



2017

ANNUAL REPORT  
COLLEGE OF BUSINESS AND ECONOMICS (CBE)



UNIVERSITY  
OF  
JOHANNESBURG

Africa needs more **trade** than aid, and consequently needs more **competent managers** to manage and lead the flow of goods and services.







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# COLLEGE OF BUSINESS AND ECONOMICS (CBE)

A photograph of a university campus. In the background, a large, modern, multi-story building with a geometric design sits on a hill. In the middle ground, a green lawn is populated by several students sitting or walking. A series of tall, thin, vertical poles are spaced out across the lawn. In the foreground, a large, active fountain sprays water upwards. Two students are walking in the lower-left foreground, and the arm of another student in a suit is visible on the right edge.

In **lending a hand** to the country and continent, the CBE will remain fleet of foot, responding efficiently and effectively to the **changing needs** of society and the economy.



# EXECUTIVE SUMMARY

## OVERVIEW

Africa's aim to achieve 5% economic growth by 2021 depends on connecting African economies to one another, and to those of Asia, Europe and the rest of the world.

The fact is that Africa needs more trade than aid, and consequently needs more competent managers to manage and lead the flow of goods and services. In this context, flow means regional integration, realised in the form of international trade; financial integration via the movement of capital; the flow of knowledge and information; and the flow of movement of people, inclusive of tourists, international students, and highly skilled workers.

UJ, as a new-generation university of choice anchored in Africa, seeks continuously to deliver its strengths in serving Pan-African ideals, among which is its footprint in management education. As one aspect of the UJ pursuit of greater global stature and excellence, between 2013 and 2016 all nine faculties were intensively reviewed by panels of international academic luminaries in their fields. In 2014, panels convened for the Faculty of Management and the Faculty of Economic and Financial Sciences. In the report pertaining to the Faculty of Management, two important recommendations were made, namely, the proposal for the formation of a Johannesburg Business School, and the importance of a closer connection between the disciplines in the two faculties.

This led to UJ embarking on a collective dream: the creation of an entirely new formation at UJ, in the form of a College of Business and Economics, one that would effectively merge two of the largest faculties at UJ into a single, integrated mega-entity that will lead the African continent into a new era of academic and professional knowledge production and professional expertise.

In addition, a study was conducted into what it would take to reposition commerce education, asking the question as to

how quality educational offerings would influence an increasingly competitive environment, especially given the flow of management postgraduates out of the continent to international destinations.

Benchmark providers of commerce higher education that house a business school in various organisational configurations were purposefully sampled from the global population of 12 623 providers of higher education management, finance and economics. Attention was given to providing a balanced perspective aligned with, and within reasonable reach of, the UJ strategic intent towards global excellence and stature by 2025. The sample also covered economies in different stages of economic development, the impact of the number of years in existence, and Quacquarelli Symonds rankings comparable to or better than UJ.

From the kernel of an idea planted by International Faculty Reviews in 2014, the fully-fledged College of Business and Economics (CBE) came into being on 1 July 2017.

The CBE contains the following six Schools:

**THE JOHANNESBURG BUSINESS SCHOOL (JBS)**, including the:

- Department of Business Management
- Department of Finance
- Department of Transport and Supply Chain Management and
- Department of Industrial Psychology and People Management

**THE SCHOOL OF ACCOUNTING (SOA)**, including the:

- Department of Accountancy and
- Department of Commercial Accounting

**THE SCHOOL OF CONSUMER INTELLIGENCE AND INFORMATION SYSTEMS (SCIIS)**, including the:

- Department of Applied Information Systems
- Department of Information Knowledge Management and
- Department of Marketing Management

**THE SCHOOL OF ECONOMICS (SOE)**, including the

- Department of Economics and Econometrics



**Prof Daneel van Lill**

Executive Dean  
College of Business and Economics

**THE SCHOOL OF PUBLIC MANAGEMENT, GOVERNANCE AND PUBLIC POLICY (SPMG),** including the

- Department of Public Management and Governance, and
- School of Leadership.

**THE SCHOOL OF TOURISM AND HOSPITALITY (STH)**

Within these Schools are located a broad array of academic departments, centres and an institute, diverse in their disciplines and aligned in their vision. With a current enrolment of 20 000 full-time students, a further 7 000 students enrolled in continuing education programmes, and over 500 academic, professional support and administrative staff, the College is well positioned to contribute significantly to Pan-African ideals.

The CBE was recognised by Quacquarelli Symonds (QS) for its consummate global academic and research performance in the recent 2018 QS World University Rankings, when more than 4 500 institutions in 151 countries were evaluated across 48 subjects. Among the only 1 130 institutions featuring in this year's subject rankings, "Social Sciences & Management" ranked globally (401-450). In 2017, the College ranked fourth in the continent in Business and Management Studies, fourth in Economics and Econometrics, and first in the field of Tourism and Hospitality (and 37th in the Shanghai Ranking). Some of the highlights from change targets driven during the course of 2017 are discussed below.

## MAJOR IMPROVEMENT IN THE QUALITY OF KNOWLEDGE CREATION

- By the end of 2017, CBE investment in global and continental partnerships stood at R9,1 million and had yielded 389 books, chapters, conference proceedings and journal articles, representing 14% of UJ output.
- Some 72% of research output was listed in ISI, IBSS, Nordic List, SciELO and Scopus accredited journals.
- Exceptional contributions were made by the School of Tourism and Hospitality (19% of total contribution), the Public and Environmental Economics Research Centre (16%), the Department of Industrial Psychology and People Management (12%), the Centre for Public Management and Governance (12%), and the Department of Business Management (11%).
- In the course of 2017, the CBE hosted eight distinguished visiting professors, one emeritus professor, six professors of practice, 15 visiting professors, five senior research associates, 17 senior research fellows, eight research associates and seven research fellows.
- The CBE Knowledge Creation Policy Framework was entirely revised to support future endeavours.

## ALIGNMENT OF TEACHING AND LEARNING WITH GLOBAL BEST PRACTICE

### THE PROGRAMME AND QUALIFICATION MIX REIMAGINED

Since 2011, extensive reviews have included the International Reviews of the CBE legacy faculties in 2014, international postgraduate governance reviews in 2013 and 2015, and a total of 138 academic programmes reviewed by a total of 258 national industry leaders and academic peers from Southern African industries and



CBE Leadership Team

universities. Consequently, the quality of the Programme and Qualification Mix (PQM) has continuously improved, by combining internal quality and external market response data.

#### CATALYSING UNDERGRADUATE SOCIOECONOMIC TRANSFORMATION

From 2013 to 2017, CBE undergraduate enrolment has decreased, by institutional design, from a headcount of 17 658 to 16 859 (-5%). Over the same time, given the decrease in enrolment, UG output has decreased comparably from 4 017 to 3 834 graduates (-5%).

Over the last five years, continuous investment into innovative teaching and learning practices has returned a gradual, credible improvement of module success rates from 79% to 86%, supported by an extensive tutor system equivalent to an investment of R8 million per year.

In response to the #FeesMustFall campaign, the College has contributed over R15 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).

Diplomas and degree minimum time graduation rates were on the 25% benchmark, while graduation rates within five years increased from 60% to 70%. Study interruption is occasioned by students who often work for a year to generate funds and then continue their studies.

#### CATALYSING SOCIOECONOMIC TRANSFORMATION AT POSTGRADUATE LEVEL

From 2013 to 2017, PG enrolment has increased, by institutional design, from a headcount of 2 505 to 3 015 (+20%), while PG output has grown from 1 172 to 1 387 (+18%). The honours graduation rate is 21% above the 60% benchmark and the master's graduation

rate is 5% above the 33% benchmark. Improvement of the doctoral graduation rate (5% below the 20% benchmark) is imperative.

#### INCORPORATING THE POWER OF ARTIFICIAL INTELLIGENCE

Major shifts in the college business model, framed by the impact of the Fourth Industrial Revolution, are accomplished through enrolment planning and the application of technology in teaching and learning. In 2017, nine new online programmes were developed; while the first two programmes were implemented in September 2017, the others are awaiting national approval.

#### REGENERATION OF PRODUCTS AND SERVICES

Since 2012, new markets for quality continuing education programmes (CEP) have been explored. Showing 50% growth, the CEP portfolio now enrolls close to 6 000 students. Consequently, third-stream revenue derived from CEPs has grown since 2011, from R48 million to R112 million (+133%) in 2017.

An unintended spinoff was that industry trust grew, leading to an increase in industry sponsorships and commissioned research from R6 million in 2011 to R20 million in 2017.

#### THOUGHT LEADERSHIP AND ENTREPRENEURIAL ACTION

- Enactus UJ, a student organisation that promotes community service learning, continues as the CBE major mode of community engagement.
- Our Digital Pilot Project identifies, showcases and connects community-driven social impact solutions. The project, managed by **Ms Adelaide Sheik** (UJ) and Ms Julie Adair (Glasgow Caledonian University, Scotland), also qualified for substantial funding by the Erasmus+ Fund (EU) to set up hubs in three provinces in South Africa.
- Our footprint extends beyond Gauteng through the Pfunanani Entrepreneurship Development Project, a rural entrepreneurship development programme in Mpumalanga, where we boost 60 local businesses in collaboration with The Jobs Fund, Sabi Sand Pfunanani Trust, and the Buffelshoek Trust.
- The UJ Centre for Entrepreneurship (UJCE), led by **Ms Moipone Molotsi**, hosted the UJ/Raymond Ackerman Academy of Entrepreneurial Development. This once-in-a-lifetime opportunity comes at minimal cost to students. Raymond Ackerman, patron of this initiative, conferred 120 certificates in 2017.







Ms Adelaide Sheik



Ms Moipone Molotsi



Prof Fiona Tregenna



Prof Erika Kraemer-Mbula



Prof Kelvin Bwalya



Prof Tankiso Moloi



Mr Guy Stehlik



Mr Zafeer Nagdee



Ms Naiefa Rashied



Ms Stella Bvuma

## GROWING STAFF CAPABILITIES TO BE RESPONSIBLE CITIZENS AND TO COPE WITH DISRUPTIVE CHANGE

- **Prof Fiona Tregenna** (SARCHI Chair: Industrial Development, School of Economics) has been awarded inaugural Community of Practice (CoP) Funding from the NRF, of up to R7 million over an initial two-year period. This is for leading a CoP on innovation and industrial development, which will be driven primarily by **Prof Erika Kraemer-Mbula**. The funding will cover some new positions (both research and support), bursaries, conference and meeting costs, research expenses, etc., with a particular focus on collaboration with national and international partners and on making research relevant and accessible to policymakers.
- **Prof Kelvin Bwalya** was appointed to the National Committee of Experts of the Higher Education Authority in Zambia. This committee is mandated to shape the direction of tertiary education in Zambia and to coordinate quality assurance implementation for competitiveness, and it provides the CBE with a considerable presence.
- **Prof Tankiso Moloi** (Research Professor: School of Accounting) has received the Education Category Award from the Institute of Risk Management South Africa (IRMSA). He was acknowledged by IRMSA for his project *The State on Risk Management in the Public Service* – in collaboration with the National Treasury.
- **Mr Guy Stehlik**, CEO and Founder of BON Hotels, was awarded the STH 2017 Golden Circle Alumnus Award.
- **Mr Zafeer Nagdee** (Senior Lecturer: School of Accounting) was awarded the 2017 Dean's Talent Development Award in support of his professional development.
- **Ms Naiefa Rashied** (Lecturer: School of Economics) was awarded the 2017 VC's Distinguished Award: Most Promising Young Teacher.
- **Ms Stella Bvuma** (Lecturer: SCiiS) was appointed to the Council of the South African Institute of Computer Scientists and Information Technologists.
- Three CA(SA) lecturers were nominated by SAICA as finalists in the Top 35 CAs under 35 years of age. They were **Husain Coovadia**, **Jonathan Streng** and **Monique Kevvy**, all senior lecturers within the School of Accounting.
- Seven academic staff members were promoted.
- Six lecturers achieved their doctorates in 2017. A total of 44 academics continued to develop their leadership potential through the UJ Accelerated Academic Mentoring Programme.
- The Annual Report of the Institute of Internal Auditors' CEO and Policy Committee reflects the views of 281 chief audit executives, and therefore presents an impartial view of the state of corporate governance in South Africa, across industries and economic sectors. The 2017 CGI Survey Questionnaire was revised to include the new King IV Code of Governance Principles. This Annual Report was developed through research by the Department of Commercial Accounting, in the CBE School of Accounting, under the project leadership of Dr Christo Ackermann.



## ENLARGEMENT OF OUR INTELLECTUAL FOOTPRINT ON OUR CONTINENT

Our growing intellectual footprint in Africa is demonstrated by the project, led by **Dr Sydney Mufamadi**, on the war on terror in the Horn of Africa, which entailed interviews with peace-making practitioners from the African Union (AU) and AU-accredited diplomats from China, France, Kenya and the USA.

The Centre for Public Management and Governance, led by **Prof Christelle Auriacombe**, has achieved national recognition as a local government advisory and training institution. Productive collaborators include the Institute of Local Government Studies of Ghana, the Uganda Local Government Association, the Rwanda Association of Local Government Authorities, and the City of Johannesburg.

New partnerships were formalised with the University of Zimbabwe, the University of Mauritius, the University of Botswana and the HO Polytechnique Ghana.

## OPERATING CONTEXT

### OUR MISSION

The CBE envisages combining the innovative strengths of its legacy faculties in pursuit of a globally competitive Pan-African agenda.

### OUR OPERATING ENVIRONMENT

Unemployment is the most pressing socioeconomic problem facing South Africa. About 75% of potentially economically active South Africans under 24 are faced with a life of continued poverty and despair. It is against this backdrop that the CBE enables and empowers 5 664 enrolments in continuous education programmes, 16 796 residential undergraduates, and 5 664 postgraduate enrolments to forge a desirable future. Table 1 provides a snapshot of the overall CBE profile.

## EMPLOYEE PROFILE

Stakeholders include all who have an interest in and are affected by the College. Key internal stakeholders are staff who are pivotal in conveying the College brand. Therefore, the management of talented academic, administrative and support staff is the Dean's first priority.

### COLLEGE STAFF PROFILE

The CBE consists of 332 academic members of staff among whom 151 lecturers, 124 senior lecturers, 28 associate professors and 29 professors. There are also 94 academic administrators, and 52 operational staff.

Academic staff include 45% academics from designated groups and 19 international members of staff from African origin. Some 39% of academic staff holds doctorates.

### ACADEMIC STAFF DEVELOPMENT

Six lecturers achieved their doctorates and seven were promoted in 2017. Colleagues continued to contribute as editors of journals, serve on ministerial committees, and receive awards for best papers, lifetime achievements and fellowships for intellectual contributions. A total of 44 academics participated in the Accelerated Academic Mentorship Programme. From 2013 to 2017, the number of National Research Foundation (NRF) rated researchers increased from 3 to 17.



Husain Coovadia



Jonathan Streng



Monique Keevy



Dr Sydney Mufamadi



Prof Christelle Auriacombe

## VISITING SCHOLARS

Six distinguished visiting professors added substantial weight to producing and disseminating knowledge and best practice.

These scholars are:



**Prof Arnold Bakker**

Erasmus University of Rotterdam  
*Work and Organisational Psychology*



**Prof Eva Demerouti**

Eindhoven University of Technology  
*Organisational Behaviour and Human Decision Making*



**Prof Naresh Malhotra**

Georgia Institute of Technology  
*Marketing Research and Consumer Behaviour*



**Prof Maureen Pirog**

Indiana University  
*Public Management and Leadership*



**Prof Jarkko Saarinen**

University Oulu  
*Sustainability Management*



**Prof Howard Thomas**

Singapore Management University  
*Strategic Management*

Table 1: Snapshot of the CBE Operational Profile

### INPUT

ENROLMENT PROFILE		TALENT	
Total enrolment	25 382	Total number of staff	478
Undergraduate diploma headcount	6 433	Professors (9% of 332 academic staff)	29
Undergraduate degree headcount	10 363	Associate Professors (8% of 332 academic staff)	28
Total undergraduate headcount	16 796	Senior Lecturers (37% of 332 academic staff)	124
Postgraduate diploma headcount	807	Lecturers (46% of 332 academic staff)	151
Honours headcount	1 276	Number of academic administrators	94
Master's headcount	659	Number of operational staff	52
Doctoral headcount	180	Senior lecturer units	290
Total postgraduate headcount	2 922	Academics from designated groups	45%
Total continuous programme enrolment	5 664	Academic women	49%
International enrolment (UG)	907	Full-time equivalent / support staff	166
International enrolment (PG)	242	International staff	19%
International enrolment (% of UG)	5%	Presence of academics holding doctorates	39%
International enrolment (% of PG)	8%	2017 operations budget (Rm)	R314
International enrolment (%)	6%		
Full-time equivalents	15 564		
STUDENT PROFILE			
Recruitment from Quintile 1 and 2 schools	26%		
Admission Point Score > 35	36%		



## OUTPUT

### GRADUATE OUTPUT

UG output	3 910
PG below M	1 212
Master's graduates	164
Doctoral graduates	11
Total graduate output (n)	5 286
Total undergraduate output (%)	74%
Total postgraduate output (%)	26%

### STUDENT PROGRESS MEASURES

Module success rate	87%
First-year dropout rate	19%
Throughput: Undergraduates	23%
Throughput: Honours and postgraduate diplomas	58%
Throughput: Master's	25%
Throughput: Doctorates	6%

### RESEARCH OUTPUT

Research output (DHET credits)	268
International articles	63%

### PRODUCTIVITY MEASURES

Research credits per senior lecturer unit	0.93
International ranking in the continent	4
Workload per senior lecturer unit	54
UG output per senior lecturer unit	13,48
Hons and PGDip output per senior lecturer unit	4,18
Master's output per senior lecturer unit	0,57
Doctoral output per senior lecturer unit	0,04
Overall graduates per senior lecturer unit	18,23
Budget intensity/full-time student equivalent	R25 580

## COLLEGE ADMINISTRATION

The College would not function without committed, hardworking administrators who take a broad view of the University, the College and our students' best interests.

During the transition period, the Head of Faculty of Management Administration, Ms Lee-Anne Govender, led the Faculty of Management Office team, including four senior faculty officers, five faculty officers and five administrative assistants.

During the transition period, the Head of Faculty of Economic and Financial Sciences (FEFS) Administration, Ms Maria Motaung, led the FEFS Office team, including three senior faculty officers, five faculty officers and 15 administrative assistants.

These teams provided indispensable support to the Directors of School, Heads of Departments, the Vice-Deans and Dean in managing admissions, registrations, examinations and graduations, and working closely with other UJ student services. College Administration offered a one-stop shop to some 25 000 enrolments, ranging from certificate up to PhD level.



Lee-Anne Govender



Maria Motaung

## MITIGATING RISK IN TALENT MANAGEMENT

In mitigating talent retention risk, the College Task Team on Talent Management revised the entire CBE Talent Management Portfolio. Multi-disciplinary team research promoted job satisfaction and work identity among academics involved in designing innovative organisational solutions. Major investment was directed towards the development of the teaching and learning competence of academics.

