Presidential Commission on fee-free university education not satisfy the demands of the #FeesMustFall movement, there could be further protests, disruptions to academic

programmes and financial uncertainty in the university sector.

- Continued uncertainty persists around university fee increases that arise from the fact that the Council on Higher Education (CHE) has not yet finalised its report to the Minister on the framework for a future regulated fee dispensation.
- Qualified academic and professional staff are in high demand and are a scarce national resource, resulting in an extreme competition for top talent among universities, which in turn results in sharp increases in staffing costs, which itself could lead to a growing fixed cost base that could cripple the university sector.
- The financial impact of the ratings downgrade has affected universities' cost base, especially foreign exchange based costs. The downgrade could also, eventually, impact negatively on the level of disposable income of our student's parents, which could, in turn, reduce their ability to pay tuition and residence fees.
- There could be long-term financial consequences associated with the insourcing of outsourced services and staff, since insourced staff could precipitate a new wave of demands for much higher salaries.
- The shortage in student residence spaces in the university sector and the lack of capital on universities' balance sheets to build student residences are major risks to the stability of the sector.
- The inability of universities – due to the lack of reserves on their balance sheets – to adequately maintain their facilities, equipment and student residences will reduce the ability of universities to provide appropriate quality education and a superior student experience.

Responsible environmental sustainability and stewardship

We continue to maintain our focus on the responsible and sustainable stewardship of our environment, in which regard we pay particular attention to the reduction of our carbon footprint and electricity and water consumption, and the expansion of waste recycling. Consequently, during 2016, we reduced our carbon footprint by 3%, our electricity consumption by 1,3% – notwithstanding a significant increase in our student residence places and academic facilities – and our water consumption by 14,3%, and we increased recycled waste to 28,2%.

VICE-CHANCELLOR'S STRATEGIC FOCUS AREA FOR 2016

In the year under review, the Vice-Chancellor further stewarded the University towards achieving the institutional goals set out in the Institutional Scorecard, while taking personal responsibility for the following goals:

Secure university campuses, in tandem with implementing an active programme of strategic, tactical and timely engagements with students, staff and outsourced workers in order to achieve a successful academic year;

Secure excellent progress towards the implementation of the Johannesburg Business School and the UJ Medical School;

Secure effective and successful late application and registration processes;

Ensure that effective measures are in place and actively implemented to retain, attract and nurture our top talent, especially our academic top talent;

Secure the effective implementation of agreements reached in November 2015 with students and outsourced workers, and medium- and long-term planning in this regard with particular reference to accelerating transformation (within the new Integrated Post-Durban Transformation Programme), decolonisation of the university, and of learning, teaching, research and community engagement, and insourcing of outsourced services;

Secure the continued and effective implementation of our Global Excellence and Stature (GES) catalytic projects, with a focus on securing identified quick wins, and mobilising new external funding for UJ's Global Excellence and Stature (GES) initiative;

Lead, initiate and catalyse culture change to one of demonstrable engagement, dialogue and collegiality;

Support and nurture the executives on the MEC and the ELG so that we are individually and collectively able to accomplish agreed progress;

Nurture a responsive executive leadership group (ELG), with particular focus on the timely closing out of matters raised for action at all university forums, including Council, MEC, Senate, IF, SAC/SRC, Convocation, campus visits with staff and students, and faculty engagements;

In light of my own retirement scheduled for 2018, agree a succession programme with Chairperson of Council;

Given significant shift in the higher education and political landscape, facilitate and conclude a review and alignment of the UJ Strategic Plan 2025; mobilise funding for our 'missing middle' students given the target of R40 million (which is in addition to the UJ contribution of R20 million to the UJSRC Trust Fund);

Secure an effective working relationship with Council, Senate, SRC and Convocation;

Mobilise a new funding stream through advertising on our available online and outdoor platforms;

Provide national leadership within higher education, with particular reference to the fee-free university education debate and the contentious issue of fee increases for 2017;

Secure the implementation of a Dropout Mitigation Plan to significantly reduce the dropout rate;

Cultivate our Global Reputation; and Provide National and Global Thought Leadership.

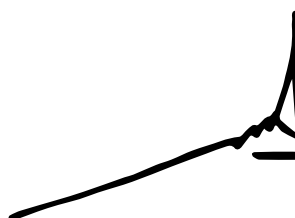
LOOKING AHEAD

Informed by the deliberations of the Senior Leadership Group on the state of the University within the national system, and the development of an understanding of the most important 'wicked' problems facing UJ and potential solutions, we can make decisive progress towards our 2025 Strategic Plan, when we, in 2017:

- Reconstitute and dynamise the research, innovation, technology transfer, incubation and commercialisation ecosystem;
- Implement a virtual library with Gauteng-based university peers;
- Accelerate online and blended learning;
- Significantly revise unwarranted, temporary appointments;
- Build a single-touchpoint integrated and effective business process system;
- Make decisive progress towards establishing the University as the Pan-African epicentre of critical intellectual inquiry;

- Drive financial sustainability; and
- Achieve a significantly enhanced institutional cohesiveness and institutional culture.

Many challenges lie ahead. However, our many accomplishments, combined with our shared commitment to nurturing an even more inclusive, transforming, caring, engaged and responsive Pan-African university intent on global excellence, will serve us well in reaching new heights and realising new milestones. At UJ, challenges galvanise our energies, spur our imaginations, reinvigorate our commitment to social transformation, and bring us closer together.



Professor Ihron Rensburg
Vice-Chancellor and Principal



EXECUTIVE LEADERSHIP

EXECUTIVE LEADERSHIP GROUP



Professor Ihron Rensburg
Vice-Chancellor



Professor Angina Parekh
*Deputy Vice-Chancellor:
Academic*



**Professor Tshilidzi
Marwala**
*Deputy Vice-Chancellor:
Research and
Internationalisation*



Mr Jaco van Schoor
*Deputy Vice-Chancellor:
Finance*



Ms Tumi Mketi
*Deputy Vice-Chancellor:
Employees and Student
Affairs*



Professor Kinta Burger
Registrar



Professor Patrick O'Brien
General Counsel



Mr Denice Manganye
*Advisor to the Vice-
Chancellor: Special Projects
(Operations and Campuses)*

EXECUTIVE DEANS



Professor Daneel van Lill
*Executive Dean: Faculty of
Management*



Professor Amanda Dempsey
*Executive Dean: Faculty of
Economic and Financial Sciences*



**Professor Federico
Freschi**
*Executive Dean: Faculty of
Art, Design and Architecture*



Professor Sarah Gravett
*Executive Dean: Faculty of
Education*



Professor Saurabh Sinha
*Executive Dean: Faculty of
Engineering and the Built
Environment*



Professor André Swart
*Executive Dean: Faculty of
Health Sciences*



Professor Alex Broadbent
*Executive Dean: Faculty of
Humanities*



Professor George Mpedi
*Executive Dean: Faculty of
Law*



Professor Debra Meyer
*Executive Dean: Faculty of
Science*

EXECUTIVE LEADERSHIP

EXECUTIVE DIRECTORS



Professor Rory Ryan

*Executive Director:
Academic Development and
Support*



Ms Lesmarie Bentley-Steyn

*(Acting) Executive Director:
Advancement*



Ms Sarah Makinta

*Executive Director:
Expenditure*



Ms Nolwazi Mamorare

*Executive Director:
Financial Governance and
Revenue*



Dr Mala Singh

*Executive Director: Human
Resources*



Dr Pinkie Mekgwe

*Executive Director:
Internationalisation*



Dr Rookaya Bawa

*Executive Director: Library
and Information Centre*



Dr Carol Nonkwelo

*Executive Director: Research
and Innovation*



Mr Andile Swartbooi

*Executive Director:
Information and
Communication Systems*

SENIOR DIRECTORS



Dr Joe Manyaka
*Senior Director: Campuses
(Acting Executive Director:
Operations)*



Ms Trish Gibbon
*Senior Director: Institutional
Planning, Evaluation and
Monitoring*



Professor Shireen Motala
*Senior Director: Post
Graduate School*



Ms Nomsa Mahlangu
Senior Director: Sport



Dr Linda Mtwisha
*Senior Director:
Strategic Initiatives and
Administration*



Mr Godfrey Helani
*Senior Director: Student
Affairs*

FINANCIAL OVERVIEW

Despite the tough economic environment, UJ achieved positive operating results during 2016. Very tight budgetary controls, the pressures of the #FeesMustFall campaign, National Student Financial Aid Scheme (NSFAS) funding shortfalls, rising utility bills, the increased cost of higher education, and the shift in the socioeconomic circumstances of the University's students were among the factors affecting the financial results for the year. Once again, however, UJ registered more students than expected, which resulted in additional tuition fee income of R73 million in 2016. The University received R76 million more government subsidy than had been budgeted, and externally generated income also exceeded budget by R32 million.

The financial principles adopted by UJ clearly state that the University will, at all times, endeavour to ensure a match between recurring expenses and recurring income, and this standpoint assisted in managing the institution's finances during difficult times. Non-recurring income is used to finance once-off capital expenditure that further enhances the overall sustainability of the University and for strategic interventions of a non-recurring nature.

As the University moves forward with the implementation of its 2025 Strategic Plan, it is clear that additional income generated from the strong Statement of Financial Position and from third-party financial contributions will remain important in supporting and funding future strategic initiatives.

The widening gap between funding allocated by NSFAS and demand from students continues to place pressure on the operating results and, eventually, the reserves of the University. While UJ has contributed R25 million towards this funding gap, the sustainability of this contribution is a concern. The MEC continually seeks alternatives to fund the difference and is also in discussion with NSFAS and the Department of Higher Education and Training (DHET), as this is a systemic financial risk. This year saw

Externally generated income also exceeded budget by **R32 million.**

The University achieved an operating surplus of **R137 million** (2015 – R120 million).

A consolidated total surplus of **R329 million** (2015 – R303 million) was achieved

an increase in the number of students funded by NSFAS, but more work needs to be done to maximise this number.

Financial control involves monthly reporting to appropriate line managers, approval of all expenses as required by the FSCC, an approved Financial and Contract Delegation of Authority Framework and budget control as exercised by relevant financial business partners in the various faculties and departments. To this end, continuous internal audits are performed to evaluate the effectiveness of the internal controls.

The 2016 Annual Financial Statements were again prepared to comply with the International Financial Reporting Standards (IFRS) and the DHET reporting requirements. The University achieved an operating surplus on budgeted activities of R137 million (2015 – R120 million). A consolidated total surplus of R329 million (2015 – R303 million) was achieved, before post-retirement obligation adjustments and fair value adjustments, and after taking investment income into account. The main drivers for this

outperformance include higher than expected enrolments resulting in higher tuition fee income, better than expected state subsidy income, increased external funding, and savings on operating expenses.

While the downward turn of the performance of equity and bond markets negatively impacted our return on long-term investments, our reserves remained on an upward trend during the year as a result of the operating surplus achieved. Reserves consist of individual research reserves, departmental and faculty reserves, general University reserves, the fair value adjustment on investments, the

reserves of the UJ Trust and funds managed on behalf of external parties (mostly bursary funds).

UJ's financial position, as stated in the Statement of Financial Position, reflects the financial control measures implemented in 2016. The entire audited 2016 Financial Statements can found at <https://www.uj.ac.za/>

Mr J P Burger

Chairperson: Financial Sustainability Committee of Council



HUMAN RESOURCES

The year of 2016 was an eventful one for the Human Resources (HR) Division, as evidenced by the significant progress made on the journey of change, a journey that is guided and informed by the University of Johannesburg's Strategic Plan for 2025.

The Division plays an instrumental role in securing the future success of the University by adopting a long-term vision of working in partnership to create an environment where employees can thrive and are enabled to deliver sustainable organisational performance. The following longer-term strategic priorities have been identified for the Division:

- Resourcing to build an organisation fit for purpose, including insourcing;
- Talent leadership;
- Diversity of academic staff and employment equity;
- Management, leadership and staff development;
- Performance management;
- Institutional culture;
- Data integrity and automation; and
- Staff health and wellness.

The academic workforce grew by 2,66% from 1 128 (2015) to 1 158 (2016), and insourcing resulted in a significant increase in the support staff workforce by 22,92%, from 2 055 (2015) to 2 526 (2016). The academic staff turnover rate in 2015 was 6,78% and, although this increased marginally to 6,82% in 2016, it remained well below the projected benchmark of 10%. The figure reflects the positive impact of the UJ retention strategies in an environment where

talent pools are limited and competition is fierce. The ratio of academic to support staff was 1:2,18, mainly because of the insourcing process.

Throughout 2016, our professionals provided support, guidance and advice to the University community with regard to their talent needs. The HR team was actively involved in the process of robust faculty and division human resource planning interventions spanning the short and medium term. The team took active ownership of the implementation of recruitment strategies to secure the right candidates in positions and to deliver excellent onboarding experiences for new employees.

We continued our partnership with the campuses in establishing the University as a preferred workplace by assisting in the recruitment of 440 employees and the insourcing of 414 Protection and Gardening Services employees. To enhance the end users' experience and facilitate the onboarding of these new staff members, improvements were made to our employee sign-in process. The induction manual for UJ employees was revised and disseminated to all new employees prior to their first day of employment. Induction took place on every first working day of the month, with nine induction days in all from February 2016 onwards. A total of 412 new staff, including insourced staff, attended these induction days. The feedback indicated that the majority of participants experienced UJ as a welcoming work environment.

The recent insourcing of Security and Garden Services' employees has resulted in an increase in semi-skilled labour, thereby causing employment relations challenges that differ from those that would ordinarily be experienced in the UJ context. The Employment Relations Unit provides a continuous supportive role to line management to ensure that these challenges are addressed fairly and objectively. The aim is to ensure that employee conflicts are resolved internally and swiftly, thereby protecting the reputation of the University and the rights of the employees. The

The academic workforce grew by **2,66%** from
1 128 (2015) to **1 158** (2016)

approach is to resolve issues in a conciliatory manner where possible, rather than to 'formalise disputes'.

TALENT LEADERSHIP

The focus in 2016 was on achieving a representative Executive Leadership Group (ELG). The race profile at this level in 2016 changed from 51,8% black staff in 2015 to 56% in 2016. Black females constituted 29,6% of the ELG, while black males make up 22,2%. To enhance representation at this level further, the remaining vacant positions will target talented designated candidates.

Coordination and administrative support for Global Excellence and Stature (GES) initiatives forms an important deliverable for HR. Since the inception of the GES project in 2014, the Management Executive Committee (MEC) has approved a total of 62 applications, resulting in 50 illustrious appointments being made from 2015 to the present. Additionally, as part of this initiative, a total of 34 assistant lecturers and 45 GES tutors were appointed by the end of 2016.

Our talent management strategy is carefully designed to balance reward and incentives for talented staff against attraction and retention imperatives. The Division is developing workforce management solutions to optimise the balance between supply and demand for capabilities, on the one hand, and to manage the cost and employee base more efficiently and effectively, on the other. In this regard, focused attention is given to the optimal management of remuneration expenditure.

Strategic Workforce Planning is grounded in its contribution to the University's Talent Management Strategy within the University's 2025 Strategic Objectives and overall performance. It provides information to facilitate the alignment of the human resource requirements with the 2025 strategic objectives and annual operational plans. It addresses both current and future workforce issues. Strategic Workforce Plans (2017–2019) for all environments were completed to ensure proper monitoring and evaluation. This process of workforce planning also required Executive Deans and Executive Directors to identify mission-critical positions and nominate staff with potential as part of the succession planning programme.



Furthermore, employment equity targets highlighted in the Annual Performance Plan were used in each environment as part of this planning process. These targets were incorporated into the University's Employment Equity Plan, which was also approved by MEC, the Human Resources and Social Ethics Committee of Council (HRSEC) and the Institutional Forum (IF). These will be reviewed during the first quarter of 2017.

EMPLOYMENT EQUITY

The University of Johannesburg is committed to an inclusive culture that respects and embraces the diversity of employees, clients and communities. The University aims to attract, develop and retain the most capable employees from all cultures and countries, and of all ethnicities, races, genders, sexual orientation, abilities, beliefs, backgrounds and experiences. The ongoing commitment of the Division to ensuring the diversity of staff through monitoring institutional Employment Equity targets is reflected in the progress made from 2015 to 2016. For example, the headcount of black staff appointed on an annual basis increased as a percentage of the total staff complement, from 75,82% in 2015 to 88,41% in 2016. The target for a black academic staff complement of 38,5% was also exceeded with the achievement of 39,03%. The target for the appointment of new black academic staff was set at 70% and was almost reached, with an outcome of 68,75%.

Further noticeable progress is represented by the 6,61% growth in the number of professors and associate professors, signifying an increase from 242 in 2015 to 258 in 2016. It included 15,89% (41/258) black and 37,21% (96/258) female academic staff at this level.

