



UNIVERSITY
OF
JOHANNESBURG

COLLEGE OF BUSINESS
AND ECONOMICS

Annual Report 2020

COLLEGE OF BUSINESS AND ECONOMICS

**The Future
Reimagined**

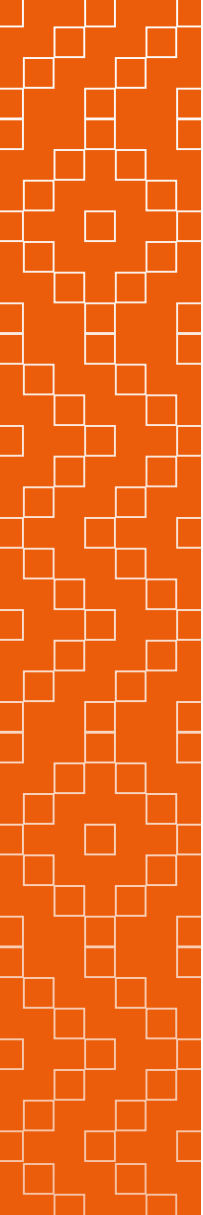


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Executive Summary

Of particular importance to the CBE is how COVID-19 accelerated the impact of technology on the world of work and reimagining the profile of future graduates flourishing in the field of economics and business.



Prof Daneel van Lill,
Executive Dean:
College of Business and Economics



OVERVIEW

The year 2020 provided ample opportunity to deepen knowledge and practice of the art of agility – in short, to respond to the College of Business and Economics (CBE) stakeholders' changing expectations, while maintaining a solid good governance and operations backbone. The wisdom of Martin Luther King Jr features among the jewels of change leadership, saying: "If you can't fly, then run. If you can't run, then walk. If you can't walk, then crawl. But whatever you do, you have to keep moving forward".

At a global level, COVID-19 forced global economies into reverse gear. The GDP growth of the Russian economy (buffered by energy exports) contracted by some 3%, followed by the USA (-4%), Brazil (-5%), the Eurozone (-5%) and India (almost -7%). China was the only exception (+2,3% GDP growth) as a result of having gripped the pandemic in its early phases. The economy of our beloved country was devastated by a drop of 7%. In comparison, a scenario 5% worse than the impact of the 2008/2009 global financial crisis.

South Africa's high state of inequality fuels the contestation of resources (e.g. taxation, expropriation, corruption, crime), which in turn discourages the investment necessary to accelerate job creation and reduce inequality. Fiscal redistribution through social assistance has redressed the rise in inequality since 1994; however, it is now constrained by a tight fiscal space. GDP per capita is now at a level last seen in 2005.

The UJ College of Business and Economics (CBE) has its purpose cut out: “The CBE develops critical thinkers and problem solvers who address business, economic and societal challenges”, monitored and evaluated against the UJ 2025 Strategic Plan.

Of particular importance to the CBE is how COVID-19 accelerated the impact of technology on the world of work. The past two years saw the CBE community investing much thought into reimagining the profile of future graduates, flourishing in the field of economics and business.

We focused on the intertwined impact of technology advances and COVID-19 on various economic sectors. For example, the disruption of health services, personal care, on-site customer service (e.g. retail, banks, restaurants), global tourism (airlines, airports, business, and leisure travel), outdoor production and maintenance (a sector that dropped by about 20%), and rail and road freight operations (affected by restricted production and movement of goods and services – notably the drop in global demand for commodities).

Insight was gained into the behavioural shifts observed in e-commerce and digital transacting.

Moreover, as seen across universities globally, teaching, learning, research, academic governance, and operations in the CBE simply had to shift in a matter of weeks from campus-based to mostly online@home.ac.za. A journey marked by a high intensity of unlearning, learning and relearning. Little did we know to what extent human interaction would become moderated.

Being confined to a restricted living environment soon emphasised the physical and psychological wellbeing of the CBE community. We soon gained insight into the taxing nature of multitasking the pedagogy of care to both students and loved ones. Later, we were deeply affected as job losses and the passing of those close to us started to raise their ugly head.

Regardless of these challenges, the CBE functioned at an unimaginable pace in 2020. The 2020 Annual Report testifies to much resilience and innovation, yielding improvement in 18 key performance indicators of at least 5% when compared to 2019 (Table I). As expected, we did not succeed in research, master’s, and doctoral output, where we observed a drop of at least 5%. These challenges are receiving much attention by the deanery.



Table I CBE 2020 strengths and weaknesses

Strengths (5% better than in 2019)	Weaknesses (5% weaker than 2019)
<p>Programme Qualification Mix</p> <ol style="list-style-type: none"> 1. The number of CBE programmes have been reduced from 107 to 97 by creating new-generation programmes, updating programmes in high demand, improving articulation opportunities into postgraduate programmes, and phasing out irrelevant programmes for implementation in 2021. 2. Three of five CBE fully online undergraduate programmes were implemented in 2020. 3. All of the 2 231 CBE modules have now transitioned to blended learning as the mode of delivery 4. Some 18 new continuous education programmes (CEPs) were implemented (+16%) of which 15 focused on the 4IR. 5. 55 CEPs now present a strong techno-enablement and empowerment focus as a result of either being designed or redesigned. 	<ol style="list-style-type: none"> 1. Master's degree output has dropped from a peak of 224 in 2019 (as a result of urging long-enrolled master's students to complete their studies), to 180 (-20%). 2. Doctoral degree output has dropped from a peak of 37 in 2019 to 33 in 2020 (83% of target). The number of black doctorands has dropped to a peak of 16 in 2019 to 12 in 2020(71% of target). Consequently, the percentage of doctorands completing in four years dropped by 10% from 51% in 2019 to 41% in 2020. Closer examination revealed the impact of the pandemic on professional and personal demands since the majority of our master's and doctoral cohorts are in full-time senior management and leadership public and private sector positions. 3. Even though the number of publications exceeded 2019, the changing rules of DHET accreditation for subsidy did not count in our favour.
<p>Student Progress</p> <ol style="list-style-type: none"> 6. The number of NSFAS grant holders has grown from 4 600 in 2019 to 5 473 (in 2020, +18%) to 7 955 (2021, +45%). Since 2019, an increase of 3 355 grant holders (+73%), that is 52% of the CBE undergraduate portfolio being NSFAS supported. 7. Module success rates have increased to 90% (+5%) as a result of improved communication with and care for students, and an increase of 25% in the number of senior tutors, tutors and mentors appointed to enhance online support. 8. Since 2019, to date the undergraduate graduation rate has increased to 28% (+2%). 	
<p>Enrolment</p> <ol style="list-style-type: none"> 9. Total international enrolment increased to 1 440 students in 2020 (+2%). 10. Postgraduate output below master's increased to 1 181 (+6%). 11. CEP enrolment has remained stable at 6 604 students showing about 1% growth, when compared to at least 15% growth in previous years. COVID-19 has clearly had an impact on investment in corporate talent development. 12. On the other end, enrolment in non-subsidised online programmes has grown from 1 308 students in 2019 to 2 463 students in 2020 (88% growth). 13. In 2020, CBE total undergraduate enrolment (subsidised and non-subsidised) has grown by 3% to 23 875 students. 	

Strengths (5% better than in 2019)

Research Output and Impact

14. Research output units (DHET accredited) increased from 440 in 2019 to 454 in 2020 (+3%).

Research Capacity Building

15. The number of NRF-rated researchers has grown from 19 to 27 (+42%).
16. External research funding has increased to R24 million (+126%).
17. The number of visiting scholars has grown to 272 (+29%).

Talent Management

18. The number of professors has increased through promotions and new appointments to 78 (+23%).
19. The number of senior lecturers has increased through promotions and new appointments to 120 (+5%).
20. The number of academic staff holding doctorates has increased from 114 to 121 (+8%).
21. From 2017 to 2020, the percentage of designated academic staff remained consistent at 46% while international academic staff have increased from 12% to 17%. Non-designated groups reduced from 42% to 37 %.

FITNESS FOR PURPOSE

The College staff rose to the challenges faced during 2020 and focussed on how these challenges provided opportunities for rethinking traditional approaches to our core business of generating knowledge and educating our students for the post-COVID world. The CBE 2020 Annual Report reflects a counter-disruptive strategy built on the strengths of its School of Accounting, the Johannesburg Business School (JBS), the School of Consumer Intelligence and Information Systems, the School of Economics, the School of Management, the School of Public Management, Governance and Public Policy, the School of Tourism and Hospitality, and an agile academic governance force directed by the deanery.



An exciting new development is that the JBS has gained the status of a UJ faculty. This strategic move repositions and differentiates the JBS globally in the Fourth Industrial Revolution (4IR), with redesigned modules and learning material and an exciting MBA programme, which is offered in both contact and online modes. In a major win for students and faculty, UJ has appointed Dr Randall Carolissen as Dean of the JBS. A former group executive at the South African Revenue Services (SARS) and administrator of the National Student Financial Aid Scheme (NSFAS), he assumes his new position on 1 March 2021.

A further exciting development is that the four departments previously residing in the JBS have now been positioned under the newly established School of Management (SOM). UJ has appointed Prof Adri Drotskie as Director: SOM. She brings to UJ an avalanche of experience, following her successful stints at Henley Business School, gaining international exposure as MBA Director and Head of Research and Faculty Development. As an academic, she specialises in Strategy, International Business and Strategic Marketing. She also has years of experience in the corporate world in management and leadership in the areas of Strategy and Marketing. She assumed duty on 1 October 2020.

The CBE community progresses by using technology to educate more people than ever before in business and economics. We impact by generating knowledge, adding value to learning, and teaching how to be better informed, to be healthier, to be safer, to behave better, to connect, and to learn faster. In so doing, we ensure that the 'black box', accelerated by COVID-19, serves as an enabler in the emerging new world of work.

The past year saw the CBE substantially extending its global scholarly network and concentrating

investments into Greenfield projects capable of expanding the economy and creating more jobs for unemployed South Africans, of whom a staggering 60% are unemployed youths. We integrate the 4IR into our teaching, learning and research agenda to equip our graduates with a working knowledge of the future of manufacturing, geopolitics, and economic trade wars, as well as the ability to navigate systems for growth spots that can assist with growing national wealth.

CBE STAFF PROFILE

There have been significant shifts in the staff profile during 2020, in terms of staff gaining their doctorate and through promotions. With regard to doctorates, there has been steady progress since 2017, when 98 staff held a doctorate; the total had moved to 121 in 2019 and in this year reached a very pleasing 139, with 18 more staff graduating.

Similarly, there was a very pleasing total of 18 staff promoted, across the various ranks. Three colleagues were promoted to full professor, Profs Beatrice Simo-Kenge, Nicolas Ngcpah, and Tembi Tichaawa. Profs Marius Wait, Marius Venter, Noleen Pisa, and Diane Abrahams were all promoted to associate professor. And finally, the following colleagues were promoted to senior lecturer: Dr Bulelwa Maphela, Dr Magda Wilson, Dr Nazeer Joseph, Dr Cashandra Mara, Dr Nelesh Dhanpat, Dr Wikus Erasmus, Dr Chioma Okoro, Dr Jeremy Mitonga-Monga, Dr Letiwe Nzama, Dr Roelien Brink, and Dr Chuma Diniso.

The College's commitment to the development of younger staff, not least through their participation in UJ's Accelerated Academic Mentoring Programme (with approximately 70 CEBE participants), is having considerable impact.



Dr Randall Carolissen



Prof Adri Drotskie

There have been significant shifts in the staff profile during 2020, in terms of staff gaining their doctorate and through promotions.



Prof Beatrice Simo Kenge



Prof Nicholas Ngepah



Prof Tembi Tichaawa



Prof Marius Wait



Prof Marius Venter



Prof Noleen Pisa



Prof Roelien Brink



Prof Diane Abrahams



Dr Bulelwa Maphela



Dr Magda Wilson



Dr Nelesh Dhanpat



Dr Lodewikus Erasmus



Dr Nazeer Joseph



Dr Cashandra Mara



Dr Jeremy Mitonga Monga



Dr Chioma Okoro



Dr Lethiwe Nzama



Dr Chuma-Diniso

STAFF ACCOMPLISHMENTS

The accomplishments of CBE staff on the international and national stage are too numerous to mention in detail. Staff have been elected to the boards of learned societies, have been appointed as visiting professors at global universities, have given keynote presentations at international conferences, have secured notable international conferences for South Africa, and have hosted conferences that brought leading experts together for dialogue and networking.

- Prof Linda de Beer was appointed as Chair: Public Interest Oversight Board.
- The Cracow University of Economics (Poland) bestowed on Prof Cecile Nieuwenhuizen (DHET-NRF SARChI Chair in Entrepreneurship Education), an Honorary Doctorate in recognition of her contribution to entrepreneurship education in Poland.
- Dr Nelesh Dhanpat was appointed as Assistant Editor of the *South African Journal for Human Resource Management*.
- Dr Thando Vilakazi (Director: CCRED) secured a DTI grant of R15 million (2020 to 2023).
- Prof Mercy Mpinganjira secured an agreement with W&R SETA to the value of R7.86 million (2020 to 2023) to establish a Gauteng-based W&R SETA Wholesale & Retail Chair in the School of Consumer Intelligence and Information Systems.
- Dr Ebes Esho has received the Academy of Management International Management Division Best Reviewer Award. The accolade is based on numerous reviews for the renowned international Association of Management Sciences.
- President Cyril Ramaphosa has appointed Dr Sydney Mufamadi (Director: CBE Centre for Public Policy and African Studies, and Minister in the cabinets of Presidents Nelson Mandela and Thabo Mbeki) and Baleka Mbete (former Deputy President and speaker of the National Assembly) as his Special Envoys to Zimbabwe, following difficulties that the Republic of Zimbabwe experienced.
- Prof Fiona Tregenna's SARChI Chair was renewed following a rigorous peer review by the NRF.



Prof Linda de Beer



Prof Cecile Nieuwenhuizen



Dr Nelesh Dhanpat



Dr Thando Vilakazi



Prof Mercy Mpinganjira



Dr Ebes Esho

- Dr Stella Bvuma (HOD: Applied Information Systems) was appointed as Non-Executive Director on the board of the Small Enterprise Development Agency (SEDA).
- Prof Diane Abrahams (Director: STH) was appointed to the Minister of Tourism's advisory panel for the review of the White Paper on Tourism.
- Ms Boniswa Madikizela was selected as one of the 28 top-performing women leaders to form part of the International Women's Forum (IWF) 2020-2021 Fellows Class.
- Prof Mornay Roberts-Lombard was elected Board Member to the Chartered Institute of Customer Management.

ACADEMIC GOVERNANCE

The College would not function without its 127 committed, hardworking professional administrators and 41 operational staff members who take a broad view of the University, the College, and our students' best interests.

The CBE administration renders a one-stop service to some 27 000 registered students on three different campuses, ranging from certificate up to doctorate level, which represent 43% of the University's student population.

This foremost responsibility is divided among Prof Sivan Chetty (Vice-Dean: Teaching and Learning), Prof Kelvin Bwalya (Vice-Dean: Research and Internationalisation), Prof Marita Pietersen (Head: CBE Quality Assurance), Ms Maria Motaung and Ms Elmarie Vermeulen (the two CBE Heads of College Administration), Ms Delia Arends (Head: Dean's Administration), and Ms Yasmiena Sallie-Joyce (Executive Secretary to the Dean).

Highlights and key trends from the College's activities during 2020 are summarised in Table II.



Dr Sydney-Mufamadi



Baleka Mbete



Prof Fiona Tregenna



Dr Stella Bvuma



Boniswa Madikizela



Prof Diane Abrahams



Prof Mornay Roberts-Lombard

Table II 2020 Highlights and key trends from the College

UJ Strategic Objective	2017	2018	2019	2020	2021	2020, compared to 2019	Year- on-year trend since 2017
SO1 (Excellence in Research and Innovation) and SO5 (National and Global Reputation Management)							
Postgraduate programme qualification mix							
Number of PG Diploma programmes	2	3	3	4	4	1 (33%)	1
Number of honours programmes	24	22	22	22	22	0	-1
Number of master's programmes	51	46	45	45	45	0	-2
Number of doctorate programmes	30	28	26	26	26	0	-1
Enrolment							
Subsidised enrolment - Postgraduate Diploma (2021 Target = 730)	713	926	770	644	754 (103%)	-126 (-16%)	-36
Subsidised enrolment - Honours (2021 Target = 1 031)	1 259	1 070	1 103	1 179	1308 (101%)	76 (7%)	-21
Subsidised enrolment - Postgraduate Diploma and Honours (2021 Target = 2 031)	1 972	1 996	1 873	1 823	2062 (102%)	-50 (-3%)	-57
Subsidised enrolment - Masters (2021 Target = 1 019)	735	731	753	833	1019 (100%)	80 (11%)	32
Subsidised enrolment - Doctorate (2021 Target = 268)	169	201	230	260	258 (96%)	30 (13%)	30
Subsidised enrolment - Total postgraduate (2021 Target = 3 318)	2 876	2 928	2 856	2 916	3339 (101%)	60 (2%)	5
International enrolment - Undergraduate (2021 Target = 1 061)	906	1 046	1 062	1 061	998 (94%)	-1 (%)	48
International enrolment - Postgraduate (2021 Target = 333)	236	358	355	379	370 (111%)	24 (7%)	43
International enrolment - Total	1 142	1 404	1 417	1 440	1368 (98%)	23 (2%)	91
Graduates							
Postgraduate Output - Honours (2020 Target = 795)	830	706	714	850 (107%)		136 (19%)	-58
Postgraduate Output - Postgraduate Diploma (2020 Target = 333)	370	460	395	331 (99%)		-64 (-16%)	13
Postgraduate Output - HEQF Level 8 (2020 Target = 1 128)	1 200	1 166	1 109	1181 (105%)		72 (6%)	-46
Postgraduate Output - Master's (2020 Target = 190)	163	160	224	190 (100%)		-34 (-15%)	31
Postgraduate Output - Doctorates (2020 Target = 40)	23	31	37	33 (83%)		-4 (-11%)	7
Postgraduate Output - SA Black doctorands (2020 Target = 17)	8	8	16	12 (71%)		-4 (-25%)	4
Postgraduate Output - Total	1 386	1 357	1 370	1404 (103%)		34 (2%)	-8

UJ Strategic Objective	2017	2018	2019	2020	2021	2020, compared to 2019	Year- on-year trend since 2017
% Honours students completing in one year	57%	64%	65%	69%		4%	4%
% M-students completing in two years	28%	18%	23%	23%		0%	-1%
% D-students of completing four years	30%	55%	51%	41%		-10%	3%

Research output and capacity development

Research Output Units (DHET Accredited) (Target for 2021 = 441)	285	286	440	454		14 (3%)	66
Number of NRF rated researchers	14	19	19	27		8 (42%)	4
External research funding - National (ZAR million)	6,62	8,83	8,71	16,52		8 (90%)	2,96
External research funding - International (ZAR million)	1,55	1,94	2,08	7,88		6 (279%)	1,91
External research funding - Total (ZAR million)	8,17	10,77	10,79	24,40		14 (126%)	4,87
Visiting Scholars - Number of PDRFs	12	27	38	44		6 (16%)	11
Visiting Scholars - Number of Distinguished Visiting Professors	5	7	9	11		2 (22%)	2
Visiting Scholars - Number of Visiting Professors	5	8	11	16		5 (45%)	4
Visiting Scholars - Number of Visiting Associate Professors	4	9	11	12		1 (9%)	3
Visiting Scholars - Number of Professors of Practice	2	8	15	17		2 (13%)	5
Visiting Scholars - Number of Associate Professors of Practice	4	4	4	4		(%)	0
Visiting Scholars - Number of Senior Fellows / Senior Research Associates	41	52	63	79		16 (25%)	13
Visiting Scholars - Number of Fellows / Research Associates	43	56	71	89		18 (25%)	15
Visiting Scholars - Total	116	171	222	272		50 (23%)	52

SO2 (Excellence in Teaching and Learning), SO3 (An International Profile for Global Excellence and Stature) and SO4 (An Enriching Student-Friendly Learning and Living Experience)

Undergraduate Programme Qualification Mix, collaboration and delivery mode

Number of undergraduate subsidised programmes	65	59	58	52		-6 (-10%)	-4
Number of Continuing Education Programmes (cumulative) - Whole Programmes	10	10	13	13	13	0	1
Number of Continuing Education Programmes (cumulative) - Bridging Programmes	6	7	7	7	8	0	0