## LONG-SERVICE AWARDS

The College acknowledges our long-serving and dedicated staff members who have helped build up UJ, brick by brick, student by student, and day by day. Their efforts reflect passion, dedication and perseverance inspiring us all.

## STUDENT PROFILE

Our undergraduate footprint represents 86% of total enrolment. Vice-Dean Prof Jane Spowart (Faculty of Management) and Vice-Dean Prof Sivan Chetty (Faculty of

Economic and Financial Sciences) led this portfolio up to the end of June 2017, in collaboration with the Faculty Academic Committee and various other legacy faculty committees on student support.

From a student management system point of view, the CBE has moved over to a new academic structure on the MAMS, HEDA and ITS systems for the new cohort of students registering in January 2018. Central Academic Administration aligned the 2018 academic structure according to the merged college model, during the second semester of 2017.

## **STUDENT EMPOWERMENT AND ACCOMPLISHMENTS**

Every year, aspiring Chartered Accountants have two opportunities to pass the first qualifying examination, the Initial Test of Competence (ITC) – one sitting in January, the other in June. The results of the SAICA June Initial Test of Competence exam were released on 18 August 2017. UJ first-time candidates achieved a first-time pass rate of 69% in the June ITC, compared to the national average of 66%. The final result brings UJ to a total of 268 successful candidates, that is, a total of 95% of UJ candidates having passed this strenuous exam.

In this age of high youth unemployment, universities have a critical role to play in enabling students' entrepreneurial abilities. The School of Consumer Intelligence and Information Systems, through the Department of Marketing Management, takes pride in leading this endeavour. Collaborative effort by the 2017 Direct Selling Association and the School of Consumer Intelligence and Information Systems resulted in sales turnover of R3 million with 405 students benefitting from R750 000 in commission.

The Chartered Financial Analyst (CFA) Programme is a professional credential, which hosts the CFA Institute Research Challenge – an annual global competition that provides university students with hands-on mentoring and intensive training in financial analysis. The CFA and the Financial Planning Institute teams of the JBS, and the Department of Finance and Investment Management won the South African legs of industry-specific challenges.

Four BCom Hons Marketing students qualified as semi-finalists in the 10th Global 2017 Google Online Marketing Challenge. Three- to six-member student teams from 100 countries compete by designing, implementing and evaluating the effectiveness of an AdWord campaign for a business or a non-profit organisation.

Second-year Gastronomy students at the STH brought one of South Africa's greatest exports, Michelin Star Chef Jan Hendrik van der Westhuizen, to the UJ School of Tourism and Hospitality.

## **EMPLOYABILITY**

The employability of our students and their impact on their organisations are strategic imperatives. We have learnt that talented academics are the source of excellent programmes, which in turn improve market reputation that then draws quality students and ultimately boosts graduate throughput and employability.

## **NEW SUBSIDISED PROGRAMMES**

Fourteen new programmes have been submitted and are at various stages of approval within SAQA, DHET and the CHE.

## **SERVICE LEARNING**

Collaborative service learning was experienced by students who leveraged the benefits of the flipped classroom and blended learning. Students worked in multicultural teams and shared their experiences to find solutions to the problems experienced by co-operatives.

## **WORK-INTEGRATED LEARNING**

Work-integrated learning (WIL) continued to be a strategic strength of diploma programmes, and included all undergraduates attending career preparedness workshops offered by the University counselling services (PsyCaD).

## **NON-SUBSIDISED ACADEMIC PROGRAMME ENROLMENT**

A critical success factor in delivering non-subsidised academic programmes is productive three-party agreements. These typically involve UJ, a multinational or parastatal, and a global partner, for example, the partnership between the Department of Transport and Supply Chain Management, Transnet and the Glasgow Caledonian University in delivering a BSc in Railway Operations. Partnerships also led to consistent delivery of excellent learning products and services, as well as well-planned articulation into diploma and degree programmes.

## **STUDENT SUCCESS AND EXPERIENCE**

Employer engagement is essential to ensure the academic relevance of college programmes. College initiatives are especially aimed at exposing our students to prospective employers or opportunities for self-employment. Our sincere appreciation to the private and public sector organisations for their generous contribution of opportunities to enrich our students.



## PROGRAMME IMPROVEMENTS

All UG programmes have been reviewed over the last three years, and improvement plans are being implemented to ensure that programmes are differentiated, employer-oriented and curriculum coherent.

We have invested in deepening our understanding of the meaning of "decolonisation" 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 people of Africa, aimed at upping 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 online offerings. In 2017, two new online programmes were implemented and a further seven are awaiting national approval.

## UNDERGRADUATE EMPLOYABILITY

The 2017 Undergraduate Employability Survey revealed that respondents were on average 25 years old, with 81% having had part-time jobs during their studies. After graduation, 67% were employed within three months and 93% within 12 months. Employment resulted from student networking opportunities (20%); exposure during work-integrated learning (13%), web applications (10%), and recruitment agencies (9%). Overall, 89% of respondents indicated that a UJ qualification helped them to be employed.

## MITIGATING THE RISK OF FIRST-YEAR DROPOUT RATE

Passing the first year remains a major hurdle for university entrants. Up to 60% of first-year students at South African universities drop out, and of the remaining students, fewer than 50% graduate. The dropout rate of first-year students in the CBE has slowly come down since 2011 to 21% in 2017. Initiatives have included a First Year Seminar, a peer mentoring programme, substantial tutoring, and intensive revision sessions.



Peer Mentors

## STUDENT VOLUNTEERING

Student volunteering in support of communities flourished with projects such as blanket knitting, the "Tops and Tags" initiative in collaboration with Interwaste Environmental Solutions, online marketing campaigns in collaboration with the Faculty of Engineering and the Built Environment, and business plans for NGOs. Over 250 senior students volunteered and were trained to support first-year students.

## RESEARCH FOOTPRINT AND IMPACT

Postgraduate enrolment and research output serve as a pull factor in the College's future-fit strategy. Vice-Dean, Prof Gert Roodt, led the Faculty of Management postgraduate and research portfolio until the end of June 2017, and was succeeded by Prof Llewellyn Leonard.

Table 2: Snapshot of knowledge creation

KPA2: KNOWLEDGE CREATION	2017
Investment (R million) in research support	R634 657
Appointment of Distinguished Visiting Professors	8
Emeritus Professor	1
Professors of Practice	6
Research Associates	8
Research Fellows	7
Senior Research Associates	5
Senior Research Fellows	17
Visiting Associate Professors	2
Visiting Lecturers	1
Visiting Professors	15
Postdoctoral Research Fellows	9
Number of NRF-rated Researchers	13
Attraction of postgraduates from other universities	336
Research output (DHET credits)	389
Research output per senior lecturer unit	0,93

## POSTGRADUATE PROGRAMMES

College postgraduate programmes are outlined at

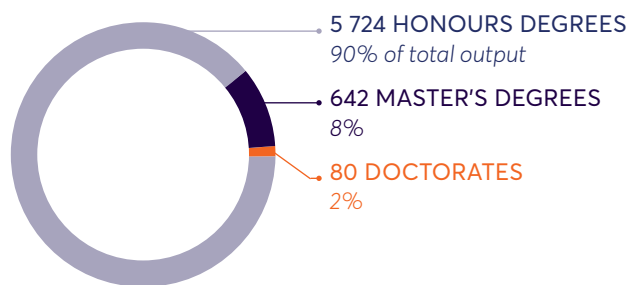
- [www.uj.ac.za/faculties/cbe/Pages/Postgraduate.aspx](http://www.uj.ac.za/faculties/cbe/Pages/Postgraduate.aspx)

## POSTGRADUATE OUTPUT

Since 2013, growth has been seen for

- Honours at 38 graduates year-on-year and
- Doctoral output by one doctorate year-on-year.

Since 2013, the CBE has conferred  
6 446 POSTGRADUATE DEGREES



## POSTGRADUATE OUTPUT GROWTH

2013  
1 204 degrees

2017  
1 324 Degrees  
(+35 postgraduates year on year)

Representing 22% of UJ Postgraduate Output

## POSTGRADUATE RECRUITMENT

Ten international doctoral students were recruited from universities in Ghana, Rwanda, Uganda and Zimbabwe with bursaries, as a result of the Dean's Senior Leadership Development Programme. The School of Leadership grew its footprint into parts of Southern Africa by attracting parliamentarians from Botswana, Swaziland and Zambia.

## RESEARCH OUTPUT

Since 2013, the College has contributed a total of 1 878 accredited publications, worth 1 140 subsidised research credits.

## EMPHASISING QUALITY RESEARCH

An internal review of postgraduate programme efficiency in 2015 identified substantial variation among postgraduate programmes. This prompted a closer strategic review of the postgraduate portfolio, focusing on international and national competition, benchmarking and positioning. In response, the College Higher Degrees Committee tightened postgraduate governance in terms of more rigorous selection and supervision practices, as well as student monitoring and support measures.



## ANNUAL HONOURS POSTER COMPETITION

The Annual Honours Poster Competition is an example of developing student interest in postgraduate studies. This competition also serves as a research methodology benchmark across disciplines in the College. The first prize entails cash (R10 000) and sponsored attendance of an international conference.

## WHAT OUR RESEARCHERS WRITE ABOUT

An analysis of research titles showed that College researchers' intellectual pursuit has shifted since 2011 from general business dynamics to South African and continental business challenges, notably in the field of market intelligence.

## INTERNATIONALISATION

### STAFF EXCHANGES

Professors Roberts-Lombard, De Meyer-Heydenrych and Mpinganjira were appointed as visiting professors and Dr Wait as visiting lecturer in the School of Business and Management, Uganda Technology and Management University.

### GLOBAL STAKEHOLDER ENGAGEMENT

The College developed active relationships with the following institutions:

#### UGANDA



Civil Service College Uganda  
*Jinja Municipality*

Uganda Local Governments  
Association

Uganda Technology and  
Management University  
*Kampala*

#### TANZANIA



Dar es Salaam University  
*Dar es Salaam*

Dar es Salaam Mkwawa College of  
Education (MUCE)

#### GHANA



Ghana Institute of Management and  
Public Administration (GIMPA)

Institute of Local Government Studies,  
*Accra*

Mount Crest University, *Accra*

University of Ghana Business School  
*Accra*

University of Development Studies  
*Tamale*

The HO Polytechnique

#### SWEDEN



International Swedish  
Governmental Agency (SIPU)  
*Stockholm*

SKL International AB, *Stockholm*

#### SOMALIA



Jamhuriya University of Science and  
Technology, *Mogadishu*

#### ETHIOPIA



Jimma University  
*Jimma*

#### NIGERIA



Lagos Business School,  
Pan-Atlantic University

#### KENYA



Riara University School of Business  
*Nairobi*

#### RWANDA



Rwanda Association of Local  
Governments  
*Kigali*

#### SENEGAL



University Cheikh Anta Diop de Dakar  
*Dakar*



Vusi Vilakati



Dion Chang

## COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT, NATIONAL AND GLOBAL REPUTATION MANAGEMENT

### PUBLIC LECTURES

Forty public lectures included topics such as: "African Leadership: Rediscovering and re-internalising the practice of humanity" by Vusi Vilakati; "The Game of Change: New industries and the new skills to drive these industries" by Dion Chang; a Pan-African thought leadership conversation on "Decolonising management studies and fostering critical management studies in South Africa" and "Publishing of scholarly open access books - following the NSBPF process of peer review".

### CONCLUSION AND WAY FORWARD

In reflecting on new beginnings, attention is drawn to President Cyril Ramaphosa, who in delivering his first State of the Nation Address, touched our hearts by quoting the late and great Hugh Masekela's song 'Thuma Mina':

*"I wanna be there when the people start to turn it around  
When they triumph over poverty  
I wanna be there when the people win the battle against AIDS  
I wanna lend a hand  
I wanna be there for the alcoholic  
I wanna be there for the drug addict  
I wanna be there for the victims of violence and abuse  
I wanna lend a hand  
Send me."*



CBE Administrative Staff with Prof van Lill (Bottom, right)

President Ramaphosa concluded: "We are at a moment in the history of our nation when the people, through their determination, have started to turn the country around. We can envisage the triumph over poverty; we can see the end of the battle against AIDS. Now is the time to lend a hand. Now is the time for each of us to say, 'send me'. Now is the time for all of us to work together, in honour of Nelson Mandela, to build a new, better South Africa for all."

In lending a hand, the CBE will remain fleet of foot, responding efficiently and effectively to the changing needs of society and the economy. In responding to this call, 10 CBE-levelled task teams, with their respective mandates related to the UJ2025 strategy, were led by senior CBE academics and professional support services administrators who have guided the transition of the legacy faculties into the CBE. These task teams focused on knowledge creation, teaching and learning, decolonisation, talent management, internationalisation and stakeholder management, college academic administration, APB reimagined, online programmes, continuing education programmes, and branding and marketing. The Dean and Vice-Deans synchronised the efforts of these task teams.

Underpinning the mind-set of all the staff in the College is the theme of connectedness, of productive and active interdisciplinary connections within the College, as well as a vast set of continental and international connections, to ensure that, globally, the UJ College of Business and Economics is top of mind and top of class.

The first Annual Report of the College of Business and Economics is dedicated to the multitude of private and public stakeholders with whom we have been exploring solutions to daunting continental challenges. This report explicates how our members of staff, the broader UJ community, the private and public sector are best serving close to 25 000 students in the diverse field of business and economics. We express our deep appreciation for individual and collective commitment to our future impact.



CBE Launch 1 July 2017



# RESEARCH AND INNOVATION

A woman with braids, wearing a pink jacket and a white turtleneck, is sitting at a desk in a library, working on a laptop. She is looking down at the screen. The background shows bookshelves filled with books. The image has an orange overlay on the top left and bottom right corners.

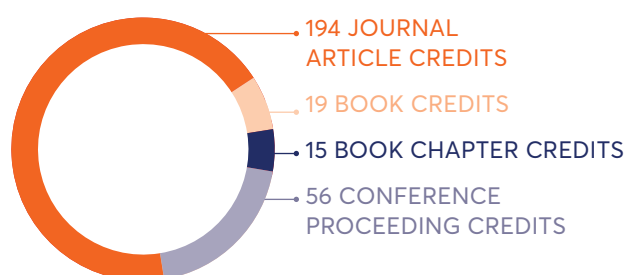
The **2017** CBE postgraduate output represented over **30%** of the overall UJ output

## OVERVIEW

The CBE continues to excel in progressing on quality research and attracting excellent postgraduates, thus expanding our footprint on the African continent and globally. Our postgraduate output and research quality increased in 2017 because of our talented researchers, supervisors and lectures, but also including our diverse research partners and international collaborators. Although the quality of CBE publications improved, research output was 2% less than for 2016 due to the cyclic nature of producing quality research output and targeting international journals. The quality of CBE research output has progressed by 6% annually since 2015. In 2017 postgraduate output represented over 30% of university output.

## RESEARCH AND SCHOLARLY ACTIVITY

### PRELIMINARY 2017 CBE RESEARCH OUTPUT



Although the credit value for conference proceedings increased by 11,64 credits and books by 5 credits when compared to the 2016 output, there was a decline in the number of research credits for:

- journals (-7 credits) and
- book chapters (-14).

Various initiatives continue to stimulate research and scholarly activity in the College. These included:

- the appointment of six visiting professors from Belgium, Congo, South Africa, Finland and Ghana;
- the appointment of a visiting associate professor from Italy;
- the appointment of two emeritus professors;
- the appointment of five professors of practice from South Africa;
- the appointment of nine postdoctoral research fellows;
- the appointment of six research associates from Ghana, Nigeria, United States and South Africa; and
- the appointment of two senior research fellows from Zambia and South Africa.
- The School of Consumer Intelligence and Information Systems (SCiIS), in collaboration with the University of Botswana, hosted the 2nd International Conference on the Internet, Cyber Security and Information Systems (ICICIS) in August 2017 at the Maslow Hotel in Sandton.
- The research partnership between the School of Tourism and Hospitality (STH) and the University of Strathclyde (UK) culminated in a research conference on Human Resource Management in Tourism held at the STH in September 2017. Great international partnerships emerged from the conference and the conference proceedings will be produced in 2018.
- The STH in partnership with the National Department of Tourism (NDT) engaged in a national research project on Transformation in the travel sector.
- The STH completed and presented research on cultural tourism for the World Tourism Forum in Lucerne. The research was conducted by Dr Milena Ivanovic and Ms Maisa Adinolfi.
- CBE staff and students attendance of Postgraduate School research support were well attended:
  - Workshop participants – 164 academic staff
  - Academic research writing consultation – 8 staff
  - Coaching for PhD completion – 5 staff
  - Supervision courses – 9 staff
  - Postgraduate students writing consultations – 64 students
  - Postgraduate symposium – 6 students



**Prof Llewellyn Leonard**

Vice Dean: Research  
College of Business and Economics



## POSTGRADUATE PROGRAMMES

The CBE postgraduate programmes are outlined at

- [www.uj.ac.za/faculties/cbe/Pages/Postgraduate.aspx](http://www.uj.ac.za/faculties/cbe/Pages/Postgraduate.aspx)

## POSTGRADUATE OUTPUT

Over the last five years, the College has conferred 6 443 postgraduate degrees, among which, 5 725 honours degrees (88% of total output), 642 master's degrees (10%) and 77 doctorates (2%). Postgraduate output grew from 1 204 degrees in 2013 to 1321 in 2017 (+10%) and represented about 51% of university postgraduate output. In 2017, CBE postgraduate output accounted for 25% of doctoral, 27% of master's and 42% of honours degree output. In 2017, a total of 1212 postgraduate diplomas/honours degrees, 164 master's degrees and 11 doctorates were conferred.

## POSTGRADUATE RECRUITMENT

Thirty-seven international doctoral students were registered in 2017 from countries such as the Democratic Republic of Congo, Tanzania, India, Nigeria, Zimbabwe, Swaziland, Cameroon, Ghana and Kenya. For the master's degrees, 96 international students came from Lesotho, Zimbabwe, Nigeria, Gabon, Cameroon, Botswana, Uganda, Swaziland, Tanzania, Liberia, Malawi, Sudan, China, Russia and India.

## EMPHASISING QUALITY RESEARCH

Research Governance Structures: In 2017 the College worked on tightening postgraduate governance in terms of more rigorous selection and supervision practices,

ethical research and publication practices. To this end, the College established the College Research Ethics Committee, the College Higher Degrees and Assessment Committees and the Research Committee. Ten task teams were put in place in mid-2017 to work on various CBE policy and governance processes. These policies and processes were finalised by the end of the first term of 2018.

Quality Research Output: In 2017, over 72% of research output was listed in ISI, IBSS, Nordic List, SciELO and Scopus accredited journals. International research output grew from 61% in 2015 to 70% in 2017. The percentage of international research units grew from 57% in 2015 to 66% in 2017. Although the quality of CBE publications has improved, research output was 2% less than for 2016.

Prof Grietjie Verhoef (School of Accounting) was awarded a NRF C1 rating indicating that she is considered an established researcher who already enjoys considerable international recognition for her high-quality research outputs.

