

# STUDENT LIFE @ UJ

## PREAMBLE

When the Self-evaluation Report (*SER*) for the Higher Education Quality Committee (HEQC) Audit of the University of Johannesburg in August 2009 was prepared, the Audit Steering Committee of the UJ decided to add a separate publication on student life at the UJ. The HEQC Criteria offer ample scope to dwell on the academic support for UJ students, but they do not require a university to reflect on the holistic development of the student on campus. This is so important to the UJ that it wishes to have its commitment on record, for the benefit of members of the HEQC Audit Panel as well. The result is this brief exposition of student life at the UJ. It is written from the perspective of the University, but students have not been ignored in its development. Copies have been distributed to members of the UJSRC and it was also formally presented to them.

In this publication there will be occasional references to the contents of the *SER*. There will also be references to a third publication that was developed simultaneously with the *SER*, namely *UJ @ a Glance*. However, this publication on student life at the UJ is self-sufficient and can be read independently of the other two.



## STUDENT LIFE @ UJ

### 1. OVERVIEW

The *raison d'être* of any university is its students. The University of Johannesburg (UJ) is no exception, nor does it wish it to be otherwise. Its commitment to the holistic development of the student is captured in one of the ten Strategic Goals of the University, namely Goal 9: *The preferred student experience*. In its descriptor, the goal is described as follows: *To promote the holistic development of the student in preparation for the world of work and responsible citizenship* (see Table 1.2 of the SER for a list of all the Strategic Goals of the University). In this document, some of the UJ's actions to promote this goal are described.

The holistic development of a student has many dimensions, and within the confines of such a limited publication it is impossible to do justice to all facets of organised student life as it is provided, facilitated or supported by the University. Choices had to be made, and in the end, the following nine aspects were included, with no pretence that the list is exhaustive or that coverage of any aspect is complete. Students, staff and state officials may well have different opinions on what is relevant and important:

- (a) The student as a learner
- (b) The student as a leader
- (c) The student as an athlete
- (d) The student in residence
- (e) Student cultural life

- (f) Student social life
- (g) Hardship fund
- (h) Student services
- (i) Students with special dispensations.

Where certain aspects are already addressed in the *SER*, the information will only be referred to and will not be repeated in this document.

## 2. HISTORICAL CONTEXT

The preparation for the merger of the former RAU and the former TWR in 2004 made provision for a number of joint merger task teams, each supported by project teams that attended to specific aspects. The Joint Merger Task Team on Student Affairs was served by twelve project teams, more than for any other task team. The brief of the task team covered the following aspects:

- (a) Student organisation, governance and financial administration, specifically with regard to the SRC and associated student bodies such as RAG, student media and societies.
- (b) Student judicial services, including student disciplinary action as well as the broad framework of student conduct.
- (c) Arts and culture.
- (d) Residences, specifically aspects dealing with the conduct, care and control of residents.
- (e) Student counselling and academic development.
- (f) Health, wellness, HIV/Aids.

- (g) Special needs and support services, including diverse aspects such as financial aid, international students, students with disabilities, campus safety, catering, computer facilities and transformation issues.
- (h) Student development and empowerment.
- (i) Sport and recreation, with regard to student participation.

Before the merger date, an obstacle to achieving a single coherent system was experienced, as Student Affairs at the former TWR embraced all the above aspects, while at the former RAU some aspects were located in separate dedicated units (examples are (c), (e), (f) and (i)). This implied that, for practical reasons, the status quo was maintained at the two precursor institutions for a long time. The impasse was resolved only in June 2007, when the Student Affairs Division at the UJ could begin functioning as a single coherent system.

### **3. THE STUDENT AFFAIRS DIVISION**

#### **3.1 THE DIVISION**

The Student Affairs Division has a staff complement of 89 and an annual budget of R20 m+, structured as depicted in Figure 1. This structure is derived from the outcome of the Renewal and Integration Process that was undertaken by all support and service divisions of the University. The present Executive Director was appointed in November 2007, but notwithstanding the sterling work done by his predecessors, the permanent leadership, structure, staff, policies and

constitutions needed for the division to function as intended were in place only in 2008.

The Vision and Mission of Student Affairs read as follows:

To provide opportunities for an optimal university experience for all students by:

- providing an effective and efficient service that is accessible to all stakeholders;
- facilitating the holistic development of students;
- creating an environment that is conducive to an optimal student experience;
- creating opportunities that will prepare students to contribute positively to society; and
- establishing and fostering relationships with internal and external stakeholders.

They are closely aligned with Strategic Goal 9, and provide direction for the activities of the Division.

The division's intention is not to be directive but rather supportive, and hence to create an environment that is conducive to an optimum student experience. To facilitate this role it is structured as follows.

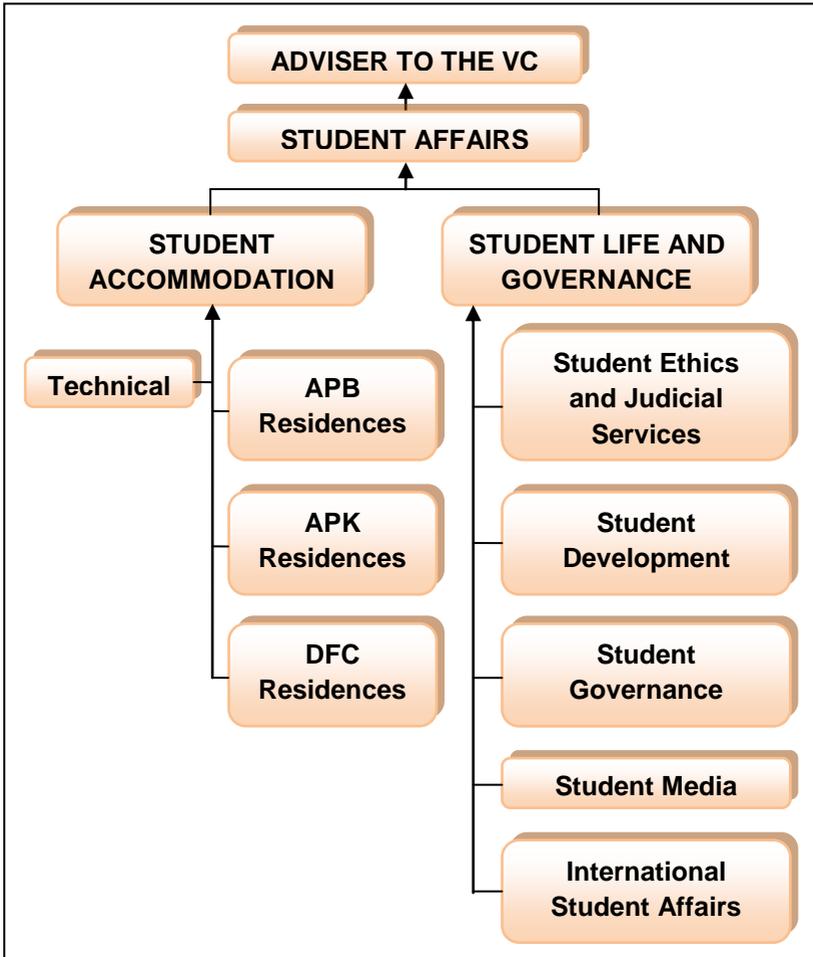


Figure 1: The Student Affairs Division

### 3.2 STUDENT LIFE AND GOVERNANCE

Since the Student Life and Governance (SL&G) subdivision deals with the basis of organised student life for all UJ students, its activities need to be explained further. When this subdivision was established in June 2007, its only guideline was the operating model developed during the Renewal and Integration Process. Since then the following guidelines have been adopted for developing a clear strategy for the subdivision:

- A new beginning: Although the work that will be done in Student Life and Governance has been done before in some way or another, the subdivision has to be seen as completely new in structure, approach and challenges to be faced. This is an exciting prospect, as past mistakes can be left behind, while the knowledge and experience about best practices can be retained.
- A pioneering spirit: In line with the spirit of “challenge, create, lead, explore”, articulated in a different context in the Mission of the University, the SL&G subdivision embraces the opportunity to implement innovations in each of its units. These innovations not only ensure the effectiveness and efficiency of the subdivision, but may even set benchmarks for student affairs, nationally and internationally.
- Quality: While the new thinking is diverse and expansive, it is important that implementation be focused on attaining key objectives that are clearly defined and measurable. Such focus will help to ensure that core activities are such

that they will result in a strong cascading effect that will positively influence the broader student community.

- A good system: The units of SL&G each have their own mission, goals and methods and functions independently. They nevertheless have to form part of a system which should display system qualities such as coherence, interdependence, interaction with the environment, balance, change and adaptability.
- Transition: Allowances had to be made for a period of transition. The Student Affairs environment is a complex one involving diverse role players. Old ways of doing had to be changed, new ways have to be developed, much information has to be exchanged, people have to adapt and the daily work has to continue. This requires understanding, commitment and trust from all.

The SL&G is justifiably confident that it has managed to establish its five units according to these guidelines. Due to the changes and obstacles involved in forging a new university and a new Student Affairs, the five units are not yet functioning optimally. However, each has a clear strategy, containing measurable goals, and progress is being made in pursuing them. The following is a brief overview of these strategies, objectives and the progress made.

### **3.3 STUDENT ETHICS AND JUDICIAL SERVICES**

When a single Student Ethics and Judicial Services (SE&JS) unit was formed, the situation at the time was that different disciplinary systems applied to different campuses. The first challenge was to create uniform and detailed systems to

ensure that disciplinary cases were dealt with in a standard and effective manner. A second challenge was to recruit adequate personnel. Up to the third quarter of 2008 all the UJ disciplinary cases had been dealt with by only one staff member. Eventually an additional staff member was appointed, and at the same time the system of using part-time officials and administrators was refined. This immediately improved the effective administration of student discipline. A third challenge was a change in approach from punitive justice to addressing the causes of poor discipline. In this regard two initiatives – discipline through dialogue and fostering a culture of ethics – were introduced.

Concrete achievements of the SE&JS unit over the past year and a half include:

- The approval by Council of the regulations that form the basis of the disciplinary system - the Student Regulations and the Regulations for Student Discipline.
- The implementation of a standard set of disciplinary procedures on all four campuses.
- Effective case management (the backlog of cases that has been built up since the start of the merger has been erased and an internal time limit of 14 working days for finalising cases has been implemented; cases are monitored weekly and recorded regularly);
- The development of internal systems for improving effectiveness and efficiency, for example a system for quickly dealing with the frequent abuse of student cards and the referral of cases within Student Affairs.

- Extending good disciplinary practice to other units of the University by drafting a procedure for dealing with discipline in residences and involving academic staff members in disciplinary hearings.

### **3.4 STUDENT DEVELOPMENT (ORIENTATION)**

This unit was originally the Student Community Service Unit, and it is still the official name, although it is now involved in student development with the initial focus on orientation. It started when the Head: Student Community Service was requested at the beginning of 2008 to work on student development. Initial research was done, but before a plan could be developed, the same staff member was requested to develop an orientation programme brochure for the University. Although this was a once-off project, it was one that required much time and effort, and through which SL&G made a significant contribution to the functioning of the University and the reception of first-year students.

For the first time the UJ coordinated an orientation programme that included a number of important activities over a period of two weeks on all four campuses prior to the start of lectures. Although a standard set of orientation activities was identified to take place on all the campuses, faculties were given free reign to implement programmes tailored to the specific needs of their students.

The main components of the orientation programme, as depicted in the *Student Orientation Brochure*,<sup>1</sup> included:

- Introduction: An introductory welcome letter from Student Affairs: Student Life and Governance in Afrikaans, English, isiZulu and Sesotho sa Leboa, explaining the purpose of the official orientation programme of the University of Johannesburg.
- Faculty programmes: Faculty orientation, information and pretesting sessions. These programmes varied considerably, since faculties focused on the specific needs of their students.
- Support services programmes: Standard programmes on all the campuses that included academic development introduction sessions, academic module orientation in preparation for academic registration, academic registration of first-year students in all nine faculties, computer orientation for students with limited experience in using computers, Edulink orientation, international student and exchange student orientation, introduction to the SRC and various support services such as Protection Services, Campus Health Services, Sport and Student Life and Governance, library-orientation sessions, meetings with students with disabilities and the survival skills for first-year students.
- General information: Contact details for each faculty, service provider and orientation programme activity

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<sup>1</sup> *Student Orientation Brochure.*

stipulated in the brochure, academic opening ceremony information, administrative and financial procedures as well as support services offered by the University.

The 2009 programme brochure was distributed on time to prospective first-year students and succeeded in providing integrated schedules for all first-year students and covering all the above orientation activities. General feedback from the faculties and support services conducting the programme, as well as from students, was positive.

### **3.5 STUDENT GOVERNANCE**

The Student Governance Unit manages and supports the UJSRC, the campus SRCs, the campus-based societies and rag committees (on the campuses where they exist).

The performance of the Student Governance staff is concentrated in the following areas:

- Training and development of student organisations: Induction, review, workshops, assistance and advice with planning, mentoring and guidance.
- Developing, implementing, controlling of policies and procedures: Identify needs for policies and procedures, draft concepts, guide processes for policy approval, develop systems to operationalise policies, ensure financial approval and supervise large activities (bashes/tours).
- Organising activities for the benefit of student life: SRC election, SRC inauguration, society recruitment,

brochures, farewell/awards functions, sports day/women's day (dependent on SRC's/societies' programme of action), promotions, clothing, open day, mid-year motivation event for students, handover, community service and fundraising activities.

- Ensuring an effective operational environment: Office space, furniture, computers, fax, telephone, photocopying.
- Facilitating communication between stakeholders: Enquiries and referrals inform and remind student organisations about meetings, meetings between Student Governance staff and student organisations.
- Encouraging a vibrant student life: Assessment of student needs, encouraging the formation of societies, other initiatives.

Student Governance staff deem their achievements to be the following:

- The development and implementation of standard operating procedures.
- The development of draft policies for a number of aspects where none or no standard policies existed.
- Being able to facilitate relatively successful SRC elections despite many obstacles in order to achieve the objective of student representation.
- The organisation of a number of extramural activities in conjunction with student organisations to achieve the objective of a vibrant student life.
- Student Governance managed to develop a well-coordinated working system to ensure accountability and efficiency.

- Students engaged and participated in fundraising and community service programmes.