The ability of the University to meet its goals in terms of research, teaching and learning is directly linked to the proportion of academic staff with master's degrees

The headcount of black staff appointed on an annual basis increased as a percentage of the total staff complement, from **75,82%** in 2015 to **88,41%** in 2016.

and doctorates. In working towards its goal and targets for 2025, the University set a target for 2016 of 45% of academic staff with doctoral qualifications and 39% of academic staff with master's qualifications. Both targets were surpassed with a final total of 46,2% of academics with doctorates and 43,61% with master's degrees.

It can also be reported that the number of academic promotions rose from 39 in 2015 to 49 in 2016. This satisfactory increase could be attributed to the success of current talent management strategies (such as the Accelerated Academic Mentorship Programme (AAMP)), as well as to the decision to increase the frequency of academic promotion presentations at Senex. It is anticipated that, for 2017, promotions from the AAMP will grow and thereby raise the number of designated candidates promoted.

One of the key areas of focus is skills development, which enables employees to acquire the skills needed to take up new roles within the organisation. The University actively supports internal, cross-divisional career mobility by identifying and offering opportunities for training and development. The 2016 professional and personal development programmes continued to advance collaborations across campuses to provide interventions geared towards UJ's priorities. The University promotes the continuous professional and personal development of its staff to enable them to maximise their potential and get the most out of their careers.

A total of 219 staff members attended management training presented by the Division. This training consists of the following interventions: Middle Management (96); New Manager Orientation Programme (9); Supervisory Programme (32); and Functional Leadership Training (63). Other leadership interventions are directed at change management, financial management, performance management, strategy implementation, trust, project management, conflict management and the leading of teams.

The University prides itself on its number of long-serving staff members. Many of these have served the pre-merger institutions and the present University for most, if not all of their entire careers. Service periods of 30 and

40 years are not uncommon among this group. These staff members continue to play a vital role in the inner life of UJ, not just through their skills and experience but also through their precious institutional memory. Each year, the significant milestones in the lives of these individuals and the institution are celebrated through the University's Annual Long Service Awards. In November 2016, the contributions of 141 employees were celebrated, and their combined 3 465 years of committed service to the University were lauded.

INSTITUTIONAL CULTURE

A strong organisational culture remains essential for the University's long-term success and its stakeholder relationships. The approach to strengthen the University's culture has been multi-pronged. In addition to a clear tone from the top, UJ has focused on actively engaging employees, anchoring its values and beliefs in all people processes, and embedding the values in business processes, practices and policies.

In October 2016, the University conducted the fifth biennial Culture Survey. The participation rate was high with at least 60% of the questionnaires being completed. In terms of the University of Johannesburg culture (collective values, norms, customs, beliefs and principles that guide behaviour), people responded positively. Employees support the vision, mission, values and strategic objectives of the University. They also view the University as an employer of choice. Several areas where further interventions are required have been highlighted, and these will receive attention in 2017.

WAY FORWARD

The following internal divisional priorities to enhance and improve service delivery have been highlighted:

- Enhancing HR Service Delivery Charter; and
- Full roll-out of the HR Business Partner Model.

The Division looks forward to working with all academic and administrative units to lead the enhancement of Human Resources and Transformation services in ways that support the University's goals. Together, we will continue to create an outstanding work environment for



all employees – one that surpasses the environment of the day before. We will continue to work proactively to ensure that our people practices are congruent with the University's mission, vision, and culture. We will continue challenging our practices and policies to reflect an evolving community of supportive, successful individuals, who are all valuable members of the University community.

UJ IN NUMBERS

RANKINGS



- **QS BRICS Rankings**, which rank universities in this economic bloc. UJ is ranked at **63** among this economic bloc's **6 200** universities
- UJ has also moved up **nationally from 7th position in 2015 to 6th position in 2016**
- UJ has been ranked in the **QS Top 100 Universities Under 50**, the only university in Africa to be placed in this ranking

STUDENTS



- **Total headcount enrolment: 51 669**
- **Number of international students: 3 220**
- **Postgraduate enrolments** (honours, master's and doctorates) **7 262**
- **Postdoctoral research fellows** – The University mentored **205** fellows in 2016
- The University contributes annually **21%** of all **black chartered accountants** in SA
- **First-time entering undergraduates: 11 562**
- **Total graduation** output: **12 149**

STAFF



- **NRF-rated academic staff** improved by 12,8% to **176**
- Percentage **permanent and fixed-term academic staff with doctorates: 46%**
- **Black academic staff** now constitute **39%** of all academic staff

FUNDING



- **Annual operating surplus** of **R137 million**
- **Council-controlled reserves** of **R1 329 million**
- **External research income** – UJ attracted a total of **R196,9 million** of external funding for research
- **R101 million** towards the **UJ 'Missing Middle' Fund**. These funds coupled with an additional R10 million for the UJSRC Trust Fund provided full financial support to fund the tuition fees of all of our 3 858 'missing middle' students

RESEARCH



- **Accredited research outputs** – there was an overall increase of **19,1%** from the previous year's output of **1 074,91** units to **1 279,9** units
- **Annual citations in Scopus** of **6 307**
- **Percentage of UJ publications in international journals: 71%**

INTERNATIONALISATION



Professor Ihron Rensburg, Vice-Chancellor of the University of Johannesburg, speaking at the Times Higher Education (THE) Africa Universities Summit 2016 held at the University of Ghana, Legon, Accra.

Internationalisation is a key driver for the University of Johannesburg to achieve its 2025 goal of an *international profile of students, employees, scholarly output and institutional reputation*.

The work undertaken by the Division for Internationalisation is central to the UJ's vision of 'an international University of choice, anchored in Africa, dynamically shaping the future'. Through Internationalisation, the University of Johannesburg is poised to enhance its scholarly engagement and impact on national, regional, and continental transformation agendas, as well as to position the University on the global higher education landscape.

Internationalisation at UJ entails the cultivation of an international environment on campus, where students and staff from around the globe are recruited and fully integrated into UJ life; internationalisation of the academic curriculum, including through dialogue with the international community about issues of national-global importance; as well as the development of international partnerships and implementation of international collaboration involving research, student and staff mobility. At UJ, internationalisation is deliberately applied with the objective of enriching the student's experience;

the University's research and innovation; teaching and learning towards excellence in scholarship; as well as the enhancement of the UJ's international profile.

Firmly implicated in the University's Global Excellence and Stature 2025 Strategy, the work of the Division is also informed by the University's mission of inspiring transformation through the collaborative pursuit of knowledge. Such collaboration is both intra-university and with international partners.

Key targets and indicators towards realising UJ's Global Excellence and Stature 2025 Strategy are:

- 20% international permanent academic staff by 2020;
- Priority focus on Africa; increased partnerships with BRIC countries, the US and Europe;
- 10% international students by 2020 with two-thirds in UG programmes;
- 1 000 students per annum in Study Abroad programmes by 2016, and 3 000 students per annum in Study Abroad programmes by 2025.

In addition to the above targets, the Division sets financial targets for itself, in line with UJ's 2025 Strategic Objective 6: Fitness for Global Excellence and Stature.

In 2016, growth was realised on all targets, with most of the targets for the year being exceeded.

2016 PERFORMANCE AT A GLANCE

Student Recruitment and Marketing targeted over ten countries in three continents. This was realised. The target number of 3 283 international students for 2016 was five short, with 3 278 international students registered by the end of 2016 (2 222, UG and 1 056, PG).

Study Abroad: The Study Abroad numbers grew exponentially, almost meeting the 2016 target set at 1 000 students. The number realised by year end was 992.

International staff currently stand at 13% against a set 2020 target of 15%.

Partnerships have continued to grow in number, level of strategic positioning, and quality: 32 delegations visited UJ at an institutional level; 20 partnerships were entered into in 2016, 6 of which were with partners from Africa.

While UJ's Africa footprint has grown particularly in southern and western Africa, a VC-led delegation to Laurea UAS, Finland, during 2016 saw UJ's footprint making significant tracks in Scandinavia. Another Executive delegation visit to Laurea UAS, led by the Chair of Council, Professor Marcus, took place in December 2016 towards concretisation of the partnership with Laurea University. The engagement with Laurea University is the second of two significant engagements with Scandinavian countries in 2016, the first being the visit to UJ by 31 University Vice-Chancellors and Funding Body representatives from Sweden.

The University of Johannesburg signed 10 Erasmus+ agreements in 2016, which focused on student and staff mobility. UJ is part of a joint PhD programme in collaboration with U21 partners. Importantly, the Erasmus+ consortium, on which are represented several universities from Europe and Scandinavia, further strengthens our growing footprint in Scandinavia, while offering much needed funding for research and mobility.

At home, UJ continued with its aim to become the epicentre of global knowledge and host to the best thought leaders around the world. In this vein, UJ hosted and/or launched: the EU Study in Europe Fair; Four Thought Leadership Dialogues, which focused broadly on the Decolonisation of Knowledge; Joint Master's in Industrial Policy programme in partnership with IDEP; Times Higher Education BRICS and Emerging Economies Universities Summit; and the Cornell Law Short Learning Programme.

Growth was realised in the number of International Student Exchange Programme (ISEP) partnership students for both inbound and outbound Study Abroad mobility. Significant for growing international student numbers, UJ was formally admitted as a receiving foreign school for the US Federal Aid Programme.

Global Reputation: Of note for 2016 are the following.

- UJ **participated** in the 2nd Africa Universities Summit in Accra, Ghana; QS World Class in Singapore; EAIE Conference in Liverpool, UK; U21 Managers Meeting in Singapore; FPP EduExpos in India; African Leadership Centre (King's College London) and Carnegie African Diaspora Fellowship Programme (CADFP) Council meeting in Nairobi, Kenya; the Latin America Universities Summit in Bogota, Colombia (the only African university represented); U21 Senior Leaders Group Meeting in Edinburgh, Scotland; and Education Forum in Lagos, Nigeria.



- UJ **hosted**: the 3rd BRICS and Emerging Economies Universities Summit with the theme "Reimagining the world-class university"; the EU Study in Europe Fair; four Thought Leadership Dialogues, which focused broadly on the decolonisation of knowledge.
- UJ **featured** in: QS WOW News; *THE Higher Education Magazine*; QS Top Universities Guide; and *Mail and Guardian Africa* online.

STUDENT WELFARE

Provision of student-focused services is in place: the Division's new office, which was allocated in 2015, was revamped in 2016 to make the space more welcoming and comfortable for international students.

The Division supported the UJ International Student Society (UJISS), UJenius, as well as the UJ Golden Key Chapter. For both UJISS and Golden Key, support was for a number of their activities in 2016, which included consultation with student societies, elections, training

and planning, community engagement, fundraising, as well as networking with the private sector. An important component in 2016 regarding student welfare centred on the #FeesMustFall protest. The Office played an important role in supporting students who felt vulnerable, as well as keeping students and partners informed throughout the unsettled period. A risk mitigation plan to respond to the Risk Policy around #FeesMustFall was also developed. As in previous years, Student Welfare officers also supported students at risk and/or with emergencies.

LOOKING FORWARD

2016 proved to be another successful year for Internationalisation at UJ. The successes achieved thus far serve as both a reminder and impetus to further enhance the internationalisation of the University, based on the university-wide strategy towards UJ's global excellence and stature.

The overall success of the strategy for internationalising UJ and assuring UJ's place in the global higher education landscape will require further uptake from the faculties,

and more support with respect to facilities for researchers and visiting scholars, especially for hosting executive courses. The new offices occupied by the Division provide both adequate space to assist international students and a friendlier and interactive environment where students can meet, and feel at home. The development of this space has provided both new and returning international students with an area where they can be assisted, self-assist, relax, and have group discussions as necessary pertaining to the joys and challenges they face as international students.

As we enter 2017, it will be necessary to focus on consolidation and renewal of the work done in the foundation phase of Internationalisation (2011-2016). Effort will also go into further, stronger alignment of the Division's work with institutional strategy. Key areas of growth envisaged will be the development of global academic programmes, both traditional and online, including executive programmes; as well as furtherance of international accreditation. Still more opportunities present within the networks entered into in the foundation phase, not least of which will be international student funding and internships, which will be taken up in 2017.



FACULTY HIGHLIGHTS

FACULTY OF ART, DESIGN AND ARCHITECTURE

The 2016 year was a good one for FADA in terms of its rising postgraduate enrolment, increased international enrolment, growing international linkages and collaborations, positive student experience, enhanced public profile, and improved undergraduate success rates, despite a drop in research output. While challenges remain, the Faculty is increasingly realising its vision of becoming a leading centre of excellence in tertiary art and design. It remains a dynamic and active contributor to the University's ambitions to attain global excellence and stature.

Following the medium-term strategic plan outlined in the 2015 Annual Report, FADA continued its focus on five key areas in 2016:

- Development of a competitive Programme and Qualification Mix (PQM) and programme delivery;
- Research and staff development;
- Internationalisation;
- Marketing, visibility and institutional culture; and
- Transformation.

The Faculty made progress in all these areas in 2016.

STUDENT ENROLMENT, PROFILE AND PERFORMANCE

The Faculty met its enrolment targets for 2016, with a total headcount of 1 358 full-time students, following a

planned decrease on the 2015 enrolment of 1 370. In line with the Faculty's evolving Programme and Qualification Mix (PQM), which over the past five years has focused on a shift to a majority of degree programmes, there was an increase in the number of enrolments in undergraduate degrees, with a total headcount of 559 (up from 458 in 2015), and a concomitant decrease in undergraduate diploma enrolment of 634 (down from 811 in 2015). The total undergraduate enrolment in 2016 was 1 193 (down from 1 269 in 2015).

Following the strategic emphasis on growing our postgraduate programmes, honours enrolments in the Faculty doubled, from 17 in 2015 to 33 in 2016. There was a marked rise in enrolments for master's programmes, from 83 students in 2015 to 125 in 2016, and international student enrolment in the Faculty also rose, to 73 registrations from 66 in 2015.

The academic performance of students in the Faculty improved in 2016, with an overall success rate of 89,6%. It is noteworthy that, at 84,5%, first-year undergraduate success rates in 2016 were the highest they have been in many years, improving substantially on 79,5% in 2015, 80,5% in 2014 and 78,2% in 2013.

Total graduation output increased to 440 in 2016, from 391 in 2015. The graduation rate of master's students more than doubled, with 41 students graduating in 2016 compared with 18 in 2015.

The Faculty met its enrolment targets for 2016, with a total headcount of **1 358** full-time students

An increase in the number of enrolments in undergraduate degrees, with a total headcount of **559** (up from 458 in 2015)

Honours enrolments in the Faculty doubled, from **17** in 2015 to **33** in 2016

In 2015, the decision was taken to establish a separate Graduate School of Architecture (GSA) under the leadership of Professor Lesley Lokko. As detailed in its report, in 2016 the GSA contributed significantly to the Faculty's strategic plan by making enormous strides in the areas of increased enrolment, curriculum transformation, industry sponsorship and engagement, international outbound student exchange, and national and international visibility. Through a partnership between the Dean of FADA and the Dean of Management, the School took occupation of a review space in Maboneng, in downtown Johannesburg. This contributed significantly to the visibility of the School and the Faculty, as well as locating students in the urban context that informs much of their curriculum.

STAFF

With the incorporation of UJ Arts and Culture, the Faculty had a total of 91 permanent and full-time contract members of staff in 2016. This comprised 54 academic staff and 37 administrative and support staff

RESEARCH AND CREATIVE PRODUCTION

Preliminary figures indicate that the Faculty produced 38,08 DHET subsidy units in 2016. Despite an overall drop this year from its 2015 peak, the Faculty is maintaining a modest but steady average growth of 10,9% per annum, and year-on-year increases in the number of articles published in international journals.

The 2016 submissions comprised 16,33 subsidy units from journal articles, as well as 2,25 conference proceedings units, 13 book units and 6,5 book chapter units.

The number of NRF-rated researchers increased to eight (from six in 2015). As befits a Faculty of Art, Design and Architecture, creative work continued to enjoy high priority among the artists, designers and architects on the academic staff. Five projects for the recognition of creative-work-as-research underwent a peer review process and were successfully submitted to the Faculty Research Committee and subsequently to an ad hoc committee of the University Research Committee.



125 master's students in 2016, up from **83** in 2015.



International student enrolment in the Faculty rose to **73** registrations from **66** in 2015.



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Faculty had a total of **91** permanent and full-time contract members of staff in 2016. This comprised **54** academic staff and **37** administrative and support staff



Faculty produced **38,08** DHET subsidy units in 2016.

Collectively, these projects yielded 14 creative work units, as approved by the ad hoc committee.