## WHAT OUR RESEARCHERS WRITE ABOUT

An analysis of the 2017 research titles showed that College researchers' intellectual pursuit has shifted since 2011 from general business, economic and marketing dynamics to South African, continental, international business and developmental challenges. Additional expanding themes have included issues of governance and policy, local economic development, sustainability and social justice.



Graduation



## ANNUAL HONOURS POSTER COMPETITION

The Annual Honours Poster Competition is an example of developing student interest in postgraduate studies. This competition also serves as a research methodology benchmark across disciplines in the College. The first prize entails cash (R10 000) and sponsored attendance of an international conference.



1<sup>ST</sup> PLACE

*"The impact of retention factors on job security in nursing"*

BY: Tlou Manakana  
Sbonelo Masilela  
Jessica Mbacaza  
Dineo Mokone  
Busisiwe Mtongana

FROM: Department of Industrial Psychology and People Management.



2<sup>ND</sup> PLACE

*"The domino effect of organisational deviance"*

BY: Prashanthi Mundree  
Thomas Britton  
Marli Connaway

FROM: Department of Industrial Psychology and People Management.



3<sup>RD</sup> PLACE

*"An analysis of attractiveness of the South African taxi industry after financing"*

BY: Boshoff

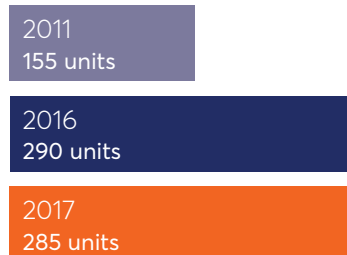
FROM: Department of Accountancy

## RESEARCH PRODUCTIVITY

### 2017 RESEARCH CONTRIBUTIONS



### CBE RESEARCH OUTPUT



### RESEARCH CREDITS

An outstanding individual contribution achieved by:

**Prof Chris Rogerson**  
School of Tourism and Hospitality



Prof Kelvin Bwalya



Prof Roberts-Lombard



Ms Seugnet Bronkhorst



Dr Krzysztof Machaczka



Prof Cecile Nieuwenhuzen



Prof Geoff Goldman



Prof Sergio Fernandez

## STAFF EXCHANGES

- **Prof Kelvin Bwalya** of the Department of Information and Knowledge Management, was appointed to the National Committee of Experts of the Higher Education Authority in Zambia. This committee is mandated to shape the direction of tertiary education in Zambia and to coordinate quality assurance implementation to ensure that the country's Higher Education offering is competitive.
- **Prof Roberts-Lombard** (Department of Marketing Management) was appointed as a visiting professor at the Polytechnic Institute of Leiria in Portugal. He completed his first two-week visit to the Institute during May 2017.
- In May 2017, **Ms Seugnet Bronkhorst** accompanied three MCom Business Management students to the Krakow University of Economics on a study visit. This initiative forms part of the Department of Business Management's Memorandum of Understanding with the Krakow University of Economics.
- In October 2017, the Department of Business Management hosted **Dr Krzysztof Machaczka** from the Krakow University of Economics in Poland for guest lectures as part of a Memorandum of Understanding with that institution.
- **Prof Cecile Nieuwenhuzen** and **Prof Geoff Goldman** visited the University of Gdansk (Poland) in September 2017, with an eye to possible cooperation with that institution.
- Visiting **Prof Sergio Fernandez** visited the School of Public Management and Governance in February 2017 to do collaborative research on service delivery issues in the South African public sector. He co-published three articles in 2017.
- **Prof Christelle Auriacombe** facilitated two research and publication workshops in Rwanda (March and August 2017) and played a pivotal role in supporting several research initiatives for researchers in Africa. The workshops contributed to six collaborative accredited publications as outcome of the workshop.
- **Prof Amit Sharma** from Penn State University, Centre for Food and Hospitality Research, United States, was a Visiting Professor at STH during 2017 to work with **Dr Hema Kesa** (together with the Institute Paul Bocuse (France) on food nutrition in schools.



Dr Hema Kesa



Prof Amit Sharma



Prof Christelle Auriacombe

## STAFF APPOINTMENTS

- **Prof Shikha Vyas-Doorgapersad** was appointed by the Social Sciences Research Society in Turkey as a member of the International Scientific Committee of the International Conference on Social Sciences (2017) that was held on 24 and 25 August 2017. She was also appointed by the same institution as Editor-in-Chief of the International Journal of Business and Management Studies (IBSS) (2017).
- **Prof Christelle Auriacombe** was appointed as Visiting Professor at the HO Technical University in Ghana and as Visiting Professor at the Rwanda Association of Local Government Authorities (RALGA) in Rwanda. She was further appointed as Adjunct Professor at the Uganda Technology and Management University (UTAMU).
- **Dr Vain Jarbandhan** was re-appointed as the Chief Editor of *Administratio Publica*, an accredited journal hosted by the Association of Southern African Schools and Departments of Public Administration and Management (ASSADPAM).
- **Prof Christelle Auriacombe** was re-appointed as the Technical Editor of *Administratio Publica*.
- Postgraduate Offices continue to assist the CBE so that our international students are able to get to UJ with no hindrances (i.e. good communication, securing visas, assisting with information on accommodation, etc.).



Prof Shikha Vyas-Doorgapersad



Dr Vain Jarbandhan

## GLOBAL STAKEHOLDER ENGAGEMENT

The College developed active relationships with the following institutions:

### NEW ZEALAND



Auckland University of Technology

### BOTSWANA



Botho University

University of Botswana

### GERMANY



Centre for Mathematical Economics,  
Bielefeld University

### UNITED KINGDOM



University of Strathclyde

Glasgow Caledonian University

### ZAMBIA



Higher Education Authority

### FRANCE



Institute Paul Bocuse

### POLAND



Krakov University of Economics

University of Gdansk

### UGANDA



Makerere Business School

### USA



Penn State University, *Pennsylvania*

The University of South Carolina

The Texas A & M International University,  
*Florida*

### PORTUGAL



The Leiria Polytechnic

### LUCERNE



World Tourism Forum

### SOCIALIST REPUBLIC OF VIETNAM



Hi Chi Minh National Academy of  
Politics (HCMA), *Hanoi*

### SINGAPORE



Nanyang Technological University -  
Centre for Public Administration (NCPA)

### RUSSIA



The National Research University,  
*Moscow*

### HONG KONG



The Hong Kong Polytechnic University  
(PolyU)



### Global Stakeholder Engagement, continues...

#### ZIMBABWE



The University of Zimbabwe, Harare

#### MAURITIUS



The University of Mauritius

#### AUSTRALIA



The University of Sydney

#### FINLAND



Laurea University

## ACCOMPLISHMENTS AND LOOKING TOWARDS 2018 — 2020

Exceptional accomplishments by the School in 2017 include increasing the quality of our international research output, which grew from 61% in 2015 to 70% in 2017. The percentage of international research units grew from 57% in 2015 to 66% in 2017. The number of our research fellows and senior research fellows has also grown steadily. Our research fellows increased from just one in 2013 to a grand 35 in 2017. Similarly, our senior research fellows grew from 15 in 2013 to a grand 48 in 2017.



Despite our accomplishments in increasing the quality of our research outputs, the CBE will need to engage in new strategies to achieve our growing research target of 500 units by 2021. This will require expanding on our research fellows, research associates, and postdoctoral research fellows including supporting our emerging researchers on knowledge production and creating a more enabling research environment. This has already begun with the Vice-Dean: Research visiting departments to ascertain the level of (tailored) research training required by our emerging researchers. Tailored workshops have been planned for rollout in 2018 and will be continually assessed and adjusted as required. Mentoring of our emerging researchers and junior academics will also be a key focus moving forward to expand on our research output.

The CBE is also strategically engaging to establish a CBE postgraduate research space to accommodate our doctoral and PDRFs so that they are stimulated by their fellow colleagues and do not work in isolation. Our PDRFs grew from just two PDRFs in 2013 to a total of 25 in 2017. The future plans for the CBE research space will also be to create a 'think-tank' platform where our research fellows and international visiting academics may also engage in intellectual debates on key topics for discussion. Long-term plans will be on expanding the research space to also accommodate our master's students together with our doctoral and PDRFs. Through collaborative engagement, this will also assist in motivating students along through the postgraduate CBE pipeline to complete their studies on time and reduce the student dropout rate. There is also much opportunity to increase the number of African visiting scholars and postgraduate students to expand on research output and increase the profile of African academics. This will also increase our intellectual footprint in Africa and create a platform for more African voices to emerge.

Thus, a combination of strategies will be required in order to improve on our research and avoid the risk of not meeting future targets.





# TEACHING AND LEARNING



The **clustering** of academic programmes into **six schools** along interconnected academic disciplines **enables purposeful horizontal and vertical articulation** within and across the different sub-environments of the CBE



## OVERVIEW

A critical dynamic of the new College of Business and Economics (CBE) is the shaping of its teaching and learning environment, which largely entails an integration of the distinct academic strengths of the former Faculties of Economic and Financial Sciences, and Management. The processes involved, and prospects thereof, rely crucially on sensing the pulse of this new creation, to ultimately find a rhythm that is both unique and vibrant.

The clustering of academic programmes into six schools along interconnected academic disciplines, creates scope for reflection and innovation with a view to determining meaningful programme combinations. This will enable purposeful horizontal and vertical articulation within and across the different sub-environments of the CBE. Essential to this would be coherence in terms of academic focus that would allow for appropriately blended packaging and branding of the programme offerings of the different CBE schools.

Notwithstanding evident synergies, the academic architecture of the new CBE is associated with a fair degree of complexity in terms of the scope and depth of its programme offerings, both subsidised and non-subsidised. In 2017, the CBE offered about 145 subsidised academic programmes, comprising 49 undergraduate and 96 postgraduate qualifications respectively, to 19 734 students, spread across 12 academic departments across four campuses, with a total of about 300 academic staff members. The extensive offering of continuing education programmes to about 5 800 students merely adds to the academic complexity of the CBE.

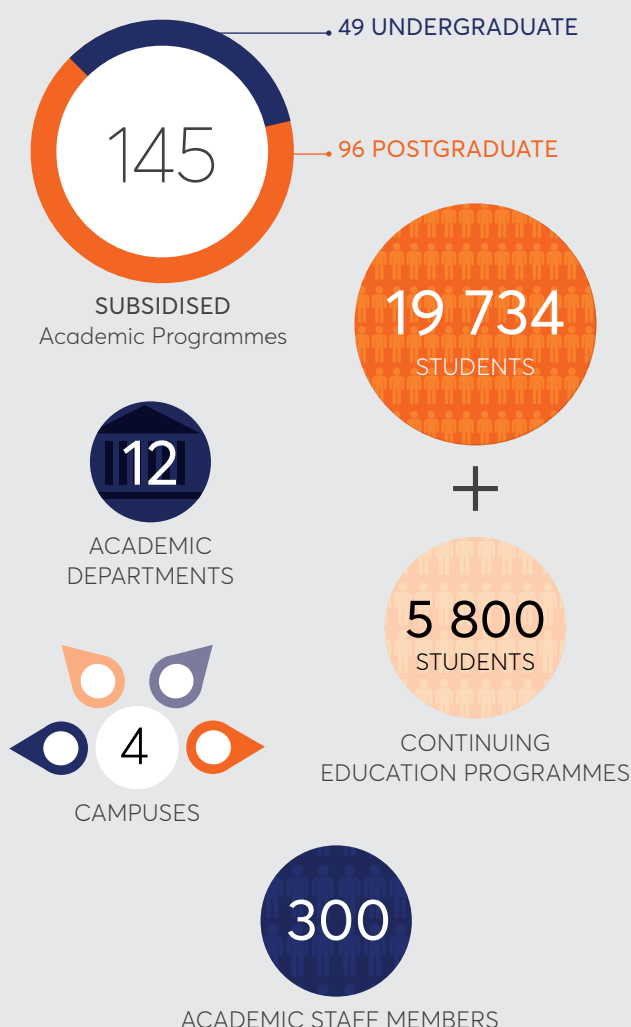
The CBE continued on the path of excellence forged by its legacy faculties in the teaching and learning environment in the 2017 academic year. The following evidence this:

- The CBE undergraduate success rate increased from 83,3% in 2016 to 84,3% in 2017.

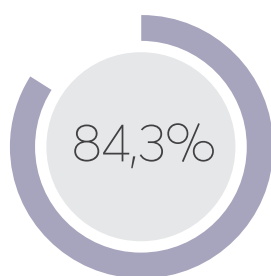
### Prof Sivan Chetty

Vice Dean: Teaching and Learning  
College of Business and Economics

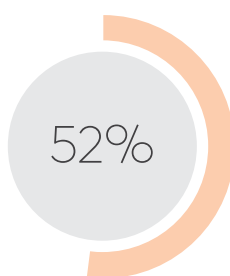
## 2017 CBE OVERVIEW



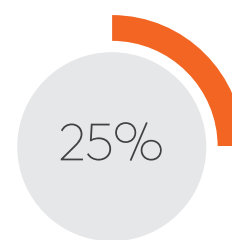
- Despite the decline in the number of graduates from 2016 to 2017, there was an increase in the proportion of CBE graduates relative to the University total from 42% to 43%.
- The CBE graduation rate at 25% was also higher than the institutional rate of 23%.
- There were 192 first-year top achievers produced by the CBE in 2017, representing 52% of the University total.



UNDERGRADUATE  
SUCCESS RATE



REPRESENTATION OF UJ TOTAL  
192 CBE FIRST YEAR TOP ACHIEVERS



CBE GRADUATION RATE

- CBE students maintained their exceptional performance in external examinations/competitions, such as:
  - The Initial Test of Competence (ITC) of the South African Institute of Chartered Accountants (SAICA)
  - The Chartered Financial Analyst (CFA) Research Challenge
  - The Financial Planning Challenge of the Financial Planning Institute of Southern Africa (FPI)
  - The Nedbank-Old Mutual National Budget Speech competition, and

The Google Online Marketing Challenge.

- The year 2017 experienced greater innovation in the teaching and learning environment, with the development of several e-learning (online) programmes and more staff beginning to embrace a more blended approach to teaching and learning. Several staff members from across the CBE participated in Blackboard training provided by Eiffel Corp (Pty) Ltd, in accordance with a contract between the University and this company.
- Ms Naiefa Rashied from the School of Economics received the Vice-Chancellor's Distinguished 2017 Award for Most Promising Young Teacher.

## SUBSIDISED ACADEMIC PROGRAMMES

Key indicators/trends relating to enrolment in subsidised academic programmes:

- The total headcount enrolment in subsidised academic programmes (excluding occasional registrations) declined in accordance with the institutional enrolment plan by 4% from 20 596 in 2016 to 19 734 in 2017.
- Since 2013, total enrolment declined by a headcount of 447 to 19 734 in 2017 (-0,5% year-on-year), a trend

largely in accordance with the institutional enrolment plan.

- Actual total enrolment of 19 734 in 2017 was only slightly below the planned target of 19 792 by 0,3%. However, significant variations are evident in terms of qualification types, particularly at the postgraduate level, with postgraduate below master's (honours and postgraduate diplomas) below target by 9,6%, master's above target by 5,6% and doctoral above target by 45,7%.
- From 2016 to 2017 undergraduate enrolment dropped by 4% to a headcount of 16 859; the postgraduate below master's degrees portfolio was reduced by 8% to a headcount of 1 972, while the master's and doctoral headcount grew to 903 (+27%).
- CBE total enrolment for 2017 was 39% of the total enrolment of the University, a drop from 40% in 2016.
- The composition of the total enrolment in terms of race remained unchanged from 2016 to 2017, with African black enrolment at 94%, white at 6%, Indian at 5% and Coloured at 3%.
- The proportion of female students of total enrolment dropped from 53% in 2016 to 52% in 2017.
- The proportion of first-time entering undergraduate students with an APS of 35 or more increased from 27% in 2016 to 37% in 2017.
- The proportion of first-time entering undergraduate students from the poorest South African schools (quintiles 1 and 2) increased from 20% in 2016 to 23% in 2017.
- The proportion of first-time entering undergraduate students from privileged South African schools (quintile 5) dropped from 45% in 2016 to 38% in 2017.
- International enrolment as a proportion of total enrolment increased from 5% in 2016 to 6% in 2017.

The following key indicators/trends relate to performance in subsidised academic programmes:

- An increase in the undergraduate module success rate from 83% in 2016 to 84% in 2017 was the combined

effect of an increase for diploma and certificate programmes from 84% to 85%, and an increase for degrees from 83% to 84%. The undergraduate module success rate has been consistently above 83% for the five-year period from 2013.

- An average postgraduate graduation rate of 47% was maintained since 2013 with a 3% drop from 2016 to 2017. This was related to growth in postgraduate headcount that has not yet materialised into graduates. The undergraduate graduation rate remained stable at 22%.
- The number of graduates in the CBE dropped from 5 221 in 2013 to 5 158 in 2017 (1%) compared to a drop-in enrolment from 20 163 to 19 734 (-2%) over the same period.
- When viewed over a five-year period, the CBE total graduation output peaked in 2014 and then continued expectedly on a downward trend.

## NON-SUBSIDISED ACADEMIC PROGRAMMES

There has been substantial growth in both the number of non-subsidised programmes and enrolment over the years. Enrolments have grown by about 50% since 2011, thereby demonstrating the credibility of academic offerings to external markets. A critical success factor in delivering non-subsidised academic programmes is productive three-party agreements. These typically involve UJ, a multinational or parastatal, and a global partner. A good example is the partnership between the Department of Transport and Supply Chain Management, Transnet and the Glasgow Caledonian University in delivering a BSc in Railway Operations. Partnerships also lead to consistent delivery of excellent learning products and services, as well as well-planned articulation into diploma and degree programmes.

Employer engagement is essential to ensure the academic relevance of College programmes. College initiatives are especially aimed at exposing students to prospective employers or opportunities for self-employment. The generous contributions of opportunities by private and public-sector organisations to enrich the experience of CBE students are sincerely valued and appreciated.

Various non-subsidised continuing education programmes (CEPs) were presented by departments in 2017. If winter schools and pre/postdoctoral qualifications are excluded, then about 55 CEPs were presented in 2017, compared to about 81 in 2016. Note, these are programmes that were presented, based on HEDA registration information. Hence these programmes are not exhaustive in that some may not have been presented.

## KEY INFORMATION IN RESPECT OF NON-SUBSIDISED PROGRAMMES:

- The total enrolment for CEPs in 2017 amounted to 5 858 students, representing a 2% decline from 5 985 in 2016.
- If the enrolments in respect of winter schools and pre/postdoctoral registrations are taken into account, then the total enrolment in non-subsidised academic programmes increased by 1% from 6 083 in 2016 to 6 168 in 2017.
- Forty-five of all the non-subsidised programmes presented in 2017 were allocated result codes. There were 1 843 qualifying students in these programmes who were allocated either a P7 (completed) or a P8 (completed with distinction). Given the enrolment of 4 895 students in these programmes for 2017, the percentage of qualifying candidates stood at 38% compared to 43% in 2016 (notwithstanding variations in size, composition and duration of the programmes covered in each of those years).
- Total income generated from non-subsidised programmes grew from R77 million in 2013 to R112 million in 2017.