The unit experienced personnel shortages, especially the absence of a Head: Student Governance for more than a year of its existence. As a result, Student Governance has not yet met all its objectives. There is an expectation of improvement in the future as more personnel is being appointed, administrative procedures are being entrenched, and relationships with student leaders are being improved.

### **3.6 STUDENT MEDIA**

Student Media comprises the community radio station (UJFM) and the student newspaper (*UJ Observer*).

Despite inadequate human and financial resources, both UJFM and the *UJ Observer* have managed to function relatively effectively since June 2007. In December 2007 a Student Media Workshop was held in which various stakeholders discussed presentations made by UJFM and the *UJ Observer*. The outcome was the drafting of business plans for the two organisations, which were approved by the Council in June 2008.

UJFM is managed by a staff member. Its objectives are to be the industry leader for student community radio in SA; to supply the broadcasting industry with well-trained talent while also creating a platform for talented students to further their careers; to build and maintain a credible name; to play an important part in the development of the UJ brand; to supply

informative and quality information (infotainment) to the community; to operate on a profitable basis and to reflect a true demographic representation of UJ students.

The major activities and achievements of UJFM are the following:

- Advertising: Over the past year UJFM has managed to work off its deficit and create a positive balance by means of an advertising strategy that generated an income of approximately R700 000.
- Programming: A result of the 2007 workshop was the mandate to create programming and a playlist more suited to the UJ's demographics. UJFM 95.4 slowly started the transition from a predominantly "rock-orientated" station to being more broad based. This was done by including specialty shows and charts that catered for the needs of various genres of music. Programming focused on a lot of community awareness topics that affect students. As far as the programming content is concerned, change will be incremental and phased in over time.
- Staff training: A proper training programme for all staff members has been developed over the past year. This programme spans three months and incorporates all aspects of radio.
- Production: A new permanent staff member was appointed (as part of the University's programme for interns with disabilities) and this enabled UJFM to improve the standard of production and the jingles needed. A small team has been assembled to focus on production.

- New studios: The Council approved almost R2 million for setting up new studios and offices at the APB Student Centre. Progress has been made with regard to securing the space in the Student Centre and the tender process. However, these processes take long and the new setup will probably only be ready by the middle of 2009.

The radio station is on the air 24/7 thanks to a staff of approximately ninety volunteers.

The *UJ Observer* is student driven and its objectives are to become the premier provider of information to all UJ students; to provide a medium for students to voice their opinions; to be instrumental in forging the University's identity, and to assist the process of transformation and integration.

Getting the *UJ Observer* to function on a significantly improved level depends on the appointment of a staff member who will drive a well-considered strategy. Such a staff member will be appointed in 2009. Some progress has been made with the appearance of the newspaper (new logo, improved layout, and better quality paper) and the upgrading of equipment. Difficulties that remain are the setting up of effective offices on each campus and ensuring high journalistic standards, continuity and motivation among the student editorial staff.

### **3.7 INTERNATIONAL STUDENT AFFAIRS**

International Student Affairs only joined the SL&G Subdivision in the middle of 2008.

The purpose of this unit is to integrate international students with the UJ student community. This is done by conducting activities in the following areas:

- Social interaction: Welcome function, international festival, trips and excursions in and around Johannesburg.
- Student support: Continuous support and assistance, the buddy system, University of Johannesburg International Student Society (UJISS), medical cover and orientation.
- Communication: Newsletter, website, database, newspaper column, cell phone messages, liaison with embassies.
- Student exchange programmes: Administration, facilitation of accommodation arrangements, social interaction.

Achievements in the latter part of 2008 were the drafting of a strategic plan and the compilation of a pre-arrival brochure for international students. Inadequate office space, uncertainty about roles and responsibilities and job descriptions remain difficulties to resolve.

The above give an indication of the measurable actions that SL&G undertakes in various areas of the organised student life, whether it is appropriate student conduct, student orientation, student governance, official student communication or the social integration of international students. The basis for each of these areas is the provision of opportunity for students to develop their diverse skills and interests.

## 4. THE STUDENT AS A LEARNER

Of the three core functions of virtually any university, including the UJ, teaching and learning rightfully receives most attention. This is also reflected in the HEQC Audit Criteria, and hence in the *SER* that accompanies this document. Chapter 3 of the *SER* is devoted to teaching, learning and assessment (covering five HEQC Audit Criteria). Chapter 4 covers the types of programmes on offer to the UJ students (covering six criteria), and Chapter 5 provides information on the academic support students receive to facilitate progress in their studies (one further criterion). Central to all this is the need to prepare the student as a learner for the world of work and to be a worthy citizen of the country.

The prominence of teaching and learning at the UJ can also be seen in its strategic direction. The Vision positions the UJ as a university offering a mix of vocational and academic programmes that advances freedom, democracy, equality and human dignity as high ideals of humanity. Its Mission commits the University inter alia to:

- quality education; and
- supporting access to a wide spectrum of academic, vocational and technological teaching, learning and research.

The UJ explicitly values academic distinction (consult table 1.1 of the *SER*). This is not restricted to research, as is evidenced by, among other things, its identification and cherishing of

strong programmes (par. 4.5.1 of the *SER*) and celebrating the best teachers (par. 3.4.6 of the *SER*).

A study of Chapters 3, 4 and 5 of the *SER* will make it abundantly clear that the student as a learner is key to the main activities of the University, and it will be superfluous to belabour this aspect any further in this publication, notwithstanding its paramount importance.

## **5. THE STUDENT AS A LEADER**

### **5.1 THE MEC AND STUDENT LEADERSHIP**

A symbiotic relationship between University Management and the student leadership is very important for furthering the interests of the University and its students. The MEC and the central UJ Student Representative Council (UJSRC) meet quarterly to discuss relevant matters, e.g:

- Financial matters (UJSRC budget, NSFAS matters, tuition fees)
- SRC constitution and other policy matters (*Alcohol Policy, Naming Policy, Language Policy*)
- Physical facilities and services (computer labs, student centres, shuttle service, registration, campus-specific development projects)
- UJSRC projects (project pass all, HIV/Aids care week, Intervarsity, elections)

- Management initiatives (National Student Leadership Academy, cultural integration project, supplementary examinations)
- Residence issues (from 2009 a separate meeting between the MEC and the student leadership in residences will be held on a similar basis as the MEC/UJSRC meetings).

The VC, Executive Director: Student Affairs, Special Assistant to the VC and the UJSRC President also have informal meetings on a monthly basis to discuss matters of relevance to the student community.

There are multiple committees and societies on campus, presenting opportunities for the involvement of student leadership. The SRC and its subcommittees, as well as the House Committees, play a major role in this regard.

## 5.2 THE UJSRC

The finalising of the *SRC Constitution*<sup>2</sup> and the policy for the election of this council and campus SRCs<sup>3</sup> required prolonged negotiations until the UJSRC Constitution was initially signed off on behalf of the UJSRC in May 2006, and approved by Council in June 2006. Amendments were made, and the latest amended version of the Constitution was agreed upon by representatives of the UJSRC and Council in August 2008. The salient features of the new Constitution are as follows:

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<sup>2</sup> The *UJSRC Constitution*.

<sup>3</sup> Policy for election of the UJSRC and campus SRCs.