In addition, we achieved a number of national collaborations with a variety of institutions, including the University of the Witwatersrand, the University of Pretoria, the University of Cape Town, the Tshwane University of Technology, the Central University of Technology, the Cape Peninsula University of Technology, and the Greenside Design Centre.

COMMUNITY ENGAGEMENT

The principles of community service and good citizenship remain an integral part of the Faculty's teaching programmes. As in previous years, students in all the FADA departments were required to participate in at least one community project during 2016, as well as being encouraged to work on multidisciplinary projects with a community focus. Examples include the following highlights.

- The 2016 Green Week was a collaboration between eight FADA departments, the global NPO Enactus, the UJ Faculty of Management and the Department of Strategic Communications in the UJ Faculty of Humanities. One of the Green Week projects won the National Enactus Competition, and thus earned its position as a semi-finalist in its international competition. The group of students travelled to Canada to participate in this event.
- A project entitled "Designing for and with local communities" involved third-year students from Multimedia and Graphic Design, and was organised and facilitated in collaboration with the Centre for Education Rights and Transformation (CERT), the DSD Lab, and STAND. Through partnering with community organisations from Westbury, student design teams were exposed to the realities, responsibilities and techniques involved in community-orientated participatory design.
- In 2016, seven FADA departments were engaged in finding appropriate means by which aspects of HIV and AIDS education could be infused in their curricula. The participating departments successfully presented the HIV and AIDS exhibition

of students' work produced across the Faculty. In June, the Institutional Office for HIV and AIDS (IOHA) showcased selected projects completed at FADA in 2015 at the 21st International AIDS Conference in Durban in 2016.

- Professor Kim Berman from the Visual Art Department presented two Continuous Education Programmes in 2016, "An Introduction to Art Therapy and Social Action" and "An Introduction to Master's Pre-proposal Writing in Art and Design".

UJ ARTS AND CULTURE AND FADA GALLERY

Since 2015, UJ Arts and Culture has been a part of FADA. This has the mutual advantage of giving UJ Arts and Culture an academic 'home' that is closely aligned to its core interests, and of enabling the Faculty to expand its cross-campus as well as public reach. Both the Faculty, in general, and Arts and Culture, in particular, received regular coverage on major public media platforms both locally and nationally and continued to grow its social media presence.

GOVERNANCE AND QUALITY ASSURANCE

All FADA departments continued to have a variety of well-functioning quality assurance mechanisms in place. The Academic Planning and Quality Committee (APQC) devoted much time to ensuring that all new academic offerings met requisite standards.

In September, the Faculty was reviewed by an international panel chaired by Professor Robert Mull, former Dean of the Cass Faculty of Art, Architecture and Design at London Metropolitan University and a trustee of The Architecture Foundation. The review focused on the positive aspects of FADA's achievements to date, and offered certain recommendations that UJ and FADA could consider in order to reach all its goals. The reviewers provided a favourable report, and the panel remarked in particular on FADA's important contribution to the life of the University and its mission by producing students who are skilled practitioners and active citizens. The reviewers

commended the Faculty's overall commitment to social engagement and to its relevance, as well as the Faculty's awareness of the importance of creating commercial value in industry as part of the economy.

Student and academic data continued to be well managed, and Academic Administration maintained its excellent record under the new headship of Ms Neeradevi Chinnah, who was appointed to the position of Head of Faculty Administration in 2016. Key performance indicators in all functions were highly rated in the audits conducted regularly by UJ's Central Academic Administration.

LOOKING FORWARD

Regarding enrolment and curriculum development, key priorities in 2017 include a focus on increased postgraduate enrolment and a concomitant focus on ensuring that the GSA is adequately resourced to take advantage of the considerable interest that it has attracted. In addition, alterations will continue to be made to existing facilities to accommodate increased enrolment in the MA Design Studies and in other departments. The Faculty will continue to support Professor Brenda Schmahmann's NRF South African Research Chairs Initiative (SARChI) Chair in South African Art History and Visual Culture and the Visual Identities in Art and Design Research Centre, both of which are important players in continuing to develop and grow the Faculty's research culture.

The student protest movements of 2015 and 2016 have had a profound effect on South African higher education. In addition to forcing universities and government alike to rethink the higher education funding model, it has also posed fundamental challenges regarding the epistemological foundations of university curricula. Thus, while FADA remains committed to maintaining its strategic momentum in terms of curriculum development, research development, internationalisation, an enhanced student experience, community engagement, transformation and a significant public profile, we will also focus in 2017 on coming to terms with the question of decolonising the curriculum and the implications of this issue for the creative disciplines.



The continued integration of UJ Arts and Culture into the Faculty will enjoy special focus in 2017, not least in terms of the ways in which the relationship between the Faculty and UJ Arts and Culture can inform aspects of the curriculum. Initially the focus will be on expanded dynamic multidisciplinary and collaborative undergraduate engagements.

FACULTY OF ECONOMIC AND FINANCIAL SCIENCES

Despite the turbulent academic environment in 2016 the Faculty of Economic and Financial Sciences (FEFS) remained resilient and resolute about attaining its academic goals. The institutional leadership, sometimes tested to the brink, put in place measures to ensure that faculties could fulfil their pedagogic and scholarly obligations for 2016.

The Faculty continued to function at the top of its game in providing quality education in the areas of finance, accountancy and economics. It can be satisfied that it continues to make a significant contribution to the national drive for capacity building and transformation in critical areas of human capital through vocational, academic and professional instruction. The following are some of the key achievements of the FEFS academic programmes.

- The Faculty has produced just over 14 000 graduates in the fields of finance, accountancy and economics over the past five years, averaging at around 2 800 per year. Moreover, in 2016, FEFS contributed 23,5% – more than one-fifth – of the total graduate output of the University.
- In January 2016, UJ graduates reached a pass rate of 83% in the South African Institute of Chartered Accountants (SAICA) Initial Test of Competence (ITC), with a UJ student achieving the top position. The 2016 honours cohort achieved an 89% pass rate after the June 2016 sitting. UJ kept its position as the biggest residential provider, nationally, of black aspirant chartered accountants.

SUBSIDISED ACADEMIC PROGRAMMES

Total enrolment in subsidised academic programmes increased by 4,06% from 10 625 in 2015 to 11 056 in 2016.

NON-SUBSIDISED ACADEMIC PROGRAMMES

In 2016, FEFS departments had some 55 approved non-subsidised programmes available, of which about 29 were presented. The total enrolment in these programmes was 1 383 in 2016. The total income generated from these non-subsidised programmes amounted to approximately R16,2 million in 2016 compared to R14,2 million in 2015.

RESEARCH AND SCHOLARLY ACTIVITY

Preliminary numbers of subsidised publications in the Faculty for 2016 amounted to 61,51 units, comprising 54,35 journal article units, 5,66 book chapter units and 1,5 units derived from conference proceedings. This represents a 39,8% increase from 44,01 units in 2015.

SOCIAL RESPONSIVENESS

Initiatives relating to social responsiveness are driven primarily by the Faculty's departments. Social responsiveness projects are generally positioned in the three areas of transformation, educational outreach, and charity.

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Some important programmes are highlighted here.

- The two-part Equity Development Programme provides structured support for black students in the chartered accountancy stream through SAICA's Thuthuka Bursary Fund and through support for at-risk second- and third-year Bachelor of Accounting students, funded by FASSET (the Finance Seta).
- The University Upliftment Project is the vehicle through which the Department of Accountancy provides academic leadership support to the universities of Limpopo and Venda.
- BCom extended degree programmes, supported by earmarked foundation funding from DHET, aim at widening access to higher education by providing alternative admission and strong foundational academic development for almost 400 students.
- CSI-specific Student Mentorship is an initiative in the Department of Accountancy, aimed at exposing students to Corporate Social Investment (CSI).

Projects relating to educational outreach largely included support for school learners and educators. They included the following key programmes.

- The Khula Weekend School (with De Beers Consolidated Mines Ltd) is aimed at secondary school learners in the areas of commerce and science.
- The UJ Educator Empowerment Initiative, a project undertaken by the Department of Accountancy, aims to empower Economic and Management Sciences educators to provide informed and effective teaching in the classroom.
- The Klijptown Youth Programme Tutor Project is undertaken by the Department of Accountancy, and

involves UJ students in tutoring learners in Grades 11 and 12.

- The Financial Planning Clinic is a project undertaken by the Department of Finance and Investment Management aimed at providing financial planning to individuals who may not normally have access to such services.

INTERNATIONALISATION

The four core dimensions of the Faculty's international profile are academic programmes, international affiliations (programmes and research), students, and staff. With regard to academic programmes, many of the qualifications offered by the Faculty are accredited or recognised by international professional bodies and councils such as the Chartered Institute of Management Accountants (CIMA), the Financial Planning Institute (FPI) of Southern Africa, the Chartered Financial Analyst (CFA) Institute, the Association of Accounting Technicians (AAT), the International Economic Development Council (IEDC), the Chartered Institute for Securities and Investments (CISI), and the Association of Chartered Certified Accountants (ACCA). Although SAICA is a national professional body, it has an international aspect by virtue of its reciprocity agreements with several foreign professional accounting bodies, which allow South African chartered accountants to work in various other countries.

In terms of international affiliations, the Faculty has collaboration agreements in respect of research and academic programmes with the Centre for Operations Research and Econometrics (CORE) in Belgium, the South Western University of Finance and Economics (SWUFE) in China, the African Institute for Economic Development and

Total enrolment increased by **4,06%** from **10 625** in 2015 to **11 056** in 2016.

Total income generated from non-subsidised programmes amounted to approximately **R16,2 million** in 2016 compared to **R14,2 million** in 2015.

Subsidised publications in the Faculty for 2016 amounted to **61,51 units**. This represents a 39,8% increase from 44,01 units in 2015.

Planning (IDEP), the Association of Corporate Treasurers of Southern Africa (ACTSA), and the University of Ohio in the US. The Executive Dean, Professor Amanda Dempsey, is a committee member of the Consultative Advisory Group (CAG) of the International Accounting Education Standards Board (IAESB) of the International Federation of Accountants (IFAC).

Over and above formal international relations, the activities of the Faculty's two research centres, the Centre for Competition Regulation and Economic Development (CCRED) and the South African Accounting History Centre (SAAHC), have increased the Faculty's footprint in Africa. Enrolment of international students in the FEFS was 5,8% of total enrolment in 2016, compared to 5,3% in 2015.

Staff members remain active in terms of presentations at international conferences and research collaborations with international partners, and these interactions help to raise the Faculty's global visibility. Furthermore, international academic staff accounted for 11,9% of the Faculty's total permanent and contract staff (21 out of 177), up from 10,2% in 2015 (17 out of 167). The proportion

of such staff five years ago (in 2012) was around 6,7%. The recent appointments of high profile world-renowned academics as distinguished visiting professors have also helped to raise the Faculty's international profile.

CONCLUSION AND WAY FORWARD

Deliberations relating to the realignment and restructuring of FEFS and the Faculty of Management (FOM), together with the establishment of a business school, dominated strategic discussions in 2016. The notion of turning the FOM into a business school, named the Johannesburg Business School, emerged as a recommendation from the international review of this faculty. The proposed organisational structure accompanying the recommendation called for a realignment of the existing structure of the two commerce faculties. Following various iterations, a model for a new faculty was developed by both faculties, and approved by the University Council in 2016. The merged entity would be called the College of Business and Economics (CBE) consisting of six schools. It was decided that the implementation date for the CBE would be 1 July 2017.



FACULTY OF EDUCATION

Strategic direction discussions in 2016 related mainly to preparing for the review of the Faculty of Education (FE) from 12 to 16 September. Given that the central focus of the review related to the University's anchor strategic goal of Global Excellence and Stature, its purpose was to seek considered reflections from a panel of internationally acclaimed academics on the extent of the Faculty's success in achieving global excellence, and for the panel to make recommendations on how to amplify the Faculty's stature.

Commendations from the panel were that:

- Academic staff exhibit a Faculty-wide ethic of caring for its students;
- The tutoring programme is effective;
- The excursion component of the initial teacher education (ITE) programmes more than achieves its intended goals of building enduring trust, social cohesion and community;
- The system of informal workshops to support master's and doctoral students is highly successful;
- The Soweto Campus (SWC) experience shows that it is possible to achieve a systemic integration of research, teacher education, school experiences and community engagement;
- The distinguished visiting professor programme seems to be fulfilling its intended purpose;
- Strong leadership of the Faculty enables research and systemic transformation, both within and outside UJ;
- High-quality research is conducted, published, and promoted and has had an impact nationally and internationally; and
- The Dean leads the Faculty in a way that exercises national leadership of teacher education and draws the FE into the national policy agenda.

RESEARCH

The Faculty's research, conducted in academic departments, the Centre for Education Research Practice (CEPR), the Centre for Education Rights and Transformation (CERT), and by NRF Chairs and the Chair in

the Scholarship of Teaching and Learning, aims ultimately to enrich and transform the practice of education.

The programme of activities in the broad area of education in childhood is a Faculty strength. The two NRF Chairs are both related to this area, though each has its distinct focus. Most of the Faculty's funded research projects are located in the CEPR and the Department of Childhood Education. These projects involve postgraduate students, postdoctoral research fellows and staff, and they are conducted generally with international collaboration (with, for example, the University of Helsinki and Harvard University). The Faculty is a leader in the country in research on primary school teacher education, and the 'teaching school' initiative at the SWC is a unique example of practice-based teacher education.

Science education and research in educational support for children and youth who struggle are other prominent research areas in the Faculty. Research in higher education as field of study is an emerging strength.

The Faculty's research output, comprising articles in accredited journals, research based books and conference proceedings, increased notably during the past few years, although there was a decrease from 100,11 units in 2015 to 90 units in 2016. The reduction is due to fewer conference papers published in conference proceedings.

The FE serves the education research community through two accredited research journals, *Education as Change* (linked to the CERT) and the *South African Journal of Childhood Education* (linked to the CEPR).

STUDENT PROFILE AND STUDENT SUCCESS

A total of 3 948 students were enrolled in 2016, of whom 3 217 were undergraduates (81%) and 731 were postgraduates (19%), showing a rise from the 2015 enrolments of 3 241 (82%) undergraduates and 713 (18%) postgraduates.

Enrolments for the master's degree increased slightly from 190 in 2015 to 193 in 2016, and doctoral degree numbers decreased from 127 in 2015 to 119 in 2016.

The course (module) faculty success rate remained stable at 88,29% in 2016.

COMMUNITY ENGAGEMENT

The Faculty defines community engagement in terms of initiatives through which the expertise of the Faculty (both staff and students) related to teaching, learning, and research is employed to address issues relevant to the community in a reciprocally beneficial partnership. Students are required to engage in service learning to develop a sense of social responsibility while simultaneously preparing to become educational practitioners able to support and nurture learning and development in diverse educational contexts.

In the BEd Senior and FET phase programme, service learning is infused in the third-year practicum, and students enact 45 hours of services through one-to-one learning mediation in which they tutor learners in their area of specialisation. Students reflect in writing on the development of the learners' content knowledge as well as on their own development. Subject methodology lecturers guide students' reflections through reflection models in the scholarly literature in the field of education. A total of 626 students completed this service-learning project and it was reported by some of the lecturers as a resounding success. As a result, the tutoring programme has been extended to the Post Graduate Certificate in Education Accounting and Physical Science modules.

Service learning forms an integral part of the PGCE programme and proceeds as follows. Using a social justice lens, students engage with the service-learning

literature before they embark on their own service-learning experience. The literature deals with themes such as agency and empowerment. Students complete a minimum of 46 hours of service learning in a community setting where a need has been identified. Students keep a journal in which they reflect on what they have experienced, as well as on what they have learnt through their service to the community.

In addition, service learning is infused into the Intermediate Phase (IP) and Foundation Phase (FP) teacher education programmes at the SWC. The service-learning activities are linked mainly to the Funda UJabule School. Two examples from the FP programme are the planning and execution of a sporting event aligned with students' understanding of young children's physical development, and a language and literacy festival. An example from the IP programme is the food gardening project, funded by the Oppenheimer Memorial Trust. In 2016, the first-year IP students constructed mini-greenhouses and worked with the Funda UJabule learners to grow vegetables.

At postgraduate level, the MEd Educational Psychology students are involved in service learning through the first-year excursion, at which they provide support to first-year undergraduates.

PUBLIC ENGAGEMENTS, BRANDING AND ALUMNI

Numerous public lectures, seminars and workshops were hosted by the Faculty's departments, centres and chairs. The Faculty also hosted a series of public engagements to stimulate public dialogue and high-level debates around various issues about the education system.

- Two Education Conversations were hosted in partnership with Kagiso Trust.