UJ Strategic Objective	2017	2018	2019	2020	2021	2020, compared to 2019	Year- on-year trend since 2017
Number of Continuing Education Programmes (cumulative) - Short Learning Programmes	88	91	96	114	115	18 (19%)	8
Number of Continuing Education Programmes (cumulative) - Total	104	108	116	134	134	18 (16%)	10
Number of Continuing Education Programmes on 4IR (cumulative)	4	7	18	33	35	15 (83%)	10
Number of joint, interdisciplinary programmes with international institutions (cumulative)	9	10	12	13		1 (8%)	1
Number of academic initiatives advancing 4IR (cumulative)	4	11	14	18		4 (29%)	5
Number of full-online programmes	2	6	6	9		3 (50%)	2
Number of blended learning modules offered in contact programmes	772	1088	1364	2231		867 (64%)	465
Number of UG completion of the module "African Insights"	2308	2547	2233	349		-1884 (-84%)	-619
Number of UG completion of the module "AI in 4IR"				2164			
Number of UG completion of either of the enrichment modules	2308	2547	2233	2513		280 (13%)	30

Enrolment

Subsidised enrolment - Undergraduate diplomas (2021 Target = 6 367)	6 773	6 399	6 109	6 065	6251 (98%)	-44 (-1%)	-241
Subsidised enrolment - Undergraduate degrees (2021 Target = 9 035)	10 088	9 756	9 205	8 743	8894 (98%)	-462 (-5%)	-459
Subsidised enrolment - Undergraduate total (2021 Target = 15 412)	16 861	16 155	15 314	14 808	15259 (99%)	-506 (-3%)	-700
FTEs (Students)	14 820	14 333	13 872	13 832	14763	-40 (%)	-343
FTEs (Academic Staff)	613	637	667	645	647	-22 (-3%)	13
Ration: FTEs (Students) per FTEs (Staff members)	24	23	21	21	23	1 (3%)	-1
Enrolment in Continuing Education Programmes (2021 Target = 7 000)	6 041	6 122	6 547	6 604	6898 (99%)	57 (1%)	211
Enrolment in online programmes - AdvDip (Financial Markets)	0	54	599	890	328	291 (49%)	322
Enrolment in online programmes - AdvDip (Logistics)	0	0	151	388	159	237 (157%)	132
Enrolment in online programmes - AdvDip (People Performance Management)	0	0	57	231	76	174 (305%)	75
Enrolment in online programmes - AdvDip (Transportation Management)	0	0	177	398	163	221 (125%)	137
Enrolment in online programmes - BCom (Accountancy)					127		

UJ Strategic Objective	2017	2018	2019	2020	2021	2020, compared to 2019	Year- on-year trend since 2017
Enrolment in online programmes - Bachelor (Human Resource Management)	0	21	324	556	228	232 (72%)	197
Total enrolment in CBE online programmes (2021 enrolment end Feb 2021)	0	75	1 308	2 463	1 081	1155 (88%)	862
Total enrolment in CBE online programmes as % of total undergraduate subsidised enrolment	0%	0%	9%	17%	7%	8%	6%
CBE overall undergraduate enrolment	22 902	22 352	23 169	23 875	23 238	706 (3%)	374
CBE overall under- and postgraduate enrolment	25 778	25 280	26 025	26 791	26 577	766 (3%)	378

Student Profile

% of first-years with an APS ≥ 35 (without Life Orientation) (2020 Target = 15%)	15,4%	16,0%	15,0%	16% (1%)	22% (6%)	0,5%	0
% of first-years from quintile 1 and 2 schools (under-resourced)	23,1%	24,6%	26,5%	27,8%	26% (-2%)	1,3%	2%
% of first-years from quintile 5 schools (well-resourced)	38,4%	35,1%	34,2%	34,5%	36% (1%)	0,3%	-1%
Number of NSFAS bursary holders	2 089	4 588	4 600	5 473	7955 (45%)	873 (19%)	1 016

Student Progress

UG module success rates (2020 Target = 87%)	84,9%	84,7%	85,2%	90,1%		4,9%	2%
UG dropout rate by end Year 1 (2020 Target = 11,5%)	12,8%	11,7%	11,0%	11,8%		0,8%	0%
Graduate Output - Diplomas and degrees	3865	4030	3991	4184		193 (5%)	92
Graduate Output - PG diplomas, honours, master's and doctorate	1 386	1 357	1 370	1404 (103%)		28 (102%)	-8
Graduate Output - Total	5 251	5 387	5 361	5 546		185 (3%)	86
Undergraduate graduation rate (%)	22,9%	25,0%	26,1%	28,3%		2,2%	2%
Postgraduate graduation rate (%)	45,1%	46,6%	48,5%	47,8%		-0,7%	1%
% BTech and Advanced Diploma students graduating in minimum time	47,9%	59,2%	58,7%	62,5%		3,8%	4%
% 3-year Diploma students graduating in minimum time	34,8%	32,7%	36,1%	41,5%		5,4%	2%
% 3-year Degree students graduating in minimum time	41,3%	38,3%	42,8%	45,6%		2,8%	2%
Number of senior tutors, tutors and mentors	245	273	340	424		84 (25%)	60

UJ Strategic Objective	2017	2018	2019	2020	2021	2020, compared to 2019	Year- on-year trend since 2017
SO6 (Fitness for Global Excellence and Stature)							
Student enrolment fulltime equivalents (FTEs)	14816	14331	13872	13810	13698	-62 (-2%)	-348
Staff fulltime equivalents (FTEs)	315	321	328	334	334	6 (2%)	6
Student FTEs / Staff FTEs (Ideal = 1:28)	47	45	42	41	41	-1 (-2%)	-2
Student FTEs / ROUs (Ideal = 1:00)	0,90	0,89	1,34	1,36		(1%)	0,18

Full-time and Fixed-term Staff members

Academic staff members	329	350	369	375		6 (2%)	16
- Professors	29	27	28	34		6 (21%)	2
- Associate Professors	30	35	44	44		(%)	5
- Black Professors and Associate Professors	5	6	8	11		3 (38%)	2
- Senior Lecturers	110	115	114	120		6 (5%)	3
- Lecturers	145	146	149	140		-9 (-6%)	-1
- Assistant Lecturers	10	21	26	26		(%)	5
Administrators	94	125	125	127		2 (2%)	10
Operations	51	52	43	41		-2 (-5%)	-4

UJ Strategic Objective	2017	2018	2019	2020	2021	2020, compared to 2019	Year- on-year trend since 2017
Staff Talent Profile							
Women academics (2020 Target = 50%)	51%	50%	52%	50%		-2%	0%
Professoriate	17%	16%	20%	21%		1%	1%
Women in the professoriate	5%	6%	8%	9%		1%	1%
Academics (designated)	45%	46%	46%	46%		0%	0%
Academics (non-designated)	42%	40%	38%	38%		0%	-1%
Academics (international)	12%	14%	16%	17%		1%	2%
Academics with a doctorate (n)	98	114	121	139		18 (15%)	13
Academics with a doctorate (%)	30%	33%	33%	37%		4%	2%
Academics with a master's	170	150	150	132		-18 (-12%)	-11
Academics with a masters (%)	52%	43%	41%	35%		-5%	-5%
Academics who are CAs	66	66	66	67		1 (2%)	0
Academics who are CAs (%)	20,1%	18,9%	17,9%	17,9%		0,0%	-1%

LOOKING FORWARD

Overall, the CBE has progressed well in 2020. Underpinning the mindset 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 CBE leader team is confident that the CBE, with the collaboration of all role-players across the private and public sectors, as well as civil society, will help to turn business into a powerful engine that drives our economy forward.

We express our deep appreciation for individual and collective commitment to our future impact.



College of Business and Economics (CBE) 2020 @ a Glance

The CBE develops critical thinkers and problem solvers who address business, economic and societal challenges.

Magnitude



*CBE Coordinates and Agility:
Talented staff and students,
cohesive and inspirational
spirit, substantial reserve funds,
stakeholder responsiveness and
strong governance.*

26 800 STUDENTS
162 QUALIFICATIONS
5 473 NSFAS BURSARY HOLDERS
2 231 MODULES
7 SCHOOLS
543 STAFF MEMBERS
5 546 GRADUATES PER YEAR

Enrolment Profile



*Teaching and Learning
Excellence: Streamline PQM
and curricula, integrate 4IR, and
improve student success.*

SUBSIDISED UG HEADCOUNT: 14 808
NON-SUBSIDISED UG HEADCOUNT: 7987
HONOURS AND PGDIP HEADCOUNT: 1 823
MASTER'S HEADCOUNT: 833
DOCTORAL CANDIDATES: 260
INTERNATIONAL HEADCOUNT: 1 440

Graduates



*Resilient, future-fit graduates as
well as engaged and supportive
alumni
as CBE brand
ambassadors.*

4 184 UNDERGRADUATES
1 404 POSTGRADUATES
190 MASTER'S GRADUATES
33 DOCTORAL GRADUATES
12 SA BLACK DOCTORANDI
92% ITC PASS RATE

Student Progress



90,1% MODULE SUCCESS RATE
11,8% FIRST-YEAR DROPOUT RATE
5% UG DEGREES & DIPLOMAS OUTPUT INCREASE
28% UG GRADUATION RATE
42% UG 3-YR DIPLOMA MINIMUM TIME COMPLETION RATE
46% UG 3-YR DEGREE MINIMUM TIME COMPLETION RATE
2% PG OUTPUT INCREASE
1% PG GRADUATION RATE DECLINE

Staff



127 PROFESSIONAL SUPPORT
41 OPERATIONAL
375 ACADEME
46% DESIGNATED ACADEME
38% NON-DESIGNATED ACADEME
17% INTERNATIONAL ACADEME
37% HOLDS A DOCTORATE
35% HOLDS A MASTER'S
18% ARE CHARTERED ACCOUNTANTS

Research Output DHET Credits

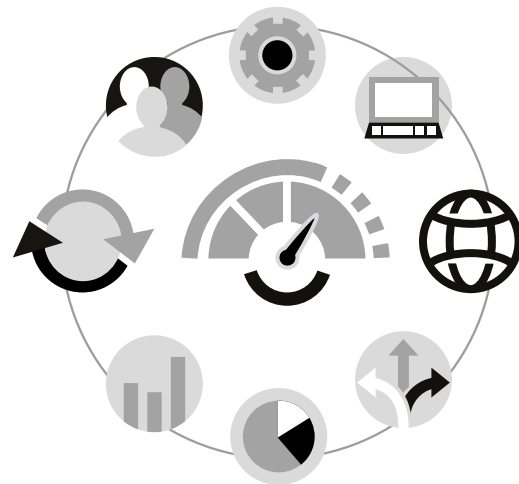


Significant research contributes to important development issues, apply fit for purpose research, and equip people for future challenges.

454 CREDITS SUBMITTED
80% CREDITS FROM ARTICLES
6% CREDITS FROM CONFERENCE PROCEEDINGS
14% CREDITS FROM BOOKS AND CHAPTERS

Research Profile

44 POSTDOCTORAL RESEARCH FELLOWS
11 DISTINGUISHED VISITING PROFESSORS
28 VISITING PROFESSORS / ASSOCIATE PROFESSORS
21 PROFESSORS / ASSOCIATE PROFESSORS OF PRACTICE
168 SENIOR FELLOWS / FELLOWS & SENIOR RESEARCH ASSOCIATES / RESEARCH ASSOCIATES
27 NRF-RATED RESEARCHERS
3 SARCHI CHAIRS
8 RESEARCH CENTRES
1 RESEARCH LABORATORY
1 RESEARCH INSTITUTE



Global Reputation



TOURISM & HOSPITALITY 1ST IN AFRICA AND 18TH GLOBALLY
MARKETING MANAGEMENT 1ST IN AFRICA
ORGANISATIONAL PSYCHOLOGY 1ST IN SOUTH AFRICA
BUSINESS & MANAGEMENT STUDIES 3RD IN AFRICA
ECONOMICS & ECONOMETRICS 4TH IN AFRICA
ACCOUNTING & FINANCE 4TH IN AFRICA

Teaching and Learning

The resilience and agility of the CBE, along with the University, was tested as it negotiated the twists, turns and bumps caused by the pandemic and concomitant lockdown measures.



CBE teaching and learning is overseen by Prof Sivan Chetty, Vice-Dean: Teaching and Learning, and supported by Prof Marita Pietersen, CBE Head: Quality Assurance.

The year 2020 was undoubtedly an extraordinary period for teaching and learning in the College. Education and the world of work experienced the disruptive effects of the pandemic, as it ravaged South Africa and the rest of the world. While 2020 may have been challenging and stressful, the disruptive effects of the pandemic and accompanying lockdown restrictions served as a catalyst for innovation and advancement in the teaching and learning environment. Thus, pervading virtually the entire spectrum of teaching and learning.

The resilience and agility of the CBE, along with the University, was tested as it negotiated the twists, turns and bumps caused by the pandemic and concomitant lockdown measures. Clearly, the move to online learning required some adjustments in terms of pedagogies – with online learning, appropriately developed, typically being more able to cater for student-centred learning, such as collaborative learning, constructivism, and inquiry-based learning.



Prof Sivan Chetty



Prof Marita Pietersen



At College level, the deanery, directors of school and heads of departments worked at an extraordinary level and pace to ensure successful completion of the academic year. Governance of the changed approaches to course delivery was well managed. Teaching, learning, and assessment (TLA) plans developed at College level guided schools and departments in the development of their own plans. Monitoring of progress took the form of periodic reports to the deanery.

Maintaining the integrity of assessment in the online environment was obviously crucial. At an initial College meeting, a contingency plan involving a College-wide shift to continuous assessment was set up, which gradually evolved into detailed module assessment plans. A range of models of continuous assessment emerged, both with and without a final assessment opportunity, as best appropriate to individual disciplines.

Student performance showed that our approaches had indeed been successful. Module success rates increased overall to 90%, an increase of 5% against performance in 2019. The student dropout rate had increased from 11% in 2019 to 11,8% in 2020 but was well in line with the five-year trend.

The academic staff in the College rose to the occasion and staff who were not yet familiar with online learning were aided by the various institutional support structures such as CAT, ICS, ADS, and the Academic Planning Division. Apart from the institutional development and provision of online resources to support TLA, academic staff members were motivated to find their own creative solutions to ensuring adequate student participation in the learning process.

Academic staff primarily used Blackboard. Hence, there was a broad shift from using Blackboard simply as a communication and repository system, to one of active engagement with students in the learning process. Most staff adopted asynchronous modes of presentation, in the form of video recordings, audio recordings and written materials uploaded to Blackboard. This more student-centred approach allows students to better accommodate their engagement with learning materials within their full-time schedules. Academic staff also made use of other platforms to engage with students, such as Zoom, MS Teams, WhatsApp and Google Classroom.

Monitoring of progress took the form of periodic reports to the deanery and other institutional committees. Blackboard Module Activity Reports played an important role in monitoring student activity. These reports often tended to indicate lower student activity than expected but this was

because students would download all the material and work through them offline at their own time. However, student activity picked up significantly during times of assessments, which had to be conducted through Blackboard.

In order to gain an understanding of students' perceptions and expectations relating to online teaching and learning, the College conducted a student survey in May 2020 with 5 861 respondents (29% response rate, 50% first years, 40% senior undergraduates, 10% postgraduates, 46% NSFAS grant holders, and 24% supported by their families).

Of interest was that students connected to UJ learning and teaching by phone (63%) and/or laptop (32%) with 61% reliant on UJ-sponsored data. About 18% were always connected to the internet, whereas 85% were able to connect over 12 hours. Students mostly connected with UJ between midday and midnight (62%), as many students had to attend to chores in the morning. Some 65% of respondents were negatively affected by study conditions, among whom 38% severely, drawing attention to the relevance of UJ residences as an enabling study environment. Despite several challenges, 78% of students considered their lecturers as 'very good' in online support during the lockdown. There remained, however, a significant number of students who indicated concerns in certain key areas which provided important insights into their sense of well-being, study conditions, access to devices etc. which the College then sought to address during the second half of the year.

Residences created a platform for access to success and security, serving as a 69% strategically relevant driver in longer-term UJ CBE success. The second driver (36% relevant) was the attitude of lecturers towards their students conveyed in email and WhatsApp messaging. Finally, students described their experience of a great university in five themes. An outstanding university was depicted as 1) student-orientated and caring; 2) the academic project is facilitated, researched, taught, and managed by highly competent staff; 3) sensitive to specific student needs as opposed to one size fits all; 4) provides a techno-enabled, techno-empowered, and safe campus environment (e.g. residences); and finally, 5) charges reasonable tuition fees.

Although a number of modules had already introduced blended learning in previous years, the sudden requirement in 2020 to move to online learning indeed gave great impetus to the need to ensure that students would be able to complete the academic year. The following is a



broad overview of the disruption and shifts which occurred in ten critical areas of teaching, learning and assessment (TLA):

- **Teaching and learning mode(l):** Shifts in the mode of teaching and learning were either from full contact to fully online or from some form of blended learning to fully online.
- **Lecturing mode:** While academic staff adopted varying combinations of synchronous and asynchronous modes of presentation, the majority preferred the latter, which took the form of video recordings, audio recordings and written materials being uploaded on Blackboard. A number of online resources and guidelines were developed by different institutional structures, to support academic staff in key areas of TLA. Individual staff members also displayed much innovativeness in their development of TLA material and activities.
- **Teaching pedagogies:** Teaching philosophies and accompanying methodologies would have inevitably been impacted as lecturers shifted to online delivery of their modules. This would make an interesting subject of research to determine how some of the commonly espoused teaching pedagogies, such as student-centred learning, collaborative learning, constructivism, and inquiry-based learning, were enabled in an online environment.
- **Summative assessments:** There was a significant shift from the traditional assessment model, to one of continuous assessments, with or without a major last assessment opportunity. In moving to continuous assessments, lecturers engaged in a mix of different types of assessments. Moderation practices were also adjusted due to time and logistical issues.
- **Online platforms:** Academic staff made primary use of Blackboard, but also used other common platforms like, Zoom, MS Teams, WhatsApp, and Google Classroom. The move to fully online teaching compelled staff members to adopt a different approach to how Blackboard was used, that being from simply a communication and repository system to one of active engagement with students in the learning process.
- **Tutoring:** The various arrangements around tutoring had to be reviewed and adapted for the online mode. WhatsApp seemed to be the preferred medium through which students were engaged in tutorial activity.
- **Learning material:** The rapid move to online TLA resulted in additional time and effort needed to develop learning material and provide additional resources, appropriate to the online environment.
- **Work-integrated education:** Creative solutions, games and simulations had to be developed in collaboration with professional accreditation agencies for work-integrated learning. All modules in the relevant schools and departments were completed successfully.
- **Peer interaction and group dynamics:** The nature of peer interaction involving group work and other forms of collaborative learning activities were affected by the shift to an online learning environment. This being an important aspect of teaching pedagogy would make an interesting area of research.
- **Time and space:** Online TLA resulted in reduced spatial needs (constraints) and greater flexibility in terms of time, but that came with a need for more coordination of activities.
- The College has a strong tradition of supporting

staff and students in their efforts to achieve optimally. The shift to online TLA brought to the fore several underlying and emerging challenges.

- Data access and connectivity presented a major challenge to students in the initial stages but concerns about student access to online learning were addressed at institutional level, through the provision of data and, where necessary, of devices on loan.
- The need for student access to specialised software for some modules presented a challenge to online teaching and learning.
- A further challenge was to ensure that the extensive tutoring programme could continue online and remain effective. Therefore, there was an increase of 25% in the number of senior tutors, tutors and mentors appointed to enhance online support. WhatsApp seemed to become the preferred means for tutors to engage with their tutoring groups, or with individual students.
- Staff also experienced their own technical problems relating to data, connectivity, and the need for software for alternative teaching and learning tools. These problems were somewhat alleviated through the institutional provision of an allowance for data, and the remote support provided by ICS for software.
- The skills gap confronted by staff placed them on a sharp learning curve, as they began to develop online material and engage with students through various platforms.
- There was an increase in the workload of staff given the time and effort needed to develop new material for the online environment.
- Adjustment to working remotely, development of online material, dealing with student queries, increased administration, together with their personal challenges relating to the pandemic, contributed to staff fatigue and stress.
- There were concerns as to whether TLA standards were compromised to any degree given the rapid transition to an online environment. In other words, were learning outcomes meaningfully achieved and evaluated? This concern was somewhat mitigated by various strategies that academic staff adopted in their development, provision, and monitoring of learning activities, and in the diverse mix of assessments and how they were administered.
- Moderation practices were also adjusted due to time constraints and logistical issues. There seems to have been an increased incidence of student academic dishonesty, given the challenge of monitoring students taking assessments, and the absence of proper invigilation tools. Schools and departments put in place control measures and adopted a high level of vigilance in detecting assessment transgressions. An internal proctoring system was developed by the School of Accounting, which was able to confirm who was actually

taking the assessment; however, it was still not able to fully eliminate collusion. Some use was also made of artificial intelligence approaches to compare scripts where collusion might be suspected. In all, the College felt assured that adequate checks and balances were in place and that the integrity of assessment had been maintained. However, there remains a need for more appropriate and credible online monitoring of summative assessments and a review of assessment strategies given the lessons learned in 2020.