- It is confirmed that the name of the SRC is the University of Johannesburg Student Representative Council (the UJSRC).
- The UJSRC comprises eight students, including the chairperson and secretary-general of each of the four campus SRCs.
- The portfolios held by the UJSRC members are:
  - President
  - Deputy President
  - Secretary-General
  - Treasurer-General
  - Academic and Quality Officer
  - Marketing, Projects and Development Officer
  - Sport, Arts and Culture Officer
  - Transformation, Gender and Policy Officer.
- Each of the four campuses is represented by a campus SRC, comprising ten members.
- Provision has been made for a UJ Student Congress, comprising:
  - Four representatives from each campus SRC
  - Two representatives from the Housing Council
  - Two representatives from the Faculty Council
  - Two representatives from the Sport and Culture Council
  - One representative from each society
  - Forty representatives from the general student electorate, comprising at least ten representatives from each campus, elected or nominated as determined by the UJSRC from time to time.
- The establishment of a Housing Council, Student Faculty Council, and a Sport and Culture Council.

The UJSRC is represented ex officio on the Council, Senate, Institutional Forum, Faculty Boards and a variety of other University committees, e.g. the Library Committee, Timetable Committee, HIV/Aids Committee, Audit Steering Committee and Transport Committee. The above student governance structure allows students to not only have specified representatives to serve on the various University bodies but also to ensure responsibility for appropriate feedback to the student bodies. The UJSRC is, however, a complex structure and will need committed leaders to ensure that all the substructures are delivering on all their responsibilities. At the end of 2008, four months after the Constitution had been signed off, only the UJSRC and four campus SRCs had been elected and the other councils still had to be established.

While the UJSRC Constitution provides ample opportunity for leadership development, student support is disappointing. Voter turnout at the elections was 8% in 2006, 10% in 2007 and 14% in 2008. It is encouraging that voter turnout is steadily increasing towards a target of 20% set by the MEC.

A mandatory General Student Meeting on each campus during each quarter is intended to ensure that the mechanisms are in place to engage the broad student population in the University's functioning.

### **5.3 HOUSE COMMITTEES**

House Committee members are elected annually by the students in the respective residences. Their main duties are to represent residence students in residence management. They

also assist new students in adjusting to University and residence life and organise social, cultural and sporting activities for students.

Students are also provided with the opportunity to develop as floor representatives, in which capacity they report directly to their House Committees on issues that affect students whose rooms are on the floor, e.g. noise during their study times, theft, maintenance, and so forth. They also organise their own social clubs that constitute subcommittees of the House Committees, e.g. culture, sport, academic, health, etc.

#### **5.4 LEADERSHIP TRAINING**

Training of student leadership is facilitated by the Student Life and Governance and the Student Accommodation and Residence Life subdivisions for the respective student groups. These involve the UJSRC, campus SRCs and societies and House Committees. These groups are inducted at the beginning of their terms of office. The induction includes strategic, operational and financial planning, as well as an introduction to the University policies and procedures. Besides the formal induction session, continuous guidance is provided by staff members by means of informal discussions and formal review sessions. Additional leadership development opportunities are provided.

The UJ has entered into a partnership with Bokamoso Trust to form a National Student Leadership Academy. It is hoped that the relationship with the Leadership Academy will play a significant role in ensuring the development of leaders and that

the UJ students will excel and become preferred students in the world of work.

## **5.5 MENTORING**

Mentoring was piloted in 2008 to assist the UJSRC members. The idea is that the UJSRC member shadows her/his mentor (mentors – there may be two) as (s)he performs some of the duties (KPA's) relating to the SRC portfolio.

At a time and place identified by the mentor, the student will enter into private discussions with him/her about general life issues. The sessions will not be lengthy and will be determined by the time the mentor has available. Two mentors may liaise with each other and both meet with the student at a specified time. Depending on the mentor, there may be structured meetings with an agenda (if time allows) or the meetings may be informal. The student may also sit in on some of the meetings chaired by the mentor, and (s)he may also observe the mentor as (s)he conducts some of his/her tasks. The idea is that the SRC member becomes exposed to values, ethical and moral issues, learns about his/her portfolio and specific skills (where applicable) or any issue that will enhance or edify him/her. This programme should be as flexible as possible, and the mentor should feel free to involve his/her own creativity.

At the end of the UJSRC's term of office, all mentors and students will meet during a function arranged by the Executive Director: Student Affairs, and each SRC member will be expected to talk about his/her mentoring experience.

## **6. THE STUDENT AS AN ATHLETE**

The University of Johannesburg values sport as a critical component in holistic student development. Through sport the student is exposed to student life in a way that differs from the academic, cultural, religious and social experiences campus life can offer. In order to provide a well organised experience to students, staff and the external community of the UJ, sport has been structured in such a way that experiences can be provided and managed optimally.

### **6.1 VISION, MISSION AND STRATEGY OF UJ SPORT**

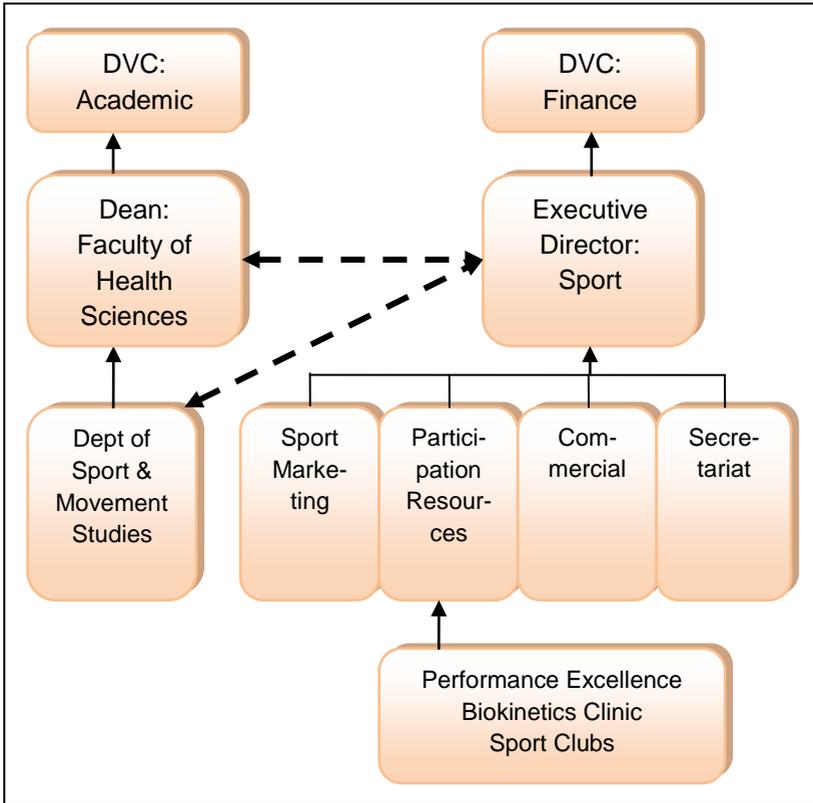
The University of Johannesburg Sport (UJ Sport) was structured during the merger process to accommodate a collaborative strategy and integrated approach for making provision for sport participation as well as sport-related education and training opportunities to all stakeholders within and outside the University. A vision of setting the trend in Sport and Human Movement was adopted and a mission statement: To provide multi-levelled academic and sport opportunities to communities through innovative and integrated professional services and programmes was formulated and accepted.