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- Seven "Teachers Upfront" conversations were held, co-hosted by the FE, Wits School of Education, Bridge Foundation, Sci-Bono Discovery Centre and *Mail & Guardian*.
- The Department of Childhood Education hosted an Africa Day celebration.
- The CEPR and its partners hosted a mini-conference focused on how a standardised interview test for numerical concept assessment of 4–8-year-olds is developed in four languages.

The Faculty newsletter, *Edubrief*, was published four times. Faculty staff regularly commented in the media – newspapers, radio and television – on education issues, and Faculty achievements were reported widely in newspapers and other forums. The FE also engaged with its alumni. Two alumni affinity groups were active, in the departments of Educational Psychology and Education Leadership and Management.

CONCLUSION AND WAY FORWARD

By and large, the Faculty had a successful 2016.

The Faculty review was an important milestone and an excerpt from the conclusion of the review report aptly summarises FE progress and the way forward:

The overall impression of the panel was that the FE is making excellent progress towards meeting its goal of global excellence while it continues to serve its students well and contributes to the quality of educational research, teacher preparation, and school-based practices in South Africa. But to fully achieve global excellence, the FE must strive to make what is very good even better. In summary, the FE should celebrate and build on the panel's

commendations and, simultaneously, mount a serious campaign to address the panel's recommendations.

All the panel's recommendations were found to be useful and will serve to guide the Faculty's way forward. It is also pleasing to note that most of these recommendations reflected aspects of FE work that the Faculty had already identified in its own self-assessment report. Furthermore, in some cases, even before the review took place, plans for improvement had already been initiated.



The course (module) faculty success rate remained stable at **88,29%** in 2016.

FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT

In 2016, the Faculty of Engineering and the Built Environment (FEBE) developed its strategic and ambitious vision by using as leverage the stability that it had gained over the past years. In this way, it has actively contributed towards bringing the University's mission to life.

From this diversely rich historical and comprehensive context, the Faculty has pioneered its way to the forefront not only of engineering education in South Africa, but also of the higher education sector. From strategic international collaborations to online and distance learning programmes, FEBE has spurred itself into the future, gaining insight and fortitude with each endeavour. As the first higher education institution in the country to offer the new Bachelor of Engineering Technology (BEngTech) programmes, the Faculty solidified its role in 2016 as a leader among its peers.

Operationally, at the heart of the Faculty, twelve distinct academic departments support these academic pursuits, together with eight research centres and two technology stations. In 2016, FEBE successfully led the bid to host the Institute for Intelligent Systems (IIS). New research centres include Sustainable Materials and Manufacturing, and the Centre of Applied Research and Innovation in the Built Environment (CARINBE). In adopting the school structure, FEBE has organised the departments into five schools, based on the compatibility of their core discipline areas. This form of organisation allows for a cohesive Faculty to operate across the three campuses.

The 2016 Faculty student headcount was 9 605 students.

QUALITY MANAGEMENT

Key to FEBE's success remains its focus on quality. To address issues of quality actively and continuously within its programmes, teaching and learning strategies and daily operations, FEBE works within a number of quality driven governance structures.

STRATEGIC HIGHLIGHTS

Excellence in Research and Innovation

The growth of the postgraduate student profile of the Faculty has enhanced its quest for knowledge production. It served as a home to 934 master's and doctoral students (according to unaudited HEMIS data, 31 Dec 2016), and to 38 postdoctoral fellows during 2016.

The Faculty has also promoted a culture of innovation and entrepreneurship by providing a stimulating and supportive environment, especially in its two technology stations, for problem-solving research projects. Innovative achievements included those of the Metal Casting Technology Station, which in 2016 secured a number of projects with key stakeholders, among which were the Department of Science and Technology and the National Foundry Technology Network. Fruitful projects, exhibited at the 2016 Manufacturing Indaba, included the successful

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development of a high-end speaker. This project in Applied Engineering, Design and Development has since been exported to countries including Norway, Denmark and Italy.

In addition to its two technology stations, FEBE houses nine active research centres/institutes: the Hypervision Research Group, the Centre for Telecommunications (CfT), the Mineral Processing and Technology Research Centre, the Composite Materials Research Group, the Photonics Research Group and the Centre for Sustainable Energy Technology and Research (SeTAR), the Centre of Applied Research and Innovation in the Built Environment (CARINBE), Sustainable Materials and Manufacturing and the Institute for Intelligent Systems (IIS).

In view of the Global Excellence and Stature (GES) catalytic initiatives, the Council funding to the CfT was discontinued and the CfT was incorporated into the IIS. The CARINBE was also constituted within the School of Civil Engineering and the Built Environment, with the intention for it to become an internationally recognised think tank, established to provide the built environment with credible information supported by robust scientific research.

International Profile for Global Excellence and Stature

To increase and grow its International Profile for GES, FEBE has actively pursued several endeavours that include a focused drive towards the recruitment of international students and staff, study abroad programmes (inbound and outbound), and strategic institutional partnerships. Recruitment strategies sought to target international academics of stature as well as postdoctoral and other fellows. For students, structured inbound study abroad

programmes proved a significant feature of our offerings. More than 90% of the Faculty's postdoctoral research fellows are from the international community, and FEBE has the largest number of international academics and students in the University. Elevating its international profile further, the Faculty enrolled 933 international students in 2016. The international intake comprised 13 occasional enrolments, 678 undergraduate enrolments, 137 master's enrolments and 105 doctoral candidates.

RESEARCH FOOTPRINT AND IMPACT

The Faculty has steadily improved its research output profile. It has noted the limitation of conference publications, specifically in relation to citations and impact, and is now employing strategies to promote journal and high-quality book publications. We have recently seen increased engagement in pedagogic research and we anticipate output growth in this area in forthcoming years. FEBE encourages and supports visiting fellows from a range of disciplines and countries, including Brazil, China, Europe, India and several African countries. In addition, academic collaborations with BRICS institutions are strongly encouraged, as is evidenced within a number of postgraduate programme developments.

The drive towards research excellence is reflected in the Faculty's robust research activities. During 2016, FEBE achieved a total of 342 units for the 2016 year (according to unaudited RIMS data, 7 February 2017). Provisional data in early 2017 indicate that FEBE's research output rose from 2015 to 2016 by approximately 122,57 units, and that its internationally listed articles stood at 82,5%. Furthermore, over the past five years, the field-weighted index of FEBE's published papers relating to the discipline of engineering now exceeds 1,5 (Elsevier-SciVal, December 2016). This

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implies that published work is being cited 50% more often than the global average relating to this discipline.

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT AND REPUTATION MANAGEMENT

The Faculty has been active in its marketing, including over 3 000 reaches through social media, and strategic use of the TechnoLab with workshops held on a monthly basis.

In 2016, TechnoLab continued its outreach via several exciting projects. These included the Robot Science Project, which gave learners the opportunity to participate in building a robot. The programme ended with the AfrikaBOT 2016 competition, known as 'the world's most affordable robotics competition' (untested tag-line). This project allowed learners from disadvantaged communities to experience inspiring practical experiential learning, normally the preserve of privileged teenagers from wealthier communities, by building a robot and programming it to solve a maze – a pre-engineering challenge.

The Science Bridge at UJ TechnoLab project helped learners to upgrade their marks with an intensive post-matric year of training in mathematics and science at the UJ Kingsway Campus. This 'second chance' programme ends with the IEB matric exam re-write. The exhilarating CO2 Dragsters Challenge gave high school learners the opportunity to build a small rocket-type car powered by a small carbon dioxide canister, and to race their dragster against dragsters made by their classmates to see who had produced the most aerodynamic prototype. The Shell Eco-marathon gave engineering undergraduates and high school teams the opportunity to build an energy-efficient

vehicle that can carry one person, where the winning entry was the car that travelled the greatest distance on one unit of energy.

The First Avenue Institute (FAI) Girls' Winter Camp sought to address the challenge of the shortage of young black women in engineering. An action-packed week-long intensive live-in experience was arranged, which exposed participants to career opportunities in the field of engineering. This annual winter camp forms part of a year-long experience whereby teenage girls get involved in pre-engineering activities, build the AfroDuinoBOT robot and then participate in the AfrikaBOT competition.

The UJ TechnoLab Holiday Clubs also offered pre-teens and teenagers the chance to engage in a range of pre-engineering activities, including building structures with LEGO and Fisher Technic, basic electronics, basic robotics and engineering concepts. Participants were encouraged to consider starting Engineering Clubs and Robotics Clubs on their return to school.

Efforts such as these, and similar projects in other FEBE departments, have not only successfully reached out to communities and created awareness through the participants, but have actively sought to address some of the challenges facing the Faculty and the broader engineering sector. Project participation has helped to manage and convey the work of the Faculty to a large and growing pool of stakeholders. In this way, FEBI's reputation, professionalism and innovation have been effectively marketed and its reputation raised.

As part of the Engenius Outreach Programme, the Department of Mechanical Engineering Science paid a visit to three primary schools in the Mathibestad region (Lepono, Mathibestad and Senteng Primary Schools), which attracted 200 pupils. The visit raised learner

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FEBE's research output rose from 2015 to 2016 by approximately **122,57** units, and its internationally listed articles stood at **82,5%**.

awareness regarding recycling, a sustainable environment, and career prospects in engineering, and focused on the importance of mathematics and natural sciences in the field of engineering. The role of Engineering Council South Africa in the engineering field was also communicated to the learners. Engineering project activities included the construction of an engineering structure and the assembly of a car, which formed part of an interactive competition for learner groups.

In addition, the School of Mining, Metallurgy and Chemical Engineering focused on outreach to attract learners from rural schools to the discipline of engineering. Books and other learning materials, including portable laboratory equipment, were distributed to schools in the Mangweni region.

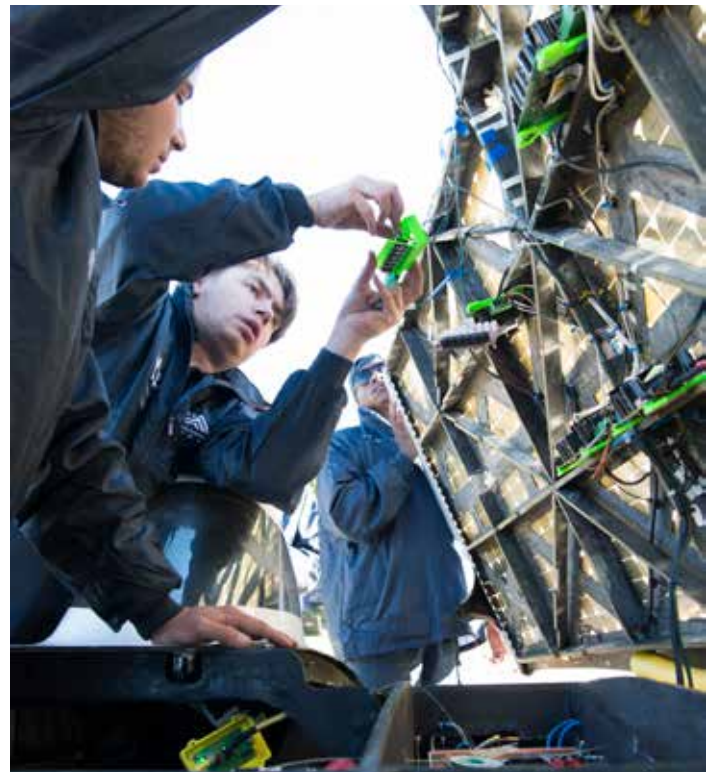
Community-led projects pertaining to seeds-to-oil conversion were also conducted in Muela Village, with a view to expand to Tzaneen in March 2017. Projects around agricultural waste conversion into energy took place in Nelspruit, Mpumalanga, and in Tzaneen, Limpopo.

CONCLUSION AND WAY FORWARD

Given the Faculty's substantial undertakings in 2016, it has had the opportunity to scrutinise both its processes and programme offerings. It is from this platform that the Faculty is spurred on into 2017, carrying with it an enriched, focused and improved outlook towards its future.

Short-term interventions to improve the diversity of the faculty-at-large will continue to contribute towards FEBE's quest for Fitness for Global Excellence and Stature. Medium-term initiatives contributing towards its International Profile for Global Excellence and Stature include an even greater focus on improving the regional student profile of the Faculty and enhancing its staff profile by increasing the number of visiting professors that it appoints. Longer-term initiatives centre on strengthening relationships between FEBE and key partners.

With FEBE's successful pioneering pursuits shown by its range of ground-breaking firsts, the Faculty has no doubt that it can and will raise the bar even higher in the years to follow. Envisaged for its future is an even more focused alignment to the strategic objectives of the University, drawing on the experiences of the successes and learning curves of 2016.



FACULTY OF HEALTH SCIENCES

The Faculty of Health Sciences has had a successful 2016, aligning itself with the University's overarching vision of "an international University of choice, anchored in Africa, dynamically shaping the future".

EXCELLENCE IN RESEARCH AND INNOVATION

The Faculty made strides in upholding excellence in research and innovation by attracting outstanding students, engaging with outstanding academics, including eminent visiting professors, and accessing external funding. In addition, it appointed the Vice-Dean: Research and Innovation.

The research target set for the Faculty as a whole in 2016 was 70 accredited units. It submitted 75 units for auditing purposes, with 69 units related to journal articles and the remaining units comprising books, chapters and conference proceedings. This represents a rise of 15,5% from the final audited figure of 64,91 units for 2015.

The Laser Research Centre (LRC) exceeded its target for research excellence and innovation. It hosted 16 postgraduate students and five international postdoctoral fellows, and it contributed 14,89 units to the Faculty's research output.

The Water and Health Research Centre (WHRC) had one patent registered in South Africa and another four designs registered for products. During 2016, it submitted two trademark registrations, which are currently awaiting approval. In addition, the WHRC focused on developing, testing and implementing cost-effective methods to analyse samples for the presence of various bacterial pathogens. Access to fast molecular analysis of these samples through international collaboration has assisted the process, and the Faculty looks forward to strengthening ties further with the Ruhr University (Bochum, Germany) and the University of Rhode Island (US).

In terms of attracting eminent visiting professors, the Department of Sport and Movement Studies re-

appointed five visiting professors, and appointed an additional three visiting professors and three research associates. Collectively, the Departments of Biomedical Technology, EMC, and Nursing, and the WHRC, LRC and Environmental Health appointed eight visiting professors and three research fellows, all of whom contributed to the Faculty's research output. The eight rated researchers in the A, B, C and Y categories continued to contribute significantly to the Faculty's research output.

The Department of Nursing has identified Caring, a much-needed field of research in the nursing profession, and the Department of Human Anatomy and Physiology has identified Physiology as future niche areas. The continued establishment of new niche or focused research areas has raised the levels of research capacity and output.

INTERNATIONAL PROFILE FOR GLOBAL EXCELLENCE AND STATURE

To enhance its international profile for global excellence and stature, the Faculty embarked on various strategies:

- Making structured inbound study abroad programmes a significant feature of its offerings, increasing the number of international students participating in these programmes, and partnering with international institutions offering relevant structured study abroad programmes for outbound students;
- Appointing international visiting professors of stature as well as research and postdoctoral fellows;
- Encouraging departmental staff to visit universities abroad that can add value to their specific strategic objectives;
- Increasing the number and stature of its partnerships with other universities.

The drive internationally is to generate multidisciplinary research and collaboration with other universities. The Faculty continued to participate in several national and international projects, including ongoing collaboration by its Department of Emergency Medical Care (EMC) with Western Sydney University on a study on student

burnout, and on a project on success and harms in pre-hospital Rapid Sequence Intubation (meta-analysis) with colleagues at Monash University and at the University of Pittsburgh. Links through a combined venture among the University of KwaZulu-Natal, the State University New York and the UJ Optometry Department have allowed postgraduate continuing education opportunities with possible research initiatives to be developed. In addition, an agreement with the Glasgow Caledonian University has been consolidated.

Staff from Sport and Movement Studies continued their studies at the German Sport University towards an MA in Olympic Studies. This initiative is linked to the development of the Olympic Study Centre and the MOA signed between UJ and German Sport University of Cologne, Germany. The EMC's head of department visited Birmingham University and Glasgow Caledonian University in the UK concerning international collaboration. A Faculty delegation visited Birmingham University, UK, and Lund University, Sweden, both of which are members of Universitas 21 (U21). The Faculty also hosted a delegation from Lund University, which included their Dean of Medicine.

STUDENTS AND STAFF

The Faculty registered 3 903 students including international students, which represents a small over-enrolment relative to 2015. The undergraduates numbered 2 896 (2 708 in 2015) and postgraduates numbered 1 007 (986 in 2015). The Faculty's registrations for master's qualifications rose from 231 in 2015 to 235 in 2016, while doctoral registrations rose from 52 in 2015 to 61 in 2016.

The Faculty had two academic staff resignations, two retirements and two academic support staff members' resignations. Four academic staff members were promoted, two to associate professor and two to senior lecturer.