- The use of synchronous lecturing and tutoring sessions implied a need for coordination of activities across modules. Hence a large number of academic staff opted for asynchronous sessions.

STUDENT PROGRESS

While much of the success of the College (CBE) may be viewed and evaluated qualitatively, there are the usual quantitative indicators that point to the progress made by the CBE. Student progress is usually reflected in measures relating to module success, graduation, dropouts, and time-to-completion.

- The undergraduate module success rate grew from 85% in 2017 to 90% in 2020. There was an increase of 5% from 2019 to 2020.
- The undergraduate dropout rate by the end of the first year declined from 12,8% in 2017 to 11,8% in 2020. There was an increase of 0,8% from 2019 to 2020.
- The graduate output for undergraduate degrees and diplomas grew from 3 865 in 2017 to 4 184 in 2020. An increase of 4,8% was recorded from 2019 to 2020.
- The undergraduate graduation rate increased from 22,9% in 2017 to 28,3% in 2020. An increase of 1,9% was recorded from 2019 to 2020.
- The graduate output for postgraduate programmes (postgraduate diplomas, honours, master's and doctorates) increased from 1 386 in 2017 to 1 403 in 2020. There was a 2% increase from 2019 to 2020.
- The postgraduate graduation rate increased from 45,1% in 2017 to 47,8% in 2020. A decline of 0,7 of a percentage point was recorded from 2019 to 2020.
- Undergraduate students in 3-year diploma programmes, who graduate in minimum time increased from 35% in 2017 to 42% in 2020. There was an increase of 5 percentage points from 2019 to 2020.
- Undergraduate students in 3-year degree programmes, who graduate in minimum time increased from 41,3% in 2017 to 46% in 2020. There was an increase of 3 percentage points from 2019 to 2020.

PROGRAMME QUALIFICATION MIX

There have been significant shifts in various programme-related areas, which reflects the agility of the CBE in responding to the dynamic world of economics and business.

- The number of fully online programmes in the CBE grew from 2 in 2017 to 9 in 2020. There was a 50% increase from 2019 to 2020.
- The CBE hosts six non-subsidised online programmes, namely Advanced Diplomas in Financial Markets, Logistics, People Performance Management, Transportation Management, a BCom (Accountancy) and a Bachelor (Human Resource Management). Online enrolments have grown from 75 students in 2018 to 2 463 students in 2020.
- UJ hosts two undergraduate online enrichment modules (African Insights, and Artificial Intelligence in 4IR) of which students need to complete one module. From 2017 to 2019, some 2 300 CBE students completed African Insights. A remarkable change was observed in 2020 with about 2 200 students opting to complete AI in 4IR, compared to 350 students completing African Insights.
- In a major boost for accountants of the future, the UJ CBE School of Accounting has become the first tertiary education institution in South Africa to adopt Xero Learn. Says Prof Amanda Dempsey, Senior Director: SOA, "We're proud to be the first South African university to introduce Xero to our teaching syllabus. Our vision is to educate a generation of accountants that embrace the Fourth Industrial Revolution (4IR). The partnership is a first for education in the accounting industry and will give our graduates the necessary tools to be well skilled, agile and ahead of the game".
- Joint interdisciplinary programmes with international institutions rose from 9 in 2017 to 13 in 2020. There was an 8,3% increase from 2019 to 2020.
- The delivery of continuing education programmes (CEPs) has again been a growth area in the College during 2020 with 18 new programmes launched, of which 15 focused on the 4IR (4IR Ethics for Accountants, 4IR Ethics for Professionals in Business, 4IR Perspectives for Accounting, 4IR Perspectives for Professionals in Business, Advanced Technology Systems in Quality Management 4.0, An Introduction to Blockchain Technology for Accountants, An Introduction to Blockchain Technology for Professionals in Business, Artificial Intelligence: Perspectives for Accountants, Artificial

Intelligence: Perspectives for Professionals in Business, Computational Intelligence for industry, Innovation Series: Industry 4IR, Intelligent System Development, Operational Excellence Strategy with Digital Transformation, Policy Governance of 4IR in Africa, Principles and Applications of 4IR in the Power and Energy Industry). Overall, CEP enrolment remained stable at 6 604 students (+1%).

- The number of continuing education programmes with a 4IR focus increased from 4 in 2017 to 33 in 2020. There was an increase of 83% from 2019 to 2020.
- In 2020, 2 231 continuing education programme (CEP) modules were offered through blended learning compared to 772 in 2017. There was an increase of 64% from 2019 to 2020.
- The number of continuing education programmes, particularly in respect of short-learning programmes, increased from 104 in 2017 to 134 in 2020. There was an increase of 15,5% from 2019 to 2020.

STRATEGIC DIRECTION

All things considered; the 2020 academic year ended better than expected. The CBE is certainly making significant strides in delivering quality education, with enhanced agility in responding to changing conditions. The need for a more streamlined programme and qualification mix (PQM), and one that is better aligned with the changing world of work, has been given much attention in 2020. Significant progress is expected in 2021 and the next few years.

The following are, in summary, some key lessons and ideas that emerged from the 2020 experience, including ongoing developments in key strategic areas.

- Flexibility in TLA planning is important in contributing to the degree of agility needed to respond swiftly to unexpected changes in circumstances.
- Maintaining a blended learning approach and engaging in meaningful variations of it, allows for greater flexibility and a richer learning experience for students.
- The rapid transition to online teaching and learning provided a stimulus for TLA innovation. The establishment of a CBE Teaching and Learning Innovation CoP in early 2020, will help in maintaining the momentum of innovation.



- An institutional investment in smart classrooms that allows for live streaming of lessons, would bring together the benefits of contact and online teaching. Compulsory class attendance would become irrelevant, as students would be able to access, and participate in, the live lectures from anywhere.
- There is a need for critical reflection on teaching pedagogies and how they can be optimally given effect in a blended or online learning environment, taking into consideration the learning profile of students in an environment of rapid technological change.
- Critical reflection is also needed in assessments, to develop strategies that would meaningfully evaluate the attainment of expected learning outcomes.
- Peer mentoring and student self-development programmes would play an increasingly prominent role in guiding students through their academic journey in an environment of rapid change. The piloting of a new Student Self-Development Programme in the CBE is an important step aimed at providing the kind of support needed for students to transition from school to university and to develop holistically as they journey through their academic studies.
- The need for a more streamlined programme and qualification mix (PQM), and one that is better aligned with the changing world of work, has been given much attention in 2020. Significant progress is expected in 2021 and the next few years.

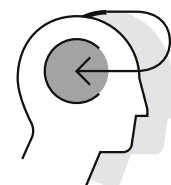
LOOKING FORWARD

The impetus given to teaching and learning through the 2020 changes should not be overlooked, and the College intends to derive major benefits from this impetus going forward. A key issue is that with online teaching and learning continuing in 2021 quality of delivery of online learning is critical, and to enable this to become increasingly student-centred in terms of innovative pedagogies. A further key issue is to maintain the integrity of online assessments. Staff workloads were a major concern during 2020; it is hoped that, with all classes now online, staff will be able to devote additional time to pedagogies and curriculum innovation.

The College will critically reflect on teaching pedagogies and how they can be optimally given effect in a blended, or online learning environment, taking into consideration the learning profile of students in an environment of rapid technological change. Critical reflection is also needed in assessments, to develop strategies that would more meaningfully evaluate the attainment of expected learning outcomes.

Research and innovation

COVID-19 impacted research productivity and postgraduate supervision, but nevertheless the College's research output has seen a very pleasing growth trajectory.



Prof Kelvin Bwalya,
Vice-Dean: Research,
Innovation and
Internationalisation

OVERVIEW

In 2020, South Africa and particularly the CBE was not spared from COVID-19 especially with the fact that it entered the second wave (SARS-CoV-2). As a result, research productivity and postgraduate supervision were significantly impacted. The CBE has specifically experienced delayed responses from both the reviewers of research publications and examiners for students' final outputs. There has also been increased requests from students for interruption of study given the fact that quite a number of our postgraduate students are part-time and have lost income from their employment.

The year 2020 has been both encouraging and somewhat disappointing from the perspective of research and innovation. The number of published journal articles grew from 404 to 568 papers (+41%), conference proceedings dropped from 179 to 61 papers (-66%), and book chapters increased from 44 to 52 (+18%). In total, the CBE submitted around 686 individual publications in 2020, compared to the 633 submitted in 2019. The reduction in the number of conference publications is in conformance with the CBE strategy to steer away from over-reliance on conferences.

The increase in the number of journal articles submitted in 2020 shows that there is a continuous increase in the quality of research outputs. Although the number of book chapters submitted increased, the number of research credits obtained were reduced due to a change in the calculation of research output units (ROUs) by the Department of Higher Education (DHET). In addition, the pandemic resulted in publication delays, for instance, in obtaining feedback from reviewers, and in obtaining the mandatory documentation required for the submission of book publications.

The College's research output has nevertheless seen a very pleasing growth trajectory since 2017, with a year-on-year increment of 66 ROUs. In 2020, ROUs increased to 454 (+3%) when compared to 440 ROUs in 2019. The increase in the number of journal articles submitted in 2020 reflects a continuous increase in the quality of research outputs.

RESEARCH CAPACITY

On the research capacity development front, the number of colleagues enrolled on the Accelerated Academic Mentoring Programme (AAMP) programme has increased from 72 in 2019 to 118 in 2020 (+39%). CBE colleagues are also actively involved in other mentoring programmes, such as the Future Professors Programme, offered at the university level.

The CBE has continued to advance the affiliation of global scholars to increase the depth of our scholarly networks, which, coupled with the 18 members of staff who achieved their doctorates in 2020, have augmented research and supervision capacity. By the end of 2020, the College has 272 affiliated visiting scholars, 50 more than by end 2019. The number of PDRFs, too, has grown from 38 to 44.

The CBE hosts 11 distinguished visiting professors, who on average, present Scopus field-weighted citation indices of 2.64, meaning that their publications have been cited 2.64 times more than the world average for similar publications. These esteemed scholars include Prof Angustin Fosu (University of Ghana), Prof Arnold Bakker (Erasmus University of Rotterdam), Prof Edward Lorenz (University of Notre Dame), Prof Eva Demerouti (Eindhoven University of Technology), Prof Frank Riedel (Bielefeld University), Prof Jarkko Saarinen (University Oulu), Prof Naresh Malhotra (Georgia Institute of Technology, USA), Prof Robin Nunkoo (University of Mauritius), Prof Stefano Ponte (Copenhagen Business School), Prof Thomas Baum (University of Strathclyde) and Prof Ulrich Schmidt (University of Kiel). The aforementioned, coupled with the increased number of staff



Prof Angustin Fosu



Prof Arnold Bakker



Prof Edward Lorenz



Prof Eva Demerouti



Prof Frank Riedel



Prof Jarkko_Saarinen-kasvo



Prof Naresh Maholtra



Prof Robin Nunkoo



Prof Stefano Ponte



Prof Thomas Baum



Prof Ulrich Schmidt

with doctorates has augmented the College' research and supervision capacity. In 2020, 18 CBE academics graduated with doctorates bringing the total number of staff with doctorates to 139. The number of Postdoctoral Research Fellows (PDRFs) has surpassed the 40 mark in 2020. PDRFs are recruited in the CBE to benefit from its world-class research infrastructure, receive mentoring from renowned professors and contribute to UJ's academic projects and research excellence. Researchers in the CBE shifted to increased and optimal use of online platforms in preference over in person methods.

Other impressive developments in the research and innovation portfolio are that during 2020, the College further grew its list of NRF-rated researchers from 19 in 2019 to 27. CBE NRF-rated researchers include Prof CM Rogerson (B), Prof RN Nunkoo (B), Prof JW Muteba Mwamba (C),

Prof H Twinomurizi (C), Prof KJ Bwalya (C), Prof G Verhoef (C), Prof LG White (C), Prof JH Eita (C), Prof C Marnewick (C), Prof F Adekambi (C), Prof I Botha (C), Prof GA Goldman (C), Prof C Hill (C), Prof N Ngepah (C), Prof KN Njenga (C), Prof S Roberts (C), Prof JM Rogerson (C), Prof A Thomas (C), Prof TJ Tselepis (C), Prof DE Uwizeyimana (C), Prof AO Ade-ibijola (Y), Dr JK Giddy (Y), Prof L Leonard (Y), Prof N Meyer (Y), Prof D Nel (Y), Dr MI Raborife (Y) and Prof BD Simo Kengne (Y).

The South African Research Chairs Initiative (SARChI) was established in 2006 by the Department of Science and Technology (DST) and the National Research Foundation (NRF). It is designed to attract and retain excellence in research and innovation at South African public universities through the establishment of research chairs at public universities in South



Prof CM Rogerson



Prof RN Nunkoo



Prof JM Mwamba



Prof H Twinomurizi



Prof KJ Bwalya



Prof G Verhoef



Prof LG White



Prof JH Eita



Prof C Marnewick



Prof F Adekanmbi



Prof I Botha



Prof G Goldman



Prof C Hill



Prof N Ngepah



Prof K Njenga



Prof S Roberts



Prof JM Rogerson



Prof A Thomas



Prof T Tselepis



Prof U Dominique



Prof AO Abejide-Ibijola



Dr JK Giddy



Prof L Leonard



Prof N Meyer



Prof D Nel-Sanders



Dr M Raborife



Prof B Simo-Kenge



Prof Cecile Nieuwenhuizen



Prof Erika Kraemer Mbula



Prof Fiona Tregenna

Africa with a long-term investment trajectory of up to fifteen years. The College takes pride in hosting three SARCHI Research Chairs: Prof Cecile Nieuwenhuizen, SARCHI Research Chair in Entrepreneurship Education; Prof Erika Kraemer Mabula, SARCHI Research Chair in Transformative Innovation, 4IR and Sustainable Development; and Prof Fiona Tregenna, SARCHI Research Chair in Industrial Development.

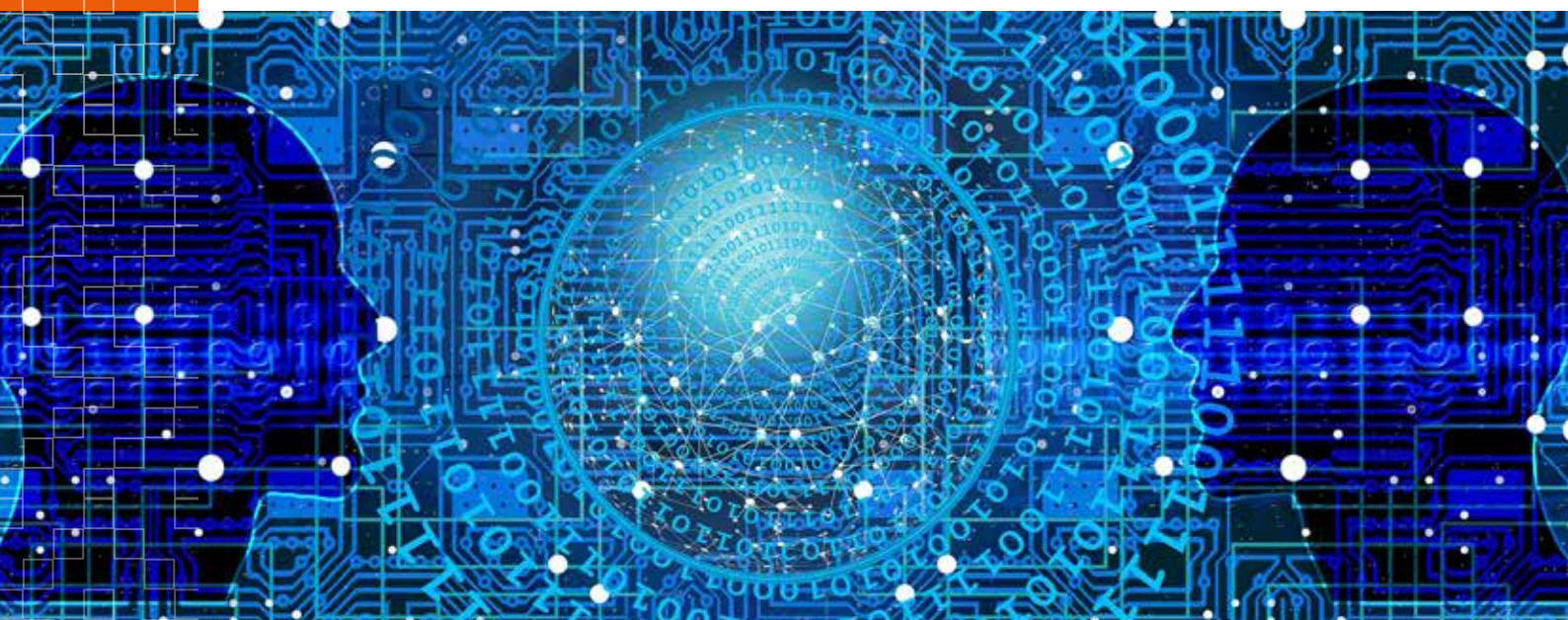
In 2020, CBE's total external research funding has grown to R24.4 million from R10.8 million in 2019 (+126%), of which R16.5 million was sourced nationally, while external international research funding grew from R2.08 million to R7.9 million.

CBE RESEARCH EXCELLENCE

In a bid to contribute to knowledge on the impact of SARS-CoV-1/2 on the socio-economic fibre of South Africa given the prolonged lockdown, some of the research units in the CBE have engaged in investigating different aspects of COVID-19, key

among them is the School of Economics (SOE) which has a highly visible research 'Happiness Index' in collaboration with researchers in Europe and Australia. Other centres in the SOE have focused on the impact of the COVID-19 on livelihoods. The School of Tourism and Hospitality (STH) has focused on understanding the changing dimensions of the tourism industry given the emergence of the COVID-19.

Numerous researchers have engaged with the Fourth Industrial Revolution, with some 120 titles contributing to the evolving field of 4IR. To further deepen research in the Fourth Industrial Revolution, the College is in the process of establishing the Centre for Data Science (CADS), which will lead research in applied data science, and offer specialist training and postgraduate qualifications in the field. On a more practical note, the Centre for Technopreneurship, School of Consumer Intelligence and Information Systems, has held a series of hackathons to encourage technological innovation.



POSTGRADUATE PORTFOLIO

Factors impacting on our 2020 postgraduate output doubtless included the imperative to transfer all modules at very short notice to online teaching – an immensely time-consuming endeavour for academic staff. Agility in postgraduate administration and research excellence are some of the key enablers for a competitive business and economic education provider. The CBE is well on schedule on its trajectory to improve higher degrees administration processes. To realise adaptive postgraduate supervision and monitoring endeavours, in 2020 the College Higher Degrees Committee started migrating many of its processes online. The migration is being done as a phased approach and will eventually culminate into increased automation and intelligence in the higher degrees administration processes which is in line with the aspirations of the Fourth Industrial Revolution. On the research front, the CBE intends to intensify the implementation of the 0.5 Research Strategy which will bring about global participation of CBE researchers in knowledge production.

Enrolments for both master's and doctorates grew in 2020 to 833 (2019: 753) and 260 (2019:

230) enrolments, respectively. International enrolments at postgraduate level grew substantially (2019: 1 049; 2020: 1 475).

While postgraduate output below master's grew by 6%, the 2020 postgraduate outputs at both the master's and doctoral level have dropped considerably, by at least 20%. This is undoubtedly due to the societal, professional, economic, and personal impacts of the COVID-19 pandemic since the majority of our students at this level are in full-time employment. Although the picture looks gloomy, there is a glimmer of hope that the situation will change given the agility of the CBE and the cognitive responsiveness to the pandemic.

In 2020, the College hosted two Doctoral and Cum Laude Master's Acknowledgement events for graduates and their families. The annual honours research project, the CBE 2020 Honours Posters Presentations were also concluded online. Although it was successful, staff and students alike commented that the personal and individual interaction of previous years was lost. The best poster was a group entry by JIO Mxinwa and L Masehlele, the first runner-up poster was an individual entry by BP Dlamini and the second runner-up poster was a group entry by V Naicker, A Phillips and E Mathoma.