Nine strategic goals direct the implementation of the vision and mission and are in line with the ten goals of the University of Johannesburg, namely to:

- Provide a preferred student sport experience
- Provide a professional student sport experience
- Provide and support excellence in teaching, learning and assessment in sport and movement programmes
- Engage innovatively in local, national and international research and scientific endeavours in sport and movement
- Build a reputable UJ brand by means of sport
- Engage in communities by means of sport and movement initiatives
- Enhance a culture of transformation by means of UJ sport
- Maximise commercialisation.

## **6.2 ORGANISATIONAL STRUCTURE OF UJ SPORT**

In order to achieve the abovementioned goals, an organisational structure was compiled for UJ Sport to cultivate a strategy of collaboration among academic departments in the University and in particular the Department of Sport and Movement Studies and the sport participation environment (Sport Bureau). This is done through an integrative approach of knowledge and resources (human, physical, information) sharing, in order to maximise compliance with the vision, mission and goals of UJ Sport and ultimately those of the UJ.



**Figure 2: Sport organisational structure**

The organisational structure of UJ Sport constitutes the Marketing, Commercialisation, Secretariat and Participation Resources Divisions, as well as the Department of Sport and Movement Studies. The Participation Resources Division is divided into the Biokinetics Clinic, Performance Excellence, and the Sport Club Units. Each division and unit aligns itself

with the vision, mission and strategic goals of UJ Sport and therefore those of the UJ.

### **6.2.1 DEPARTMENT OF SPORT AND MOVEMENT STUDIES**

The Department of Sport and Movement Studies reports directly to the Executive Dean of the Faculty of Health Sciences and is represented by the HoD on the UJ Sport Management Committee. The department forms part of a strategy of collaboration with an integrative approach regarding the sharing of expertise and knowledge. Where the Performance Excellence and Sport Club Units and Biokinetics Clinic act as a platform for work integrated learning, the Department of Sport and Movement Studies forms a resource for activities such as research, education and training, as well as community engagement. This reciprocal relationship not only strengthens service delivery, but also enhances the quality of student training and the provision of opportunities to participate in professional sport.

### **6.2.2 MARKETING**

It is the role and responsibility of the Marketing Division of UJ Sport to market the University via sport. This implies that sports initiatives such as sporting events, community engagement projects, commercial enterprises and the performances of athletes and teams are utilised to create internal and external publicity for the University by utilising electronic, paper as well as other media. This is supplemented with staff, student and alumni supporter groups engaged in

building the UJ Sport brand. The Marketing Division is closely linked to the University's Marketing Division, which is managed by the Executive Director: Advancement.

### **6.2.3 PARTICIPATION RESOURCES**

Sport participation is regarded as a core function of UJ Sport. In order to comply with the various sport participation needs of the students, staff and external communities, a division for Sport Participation Resources was established. It consists of the Units for Sport Clubs and Performance Excellence, as well as the Biokinetic Clinic. The Units for Sport Clubs and Performance Excellence focus mainly on sport participation delivery, while the Biokinetics Clinic provides work integrated learning opportunities to the Biokinetics students registered with the Department of Sport and Movement Studies.

### **6.2.4 COMMERCIALISATION**

The Commercial Division is responsible for maximising commercial opportunities in sport. By maximising the available intellectual capital in UJ Sport and the University, the Division designs and develops programmes and products as well as professional services that create a third-stream income to support the UJ Sport budget. This is complemented by identifying and negotiating with potential sponsors for the different divisions and units in UJ Sport. It is a critical initiative in sustaining the operational functioning of UJ Sport.

### **6.2.5 SECRETARIAT**

The Secretariat provides administrative and information support, policy and procedural recording and maintenance, as well as the implementation of quality management processes of the various divisions and units. It is also responsible for maintaining and booking sports and administrative facilities, security at events and facilities, distribution of information on UJ Sport, data and communication on aspects such as bursaries, sports accommodation, appointment of human resources, etc. It comprises a financial unit, sports secretary, information centre, database, as well as an operations and facilities unit.

Each of the above subdivisions consists of multiple units.<sup>4</sup> For the sake of brevity, only two units of the Subdivision for Participation Resources that have a unique bearing on the academic and performance prowess of students are described below.

### **6.2.6 PERFORMANCE EXCELLENCE**

In order to participate on a high level in various competitions, as well as to sustain performance, UJ Sport provides sport-scientific programmes to all athletes of high performance clubs and students with the potential to compete on an elite level for their province, region or country. These scientific programmes are among other things linked to experiential learning

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<sup>4</sup> Hollander, W.M. (2008): *The student as an athlete*, SER contribution.

opportunities with sport-related academic programmes (Sport Science, Sport Management, Biokinetics, Sport Communication, Sport Development, Sport Psychology, Sport Vision, and others) offered by the Department of Sport and Movement Studies.

The Performance Excellence Unit provides sport-scientific support to athletes, including sport medical, sport psychological and sport science support. A Sport Psychology Unit provides academic support to students during their academic careers at the University. This is supplemented by sport-performance psychological support, as well as career guidance.

### **6.2.7 THE BOKINETICS CLINIC**

As was previously stated, the main purpose of the Biokinetics Clinic is to provide work-based learning opportunities to students studying in the field of Biokinetics in the Department of Sport and Movement Studies. In order to provide the required opportunities, professional services are offered to internal as well as external communities of the University. For instance, the Biokinetics Clinic is involved in the resilience programme of the Executive Leadership Group (ELG) and their PAs.

## **6.3 STUDENT PARTICIPATION IN SPORT**

To a certain extent, sports facilities are concentrated on the APK and the nearby APB campuses. The DFC is relatively poorly served, with only squash courts being available.

Currently, a transport system transports students from the DFC to the sports facilities at the APK. Another initiative in progress is to negotiate access for these students to the sports facilities at Coca-Cola Park, Johannesburg Stadium, nearby schools and local government facilities.

At the SWC, a multi-purpose netball, volleyball and tennis court is available, as well as a soccer field. Access is also available to a sports hall, where basketball can be played. Most sport clubs have access to club houses, managed by sport club managers.

Sport participation opportunities are provided on a continuum of social/recreational, competitive and high performance participation categories by means of a formal club system. On all campuses, mass participation (social/recreational and competitive) is emphasised to broaden the sport participation experiences of students and staff at the University. This does not imply that top performers are neglected. UJ Sport makes explicit provision for three categories of performers:

- High performance participation refers to formal sport participation by elite athletes for sport clubs on provincial, regional and national level. Students represent the University in its colours and are eligible to be elected for provincial and national teams.
- Competitive participation is regarded as structured campus sports competitions, where various affiliations and/or groups such as residences, faculties, departments and social groups participate in formal sports competitions.

- Recreational/social teams participate in internal leagues only.

Table 1 depicts participation levels in 2008.

**Table 1: Sport participation per category, 2008**

CATEGORY	2008 TEAMS		2008 INDIVIDUALS	
	M	F	M	F
High performance	218	165	3 727	2 566
Competitive*	116	84	1 584	926
Recreational: Internal League	96	97	594	620
Internal League: High Performance	41	79	690	1 020
Internal League: Competitive	70	57	378	286
TOTAL	541	482	6 973	5 418

In 2008, UJ Sport fielded a total of 383 high performance club teams and 200 competitive club teams. The 583 club teams that participated in the various provincial leagues hosted in Gauteng performed exceptionally well (see par. 6.4). Furthermore, 207 male and 233 female teams participated in

the various campus leagues during 2008. Hence, a total of 1 023 teams, with 6 973 male and 5 418 female athletes, participated in the various competitions.