## GOING FORWARD

In coming to its own, the CBE needs to nurture its teaching and learning environment through collective effort, underpinned by a shared vision. The College will always be confronted with the challenge of remaining relevant in a rapidly changing world of business and economics. This implies the need for mechanisms that would allow for continuous reflection and review. Hence, in keeping its hand on the 'pulse' of change, the CBE has to find and, if needed, adjust its 'rhythm' in responding efficiently and effectively to changing times.

This entails some key essentials, such as: continuous reflection and review of programme content and offerings; ensuring a dynamic and skilled academic staff; exploration of new and effective approaches to teaching and learning; sustaining a vibrant teaching and learning environment for an enriching student experience, measures for accelerating student success, and promoting employability of graduates.

## New Programmes

A combination of new contact and online programmes are at various stages of external approval, with DHET, CHE and SAQA. Some of these are at an advanced stage of planning for implementation, as only the SAQA registration numbers are outstanding. Key online programmes include; Master's in Public Management and Governance, BCom International Accounting, Advanced Diploma in Financial Markets, Advanced Diploma in Logistics, and Advanced Diploma in Transport Management.



## Improvements in programmes and their delivery

All UG programmes have been reviewed over the last three years and improvement plans are being implemented to ensure that programmes are differentiated, employer-oriented, and curriculum coherent. Given the institutional drive toward decolonisation, the CBE is committed to deepening its understanding of "Africanisation" in applications of management science by tapping into the intellectual trusts found among the leaders of competitive industries, visiting scholars, students and 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. The CBE therefore needs to embrace a cultural revolution, championed by the people of Africa, aimed at upping its ability to generate new ideas and to combine these with technology. Programme improvement also centres on engaging the Fourth Industrial Revolution, and, more specifically, on the future of management education in an era of uncertainty. Online and blended learning have emerged fully as strategic drivers, evidenced by a number of universities ramping up online offerings.

## Ongoing staff development and growth

A Talent Management Committee has been set up as a subcommittee of the College Board, under the leadership of the Executive Dean, with the aim of nurturing the development of staff members through investments in identified opportunities. It is of critical importance that staff members be continually enabled with appropriate skills in line with new methods in support of, particularly, online and blended teaching and learning practices.

## A vibrant teaching and learning environment for an enriching student experience

The high module success rate coupled with an increasing number/percentage of first-year top achievers may be significantly attributed to the CBE's firm commitment to, and active participation in the University's First-Year and Senior-Year Experience Programmes.

These programmes consist of various initiatives such as:

- the First-Year Seminar,
- peer mentoring,
- a substantial tutoring programme,
- academic development opportunities,
- PsyCaD counselling services,
- revision opportunities,
- winter schools,
- the provision of free e-textbooks and so on.

Service learning and work-integrated learning remain important elements of the student learning experience. Students who leveraged the benefits of the flipped classroom approach to blended learning experienced collaborative service learning. Students worked in multicultural teams and shared their experiences to find solutions to the problems experienced by co-operatives.

Work-integrated learning continued to be a strategic strength of diploma programmes, and included all undergraduates attending career preparedness workshops offered by the University counselling services (PsyCaD).

Student volunteering in support of communities flourished with projects such as blanket knitting, the "Tops and Tags" initiative in collaboration with Interwaste Environmental Solutions, online marketing campaigns in collaboration with the Faculty of Engineering and the Built Environment and business plans for NGOs. Over 200 senior students volunteered and were trained to support first-year students.



Active Learning

## Measures for accelerating student success

Measures need to be adopted to mitigate the risk of student dropout, particularly at first-year level. Passing the first year remains a major hurdle for university entrants. Up to 60% of first-year students at South African universities drop out, and of the remaining students, less than 50% graduate.

Various measures have been adopted to improve student success, which include investment in key tutor programmes, peer mentoring and intensive revision programmes.

An institutional Student Success Committee was set up in the latter part of 2017, with the aim of driving research and initiatives aimed at improving student throughput. This Committee has mandated the Academic Development Centre (ADC) to work closely with faculties on the development and implementation of plans for improving the success rates of so-called priority modules (modules with high enrolments and/or poor pass rates).

The CBE has embraced this collaboration and heads of departments have committed to working closely with the ADC to improve the pass rates of priority modules. Moreover, a Student Development and Experience Committee has been established as a subcommittee of the CBE Teaching and Learning Committee to drive the various components that contribute to student experience and performance.

## Employability of graduates

The 2017 Undergraduate Employability Survey revealed that respondents were:

- on average 25 years old
- with 81% having had part-time jobs during their studies.
- After graduation, 67% were employed within three months and
- 93% within 12 months.

Employment resulted from:

- Student networking opportunities (20%);
- Exposure during work-integrated learning (13%),
- Web applications (10%) and
- Recruitment agencies (9%).

Overall, 89% of respondents indicated that a UJ qualification helped them to be employed.

The CBE considers the employability of its graduates a critical outcome of its academic project, hence the need for ongoing programme review and development and an enriching student experience.


Schools and departments are expected to identify typical employers in their respective domains and to establish mechanisms for ongoing engagements with them with a view to sustaining purposeful programme reviews and development.



Peer Mentors



# JOHANNESBURG BUSINESS SCHOOL (JBS)

The background of the slide is a composite image. It features a dark blue upper section and a lighter, warm-toned lower section. In the lower section, there are hands interacting with a laptop. Overlaid on this are various business-related graphics: a line graph showing an upward trend, a globe with orbital lines, a network diagram with nodes, and a world map. The overall aesthetic is professional and tech-oriented.

With a **clear focus** on African management and leadership in the global environment of **business, purpose-driven values and principles** are at the core of the Johannesburg Business School's (JBS) teaching, learning and research.



## OVERVIEW

The global business environment is undergoing a dramatic change. Geopolitics and global development disparities aside, on-going technological advancements, widespread innovations and the Fourth Industrial Revolution (4IR) bring with them increasing competition, shifting customer tastes, globalised markets and changing demographic trends. These are drastically altering how companies operate, not to mention the role of managers and leaders in society, across every region and industry around the world.

In this new era of complexity and uncertainty, bold, innovative and visionary leadership is essential. Nowhere is this more relevant than in Africa. This requires a fresh and innovative approach to business. While the rest of the world is home to aging populations, over 60% of Africa's population is under the age of 30, and the continent's population of 1,2 billion people is set to double in size by 2050. Nearly 50% of Africans live in cities, seeking housing and career opportunities. The World Bank also estimates that an additional 500 million people will move to African cities over the next 25 years. Thriving in these markets requires contextually intelligent leaders who are mindful of socio-economic dynamics and cultural diversity. Successful management has stretched well beyond conventional business acumen.

With a clear focus on African management and leadership in the global environment of business, purpose-driven values and principles are at the core of the Johannesburg Business School's (JBS) teaching, learning and research.

As the largest business school in Africa, with over 6 000 students and more than 100 full-time staff, and part of the College of Business and Economics (CBE), the JBS champions interdisciplinary learning and outputs, comprise four long-standing departments with global stature, namely:

- The Department of Business Management (BM)
- The Department of Finance and Investment Management (FIM)
- The Department of Industrial Psychology and People Management (IPPM)
- The Department of Transport and Supply Chain Management (TSCM)



**Prof Lyal White**

Senior Director

Johannesburg Business School (JBS)  
College of Business and Economics

In addition to this, geared toward applied research and practical learning, the JBS's four centres of excellence include:

- The UJ Centre for Entrepreneurship
- The Centre for Work Performance in IPPM
- The Institute of Transport and Logistics Studies (Africa) in the Department of Transport and Supply Chain Management
- The Centre for African Business (CAB)

The JBS offers a rich portfolio of executive programmes, and will also be launching a flagship MBA. Innovative approaches to learning will include online programmes, blended learning and unique contact programmes with delegates and partners from across the continent and from around the world. Committed to developing leaders and organisations with purpose and impact, the JBS has a Pan-African focus, delivering world-class management education with a global stature. Strong international networks in a richly diverse context underpin this. Through management and leadership development, the JBS seeks to make a substantial contribution to institutions and governance in South Africa, Africa and beyond.



[www.uj.ac.za/faculties/cbe/jbs](http://www.uj.ac.za/faculties/cbe/jbs)

## SUBSIDISED PROGRAMMES

Popular and industry-recognised programmes and their enrolment in 2017 include a total undergraduate enrolment of 5 103 and 1 167 postgraduates. The range of programmes hosted by the JBS on the UJ website.

## NEW DEVELOPMENTS 2018 — 2020

New developments in the Departments of the JBS include:

- 13 online programmes,
- re-curricular of some programmes and
- the roll-out of new programme offerings on various NQF levels.

Three new CEP whole programmes will also commence in 2018 and 2019. The Department of Finance and Investment Management will start a process of content recognition for modules and programmes with the JSE, FSB and FISA.

## ACCREDITATION, AFFILIATIONS AND RANKINGS

The JBS is aligning and orientating itself for international accreditation and global rankings of its forthcoming MBA programmes and Executive Education.

Meanwhile, many of the qualifications offered by the JBS are accredited or recognised by international professional bodies:

- The South African Board of People Practices accredits all the Human Resource Management qualifications. The Health Professions Council of South Africa accredits the Master's in Industrial Psychology and the Short Learning Programme in Practical Psychometry.
- There is no QS ranking for the Department of Finance and Investment Management, however, their programmes have local and international body recognition through the Financial Planning Institute (FPI) of Southern Africa; the Chartered Financial Analyst (CFA) Institute; Chartered Alternative Investment Analyst (CAIA); and the Chartered Institute for Securities and Investments (CISI).

The JBS also has representation on other bodies, inter alia:

- The South African Business Schools Association (SABSA). Prof White is steering the Case Studies Committee of SABSA.
- The Association of African Business Schools (AABS).
- JBS is the Africa partner on the Global Leadership Programme in partnership with the Conscious Leadership Institute. Prof White sits on the board of the GLP.

- International Advisory Board of the Krakow School of Business in Poland, with Prof Geoff Goldman and Prof Cecile Nieuwenhuizen serving on this Board.

## STUDENT PROFILE

Some 23 % of the School's students are drawn from very poor communities, of those 34% have performed exceptionally well at secondary school level. The School performs at a module success rate of 84%, which is 2% less than the College average, and the first-year dropout rate is recorded at 21% (2% more than the College average). This does indicate an area for improvement.

## GRADUATE PROFILE

The JBS contributed 1 805 (34% of College output) graduates in 2017: 1 300 undergraduate diplomas and degrees, 408 honours and postgraduate diplomas, as well as 97 master's graduates and seven doctorates. Undergraduates represent 72% of all graduates and postgraduates, 28%.

An important metric is "student throughput". This measurement refers to the percentage of students who have achieved their qualification in minimum time allocated. The JBS undergraduate throughput stands at 25% compared to the national benchmark of 25%; 55% for honours degrees and postgraduate diplomas (benchmark = 60%), master's at 52% (benchmark = 33%) and doctorates at 10% (benchmark = 20%). The level and application of the programmes run, not to mention the standards set in each department, prepare students and make them highly employable in the public and private sectors.

## KNOWLEDGE CREATION

In 2017, the JBS contributed the equivalent of 71 subsidised credits, representing 27% of College output at a rate of 0,73 credits per Senior Lecturer Unit compared to the College average of 0,90. While programmes in the JBS are predominantly geared toward practical application, there certainly is room for improvement, and the conversion of knowledge derived from master's and doctoral theses should be targeted.

**Prof Geoff Goldman** of the Department of Business Management is the Managing Editor of the Department of Higher Education and Training's accredited journal, ACTA Commerci. The Department of Finance and



Prof Geoff Goldman



Prof Jackie Walters

Investment Management's knowledge creation was disrupted last year because of the split of the original Department of Finance and Investment Management when the College of Business and Economics was launched. The Journal of Finance and Economics (JEF) was part of the old Department of Finance and Investment Management, however, the journal moved to the School of Accounting in the College of Business and Economics. The MCom Finance coursework programme was also moved to the School of Accounting, which drastically affected the Department's knowledge creation process. This change however, has created opportunities for the new Department of Finance and Investment Management.

The Department of Industrial Psychology and People Management's Centre for Work Performance governs research produced by the Department's three programmes in Human Resource Management, Industrial Psychology and Leadership. The Department owns the SA Journal of Industrial Psychology and the SA Journal of Human Resource Management.

**Prof Jackie Walters** head the Institute of Transport and Logistics Studies (ITLS) (Africa) as the Director of the Institute. The Institute has five focus areas: Research (internal and commissioned research), Master's and doctoral research, The Journal of Transport and Supply Chain Management (JTSCM) that serves as a vehicle for the publication of transport and supply chain management research, Conferences and information sessions, and Customised training courses.

## TALENT MANAGEMENT

The JBS is resourced with the equivalent of 97 Senior Lecturer Units (SLUs). A SLU is the salary budget of the JBS divided by the average salary of a Senior Lecturer in the College and provides for interpretation of productivity across the College. Of all academic staff, 49% represent designated groups and 5% have been recruited internationally. Within the JBS, women of African, Indian or Coloured origin represent 19% of all academic staff. About 39% of the JBS academic staff holds doctorates, and real progress is being made by lecturers to pursue and complete their doctorates, with substantial support offered by management.

The workload stands at 54 full-time equivalents per SLU, which matches the College average of 54. Undergraduate output is recorded at 13 graduates per Senior Lecturer Unit (the College average = 14), honours and postgraduate diplomas at four graduates per Senior Lecturer Unit (College = 4), master's at 1,00 (College average = 0,60) and doctoral output at 0,07 (College average at 0,04). While the JBS tends to score above the College average, with new programmes emerging, and the orientation toward business school outputs and throughput, there is a real drive to push these averages yet further.

## SOCIAL RESPONSIVENESS

Projects on transformation largely include capacity-building initiatives aimed at bringing about greater access in certain disciplines. Some important programmes in this regard include:

- Enactus UJ, a student organisation that promotes community service learning
- Enactus UJ had a high impact last year when it embarked on five broad projects involving farmers, sewing cooperatives, spaza shops, Grade 11 young entrepreneurs in two schools, and refugees. The students conducted a needs analysis and came up with turnaround strategies for the businesses.





Enactus also presented a proposal to Oxfam and secured R339 000 for establishing a secondary cooperative for textile manufacturing for the women of Soweto, the CBD and Alexandra. Students were also introduced to a new project in Lenasia where they completed 21 business plans and a branding package for the multi-purpose centre, Desiderata Village.

- Digital Pilot Project identifies, showcases and connects community-driven social impact solutions. The project, managed by Ms Adelaide Sheik (UJ) and Ms Julie Adair (Glasgow Caledonian University, Scotland), also qualified for substantial funding by the Erasmus+ Fund (EU) to set up hubs in three provinces in South Africa.
- Our footprint extends 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 Finance and Investment Management Olympiad (FIMO) is an initiative of the Department of Finance and Investment Management that is focused on encouraging Grade 10, 11 and 12 high school learners, from all provinces in South Africa, to unleash their potential in a dynamic field. It is sponsored by STRATE, an independent provider of post-trade products and services for financial markets. The Olympiad offers more insight into the finance and investment industry and offers exciting prizes.



FIMO Olympiad

## ACCOMPLISHMENTS

JBS students continue to perform above average across the various departments and are regarded as highly employable and academically well rounded. Some recent accolades and achievements include ongoing high performers in the CIMA and FPI exams. In April 2016 a UJ team (consisting of honours students of the 2015 class), which won the South African leg of the CFA challenge, represented South Africa at the global challenge in Chicago, USA. The team made UJ proud with a good performance. Two teams from the 2016 class progressed to the SA finals, but unfortunately, neither team qualified to represent SA at the 2017 world finals. In April 2018 a UJ team (consisting of honours students of the 2017 class), which won the South African leg of the CHFA challenge, will represent South Africa at the EMEA CFA challenge final in Dublin, Ireland. If the team are successful in Dublin, they will represent UJ at the world finals later in 2018. During 2017, the Financial Planning students won the inaugural FPI challenge that was held as part of the annual FPI conference in Cape Town.

During 2017, DFIM also secured funding from both BANKSETA and STRATE. The money was used to assist students to write industry-related professional exams.

The Master's Programme in Industrial Psychology was evaluated by the Board for Psychology of the Health Profession Council of South Africa and received an excellent report. The programme was accredited for the maximum period of five year.

The Department of Transport and Supply Chain Management's Continuous Education Programmes (CEPs) attracted more than 3 000 enrolments in 2017. These programmes have been offered since 1980 and indicate that there is a huge demand for the CEPs in the fields of general transportation and logistics management training. To meet the changing training needs of prospective students in a modern and competitive society, the department has been actively involved in developing three online programmes (two Advanced Diplomas and one online CEP Logistics Diploma). Depending on final approval from SAQA these programmes are ready to be offered in 2018.

## UJ CENTRE FOR ENTREPRENEURSHIP

This Centre, led by Ms Moipone Molotsi, engaged in a number of projects in 2017:

### JOHANNESBURG ENTREPRENEURSHIP FESTIVAL

UJ Centre for Entrepreneurship hosted the very first vibrant Johannesburg Entrepreneurship Festival in collaboration with the Dr Richard Maponya Institute, PricewaterhouseCoopers, University of Johannesburg Faculties of Art Design and Architecture, and Process Energy and Environment Technology Station, on 9 November 2017. The festival focused on trends and opportunities for innovative start-up companies in the technology space. In attendance were ICT industry experts, private companies and public-sector institutions. More than 500 people attended the festival and about 20 entrepreneurs pitched their business innovations, with a winner being a young entrepreneur, Siyabonga Ndwane, who invented a powerful South African branded portable radio with speakers, made of polyvinyl chloride pipes. The young entrepreneur won an award to attend the 2018 Slush 2018 in Finland, a technology start-up and investment platform.

### THE DR MAPONYA ANNUAL LECTURE

The Dr Richard Maponya Annual Lecture took place on 13 November 2017, hosted by the UJ Centre for Entrepreneurship in collaboration with the Dr Richard Maponya Institute. The keynote speaker was the world-renowned venture capitalist and international speaker, Mr Vusi Thembekwayo. More than 450 people, including university students, UJCfE alumni, township entrepreneurs, Chief Executive Officers from corporate, attended. During the lecture, Mr Thembekwayo challenged young entrepreneurs to think outside the box, and be innovative, as the South African economy needs innovative minds and ideas to take it forward.

### THE SMALL BUSINESS ENRICHMENT PROGRAMME

A 12-day premier entrepreneurship programme for existing businesses, targeting in the main township-based entrepreneurs who require development in order to implement growth and turnaround strategies. The programme targeted 260 entrepreneurs and was sponsored by the University of Johannesburg Finance Expenditure, Thebe Foundation, Shell South Africa, Amahlongwa Holdings and Mtiya Dynamics. The aim of the programme is to see small businesses turn around to become medium-sized to large organisations.

### THE RAYMOND ACKERMAN ACADEMY OF ENTREPRENEURIAL DEVELOPMENT (RAA-ED)

The Raymond Ackerman Foundation sponsored the RAA-ED programme, which involves training, mentoring and funding of young entrepreneurs. RAA-ED is a five-month interactive training and mentorship programme for youth start-ups. Sixty entrepreneurs attended the programme.