Joyce Mxinwa



Lerato Masehlele



Busisiwe Dlamini



Varenja Naicker



Ashley Phillips



Ernest Mathoma

CBE RESEARCH STRUCTURES

The CBE houses an institute and seven centres and one laboratory dedicated to research and community development.

CENTRE FOR COMPETITION, REGULATION AND ECONOMIC DEVELOPMENT (CCRED)

The Centre for Competition, Regulation and Economic Development (CCRED) specialises in industrial development, competition and barriers to entry and regional value chains. CCRED draws leading global experts, such as Dr Antonio Andreoni (SOAS, University of London, UK); Dr Rashmi Banga (United Nations Conference on Trade and Development); Parminder Jeet Singh (IT for Change, India); Prof David Kupfer (Federal

University of Rio de Janeiro, Brazil); Prof Stefano Ponte (Copenhagen Business School, Denmark); Dr Tim Sturgeon (MIT Industrial Performance Centre, USA); and Dr Jinkeun Yu (Senior Research Fellow, Korea Institute for Industrial Economics and Trade).

CENTRE FOR PUBLIC MANAGEMENT AND GOVERNANCE

The Centre for Public Management and Governance offers two flagship CEPs. These programmes are integrated academic and professional distance education programmes designed for students, working professionals, and elected local political leaders offered through online technology-enhanced distance learning.

CENTRE FOR PUBLIC POLICY AND AFRICAN STUDIES

The Centre for Public Policy and African Studies is a hub of teaching and learning targeted primarily at recruiting public spirited students who are involved or aspire to be involved in policy making, policy implementation or policy research.

CENTRE FOR LOCAL ECONOMIC DEVELOPMENT (CENLED)

The Centre for Local Economic Development (CENLED) partnered in an international research study on strengthening urban engagement of universities in Asia and Africa, funded by the British Academy. The project includes six other international partners from Iran, Iraq, the Philippines, Scotland, Tanzania, and Zimbabwe. CENLED entered a three-year capacity building programme for Gauteng Department of Economic Development officials.



Dr Antonio Andreoni



Dr Rashmi Banga



Parminder Jeet Singh



Prof David Kupfer



Prof Stefano Ponte



Dr Tim Sturgeon



Dr Jinkeun Yu

FOOD EVOLUTION RESEARCH LABORATORY (FERL)

The Food Evolution Research Laboratory (FERL) contributes to combat the impact of COVID-19 and the subsequent lockdown on dietary habits and food choices. FERL conducted a study on the dietary habits and possible health outcomes in Sub-Saharan Africa during the COVID-19 lockdown. FERL and the Nutrition Society of South Africa (NSSA) hosted a virtual symposium to commemorate World Food Day.

INSTITUTE FOR TRANSPORT AND LOGISTICS STUDIES (AFRICA)

The Institute for Transport and Logistics Studies (ITLS) (Africa), located within the Department of Transport and Supply Chain Management, responds to industry needs for independent, unbiased, relevant and up-to-date research. Its international partner institution is the Institute of Transport and Logistics Studies at the University of Sydney. In 2020, the contribution of ITLS (Africa) ranged from surveys on trends in transport, logistics and supply chain management to once-off specialist research projects, such as the skills gaps in Kenya, Namibia, and Zimbabwe.

CENTRE FOR AFRICAN BUSINESS

The Johannesburg Business School (JBS) Centre for African Business (CAB) acts as an interface between business and the Johannesburg Business School. The CAB aims to contribute towards making JBS recognised for excellence in management and leadership capacity building in Africa and internationally, and is committed to the decolonisation of teaching, learning and the broader curriculum – using Africa-specific examples and outputs. The Centre runs various events (seminars, workshops and short courses) linked to its research outputs and geared towards driving the Pan-African agenda and strategy of the Johannesburg Business School, and the University of Johannesburg at large. The CAB's principal activity is to develop and publish contextually relevant case studies using Africa-specific examples and outputs, as well as conducting research, and publishing opinion editorials and white papers.

CENTRE FOR ENTREPRENEURSHIP

The Johannesburg Business School (JBS) Centre for Entrepreneurship (UJCE) aims to be an internationally recognised centre of excellence in discovering, developing, and implementing innovative and value-adding small and medium enterprises development programmes, targeting primarily the Soweto and Greater Johannesburg regions, but also further afield where appropriate. Recognising the UJCE's role as a key player in the entrepreneurship ecosystem, the UJCE is also committed to developing strategic programmes, which facilitate the graduation of existing very small enterprises (VSE) to full SME status with higher levels of operational efficiency and effectiveness, as well as profitability.

PUBLIC AND ENVIRONMENTAL ECONOMIC RESEARCH CENTRE (PEERC)

The Public and Environmental Economic Research Centre (PEERC) is dedicated to basic, applied and strategic research in environmental economics. Governments and development agencies have now recognised the key role of environmental assets for sustainable development. This increased focus on the healthy environment has clearly shifted the fiscal debates around the world to policies that promote effective incorporation of environmental concerns into development decision making.

TECHNOPRENEURSHIP CENTRE

The Technopreneurship Centre is an ideation and innovation hub where industries' most pressing unresolved challenges can be addressed, researched, and solved by our students, supported by exceptional academics. The Centre fosters collaboration among students and industry partners with regard to building technologies, by involving students in structuring real-life innovative solutions in the form of intelligent software systems, video games, mobile applications (apps), and other forms of technological solutions that address business, economical and societal challenges, required by industries, local communities, and the government.



INTERNATIONALISATION

The CBE considers internationalisation as a very important aspect of its research and innovation agenda. During 2020, internationalisation has adapted to what is almost becoming the new norm by redefining its purpose and focus. Many of the internationalisation activities have migrated online further opening opportunities to comfortably break new ground without necessarily having to travel overseas. International students and staff interaction and mobility moved online which has enabled students, for example, to take courses offered overseas without travelling outside South Africa.

TOWARDS 2022 FUTURE

The CBE will continue its research and innovation developmental path. Since 2019, the CBE has embarked on an ambitious project to deepen the depth of its research impact. The medium-term research positioning (2020 – 2022) has been informed by the desire to have more CBE academics participate in knowledge production, the inclusion of students in research endeavours, increasing external networks by

appointing external research affiliates, increased collaborations and capacity-building through tailored mentoring programmes. The years 2021 and 2022 will see deepened focus on further improving research impact and visibility, improving external funding, increasing collaboration and partnerships with globally ranked individual researchers and institutions, improving capacity among emerging researchers in the CBE and increasing research leadership at the national level by increasing the number of NRF-rated researchers and SARCHI Chairs.

Given the different interventions being actively pursued in the CBE, it is not a far-fetched dream to reach the 500 ROUs mark by 2022 and see increased levels of quality in research outputs. The envisaged establishment of new centres pursuing the frontiers of knowledge in the focus area, such as data science, will propel the CBE as a key player in the Fourth Industrial Revolution. Further, the response to COVID-19 challenges by the CBE research centre accentuates its resolve to contribute to missing knowledge to solve societal problems. With a vibrant research resume, it is promising that the CBE's postgraduate and honours students will benefit from the epitome of knowledge frontiers generated by local researchers.

DHET-NRF SARChI Chair in Entrepreneurship Education



DHET-NRF SARCHI Chair in Entrepreneurship Education

Entrepreneurship as a career and research choice through innovative studies on SA entrepreneurship.



Prof Cecile Nieuwenhuizen

The DHET-NRF SARCHI Chair in Entrepreneurship Education was awarded to Prof Cecile Nieuwenhuizen as chairholder and was established in the second semester of 2019 with 2020 the first full year of operation. The research focus areas are Post-school entrepreneurship education and training; Entrepreneurial framework conditions; Entrepreneurship and innovation; Corporate entrepreneurship and high growth ventures.

2020 was an exciting and prolific year for the DHET-NRF SARCHI Entrepreneurship Education. Two Associate Professors, Thea Tselepis and Natanya Meyer joined the Department Business Management and the Chair as researchers in March 2020. Both Professors are NRF rated researchers and have teaching and learning responsibilities in the Department. In 2020 the core contributors and members of the Chair were Profs Nieuwenhuizen, Meyer and Tselepis and one Postdoctoral Research Fellow (PDRF), Dr Jegede. Our combined research publication output for the year includes 20 articles in peer-reviewed journals totalling 13.11 research units, three book chapters and two conference proceedings, resulting in 20 publications more than what was planned for.

One new Visiting Professor (VP), Prof Beata, and a Visiting Associate Professor (VAP), Prof Wlodek



Prof Tselepis, Prof Meyer, Khethukuthula Gumede and Prof Nieuwenhuizen

from Poland were appointed. With the previously appointed VP from the USA, Prof Holmes, lifting the total to three. These are all international academics thus increasing the Chair's global footprint. A total of six articles were co-authored by these VPs and are additional to those listed under the core team.

PDRF, Dr. Jegede, under supervision of the Prof Nieuwenhuizen was the winner of the 2020 PDRF Excellence Award for the category of experienced PDRFs. He had eight articles published, accepted or under review (for SARCHI) in year 2020. He also contributed to research output of the Department of Information and Knowledge Management, under supervision of Prof Bwalya in 2019.

The Chairholder, Prof Nieuwenhuizen, was awarded an Honorary Doctorate by Krakow University of Economics (Poland). She is a member of the International Board of the AMBA accredited Krakow Business School as well as the Milpark Business School. She serves on the UJ internal and NRF SARCHI review panel. Prof Tselepis serves on the Performing, Creative Arts and Design panel of the NRF and holds a C3 rating and Prof Meyer is the managing editor for the DHET accredited Journal of Contemporary Management and holds a Y2 rating.

The core team is well presented in the international academic environment and is part of several editorial boards of reputable journals of which most are focused on business and entrepreneurship. Prof Meyer also serves as a senior editor for the European Journal of International Management which has an impact factor of 2.145 and is indexed in Scopus and Web of Science. Due to Covid travel restrictions the DHET-NRF SARCHI Chair in Entrepreneurship Education in collaboration with the UJ Department of Business Management and North West University hosted a global virtual tour representing more than 20 countries with researchers and academics presenting to an audience of over 80 attendees.

Profs Nieuwenhuizen, Tselepis and Meyer served on various research committees including the Ethics committee and Post-graduate Research Committee and play an integral part in the research development of the Department Business Management.

The objectives regarding the awarding of the NRF grantholder linked bursaries were achieved, with one Doctoral bursary, one Master bursary and one PDRF to black/coloured, female South Africans. In addition, one PhD student, Chanté van Tonder received a Nuffic bursary for her PhD studies in South Africa (UJ) and the Netherlands (Vrije

Universiteit) and studied in Amsterdam for three months in 2020. PhD candidate Daniella Teles received a bursary from international donor funds, University of Glasgow. She studied in Glasgow for two months in 2020.

One Ph.D. and one Master student graduated in 2020 and one Ph.D. student successfully completed her studies, to graduate in 2021. Eight Doctoral students, two Master students and three PDRFs were supervised throughout 2020.

Education and training interventions, including both formal and informal education-based initiatives were focused on making students aware of the benefits of entrepreneurship as a career and research option. In this regard, the knowledge, skills, and attitude about entrepreneurship was promoted during 2020 via undergraduate modules as entrepreneurship programmes as well as service modules for other non-business faculties. Teaching approaches applied were predominantly: the "about entrepreneurship" and "for entrepreneurship" approaches on second and third year level. Project based learning as well as action learning was promoted on online cyber journeys that linked students to external networks and ideas. Hubs/communities and platforms relating to their business ideas were promoted and business models were shared to promote creative and innovative problem-solving in disruptive times.

PDRFs and postgraduate students were encouraged with problem-based learning and toolkits were developed to promote self-learning and iteration to enhance innovative studies on SA entrepreneurship. These toolkits were published and shared in UJ. A student competition for the best vision statement and business ideas was launched in Cyber Space (social media-LinkedIn) and was well received by industry partners and in the institution. One-minute videos entered by entrepreneurial candidates were evaluated by an expert panel and winners received a prize. Undergraduate students from the College of Business and Economics as well as the Faculty of Art, Design, and Architecture were targeted regarding business ideation. Approximate reach on the undergraduate level with new teaching approaches were 230 second year - and 160 third year - and 150 interdisciplinary students from another faculty. All guided on business ideation and agile approaches to business growth. A comprehensive electronic toolkit for postgraduate students and researchers was launched on a UJ platform. Twelve Postgraduate students were involved in researching strategies, approaches, principles, or success factors relating to SMME and entrepreneurial ventures.

VISITING PROFESSORS



Prof. Beata Ślusarczyk
Czestochowa University of
Technology, Poland.



Prof Michael Holmes Jr
Florida State University,
USA.

VISITING ASSOCIATE PROFESSORS

Prof Włodzimierz Sroka, WSB University in Dąbrowa Górnicza, Poland.

Prof Habil Domicián Máté, University of Debrecen, Hungary.

Prof Sebastian Kot, Czestochowa University of Technology, Poland.

Prof Stephan Gerschewski, Kent Business School, University of Kent, UK.



Prof Włodzimierz Sroka



Prof Habil Domicián Máté



Prof Sebastian Kot

SENIOR RESEARCH ASSOCIATE

Dr Darelle Groenewald,
Group Administrative Manager:
TOTALCARE, SA



Dr Darelle Groenewald

POSTDOCTORAL RESEARCH FELLOWS

Dr Oluseye Jegede
Dr Niël A. Krüger

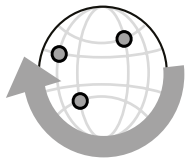


Dr Oluseye Jegede



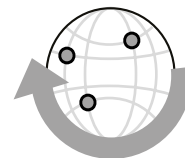
Dr Niël A. Krüger

DST-NRF South African Research Chair (SARChI) in Industrial Development



DST–NRF South African Research Chair (SARChI) in Industrial Development

A shift towards digitisation and the nature of virtual work arrangements drove innovative research outputs and new collaborations.



Prof Fiona Tregenna

OVERVIEW

2020 was another successful year for the DST–NRF South African Research Chair in Industrial Development (SARChI-ID), with the new conditions bringing both new challenges and opportunities, including the need to adapt to new ways of working.

SARChI-ID has been renewed for a second five-year term (2021–2025). Our NRF-funded Community of Practice in Industrialisation and Innovation (CoP) was renewed (for 2021–2022), and in the second half of 2020, we began preparatory work towards this and commissioned a series of research papers, in-house as well as from national and international collaborators and partner institutions.

An extensive body of policy-relevant research was produced through the Industrial Development Think Tank (IDTT), a collaboration between the Department of Trade, Industry and Competition, the Centre for Competition, Regulation and Economic Development (CCRED) and SARChI-ID (hosted at CCRED). IDTT was also active in policy engagement and advice. As well as being a partner in IDTT, we partnered with IDTT in a research project based on a firm-level survey on 4IR and digital technologies among South African manufacturing firms.

We were involved in various activities around the economic implications of and response to the COVID-19 pandemic. These included research papers, presentations in various webinars and other virtual events, extensive advice to the Government, and working with different United Nations organisations on the economic response internationally.

TALENT MANAGEMENT

In the course of 2020, our staff complement included administrators Ms Beverly Magome and Mrs Koketso Manyane-Dlangamandla; research assistants Rex Asiama, Santos Bila and Sodiq Tunde; and several affiliated and visiting researchers (Visiting Professors and Associate



Postdoctoral Research Fellow, Dr Clement Mulamba flanked by a former Postdoctoral Research Fellow, Dr Rajesh Many and Senior Research Associates, Rendani Mamphiswana and Karmen Naidoo.

Professors, Visiting Associate Professor in the Fourth Industrial Revolution, Professors of Practice, and Senior Research Associates).

Postdoctoral Research Fellows (PDRFs) hosted at SARCHI-ID and supervised by Prof Tregenna during 2020 were Dr Clement Mulamba, Dr Zhuqing Mao, Dr Hlalefang Khobai, Dr Jefferson Galetti, Dr Arpan Galetti, Dr Jonathan Jenner, Dr Milene Tessarin and Dr Paulo Morceiro. Several honours (4), master's (8) and doctoral (12) students were hosted at SARCHI-ID and supervised by Prof Tregenna and colleagues.

We had graduations, albeit virtual, of both master's and doctoral students during 2020. We are delighted to have such a large and dynamic team with related research interests, making for vibrant exchange and the development of ideas.

EVENTS

SARCHI-ID did not hold the usual number of events throughout the year due to the COVID-19 pandemic, but focused on co-hosting a few key events, which were held virtually. We co-hosted the TIPS Annual Forum, with the theme 'Regional Industrial Development'. The keynote address was delivered by Prof Arkebe Oqubay, a Senior Minister in Ethiopia and Special Advisor to the Prime Minister, who is also a widely published author and a Professor of Practice at SARCHI-ID. Our PDRF Dr Zhuqing Mao sat on the Steering Committee alongside Prof Tregenna and several of our postdocs and postgraduate students presented

their research at the conference. The conference was successful despite the new virtual format, with high-quality presentations from around the continent and the world, many of the papers having strong policy relevance.

We also co-hosted 'Rethinking Economics for Africa' (REFA) 2020. The 2020 conference had four major streams: gender in economics; the natural environment in economics; labour and work in economics; and economic inequality. Our PDRFs Dr Milene Tessarin and Dr Paulo Morceiro sat on the Steering Committee along with Prof Tregenna, PDRF Dr Jonathan Jenner made a presentation, and several of our postgraduate students participated in the event. The virtual format of the event allowed for wider international presentation than in past events.

RESEARCH ACTIVITIES

Researchers at SARCHI-ID produced many outputs during 2020, including from our postdocs and international research associates. Research topics included industrialisation and deindustrialisation, structural change, industrial policy, innovation, technological change, a range of dimensions of the 4IR, value chains, trade, learning and capabilities, spatial dimensions of development, financialisation, entrepreneurship and the economics of skills development.

Prof Tregenna published several journal articles and book chapters. She also collaborated with



Senior Research Associate Dr Elvis Avenyo.



Top: Visiting Associate Professor in the Fourth Industrial Revolution, Prof Antonio Andreoni.



Beow: Postdoctoral Research Fellow, Dr Milene Tessarin.

Imraan Valodia and Arkebe Oqubay as co-editors of the Oxford Handbook of the South African Economy. This is a landmark volume with forty-eight chapters contributed by leading national and international authors. Another volume, Structural Transformation in South Africa: The Challenges of Inclusive Industrial Development in a Middle-Income Country, was co-edited by Antonio Andreoni, Pamela Mondliwa, Fiona Tregenna and Simon Roberts. Both books will come out this year.

Several of our postdocs published journal articles, for example by Dr Hlalefang Khobai in the International Journal of Energy Economics and Policy and by Dr Clement Mulamba (co-authored with Prof Tregenna) in the Journal of Regional Science, as well as articles by our PhD candidate Rex Asiama in African Journal of Business and Economic Research and in International Journal of Social Economics.

We organised several research workshops or discussions, for example, one among researchers working on Global Value Chains. Students continued to participate in activities such as our biweekly seminar series, public lectures, colloquia,

workshops, and conferences that were hosted or co-hosted by SARCHI-ID.

During 2020, Prof Tregenna was appointed to the Editorial Boards of international journals Competition and Change and Economia Politica. Various members of our team, including postdocs, reviewed for several journals.

GLOBAL FOOTPRINT

We commenced an international partnership on industrial policy in Africa (AIP21), with seed funding from the Danish International Development Agency (DANIDA). New institutional partnerships were forged with PRISM (UCT), the University of the West of England (United Kingdom) and Roskilde University (Denmark) and we continue to focus on strengthening partnerships with several other institutions.

Prof Tregenna spoke (including keynote addresses) at various international webinar events, for example, hosted by the Vienna Institute for International Economic Studies (Austria),

International Development Economics Associates (India), Getulio Vargas Foundation Center for Studies on New Developmentalism (Brazil), Columbia University Center for Sustainable Development (USA), the UN Sustainable Development Solutions Network (SDSN), Federal University of Rio de Janeiro (Brazil) and the YSI/MIT Geography of Innovation and Complexity Online Conference. Pre-lockdown presentations were also made at the University of Mauritius and to Mauritian policymakers and stakeholders. These are in addition to a few national-level presentations.