When comparing the number of sport participants per gender to the number of students per campus, it seems clear that sport participation at the APK campus is relatively high, compared to participation on the other three campuses (see Table 2). At the APK, 41% (4 476) male and 21% (3 203) female students participated in sport, while 17% (589) male and 3% (159) female students participated in sport at the APB. The number was even lower at the DFC, where it was recorded that 3% (134) and 2% (70) male and female students respectively participated in sport. A slightly higher percentage of male students participated in sport at the SWC, recording 16% (112) male and 5% (60) female participants. In total, 22,1% (9 803) students participated in organised UJ sports teams, of whom 5 311 were male and 3 492 female.

Although these percentages of students are relatively high, it is disturbing that there is a major difference in the percentage of students per campus who currently participate in sport. To some extent, this discrepancy can be attributed to the availability of or access to sport facilities, in particular on the DFC and SWC campuses. The effect of the commuting system for DFC students to the APK and access to nearby sports fields will only become apparent in 2009. At the SWC, the acquisition of the sports fields of the adjacent former Soweto College of Education will bring long-term relief.

**Table 2: Sport participation per campus, 2008**

CATEGORY	NO. OF STUDENTS PER CAMPUS (2008)		TOTAL NO. OF STUDENTS PARTICIPATING IN SPORT PER CAMPUS (2008)			
	Male	Female	Male	%	Female	%
Kingsway	10 899	14 979	4 476	41%	3 203	21%
Bunting Road	3 387	4 705	589	17%	159	3%
Doornfontein	5 274	3 130	134	3%	70	2%
Soweto	693	1 246	112	16%	60	5%
Total	20 253	24 060	5 311	26,2%	3 492	14,5%

## 6.4 PERFORMANCE

Although participation figures are important, the University is also obliged to provide opportunities to elite athletes to compete for the University on club, provincial, regional and national level. With this in mind, UJ Sport focuses on performance when participating in the various provincial and national leagues. The teams that participated at this level did the University proud in 2008. Seven first and six second places were obtained by high performance clubs during the 2008 University Sport Summer and Winter Tournaments, held

in July and December 2008. Only three (18,8%) of the teams ended lower than third position in their respective competitions.

The performances of competitive clubs at the USSA tournaments also produced gratifying results. Six (66,6%) teams achieved a second position in their respective tournaments (regrettably no firsts in 2008), one team a third, and only two teams obtained lower than a third place. The challenge is to sustain or improve these performances.

When assessing the provincial league positions of some sports clubs, a similar trend is evident, considering that eight teams (57,1%) obtained a first place, one (7,1%) a second, two (14,2%) a third and only three (21,4%) a position lower than fourth place.

## **6.5 SPORT GOVERNANCE**

Finally, UJ Sport governance must ensure that student athletes continue to be well served. UJ Sport is headed by the Executive Director: Sport, who reports to the DVC: Finance. The Director: Participation Resources, Marketing Manager, Secretariat Manager, Commercialisation Manager and Financial Administrator report to the Executive Director: Sport. Each manager heads a division that plans its annual business after having engaged in strategic sessions (twice per year).

UJ Sport is managed by a Management Committee that meets once a month to attend to strategic issues and reports back on progress towards achieving the objectives for the year. The

Management Committee comprises the Executive Director: Sport as chairperson, the Marketing Manager, Commercialisation Manager, Secretariat Manager, Director: Participation Resources, HoD of the Department of Sport and Movement Studies, Biokinetic Clinic Manager, Performance Excellence Manager, Sport Clubs Manager and Facilities and Operations Manager. The UJ Sport Management Committee reports to the UJ Sport Council, which is chaired by the DVC: Finance, with representation from industry, UJ Management, students and members of the UJ Sport Management Committee.

## 7. THE STUDENT AS A RESIDENT

### 7.1 STUDENT ACCOMMODATION

The University has 26 residences, housing 5 200 students (about 12% of the UJ's total student enrolment in 2008). These residences are dispersed on the campuses as follows:

**Table 3: Residences at the UJ**

CAMPUS	MEN	WOMEN	CO-ED
DFC	5	2	
APB	1	2	2
APK	6	7	1

The co-ed residences at the APK and APB are primarily for postgraduate and international students.

There are no residences on the Soweto Campus, but planning for building the first residences to house male and female students is at an advanced stage, as part of SWC expansion. In the interim, Management is currently engaged in negotiations with the YMCA Board with the express purpose of leasing the YMCA (Orlando) Residence for students studying on the Soweto Campus.

## **7.2 RESIDENCE MANAGEMENT**

The management of each residence consists of the following:

### **7.2.1 RESIDENCE MANAGER**

The Residence Manager is responsible for the management of the residence. (S)he is also responsible for all the student projects in the residence and the House Committee reports to him/her. Residence Managers are also responsible for the following:

- Helping with the establishment of contacts outside the University
- Assisting in sourcing sponsorship
- Offering assistance during functions
- Enforcing minor disciplinary regulations
- Being the first line of contact at the residence.

## **7.2.2 RESIDENCE LIFE OFFICERS (RLOs)**

RLOs supplement the core business at the residence, which is academic development, by facilitating extramural activities. RLOs assist in developing students holistically and by facilitating the provision of facilities and resources to allow students to engage in leisure interests. They help students with inter-cultural development by promoting diversity in the residences and preparing residence students to be well-rounded individuals.

## **7.3 RESIDENCE LIFE**

Student life in residences is vibrant. Each residence has its own character of which it is proud. Typical student life in a residence can involve participation in many cultural, sports, religious and other activities such as the first-year concert, debates, poetry sessions, indigenous games, “sangfees” (song festival), “toneelfees” (play festival), community service, and many socially engaging activities to create a vibrant residence life. Sport has been introduced as a tool for development, for example by means of the introduction of indigenous games. Studies are not neglected, and some residences have their own cyber and study centres (particularly important for access to Edulink). The programme to introduce cyber centres in the remaining residences is scheduled to be completed in 2009.

An aspect that is currently of particular importance is the admission and placement of all residence students. All residences are being aligned to reflect the racial composition

of students on the campus where they are located. Student Affairs has developed guidelines to give effect to this decision.

#### **7.4 CULTURAL INTEGRATION AND CHANGE MANAGEMENT IN RESIDENCES**

A project was launched to build a value-based culture at UJ residences through a process of cultural integration and change management.

A pilot study was launched in 2008 with the House Committees of residences to establish the unique attributes of each residence and hence the baseline values for the residence.

A series of workshops involving the House Committees of all the residences on all the campuses was conducted to identify the critical causes of tensions within the residences. This will form the basis of a change management process designed to achieve a shared sense of purpose in university residential and student life.

#### **7.5 DAY STUDENTS – COMMUTING**

Day students come from all over the Witwatersrand and even from as far as Pretoria and Vanderbijlpark, most of them by taxi. Those who are fortunate to get accommodation in the many houses in close proximity to the campuses often arrive on foot, by bus and by car. A perennial complaint at the APK Campus, dating from the days of the former RAU, is the lack of parking for students. This was partially resolved when a

parking lot was established on an open space opposite Kingsway, with a pedestrian bridge linking it to the campus.