## UJCE BUDGET 2017

The total operational budget for UJCE for 2017 amounted to R8,3 million. The sponsors included UJ, Thebe Foundation, Shell South Africa, Mtiya Dynamics and Amahlongwa Holdings.

## SUCCESS STORIES



Sibongile Mabena

PS Mabena and Associates, specialising in the civil and construction industry, was founded and is owned by Ms Sibongile Mabena. She registered it in 2002 as an events management company until she joined the Small Business Enrichment Programme, after which she moved into construction. As a result of joining the programme in February 2017, she moved from Level 1 to Level 4 (as per the Construction Industry Development Board [CIDB]) by October 2017; and was able to collaborate with an established construction company to get one contract to the value of R7,6 million. Sibongile was happy to report that the programme has assisted her with marketing the company and the presentation of her business to clients, which resulted in securing new business. Most importantly, she focused on making it profitable within a short period, as well as improving on operational efficiency.



Rorisang Setlogelo

Roth Media is a creative agency founded in 2011 by Rorisang Setlogelo. The core purpose of the business is to instil unique innovations that shape African communications on the world stage, through tailored solutions. Services offered include Public Relations, Social Media, Content Development (both creative writing and video), Events, Promotions and lastly Digital Marketing. The UJ Supplier Development programme provided the company with business acumen. After attending the programme, the company made its most significant growth yet with bottom line growth of 40% in 2017. The areas of notable improvement were in governance, compliance, financial and operational efficiencies.



Hector Louw

Mr Hector Louw, who started the programme in 2016 and was selected for mentorship in 2017, owns this company. The company specialises in plumbing. When he joined the programme in 2016, his turnover was under R900 000. Within a period of one year, the company has increased revenue to R4 million in 2017 with a margin of over R1,5 million. The programme assisted him in reviewing his operations and finances, which led to the business reducing wasteful expenditure. Further to this, he and key staff members went for further training on plumbing-related courses.



Pan-Pacific Business Association 2017 | Outstanding Paper Award to Prof René van Wyk and Motufusa Murayama Best Research Award to Pharny Chrysler-Fox.



## LOOKING TOWARDS 2018 — 2020

The next three years will mark a fundamental turnaround and boost for the JBS, as it advances toward a fully-fledged business school. In 2018, the JBS will launch its first compressive portfolio of Executive Programmes, powered by its four academic departments and the various centres of excellence. This will provide learning experiences for individuals and institutions in a broad array of fields and disciplines.

Over the next three years the JBS will grow and nurture Executive Education, public forums and applied outputs in an effort to provide a real contribution and impact to management, governance and leadership development in South Africa and Africa at large.

The JBS flagship MBA will be launched within the next two years, with a strong focus on leadership, management and innovation in the African context. The MBA will leverage off the depth and experience of the four departments that comprise the business school and will draw on the wealth of expertise in the CBE, and UJ more broadly. This will provide a richly multidisciplinary programme, underpinned by a strong network of partners and participants from around the world.

The next three years promise to be an exciting period for South Africa and the continent beyond. The JBS will be at the centre of new developments, a partner in developing leaders and managers capable of navigating the often-complex landscape of business and policy making. Our contribution will be toward developing individuals and organisations with a complete leadership that is equipped for the African and global context, geared to make a lasting impact wherever they might be.



### EXCEPTIONAL ALUMNI

“After completing a BCom Industrial Psychology in 2014 at the University of Johannesburg, I've established my company 'Twice Blue', as a strategic partner, assisting organisations to build capacity and reach their objectives through their human capital. This is done through a comprehensive Human Performance Improvement Model, which I believe drives results and affects the bottom line. My studies at UJ definitely prepared me as a business entrepreneur and contributor to the world of work. ”

#### REFILOE MANYAKA

Co-founder and Chief  
Executive Officer: Twice Blue

# SCHOOL OF ACCOUNTING (SoA)

The background of the slide is a composite image. It features a close-up of a calculator with a silver pen resting on it. In the lower-left corner, there is a bar chart with two bars representing the years 2009 and 2010. The y-axis of the chart is labeled with percentages from 0% to 35% in 5% increments. The 2009 bar reaches approximately 10%, and the 2010 bar reaches approximately 15%.

The School of Accounting is a **leader** in the country  
in the field of **professional education** in accounting.

## INPUT VARIABLES

<b>TOTAL ENROLMENT</b>	<b>8 322</b>
Undergraduate Diploma Headcount	2 870
Undergraduate Degree Headcount	4 167
Total Undergraduate Headcount	7 037
Postgraduate Diploma Headcount	592
Honours Headcount	184
Master's Headcount	188
Doctoral Headcount	18
Total Postgraduate Headcount	982
Total Continuous Programme Enrolment	303
International Enrolment (UG)	473
International Enrolment (PG)	46
International Enrolment (% of UG)	7%
International Enrolment (% of PG)	5%
International Enrolment (%)	6%
Full-time Equivalents	5 382

## STUDENT PROFILE

Recruitment from Quintile 1 and 2 Secondary Schools	22%
Admission Point Score > 35	40%
CBE Transformation Index	63

## RESOURCES

Senior Lecturer Units	104
Academics from Designated Groups	44%
Full-time Equivalent/Support Staff	434
International staff	1%
Presence of academics holding doctorates	8%
2017 Operations Budget (Rm)	R111

## KNOWLEDGE CREATION AND GRADUATE OUTPUT

UG Output	1 660
PG Below M	414
Master's Graduates	21
Doctoral Graduates	0
Total Graduate Output (n)	2 095



**Prof Amanda Dempsey**

Senior Director  
School of Accounting  
College of Business and Economics

Total Undergraduate Output (%)	79%
Total Postgraduate Output (%)	21%
Module Success Rate	88%
First-year Dropout Rate	12%
Throughput: Undergraduates	24%
Throughput: Honours and Postgraduate Diplomas	53%
Throughput: Master's	11%
Throughput: Doctorates	0%
Research Output (DHET credits)	18

## PRODUCTIVITY

Research Credits per Senior Lecturer Unit	0,17
International Ranking in the Continent	Not yet
Workload per Senior Lecturer Unit	52
UG Output per Senior Lecturer Unit	16
Hons and PGDip Output per Senior Lecturer Unit	3,98
Master's Output per Senior Lecturer Unit	0,2
Doctoral Output per Senior Lecturer Unit	0
Overall Graduates per Senior Lecturer Unit	20
Budget Intensity / Full-time Student Equivalent	R20 586



[www.uj.ac.za/faculties/cbe/soa](http://www.uj.ac.za/faculties/cbe/soa)

UJAccountancy



## STRUCTURE

The School of Accounting (SoA) consists of two departments:

- Accountancy, led by Prof Ben Marx, and
- Commercial Accounting, led by Ms Lulama Boyce.

## ENROLMENT

The SoA enrolled 8 322 students in 2017 (representing 32% of total CBE enrolment) of whom 303 (4%) in continuing education programmes, 7 037 (85%) in subsidised undergraduate programmes and 592 (11%) in subsidised postgraduate programmes. Of these, 7% are international enrolments. Accordingly, the School's subsidised enrolments equates to 5 382 full-time equivalents.

## ACCREDITATION, AFFILIATIONS AND RANKINGS

Professional bodies accrediting our qualifications include the:

- South African Institute of Chartered Accountants (SAICA). Although SAICA is a national professional body, an international dimension exists by virtue of the reciprocity agreements between itself and several foreign professional accounting bodies that allow South African candidates qualifying as chartered accountants to work in various other countries.
- Chartered Institute of Management Accountants (CIMA)
- Association of Accounting Technicians (AAT)
- Association of Chartered Certified Accountants

(ACCA)

- South African Institute of Professional Accountants (SAIPA)
- South African Institute of Tax Practitioners (SAIT)

As far as international affiliations are concerned, **Prof Amanda Dempsey** serves as a committee member of the Consultative Advisory Group (CAG) of the International Accounting Education Standard Board (IAESB) of the International Federation of Accountants (IFAC).

## SUBSIDISED PROGRAMMES

Popular and industry-recognised programmes and their enrolment in 2017 follow:

PROGRAMME	ENROLMENT
<b>DIPLOMA</b>	
Diploma: Accountancy	2 619
<b>DEGREES</b>	
Bachelor of Accounting	465
BCom: Accounting	2 007
<b>POSTGRADUATE DIPLOMAS</b>	
Postgraduate Diploma: Financial Management	109
Postgraduate Diploma: Accounting	165
Postgraduate Diploma: Accounting Sciences	497



## MASTER'S DEGREES

MCom: Computer Auditing	29
MCom: Financial Management	79
MCom: International Accounting	38
MCom: SA + International Taxation	40

These programmes were supported by an operational budget of R111 million, which translates into R20 586 per full-time student equivalent.

New developments in 2018/2019 will include the re-circulation of the Bachelor of Accounting and PG Diploma in Accounting Sciences in response to the SAICA 2025 Project. Other developments will include BCom International Accounting on-line to commence in July 2018 and the Diploma in Accounting on-line planned to commence in 2020.

## STUDENT PROFILE

Some 22 % of the School's students are drawn from very poor communities of whom 40% have performed exceptionally well at secondary school level. Therefore, the School contributes substantially at the College 63rd percentile towards the UJ mission of socio-economic transformation and presents best practice in reputation and student recruitment.

The School performs at a module success rate of 88% (College average = 87%). This is an impressive trend, reducing students' cost of study and improving employment opportunities. Even more impressive is that the SoA first-year dropout rate is recorded at a low 12% (College average = 19%).

## GRADUATE PROFILE

The School of Accounting contributed 2 095 graduates (40% of College output) in 2017 among whom 1 660 undergraduate diplomas and degrees (80% of SOA output), 414 honours and postgraduate diplomas (20%), as well as 21 master's graduates. Undergraduates represented 79% of all graduates and postgraduates, 21%.

Of importance is "student throughput". This measurement refers to the percentage of students who have achieved their qualification in minimum time. The School of Accounting undergraduate throughput stands at 24% compared to the national benchmark of 25%, 53% for honours degrees and postgraduate diplomas (benchmark =60%), and master's at 11% (benchmark = 33%).

In January 2017, graduates achieved a pass rate of 87% in the South African Institute of Chartered Accountants' (SAICA's) Initial Test of Competence (ITC). An overall (final) pass rate of 95% was achieved after the June 2017 sitting. UJ retained its position as the biggest provider of African aspirant chartered accountants nationally.

## KNOWLEDGE CREATION

In 2017, the School contributed the equivalent of 18 subsidised credits, representing 7% of College output. It is clear that the School needs to improve on its research contribution of 0,17 credits per Senior Lecturer Unit compared to the College average of 0,90. Such improvement will also support the probability of qualifying for international ranking.







## TALENT MANAGEMENT

The School of Accounting is resourced with the equivalent of 104 Senior Lecturer Units (SLUs). A SLU is the salary budget of the school divided by the average salary of a Senior Lecturer in the College, and therefore, provides for an interpretation of productivity across the College.

Of all academic staff, 44% represent designated groups of whom 1% recruited was international. Within the SoA, women of African, Indian or Coloured origin represent 25% of all academic staff. Some 8% of the School's academic staff holds doctorates.

The talent profile and predominant contribution of the school from the undergraduate to the honours/postgraduate diploma level need to be interpreted in the context of the demand for chartered accountants.

Workload stands at 54 full-time equivalents per Senior Lecturer Unit and compares well with the College average of 54. Undergraduate output is recorded at 16 graduates per Senior Lecturer Unit (College average = 14), honours and postgraduate diplomas at four graduates per Senior Lecturer Unit (College average = 4), and master's at 0,20 (College average = 0,60). Master's and doctoral output per SLU will improve over the next five years.

## SOCIAL RESPONSIVENESS

Projects on transformation largely included capacity-building initiatives aimed at bringing about greater access in certain disciplines. Some important programmes here include:

- The SAICA Thuthuka Bursary Fund (TBF) that provides structured support for black students in the chartered accountancy.
- 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 University of Limpopo (UL) and the University of Venda (UV).
- The agreement with the Polytechnic of Namibia to assist it to become SAICA accredited.
- The UJ Educator Empowerment Initiative, a project undertaken by the Department of Accountancy, is aimed at empowering Economic and Management Sciences (EMS) educators to provide informed and effective teaching in the classroom.
- Kliptown Youth Programme (KYP) Tutor Initiative, undertaken by the Department of Accountancy, involves UJ students tutoring grades 11 and 12 learners in the KYP; and 7.





UJ First Year Top Achiever in a Diploma-programme

## ACCOMPLISHMENTS

Exceptional accomplishments by the SoA in 2017 include:

- A combined pass rate of 95% in the SAICA ITC of January and June together.
- Ms Megan McGregor – ITC Top 10
- Ms Daniella Shenker – APC Honours Roll 2016 released in 2017
- Mr Kyle Triegaardt – APC Honours Roll 2017 released in 2018
- Biggest provider of African candidate Chartered Accountants
- Public lectures – Prof A van der Watt and Prof Linda de Beer
- Prof Tankiso Moloi receiving the IRMSA Industry award in the Education Category
- JSE project under supervision of Prof Ahmed Mohammadali Haji; this project entails the analysing of financial statements listed on the JSE regarding compliance with IFRS
- Major role player in the BBEE project in conjunction with SAICA and the DTI
- SAICA Top 35-under-35 finalists – Ms Monique Strauss, Mr Jonathan Streng, Mr Hussain Coovadia

## LOOKING TOWARDS 2018 – 2020

The School of Accounting is a leader in the country in the field of professional education in accounting. This is evident by the biannual ITC results. It is also evident from these results that we play a tremendous part in the national imperative regarding transformation in the profession. We challenge and update the curriculum regularly to ensure that we stay at the forefront. The School implement latest teaching methods using blended learning and taking cognisance of the opportunities of the Fourth Industrial Revolution. We need to acknowledge the positive attitude and commitment of lecturers towards teaching our students. This attitude and commitment plays a huge role in the School of Accounting being successful in professional education.

In 2018 we will embark on launching an on-line BCom International Accounting degree and the online Diploma in Accounting will soon follow. This could change the landscape of Accounting Education in South Africa. Our biggest risk is the retention of staff, as the public sector and private HEI are targeting our staff with very lucrative employment benefits.



Prof A van der Watt



Prof Linda de Beer



Prof Tankiso Moloi



Prof Ahmed  
Mohammadali Haji




## EXCEPTIONAL ALUMNI

“ UJ is a great academic institution that equips eager minds with the skills and tools necessary to think critically. UJ is also filled with diversity, which is great in understanding the landscape of South Africa that serves well when entering the corporate world. ”

### ABED TAU

- Co-founder of Thamani Consulting, a Financial Advisory Firm based in Johannesburg. Employs 20 people. Thamani Services SMME and large business.
- Co-founder and CEO Tuta-Me, Tuta-Me is an EdTech business having a national footprint. Tuta-Me delivers both contact and online education in the form of tutoring and digital education. Tuta-Me employs 10 full-time staff and has over 9 000 learners registered on the platform and 2 500 tutors, countrywide.
- Co-founder Silicon Maboneng, Silicon Maboneng is a tech development business based in Johannesburg. Silicon develops apps and systems for SMMEs and big business to make their visions come alive and to add efficiencies to the businesses. Silicon employs five software engineers

A portrait of Pat Semanya, a Black woman with her hair styled in braids pulled back. She is wearing a dark blue top with a keyhole neckline and small hoop earrings. The background is a blurred office setting with shelves and papers.

## EXCEPTIONAL ALUMNI

“ Pat Semanya has an accountancy background, which is complemented by a Master's in Business Administration. “One of the deciding factors behind my decision to apply to study at the University of Johannesburg was the University's respected reputation by employers. As a youngster, I found the world of technology could not have been timelier as it coincided with my completing matric. The suite of support and development options directed at first-year students facilitated a smooth transition from high school to university thus ensuring an excellent learning experience. ”

**PAT SEMENYA**

Head: ACCA, South Africa



# SCHOOL OF CONSUMER INTELLIGENCE AND INFORMATION SYSTEMS (SCiIS)

**Digital Empowerment Award** received at the 2017 Bluemagnet Achievement Award Ceremony for the School's **Commitment to Digital Empowerment.**

## INPUT VARIABLES

<b>TOTAL ENROLMENT</b>	<b>2 810</b>
Undergraduate Diploma Headcount	878
Undergraduate Degree Headcount	850
Total Undergraduate Headcount	1823
Postgraduate Diploma Headcount	23
Honours Headcount	192
Master's Headcount	32
Doctoral Headcount	32
Total Postgraduate Headcount	279
Total Continuous Programme Enrolment	705
International Enrolment (UG)	118
International Enrolment (PG)	23
International Enrolment (% of UG)	6%
International Enrolment (% of PG)	8%
International Enrolment (%)	6%
Full-time Equivalents	2130

## STUDENT PROFILE

Recruitment from Quintile 1 and 2 Secondary Schools	24%
Admission Point Score > 35	22%
CBE Transformation Index	33

## RESOURCES

Senior Lecturer Units	39
Academics from Designated Groups	38%
Full-time Equivalent/Support Staff	253
International Staff	28%
Presence of academics holding doctorates	47%
2017 Operations Budget (Rm)	R42

## KNOWLEDGE CREATION AND GRADUATE OUTPUT

UG Output	407
PG Below M	139
Master's Graduates	8
Doctoral Graduates	1
Total Graduate Output (n)	554



**Prof Mercy Mpinganjira**

Director | School of Consumer Intelligence  
and Information Systems  
College of Business and Economics

Total Undergraduate Output (%)	73%
Total Postgraduate Output (%)	27%
Module Success Rate	88%
First-year Dropout Rate	20%
Throughput: Undergraduates	21%
Throughput: Honours and Postgraduate Diplomas	85%
Throughput: Master's	26%
Throughput: Doctorates	3%
Research Output (DHET credits)	58

## PRODUCTIVITY

Research Credits per Senior Lecturer Unit	1,44
International Ranking in the Continent	4
Workload per Senior Lecturer Unit	66
UG Output per Senior Lecturer Unit	10
Hons and PGDip Output per Senior Lecturer Unit	3,58
Master's Output per Senior Lecturer Unit	0,21
Doctoral Output per Senior Lecturer Unit	0,03
Overall Graduates per Senior Lecturer Unit	14
Budget Intensity / Full-time Student Equivalent	<b>R19 743</b>



[www.uj.ac.za/faculties/cbe/sciis](http://www.uj.ac.za/faculties/cbe/sciis)

## STRUCTURE

The School of Consumer Intelligence and Information Systems (SCiIS) consists of three departments, viz Department:

- Applied Information Systems, led by Dr Barnabas Gatsheni
- Information and Knowledge Management, led by Prof Chris Rensleigh
- Marketing Management, led by Dr Marius Wait

## ENROLMENT

The SCiIS enrolled 2 910 students in 2017 (12% of total CBE enrolment) of whom 705 (23%) were in continuing education programmes, 1 926 (66%) in subsidised undergraduate programmes and 279 (1%) in subsidised postgraduate programmes. Of these, 6% are international enrolments. Accordingly, the School's subsidised enrolments equate to 2 130 full-time equivalents.