Several of our students and postdocs presented their research at virtual national and international conferences. For instance, Dr Zhuqing Mao presented her research at the Society for the Advancement of Socioeconomics and the European Association for Evolutionary Political Economy international conferences, and Dr Paulo Morceiro delivered six presentations by invitation at international events.

PUBLIC AND POLICY ENGAGEMENT

We were engaged in various research and advisory activities and presentations around the economic response to COVID-19.

Prof Tregenna was deeply involved in economic policy and public engagement during 2020, including various high-level national and international roles in the COVID-19 economic response. She continued to serve on the Presidential Economic Advisory Council, advising

President Ramaphosa on economic policy, in addition to serving on various high-level boards, councils, steering committees and panels. She was appointed as a Member of the National Research Foundation (NRF) Reviews and Evaluations Standing Panel and the ASSAf Membership Advisory Committee for Humanities and Social Sciences, as well as continuing to serve in several other ASSAf committees. She participated in closed economic colloquia and spoke at many policy events. She was also interviewed by television, radio, electronic and print media.

Our postdocs have also been involved in various forms of public and policy engagement. For example, Dr Milene Tessarin and Dr Paulo Morceiro have presented webinars, been interviewed for a number of newspaper articles, while Paulo has started a blog.

CAPACITY BUILDING

In addition to supervision, SARCHI-ID made various broader contributions to capacity. This included the capacity building of young scholars internationally as Prof Tregenna lectured at the Young Scholars Initiative; National School of Government (South Africa); Summer School of University of Campinas (Brazil); and the United Nations UNCTAD YSI Summer School (Geneva). Prof Tregenna also mentored, including through the Accelerated Academic Mentorship Programme (AAMP). We arranged and funded additional external training for our postgraduate students. Our PDRF Dr Clement Mulamba taught a course in the MPhil Industrial Policy programme.



DST/NRF/Newton Fund
Trilateral Chair in
Transformative Innovation,
the 4IR and Sustainable
Development



DST/NRF/Newton Fund Trilateral Chair in Transformative Innovation, the 4IR and Sustainable Development



Prof Erika Kraemer-Mbula

We have an ambitious agenda, but one that we firmly believe in.



OVERVIEW

The second year of the Trilateral Chair was marked by COVID-19, which raised fundamental questions core to the Chair's programme of work. COVID-19 has made evident the need to redirect our systems towards low-carbon and social inclusion. Moreover, the pandemic has put a spotlight on scientific knowledge and innovation. Our collective ability to pave the way towards a more sustainable and inclusive future depends on how we respond to this crisis, both through policy and through behavioural changes at the community and individual level. The Chair has responded to these fundamental challenges by embedding them into our research programme and by embracing flexibility, adaptation and changes in the way we work, collaborate, and co-create. 2020 has been a productive research year, resulting in 3 books, 10 journal articles and 10 book chapters published. Our researchers have been involved in many presentations and conferences throughout the year, advancing the field and making our research visible.

GROWING OUR COMMUNITY

The Chair's partners: Prof Erika Kraemer-Mbula (UJ), Dr Ann Kingiri (African Centre for Technology Studies, Kenya) and Dr Rob Byrne (Science and Policy Research Unit, University of Sussex, UK), developed multiple joint activities throughout the year, strengthening their collaboration and deepening their partnership.

In 2020 the Chair recruited nine PhD students. Six at the University of Johannesburg (Amanda-Leigh O'Connell, Wondia Mireille Yeo, Gaboile Mabeba, Sigfried Tivana, Gerard Ralphs and Liesel Kassier);

two at Jaramogi Oginga Odinga University of Science and Technology (JOUST) in Kenya (Mbeo Ogeya and Ann Numi) and one at the University of Sussex in the UK (Nora Ndege).

Postdoctoral Fellows hosted at the Trilateral Chair in UJ during 2020 were Dr Larry Onyango, Dr Pamela Mreji, Dr Bertha Vallejo and Dr Afeez Jaiyeola. In 2020 we also welcomed several new Visiting Professors (Professor Johan Schot, Prof Edward Lorenz, Prof David Walwyn, Prof Jacob Park and Prof Fred Gault), Visiting Associate Professors (Prof Rasmus Lema), Professors of Practice (Dr Michael Gastrow) and Senior Research Associates (Dr Sibusiso Manzini, Dr Blanche Ting, and Dr Kehinde Medase). This growing community has provided a fertile ground for the exchange of ideas, mentorship and learning.

STRONG FOCUS ON CAPACITY BUILDING AND PUBLIC ENGAGEMENTS

2020 opened new possibilities for online engagements, and we made the most of them by offering several online training events to our students and designing online workshops to build their capacity and keep our research community connected. Some examples include:

- Participation of our students in a two-week online African Doctoral Academy (ADA Online Winter School 2020 - The University of Stellenbosch).
- The Trilateral Chair designed a training workshop for our PhD students (PhD Engagement Week) to provide a platform for students and senior researchers to meet each other, as well as discuss the theoretical pillars of the Chair.
- Our students undertook a 3-month Online

Research Methodology course offered at UJ, to strengthen their research methodology skills to design and execute their research more effectively.

- We developed a new series of events called “Conversation with Authors”, designed for students and emerging scholars within the Chair to engage interactively with key readings written by leading scholars in the field, and to facilitate their incorporation into ongoing and planned research projects. We held 5 events in 2020, and they have become a regular offering of the Chair.

AFRICAN PERSPECTIVES ON THE FOURTH INDUSTRIAL REVOLUTION

The 4IR has taken centre-stage in academic and policy debates due to its potential to transform economies and societies across the world. In South Africa, the Presidential Commission on the 4IR released its report to the President in 2020, identifying key priorities for the country to focus on. The Trilateral Chair engaged in several activities related to the 4IR, including:

- Hosting an online panel on the “Adoption and impacts of emerging technologies in manufacturing activities: perspectives from Africa, Asia and Latin America” in collaboration with the Global Network for the Economics of Learning, Innovation, and Competence Building Systems (Globelics).
- Launch of the book “Leap 4.0: African Perspectives on the Fourth Industrial Revolution” co-edited by Prof Kraemer-Mbula as a collaborative effort with MISTRA. The book seeks to identify the challenges and opportunities the 4IR presents to South Africa and the rest of the African continent, especially to workers and marginalised sectors of society.
- Prof Kraemer-Mbula was invited by DSI to serve on a panel of Data Analytics as part of a national Foresight Exercise; and contributed as a speaker in multiple conferences and seminars throughout the year on the 4IR theme.

POLICY EXPERIMENTATION

The Trilateral Chair engaged in a Transformative Innovation Policy (TIP) Experiment coordinated by The Transformative Innovation Policy Consortium (TIPC). The policy experiment started on 9th

of July 2020, lasted 14 weeks and involved bi-weekly workshops with multiple stakeholders. The policy experiment was developed around the ‘Living Catchments Project’ led by the South African National Biodiversity Institute (SANBI) in partnership with the Water Research Commission through funding from the Department of Science and Innovation. The policy experiment applied the Transformative Innovation Policy lens by going through the formative evaluation with the Transformative Outcomes methodology developed by the TIPC team at SPRU, INGENIO (CSIC-UPV) and Utrecht University in a step-by-step process of co-creation and learning. The three Chair’s partners were actively involved in the project.

The experiment culminated in the Transformative Innovation Xers. As part of the event, we showcased our PhDs and emerging scholars’ research, highlighting their contributions to advance the field of transformative innovation.

TRANSFORMATIVE INNOVATION AND COVID-19 RESPONSES

The Trilateral Chair embraces its academic responsibility to respond to societal challenges. Given our focus on using innovation as a tool for sustainable development, we are uniquely positioned to provide valuable knowledge that can help think about multiple issues and possible responses to COVID-19. Some examples are:

- The Chair hosted an Online Panel “The African informal economy in the era of covidCOVID-19” in collaboration with the Open African Innovation Research (OpenAIR) network.
- We released a call for papers called “Harnessing innovation for transformative change in the age of COVID-19: theoretical and policy responses in Africa” seeing contributions from scholars and practitioners on ways in which innovation can be harnessed to provide short-term and long-term transformative solutions for Africa in response to COVID-19. The selected contributions are part of a book to be published in 2021.
- Prof Kraemer-Mbula was appointed to be part of an Expert Group leading the development of the COVID-19 County Report on the implementation of measures to combat COVID-19 in South Africa, led by the Department of Planning, Monitoring and Evaluation (DPME), the NRF and the Government Technical Advisory Centre (GTAC).



UNIVERSITY
OF
JOHANNESBURG

JBS
JOHANNESBURG
BUSINESS SCHOOL



Johannesburg Business School

Annual Report
2020

Johannesburg Business School

Purpose driven towards a sustained positive impact on a changing economic, social and political landscape.



OVERVIEW

The mission of the Johannesburg Business School (JBS) is to provide world-class business education in the context of an African operating environment, while fully anticipating and embracing the impact of the Fourth Industrial Revolution. We are a purpose-driven school aiming to make a sustained positive impact on the fast-changing economic, social and political landscape of the African continent. Our unique and reimagined approach to business education provides relevant, practical and real-time applications for small and medium-sized businesses, and aspirant entrepreneurs, who are seeking to take their business' ambitions to the next level. Innovative thinking and differentiation in a competitive environment are key to the growth of this sector and essential for job creation and the expansion of the economy. It is the JBS' ambition to develop and foster a complete ecosystem that will harness and foster the energy of entrepreneurship to help deliver these outcomes.



Prof Lyal White
Director (Outgoing)



Dr Randall Carolissen
Dean (Incoming)

THE 2020 INAUGURAL MBA CLASS

In keeping with its mission, the Johannesburg Business School in the College of Business and Economics at the University of Johannesburg has adopted a fresh approach to the Master of Business Administration (MBA), in the context of the future of doing business in both South Africa and the African continent at large. Seeking to provide business owners and entrepreneurs with cutting edge tools and insights to grow and scale their businesses, this MBA has a strong practical bias and is taught by local and international faculty who are recognised for their teaching excellence, as well as their extensive contributions in the industry. It is this hands-on real-world orientation towards assisting SME business owners and entrepreneurs that sets the JBS apart from some of the more general management MBA courses offered elsewhere.

After a successful recruitment drive in 2019, the school's inaugural MBA programme was launched on 22 January 2020 and was fully subscribed with some 80 students enrolled for the two-year

programme. The course was set up with two class streams, namely the Weekender and the innovative and popular Early Bird classes, and, despite the unprecedented disruption caused by the pandemic, quickly and successfully transitioned to high quality, interactive online classes, to continue until such time as society normalises again.

THE LAUNCH OF THE ONLINE MBA

JBS is proud to be the first major South African public institution to have developed an online MBA programme at precisely the time when businesspeople are re-evaluating their learning alternatives. Recognising that not all candidates can or wish to attend full or part-time classes in person, the JBS' online MBA has been purpose-built as a fully supported, online learning programme. This world-class online MBA offers all the benefits of a full-time programme delivered in a form that suits the lifestyles of today's entrepreneurs and future business leaders. The programme content, faculty and qualification earned are identical to that of the class attendance MBA participants. The modular two-year

programme kicked off with a fully subscribed intake in January 2021 and will be followed by five further intakes during the year.

EXECUTIVE EDUCATION

The impact of the pandemic on the executive education sector was significant and demand for these programmes dropped off dramatically once the lockdown restrictions came into effect. The school took the opportunity to re-evaluate its approach in terms of both programme content and scope, to align with the school's mission and develop a more competitive, relevant and distinctive suite of business education products. Courses now on offer are intended to have a practical, hands-on and high workplace impact, and include outstanding programmes such as The Virtual Executive Development Programme for senior leaders, the Management Accelerated Programme Plus for middle management, and The First 100 Days Managers Programme for new managers. These programmes draw on the same rich pool of faculty that support the MBA and offer students world-class insights into solving their real-world challenges.



WOMEN'S LEADERSHIP DEVELOPMENT PROGRAMME

The University of Johannesburg's Women's Leadership Development Programme is a customised JBS programme delivered in close partnership with the University's Transformation Unit. Participants are a handpicked selection of respected, talented and accomplished academics and senior support managers from the University.

The programme is designed to deliver on a number of important criteria including broadening contextual awareness on issues of leadership in the higher learning sector in emerging markets; enhancing the personal leadership skills of women in high-impact positions in academia; creating a coaching and mentorship practice among senior women leaders in academia; exploring practical methodologies for equipping women leaders with tools to lead with courage; and developing a connected, high-performance network of skilled women leaders.

The programme runs into 2021 and will end off with action-learning presentations to a panel comprising members of the University's Executive Leadership Group and JBS leadership during Women's Month in August.

THE CENTRE FOR AFRICAN BUSINESS (CFAB)

The CFAB's principal activity is to develop and publish contextually relevant case studies using Africa-specific examples and outputs, as well as conducting research, publishing opinion editorials, White Papers and journal articles. The CFAB is committed to the decolonisation of teaching and learning through its work and in the broader curriculum; in this regard, it presented various events, short courses, webinars and learning immersions linked to its research outputs, geared towards driving a pan-African agenda and supporting the strategy of the JBS and the

University's College of Business and Economics.

The CFAB collaborates with other research centres at the University, and beyond, in establishing and fostering African business and networks of experts. Highlights of 2020 included webinars with the Minister of Small Business Development on opportunities for SMME's in South Africa, innovation guru Pavlo Phitidis on building a business in a crisis, and the University's own Professor Marwala tackling the adoption of 4IR in a South African context. The Centre also assisted in hosting the 2020 Thebe Summit providing a novel platform for connecting SMME's with corporates and showcased 26 SMME's.

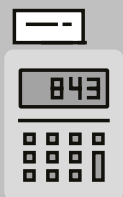
THE CENTRE FOR AFRICAN BUSINESS (CAB)

The Centre for African Business (CAB) acts as an interface between business and the Johannesburg Business School (JBS). The CAB aims to contribute towards making JBS recognised for excellence in management and leadership capacity building in Africa and internationally, and is committed to the decolonisation of teaching, learning and the broader curriculum – using Africa-specific examples and outputs. The Centre runs various events (seminars, workshops and short courses) linked to its research outputs and is geared toward driving the Pan-African agenda and strategy of the Johannesburg Business School, and the University of Johannesburg at large. The CAB's principal activity is to develop and publish contextually relevant case studies using Africa-specific examples and outputs, as well as conducting research, publishing opinion editorials and White Papers.

Highlights of 2020 included running a regular Online Discussion Series featuring renowned guest expert speakers on a range of relevant topics, broadcasting selected pieces on YouTube and via other social media channels, and publishing the increasingly popular monthly African Business Brief.



School of Accounting



School of Accounting

First in South Africa to adopt Xero Learn, a cloud-based accounting software teaching platform that enables both teachers and students to get to grips with utilising cloud software.



Prof Amanda Dempsey
Senior Director

OVERVIEW

The Fourth Industrial Revolution, or 4IR, where digital technology influences so much of our daily lives, is here to stay. UJ prides itself on being the 4IR University and is leading the 4IR teaching revolution in Accounting. The School of Accounting has embraced this wave of development and is implementing pioneering digital teaching techniques to better prepare accounting graduates for a career in accounting in the 21st Century.

We aim to prepare students for the real-world experience of a global economy that puts digital first. As part of this dynamic approach, the University is the first in South Africa to adopt Xero Learn, a cloud-based accounting software teaching platform that enables both teachers and students to get to grips with utilising cloud software.

From 2021, undergraduate students are also exposed to #4IR in Accounting with the introduction of a new year module. Another offering is the online accounting degree that allows prospective students to work virtually, and to register for the different modules at different times of the year on a rotational basis, allowing a seven-week period for a single module before moving onto the next. We are incredibly proud of this revolutionary method of teaching. There is no other university in this country, and few in the world, that offer an accounting degree in this way.

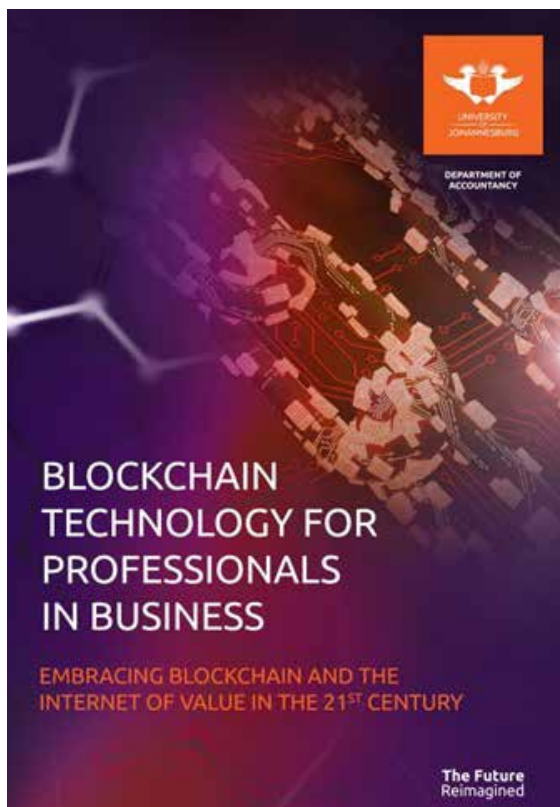
The school does not only offer programmes to students but also offers short learning programmes as CPD to members of professional bodies and business professionals. These are presented as 100% online where applicants can be admitted, pay and register within 10 minutes. The SLPs are offered in a flexible way in the sense that applicants are admitted and registration can happen 24/7/365 days per year. Modules can be completed at a flexible pace during the 8 weeks allowed. An e-certificate is issued after completion. Modules offered are 4IR Perspectives, Blockchain and Artificial Intelligence.

We are aware of the added pressure that technology and 4IR have on the job market, and that only highly skilled and adaptive graduates will

rise to the challenge. The School of Accounting at UJ, therefore, aims through our portfolio of accounting degrees, to create graduates that will go on to offer real value to the companies they work for, and to play a fundamental role in rebuilding and strengthening the South African economy.

ACHIEVEMENTS AND AWARDS RECEIVED IN 2020:

- **SAICA UJ** continues to contribute towards the growth of the Accounting profession with a total number of 171 candidates passing the SAICA ITC exams in January 2020. This represents a 77% first-time pass rate compared to the national first-time pass rate of 68%. In line with our commitment to transformation, UJ is proud of the 124 black candidates who passed the ITC.
- UJ's pass rate for African candidates is 16% higher than the national pass rate for African candidates, which is a testament to the success of our support interventions.
- The University of Johannesburg has become the first South African university to add a cloud accounting platform to its syllabus. In a major boost for accountants of the future, the University of Johannesburg (UJ) has become the first tertiary education institution in South Africa to adopt Xero Learn.
- Based on the SAICA accreditation visits conducted to Accountancy@UJ in August 2020 and the evaluation of all of the information presented, the SAICA IPD Committee has resolved that the BCom Accounting and BCom Accounting Extended qualifications be accredited for purposes of the AGA(SA) designation. This accreditation is effective from the 2015 intake of students for the two qualifications.
- Launching of 2 new #4IR SLPs: Blockchain Technology and Artificial Intelligence.



STAFF ACHIEVEMENTS

- Mr Muneer Hassan was appointed to the SAICA National Tax Committee (NTC) effective 8 May 2020.
- Mr Muneer Hassan was appointed to the SAIT External Integrated Summative Assessment Committee (EISA).
- Mr Muneer Hassan was the UJ representative on the Development Account Project. Hosted by the United Nations Conference on Trade and Development (UNCTAD) and the Department of Trade, Industry and Competition of South Africa. He was invited to participate in the National Workshop on the implementation of the Development Account 11th Tranche Project titled Enabling policy frameworks for enterprise sustainability and SDG reporting in Africa and Latin America.
- Mr Muneer Hassan was part of the SAICA Tax Panel Discussion as well as BDO Tax Budget Breakfast 2020.
- The Public Interest Oversight Board (PIOB) announced on 31 March 2020, that Prof Linda de Beer was appointed Chair of the PIOB.
- Academic Trainee, Ms Hiresha Naidoo, was selected as one of the esteemed speakers for the

SAICA Women in Leadership Event 2020.

- Prof Grietjie Verhoef's Postdoctoral Research Fellow, Dr Ebes Esho, won the Academy of Management - Best Reviewer Award. The Academy of Management is the leading international association for the Management discipline.
- Each year, the International Women's Forum invests in making women stronger, smarter, and more influential through the Fellows Program, a year-long, intensive leadership development experience. Among the newly announced cohort of Fellows are entrepreneurs, academics, government officials, non-profit leaders, and corporate executives, each chosen for their demonstrated leadership capacity. Congratulations to our very own Boniswa Madikizela announced by the IWF as part of their 2020-2021 Fellows Class. The 2020-2021 Class features 28 top-performing women leaders from 14 countries.
- Boniswa Madikizela was also a speaker at AWCA Womens Conference 2020.
- AccountancySA features articles by Mr Muneer Hassan, Ms Wadzanai Mabuto, Mr Garth Barnes, Ms Karlien Dempsey, Mr Dewald Joubert and Ms Stephanie Venter.