The University has established a shuttle service serving all four campuses, running from approximately 07:00 until 20:00 on weekdays. The initial purpose of the service was to transport students for academic purposes (attending classes, visiting libraries, using laboratory facilities). Since the buses transport students along routes that are convenient for day students, the shuttle service has mutated into a cheap transport service for all. As a result, the service broke down in mid 2008, and the situation had to be revisited. After an investigation and prolonged negotiations, it was revised to provide a limited but more effective service. A Transport Committee, on which students from all campuses are represented, meets monthly to deal with relevant issues.

On the APK, the day students are organised into formal “houses” that function like residences and participate in intercampus activities.

## **8. STUDENT CULTURAL LIFE**

### **8.1 THE ARTS CENTRE**

The opening of the Arts Centre on the then RAU campus in 2004 began a new chapter in the cultural life of the RAU/UJ in which students, staff and the community can share. The theatre seats an audience of 436 and is a modern, high-tech building. Since 2005, the centre has offered world-class

shows, such as David Kramer and Taliep Petersen's *Ghoema*, *Groet die Grotman* and *Nataniël in Concert*.

The UJ Art Gallery forms part of the centre and hosts eight to ten exhibitions per year.

## 8.2 STUDENT CULTURAL ACTIVITIES

Various cultural activities take place across the UJ campuses. Since the days of the former RAU, the musical cultural festivals, the Song Festival and “Serrie” (serenades in smaller groups) take place annually. The Serrie involves competition, and winners compete against residences from other universities. The UJ usually performs very well, e.g. in 2008, Lebone Ladies’ Residence won the national competition that was held in Potchefstroom.

A number of cultural activities take place on the campuses, such as:

- Poetry sessions
- Debates
- Indigenous games
- First-year concert
- Picnics
- 60’s Party
- Sport fun day.

Many socially engaging activities create a vibrant residence life.

Since the days of the former Vista, the Great Hall on the SWC has been a centre for community cultural and social life, with many events, ranging from indoor sports competitions to artistic performances and political rallies, taking place there. The SWC is expected to continue to grow as a vibrant cultural and intellectual centre for the whole Soweto community.

Under the auspices of the UJ Arts Academy, the following formal events (shows, song and dance exhibitions and other cultural events) took place during 2008:

**Table 4: Cultural events involving students, 2008**

CAMPUS	EVENTS	STUDENTS INVOLVED*	NO. OF PERFORMANCES	EXPENDITURE
APB	8	172	60	R600 000
APK	3	50	29	R600 000
DFC	4	48	17	R570 000
SWC	3	71	38	R228 000
Total	18	341	144	R1 998 000

\* Some students would have participated in more than one event

The UJ Choir undertook a successful overseas tour during 2008, performing 19 times. The 45 members also gave 21 local performances and produced a CD.

## **9. STUDENT SOCIAL LIFE**

### **9.1 STUDENT CENTRES**

Student centres are clusters of shop facilities, erected and maintained by the University and rented out to private shop owners. There is no shortage of takers, and they provide a valuable service, particularly to students in residences. The centres form a hub where students socialise.

### **9.2 RAG**

In the past, there were Rag Committees on the APB and APK campuses. Especially the APK was very active and successful in fund-raising and community outreach. The University encourages the expansion of this concept to all campuses. Consultation in this regard is still in progress.

In the meantime, the APK Rag Committee took the initiative (proposed by Student Affairs) to integrate with the other campuses. This committee continues with various fund-raising projects (the largest being Rag Week at the beginning of the year) and almost weekly community-outreach projects.

## **10. STUDENT HARSHIP FUND**

Besides the administration of the NSFAS and diverse bursary schemes, a fund is also administered by the University to assist students with financial difficulties. Assistance is provided

as per the specific needs of the student, in accordance with prescribed guidelines.<sup>5</sup> The available funds are limited and not intended to be the primary source of funding for any student. While predominantly intended for registration fees, it can also assist with basic needs such as food, accommodation, transport, books and, to some extent, outstanding tuition fees. Financial assistance from the fund is not a loan, and therefore neither the principal amount nor any interest is repayable to the University at the end of the academic year during which assistance was granted.

## **11. STUDENT SERVICES**

Apart from those mentioned above, the University provides numerous other forms of assistance. Only two are discussed briefly, namely Campus Health and Protection Services.

### **11.1 STUDENT WELLNESS**

Campus Health Services (CHS) is active on all campuses where it provides the following services to students (and staff):

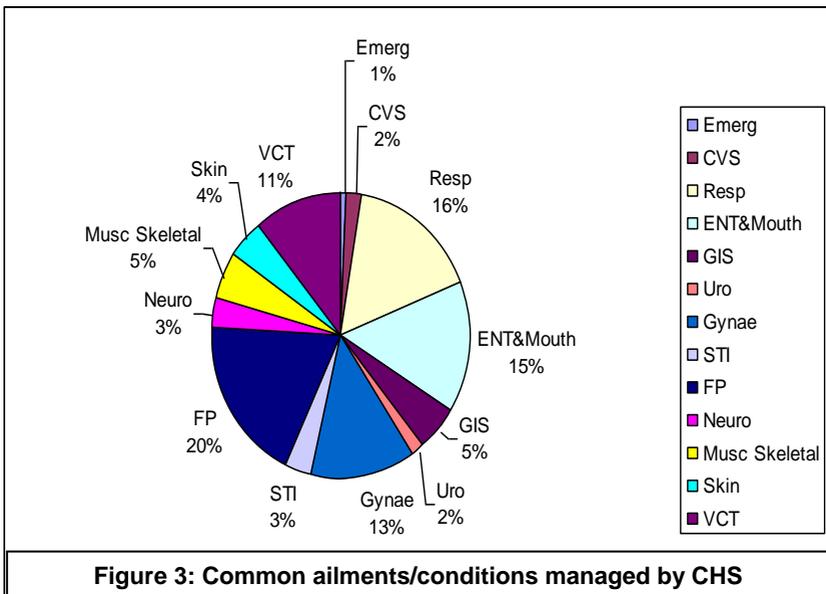
- Primary healthcare, which entails assessment, diagnosis and treatment of minor ailments.
- Screening and monitoring of chronic conditions such as asthma or diabetes, with the appropriate referral.
- Health education and health promotion.

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<sup>5</sup> The Trust Fund.

- First aid.
- Vaccination programme for Faculty of Science and Health Sciences.
- Travel health: Campus Health Services is an accredited travel healthcare provider with a valid yellow fever license.
- Medical support at selected UJ sports events, e.g. Intervarsity (March), SASSU Rowing (Sprints) at Van der Kloof Dam in the Free State (April), and SASSU Boat Race at Port Alfred (September).
- Provision and maintenance of first-aid kits to UJ sports clubs and some student societies.

An indication of the most common ailments/conditions managed at Campus Health Services is given in the pie chart below:



Reproductive healthcare constitutes 36% of consultation at the clinics in general, followed by respiratory diseases and diseases of the ear, nose throat and mouth.