Staff equity targets set by the University have been met. The proportion of academic staff from designated groups was 49% (47% in 2015), and the proportion of designated staff in the academic support component was 71%.

To address the national call to promote designated candidates, 10 female and 5 male designated academic staff members are participating in the Accelerated Academic Mentorship Programme (AAMP) of the University. Another 13 colleagues are also participating in AAMP, including two international appointments.

FITNESS FOR PURPOSE

Fitness for all the work it does requires the Faculty, amongst other things, to be financially stable, generate external income, increase third-stream income, ensure the Faculty is representative of the South African population to retain and attract well-qualified staff, be conscious of the environment and manage and mitigate risks as applicable.

In terms of external funding, the Faculty reported a substantial increase over 2015, but more short learning programmes would need to be offered if this income is to increase further.

The Faculty subscribes to a risk-free and sustainable environment. A risk register serves on the agendas of the Faculty Board, Faculty Management, departmental and support structures committee meetings and is regularly reviewed, updated and assessed. The risk register, specifically for the Heath Training Centre, is reviewed as legislation changes and health protocols are updated. Contributions to minimise our carbon footprint are ongoing, with specific focus on energy saving, recycling and waste management. The strategically placed recycling bins in the Faculty have raised staff awareness.

Overall enrolments stood at **3903** in 2016

The Faculty's registrations for master's qualifications rose from **231** in 2015 to **235** in 2016, while doctoral registrations rose from **52** in 2015 to **61** in 2016

Further work has been done on the strategic initiative of establishing an on-campus rescue simulation facility. This exciting project, when completed, will further profile and position UJ's EMC Department as a regional and global centre of excellence. On the medical side, an additional investment in excess of R3 million has been made to expand the clinical simulation facility to accommodate an additional high-fidelity venue. This venue will become operational from July 2017.

CONCLUSION

To achieve the recommendations from the Faculty review in alignment with the Faculty strategic plan, the following activities took place.

- A focused marketing strategy was implemented to increase postgraduate registrations both nationally and internationally.
- Staff registrations for doctoral qualifications were contracted with HoDs during the performance management process and in alignment with the University Doctoral Staff Qualifications Project. The proportion of staff members with doctoral degrees has risen by 7% since 2015.
- Staff were encouraged to attend publication writing workshops and to report their respective Google Scholar H-index and Scopus H-index as a means of monitoring citations, while HoDs are contracted for accredited output related to their domain and discipline.
- The Medical Research Council (MRC) offices were completed, and MRC staff assisted the Environmental Health postgraduate students with their research projects.
- Following support by the MEC for Health and the Premier of Gauteng, a joint task team, together with the Gauteng Department of Health and external advisors, developed a position paper on the establishment of a Medical School, for presentation to the relevant committees during January 2017.

The Faculty will continue to enhance the expectations of the University, meet the strategic imperatives identified by the Faculty and address the challenges it encounters in 2017.



FACULTY OF HUMANITIES

2016 was a strong year for the Faculty of Humanities. In terms of key indicators, we performed strongly overall, and the 2016 research output promises to be our strongest ever, exceeding 2015.

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

DECOLONISATION

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

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

Some of the 2016 highlights in the decolonisation of teaching and learning are as follows.

- All departments have reviewed their curricula in light of the decolonisation agenda. Changes not requiring approval are being implemented. Changes requiring approval will be submitted during the course of 2017.
- History 1A/B was revised as a 'deep history' course teaching South African history in the context of African and World history. History 2A/B courses were also revised to deepen their engagement with the longer history of Africa and southern Africa in particular.

Pass rates remained at a stable high of just over **85%**. The number of graduates has risen slightly to **1 482** (from **1 475** in 2015)

- The School of Languages began developing cultural studies and creative writing courses, and reorganised its departmental structure to facilitate greater interdisciplinary collaboration.
- The Department of Philosophy instigated a module devoted to African Philosophy as a standalone topic at second year, and introduced African philosophy to all other undergraduate modules (where not already included).
- The Department of Psychology developed lectures on African Psychology and on Psychology and Social Justice at 1A/B for implementation from 2017, and further changes to 2A/B and 3A/B throughout 2017-2019 as a pipeline process.

Some of the 2016 decolonisation highlights in research were.

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

RESEARCH

In the rating scheme of the NRF, Humanities continues to shine. The Faculty has one A- rated researcher (17% of the UJ total), nine B-rated researchers (24% of the UJ total), and 18 C-rated researchers (18% of the UJ total).

In the young researcher scheme (awarded within five years of PhD), Humanities has one P-rating (100% of the University total) and three Y-ratings (9% of University total). The Faculty also gained a third SARChI Chair, held

by Professor Leila Patel and housed in the Centre for Social Development in Africa.

The Faculty has 178 academics, of whom 32 (18%) are rated, a number that could grow further. We are actively working on this aspect of our work, especially through mentorship initiatives.

Centres

The Faculty established or revived five Centres:

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

These join the following existing Centres:

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

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

Institutes

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

TEACHING AND LEARNING

Enrolment

The Faculty overshot its enrolment target, reaching 106% overall. This arose from the continuing registration of postgraduate students during the year, and from an erroneous focus on meeting enrolment targets during registration week. In future years, we must (i) be accurate

in our forecasting of postgraduate enrolments, and (ii) hold our nerve during registration week, aiming to under-enrol that week to the exact extent that we expect late registrations and both undergraduate and postgraduate levels. However, this is not a Faculty-specific issue.

Pass rates, graduations, dropouts

Student pass rates remained at a stable high, in line with last year (just over 85%). The number of graduates has risen slightly to 1 482 (from 1 475 in 2015). At honours level it rose to 286 (251 in 2015), and at doctoral level it also rose to 19 (from 14 in 2015). The number at master's level remained unchanged at 41.

Data on our international publications are still indicative only, but suggest that over 80% of our journal publications were in international journals.

Postgraduate throughput

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

INTERNATIONALISATION

Internationalisation is multi-faceted, involving the hiring of international staff, the intake of international students, the placement of students and staff on exchange schemes and similar activities internationally, international research collaboration, high-level partnerships with international universities, and an intangible but nonetheless real orientation towards the world beyond the borders of South Africa. The Faculty of Humanities has made progress in all of these during 2016.

Six (30%) out of our 20 new academic appointments in 2016 were international. This is significantly higher than the current international proportion of academic staff

(24 out of 178 or 13%), meaning that the proportion of international staff is growing.

Humanities scholars were involved in the following UJ internationalisation initiatives with partner universities:

- Visiting African Leadership Centre, King's College, London
- Hosting Swedish Delegation of Vice-Chancellors
- Hosting University of Botswana visit
- Hosting Dr Godwin Murunga (Head of the African Leadership Centre in Nairobi, Kenya)
- Hosting BLCU and Confucius Institute Headquarters (from Hanban)
- Visiting People's Friendship University, Russia

The Faculty has one internationally accredited programme, Corporate Communication International, as well as one pending international accredited honours degree in Sociology, Industrial Sociology and Urban Studies.

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT AND REPUTATIONAL MANAGEMENT

The Faculty's 2016 projects included youth development programmes, pro bono family therapy, social work first-year internship programmes and involvement with organisations including World Vision.

The flagship project "Izindaba Zokudla" did very well and created positive public relations for the Faculty. In partnership with Slow Foods International, a conference entitled "Growing and Producing Food in Soweto and Johannesburg" was hosted. This is now also the first multidisciplinary and cross-faculty project run by the University of Johannesburg, involving departments from the Faculty of Art, Design and Architecture and the Faculty of Management.



FACULTY OF LAW

STUDENT PROFILE

A total of 1 775 students were registered in 2016 for the Faculty's undergraduate and postgraduate programmes.

A total of 33,5% of the first-time entering law students were from quintile 5 schools, and 26,2% were from quintiles 1 and 2 schools.

Teaching in the Faculty is split between teaching in the traditional law modules to law students and teaching in service modules offered to non-law students registered for diploma and degree programmes in other faculties. During 2016, the module registration in the traditional undergraduate law modules amounted to 9 115, and to 6 994 in the undergraduate service modules. In addition, the registration for modules in the master's programmes in law by coursework, excluding minor dissertation modules, was 373.

DEGREES CONFERRED

Altogether 311 undergraduate and 66 postgraduate degrees were conferred in 2016.

RESEARCH FOOTPRINT AND IMPACT

In 2016, the Faculty decided to change the format of its research seminar programme by replacing the fortnightly seminars, at which only one paper per seminar was presented, with research workshops. In August 2016, the first research indaba was held. The Dean's Committee grouped academic colleagues (based on research areas of expertise and/or interest) in pairs of two for the purposes of preparing the paper. In most instances, a junior colleague was paired with a senior colleague. Where the senior colleague had acted only as mentor, the paper was published only by the junior colleague; in other cases, they prepared the paper as co-authors. The participants had almost three months to prepare a draft, which was circulated to all other Faculty members two weeks before the workshop. The authors then incorporated the feedback

received at the workshop. Twelve papers were presented at the workshop. By the end of December 2016, four were still in the process of being prepared for publication. Seven had been submitted for publication of which six were still being considered by the journals involved and one would be published in May 2017.

RESEARCH STRUCTURES

The Faculty has four active research centres, namely the Centre for Banking Law (CBL), the Centre for International and Comparative Labour and Social Security Law (CICLASS), the Centre for Private International Law in Emerging Economies, and the South Africa Institute for Advanced Constitutional, Public, Human Rights and International Law (SAIFAC). These research centres produce publications, arrange seminars and submit reports to national and international bodies.

Centre for Banking Law

The annual meeting of the Banking Commission of the International Chamber of Commerce (ICC) was held in South Africa for the first time at the Sandton International Convention Centre in the first week of April 2016. This event is attended by leading bankers and banking lawyers from all over the world. There were more than 400 delegates. Professor Charl Hugo was sponsored by the South African branch of the ICC to attend.

The Centre for Banking Law (CBL), in conjunction with the Johannesburg Chamber of Commerce (JCI), held a two-day international conference in the second week of April 2016. Day one of the conference was held at the Council Chambers of the University of Johannesburg (UJ) and day two took place at the offices of the JCI. The conference dealt with two topics of major importance in the ICC, namely: Demand Guarantees and Standby Letters of Credit (day one), and International Commercial Crime (day two). The speakers were from the United States of America, Ireland, China, Singapore and several from South Africa (including Professors Charl Hugo and Dawie de Villiers of UJ). The conference was attended by some

50 delegates and generated a profit of approximately R40 000, which was split between the CBL and the JCI.

The traditional flagship event of the CBL, namely the Annual Banking Law Update (ABLU), took place on 19 October 2016. It was held at the world-class conference venue of Webber Wentzel in Sandton (which was provided to the Faculty free of charge). As always, the papers were made available in printed form to delegates on registration. However, for the first time, the papers were also published (with Professor Hugo as editor) by Juta & Co in book format. The conference was attended by some 120 bankers and banking lawyers. The foreign speakers who joined the impressive South African contingent were from Spain, Kenya and Zimbabwe.

Professor Hugo was appointed as a member of the Banking Commission of the ICC having been so nominated by the South African Branch.

Centre for International and Comparative Labour and Social Security Law (CICLASS)

In 2016, the Centre for International and Comparative Labour and Social Security Law (CICLASS) celebrated its 22nd year of existence. CICLASS has maintained a number of collaborative relationships with colleagues and institutions locally (e.g. Southern Africa Trust and the International Labour Organisation (South Africa Office)) and overseas (e.g. Max Planck Institute for Social Law and Policy (Munich, Germany)). In addition, CICLASS regularly participates in the activities of the Southern African Social Protection Experts Network (SASPEN) and is represented on SASPEN's Steering Committee. Dr Mathias Nyenti, former National Research Foundation (NRF) Scarce Skills Postdoctoral Fellow at CICLASS, was appointed as a Senior Lecturer at the Department of Mercantile Law with

effect from 1 January 2016. He remains an active Research Associate of CICLASS. The Director of CICLASS, Professor Letlhokwa George Mpedi, and Dr Nyenti applied for NRF re-rating and rating, respectively, in 2016. They were successful; the Director received a B3-rating and Dr Nyenti was awarded a C3-rating with effect from 1 January 2017. CICLASS staff published one peer-reviewed book, two subsidy bearing articles and one book chapter in 2016. In addition, they presented papers at several local and international conferences.

Centre for Private International Law in Emerging Countries

A highlight in the history of the Centre for Private International Law in Emerging Countries (the Centre) was the conferral of the Doctor Juris degree by the University of Leiden on Dr Eesa Allie Fredericks, Deputy Director, and the launch of his book, *Contractual Capacity in Private International Law*, on 30 September 2016.

The Centre has also been very productive in the publication of chapters, papers and articles. The manifold publications of Professor Michael Martinek, Distinguished Visiting Professor, must in particular be mentioned. The list of publications includes five chapters in a book based on a joint UJ/University of Augsburg conference in Germany, as well as a contribution to the *Festschrift* for Professor Michael Joachim Bonell, the central figure in international commercial law today. Two articles by the Director, Professor Jan Neels, were referred to in a recent decision of the Supreme Court of Appeal, restating the doctrine of abuse of rights in private law.

The Centre provided, on invitation, a report to the Department of International Relations and Cooperation on cooperation in the area of the recognition and



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enforcement of foreign judgments. An exciting new project with the University of Lucerne, for the purposes of a publication on the global impact of The Hague Principles on Choice of Law in International Commercial Contracts (2015), is currently being discussed. Other possible future projects involve the reform of Cuban company law and collaboration with the African Commercial Law Foundation in London on African commercial law systems.

On 12 August 2016, the Secretary General of UNIDROIT (the International Institute for the Unification of Private Law) in Rome, Italy, His Excellency Mr José Angelo Estrella Faria, delivered a public lecture at UJ on the influence of the United Nations Convention on Contracts for the International Sale of Goods (CISG) and the UNIDROIT Principles of International Commercial Contracts (UPICC) on various national legal systems.

South African Institute for Advanced Constitutional, Public, Human Rights and International Law (SAIFAC)

In the past year, SAIFAC has continued to build its profile both nationally and internationally in the fields of constitutional, public, human rights and international law (its fields of focus). SAIFAC's achievements in the past year are best understood in relation to the key strategic goals that SAIFAC aims to achieve.

Producing high quality research is a key part of SAIFAC's mission. It is important to recognise that SAIFAC has succeeded in producing a large corpus of research with only a small number of staff, most of whom are junior academics, still making their way in the field. In the past year, SAIFAC has produced 14 publications of which 12 were Department of Higher Education and Training (DHET) accredited and over half in internationally accredited journals. Of these, its Director, Professor David Bilchitz,

produced seven articles (of which 4,5 attracted DHET subsidy), with the rest of the articles being produced by junior academics who have been extremely productive.

One major feature of SAIFAC's accomplishments in the last year was the release of a commissioned report on the 'Performance of the South African Constitution'. This was a major piece of work and includes an attempt to apply a novel methodology to measuring such performance across key aspects of the Constitution.

A noteworthy highlight of 2016 was the conference organised in respect of the 20th year anniversary of the South African Constitution. The conference saw the launch of the SAIFAC report on the performance of the Constitution.

Given the importance of the question currently in South Africa, SAIFAC also organised a conference on the relationship between corruption and human rights. Its keynote speaker was Professor Raj Kumar, Vice-Chancellor of the Jindal Global University and the author of a leading book on the topic.

SAIFAC also runs weekly seminars during the university term with a range of excellent speakers engaging with cutting edge topics. A highlight in this regard was the hosting of a book launch of Professor Brian Ray's new book published by Cambridge University Press, *Engaging Social Rights*. Justice Richard Goldstone opened the event.

SAIFAC's work has made appreciable changes in the law relating to performing animals, pursuant to a parliamentary submission. In addition, SAIFAC was also involved in garnering support for changes to Home Affairs' unfair discrimination practice of automatically changing women's names upon marriage to their husband's names.

311 undergraduate and **66** postgraduate degrees were conferred in 2016.

SAIFAC's involvement resulted in Home Affairs changing their aforesaid policy.

SAIFAC's Director was invited to the United Nations Intergovernmental Working Group on Business and Human Rights to make submissions on the possible content of a future treaty. On reflection, SAIFAC has had an extremely productive year in 2016, with new partnerships being forged and excellent research being produced

Law Clinic

The UJ Law Clinic continued to operate at three offices, namely the Soweto Campus Law Clinic (with two attorneys), the Doornfontein Campus Law Clinic (with one attorney) and the Auckland Park Kingsway Campus Law Clinic (with two attorneys). A record number of 276 final-year LLB students were initially registered for the module Applied Legal Studies of which the Law Clinic forms part, and, of these, 267 students performed clinical work in the Law Clinic, combining both community engagement and service learning in the process. The UJ Law Clinic trains students with live clients and real cases.