Muneer Hassan



Prof Linda de Beer



Prof Grietjie Verhoef



Boniswa Madikizela





Prof Ahmed
Mohammadali Haji



Dr Adele Oosthuizen



Prof Tankiso Moloi



Prof Amanda Dempsey

- Prof Ahmed Mohammadali Haji was appointed as the Chairman of the SAICA Accounting Practices Committee.
- We are extremely proud of Dr Adele Oosthuizen for winning the CIMA Teaching Excellence Award at the first-ever CIMA Excellence Awards virtual ceremony held on 11 December 2020.
- The CIMA Excellence Awards celebrate outstanding academic partners, tuition providers and students who have made significant contributions to the accounting profession and the Institute over the past year. These awards highlight the high quality of teaching, research, and learning in accounting education across the world.
- Thabiso Madiba was announced as one of the panellists for the SAICA 2020 Courageous Conversations.
- Prof Ahmed Haji was announced as a panellist for the SAICA Finance Leaders 2020 Webcast Series.
- Xero Advisor certification was achieved by Yusuf Ebrahim, Jurie Wessels and Nico Strydom.
- Prof Tankiso Moloi launches a new book: Enterprise Risk Management and Fraud Examination Processes.
- Prof Amanda Dempsey announced by SAICA as one of the “People who changed the accounting

profession” in the October 2020 edition of the prestigious AccountancySA magazine - <https://www.accountancysa.org.za/leaving-a-legacy/>

STUDENT ENGAGEMENT

- The Department of Commercial Accounting welcomed first year students who were excited to be part of the UJ community. Head of Department, Lulama Boyce and student mentors engaged with students on wellness promotion.
- In line with being agile in the face of COVID-19, online student engagements events included virtual career progress for senior students and an initiative with Allan Gray where students were advised on “Money Matters and Investing at a Young Age”.



STUDENT AWARDS

- Accountancy@UJ student Bonginkosi Kalipa's farming project clinches top spot at 2019 SAICA Student Leadership Summit.
- Claire Harcourt-Cooke announced as the winner of the UJ Visualise Your Thesis (VYT 2020) competition.
- EY chose the top 5 YTPY (Young Tax Professional of the Year) finalists for the local competition. The following Accountancy@UJ students secured their spots in the top 5: Rodney Banganga and Thabo Sithole, with Rodney Banganga, announced as the ultimate winner. The Top 3 students per Faculty was announced at a UJenius Club 2020 Welcome Event. The Top 3 students for 2019 in the College of Business and Economics (CBE) are all Accountancy@UJ students: Inge Marx (BAcc), Sumayya Patel (BCom Acc) and Chevonne Maré (BAcc).
- Thabo Masuku was announced as one of the 10 of The Finest at the GradStarSA Awards 2020.
- UJAccountancy student Siphamandla Lifa Dlamini published and released his first book called Fill Up Your Calabash.
- Gift Somakwabe was announced as Top 10 finalist for Miss Career Africa.
- The Postgraduate Diploma in Accounting Sciences (CTA) 4IR Project saw the CTA students addressing the role of artificial intelligence, big data, and blockchain technology in the accounting profession. Particularly, the opportunities and threats of these on both the profession and the accountant, in preparing future accountants to be beneficiaries of the Fourth Industrial Revolution (4IR).
- The annual Department of Commercial Accounting Student Merit Awards, supported by various industry partners and stakeholders, recognises excellent student performance. The sponsors included professional body ACCA, our book publishers and other industry partners.



Bonginkosi Kalipa



Claire Harcourt-Cooke



Rodney Banganga



Thabo Masuku



Siphamandla Lifa Dlamini



Department of Commercial Accounting
Student Merit Awards



Prof Tankiso Moloi



Ignatius Sehoole

PUBLIC LECTURES AND EVENTS

- In March 2020, the School of Accounting hosted a Public Lecture in collaboration with the Auditor-General of South Africa (AGSA). Ms Sibongile Lubambo, Corporate Executive at the AGSA presented on the Audit Outcomes and its importance in ensuring Transparency and Accountability in Uncertain Economic Times. The event was well attended by stakeholders and industry professionals.
- Prof Tankiso Moloi - Talking '4IR in the post COVID19 Era' at Covenant University on 7 Nov 2020.
- Prof Tankiso Moloi – Guest speaker at SAIPA Accounting Indaba 2020 on 4 November 2020.
- Motivation session with Mr Ignatius Sehoole (CEO of KPMG South Africa) – 22 June 2020.
- In March 2020 a Public Lecture in collaboration with the Auditor-General of South Africa (AGSA). Ms Sibongile Lubambo, Corporate Executive at the AGSA presented on the Audit Outcomes and its importance in ensuring Transparency and Accountability in Uncertain Economic Times.



Sibongile Lubambo, Corporate Executive at the AGSA presented on the Audit Outcomes



Sicelo Joja



Manuel Rodriques

ALUMNI ACTIVITIES 2020

- Two Accountancy@UJ alumni, Mr Simon Basson and Ms Mari-Louise Boshoff, are listed among the twelve candidates who earned a place on the South African Institute of Chartered Accountants (SAICA) prestigious Assessment of Professional Competence (APC) Honours Roll. They were also Accountancy@UJ Academic Trainees from 2018.
- Motivation session with Mr Sicelo Joja from Investec held on 12 August 2020.
- The winner of the SAICA Top-35-under-35 competition for 2021 is Mr Manuel Rodriques – Proud Accountancy@UJ Alumni.

COMMUNITY ENGAGEMENT 2020

In February 2020, staff and students from the Department of Commercial Accounting shared Valentine's Day with the children at Ekukhanyeni Creche. Due to the lockdown and COVID-19 restrictions the 2020 Mandela Day and Spring Day initiatives were conducted virtually. Much-needed food products were delivered via courier services.



School of Consumer Intelligence and Information Systems



School of Consumer Intelligence and Information Systems

(4IR) and COVID-19 have amplified the urgency for human capital to successfully embrace and co-exist with digital technologies.



Prof Mercy Mpinganjira
Director

OVERVIEW

The School of Consumer Intelligence and Information Systems (SCiIS) is an epicentre of critical intellectual inquiry in the fields of Applied Information Systems, Information and Knowledge Management as well as Marketing Management. We offer a wide range of undergraduate and postgraduate programs from certificate to PhD level. The School also plays a leading role in nurturing and promoting the development of tech innovations that address business and societal challenges through the Technopreneurship Centre. Presented below are some of our School's highlights in the 2020 academic year.

2020 HIGHLIGHTS

CONTINUOUS EDUCATION: TVET COLLEGE LECTURERS SHARPEN THEIR TECH SKILLS

Upskilling and re-skilling are imperative if society is to take full advantage of the demands of the Fourth Industrial Revolution (4IR). The School of Consumer Intelligence and Information Systems short learning programmes (SLPs), under the 'Digital Know-how' series are aimed at providing

opportunities for individuals to build their digital capabilities for the 4th IR and beyond. On 19 February 2020, 91 TVET College lecturers who had successfully completed two short learning programmes (SLPs) under the 'Digital Know-how' series were awarded their certificated of competence. The TVET College lecturers enrolled in the two SLPs - Basics of Data, Programming and Applications in Business, as well as Digital Advertising – were funded under the MICT SETA-funded 4IR TVET lecturer development programme.



DRIVING TECH INNOVATIONS THROUGH HACKATHON

As part of its initiatives aimed at driving technology innovations in November 2020, the Technopreneurship Centre in collaboration with the Pan African Information Communication Technology Association (PAICTA) hosted a Virtual Hackathon Challenge that was open to all UJ students. In line with the theme of the Hackathon, 'Finding solutions through digital collaboration, students worked in groups consisting of members from different study disciplines. The event

was highly supported by mentors from the industry such as CISCO, FNB, BMW, Iderto, HERE Technologies, Custodient Advisory Services, DFA, Geekculcha, and CSIR. The overall winning team was the Young Innovator's Tech, which consisted of Daun Ramulongo (Business Management and Administration student), Saad Rahman (BSc Computer Science student), Lesego Legodi (BEng Electrical and Electronic Engineering student), Tshogfatso Motshwane (Bachelor of Education student) and Peter Maphalla (Bachelor of Education in Senior and FET Teaching student).



DELTA AIRLINE INNOVATION CAMP

On 13th March 2020, the Department of Applied Information Systems (AIS) in collaboration with Junior Achievement South Africa (JA South Africa), hosted a Delta Airline sponsored innovation camp for 100 students studying different programs in the Department. During the camp, students were presented with unique scenarios requiring them to come up with innovative solutions to address

business challenges. Leading industry experts drawn from different organisations, including, Delta, IBM, Microsoft, Project Management Institute (PMI), Nelson Mandela Foundation as well as Marsh & McLennan Companies served as mentors. Each member of the winning team received a Samsung tablet as part of their prize as well as a fully paid week-long project management course from PMI.

AWARDS OF THE WHOLESALE AND RETAIL LEADERSHIP CHAIR: GAUTENG

In 2020 the Department of Marketing Management was awarded the hosting of the Wholesale and Retail Leadership Chair: Gauteng Retail Chair. Inherent in this project is the development of distinguished scholarship, innovation, and national and internationally competitive research. The initiative will also contribute to the development of professional leadership skills in the wholesale and retail industry critical to the industry's ability to meet the needs of the Fourth Industrial Revolution (4IR). Additionally, the initiative will help facilitate national and international collaboration between retailers and retail-related institutions on aspects critical to the success of the wholesale and retail industry.

STAFF ACCOMPLISHMENTS

- Prof Abejide Ade-Ibijola of the Department of Applied Information Systems was the 2020 recipient of the Vice-Chancellor's Distinguished Award for Teacher Excellence. This is Prof Ade-Ibijola's second VC award having received the Vice-Chancellor's Distinguished Award for Innovation in 2019.
- Prof Gilbert Silvius and Prof Carl Marnewick received the Global Research Outstanding Contributions 2020 Award by the International Project Management Association.

STAFF QUALIFICATIONS

- Dr Stella Bvuma completed her PhD in Information Technology Management. Her thesis titled 'An ICT adoption framework for Township SMMEs' was concluded under the supervision of Prof Carl Marnewick.
- Dr Nazeer Joseph completed his PhD in Information Technology Management. His thesis titled 'A multidimensional predictive model for information systems project complexity' was concluded under the supervision of Prof Carl Marnewick.
- Dr Lodewikus Erasmus completed his PhD in Information Technology Management. His thesis titled 'An information systems portfolio, programme and project management governance framework' was concluded under the supervision of Prof Carl Marnewick.
- Dr Maureen van den Bergh completed her PhD in Information Technology Management. Her thesis titled 'Exigencies of computer system failure situations: Influence on Information security behaviour' was concluded under the supervision of Prof Kennedy Njenga.
- Dr Andrea Potgieter completed her PhD in Information Management. Her thesis titled 'Designing for the user: Preferred mobile app features' was concluded under the supervision of Prof Chris Rensleigh.



Prof Ade-Ibijola



Prof Gilbert Silvius



Prof Carl Marnewick



Dr Stella Bvuma



Dr Nazeer Joseph



Dr Lodewikus Erasmus



Dr Maureen van den Bergh



Dr Andrea Potgieter

STAFF PROMOTIONS

Four staff members were promoted in 2020.

- Dr Nazeer Joseph and Dr Lodewikus Erasmus of the Department of Applied Information Systems were promoted from Lecturers to Senior Lecturers.
- Prof Roelien Brink of the Department of Applied Information Systems was promoted from Senior Lecturer to Associate Professor.
- Prof Marius Wait, Head of the Department of Marketing Management was promoted from Senior Lecturer to Associate Professor.



Dr Nazeer Joseph



Dr Lodewikus Erasmus



Prof Roelien Brink



Prof Marius Wait

STAFF APPOINTMENTS TO BOARDS AND ADVISORY PANELS

Our academics continue to attract the attention of those looking for experts to serve on boards and on advisory panels.

- Dr Stella Bvuma, Head of the Department of Applied Information Systems was appointed to the board of the Small Enterprise Development Agency (SEDA) and to the advisory board of the Pan African Communication Technology Association.
- Prof Mornay Roberts-Lombard was appointed to the Chartered Institute of Customer Management Service Board.
- Prof Christine de Meyer-Heydenrych was appointed as co-convener of the National Research Foundation (NRF) Rating Specialist Committee.
- Dr Patrick Ndayizigamiye and Dr Shoppee Dube were selected to be part of the South African advisory panel for UNESCO's Responsible Research and Innovation Networking Globally 'RRING' project.



Dr Stella Bvuma



Prof Mornay Roberts-Lombard



Prof Christine de Meyer-Heydenrych



Dr Patrick Ndayizigamiye



Dr Shoppee Dube

STUDENTS ACCOMPLISHMENTS

- Mandlenkosi Shezi, an Honours student in Applied Information Systems under the supervision of Prof Abejide Ade-Ibijola developed an artificial intelligence application (App) called Deaf Chat. The App was aimed at assisting deaf people to communicate with up to four different speakers simultaneously.
- SCiS honours students scooped the top three positions in the 2020 College of Business and Economics (CBE) Honours Research: Poster Presentations. The first position went to BCom Marketing Management Honours students Joyce Mxinwa and Lerato Masehlele for their research titled "Understanding eco-friendly e-waste disposal behaviour in households", supervised by Dr Paul Issock.



Mandlenkosi Shezi



Joyce Mxinwa



Lerato Masehlele



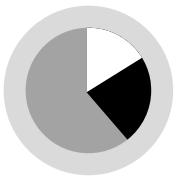
Dr Paul Issock

VISITING PROFESSORS

- In February 2020, the Department of Marketing Management hosted Prof Goran Svensson of Kristiania University College, Norway and Editor of the European Business Review.
- In March 2020, the Department of Marketing Management hosted Prof Naresh Malhotra, Distinguished Visiting Professor, UJ, Regents' Professor Emeritus, Scheller College of Business, Georgia Institute of Technology, USA.

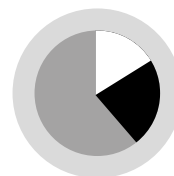


School of Economics



School of Economics

Shared Fourth in South Africa and in the top three- five percent Schools of Economics worldwide.



Prof Hardus van Zyl
Director

OVERVIEW

The School of Economics is mostly a research unit within the College of Business and Economics. We house undergraduate and postgraduate academic programmes in economics and econometrics as well as three research centres, namely, the Centre for Competition, Regulation and Economic Development (CCRED), the Centre for Local Economic Development (CENLED) and the Public and Environmental Economics Research Centre (PEERC).

SCHOOL HIGHLIGHTS 2020

The School of Economics has moved into a higher band on the prestigious QS-rankings. We improved our ranking in South Africa and worldwide. We are now placed in the third position (with Wits) in South Africa and in the top 3-5% Schools of Economics worldwide. The School is constantly improving its overall RePec ranking and is steadily moving towards the third position in South Africa. This improvement is due to the upgrade of quality research publications in highly ranked economic journals from staff members and research fellows. In this regard it is important to mention that one of our DVP's Prof F Riedel has managed to publish two articles in *Econometrica* (one of the top three journals in the world in the field of economics and econometrics).

Despite the challenges posed by COVID-19 the School hosted a successful webinar series. International presenters came from the DRC, Denmark, China, UK, USA, and Italy. Staff members from the School presented papers on various international webinars.



Prof Frank Riedel

FOURTH INDUSTRIAL REVOLUTION (4IR) FOOTPRINT

The School of Economics has maintained a strong 4IR research footprint throughout 2020.

CCRED has received a 3-year R15 million grant renewal for the Industrial Think Tank (IDTT). The IDTT program focussed on research, capacity building and knowledge dissemination on industrial development, competition policy and structural transformation in the 4IR era of the South African economy. It also investigates themes such as a survey of digital skill requirements in manufacturing, machinery and equipment masterplans, economic regulation, and competition



in digital policy platforms policy briefs. An expert panel on the regulation of digital platforms for academic development was hosted in the first quarter of the year and it was well attended by an important policy maker in that space.

Dr Stephen Cinelli (an expert in the 4IR space of financial markets) and Dr Miriam Altman (an expert in the 4IR space of new economic development strategies) joined the School as Professors of Practice.

STAFF ACHIEVEMENTS

- Dr Thando Vilakazi was appointed as a member of the Competition Tribunal of South Africa.
- Dr Miriam Altman serves in the National Development steering committee and she is also the convenor of the important COVID-19 Economist Group. This group brings together a network of top policymakers and financial economists to design strategies to mitigate the

impact of the COVID-19 pandemic.

- Prof Talita Greyling developed a Happiness Index for South Africa (the first of its kind on the African continent) and the results are widely published/discussed on media platforms (TV, radio, printed media, and social media).
- Prof Marius Venter has been appointed as a member of the Pan-African Scientific Research Council. He still serves as the Deputy Chairperson of the Small Enterprise Development Agency and on the advisory committee of the Ministerial Committee in respect of Entrepreneurial Universities. He is the Director for PASCAL Africa. Prof Venter played an important part in CENLED being awarded a R5 million contract from the British Council to lead a presidential project on the establishment of a doctoral training academy in partnership with the University of Glasgow. Prof Venter was awarded the certification of 'Professional Municipal Manager' by the Institute of Local Government Management.



Dr Thando Vilakazi



Dr Miriam Altman



Prof Talita Greyling



Prof Marius Venter

CONTINENTAL AND INTERNATIONAL RESEARCH FOOTPRINT

Despite the COVID-19 pandemic, the School has maintained and, in some instances, expanded its strong continental and international footprint. Individual staff members have contributed to the expansion of this footprint, but the three research units are in main responsible for the strong continental and international research footprint. Collaborations include:

African Development Bank, BRICS New Development Bank, African Economic Research Consortium, American University Egypt, Baze University in Nigeria, Central Bank of Namibia, Centre for Innovations in Regional Economic Development, Gauteng Growth and Development Agency, HEM Research Centre Morocco, Institut National de Statistique et d'Economie Appliquee Morocco, Institut Supérieur Pédagogique DRC, Mount Kenia University Kenya, Strathmore University Kenya, Université des Antilles Guadeloupe, University of Abomey Calavi Benin, University of Kinshasa Kinshas DRC, University of Las Palmas, University of Mauritius.

CCRED

The University of East Anglia, Competition authorities in the UK, University of Rwanda, Copenhagen Business School, Industrial Development Cooperation, National Treasury, United Nations University, University of Edinburgh, University of London, Zimbabwe Economic Policy Research Unit.



CCRED
CENTRE FOR COMPETITION,
REGULATION AND
ECONOMIC DEVELOPMENT

PEERC

African Association of Environmental Economists, Duke University, Environment and Climate Research Centre Ethiopia, European Association of Environmental and Resource Economists, Lilongwe University of Agriculture and Natural Resources Malawi, Luxembourg Institute of Socio-Economic Research, Makerere University Uganda, Nordic Africa Institute, South African Local Government Association, United Nations University Ghana, University of California, University of Dar es Salaam Tanzania, University of Gothenburg, University of Kinshasa DRC, University of Nairobi, University of Washington.



PEERC
PUBLIC AND
ENVIRONMENTAL ECONOMICS

CENLED

African Centre for Pascal International Observatory, Economic Development Council of South Africa, Higher Polytechnic and Technology Institute Mozambique, International Economic Development Council, Philippine Normal University, Sol Plaatje Municipality, The British Council, The Global Institute, University of Mpumalanga, University of Zululand, the Wroclaw University of Economics in Poland.



CENLED
CENTRE FOR LOCAL
ECONOMIC DEVELOPMENT

School of Management



School of Management

This School aims to provide management education excellence through a sustainable and innovative teaching and research context within a 4IR new world of work.



Prof Adri Drotskie
Director

OVERVIEW

In 2020, Professor Adri Drotskie was appointed as Director of the School of Management in the College of Business and Economics at the University of Johannesburg.