## 11.2 PROTECTION SERVICES

The Protection Services Division is responsible for general campus security. This includes access control at all the campus gates, monitoring of security and rapid response to emergencies.

Protection Services firmly believes in the value of being proactive and involving all staff and students on campus in crime prevention. Once a month an intranet circular, discussing useful tips, is distributed to all computer users. Examples of such tips are:

- Reporting on emergencies on campus
- Office safety
- Working after hours/escort services to ensure safety
- Cell phone robberies on and off campus
- Muggings on and off campus
- Avoiding hijackings
- Personal safety.

During the year, crime prevention talks are held with students and staff. Awareness programmes are presented to students and staff to make them aware of the danger of substance abuse, involving drugs with which students are experimenting on campus, to enable both staff and students to identify such

drugs if they are found on campus. An awareness pilot project regarding a “crime-free day on campus” was held in 2008 by means of a road show on all campuses. The aim was to involve students in standing up against crime and to inform them of services that are available when they are in a crisis. Awareness posters were designed and displayed on all campuses (libraries, residences and day houses, walkways, inside the main buildings, bathrooms, lecture rooms, computer labs, residences, student centre, etc). Every three months, an awareness day is held, where face-to-face interviews are conducted with students on campus to inform them of the services and contact numbers of Protection Services.

For 2009, a number of additional actions are being planned:

- A request has been made that all information sessions regarding crime awareness and substance abuse be made compulsory for first-year students, residence managers and House Committee members.
- On a monthly basis, a routine security check will be done at the following places to ensure the safety of all students, staff and visitors to the UJ campuses:
- Computer labs – to establish if all students using the lab are students and not opportunity criminals, as most thefts occur in the labs.
- Vehicles – most housebreaking attempts or thefts occur when a vehicle is used to remove large items such as computer equipment from offices or residences.
- Students smoking in groups, as numerous drugs are detected in the “Hubble Bubble” devices used by students on campus.

- A “24-Hour Crisis Life Line” will be launched by PsyCaD on 19 January 2009. This line will be available 24/7 to assist students in crisis. Trained interns who will be on call to assist students by referring them for help promptly.
- Empowering students by presenting self-defence courses on campuses, in consultation with the Executive Director: Student Affairs.

### 11.3 ROAD SAFETY

The city campuses (APB, APK and DFC) are all in busy suburbs that present a constant road safety hazard to all who visit the campuses. While this hazard cannot be prevented, the University took action in two cases where safety could be improved:

- The main parking lot for students at the APK is located opposite the campus on the busy Kingsway thoroughfare. Negotiations with the Johannesburg Metro Council were successful, and a pedestrian bridge was erected across Kingsway.
- Bunting Road bisects the APB campus, separating the residences from the campus. After lengthy discussions, originating in the days of the former TWR, permission was granted to close Bunting Road for through traffic by erecting booms.

Both these actions contributed substantially to road safety. At the DFC campus, the upgrading of the area with the 2010 World Cup in mind had the additional benefit of the campus being consolidated. The situation where public roads

separated the main campus from isolated buildings ceased to present a hazard.

#### **11.4 STUDENTS WITH SPECIAL DISPENSATIONS**

Two categories of student needs are mentioned, since special dispensations are provided for them:

- Disabled students: This is covered in par. 4.1.5 of *UJ @ a Glance*, showing that the UJ has established a dedicated Office for People with Disabilities to assist such students in a variety of ways. However, it must be acknowledged that there is still disparity in the facilities provided for such students on the various campuses.
- International students: Services for international students are provided by various units and include assistance to international students to adapt to student life and studies in South Africa, particularly at the UJ. The number of international students studying at the UJ (4% of the total headcount in 2007) still compares poorly with peer institutions like NMMU (8%), MWU (10%), UP (6%) and Wits (11%) One of the main challenges is providing international students with convenient and safe accommodation (see also par. 4.1.4 in the *SER*).

## 12. STUDENT EXPERIENCE SURVEY

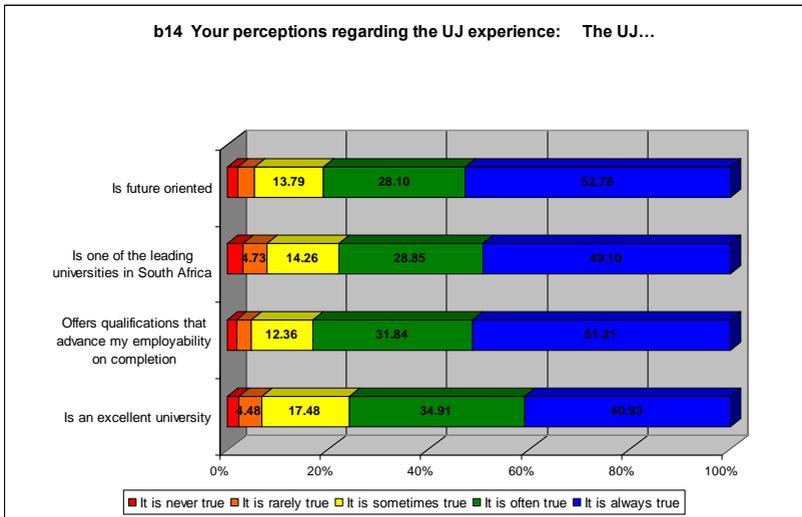
The Office for Institutional Effectiveness (now DIPQP) was requested by the MEC to conduct a survey to establish the perceptions of UJ undergraduate students regarding the quality of their learning experience at the UJ. The first of these surveys was conducted during the first semester of 2007. Apart from biographical information, the students were asked for their perceptions regarding:

- The qualification they enrolled for
- Assessment
- Their lecturers
- Learning outcomes
- Centralised academic and faculty administration
- University environment and social climate
- Financial aid
- Residences/dormitories
- Parking
- Computer laboratories and Edulink
- The Library
- Cooperative Education Unit (Experiential learning) and
- Other academic services.

A representative sample of convenience was used. In practice this entailed that, in consultation with the faculties, one first-year and one senior class in each faculty was identified and the questionnaire was administered in class. The result was that 6 318 completed questionnaires were received back,

which represented a 97% response rate. A report was produced<sup>6</sup> for the MEC and a summary of the findings was shared with the students. The report is available in the Evidence Room.

The students were also asked for their perceptions regarding the University. The outcome is summarised in Figure 4.



**Figure 4: Undergraduate student perceptions regarding the UJ**

There is no benchmark against which it can be determined whether the above graph represents a “good” result. When the results were disaggregated according to campus the same

<sup>6</sup> Report on the UJ *Undergraduate Student Experience Survey*.

pattern as in Figure 4 appeared for all campuses, but the students on the SWC and APK campuses presented a more positive aggregate result than those on the APB and DFC campuses.

### **13. CONCLUSION: THE STUDENT AS A STAKEHOLDER**

The perception of students as clients has champions and detractors, all with good reason. At Student Affairs, students are regarded as stakeholders. Their rights and responsibilities are respected. Systems have been put in place to attend to their needs. Good working relationships have been established with various divisions such as Campus Health Services, Security, the Student Services Bureau and Finance, combining forces to serve student interests in a responsible way to ensure that the rights and responsibilities of the University and its staff are not undermined. Sports and cultural activities are encouraged and opportunities to participate are created. The goal is to promote the holistic development of the student in preparation for the world of work and responsible citizenship.