## SUBSIDISED PROGRAMMES

Popular and industry recognised programmes and their enrolment in 2017 were as follows:

QUALIFICATIONS	ENROLMENT
<b>DIPLOMAS</b>	
Diploma: Business Information Technology	346
Diploma: Marketing	323
Diploma: Retail Business Management	61
<b>ADVANCED DIPLOMAS</b>	
Advanced Diploma: Business Information Technology	83
Advanced Diploma: Retailing	14
<b>BTECH DIPLOMAS</b>	
BTech: Marketing	42
<b>DEGREES</b>	
BCom: Information Management	394
BCom: Information Systems	126
BCom: Marketing Management	376
<b>POSTGRADUATE DIPLOMAS</b>	
PGDIP: Information Systems Auditing	23

## HONOURS DEGREES

BCom Hons: Information Management	53
BCom Hons: IT Management	56
BCom Hons: Marketing Management	83

## MASTER'S DEGREES

MPhil: Information Management	8
MCom: IT Management	17
MCom: Marketing Management	7

## DOCTORATE DEGREES

PhD: Information Management	7
PhD: IT Management	21
PhD: Marketing Management	4

These programmes were supported by an operational budget of R42 million, which translates into R19 743 per full-time equivalent (FTE) student.

## ACCREDITATION, AFFILIATIONS AND RANKINGS

Qualifications offered by the SCiIS are well recognised nationally and internationally and our academics are highly engaged on the national and international stage.

As far as academic leadership and citizenship at the international levels are concerned, our academics actively serve in varied ways, including as members of different leading international committees/forums and as Visiting Professors to other African Universities and beyond.

For example:

- **Prof Carl Marnewick** of the Department of Applied Information Systems serves as a member of the Editorial Advisory Board of the Project Management Research and Practice journal.
- **Mr Cor Niemand** of the Department of Information and Knowledge Management is a Fellow of the Academy of World Business, Marketing and Management Development (AWBMAMD). The Academy's aim is to share research, through conferences and publications that advances knowledge on how organisations can utilise interdisciplinary skills for successful functioning in increasingly complex business environments in which they are required to operate.
- **Ms Andrea Potgieter** of the Department of Information and Knowledge Management is a member of the Strategic and Competitive Intelligence (SCIP) professional body. This is a global community of experts working in the field of Competitive Intelligence.



- **Prof Kelvin Bwalya** of the Department of Information and Knowledge Management serves as: an External Quality Assurance expert at the Zambia Research and Development Centre (ZRDC); a committee member (Computer and IT Programmes) of the Higher Education Authority of Zambia; and a Visiting Professor to the University of Zambia. In 2017, he served as a member of the organising committee and Chair of the 2017 International multi-disciplinary conference held in Lusaka. Prof Bwalya is also a UJ representative, research, on Higher Education Partnerships for Sub-Saharan Africa (HEPSSA). Supported by the Anglo American Group Foundation and the UK government the HEPSSA among other things supports research collaboration in the region.
- **Prof Christine de Meyer-Heydenrych** and **Prof Mornay Roberts-Lombard** of the Department of Marketing Management serve as Visiting Professors to the Uganda Technology and Management University. Prof Mornay Roberts-Lombard is also a Visiting Professor to the Polytechnic Institute of Leiria in Portugal and serves on the committee of the Global Business and Technology Association (GBATA) as country representative for South Africa.



Prof Carl Marnewick



Mr Cor Niemand



Ms Andrea Potgieter



Prof Kelvin Bwalya



Prof Christine de Meyer-Heydenrych



Prof Mornay Roberts-Lombard

## STUDENT PROFILE

Some 24 % of SCiS students are drawn from very poor communities of whom 22% have performed exceptionally well at secondary school level. Therefore, the School contributes at the College 38th percentile towards the UJ mission of socio-economic transformation.

The School performs at a module success rate of 86%, which is 1% less than the College average. First-year dropout rate is recorded at 20% (1% more than the College average). These are areas for improvement.

## GRADUATE PROFILE

The SCiS contributed 554 (10% of College output) graduates in 2017 among whom 407 received undergraduate diplomas and degrees, 139 honours degrees and postgraduate diplomas, eight master's degrees and one doctorate degree. Undergraduates represent 73% of all graduates and postgraduates represent 27% of all the graduates.

Of importance is "student throughput". This measurement refers to the percentage of students who have achieved their qualification in minimum time. The SCiS undergraduate throughput stands at 21% compared to the national benchmark of 25% and 65% for honours degrees and postgraduate diplomas (benchmark = 60%), and master's at 25% (benchmark = 33%) and doctorates at 3% (benchmark = 20%). Master's and doctoral throughput needs improvement.

Our graduates are highly sought after by industry. Most of them are employed by our industry partners, who include multinational companies while some are employed in state-owned enterprises and others go on to start their own businesses. Programmes offered in the SCiS are developed so as to equip students with industry relevant skills that give them a strong footing not only for employment opportunities but also for the world of entrepreneurship. For example, the Department of Applied Information Systems through the Technopreneurship programme supports problem-solving technology-driven research projects that can be commercialised. The Search Engine Optimisation module offered by the Department of Information and Knowledge Management provides students with practical skills to become Infopreneurs in this field. The Direct Sales Association of South Africa (DSA) – UJ project run by the Department of Marketing Management – gives students real life experience in the area of Sales Management.



Dr Barnabas Gatsheni



Dr Daniel Maduku



Prof Guy Van Den Broeck



Prof Mornay Roberts-Lombard



Prof Ian Nabney



Prof Mercy Mpinganjira



Prof Yvan Petit



Prof Naresh Malhora



Prof Beverly Pasion



Prof Göran Svensson



Prof Prashant Palvia



Prof Chris Rensleigh

## KNOWLEDGE CREATION

In 2017, the SCiIS contributed the equivalent of 56 subsidised credits, representing 21% of College output at a rate of 1,44 credits per Senior Lecturer Unit, performing well ahead of the College average of 0,90.

The School, in collaboration with the University of Botswana, successfully hosted the 2<sup>nd</sup> International Conference of the Internet, Cyber Security and Information Systems (ICICIS, 2017) which was chaired by Dr Abejide Ade-Ibijola of the Department of Applied Information Systems. The conference, held from 14 to 16 August at the Maslow Hotel in Sandton, Johannesburg, attracted scholars and industry practitioners from different African countries and overseas, offering them an excellent platform for knowledge sharing in the area of information security.

Many of our academics collaborate with other researchers across the globe. For example:

- **Dr Barnabas Gatsheni**, the head of the Department of Applied Information Systems, is engaged in collaborative research with **Prof Guy Van Den Broeck** and his research group at the University of California, Los Angeles (UCLA). Their research focus on the area of Machine Learning. Gatsheni is also involved with research with **Prof Ian Nabney** of the University of Aston, UK in the area of Machine Learning and Prof Tay Wee Hwa Rick at Nanyang Technological University in Singapore in the area of Technopreneurship.
- **Prof Carl Marnewick** of the Department of Applied Information Systems is engaged in collaborative research with: **Prof Yvan Petit** of University of Quebec, Montreal, Canada on Agile Portfolio Management; **Prof Gilbert Silvius** and Prof Beverly Pasion of Utrecht University of Applied Sciences, Netherlands on Sustainability in Project Management. Prof Beverly Pasion is the editor of Project Management Research and Practice.
- **Prof Kennedy Njenga** of the Department of Applied Information Systems is collaborating with an international team headed by **Prof Prashant Palvia** of the University of California on a World IT Project.
- **Dr Daniel Maduku**, **Prof Mornay Roberts-Lombard** and **Prof Mercy Malhotra** are collaborating with Prof Naresh Malhora on an e-marketing project.
- **Prof Mornay Roberts-Lombard** and **Prof Mercy Mpinganjira** are also working on a Relationship Marketing collaborative research project with Prof Göran Svensson of Kristiania University College, Norway.
- The SCiIS is also home to the DHET accredited South African Journal of Information Management. AOSIS Publishing manages the Journal. **Prof Chris Rensleigh**, the Head of the Department of Information and Knowledge Management is the journals' Editor-in-Chief.



2<sup>nd</sup> International Conference of the Internet, Cyber Security and Information Systems (ICICIS, 2017)

## TALENT MANAGEMENT

The SCiS is resourced with the equivalent of 39 Senior Lecturer Units (SLUs). A SLU is the salary budget of the SCiS divided by the average salary of a Senior Lecturer in the College and provides for interpretation of productivity across the College.

Of all academic staff, 36% represent designated groups and 36% are international academics. Within the SCiS, women of African, Indian or Coloured origin represent 16% of all academic staff. About 47% of the SCiS academic staff holds doctorates with good progress being made by lecturers in achieving their doctorates. In 2017 Dr Beate Stiehler-Mulder of the Department of Marketing Management successfully completed her PhD studies with Kungliga Tekniska högskolan – Royal Institute of Technology in Stockholm, Sweden

Workload stands at 55 full-time equivalents per SLU, which compares well to the College average of 54.

Undergraduate output is recorded at 10 graduates per Senior Lecturer Unit (College average = 14), honours and postgraduate diplomas at four graduates per Senior Lecturer Unit (College = 4), master's at 0,21 (College average = 0,60) and doctoral output at 0,03 (College average at 0.04). Measures put in place to reduce student dropout rates and improve staff qualifications are expected to impact positively on outputs per SLU over time.

## SOCIAL RESPONSIVENESS

At the SCiS we are committed to ensuring that through our research as well as teaching and learning we contribute to addressing developmental challenges facing South Africa and the communities around us. Our social outreach projects on transformation largely include capacity-building initiatives. Some of these include:







- Service-learning projects whereby our students engage in projects that contribute to experiential learning while uplifting the community. The Department of Marketing Management, for example, had projects that required students to identify small and micro-enterprises as well as community-based non-governmental organisations in their area and assist them with the development of their marketing-related plans. Some groups worked on development of overall marketing plans while others worked on strategic brand plans and social media plans. The projects were spearheaded by different lecturers in the Department including; Mr Njabulo Mkhize, Mrs Nombulero Dilotsotlhe, Ms Melissa Zulu, Ms Nicole Cunningham and Dr Isolde Lubbe. The projects were very successful, such that some caught the media's attention and were featured on radio.
- Volunteer activities by students and staff. This entails volunteering time and other types of resources to good causes with the aim of making a positive difference in other people's lives. Staff and students in the SCiS were involved in many such initiatives in 2017. For example, the Department of Applied Information Systems was involved in activities involving a number of high schools, including the Westbury High School and the Metropolitan UJcall High School. The Department also worked on some projects with the Cyril Ramaphosa Adopt-a-School Foundation and with the Gauteng Department of Education on the Tablet Training for Gauteng Teachers and Principals project. The Department of Information and Knowledge Management has a Bottle-top for Wheelchairs project, which they run together with two schools around the University. Through this initiative, they are able to exchange bottle-tops for wheelchairs that are then donated to people in need. In 2017 the Department was able to collect 110 000 bottle-tops.

## ACCOMPLISHMENTS

Among the many exceptional achievements in the School in 2017 included:

- Receipt of the Digital Empowerment Award at the 2017 Bluemagnet Achievement Award Ceremony for the School's Commitment to Digital Empowerment.
- BComHons Marketing Management students Joshua Surat, Jenna Green, Jordan Baum and Erica Lesna-Maranetto, were announced as semi-finalists in the Google Online Marketing Challenge (GOMC, 2017). The GOMC is a global competition entered by thousands of Digital Marketing students each year.

- Achievement of a sales turnover of R2,95 million by students involved in the DSA project run by the Department of Marketing Management of which R750 000 went back to students in the form of commission on sales.
- Receipt of the Outstanding Paper in the 2017 Emerald Literati Network Awards for Excellence for an article co-authored in 2016 by **Dr Beate Stiehler-Mulder**, a lecturer in the Department of Marketing Management. The full citation of the paper is as follows: Stiehler, B.E., Caruana, A., & Vella, J. (2016). Using an aesthetics and ontology framework to investigate consumers' attitudes toward luxury wine brands as a product category: Evidence from two countries. *International Journal of Wine Business Research*, 28(2):154-169.



Dr Beate Stiehler-Mulder

## LOOKING TOWARDS 2018 – 2020

Looking towards 2018 – 2020, the School is working on strategic initiatives aimed at increasing enrolment and throughput at postgraduate levels, growing number of academic staff with PhDs, investing in staff capacity development particularly in the areas of research publication and supervision. The School also plans to introduce new full and short-learning programmes in response to skills needs off the Fourth Industrial Revolution (4IR). In pursuit of global excellence and a Pan-African agenda, the SCiS will be investing to strengthen its ties with leading universities and academics around the globe including Africa. Appointment of postdoctoral fellows, research associates and visiting professors will be prioritised.

## FINAL REMARKS

Twenty seventeen was evidently a good year for the School of Consumer Intelligence and Information Systems in many respects. Kudos to all the academics and support staff in the School for what we were able to achieve collectively in the year. With our eyes set on being 'the Pan-African epicentre of critical intellectual enquiry in consumer intelligence and information systems' we will march on together as a team!





## EXCEPTIONAL ALUMNI

“ My postgraduate studies at UJ has been an invaluable experience to my personal and professional growth. UJ challenges students academically and inspires creativity. A strong leadership quality was cultivated throughout the year from all the group projects we've completed. The practical element of my studies was a huge learning curve. The marketing honours students were required to participate in the Google Online Marketing Challenge (a global competition), to facilitate the practical learning of this important skill and as such, we broadened our digital minds and truly discovered the power behind Google as a strategic marketing tool. Another notable practical skill was the creation of realistic marketing campaigns for industry partners such as Colgate-Palmolive. This industry-related experience opened potential work opportunities for many of the graduates. UJ has also made it easy for me to transition into the work-world seamlessly. I believe that *'Education is about inspiring one's minds and not just about filling one's head'* (Suli Breaks). UJ has effectively done this and for that, I am so grateful to have studied at this institution! ”

**ERICA LESNA-MARANETTO**

Graduate programme | Colgate-Palmolive





“ Best years of my life so far! The University of Johannesburg (UJ) could not have provided me with a better experience of university life. Overwhelming at first (because of the BIG daunting campus and adjustment to staying at one of the female residences), but the variety of student activities offered, and friendly staff made it a wholesome experience – my home away from home. I had the privilege of having wonderful lecturers at the Department of Information and Knowledge Management (IKM) who cared so deeply about giving their students the best education possible and evolving their programmes to remain relevant in the market and future-fit. Over the years the IKM Department has managed to create such a strong community amongst their students and alumni based on principles of paying it forward, leveraging off our various experiences and a collective will to learn. I am grateful for all my lecturers, notably Prof Mearns for the time and effort in ensuring we had a “publish-worthy” research article and Prof Tanya du Plessis for the ongoing guidance and support she still provides me to date! I may have walked out of UJ with a postgraduate degree to be proud of, but what I value most is the relationships I have built – lifelong friends and friends who have become family. In short, if I could do it ALL again, I'd still pick UJ. ”

**MAAHLO**

VB Project Manager: ABSA

# SCHOOL OF ECONOMICS (SoE)

stock market

Our **research centres** contribute exponentially to the total **research output** of SoE.



## INPUT VARIABLES

### TOTAL ENROLMENT

TOTAL ENROLMENT	1 467
Undergraduate Diploma Headcount	7
Undergraduate Degree Headcount	741
Total Undergraduate Headcount	748
Postgraduate Diploma Headcount	0
Honours Headcount	156
Master's Headcount	205
Doctoral Headcount	32
Total Postgraduate Headcount	393
Total Continuous Programme Enrolment	326
International Enrolment (UG)	29
International Enrolment (PG)	72
International Enrolment (% of UG)	4%
International Enrolment (% of PG)	18%
International Enrolment (%)	9%
Full-time Equivalents	1 573

### STUDENT PROFILE

Recruitment from Quintile 1 and 2 Secondary Schools	22%
Admission Point Score > 35	64%
CBE Transformation Index	100

### RESOURCES

Senior Lecturers Units	40
Academics from Designated Groups	43%
Full-time Equivalent/Support Staff	228
International staff	38%
Presence of academics holding doctorates	62%
2017 Operations Budget (Rm)	R48

### KNOWLEDGE CREATION AND GRADUATE OUTPUT

UG Output	139
PG Below M	105
Master's Graduates	26
Doctoral Graduates	1
Total Graduate Output (n)	270
Total Undergraduate Output (%)	51%



**Prof Hardus van Zyl**

Director

School of Economics

College of Business and Economics

Total Postgraduate Output (%)	49%
Module Success Rate	88%
First-year Dropout Rate	11%
Throughput: Undergraduates	19%
Throughput: Honours and Postgraduate Diplomas	67%
Throughput: Master's	13%
Throughput: Doctorates	3%
Research Output (DHET credits)	37

### PRODUCTIVITY

Research Credits per Senior Lecturer Unit	0,92
International Ranking in the Continent	5
Workload per Senior Lecturer Unit	39
UG Output per Senior Lecturer Unit	3
Hons and PGDip Output per Senior Lecturer Unit	2,63
Master's Output per Senior Lecturer Unit	0,65
Doctoral Output per Senior Lecturer Unit	0,03
Overall Graduates per Senior Lecturer Unit	7
Budget Intensity / Full-time Student Equivalent	R30 753



[www.uj.ac.za/faculties/cbe/soe](http://www.uj.ac.za/faculties/cbe/soe)



## ENROLMENT

The SoE enrolled 1 467 students in 2017 (6% of total CBE enrolment) of whom 326 (22%) in continuing education programmes, 748 (51%) in subsidised undergraduate programmes and 393 (27%) in subsidised postgraduate programmes. Of these, 9% are international enrolments. Accordingly, the School's subsidised enrolments equates to 1 573 full-time equivalents.

## SUBSIDISED PROGRAMMES

Popular and industry-recognised programmes and their enrolment in 2017 follow:

PROGRAMME	ENROLMENT
<b>MASTER'S DEGREES</b>	
<b>MCom: Financial Economics</b> <i>(sought after programme in the SA financial sector especially for risk management)</i>	<b>68</b>
<b>MPhil: Industrial Policy</b> <i>(IDEP sanctioned programme and only offered by UJ on the African continent)</i>	<b>27</b>
<b>MCom: Local Economic Development</b> <i>(students that complete this qualification will be registered as Local Economic Practitioners by the professional body)</i>	<b>38</b>
<b>MCom: Development Economics</b> <i>(students are normally from development agencies. Programme is highly recommended by Development Bank, Provincial and Central Government development departments)</i>	

These programmes were supported by an operational budget of R48 million, which translates into R30 753 per full-time student equivalent.

New developments in 2018/2019 will include the introduction of the MCom (Competition Economics) degree.

## ACCREDITATION, AFFILIATIONS AND RANKINGS

SoE is actively involved in accredited research output activities to improve its research profile nationally and internationally. Per the latest RePac ranking SoE has maintained its fourth position of South African university economics departments and it has also maintained its QS ranking of the fifth best in South Africa. SoE has a strong research focus in the areas of financial

economics, competition and regulation economics, industrial policy, environmental economics, behavioural economics and economic development. Most accredited research publications for 2017 are in these focus areas.