Previously, Prof Drotskie was the Head of Research and Faculty Development at Henley Business School Africa where she established a new research centre and focus called #HenleyAIR (African Insight and Research). Prof Adri Drotskie lectured on the MBA programme in Research Skills and the elective module Africa Rising. She supervised in the areas of Strategy and International Business and was the MBA Director of the School's Executive MBA. She is a lecturer and researcher in the fields of strategic management, international management, contemporary management, and strategic marketing. At the University of Johannesburg, she led the MCom (Business Management) programme and strategically positioned it as the best MCom programme in South Africa as well as among the top 3 MBA programmes.

She is a strategist by profession with 8 years' experience in transport, 10 years' experience in the financial services industry and 12 years' experience in academia, in teaching and learning, research

and programme directing on a master's level (MCom and MBA). Her combination of industry and academic experience led to competencies such as strategic thinking, knowledge sharing, managing teams, facilitation, action learning methodology, programme and project planning, strategy development and strategy translation from both a process and systemic point of view.

The School of Management consists of four very well established and distinguished Departments, namely Business Management, Industrial Psychology and People Management, Transport and Supply Chain Management and Financial and Investment Management under the expert leadership of four distinguished Heads of Department and their teams. The common denominator across the departments is management competence. Through the School, we offer the basic management skills that any employee, whether you work for yourself or for a large global organisation, need as a foundation to managing a business successfully. These basic skills are business management, financial management, people management and supply chain management. We also offer specialised education in all the Departments such as in the areas of strategic management, industrial psychology, leadership, supply chain and logistics management, transport management, project management, entrepreneurship, investment management, property and real estate management, to name a few.

The School aims to provide education excellence through a sustainable and innovative teaching and research context within a 4IR new world of work. We would like to position this School as a Management competence school of choice for students and staff. In other words, when management skills and practice come to mind, any student or potential staff member must think of the School of Management at UJ first.



Department of Business Management

OVERVIEW

The Department of Business Management is a large and vibrant department that provides services to a multitude of faculties and academic departments, serving around 5,000 undergraduate and postgraduate students. The COVID-19 pandemic, national lockdown and subsequent transition to online methods of teaching, learning and assessment meant the department's 35 full-time academics and 15 support staff had to adapt to the new status quo in a matter of weeks. The dedication and passion of the department's personnel ensured that no student was left behind during these extraordinary times, with module success and throughput rates increasing year-on-year. Other highlights in 2020 include strong growth in the appointment of several Postdoctoral Research Fellows, Research Associates, a Visiting Associate Professor and Visiting Professors.

CONTINUING EDUCATION PROGRAMMES

The Department is home to a Continuing Education Programmes (CEP) office with five support staff members. The CEP department saw strong growth in its enrolment profile and welcomed approximately 550 students. The CEP department also critically re-evaluated its articulation pathways and successfully consolidated its Higher and Advanced Certificate programmes from six qualifications to two qualifications with electives.

NRF-RATED RESEARCHERS

In 2020, the Department of Business Management reached a milestone by increasing the number of academic staff members with NRF-rating from zero to three. Profs Geoff Goldman and Thea Tselepis hold an NRF C-Rating, while Prof Natanya Meyer obtained an NRF Y-rating.

Prof Geoff Goldman is an Associate Professor and former Head of Department. Currently, Prof Goldman is the Postgraduate Coordinator and Coordinator of the MCom (Business Management) program in the department. Prof Goldman is an avid qualitative and conceptual scholar and has authored over 110 articles, conference papers, books, and book chapters. He is the managing editor of the SCieLO and DOAJ indexed journal *Acta Commercii*, the Chair of the International Business Conference (IBC), and serves on the editorial panel of journals in the UK and Poland. Prof Goldman also serves on the international advisory board of the Krakow School of Business in Poland and is a Visiting Professor at the Krakow University of Economics in Poland.



Prof Geoff Goldman



Prof Natanya Meyer

Prof Natanya Meyer joined the department in 2020. She holds a B.Com and Honours degrees in Economics and Risk Management, a Master's degree in Development and Management and a PhD in Entrepreneurship. She has been involved in the development of entrepreneurial student societies, served as an executive member of the Golden Triangle Chamber of Commerce (GTCOC) and as a community of practice member in the Entrepreneurship Development in Higher Education (EDHE). She has published more than 60 peer-reviewed publications. She is a co-editor, guest editor, editorial board member, reviewer for several national and international journals and has collaboration links with various Asian and East European universities.



Prof Thea Tselepis

Prof Thea Tselepis has been an Associate Professor since 2017 and was formerly appointed in the Faculty of Art Design and Architecture (FADA) where she was responsible for a Pre-Incubation Hub for "creatives". She was also part of the Women in Leadership programme at UJ and a former Head of Department in FADA. Her passion for design thinking developed in her academic career and her nine years of experience gained from owning businesses, enable her to conceptualise and lead pragmatic projects that incorporate: entrepreneurship education, research and community engagement. She is an acknowledged social entrepreneur who applies the International Ashoka endorsed A2B methodology for transformation in her endeavours.

NEW DOCTORATES IN THE DEPARTMENT

Two staff members in the Department obtained doctoral degrees in 2020. Dr Cashandra Mara obtained a PhD in Business Management, entitled 'Manager Perceptions of Risk and Return in Human Capital Development'. Dr Amanda Mphahlele obtained a PhD in Higher Education Studies from Rhodes University, with her thesis entitled 'Conceptualisations of and Responses to Plagiarism in the South African Higher Education System'.



Dr Cashandra Mara



Dr Amanda Mphahlele

APPOINTMENT TO NRF PANELS

Two staff members in the Department, Prof David Poee and Dr Colin Reddy, were appointed to the NRF Thuthuka Advisory panel.



Prof David Poee



Dr Colin Reddy



Department of Finance and Investment Management

NEW STAFF AND PROMOTIONS

The Department welcomed a new staff member, and one member was promoted.

- Dr Khouzeima Moutanabbir was appointed as Senior Lecturer in the Department. Khouzeima has a PhD in Actuarial Science from Laval University in Canada. He is part of the Quantitative Finance team and supervises master's and doctoral students.
- Dr Chioma Okoro was promoted to a Senior Lecturer.



Dr Khouzeima
Moutanabbir

STAKEHOLDER ENGAGEMENT AND FUNDING

The Department of Finance and Investment Management has secured funding for four proposals submitted to the Insurance Sector Education and Training Authority (INSETA). Total funding of the four projects amounts to R18,8 million. These projects include:

- Funding to re-skill 200 individuals working in the insurance sector and allowing these individuals to articulate to an NQF level 8 qualification within the Department to the value of R9 120 000.



Dr Chioma Okoro

- Funding a Learner Wrap around support programme to improve throughput and assist students on DIFSO with additional lectures, tutorials and materials to the value of R950 848.
- Funding a financial literacy project where the Department will be conducting workshops for the Cooperative Financial Institutions (CFI) members to the value of R935 000. The project would entail the training of Master Money Mentors. The attendees will acquire the financial literacy skills to manage their own finances and will gain mentorship skills on effective money management; thus, equipping them to pay it forward in their communities by becoming money management mentors.
- Funding bursaries worth R7,8 million to the benefit UJ students studying towards scarce and critical occupations in the insurance industry.

NEW PROGRAMMES, ACCREDITATION, DEPARTMENT GUIDELINES

- The Department launched the new Advanced Diploma in Real Estate in January 2020 using gamification to drive engagement. This interactive and first-of-its-kind programme was fully implemented in 2020, and it involves the use of an interactive online and app-based platform aligned with the drive for 4IR innovations and third-stream revenue. The programme is interactive, engaging, and immersive, use gamification and 3D renderings and simulations to bring students into direct contact with the course's content.
- The BCom Honours (Financial Planning) was audited in 2020 and re-recognised and approved by the Financial Planning Institute (FPI) for another three years as an FPI approved qualification as the education requirement for CFP® certification.
- As a CFA accredited partner, the Department was awarded 10 CFA scholarships for ten students in the Department to do a CFA exam.
- The Department updated all documents as guidelines/responsibilities for students and staff with the introduction of online teaching and learning.

STUDENT SUCCESS

Herewith our student successes, highlighting the quality of each of the programmes:

- Financial Planning honours graduates – student success in the Professional Competency Exam (PCE), a stringent exam by the Financial Planning Institute of South Africa (FPI). The pass rate of UJ candidates exceeded the national average by 10%, with a UJ student among the Top 5.
- Investment Management honours students – the UJ CFA team qualified for the CFA Challenge finals. The CFA Institute Research Challenge is an annual global competition that provides university students with hands-on mentoring and intensive training in financial analysis and professional ethics.
- Advanced Diploma in Financial Markets (fully online) – the first two students graduated from the programme; they remarkably completed their online Advanced Diploma in Financial Markets in less than two years which include the completion of 11 academic modules.
- Advanced Diploma in Real Estate (fully online) – in the first year of offering, 96 students registered for this programme and 64 of these students have successfully completed it.



Department of Industrial Psychology and People Management

STAFF PROFILE AND ACHIEVEMENTS

- Deputy Head of Department and Programme Leader: HRM, Nelesh Dhanpat completed his doctoral study, titled "Job Crafting in Higher Education. A longitudinal study" and graduated with a PhD.
- Drs Jeremy Mitonga-Monga and Nelesh Dhanpat were promoted from Lecturer to Senior Lecturer in October 2020.
- Dr Mpho D. Magau participated in the annual Emerald/Association of African Business Schools case study competition. His case study, co-authored with Mr Jaco Maritz from the Johannesburg Business School, titled 'Chijioke Dozie: Dealing with Nigeria's highly skilled talent constraints' won second prize in the competition.
- The Rotary Paul Harris Award was presented to Mr Stephan Ferreira, an administrator in the Department and committed charity worker, in recognition of his 'Charity begins with me' and other projects during a Rotary Zoom ceremony on 20 June 2020. The Paul Harris award is the



Dr Nelesh Dhanpat



Dr Jeremy Mitonga-Monga



Dr Mpho Magau



Mr Stephan Ferreira and community



highest award given to someone who has made an outstanding contribution to the community. Other Paul Harris Fellows are US President Jimmy Carter and Polio vaccine developer, Jonas Salk.

NEW APPOINTMENTS

- Prof Nicolene Barkhuizen was appointed as Professor in Human Resource Management. In 2018 she was the winner of the National Women in Science Award for Distinguished Young Women Researchers in the field of Social Sciences and Humanities.
- Tshegofatso Mabitsela was appointed as Lecturer in the Industrial Psychology programme. In her doctoral thesis, she developed an instrument to help monitor progress towards Broad-Based BEE across industries.
- Masase Eve Mokheithi was appointed as Lecturer in the Department's Programme: Human Resource Management. Eve is the HRM qualification leader on the Soweto Campus (SWC). She is enrolled for a PhD; with the title 'Translation and Validation of the isiZulu and Xitsonga Versions of the South African Career Interest Inventory'.



Prof Nicolene Barkhuizen



Tshegofatso Mabitsela



Masase Eve Mokheithi

PROFESSIONAL AND RESEARCH POSITIONS

- Prof Crystal Hoole, Deputy Head of Department and Programme Leader: Industrial Psychology, was voted in as President-elect at the Annual General Meeting of the Society for Industrial Psychology of South Africa (SIOPSA), on 29 July 2020. She will serve as president of SIOPSA from July 2021 to -July 2022.
- Dr Nelesh Dhanpat was appointed as an Assistant Editor of the South African Journal of Human Resource Management.



Prof Crystal Hoole



Dr Nelesh Dhanpat

IPPM LEADING THE WAY IN THE 4IR SIOPSA RESEARCH PROJECT

In response to the SA government's national initiative and commission on the Fourth Industrial Revolution (4IR), SIOPSA launched a future-fit project funded by the national Department of Science and Technology. The objective of the project was to explore the workplace of the future given emerging trends with a particular focus on 4IR. A series of 5 mini conferences were held, each with a different focus. Prof Theo Veldsman, Visiting Professor in the Department, was the project manager. The leader for the research focus area was Prof Crystal Hoole, supported by Prof Petrus Nel. Dr Ruwayne Kock, a Senior Research Associate in the Department, took the lead for the Changing World of Work focus area. The report will be released early in 2021.



Prof Theo Veldsman



Prof Crystal Hoole



Prof Petrus Nel



Dr Ruwayne Kock

PUBLICATIONS

The Department of Industrial Psychology and People Management is the proud owner of two accredited journals – the South African Journal of Industrial Psychology (SAJIP) and the South African Journal of Human Resource Management (SAJHRM). The aim of the two editorial boards is to increase their impact factor since journals with higher impact factors are regarded as more important. One of the unintended consequences of this rating practice for journals is their limiting measurement of what constitutes 'impact' in the academic sphere – in reality, numerous other factors play a role. The purpose of this publication was therefore to present a broader conception of impact, as it played out in our Department in 2020.





LAUNCH OF THE OPEN WORK CENTRE

Over the past three years, the Department of Industrial Psychology and People Management has established a relationship with Cittadellarte. This interdisciplinary organisation and foundation, established by the artist Michelangelo Pistoletto, occupies the historic buildings of the wool mill in the city of Biella which gave birth to the First Industrial Revolution in Italy. Cittadellarte aims to inspire and produce responsible change guided by a performative instrument in the form of a symbol representing rebirth/renewal/restoration.

Inspired by Pistoletto's philosophy the UJ art Gallery hosted an online art exhibition, CURE, in September 2020 while the Covid19 COVID-19

pandemic was raging. The Department sponsored 17 artists who explored and interrogated the curative and restorative nature of art. The exhibition included videos of the artists producing their work. During the exhibition, the Department invited stakeholders to participate in the reimagining and rebranding of the Department's Centre for Work Performance as the Open Work Centre. They were encouraged to visit the online exhibition prior to taking part in the reimagining/rebranding exercise in the form of a participative action research inquiry which was facilitated on 1 and 2 October by Prof Freddie Crous, Head of the Department. Over the two days, the participants collaborated in a structured and appreciative process of inquiry, imagination and innovation to design an architecture and deliver an action plan for the Open Work Centre.



Department of Transport and Supply Chain Management

CONTINUING EDUCATION PROGRAMMES REGISTRATION PERIOD

In 2020, the Department of Transport and Supply Chain Management arranged limited contact Continuing Education Programme (CEP) registration until the end of February. A total of 3 083 students registered. CEP programme learning continued throughout the year despite the impact of the COVID-19 pandemic. The mode of delivery moved from limited in person contact sessions to online sessions.



HOST OF THE TRANSPORT FORUM SIG

The Department of Transport and Supply Chain Management proudly hosts the Transport Forum SIG four times a year. The first Transport Forum SIG was hosted on 5 March 2020 before South Africa went into lockdown. The topic of this forum was 'Do we need High-speed Rail?'. In her opening address, Prof Noleen Pisa, Head of the Department emphasised that effective transport is pivotal for the economy. She stated that academia and industry should collaborate closely to find and implement solutions to enhance businesses and travel.

Mr Jack van der Merwe, the newly appointed CEO for the Gauteng Transport Authority, revisited the draft White Paper on Rail. This White Paper must be approved to position South Africa rail as the backbone of land transport by 2050. He said that the road dominance we are experiencing, with the associated congestion, is a result of "bad" rail systems and not "good" roads systems.

Mr Francois Meyer, GM: Transnet SOC Ltd, reflected mainly from a freight perspective. He said that the debate is not about gauge only, it is also about gradients, turning radius, axle load, kinematic envelope, cost, etc. It is not viable for Transnet to upgrade its rail network to standard gauge but there is an opportunity for certain portions of the network to accommodate high-speed rail.

Mr Roelof van Tonder, Director: Market Insight and Development: Africa House, said that developing bulk freight linkages across Southern Africa forms a large part of railway construction projects in the region with the main objective to get copper out of the DRC.

Mr Tommie Snyman, ITS Specialist: Huawei South Africa, emphasized the importance of the commuter experience. All information must be obtainable and accessible on mobile devices. All systems should be integrated with one Operations Command Centre (OCC) for Gauteng.

Due to lockdown restrictions, the second Transport Forum SIG was hosted on Zoom on 4 June 2020 with the topic, 'Industry's response and experience because of the COVID-19 Pandemic' and the third forum on 3 September 2020 with the topic, 'The impact of the COVID-19 crisis on e-commerce, opportunities for LSP's and retailers'.

On 1 October 2020, the Department hosted the fourth Annual Transport Forum SIG in celebration of Transport Month with a focus on 'Driving the necessity for change in public Transport in South Africa'. Rose Luke, Associate Professor in



Prof Noleen Pisa



Prof Jackie Walters



Prof Rose Luke



Advanced Diploma Orientation

the Department of Transport and Supply Chain Management presented the opening address. Prof Luke highlighted that “Public transport has been in the spotlight since the start of the lockdown regulations. We first saw regulations allowing for only 50% capacity in busses and trains, a move that had an immediate impact on income and ability to cover costs. The push back from the taxi industry saw capacity increase to 70% and finally to 100%. It highlighted the tight margins in the industry, but also the power of the taxi industry. During this time many of the structural issues in the public transport industry came to the fore - thin margins, underfunding, political imbalances but also how critical public transport is to the well-being of all South Africans. The pandemic also highlighted what the public transport sector needs. Formalisation, subsidisation, equity, balance, city-wide network plans and more interconnectedness to name a few. We do need a bigger picture – a bigger transport picture allowing us to work towards better accessibility and mobility for all. Now more than ever, we need to work for change in the system”.

FIRST-YEAR SEMINAR

The annual First- Year Seminar was concluded successfully in February 2020.

ADVANCED DIPLOMA ORIENTATION

The Advanced Diploma Orientation took place on 3 February 2020, at The School of Tourism and Hospitality on the UJ Auckland Park Bunting Road Campus (APB). Guest speaker Dr Hendrik van Deventer was motivating and engaged with the students in more than one language. All academics gave presentations on their modules in the Advanced Diploma programmes. Students enjoyed the session, they engaged with the lecturers and were eager to ask questions.

HONOURS ORIENTATION

The TSCM Honours Programme Orientation took place on Tuesday, 28 January 2020. The session was well attended by students as well as lecturers. A delightful finger supper was catered by STH at the Madibeng Lounge. Students engaged with each other and enjoyed the delicious meal. Prof Noleen Pisa and Dr Peter Kilbourn welcomed the attendees into the Madibeng Council Chambers where they introduced the programmes in a dynamic and engaging manner. Our guest speaker, Mr Sam Kgarimetsa, Regional Supply Chain Manager at Anglo American and former UJ



student, delivered an inspiring talk about 4IR and its role in the industry. Students were very excited as each module lecturer delivered their respective address and kept the audience engaged with the subject matter. Students left the Council Chambers well equipped to make good choices in respect of their elective modules. The evening's programme was certainly a wonderful accomplishment by the department of Transport and Supply Chain Management.

TSCM ADAPTING TO WORKING FROM HOME!

Prof Surajit Bag, a Visiting Professor of Practice in the Department of Transport and Supply Chain Management (TSCM) conducted a workshop titled 'Publishing high-quality scientific research papers in the area of Logistics and Supply Chain Management'.



Prof Surajit Bag

STAFF PROMOTIONS

Prof Noleen Pisa Head of the Department: Transport and Supply Chain Management was promoted from Senior Lecturer to Associate Professor. Prof Pisa holds a PhD from North West University and specialises in international logistics. Noleen has supervised four master's dissertations and numerous honours research projects to completion, contributed 6.38 Research Output Units, while her research impact in Google Scholar shows 86 citations, and an h-index of six. Her Scopus-profile shows 13 citations, an h-index of two and a 5-Year Field Weighted Citation index of 0.57. Prof Pisa serves as a member of the College Leader Team, the College Higher Degrees Committee, and the CBE Programme Management Committee. From 2015 to 2018 she was the Department's Deputy Head (Research and PG studies). She manages the R2 million Department of Transport bursary fund and is a member of the Institute of Transport and Logistics Studies (Africa). Key developments under her leadership are with the University of Chinhoyi, the Association of Rectors of Transport Universities, the World Bank, and the National Rail and Transportation Institute India.