A total of 1 212 consultations with members of the community with low or no income were conducted by final-year law students. The value of the free legal services rendered by the students, when considered against a low to average bill-out rate amounting to R1 000 per hour in any private attorneys' practice, amounts to R18,69 million.

Another notable project was started by the attorneys at the APK Law Clinic, which involved the development of an administrative system in cooperation with the Department of Home Affairs and all other role players to deal with the large number of 'fraudulent marriages' in and around Johannesburg.

THE WAY AHEAD

The Faculty had a productive year in 2016. To ensure its further success the Faculty will continue in 2017 to support the development of its junior members of staff through a variety of interventions, which include a structured mentorship programme, research and postgraduate supervisory capacity development programmes and teaching relief to complete doctoral studies.



FACULTY OF MANAGEMENT

The roller coaster year of 2016 left South Africa at a crucial juncture as to how best to build on national strengths on the one hand, and on the other, how to manoeuvre out of a low-growth phase into to a growing, deracialised economy.

Developments in the South African context overall have driven the redesign of UJ management education since 2014. July 2017 will see the inception of the new UJ College of Business and Economics (CBE), merging the Faculty of Management and the Faculty of Economic and Financial Sciences. Located in Johannesburg, the College is strategically positioned to be at the centre of new business growth and regeneration in Africa. It will offer a range of exciting programmes and forge a Pan-African and international footprint. It will include six schools:

- Johannesburg Business School (JBS), including the Departments of Business Management, Finance, Transport and Supply Chain Management, and Industrial Psychology and People Management;
- School of Accounting;
- School of Consumer Intelligence and Information Systems, including the Departments of Applied Information Systems, Information Knowledge Management, and Marketing Management;
- School of Economics;
- School of Public Management, Governance and Public Policy, including the Department of Public Management and Governance and the School of Leadership;
- School of Tourism and Hospitality.

HIGHLIGHTS FROM 2016 INCLUDE THE FOLLOWING:

- Faculty investment in global and continental partnerships increased by 9% to R15,5 million and yielded 348 books, chapters, conference proceedings and journal articles, representing 15% of UJ's total research output.
- Most gratifying was the 19% shift in research quality over the past two years, with 58% of research output listed in ISI, IBSS, Nordic List, SciELO and Scopus accredited journals.
- We hosted 6 distinguished visiting professors, 15 visiting professors, 40 senior research associates and 20 research associates in 2016.

In response to the #FeesMustFall campaign, the Faculty contributed more than R2,5 million to the UJ drive in support of the 'missing middle' (students above the National Student Financial Aid Scheme threshold, but for whom university education is unaffordable).

- Enactus UJ, a student organisation that promotes community service learning, was crowned National Champions and then competed with teams from 35 countries at the Enactus World Cup, hosted in Toronto, Canada.
- Our footprint extended beyond Gauteng through the Pfunanani Entrepreneurship Development Project, a rural entrepreneurship development programme in Mpumalanga, boosting 60 local businesses in collaboration with The Jobs Fund, Sabi Sand Pfunanani Trust and the Buffelshoek Trust.

The Faculty contributed more than **R2,5 million** to the UJ drive in support of the '**missing middle**' (students above the National Student Financial Aid Scheme threshold, but for whom university education is unaffordable).

OPERATING CONTEXT

Our future-fit mission

The UJ Faculty of Management envisages the "development of sought-after organisational leaders creating legacies", through its mission towards "developing future-fit leadership". Future-fitness is interpreted as creating a learning environment where lecturers and students alike formulate sensible future-orientated questions, source appropriate information, and action sustainable solutions. The Faculty brand is grown through partnering for future-fit leadership.

Our environment

Unemployment is the most pressing socioeconomic problem facing South Africa. About 75% of potentially economically active South Africans under 24 years of age are faced with a life of continued poverty and despair. Against this backdrop, the Faculty enables and empowers 9 547 residential and 5 500 off-campus students to forge a desirable future.

STUDENT PROFILE AND CONTEXT

Our undergraduate footprint represents 86% of total enrolment in the Faculty. In 2016, we housed 9 509 residential and 5 500 non-subsidised students. We also attracted 446 international students (5% of enrolment).

The Faculty has invested in deepening our understanding of the meaning of 'Africanisation' in applications of management science by tapping into the intellectual thrusts found among the leaders of competitive

industries, visiting scholars, our students and our research. It is clear that people who honour their indigenous ways of knowing can make original contributions to the body of knowledge. Global business respects and trusts those who are inspired, directed and energised by their cultural heritage. Culture is a determinant of mind-set and, therefore, determines the behaviour required to achieve success, peace, conceptualising futuristic innovations and a sound moral code. Therefore, we argue in favour of a cultural revolution, championed by the peoples of Africa, aimed at raising our ability to generate new ideas and to combine these with technology.

Programme improvement also centres on the impact of the Fourth Industrial Revolution and, more specifically, on the future of management education in an era of uncertainty. Online learning has fully emerged as a strategic driver, evidenced by the number of universities ramping up their online offerings. In 2016, nine new online programmes were developed in the Faculty and await national approval.

RESEARCH FOOTPRINT AND IMPACT

An analysis of research titles shows that the Faculty's researchers' intellectual pursuits have shifted since 2011 from general business dynamics to South African and continental business challenges, notably in the field of market intelligence.

Postgraduate output

Postgraduate success grew from 418 degrees awarded in 2012 to 546 in 2016 (increasing by 6% year on year), representing some 22% of the University's postgraduate output.

Undergraduate footprint represents **86%** of total enrolment

The Faculty attracted **446** international students

Research output

Accredited research output grew from 112 units in 2012 to a record high of 209 in 2016.

CONCLUSION AND WAY FORWARD

The Faculty of Management rediscovered its strengths and weaknesses in the past year, with many reasons to celebrate and as many ideas of how to improve. In particular, we look forward to the inception of the UJ College of Business and Economics and to continue forging our Pan-African and international footprint.

Accredited research output grew from **112** units in 2012 to a record high of **209** in 2016.



Postgraduate success grew from **418** degrees awarded in 2012 to **546** in 2016 (increasing by **6%** year on year), representing some **22%** of the University's postgraduate output.

FACULTY OF SCIENCE

In the past year, the Faculty of Science focused on using the dynamic environment in which it operates to generate new knowledge and develop leading scientists and technologists through innovation. Its commitment to realise the vision, mission and strategic objectives of the University, and in particular the overarching goal of Global Excellence and Stature, is demonstrated by the higher than expected achievements of 2016.

Notable events in 2016 included the following.

- The Faculty underwent a successful international review with the feedback being primarily positive. The Faculty was commended for its leadership, post-merger unity, efforts to increase UJ's national and international reputation, collaborative collegiate atmosphere, prudent resource usage, rigorous departmental reviews, identification of at-risk students and continued innovative initiatives to assist their progress, continually increasing journal publications in terms of number and quality, and internationalisation at both the student and staff level. The review committee was also of the view that the Faculty of Science, with the right amount of support from the institution, would propel the UJ to global status.
- The Faculty exceeded the 350 research unit milestone, reaching a total of 360 units, most of which come from publications in accredited journals rather than conference proceedings. This is bolstered by the fact that 22 of the 33 top Google Scholar cited academics at the University are employed in the Faculty of Science.
- Numerous awards were conferred on faculty members at international, national, and institutional levels. Of special note is Professor Ngila's receipt of the African

Union's Kwame Nkrumah Women in Science Award, which was announced in 2016 and conferred in early 2017. Professor Ngila was also the recipient of the DST Women in Science Award in 2016. Additionally, Professor Ngila, Professor Von Solms and Professor Karataglidis were inducted into the Academy of Science of South Africa (ASSAf), bringing the total number to seven UJ Science members at ASSAf, while Dr Makhubela was inducted into the African Academy of Science as a young affiliate member.

- Owing to the number of interventions on offer, the average success rate in undergraduate programmes was 81,3% in 2016 (for mainstream and extended degree students), revealing a steady improvement from 2010 onwards.
- The success rate of first-time-entry undergraduate students in 2016 was 79%, an increase from 78,4% in 2015. The overall success rate of extended programmes of 82,9% in 2016 represents an increase of 13,25% from 2010; while the 2016 success rate of 84,9% of first-time-entry students in extended programmes represents an increase of 16,41% from 2010.
- The stabilisation in the rate of improvement in successive years from 2010 to 2016 is the result of a more rigorous selection of entering students than before and from a range of increasingly successful interventions offered by the Faculty.

RESEARCH

The Faculty submitted a subsidy claim to the Department of Higher Education and Training for a total of 360 research units. This number represents an increase of more than one-third from the 2015 output of 270,02 units. The total number of NRF- rated staff has steadily

The Faculty exceeded the **350** research unit milestone, reaching a total of **360** units

22 of the **33** top Google Scholar cited academics at the University are employed in the Faculty of Science

3 A- rated researchers, **17** B-rated, **31** C-rated, and **10** Y-rated

increased over the past three years, with a 13% rise over 2015 (from 54 to 61). The Faculty had 3 A-rated researchers, 17 B-rated, 31 C-rated, and 10 Y-rated in 2016.

- In 2016, there were 79 visitors from abroad who paid professional visits to the departments of the Faculty; of these, 15 visits were at least two weeks long, 74 research visits were undertaken by UJ staff members to other institutions for research purposes, of whom 18 visited for periods in excess of two weeks.
- In 2016, the Faculty appointed or re-appointed eminent scientists as visiting professors, senior research associates or research associates (20 senior research associates, 40 visiting professors and associate professors, 6 distinguished visiting professors, and 1 honorary visiting professor).

COMMUNITY ENGAGEMENT

As part of its Nelson Mandela Day activities, the Faculty collected books for the underprivileged local school, Eldorado Park Primary School. The Faculty sees this as the beginning of an ongoing relationship with the school and is investigating the creation of a permanent library facility on its grounds, using either a repurposed shipping container or prefabricated structure. The initiative succeeded in sourcing about 500 educational books in 2016.

In addition, departments in the Faculty lent their services to other high schools and contributed to the Scientiae initiatives through which schools were invited to campus for exposure to 'real-life' laboratories and demonstrations. The Faculty's Science Centre on the Soweto Campus (SSC) provides supporting and enriching programmes to learners and educators in the vicinity in the critical subjects of mathematics, physical science, life science, English, computer skills and geography. The SSC also has a mobile laboratory, which provides services outside Soweto as well as outside Gauteng. Further enhancing the Faculty's drive to promote science at basic education level, several of its staff members volunteered as judges at the Eskom Science Expo hosted by the SSC on the Soweto Campus, engaging with the learners and encouraging them to pursue careers in science. The SSC was also privileged to welcome Prince Edward, the Earl of Wessex, as a guest for one day in May 2016.

CONCLUSION AND WAY FORWARD

The Faculty is once again the leading producer of UJ's research publications, especially of internationally peer-reviewed journal articles. It has been encouraged to engage in greater concert with top management for an improved understanding of the value that science adds to the institution's global ambitions and the country's economic growth. The Faculty will continue to interact with all relevant stakeholders to ensure that its high standards are maintained and that notable contributions continue to be made to the University's global footprint and the country's development.



COMMUNITY ENGAGEMENT

Community engagement (CE) is one of the three core responsibilities of higher education institutions, alongside research and teaching. The University of Johannesburg has recognised the strategic importance of being an 'engaged university'; it has an approved Community Engagement Policy, has established a Community Engagement Advisory Board (CEAB), and is involved in many activities structured around research, teaching and outreach that entail engagement with a wide range of communities.

Community engagement at the University has moved from adding value to our external constituencies to building strategic relationships. At UJ, CE creates sustainable, reciprocal partnerships between the institution and its external stakeholder communities. These partnerships support the University's ambition to be an inclusively engaged, community-focused and socially responsive institution

In its pursuit of global excellence and stature, the University has defined key strategic milestones aimed at enhancing its brand and elevating the institution's position in global rankings. A pivotal element of this focus is the role that CE needs to fulfil to foster service learning, community-based research, organised outreach and interaction with communities at various levels, and to integrate and promote sustainable development.

COMMUNITY ENGAGEMENT FOCUS 2016

The focus of CE remains constantly on the promotion of health and well-being, the values of caring and compassion, respect for diversity and human dignity, community participation, community empowerment, good citizenship and social justice as highlighted in the UJ Community Engagement Policy. This work is achieved through streamlining the capacity and efforts of the CE Unit and using all available resources to drive the key priorities outlined below.

The CE function mobilises internal and external stakeholders towards the empowerment of communities by:

- Creating interactive platforms and communication with external stakeholders and the university community;
- Developing new strategic projects and activating new volunteers among students, academics and support staff;
- Ensuring the success of Mandela Day and National Women's Day;
- Continuing the involvement of and interactions with the members of the CE Advisory Board; and
- Initiating projects and activities for joint participation between alumni and students.

MAJOR ACHIEVEMENTS DURING 2016

In all three CE elements – service learning, community-based research and organised outreach – the University has made significant strides through intensified collaboration and engagement with its stakeholders. In 2016, the CE Unit achieved its performance targets in optimising the CEAB members' roles as well as the Volunteer Champion (VC) programme cycles, structures and campus committees. Stakeholder relations were further bolstered through strengthening ties with relevant residence and day house associations and through nurturing and maintaining strategic external stakeholder collaborations by means of Community-based Organisation Forums.

Student volunteerism remains a key focus for the CE Unit and 2016 saw improved student participation, engagement and ownership of specific initiatives and programmes. The enhancement of UJ graduate attributes by developing leadership skills among the Volunteer Champions is a prime example of the far-reaching benefits for students who participate in the Unit's student-centred programmes.

Volunteer Champions (VCs)

Through the UJ's CE Student VC programme, CE organised outreach activities and trained volunteers to understand their role as change agents who empower and equip communities with tools, skills and access to resources.

The Student VC Programme outcomes for 2016 were to:

- Develop responsible citizenship and a spirit of ubuntu in the students;
- Ensure that UJ students' intellectual capital is shared with over 150 community-based projects in need;
- Enhance leadership competencies and skills in UJ students;
- Contribute to the students' translation of theoretical learning (knowledge) into practical experiences through the VC programme; and
- Create active partnerships with community organisations and government departments.

At national level, Volunteer Champion Organised Outreach projects are addressed in alignment with National Development Plan priorities, and at global level through interaction with the Global Goals for Sustainable Development.

Volunteer leadership training is conducted in partnership with international role players including Monash, Rotary, Ikamva, Save the Children, the Virtues Project and Mentorship Global.

As in previous years, the number of Volunteer Champions increased yet again, bringing it up from 7 150 in 2013 to a high of 10 376 in 2016.

UJ Women in Community Engagement Empowerment Programme

The University has various projects that it rolls out during Women's month. The UJ Women in Community Engagement Empowerment Programme (UJWiCEEP) is one such project and is a highlight in the UJ annual calendar. The event celebrates and emphasises the achievements of women in the field of development work. Pressing social justice issues are also raised during this opportune time.

Over 200 women from all walks of life, including students, academics, community project leaders, care workers and women with disabilities attended the UJWiCEEP in 2016. As in earlier years, these women from diverse industries, generations and backgrounds were united through their shared passion – community development work.

LOOKING FORWARD

Community Engagement is one of UJ's three core responsibilities – it is therefore recommended that the CE Unit be given much higher prominence to ensure the status of its work in establishing community engagement as a core pillar of the institution. A closer look is needed at the activities and projects initiated within each faculty to make sure that they are coordinated, strategically planned and mutually beneficial to the University and to its communities.



STUDENT AFFAIRS

The Division of Student Affairs aimed to provide opportunities that make for a preferred student experience. Even though the year was characterised by student activism with elements of disruptive conduct, Student Affairs continued to focus on providing a stable and supportive environment so that the University would be able to continue with its core academic business – research, teaching and learning. The Division also offered extracurricular programmes and activities aimed at fostering the holistic development of students.

Excellence in research and innovation

Student Affairs was able to offer an environment conducive to creating excellence in research and innovation by providing world-class accommodation to postgraduate students and postdoctoral fellows. In 2016, postgraduate students accounted for 15% of the total number of students in residences.

Postgraduate students also participated in organised student activities and 30 of them took leadership positions in the structures of the SRC, societies, house committees and Rag. Student Affairs gave administrative and managerial support to the Postgraduate Student Association. The Postgraduate Student Association Committee succeeded in presenting its draft constitution for consideration by the University, and it was agreed that the constitution would be finalised in 2017.

Excellence in teaching and learning

During 2016, UJ had the capacity to accommodate 40% (19 583) of its enrolled students on and off campus, which was an improvement on the 38,9% of 2015. Privately-owned student accommodation accounted for 66% of the available accommodation. On-campus residences, which were in great demand, had a high occupancy rate

of 99,6%, and occupancy in privately-owned student accommodation was also high at 94,2%.