As far as academic leadership and citizenship at international levels are concerned, SoE has adopted a two-stage approach in terms of internationalisation. For 2017, SoE focussed on U21 Universities where cluster research cooperation (specifically environmental economics, financial economics, behavioural economics and competition & regulation economics) has been enhanced. Secondly, SoE financially supported the enhancement of international research collaboration of individual staff members with researchers at various institutions/universities.

The School established 35 active research collaborations.

- McGill University (U21)
- Gauteng Department of Economic Development
- University of British Columbia (U21)
- Water Research Commission
- The University of Connecticut (U21)
- European Association of Environmental and Resource Economists
- University of Washington
- Agricultural Economics Society (UK)
- University of Ohio
- Association of Environmental and Resource Economists (USA)
- TEEP program with Northern Illinois University
- Bank of Namibia
- The Pascal Program with Glasgow University
- University of Namibia
- IDEP
- Bucharest Academy of Economic Studies
- UNU-WIDER
- International Development Council
- The World Bank
- Small Enterprise Development Agency
- UNCTAD
- Economic Development Council of South Africa
- Zambia Institute for Policy Analysis and Research
- University of Nairobi
- Institute for Economic and Social Studies in Mozambique
- Makerere University
- The Initiative for Policy Dialogue at Columbia University
- University of Gothenburg
- African Economic Research Consortium
- Norwegian University of Science and Technology

- ILO
- University of Sydney
- Auckland University of Technology
- Glasgow Caledonian University

SoE staff members are actively involved in editorial and review panels of accredited journals. Staff members served on 46 different editorial and review panels in 2017.

## STUDENT PROFILE

Some 22% of SoE students are drawn from very poor communities of whom 64% have performed exceptionally well at secondary school level. Therefore, the School contributes at the College 100th percentile towards the UJ mission of socio-economic transformation.

The school performs at a module success rate of 88%, which is 1% better than the College average. First-year dropout rate is recorded at 11% (8% lower than the College average). These measures clearly reflect best practice in recruiting excellent students.

## GRADUATE PROFILE

The SoE contributed 270 graduates in 2017 (5% of College output) among which 139 undergraduate degrees, 105 honours and postgraduate diplomas, as well as 26 master's graduates and one doctorate. Undergraduates represent 51% of all graduates and postgraduates, 49%.

Of importance is "student throughput". This measurement refers to the percentage of students who have achieved their qualification in minimum time. The SoE undergraduate throughput stands at 19% compared to the national benchmark of 25%, 67% for honours degrees and postgraduate diplomas (benchmark = 60%), and master's at 13% (benchmark = 33%) and doctorates at 3% (benchmark = 20%). Master's and doctoral throughput needs improvement.

The focus of all the different SoE qualifications is to make sure that our students are technically well prepared to perform their activities with ease and distinction in the private and public sectors. Graduates from SoE are sought after and are experiencing a high employment rate.

## KNOWLEDGE CREATION

In 2017, the SoE contributed the equivalent of 43 subsidised credits (15% increase from 2016), representing 14% of College output at a rate of 0,92 credits per Senior Lecturer Unit, at the College average of 0,90. Considering the focus of the SoE on postgraduate work, an improved performance is expected towards 2020.

The research centres such as CCRED contributed satisfactorily to the total research output and it is expected that the other research centres such as PEERC, IDEP and the SARCHI Chair will contribute significantly more to total research output in 2018.

SoE has two international Distinguished Visiting Professors, and both have visited SoE during 2017 where they presented seminars on the master's programme in Financial Economics. They have also contributed significantly to the research output of SoE and to the RePac standing of SoE.



Launch of the World Economic Panelist for the Outlook (Oct 2017) by the International Monetary Fund (IMF)

## TALENT MANAGEMENT

The SoE is resourced with the equivalent of 40 Senior Lecturer Units (SLUs). A SLU is the salary budget of the SoE divided by the average salary of a Senior Lecturer in the College and provides for interpretation of productivity across the College.

Of all academic staff, 43% represent designated groups and 38% recruited internationally. Within the SoE, women of African, Indian or Coloured origin represent 34% of all academic staff. About 62% of the SoE academic staff hold doctorates.

Workload stands at 39 fulltime equivalents per SLU. While this figure seems much lower than the College average of 54, the context is that postgraduate work is more time-consuming.

Undergraduate output is recorded at three graduates per Senior Lecturer Unit (College average = 14), honours and postgraduate diplomas at three graduates per Senior Lecturer Unit (College = 4), master's at 0,65 (College average = 0,60) and doctoral output at 0,03 (College average at 0,04). Overall, postgraduate productivity requires improvement towards 2020.

Three staff members have been promoted in 2017 and another three new staff members were appointed. A major focus of SoE for the next couple of years is to improve the postgraduate (especially masters and doctoral) throughput rates. Various measures have been put in place to achieve this.

## SOCIAL RESPONSIVENESS

Capacity building of staff members is a very important priority of SoE. SoE has strongly focussed on the improvement of the technical skills of staff members and the enhancement of teaching skills. A large number of staff members attended econometric and data-related workshops during the year. Teaching-related workshops and programmes were well attended by staff members. Young staff members were placed into specific research-focussed groups that enabled them to work with senior staff members in that particular area.

Staff members of SoE partook in various community projects to uplift those communities.



1<sup>st</sup> Runner-up: Mpo Mataboye



2<sup>nd</sup> Runner-up: Biana Fisher



## ACCOMPLISHMENTS

Exceptional accomplishments by the SoE in 2017 include the 1<sup>st</sup> and 2<sup>nd</sup> runner ups in the National Nedbank / Old Mutual Budget Speech Competition. SoE has delivered three winners in the past five years.

## LOOKING TOWARDS 2018 – 2020

The School of Economics underwent a rigorous restructuring process that was completed in 2017. SoE has established a solid foundation for accelerated research output. Nearly 70% of SoE staff members have a PhD and can now focus on accredited research output. The research centres are well-funded and should contribute exponentially to the total research output of SoE. International collaboration with a variety of universities and institutes were established and consolidated during 2017 and should relate to high-impact collaborative research.

SoE is implementing a more disciplined and focussed approach that will enhance master's and doctoral throughput rates for the next few years.



Wisdom Forum Round Table with US State Secretary, John Kerry

## EXCEPTIONAL ALUMNI



“ The former Department of Economics and Econometrics, now School of Economics, has provided and facilitated several opportunities for me. When I started with my degree in Economics and Econometrics in 2007, my parents together with NSFAS funded my studies. However, because I was amongst the top achievers in my class, I received a full bursary from Gauteng Department of Finance and merit bursaries from the University.

My Honours degree in International Trade and Finance, and Master’s degree in Financial Economics were funded by the NRF. The University definitely contributed to my career as an economist and opened a number of opportunities for me.

The Nedbank Old Mutual Budget Speech Competition is compulsory as part of the research methodology module. This led to me winning the 2014 competition in the postgraduate category. A few months after winning the competition, the National Treasury approached me and I became a macro economist.

The School of Economics’ students dominate the top three positions of this competition every year, truly a great testimony to the phenomenal work done by the team of dedicated staff.

The University encourages and supports students to achieve their full potential and I know that I can always approach my former lecturers on my path to great successes. ”

### LUCKY PANE

Economist: Public Investment Corporation



“ I’ve studied at UJ without any regrets. I am proud of who I became through the consistent support I have received from the University. Growing up in a village, UJ has moulded me in many aspects including language usage, writing skills and current knowledge that has contributed to my success and opportunities.

I am currently studying towards a second Master’s degree in Investments Management. I also hold a B.Com degree in Economics, Honours in Econometrics, an Advanced Diploma in Financial Markets and a Master’s in Financial Economics.

I recently also had the privilege to travel around the country to different Universities through the Nedbank budget speech road show. What an amazing and touching experience! I would encourage anyone to join this University as it continues to transform and truly represents South Africa and the Africa continent in a global context. ”

**XOLANI MAZOMBA**



A man in a white shirt and tie is pointing at a world map on a wall. The map is divided into two halves by a diagonal line. The top half is dark blue with white outlines of continents, and the bottom half is light beige with dark outlines of continents. The man is standing in front of the map, looking at it with a serious expression. The background is a soft, out-of-focus landscape with green grass and a clear sky.

# SCHOOL OF PUBLIC MANAGEMENT, GOVERNANCE AND PUBLIC POLICY (SPMGP)

The SPMGP has achieved **national recognition** as one of the **most successful** local government training institutions and aims to build on the best practices and **establish better recognition internationally**.

## INPUT VARIABLES

<b>TOTAL ENROLMENT</b>	1 397
Undergraduate Diploma Headcount	0
Undergraduate Degree Headcount	1 042
Total Undergraduate Headcount	1 042
Postgraduate Diploma Headcount	65
Honours Headcount	114
Master's Headcount	21
Doctoral Headcount	18
Total Postgraduate Headcount	218
Total Continuous Programme Enrolment	137
International Enrolment (UG)	11
International Enrolment (PG)	9
International Enrolment (% of UG)	1%
International Enrolment (% of PG)	6%
International Enrolment (%)	2%
Full-time Equivalents	907

## STUDENT PROFILE

Recruitment from Quintile 1 and 2 Secondary Schools	30%
Admission Point Score > 35	34%
CBE Transformation Index	72

## RESOURCES

Senior Lecturer Units	11
Academics from Designated Groups	55%
Full-time Equivalent/Support Staff	165
International staff	22%
Presence of academics holding doctorates	56%
2017 Operations Budget (Rm)	R12

## KNOWLEDGE CREATION AND GRADUATE OUTPUT

UG Output	240
PG Below M	137
Master's Graduates	5
Doctoral Graduates	2
Total Graduate Output (n)	382
Total Undergraduate Output (%)	63%



**Prof Christelle Auriacombe**

Director | School of Public Management,  
Governance and Public Policy  
College of Business and Economics

Total Postgraduate Output (%)	37%
Module Success Rate	88%
First-year Dropout Rate	23%
Throughput: Undergraduates	23%
Throughput: Honours and Postgraduate Diplomas	77%
Throughput: Master's	24%
Throughput: Doctorates	11%
Research Output (DHET credits)	31

## PRODUCTIVITY

Research Credits per Senior Lecturer Unit	2,82
International Ranking in the Continent	4
Workload per Senior Lecturer Unit	82
UG Output per Senior Lecturer Unit	22
Hons and PGDip Output per Senior Lecturer Unit	12,45
Master's Output per Senior Lecturer Unit	0,45
Doctoral Output per Senior Lecturer Unit	0,18
Overall Graduates per Senior Lecturer Unit	35
Budget Intensity / Full-time Student Equivalent	R13 643



[www.uj.ac.za/faculties/cbe/spmgp](http://www.uj.ac.za/faculties/cbe/spmgp)

## STRUCTURE

The School of Public Management, Governance and Public Policy (SPMGP) consists of:

- Academic Head: Public Management and Governance  
led by Prof Shikha Vyas-Doorgapersad
- Centre for Public Management and Governance  
led by Dr Vain Jarbandhan
- School of Leadership  
led by Dr Sydney Mufamadi

## ENROLMENT

The SPMGP enrolled 1 397 students in 2017 (6% of total CBE enrolment) of whom 300 (10%) in continuing education programmes, 1 402 (75%) in subsidised undergraduate programmes and 218 (15%) in subsidised postgraduate programmes.

Of these, 2% are international enrolments. Accordingly, the School's subsidised enrolments equates to 902 full-time equivalents.

## SUBSIDISED PROGRAMMES

Popular and industry-recognised programmes and their enrolment in 2017 follow:

PROGRAMME	ENROLMENT
DEGREE	

BA: Public Management and Governance	1 042
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### POSTGRADUATE DIPLOMA

PGDIP: Public Policy and African Studies	65
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### HONOURS DEGREE

BAHons: Public Management and Governance	114
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### MASTER'S DEGREE

MA: Public Management and Governance	21
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### DOCTORATE DEGREE

PhD: Public Management and Governance	18
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These programmes were supported by an operational budget of R12 million, which translates into R13 643 per full-time student equivalent.

New developments in 2018/2019/2020 will include the following online programmes: Higher Certificate in Local Governance and Management (DE) in 2019 and the Advanced Certificate in Local Governance and Management (DE) in 2020.

## ACCREDITATION, AFFILIATIONS AND RANKINGS





As far as academic leadership and citizenship at international levels are concerned:

- Prof Shikha Vyas-Doorgapersad was appointed as a member of the International Scientific Committee of the International Conference on Social Sciences that was held on 24 and 25 August 2017. She was also appointed as Editor-in-Chief of the International Journal of Business and Management Studies (IBSS) of the Social Sciences Research Society in Turkey and appointed as Adjunct Professor at the Uganda Technology and Management University (UTAMU.)
- Prof Christelle Auriacombe was appointed as Visiting a Professor at the Ho Technical University in Ghana, the Rwanda Association of Local Government Authorities (RALGA) in Rwanda and Adjunct Professor at the Uganda Technology and Management University (UTAMU.)
- Dr Vain Jarbandhan was re-appointed as the Chief Editor and Prof Christelle Auriacombe as the Technical Editor of *Administratio Publica*, an accredited journal hosted by the Association of Southern African Schools and Departments of Public Administration and Management (ASSADPAM).

Internationally, staff in the Department has membership in the:

- American Evaluation Association (AEA)
- European Evaluation Society (EES)
- Indian Institute of Public Administration (IIPA)
- Indian Society for Training and Development (ISTD)
- Centre for Administrative Change (CAC) (India) and
- Public Relations Society of India (PRSI).

## STUDENT PROFILE

Some 30% of SPMGP students are drawn from very poor communities of whom 34% have performed exceptionally well at secondary school level. Therefore, the School contributes at the College 72<sup>nd</sup> percentile towards the UJ mission of socio-economic transformation.

The School performs at a module success rate of 88%, which is 1% better than the College average. First-year dropout rate is recorded at 23% (4% higher than the College average). First-year throughput is a matter of concern.

## GRADUATE PROFILE

The SPMGP contributed 382 graduates in 2017 (7% of College output) among which 240 undergraduate degrees, 137 honours and postgraduate diplomas, as well as five master's graduates and two doctorates. Undergraduates represent 63% of all graduates and postgraduates, 37%.

Of importance is "student throughput". This

measurement refers to the percentage of students who have achieved their qualification in minimum time.

The SPMGP undergraduate throughput stands at 23% compared to the national benchmark of 25%, 77% for honours degrees and postgraduate diplomas (benchmark = 60%), and master's at 24% (benchmark = 33%) and doctorates at 11% (benchmark = 20%). Undergraduate throughput needs more support.

Several of the SPMGP honours, postgraduate diploma, master's and doctoral students are appointed in senior research, academic and management positions in national state departments, provincial governments, metros, other municipalities, parliament, universities and institutes and business sector organisations nationally and internationally.

## KNOWLEDGE CREATION

In 2017, the SPMGP contributed the equivalent of 31 subsidised credits, representing 8% of College output at a remarkable rate of 2,82 credits per Senior Lecturer Unit, well ahead of the College average of 0,90.

Prof Christelle Auriacombe facilitated two research and publication workshops in 2017 in Rwanda (March and August) and played a pivotal role in supporting several research initiatives for researchers in Africa. The workshops contributed to six collaborative accredited publications as outcome of the workshops.

Prof Shikha Vyas-Doorgapersad received the Best Paper Presentation award for the paper "Workplace Spirituality for Improved Productivity: A Gendered Perspective" at the eighth International Conference on Social Sciences 2017.

The UJ Library hosted a launch of Prof Shikha Vyas-Doorgapersad's new book titled "Public Budgeting in African Nations: Fiscal Analysis in Development Management" on 1 November 2017, published by the Routledge Publisher in New York. The book is co-edited with Peter F Haruna, who is a Professor of Public Administration at the Texas Agricultural and Mechanical International University in America. The book is an integrated synthesis of studies from eleven African economies in a country-specific scenario. The Guest Speaker was Dr Sydney Mufamadi, former Minister for Provincial and Local Government, and now Director of the School of Leadership. The book makes a significant contribution towards expanding the theoretical and empirical understanding of public expenditure formulation and management in African context. This contribution reflects the views of academics in various African countries, and collectively, promote cross-border intellectual consciousness.

The SPMGP was the most productive school in the College conducting seven credits per SLU. The School contributed to disseminate knowledge of master's and doctoral students and supervisors co-authored five published articles with postgraduate students.

## TALENT MANAGEMENT

The SPMGP is resourced with the equivalent of 11 Senior Lecturer Units (SLUs). A SLU is the salary budget of the SoE divided by the average salary of a Senior Lecturer in the College and provides for interpretation of productivity across the College. Of all academic staff, 55% represent designated groups and 22% having been recruited internationally. Within the SPMGP, women of African, Indian or Coloured origin represent 40% of all academic staff. About 56% of the SPMGP academic staff holds doctorates.

Workload stands at 82 full-time equivalents per SLU, which is far more than the College average of 54 and indicates a shortage of academic staff. The SPMGP has one permanent administrator for approximately 1 400 students on SWC and APK that indicates a severe shortage compared to the other schools in the College.

Undergraduate output is recorded at 22 graduates per Senior Lecturer Unit (College average = 14), honours and postgraduate diplomas at 12 graduates per Senior Lecturer Unit (College = 4), master's at 0,45 (College average = 0,60) and doctoral output at 0,18 (College average at 0,04). Overall, staff support at undergraduate and postgraduate level is required.

## SOCIAL RESPONSIVENESS

Projects on transformation largely included capacity-building initiatives aimed at bringing about greater access in certain disciplines. Some important programmes here include the following CEPs that are offered by the Centre in the SPMGP: The Higher Certificate in Municipal Governance (Level 5) and the Advanced Certificate in Municipal Governance (Level 6) that provide an entry for students to the second year of the BA Public Management and Governance on SWC. The School of Leadership on SWC offers four CEPs as an entry to the PGDiP in Public Policy and African Studies. These two units in the SPMGP achieved national recognition as very successful government advisory and training institutions to build on best practices and establish better governance and management nationally and in Africa. Over 500 municipal, provincial and national elected political leaders and officials from various departments and positions such as administration officers, deputy directors, financial officials, municipal managers, councillors, members of Parliament and mayors completed these CEPs in 2017.

Moreover, it is envisaged that the PGDiP and online Master's in Public Management and Governance could support wider transformation in South Africa (especially in areas where higher education is not easily accessible), provide a platform to enhance their postgraduate education and build the country and continent's knowledge capabilities. In addition, this programme is aligned with UJ's commitment to grow postgraduate studies at an advanced level.

In addition to the above online programme the Centre for PMG developed curricula focusing on local governance in South Africa and Africa for two new distance education programmes to be offered online from 2018: the Higher Certificate in Local Governance and Management at NQF Level 5 and the Advanced Certificate in Local Governance at NQF Level 6.