Prof Noleen Pisa

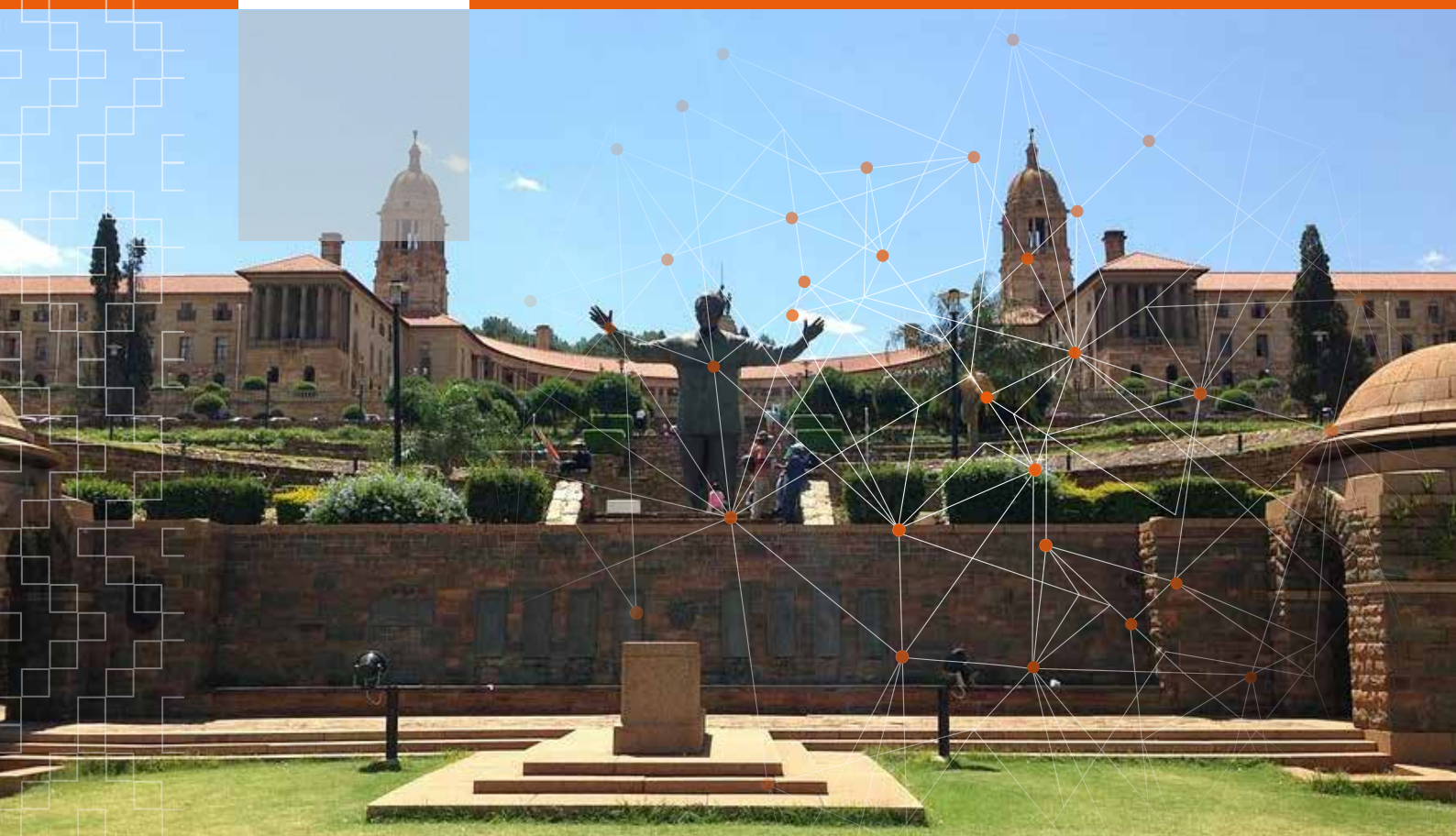


ANNUAL STUDENT AWARDS 2020

The Annual Top Achievers Awards Ceremony was conducted online and the top-achieving students, in each of the qualification, received a certificate for outstanding achievement and a voucher.



School of Public Management, Governance and Public Policy



School of Public Management, Governance and Public Policy

We are passionate about our continent's sustainability and are pioneers in South Africa in offering undergraduate and postgraduate modules in sustainable development.



Prof Christelle Auriacombe
Director

OVERVIEW

The School of Public Management, Governance and Public Policy has footprints on the Auckland Park and Soweto campuses of the University of Johannesburg. We are highly rated on a national level as well as on the African continent and is gaining international recognition. The School continuously builds on best practices to improve governance, public policy and management capacity. The School established and strengthened important and mutual beneficial continental and international partnerships and relationships.

It has a comprehensive range of study opportunities in public management and governance and public leadership and governance, including certificates, undergraduate degrees, an advanced diploma, and honours, master's and PhD degrees in the Department and two Centres. The School delivers well-balanced graduates ready for work with well-developed soft skills, including critical analysis and problem-solving skills within a fast-changing environment. Our focus is on all aspects of public management, service delivery, policy development, leadership, good governance, sustainable development, regional economic development and the Fourth Industrial Revolution (4IR). Students are encouraged to engage in sustainable development projects and the School's outreach projects are directly linked to the 17 goals of the United Nations Sustainable Development Goals (SDGs-2030).

As the development process in Africa accelerates, more local authorities are empowered. Because of local communities' demand for more and better services, participation and accountability, partnership cooperation should improve and local governance and sustainable development must increase.



The School houses two centres:

Centre for Public Management and Governance



Prof Vain Jarbandhan
Director: Centre for
Public Management and
Governance

In 2020, the Centre for Public Management and Governance offered two flagship distance education programmes, the 120 credits, NQF Level 5, Higher Certificate in Local Governance for 152 students and the 120 credits, NQF Level 6, Advanced Certificate in Local Governance and Management for 169 students. These programmes are integrated academic and professional distance education programmes designed for students, working professionals and elected local political leaders. The programmes are offered through online technology-enhanced distance learning.

There are challenges to overcome, such as, a viable fees model without the benefit of subsidies for students and forging an excellent reputation in the CEP space which takes time and a solid track record. However, the advantages are many, such as, the articulation of our CEPs to the second year of the subsidised BA degree and our reputation in the local government sector in terms of capacitating employees and facilitating employment for politicians after the expiry of an elected five-year term in rural areas.



Centre for Public Policy and African Studies



Dr Sydney Mufamadi
Director: Centre for Public
Policy and African Studies

Previously known as the School of Leadership, the Centre for Public Policy and African Studies is a hub of teaching and learning targeted at recruiting public-spirited students who are involved or aspire to be involved in policymaking, policy implementation or policy research. The Centre offers two Continuous Education Programmes (CEP) namely, Research Awareness for Leaders and Public Policy and African Studies. These serve as a bridging programme towards a Postgraduate Diploma in Public Policy and African Studies (PGDip). The programmes consist of a compulsory research module (Research Practice for Leaders) and three elective modules (Industrial Policy, Strategic Diplomacy and Transitional Justice). Lectures are offered via blended learning and ongoing online interaction with students. All registered students, apart from four Zimbabwean parliamentarians, concluded their academic year studies in 2020.

NEW STAFF APPOINTED IN 2020

Professor Danie Meyer was appointed as Professor: School of Public Management, Governance and Public Policy in the College of Business and Economics, operative from 1 November 2020. Danie has, over the past 30 years, specialised and consulted in development economics, public management and governance, and policy development across all levels of government. His contribution to public policy improvement is reflected in over 100 accredited articles since 2013, 820 citations and an h-index of 14. His research focus is on the formulation and application of tools to measure regional and local economic development. Before he joined UJ, Prof Meyer was a full professor at NWU in the Faculty of Economic and Management Sciences where he was Director: TRADE Research Entity, and chaired the Scientific Committee, served on the Faculty Board Executive Committee and Senate Research and Innovation Committee.



Prof Danie Meyer



Dr Sydney Mufamadi



Prof Mohamed Jahed



Dr Shana Mavee

STAFF ACHIEVEMENTS

- Dr Sydney Mufamadi was appointed by President Cyril Ramaphosa's as Envoy to Zimbabwe for State deliberations. He was also appointed at UJ as the Chairman of the Board of the Public and Environmental Economics Research Centre (PEERC).
- Dr Sydney Mufamadi as former Chairperson of the High-Level Panel of an Inquiry to the State Security Agency (SSA). He provided expert testimony to the Commission of Inquiry into State Capture.
- Prof Danie Meyer was appointed on the review panel of the Slovak Accreditation Agency for Higher Education. The purpose of the review panel is to assess the accreditation of all universities in Slovakia.
- Prof Mohamed Jahed served as a board member of the NEPAD Business Foundation (NBF). The NBF is an independent non-profit organisation that coordinates private sector efforts aimed at Africa's economic growth and development in alignment with the New Partnership for Africa's Development (NEPAD) thematic areas.
- Two staff members, Dr Shana Mavee and Dr Tasneem Majam obtained their PhDs in 2020.



Dr Tasneem Majam

4IR FOOTPRINT AND PUBLICATIONS

In the academic programmes the honours research essay topics as well as the MA and PhD topics contextually focusses on 4IR and the transformation and change these have on leading, managing and governing today's public sector institutions.

The following 4IR articles and a book chapter were published by a postdoctoral research fellow, a post-graduate student and staff members:

- Mbukanma, I., Chukwuere, J.E & Enwereji, P.C. 2020. A conceptual interface between electronic banking and knowledge of bank products and services. *Gender and Behaviour*. 18(1).
- Ramakgolo, M.A., and Ukwandu, D.C. 2020. The Fourth Industrial Revolution and its Implications for World Order. *Administratio Publica*. 28(4).
- Jarbandhan, D.B. 2020. The Fourth Industrial Revolution and Human Resource Management. In *Human Resource Management in Government: A South African perspective on theories, politics and processes*. (2nd Ed.). Edited by Van der Westhuizen, E.J. Juta: Kenwyn. (Chapter 4)

ONLINE WEBINARS AND CONFERENCES

- Prof Jahed served as a panel member with respect to a topic on national and provincial audit outcomes at the online Auditor-General Public lecture on 2 March 2020, that was hosted by the CBE School of Accounting.
- Dr Prince Enwereji, a PDRF under the supervision of Prof Dominique Uwizeyimana, facilitated two online webinars on 16 September 2020 and 29 October 2020 for municipal managers and elected leaders, financial accountants, revenue managers, the South African Local Government Association (SALGA) in the North West Province. These webinars focused on enhancing the payment culture for municipal services and strategic leadership.
- Prof Danie Meyer as Associate Editor for the Africa region for the *Journal of Eastern European and Central Asian Research (JEECAR)* was involved in the organisation and acted as Chairperson for a session of an online International Business Conference on 15 and 16 December 2020 with a focus on the Transformation and Sustainable Development of Eurasian Emerging Economies for the 21st Century.
- Prof Vain Jarbandhan served as Director of the Centre of Public Management and Governance at the Meeting on the Moral Rejuvenation Movement (relaunch), hosted by the City of Joburg that was held on 27 July 2020.



INDUSTRY AND PAN-AFRICAN RELATIONSHIPS

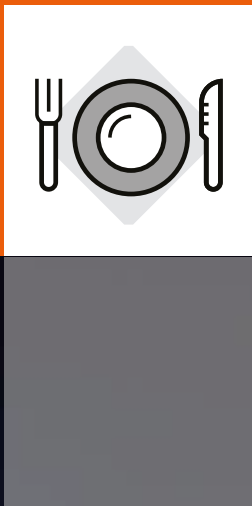
Establishing good international networks has been key to developing an international perspective, hence the School continued to develop their strong ties with partners in Africa in 2020 with partners. Collaboration with these institutions opens up new perspectives on one's own activities and offers us a chance to develop and find new ways of meeting needs and problems at home.

Though training local government officials and politicians for better service delivery is not the only solution to poor service delivery, lack of municipal capacity, corruption, protests and unrest, 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 public management, governance and public policy that have characterised the School's activities so far, in order to cater optimally for the public sector in this regard.

LOOKING FORWARD

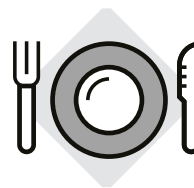
The future is looking bright for the School of Public Management and Public Policy and the School is uniquely positioned to address these issues and fast developments.

School of Tourism and Hospitality



School of Tourism and Hospitality

2020, a year of the extraordinary!



Prof Diane Abrahams
Director

OVERVIEW

2020 will be remembered as the year of the extraordinary! The year that changed the global Tourism and Hospitality landscape because of the COVID-19 pandemic. We have learnt numerous lessons along the way and the pandemic has affected all of us in ways unimaginable. As a leading School of Tourism and Hospitality (STH), we are actively part of the innovations that are unfolding in the sector and are already plugging into the changes, as the sector resets itself.

Among the STH's most notable highlights for 2020 are the thought leadership sessions that we hosted wherein we featured some of the tourism sector's foremost advocates, professionals, researchers, and leaders. The aim of the **#STHinConversation** webinar series was not to provide all the answers but rather to spark ideas and provide a platform for important discussions that would connect various stakeholders through conversation.

TOP RANKED SCHOOL OF TOURISM AND HOSPITALITY IN AFRICA

Research in Tourism and Hospitality remains a key strength for the STH. This year we generated 82.39 in research output units. The STH is host to three Distinguished Visiting Professors: Prof Jarkko Saarinen (University of Oulu, Finland), Prof Thomas Baum (University of Strathclyde, Scotland) and Prof Robin Nunkoo (University of Mauritius). They, alongside our expanded network of research associates, have all played an active role in international projects, research and postgraduate supervision. The STH now boasts a network of 51 senior research associates from 45 universities. The STH remains the number one ranked School in Africa (For Tourism and Leisure Studies, QS Rankings, 2020). In the Shanghai Global Rankings for 2020, the STH achieved position 20.

AWARDS, ACHIEVEMENTS AND ACCOLADES

Despite the challenging environment, the STH had reason to celebrate a number of key accolades and achievements, which are highlighted as follows:

AWARDS

STH Golden Circle Alumnus and CEO of the Waterford Hotel Group, Mr Len Wolman received the UJ Alumnus Dignitas Award. In addition, alumni, Mr Jeff Rosenberg received the 2020 STH Golden Circle Alumnus Award, and Ms Mahlatse Lentsoane became the recipient of the 2020 STH Rising Star Alumnus Award.



Mr Jeff Rosenberg



Ms Mahlatse Lentsoane



Prof Diane Abrahams



Prof Tembi Tichaawa

TALENT MANAGEMENT

STH Director, Prof Diane Abrahams was promoted to Associate Professor. Prof Abrahams was also appointed to serve on the Ministerial Advisory Panel for the Review of the White Paper on Tourism.

Prof Tembi Tichaawa, the Academic Head: Tourism Management was promoted to Full Professor.

STH lecturers, Dr Siyabulela Nyikana and Dr Vyasha Harilal both obtained their PhD in Tourism and Hospitality.

Professional staff in the STH Commercial operations, Ledile Mohlakoane and Thandeka Nyawo graduated with their Master's in Tourism and Hospitality.



Dr Siyabulela Nyikana



Dr Vyasha Harilal

TEACHING AND LEARNING PIVOTS INTO THE VIRTUAL WORLD

The Tourism and Hospitality sector is driven by a focus on people, relationships, top-notch service and the creation of authentic experiences. This is unlikely to change. However, 2020 compelled all of us to become more familiar and reliant on technology and digital platforms. The STH successfully pivoted its teaching and learning into the virtual world with online teaching that made the most of the University's infrastructure. Blended learning is now part of the teaching practices for all staff. The innovations around the teaching and assessment of practical skills were praiseworthy as both students and lecturers played their part in this regard. Student-led learning has become a key aspect of the online teaching environment and has indeed shaped the virtual classroom.



Ledile Mohlakoane



Thandeka Nyawo

WORK INTEGRATED LEARNING VERSION 2.0

A further significant highlight for the STH during 2020 was its innovative approach to Work Integrated Learning (WIL). The relationships built with industry partners and alumni over the years stood the STH in good stead during the pandemic. It enabled the implementation of a virtual mentoring system. Students were paired with professionals working in their field of interest who served as their virtual industry mentors. The students connected with their mentors through various online platforms and applications. The students were tasked to work on specific projects, tackle industry-based case studies and apply their theoretical knowledge to real-life scenarios. Parallel to the mentorship programme, WIL students also attended various online training programmes, coaching sessions and industry facilitated workshops to better prepare them for the world of work.

PARTNERSHIPS AND INTERNATIONAL PROJECTS

The STH is one of the partners to the Erasmus+ funded Capacity Building in Higher Education Project – SUCSESS. The project is a collaboration with project co-ordinators, Haaga Helia University of Applied Sciences, the University of Oulu, the University of Pretoria, the University of Zululand and Sheffield Hallam University. The three-year project focuses on the employability of graduates with improved cooperation between higher education institutions and enterprises. In addition, the STH was successful in securing contracted research for the National Department of Tourism on the impact of COVID-19 on the tourism value chain. The School concluded a partnership agreement with the Tourism Business Council of South Africa (TBCSA).

Webinar

Finding a pathway from education to employability:
Higher Education and Tourism & Hospitality Industry collaboration

28 OCT 2020 | 14:00 - 15:00
(GMT +2:00 / UTC+02:00)



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FOOD EVOLUTION RESEARCH LABORATORY (FERL)

COVID-19 and the subsequent lockdown had a huge impact on dietary habits and food choices. FERL conducted a study on the “dietary habits and possible health outcomes in Sub-Saharan Africa during the COVID-19 lockdown”. This research assessed the dietary habits of people during the lockdown periods and the possible effect that their consumption patterns could have on health. It also evaluated the state of food security in various African populations during the pandemic and assessed the health risks that may be associated with the lifestyle of populations during the lockdown. In addition, the research ascertained the various foods and drinks consumed in various Sub-Saharan countries during the lockdown to prevent COVID-19. Findings of the research were shared through a webinar series.

FERL collaborated with the Food Decisions Research Laboratory (FDRL) at Penn State University in the, USA on an international study called “Global Food Access Survey during COVID-19 Crisis”. This study also involved collaboration with other institutions and countries, namely, Institut Paul Bocuse (France), Sao Paulo School of Business Administration (Brazil), Interdisciplinary School of Health Sciences, Savitribai Phule Pune University (India) and Université Laval (Canada).

FERL and the Nutrition Society of South Africa (NSSA) commemorated World Food Day by hosting a virtual symposium on 16 October 2020. The theme of the annual virtual symposium was “Beyond #COVID-19: Unity in Growing and Sustaining Good Nutrition”. The esteemed speakers shared their views and insights on “Sustainability and Good Nutrition” for the future.



Dr Hema Kesa

The poster is for the Annual Symposium titled "Beyond #COVID-19: Unity in Growing and Sustaining Good Nutrition". It features logos for the Nutrition Society of South Africa (NSSA) and FERL Food Evolution Research Lab. The event is a free virtual event on Friday, 16 October 2020, from 10:00 to 12:30 UTC +2:00. A large green circle on the left says "FREE VIRTUAL EVENT". On the right, there is a portrait of Dr Bianca Van Der Westhuizen, Senior Lecturer, Nutrition, UMSA. Below this, there are eight portraits of speakers arranged in two rows of four. At the bottom of the poster is a vibrant image of various fresh fruits and vegetables.

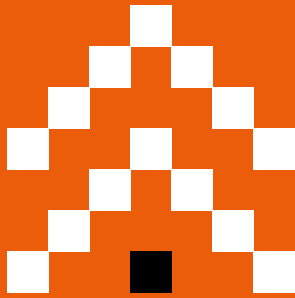
Speaker	Position
Prof Rina Swart	School of Public Health, Nutrition Programme Leader, Centre of Excellence in Food Security, UMSA
Dr Oluwafemi Adebo	Senior Lecturer, Department of Biotechnology and Food Technology, UJ
Prof Mosa Selepe	Research Development, University of Limpopo
Mr Ralf Siwiti	Partnership Manager, World Food Programme (WFP), Rome
Dr Chantell Witten	Lecturer, Health Science Education, Faculty of Health, University of the Free State
Dr Christine Taljaard-Krugell	President, Association of Statisticians, South Africa (ASSTA)
Dr Hema Kesa	Director, FERL and Senior Lecturer, School of Tourism & Hospitality, UJ
Mr Doug Momberg	Head Chef, School of Tourism and Hospitality, UJ

TRADING WITH A PURPOSE: THE KERZNER@UJ

Teaching and learning remain a key driver of the STH commercial outlets – TheKerzner@UJ. With the lockdown restrictions due to the COVID-19 pandemic, the professional support staff in the commercial outlets complemented the academic programme and actively assisted with the assessment of applied and online skills training.

This period also afforded the team an opportunity to explore new avenues to enhance its service offering and to expand its campus footprint through the 'Pop-Up' Coffee shop concept. Social media proved to be an invaluable platform to display the depth of knowledge and level of talent that resides within the STH with regular Instalive sessions by the resident chefs, baristas, sommeliers, and mixologist often in conjunction with industry partners.





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