In its work to support the University's strategy to improve student success rates and student retention, Student Accommodation and Residence Life made strides in implementing the targets set by the Admissions and Placement Policy regarding the accommodation of first-year students in University residences. First-year students accounted for 30% of the total number in residences, which was the target for 2016. Senior students accounted for 55%. The remaining 15% were postgraduate students.

International students in residences accounted for 6,7% of the total number. Twenty students living with various disabilities were also accommodated in UJ residences.

An international profile for global excellence and stature

Student Affairs contributed to Strategic Objective 3, in terms of promoting the participation of international students in the activities of Student Life and Governance, by creating a supportive environment for an enriching student experience.

International students enrolled at UJ were also encouraged to engage in organised student activities. Approximately 400 international students participated in student societies, such as Golden Key, AIESEC, Angolan, Congolese, Kenyan and Zimbabwean student associations. In 2016, as many as 541 international students were accommodated in UJ residences.

Student Affairs hosted 12 students from Arcadia University in the United States on the Soweto Campus on 27 May 2016. From 16 to 23 June 2016, four student members of the UJ AIESEC society attended a training workshop at the University of Nairobi, and on 12 July 2016, 14 UJ

students attended the conference of the Model United Nations South African Universities at the University of Pretoria.

An enriching student-friendly learning and living experience

Student Affairs supported students through their student life cycle by providing an enriching student-friendly support environment by means of interventions such as establishing learning and living communities, mitigating student hunger, and offering financial assistance through the SRC Trust Fund and the Student Funeral Assistance Programme. Several interventions and programmes were also put in place to address issues of risky student behaviour, safety and security, diversity and tolerance, and good conduct and citizenship. In addition, opportunities for recreational activities and community service and engagement were provided.

National and global reputation management

Student Affairs, in conjunction with the other internal and external stakeholders, helped the University to ensure that the #FeesMustFall protests did not disrupt the academic business of the University, and success in this area had the effect of boosting the institution's reputation.

CONCLUSION AND WAY FORWARD

The variety of programmes and activities facilitated by Student Affairs created multiple ways for students to enjoy a vibrant life and participate in student development and outreach. Overall, 2016 saw the following improvements in Student Affairs as a whole:

- Continued improvement of the off-campus accommodation system;
- Development of new policies and review of existing ones;
- Improved systems and processes in order to improve efficiency in service delivery;
- The restructuring of Student Affairs undertaken in 2016, which improved responsiveness; and
- Improved collaboration and team work within and outside Student Affairs.



SPORT

It was an important year in the sporting calendar: the Olympic year. UJ Sport had the privilege of contributing towards team South Africa and our coaches and athletes had the opportunity to be in Brazil for the Olympics.

The UJ Sport Division continues to offer a comprehensive range of sport programmes for elite athletes, as well as taking into consideration the needs of recreational sport through internal leagues. It pays special attention to providing sporting opportunities to both students and staff and strives to maximise access to opportunities, facilities and other resources to enable all students to participate and compete without discrimination.

OBJECTIVES REACHED

UJ Sport endeavours to be a trendsetter in university sport. In 2016, the focus was on the following strategic objectives:

- An international profile for global excellence and stature;
- An enriching student-friendly learning and living experience; and
- National and global reputation management.

However, UJ Sport also contributed towards the achievement of further objectives.

An International profile for global excellence and stature

UJ Sport has positioned itself as a preferred sporting destination. The University hosted the first ever individual universities tournament of the Federation of Africa University Sport, with 9 countries and 35 universities participating in the inaugural version of the games. UJ Sport, with the support of the City of Johannesburg, provided world-class facilities for the different sporting codes, from athletics to table tennis.

International students represented the University in various competitions and later went on to represent their own countries.

An enriching student-friendly learning and living experience

Through internal leagues, UJ Sport was able to promote mass participation among students while identifying talent for our competitive sport teams. This has led to an increase in participants across all four campuses. Each campus has a biokinetic clinic to attend to student injuries and rehabilitation processes.

National and global reputation management

Our staff participated in a number of conferences on the continent and globally, including the International Africa Women and Sport Conference in Botswana, where five staff members and a student represented UJ. Members of staff also served on several national executive committees in federations and international bodies.

Our students competed in the Federation of Africa University Sport, Federation of International University Sport Championships, Rio Olympics, Squash World Championship, World Rowing Championships and the Kenya University Sport Rugby Sevens.

Excellence in research and innovation

UJ Sport, in partnership with Sport and Movement Studies, provided students with topics for research. The sport scientists, biokineticists, and conditioning coaches used the latest technology and the latest recovery methods for training and preparation.



Excellence in teaching and learning

Through the 60-credit system requirements within Varsity Cup and sport competitions, student athletes are required to pass a minimum number of modules, to ensure that they finally complete their qualification.

CONCLUSION

The UJ Sport Division was able to host successful events despite the obstacles that were faced countrywide. Our aim was to raise 10% of our budget at the beginning of the year; we closed off our books having raised 15%. With all the challenges facing higher education, the Division has to look even further at creative ways of providing services beyond the University environment and also to the community at large, to remain relevant and achieve self-sustainability.



ARTS AND CULTURE

Arts and Culture at the University of Johannesburg produces and presents world-class student and professional arts programmes aligned to the institution's vision as an international university of choice, anchored in Africa, dynamically shaping the future. A variety of arts platforms is offered on all four campuses. Facilities include the UJ Arts Centre on the Kingsway Campus comprising the 436-seater Arts Centre Theatre, the UJ Art Gallery, dance studios and choir rooms; the Experimental Theatre Space also located on the Kingsway Campus; the 150-seater Con Cowan Theatre and dance studios on the Bunting Road Campus; and cultural offices on the Soweto and Doornfontein Campuses. Venues are both producing and receiving houses in which the best of South African and international performances, concerts, exhibitions, conferences and other cultural activities are presented. All events (both internal and external) are offered to students, either free of charge or at a significantly reduced rate.

PERFORMING ARTS

The Arts and Culture programme, entitled LIBERATION!, comprised a bold and provocative line-up of productions, exhibitions and concerts. Against the backdrop of the new wave of student activism across the country, these works did not seek to offer answers to the core questions "If not us, then who? If not now, then when?", but rather sought to provoke conversation and discussion around our pursuit of individual freedoms and the desire for collective emancipation.

In addition to this public-facing programme, a robust range of arts platforms was offered on all the campuses for students, staff, alumni and the general public to experience and engage with emerging and established Pan-African and international artists drawn from the full spectrum of the performing arts.

Music

We rebooted our classical music programme with a series of concerts that featured industry stalwarts such as Richard Cock, Nicholas Nicolaidis, Malcolm Nay and the Wits Trio, Lesley Stansell and the Umoya Wind Quintet, and Kabelo Mothlomi and the Resonance String Quartet. The season culminated in November with the all-new Dean's Gala Concert, a fundraising initiative to raise money for deserving students at Faculty of Art Design and Architecture (FADA). A total of R36 500 was raised for the Dean's Bursary Fund.

Choirs

A total of 238 students auditioned for the 2016 choir, of whom 60 were finally selected to make up the choir complement. It performed at 16 graduation ceremonies, reaching an audience of approximately 12 000 people during March and April. Owing to lack of space, the Choir did not perform in the Arts Centre Theatre when the graduation ceremonies were moved there.

Exhibitions

A total of 166 artists exhibited 633 works to the value of R3 285 370, which were seen by 2 341 individual gallery visitors. Twelve walkabout/lectures were presented, and 2 external curators and 42 external/internal assistants were involved in setting up the exhibitions.

Value and impact

Costs are low compared to the incredible impact in terms of student experience, community outreach and the branding of the university. The theatre and precinct have seen some fine productions and events, and UJ Arts and Culture remains well known in the arts and culture community. It is increasingly an important part of student life and is seen as perhaps more beneficial to some

students than sports or other extracurricular activities because the nature of the engagement is so intensive.

Students, stakeholders and patrons report exciting content and wonderful physical spaces and places. Findings from an internal review process during 2016 offer strong evidence that the annual programme and activities offered by UJ Arts and Culture are perceived to be of great value to students, especially those who participate in dance, drama and the choirs. Some clearly articulated wishes that emerged from the research were the desire for more dance and movement opportunities and the tweaking of logistics and communication from UJ Arts and Culture for even greater impact.



CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

In 2016, PsyCaD continued to provide a wide range of services to students, staff and the broader community. Services are provided on three levels:

- Primary interventions, including preventative programmes, awareness campaigns and workshops;
- Secondary interventions, including individualised interventions such as advisory services, and individual, group and couples' therapy for students and the community;
- Tertiary interventions, including referrals of clients who require hospitalisation, which entail a close working relationship with the Helen Joseph and Chris Hani Baragwaneth Hospitals. PsyCaD also has a partnership with Akeso Clinic for emergency hospitalisation and with Life Esidimeni for substance abuse rehabilitation.

In 2016, approximately 9 500 students received therapy and 6 700 students were assisted with walk-in enquiries. In addition to therapeutic services, the Career Development Unit within PsyCaD has progressively developed a strong focus on preparing students for the world of work.

PSYCHOLOGICAL SERVICES UNIT

The Therapeutic, Psycho-educational and Academic Services teams merged in 2016 to provide a single point of

entry for counselling and workshops, including individual therapy, couples' therapy, group therapy and psycho-educational workshops. There is also an advisory (walk-in) service where students can receive immediate brief support and be directed to the appropriate resources/service. Support groups are available on request.

The aim of these services is to provide students with the tools to improve their personal and academic functioning. This process can be beneficial for personal growth and development, impacting studies positively. Specific focus areas were reprioritised, with special attention paid to service delivery through the advisory, therapy and workshop activities.

Another initiative was in the online environment, where students can now access and utilise some of PsyCaD's services on demand. The strategy to develop a PsyCaD online resource presence arose primarily from the need to enhance and improve student access to and engagement with what PsyCaD offers. The UJ Blackboard Learning Management System (LMS) is an excellent platform for engaging with students, in that students are increasingly familiar with Blackboard as the principal means of access to learning and communication.

Collaboration with the residences and faculties remains a priority, with many therapy and workshop referrals stemming from their close relationship with PsyCaD.

In 2016, approximately **9 500** students received therapy and **6 700** students were assisted with walk-in enquiries.

The advisory process continued this year with a focus on both screening and resolution of any emotional, academic or psycho-social issues that students and staff were experiencing. Many of the advisory sessions resulted in further therapy sessions, which have allowed many of our students and staff to function at optimal levels. For students battling academically, F5 and F7 assessments were undertaken to establish both academic and career goals. The Academic Recovery Plan (ARP), introduced in 2015 as an alternative academic counselling support for F5- and F7-status students, was successfully expanded in 2016.

DISABILITY SERVICES UNIT

Increasing attention has been given to addressing issues of access, retention and the progress of students with disabilities. It is the constant mission of the Unit to advocate for and provide equal opportunities for students with disabilities. The Unit directly facilitates support for these students through advice, support and academic accommodation in partnership with departments and faculties, thereby assisting them to have barrier-free access to teaching and learning.

The support of students with disabilities is systemically complex, and the Disability Services Unit coordinates and integrates the academic, technological, psycho-social and psychological support that they require. This means that the Unit has to be equipped not only with specialised assistive technologies and devices, but also with staff who are highly skilled and trained in providing the right kind of support. In 2016, there were 354 students with disabilities registered with the University. During this period, 290 of them were directly supported by the Disability Services Unit in various ways. This support amounted to 603 appointment-based, consultative sessions consisting of academic, psycho-social, assistive devices as well as access-driven support. In addition, 704 walk-in queries were facilitated.

One of the main highlights of 2016 was the R2,2-million grant that was received from the Fuchs Foundation for a community project in Soweto. The grant will go towards establishing a resource centre for people with disabilities, assisting learners with visual impairments with



mathematics, and psychometric assessments of learners with barriers to learning.

TRAINING AND DEVELOPMENT SERVICE UNIT

The Training and Development Service Unit is primarily responsible for training intern psychologists. PsyCaD is an accredited internship site for both educational and counselling internships. All intern psychologists' duties are carried out under the supervision of registered psychologists in PsyCaD within the relevant registration category.

In 2016, PsyCaD trained five Educational Psychology interns and eight Counselling Psychology interns. They were selected from various universities and commenced with their internship at PsyCaD in January. During 2016, they completed a total of 2 211 therapy sessions. In addition, PsyCaD assisted Campus Health Clinics by availing them of the services of intern psychologists to provide HIV Counselling and Testing (HCT) and Termination of Pregnancy (TOP) counselling sessions on all four campuses. In total, during 2016, PsyCaD's intern psychologists offered 489 HCT and 5 TOP sessions; they also manned the 24-hour Crisis Line and assisted 374 callers. Of these, 13 were suicide-related calls and all 13 callers were successfully assisted.

The Training and Development Services Unit was audited in 2016 by the Health Professions Council of South Africa (HPCSA) to approve and renew accreditation of the internship programme. This was a success for the Unit, as feedback indicated that it has set the 'gold standard' for educational and counselling psychology internships. The intern psychologists are involved in all psychological services rendered by PsyCaD on all UJ's campuses to advance student success and eventual graduate output.

ASSESSMENT SERVICE

The Assessment Service team predominantly provides a support service to the other teams by supplying either the assessment tools or the manpower for psychological assessments. During 2016, the team conducted 1 307 assessments. This represents a 58% overall increase over the 829 assessments in 2015.

CAREER SERVICES

The PsyCaD Career Services Unit provides a range of career development and graduate recruitment services that support students in their career planning and transition to the workplace upon graduation. Its career guidance, assessment and counselling programme interventions span a diversity of career development support modalities and approaches. They include career guidance programmes designed to assist learners and prospective students to explore career and study options in the Career Resource Centre as well as through online applications, and quality career assessment and counselling interventions for individuals, prospective students, current students and adults in career transition.

Career Services offered a variety of services in 2016: Career Advisory Services (n = 1 397), Career Resource Centre (n = 1 100 visits), Career Fairs in Law, Commerce, Engineering, and a General Career Fair. The Unit has dramatically increased its strategic partnerships with employers, resulting in a successful Graduate Recruitment Programme 2016.

LIST OF ACRONYMS

AAMP	Accelerated Academic Mentorship Programme
AAT	Association of Accounting Technicians
ABASA	Association for the Advancement of Black Accountants of Southern Africa
ABLU	Annual Banking Law Update
ACCA	Association of Chartered Certified Accountants
ACT	Arts and Culture Trust
ACTSA	Association of Corporate Treasurers of Southern Africa
ACU	Association of Commonwealth Universities
ADC	Academic Development Centre
ADEA	Association for the Development of Education in Africa
ADI	Academic Development Innovation
ADR	Alternative Dispute Resolution
ADS	Academic Development and Support
AED	Automated external defibrillator
AIDS	Acquired immune deficiency syndrome
AL	Assistant lecturer
AP	Academic Partnerships
APB	Auckland Park Bunting Road Campus
APK	Auckland Park Kingsway Campus
APP	Annual Performance Plan
APQC	Academic Planning and Quality Committee
APRM	African Peer Review Mechanism
APS	Admission Point Score
ARCC	Audit and Risk Committee of Council
ARMSA	Association of Rotational Moulders of Southern Africa
ARP	Academic Recovery Plan
ARS	Application Rating System
ARWU	Academic Ranking of World Universities
ASSAf	Academy of Science of South Africa
AU	African Union
AULAI	Association of University Legal Aid Institutions

BA	Bachelor of Arts
BA Ed	Bachelor of Arts in Education
BASA	Business and Arts South Africa
BASA	Biokinetics Association of South Africa
B-BBEE	Broad-based black economic empowerment
BCEA	Basic Conditions of Employment Amendment Act
BCWIP	Business Communications and Writing for Intergovernmental Professionals
BET	Bachelor of Engineering Technology
BHF	Board of Healthcare Funders
BI	Business Intelligence
BMS	Building Management System
BRICS	Brazil, Russia, India, China and South Africa
BSc	Bachelor of Science
BSocSci	Bachelor of Social Science
BTech	Bachelor of Technology
BYOD	Bring Your Own Device
CA	Chartered Accountant
CAA	Central Academic Administration
CAG	Consultative Advisory Group
CANSA	Cancer Association of South Africa
CAPP	Council Committee Annual Performance Plan
CAPS	Curriculum and Assessment Policy Statement
CARINBE	Centre of Applied Research and Innovation in the Built Environment
CASE	Council for the Advancement and Support of Education
CAT	Centre for Academic Technologies
CATHSSETA	The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority
CBL	Centre for Banking Law
CBR	Community Based Research
CCM	Council for Communication Management
CCRED	Centre for Competition Regulation and Economic Development
CDIO	Conceiving – Designing – Implementing – Operating
CE	Community Engagement
CEAB	Community Engagement Advisory Board
CEB	Central Executive Board
CEE	Council for Economic Education