## ACCOMPLISHMENTS

Exceptional accomplishments by the SPMGP in 2017 include:

- **Prof Christelle Auriacombe** was:
  - Appointed as Visiting Professor at the Ho Technical University in Ghana and at the Rwanda Association of Local Government Authorities (RALGA) in Rwanda.
  - Is also a member of the Advisory Panel of the African Journal of Public Affairs (IBSS) and a member of the Editorial Board of Politica.
  - Facilitated two research and publication workshops in 2017 in Rwanda (March and August) and played a pivotal role in supporting several research initiatives for researchers in Africa. The workshops contributed to six collaborative accredited publications as outcome of the workshop.
  - Tasked with the process of decolonisation that started in 2016 with the repackaging of the undergraduate material at first-year level and completed the second-year level in 2017. The SPMGP offers decolonised UJ internal textbooks that serve as the prescribed content material at the first and second level of the PMG programme in 2017.
- **Dr Vain Jarbandhan** was re-appointed as the Chief Editor and Prof Christelle Auriacombe as Technical Editor of Administratio Publica an accredited journal hosted by the Association of Southern African Schools and Departments of Public Administration and Management (ASSADPAM).
- **Prof Christelle Auriacombe** and **Prof Shikha Vyas-Doorgapersad** were appointed as Adjunct Professors at the Uganda Technology and Management University (UTAMU).
- **Prof Shikha Vyas-Doorgapersad** was appointed by the Social Sciences Research Society in Turkey as a member of the International Scientific Committee of the International Conference on Social Sciences (2017) that was held on 24 and 25 August 2017. She was also appointed Editor-in-Chief of the International Journal of Business and Management Studies (IBSS) for 2017. She received the Best Presentation Award at the 8th International Conference on Social Sciences.
- The SPMGP contributes substantially to the international profile of the CBE in general (with nine MoAs globally) and in Africa, in particular (with 19 MoAs with African universities and institutions).
- The SPMGP has delivered a good publication record of 31 credits for the 2017 academic year. This is an above-average SLU output compared to the College average. For this trend to continue, the staff resourcing issue must be addressed in the new College.



Prof Christelle Auriacombe



Dr Vain Jarbandhan



Prof Shikha Vyas-Doorgapersad



Dr Sydney Mufamadi with Prof Shikha Vyas-Doorgapersad.



## LOOKING TOWARDS 2018 — 2020

Establishing good international networks has been key to developing an international perspective, hence the SPMGP built strong ties in Africa, and other countries globally. International partnerships of the SPMGP include a total of 28 MoAs. The intention of the three units in the SPMGP is to focus on supporting the current and future narratives that impact on governance and management within a Pan-African context. In order for this to materialise more resources, especially for the School of Leadership, will have to be leveraged to promote this initiative in view of the forthcoming articulation of the PGDip to a master's degree.

These MoAs include knowledge generation and activities hence, three research and co-publication workshops are planned for 2018 in Africa. It also includes the promotion of international doctorates. In addition to the existing 10 international doctorates, four more doctorates and several African research associates will be recruited in 2018.

The master's online programme will be expanded by opening up admission to a wider set of prior degrees as for a MBA degree. The MA coursework will be expanded to provide admission for the PGDip in Public Policy and African Studies to further strengthen an African footprint.

The advent of technology across the global world has prompted the move to an online mode of delivery. In addition to the master's online programme the Centre for PMG developed curricula focusing on local governance in South Africa and Africa for two new distance education programmes to be offered online - the Higher Certificate in Local Governance and Management at NQF Level 5 and the Advanced Certificate in Local Governance at NQF Level 6.

These programmes have been approved by the HEQC and are integrated academic and professional programmes aimed at transferring relevant scholarly knowledge and practical, professional skills to students, about both the principles and theories of good public management and governance, and about the professional practice in these fields at all government levels.

The most important challenges to be addressed are related to the SPMGP numbers of CEPs and formal undergraduate and postgraduate students that have grown at a rapid rate, however, the investment of the College/UJ in keeping with the growing numbers in terms of modular enrolment does not correlate. The issue of permanent administrators and senior lecturers is seen as urgent.

Additionally, with online teaching being piloted by the SPMGP, computer equipment for tutors to support this initiative is crucial (laptops, e-learning boards, boardroom equipped with a data projector, 3G cards for e-tutors, etc.).

## CONCLUSION

The SPMGP initiatives through the training of government officials and politicians for better service delivery is not the only solution to poor service delivery, lack of state capacity in all spheres of government, corruption, protests and unrest, though it is believed to be a step in the right direction. It is important to continue with the relatively successful balance between industry recognition and professional training in state management and governance that has characterised the SPMGPs activities so far, in order to cater optimally for the needs of the government sector in this regard. The SPMGP has achieved national recognition as one of the most successful local government training institutions and the aim is to build on the best practices and establish better recognition internationally. Therefore, the application to extend the SPMGP programmes online with distance education to cater for the broader local governance community nationally and in Africa is a step in the right direction.



“ I will be ever thankful to Prof Auriacombe, my supervisor, who afforded me the opportunity to apply for funding support when the workplace was not in a position to do so. This allowed me to pursue a D Litt et Phil study at the age of 50 which my younger colleagues found to be inspirational. To them it proved one is never too old to learn and obtain a qualification.

The study focused on 'The South African Local Government National Capacity Building Framework of 2011: Critical future considerations for 2016' which was one of the most liberating and yet empowering experiences. This is in view of the fact that I built confidence when it confirmed that what was proposed in practice is also grounded in theory. The discussions with my supervisor during the finalisation of the study has also encouraged me to consider future publications, to further enhance the baseline study. In my work I have further become more confident in attempting other work that is enhancing my capacity as individual. ”

### DR SANDRA GREYLING

D Litt et Phil, 2014



“ The finalisation of my Doctorate in Public Governance and Management in 2010 at UJ was the start of an epic journey that has allowed me to make a difference in the lives of many South Africans. I have been privileged to be part of initiatives towards the empowerment of women and youth in both the mining and transport section which was both gratifying and humbling at the same time.

In the recent past, I have formed part of national efforts to improve the rail transport in South Africa, through the development of an enabling regulatory framework. It has brought me into contact with international and local peers, and as an UJ-Alumni I am proud to be in such company. I will always be grateful to UJ, in particular Prof Auriacombe, for opening a door which has changed my life forever. ”

### DR CORNEL MALAN

DLitt et Phil, 2010

# SCHOOL OF TOURISM AND HOSPITALITY (STH)

Tourism became a prominent sector that can **create employment** and **small business opportunities** in South Africa, and in light of this the STH will continue to **lead in terms of talent development, research and innovation** for the sector.



## INPUT VARIABLES

### TOTAL ENROLMENT 1 087

Undergraduate Diploma Headcount	470
Undergraduate Degree Headcount	470
Total Undergraduate Headcount	840
Postgraduate Diploma Headcount	0
Honours Headcount	9
Master's Headcount	26
Doctoral Headcount	7
Total Postgraduate Headcount	41
Total Continuous Programme Enrolment	38
International Enrolment (UG)	23
International Enrolment (PG)	11
International Enrolment (% of UG)	3%
International Enrolment (% of PG)	27%
International Enrolment (%)	3%
Full-time Equivalents	441



**Dr Diane Abrahams**

Director

School of Tourism and Hospitality  
College of Business and Economics

### STUDENT PROFILE

Recruitment from Quintile 1 and 2 Secondary Schools	33%
Admission Point Score > 35	22%
CBE Transformation Index	52

### RESOURCES

Senior Lecturer Units	22
Academics from Designated Groups	45%
Full-time Equivalent/Support Staff	32
International staff	21%
Presence of academics holding doctorates	21%
2017 Operations Budget (Rm)	R22

### KNOWLEDGE CREATION AND GRADUATE OUTPUT

UG Output	184
PG Below M	9
Master's Graduates	7
Doctoral Graduates	0
Total Graduate Output (n)	180
Total Undergraduate Output (%)	81%

Total Postgraduate Output (%)	8%
Module Success Rate	88%
First-year Dropout Rate	23%
Throughput: Undergraduates	17%
Throughput: Honours and Postgraduate Diplomas	100%
Throughput: Master's	23%
Throughput: Doctorates	0%
Research Output (DHET credits)	52

### PRODUCTIVITY

Research Credits per Senior Lecturer Unit	2,38
International Ranking in the Continent	1
Workload per Senior Lecturer Unit	20
UG Output per Senior Lecturer Unit	7
Hons and PGDip Output per Senior Lecturer Unit	0,41
Master's Output per Senior Lecturer Unit	0,32
Doctoral Output per Senior Lecturer Unit	0
Overall Graduates per Senior Lecturer Unit	3
Budget Intensity / Full-time Student Equivalent	R48 345



[www.uj.ac.za/faculties/cbe/sth](http://www.uj.ac.za/faculties/cbe/sth)

## STRUCTURE

The School of Tourism and Hospitality (STH) consists of the:

- Director: Dr Diane Abrahams
- Two Academic Heads, viz. Academic Head:
  - Hospitality Management, Dr Hema Kesa and
  - Tourism Management, Prof Tembi Tichaawa
- The STH Commercial Unit, is led by Mr Xolisa Jayiya with the Madibeng restaurant and conferencing managed by Ms Fatima Gaibee
- The Marketing Manager for the STH was Mr Tebogo Sebambo

## ENROLMENT

The STH enrolled 1087 students in 2017 (4% of total CBE enrolment) of whom 86 (8%) in continuing education programmes, 940 (88%) in subsidised undergraduate programmes and 41 (4%) in subsidised postgraduate programmes. Of these, 3% are international enrolments. Accordingly, the School's subsidised enrolments equates to 44 full-time equivalents.

## SUBSIDISED PROGRAMMES

Popular and industry-recognised programmes and their enrolment in 2017:

PROGRAMME	ENROLMENT
Diplomas	478
Degrees	206
Honours Degrees	9
Master's Degrees	12
Doctorate Degrees	6

These programmes were supported by an operational budget of R22 million, which translates into R48 845 per full-time student equivalent.

New developments in 2018/2019 will include: the introduction of the new Bachelor of Hospitality Management, and the new Bachelor of Tourism Development & Tourism Management. An intention to offer the Diploma Hospitality Management as an online programme offering will be done in 2018. The preparation for the introduction of the two new Advanced Diplomas in the field of Tourism Management and Hospitality Management respectively, will be done during 2018 and 2019 for them to be offered in 2020.

## ACCREDITATION, AFFILIATIONS AND RANKINGS

- QS Ranking No.1 in South Africa and Africa for Hospitality and Leisure Studies.
- Shanghai Ranking: 34th out of 100 Tourism and Hospitality Schools globally.
- STH is a member of ICHRIE, Eurochrie, FEDHASA and SACA.
- STH obtained HACCP accreditation in 2017 (UJ is the first university to obtain this accreditation).

Academic leadership and citizenship at national and international levels:

- **Dr Abrahams** served as a member of the Minister's panel to review the National Tourism Sector Strategy.
- **Dr Hema Kesa** is a member of the executive committee for Eurochrie.
- **Dr Milena Ivanovic** chairs the Women's Chapter for Gauteng Tourism.
- **Prof Chris Rogerson** was A-rated by NRF in 2017.



Dr Abrahams

## STUDENT PROFILE

Some 33% of STH students are drawn from very poor communities of whom 22% have performed exceptionally well at secondary school level. Therefore, the School contributes at the College 52<sup>nd</sup> percentile towards the UJ mission of socio-economic transformation.

The School performs at a module success rate of 86%, which is 1% lower than the College average. First-year dropout rate is recorded at a concerning 28% (9% higher than the College average). First-year throughput is a matter of grave concern.



Dr Kesa

## GRADUATE PROFILE

The STH contributed 180 graduates in 2017 (3% of College output) among which 164 undergraduate diplomas and degrees, nine honours degrees, as well as seven master's graduates. Undergraduates represent 91% of all graduates and postgraduates, 9%.

Of importance is "student throughput". This measurement refers to the percentage of students who have achieved their qualification in minimum time. The STH undergraduate throughput stands at 17% compared to the national benchmark of 25%, 100% for honours degrees (benchmark = 60%), and master's at 28% (benchmark = 33%). Undergraduate throughput needs far more support.



Dr Milena Ivanovic



Prof Chris Rogerson

## KNOWLEDGE CREATION

In 2017, the STH contributed the equivalent of 52 subsidised credits, representing 19% of College output at a remarkable rate of 2,36 credits per Senior Lecturer Unit, well above of the College average of 0,90.

## TALENT MANAGEMENT

The STH is resourced with the equivalent of 22 Senior Lecturer Units (SLUs). A SLU is the salary budget of the STH divided by the average salary of a Senior Lecturer in the College and provides for interpretation of productivity across the College.

Of all academic staff, 45% represent designated groups and 21% having been recruited internationally. Within the STH, women of African, Indian or Coloured origin represent 32% of all academic staff. About 21% of the STH academic staff hold doctorates.

Workload stands at 20 full-time equivalents per SLU, which is far less than the College average of 54.

Undergraduate output is recorded at seven graduates per Senior Lecturer Unit (College average = 14), honours degrees at 0,41 graduates per Senior Lecturer Unit (College = 4) and master's at 0,32 (College average = 0,60). The building of capacity to improve both under- and postgraduate throughput requires attention.



## SOCIAL RESPONSIVENESS

The STH staff, together with students, engaged in the Bread Tag & Bottle Top Collection. The total collection resulted in the funding of two wheelchairs that were donated to a Hospice. The STH students continued to engage with two NGOs, namely:

- Reach Out Touch
- Tshepang Projects

In addition, the STH raised R680 000 in pledges in support of the Missing Middle campaign.

Projects on transformation largely included capacity-building initiatives aimed at bringing about greater access in certain disciplines. Important here is that most of the young staff in STH are engaged in PhD studies and are on the AAMP programme.



Chef Tobi Skosana



Chef Thlolo Nyatlo



Chef Reuben Riffel

## ACCOMPLISHMENTS

Exceptional accomplishments by the STH in 2017 include:

- QS ranked No.1 Hospitality and Leisure Studies (SA & Africa)
- Shanghai Rankings: 34<sup>th</sup> out of 100 Tourism and Hospitality schools globally
- STH obtains HACCP accreditation in 2017 (UJ first university to obtain this accreditation)
- STH is host to one of SA's top 100 researchers: Prof Chris Rogerson – A-rated researcher
- Commis **Chef Tobi Skosana** was selected to join the French Le Calabash for internship to extend his knowledge and experience on French cuisine
- STH Executive **Chef Thlolo Nyatlo** worked alongside renowned **Chef Reuben Riffel** in putting together an indigenous menu for the United Nations World Food Programme dinner hosted at the STH
- Three students hosted on the Waterford International Exchange in the USA; STH has hosted 32 students on this exchange since 2005
- STH research output for 2017 – 52 units
- A total of R1 679 420 in bursaries made possible through industry partners was allocated to 64 STH students in 2017
- The STH also supported 32 students with Missing Middle funding support to the value of R956 349
- For the STH Top Academic Achievers Awards sponsorship of prizes of more than R200 00 was made by industry partners
- On the STH Open Day that was hosted together with industry partners in 2017, more than 250 schools visited the STH, which translated into a very successful undergraduate enrolment for 2018.



Missing Middle Fund Raiser

The STH has seen a steady growth in its postgraduate programmes. The research output for the STH has grown exponentially over the last few years and this has been through the expansion of the senior research affiliate network, the appointment of postdoctoral research fellows (9) and more staff actively engaging in research and publishing outputs. The STH is host to two international Distinguished Visiting Professors, namely Prof Jarrko Saarinen from Finland and Prof Tom Baum from the UK.



Prof Jarrko Saarinen

The revised PQM (Programme Qualification Mix) of the STH includes the following new programmes:

- PhD in Tourism and Hospitality (2015)
- Master's in Tourism and Hospitality (2012)
- Bachelor of Hospitality Management (2019)
- Bachelor of Tourism Development and Management (2019)
- Advanced Diploma: Tourism Management (2020)
- Advanced Diploma: Hospitality Management (2020)

The first two PhD graduates in the School of Tourism and Hospitality will walk the stage in 2018.

A concerted effort has been made to focus on decolonisation with the introduction of indigenous knowledge within a Pan-African context into the tourism and hospitality curriculum (e.g. in food and nutrition studies, service excellence, tourism case studies).

In terms of its commercial operations the STH has introduced new products to increase the student teaching and learning experience and revenue. These include:

- Bistro Lunches
- Alumni bar
- Waterford Restaurant and
- Design Café innovations

In addition, the STH has upgraded some of its facilities such as the City Lodge Syndicate Rooms, Protea/Marriott Auditorium, Waterford Restaurant and Design Café to ensure a refreshed look and feel.

## LOOKING TOWARDS 2018 — 2020

Tourism became a prominent sector that can create employment and small business opportunities in South Africa, and in light of this the STH will continue to lead in terms of talent development, research and innovation for the sector. Going forward, the STH will be focussing on steadily growing the postgraduate stream. The emphasis will also be increasing third-stream revenue through the growth of Continuous



Prof Baum with the workshop delegates

Education Programmes (online or blended learning offerings). Considerable effort will be placed on mitigating the high dropout rate and linking this with an improvement in the overall student success rate. Greater use of technology in the teaching and learning environment continues to be a priority. The STH will ensure that it continues to strengthen its collaborations with industry partners and Alumni. There will be a significant focus on entrepreneurship, creativity and innovation, community engagement, sustainability and in ensuring a well-rounded graduate who is ready to engage with the challenges of the Fourth Industrial Revolution.

## EXCEPTIONAL ALUMNI



“ Duane Schroeder holds a National Certificate in Hospitality Management from the University of Johannesburg's School of Tourism and Hospitality. Schroeder joined Waterford in 2002 during his final year of studies at STH.

He was selected to be part of the Waterford Hotel Group International Exchange Programme in the United States of America, where he worked as an intern. He has been an Executive Housekeeper, Front Office Manager, Assistant General Manager, and eventually he worked his way up to becoming the General Manager of several Waterford managed properties. He also worked at the Corporate Office as a Regional Hotel Director overseeing a portfolio of 10 hotels.

Schroeder was promoted to Vice President Operations of the Waterford Hotel Group in January, 2018. ”

### DUANE SCHROEDER

Vice President Operations, Waterford Hotel Group (USA)





## EXCEPTIONAL ALUMNI

“ After completing a certificate in tourist guiding, Mbhiza enrolled for the Tourism Management Diploma at the STH in 2006 and graduated in 2009. He completed a BTech in Tourism Management in 2010 and went on to register for his Master's Degree in Tourism and Hospitality Management which he successfully obtained in 2012, making him the first student at STH to graduate with the new Masters in Tourism & Hospitality Management.

Magic notes that the qualifications that he obtained from the School of Tourism and Hospitality at the University of Johannesburg has helped him to better understand tourism value chains and also on how to communicate with stakeholders on tourism related matters.

Mbhiza says, “My journey at the University of Johannesburg has ensured that I acquire skills, knowledge and an understanding of the tourism industry from a global, national and local perspective. Furthermore, I have developed self-confidence that has aided me greatly in growing my career within the tourism sector”. ”

MAGIC MBHIZA

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