CENLED	Centre for Local Economic Development
CEP	Continuing Education Programme
CEPR	Centre for Education Practice Research
CERT	Centre for Education Rights and Transformation
CESM	Classification of Educational Subject Matter
CFA	Chartered Financial Analyst
CfAR	Centre for Anthropological Research
CFMS	Computerised Facilities Management System
CfT	Centre for Telecommunications
CGSAPD	Central Gauteng Sports Association for Physically Disabled
CHE	Council on Higher Education
CHELSA	Committee for Higher Education Librarians of South Africa
CHET	Centre for Higher Education Transformation
CIC	Commercial Investment Committee
CICLASS	Centre of International Comparative Labour and Social Security Law
CIF	Community Innovation Fund
CIMA	Chartered Institute of Management Accountants
CIMERA	Centre of Excellence of Integrated Mineral and Energy Resource Analysis
CIPS	Chartered Institute of Purchasing and Supply
CISI	Chartered Institute for Securities and Investments
CJC	Central Johannesburg College
CLASA	Corporate Lawyers Association of South Africa
CMC	Council Membership Committee
CO₂	Carbon dioxide
COBE	College of Business and Economics
CORE	Centre for Operations Research and Econometrics
CPASD	Centre for Professional Academic Staff Development
CPD	Continuous professional development
CPUT	Cape Peninsula University of Technology
CPWD	Committee for People with Disabilities
CSDA	Centre for Social Development in Africa
CR	Community Research
CSESE	Centre for Social Entrepreneurship and Social Economy
CSBD	Centre for Small Business Development
CSI	Corporate Social Investment

CSIR	Council for Scientific and Industrial Research
CSO	Career Services Online
CSR	Centre for Sociological Research
CSRC	Central Student Representative Council
CTS	Central Technical Services
DATP	Digital Ambassadors Training Programme
DBE	Department of Basic Education
DCES	Department of Civil Engineering
DEES	Department of Electrical and Electronic Engineering Science
DELM	Department of Education Leadership and Management
DESI	Design for Social Innovation and Sustainability
DFC	Doornfontein Campus
DHET	Department Higher Education and Training
DoE	Department of Education
DTI	Department of Trade and Industry
DVC	Deputy Vice-Chancellor
EAP	Employee Assistance Programme
ECSA	Engineering Council of South Africa
ECT Act	Electronic Communications and Transactions Act, 2000
ED	Executive Director
Edcom	Education Sector Committee
EDP	Equity Development Programme
EDRMS	Electronic Document and Records Management System
EE	Employment equity
EEA	Employment Equity Amendment Act
EI	Education International
ELG	Executive Leadership Group
ELI	Education Leadership Institute
EME	Exempted Micro Enterprises
EMS	Emergency Medical Services
ER	Employment Relations
ERC	East Rand Campus
EPR	Enterprise Resource Planning
ESM	Executive Strategy Manager
ESPC	Faculty Engineering Science Programme Committee

EU	European Union
EUNIC	European National Institute for Culture
EXCO	Executive Committee
FADA	Faculty of Art, Design and Architecture
FASSET	Finance and Accounting Services Sector Education and Training Authority
FATC	Forgotten Angle Theatre Collaborative
FCC	Finance Committee of Council
FEBE	Faculty of Engineering and the Built Environment
FEFS	Faculty of Economic and Financial Sciences
FELMC	Faculty of Education Leadership and Management Committee
FYS	First Year Seminar
FET	Further Education and Training
FHDC	Faculty Higher Degrees Committee
FPI	Financial Planning Institute of Southern Africa
FRC	Faculty Research Committee
FSC	Faculty Strategy Committee
FSCC	Financial Sustainability Committee of Council
FTE	Full-time equivalent
FYE	First Year Experience
FwCI	Field-weighted citation impact
GAJ	Global Academy Jobs
GCRO	Gauteng City Regional Observatory
GDoH	Gauteng Department of Health
GES	Global Excellence and Stature
GIBS	Gordon Institute of Business Science
GSA	Graduate School of Architecture
HACCP	Hazard analysis and critical control point
HCT	HIV counselling and testing
HEAIDS	Higher Education HIV and AIDS Programme
HEDA	Higher Education Data Analyser
HEDSA	Higher Education Disability Services Association
HEFMA	Higher Education Facilities Management Association
HEI	Higher education institution
HEMIS	Higher Education Management Information System
HEQC	Higher Education Quality Committee

HEQSF	Higher Education Quality Standards Framework
HESA	Higher Education South Africa
HFA	Head of Faculty Administration
HGSE	Harvard Graduate School of Education
HICC	Higher Institutional Central Council
HIV	Human immunodeficiency virus
HOD	Head of Department
Hons	Honours
HPCSA	Health Professions Council of South Africa
HR	Human Resources
HRBP	Human Resources Business Partner
HRIS	Human Resources Information System
HRSEC	Human Resources and Social Ethics Committee of Council
HTC	Health Training Clinic
IABC	International Association of Business Communicators
IACLEA	International Association of Campus Law Enforcement Administrators
IAEA	International Atomic Energy Agency
IAESB	International Accounting Education Standards Board
IALS	International Association of Law Schools
IAS	Institute for Advanced Study
ICS	Information and Communication Systems
ICAS	Independent Counselling and Advisory Services
ICC	International Criminal Court
ICT	Information and Communications Technology
ICTR	International Criminal Tribunal for Rwanda
IDEP	Institute for Economic Development and Planning
IEDC	International Economic Development Council
GBV	Gender-Based Violence
IF	Institutional Forum
IFAC	International Federation of Accountants
IFRS	International Financial Reporting Standard
IGD	Institute for Global Dialogue
ILMS	Integrated Library Management System
IMSSA	Institute of Mine Surveyors of South Africa
IoDSA	Institute of Directors in Southern Africa

IOHA	Institutional Office for HIV and AIDS
IP	Intellectual property
IPDE	Initial Professional Development of Educators
IPET	Institute of Professional Engineering Technologists
IPM	Institute of People Management
ISA	International Standards on Auditing
ISPL	International Survey of Peer Leadership
ISS	Institute for Intelligent Systems
IT	Information Technology
ITC	Initial Test of Competence
ITE	Initial Teacher Education
ITP	Institutional Transformation Plan
IVLP	International Visitor Leadership Programme
JBS	Johannesburg Business School
JCPMT	Journal of Construction Project Management and Innovation
JDA	Johannesburg Development Agency
JIAS	Johannesburg Institute for Advanced Study
JPC	Johannesburg Property Company
JRA	Johannesburg Roads Agency
JSE	Johannesburg Stock Exchange
JYOC	Johannesburg Youth Orchestra Company
KIC	Knowledge Interchange
KNUST	Kwame Nkrumah University of Science and Technology
KPA	Key Performance Area
KPI	Key Performance Indicator
LEAD	Legal Education and Development
LGBTI	Lesbian, Gay, Bisexual, Transsexual and Intersex
LINK	Student Peer Education Programme
LLM	Master of Law
LMS	Learning Management System
LRAA	Labour Relations Amendment Act
LSA	Long Service Award
MACE	Council for Marketing, Advancement and Communication in Education
MAMS	Management of Assessment of Marks System
MANCO	Management Committee

MAPS	Mastering Academic and Professional Skills
MCTS	Metal Casting Technology Station
MEC	Management Executive Committee
MECA	Management Executive Committee: Academic
MECO	Management Executive Committee: Operations
MECPWD	Management Executive Committee: People with Disabilities
MEC RMC	Management Executive Committee: Risk Management Committee
MECTC	Management Executive Committee: Transformation Committee
MerSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MISiS	Russia National University of Science and Technology
MOOC	Massive Online Open Courses
MOU	Memorandum Of Understanding
MQC	Mining Qualifications Authority
MRC	Medical Research Council
MSDS	Material Safety Data Sheets
NAFSA	National Association of Foreign Student Advisors
NASDEV	National Association of Student Development
NDP	National Development Plan
NECSA	Nuclear Energy Corporation of South Africa
NEHAWU	National Education, Health and Allied Workers' Union
NEPAD	New Partnership for Africa's Development
NFVF	National Film and Video Foundation
nGAP	New Generation of Academics Programme
NGO	Non-Governmental Organisation
NIPMO	National Intellectual Property Management Office
NMMU	Nelson Mandela Metropolitan University
NMOP	New Manager Orientation Programme
NPO	Non-Profit Organisation
NRF	National Research Foundation
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NSTF	National Science and Technology Programme
NTEU	National Tertiary Education Union
NTU	Nanyang Technological University
NWU	North-West University

OAU	Organisation of African Unity
OGC	Office of General Counsel
OHP	Occupational Health Practice
OHS	Occupational Health and Safety
OMIGSA	Old Mutual Investment Group of South Africa
OO	Organised Outreach
O:PwD	Office: People with Disabilities
OROSS	Online Research Output Submission System
OSD	Occupational Safety Department
PAIA Act	Promotion of Access to Information Act 2 of 2000
PanSALB	Pan South African Language Board
PARAGOS	Principles and Rules Addressing Gatherings of Students
PAR-Q	Physical Activity Readiness Questionnaire
PASD	Professional Academic Staff Development
PCE	Portfolio Committee on Energy
PCT	Patent Cooperation Treaty
PDP	Professional Development Plan
PDRF	Postdoctoral Research Fellowship
PEAR	Professional Evaluation and Research
PED	Provincial Education Department
PEERC	Public and Environmental Economics Research Centre
PET	Positron Emission Tomography
PFS	Postgraduate Funding Section
PG	Postgraduate
PGC	Postgraduate Centre
PGCE	Postgraduate Certificate in Education
PGWF	Postgraduate Writing Fellows
PHC	Primary Healthcare
PHCNP	Primary Healthcare Nurse Practitioners
PISA	Plastics Institute of South Africa
PLATO	South African Council for Professional and Technical Surveyors
PLHIV	People Living with HIV
PMS	Performance Management System
POPI Act	Protection of Personal Information Act, 2013
POSA	Privately Owned Student Accommodation

PPE	Personal Protective Equipment
PQM	Programme Qualification Mix
PRCC	Projects and Resourcing Committee of Council
PRP	Peer Review Panel
PRR	Peer Review Report
PsyCaD	Centre for Psychological Services and Career Development
PTC	Professional Test of Competency
PTIP	Photovoltaic Technology Intellectual Property
PURCO	Purchasing Consortium Southern Africa
PVMAC	Property Valuation and Management Advisory Committee
PWD	People with Disabilities
PWG	Programme Working Group
QE	Qualifying Examination
QEP	Quality Enhancement Project
QEPTT	Quality Enhancement Programme Task Team
QSE	Qualifying Small Enterprises
QS WUR	Quacquarelli Symonds World University Rankings
QVS	Qualification Verification System
QWG	Quality Working Group
RAA	Residence Academic Advisors
RAPDASA	Rapid Product Development Association of South Africa
RAU	Rand Afrikaans University
RC	Resolution Circle
RCD	Research Capacity Development
RDG	Research Development Grant
REC	Regional Economic Communities
REPEC	Research Papers in Economics
RFP	Request For Proposal
RICS	Royal Institute of Chartered Surveyors
RIMS	Research Information Management System
RLS-F	Rule of Law Stabilisation – Formal
RMC	Risk Management Committee
ROSC A&A	Report on the Observance of Standards and Codes, Accounting and Auditing
RSB	Risky Student Behaviour
SA	South Africa

SAAHC	South African Accounting History Centre
SAAIR	Southern African Association for Institutional Research
SABS	South African Bureau of Standards
SAC	Student Advisory Council
SACAP	South African Council for the Architectural Profession
SACPCMP	South African Council for Project and Construction Management Professions
SACPLAN	South African Council for Planners
SACQSP	South African Council for the Quantity Surveying Profession
SACVP	South African Council for the Property Valuers Profession
SADC	Southern African Development Communities
SAFEFE	South African Foundation for Economics and Finance Education
SAICA	South African Institute of Chartered Accountants
SAICE	South African Institute of Civil Engineers
SAIDS	South African Institute for Drug-free Sport
SAIFAC	South African Institute for Advanced Constitutional, Public, Human Rights and International Law
SAJCE	South African Journal of Childhood Education
SANC	South African Nursing Council
SANCA	South African National Council on Alcoholism and Drug Dependence
SANRC	South African National Resource Centre
SAPS	South African Police Services
SAPTU	South African Parastatal and Tertiary Institutions Union
SARL	Student Accommodation and Residence Life
SAQA	South African Qualifications Authority
SARChI	South African Research Chairs Initiative
SARS	South African Revenue Services
SASCO	South African Students' Congress
SASCOC	South African Confederation and Olympic Committee
SASPEN	Southern African Social Protection Experts Network
SAULCA	South African Universities Law Clinic Association
SAVUSA	South African Vrije University Strategic Alliance
SCEBE	School of Civil Engineering and the Built Environment
SDC	Student Disciplinary Committee
SEJS	Student Ethics and Judicial Services
Senex	Senate Executive Committee
SER	Self-Evaluation Report

SET	Science, Engineering and Technology
SeTAR	Centre for Sustainable Energy Technology and Research
SETAs	Sector Education and Training Authorities
SHDC	Senate Higher Degrees Committee
SHECASA	Safety, Health and Environmental Association of South Africa
SHRM	Society for Human Resources Management
SL	Service Learning
SLA	Service Level Agreement
SLG	Student Life and Governance
SLP	Short Learning Programme
SMMCE	School of Mining, Metallurgy and Chemical Engineering
SMME	Small, Medium and Micro Enterprises
SOEE	School of Electrical Engineering
SOMIE	School of Mechanical and Industrial Engineering
SOP	Standard Operating Procedure
SoTL	Scholarship of Teaching and Learning
SQP	Staff Qualifications Programme
SRC	Student Representative Council
SRSA	Sports and Recreation South Africa
SSC	Soweto Science Centre
SSC	Student Services Council
SSCI	Social Sciences Citation Index
SSD	Sport for Students with Disabilities
SSE	Senior Student Experience
STAND	Scholarly Teaching and Art, Architecture and Design
Statkon	Statistical Consultation Service
STH	School of Tourism and Hospitality
STI	Sexually Transmitted Infection
STLC	Senate Teaching and Learning Committee
SVCP	Student Volunteer Champion Programme
SWC	Soweto Campus
SWD	Students with Disabilities
SWUFE	South-Western University of Finance and Economics
SYE	Senior Year Experience
TCTI	Total Cost to Institution

TFST	Thin-Film Solar Technology
THE	Times Higher Education
THE WUR	Times Higher Education World University Rankings
THRIP	Technology and Human Resources for Industry Programme
TIA	Technology Innovation Agency
TM	Talent Management
TMF	Transformation Managers' Forum
TPC	Technical Programme Committee
TSAR	Tydskrif vir die Suid-Afrikaanse Reg
TSG	Transformation Steering Group
TTO	Technology Transfer Office and Commercialisation
TUT	Tshwane University of Technology
TWR	Technikon Witwatersrand
U21	Universitas 21
UCCF	University Chairs of Council Forum
UCT	University of Cape Town
UFS	University of the Free State
UG	Under Graduate
UIRDS	Unit for Institutional Research and Decision Support
UJ	University of Johannesburg
UJCE	UJ Centre for Entrepreneurship
UJELP	University of Johannesburg English Learning Programme
UJICE	UJ Institute for Childhood Education
UJILP	University of Johannesburg International Learning Programme
UJPS	University of Johannesburg Postgraduate School
UJSRC	University of Johannesburg Student Representative Council
UJMA	University of Johannesburg Metropolitan Academy
UJWiCEEP	UJ Women in Community Engagement Empowerment Programme
UKZN	University of KwaZulu-Natal
UL	University of Limpopo
UMP	University of Mpumalanga
UNAM	Autonomous National University of Mexico
UNECA	United Nations Economic Commission for Africa
UNIDROIT	International Institute for the Unification of Private Law
UNISA	University of South Africa

UOFS	University of the Orange Free State
UP	University of Pretoria
UQP	Unit for Quality Promotion
URC	University Research Committee
US	University of Stellenbosch
USAf	Universities South Africa
USSA	University Sport South Africa
UVP	Ulster Volunteer Force
VANSA	Visual Arts Network of South Africa
VIAD	Visual Identities in Art and Design Research Centre
VUT	Vaal University of Technology
WHOCUHU	World Health Organisation Collaborating Centre for Urban Health
WHRC	Water Health Research Centre
WID	Writing In the Discipline
WIL	Work-Integrated Learning
Wits	University of the Witwatersrand
WRC	Water Research Commission
YDISA	Youth Development Institute of South Africa

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