



**UJ IMPROVEMENT PLAN:
PROGRESS REPORT II**

March 2013

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EXECUTIVE SUMMARY

Progress Report II (February 2013) provides an overview of progress made with the implementation of the *UJ Improvement Plan* up to December 2012. In this summary, the main focus is on progress made with the implementation of Action Plans for teaching and learning, research and community engagement.

(a) Planning and governance

The *UJ Strategic Thrusts 2011-2020* - the backdrop to all UJ strategic discussions - were revised: in some cases, the 2020 targets set have proven to be attainable a lot earlier; in other cases the targets were re-formulated to reflect emerging realities in the higher education sector and in the changing patterns of enrolment, that in turn impact on the provision of academic programmes and the required infrastructure. The following Thrusts will receive priority:

- *Thrust 1: Sustained excellence of academic programmes, research and community engagement in the quality provision of intellectually challenging and scholarly relevant academic programmes; the conduct of scholarly relevant, intellectually challenging and internationally recognized research; teaching and learning, research and strategic engagement with communities that is mutually beneficial and promotes social, economic and educational development.*
- *Thrust 2: A comprehensive institution recognized for the stature and quality of its scientific and technology programmes and its scientific and technology-driven research, innovation and technology transfer, and*
- *Thrust 4: An international profile of employees, students, scholarly output and institutional reputation.*

A Values Charter and a Student Charter, based on the Strategic Thrusts, have also been approved. Registration documents signed by students now include the Student Charter.

(b) Teaching and learning and support

The University continues to pay attention to the recommendations and concerns in the teaching and learning domain as raised by the HEQC. The following core issues are highlighted here in terms of progress and developments, but also additional attention required:

(i) Large classes and underprepared students

The large class project initiated in 2011 continued during 2012, with a seminar on service modules and a full morning seminar on large class teaching, which was well - attended. Themes have been identified for four follow-up seminars in 2013. The First

Year Experience (FYE), together with the Residence Academic Excellence project, resulted in a substantial increase in first year performance in the June and November examinations, while the overall undergraduate success rates improved from 79,4% to 81,7%. The FYE project will seek to develop qualitative criteria (in addition to student performance figures) to evaluate initiatives around teaching and learning.

(ii) Teaching and learning strategy

In 2011, a concerted effort was made to implement the Strategy in faculties. This led to the identification of issues for elaboration and a revision of the Strategy during 2012 which will be finalised during 2013. The emerging revised Strategy will thematise quality strongly, in terms of programmes, curricula and pedagogies. A comprehensive new initiative, the ADS Curriculum Development project with the focus on the implementation of the UJ Teaching and Learning Philosophy was introduced. Curriculum-related weaknesses (i.e. depth, relevance, programme purpose, content, WIL, etc.) arising from the programme reviews conducted in 2012 are being addressed through this project.

(iii) Contact time

Increasing contact time, especially on APK remains a challenge. Additional lecture venues have been made available and funding has been approved for the construction of two new big lecture venues during 2013. A significant increase in tutoring (i.e. increased contact time) has also been introduced. Through a timetable review process, a third lecture period has been allocated to many modules on APK, though not yet to all; this remains work in progress, and is being taken forward through the development of a new timetable during the coming year.

(iv) WIL

The *Guidelines for Good Practice for WIL at UJ* is an important step in the improvement of the quality of WIL. The various concerns about the implementation of WIL (e.g. non-credit bearing WIL modules, assessment, monitoring of students, evaluation of WIL sites of learning, etc.) raised in the programme reviews conducted in 2012 are being addressed in the WIL Forum and by the respective Faculties. This aspect of curriculum implementation will receive dedicated support.

(v) Assessment and moderation

The University has addressed many of the aspects raised by the HEQC (e.g. blind marking of scripts, communicating assessment rules, faculty-driven processes, etc.), with the quality of assessment and the use of moderators' reports to identify issues of standards remaining a priority on the teaching and learning agenda – also as far as non-subsidised whole qualifications are concerned.

(vi) Non-subsidised programmes

A policy is being finalised and will serve at the next STLC and Senate meetings for approval. Currently, non-subsidised whole programmes are also aligned with the HEQF;

while all non-subsidised programmes are included in the University's programme review schedule (i.e. reviews up to 2015).

(c) Research and supervision

The University has achieved its research-output in half the time envisaged. The challenge would be to maintain this level of output. Support for young researchers continues and the number of grant holders has steadily increased from 10 in 2010 to 35 in 2011 and 40 in 2012. In 2011, 83% were females. In 2012, an amount of R30 million was allocated to the Research Strategic Fund to be spent over 3 years on research in the areas of Telecommunications, Physics and Chemistry. The intention is to place UJ at a global stage.

Postgraduate supervision has been a priority and a number of support activities have been organised and presented. A doctoral staff qualifications programme is also being implemented. An extensive range of workshops for postgraduate students was presented in 2012 and an improvement in postgraduate enrolment and graduation has been noted, but a significant impact should be realized in 2013/14.

(d) Community engagement (CE)

Service learning (SL) - one of three categories located in the CE Office together with Community-based Research and Outreach - has been moved from the CE domain to that of the DVC: Academic. This will allow faculties to focus on the growth of SL in learning programmes. In 2013, this aspect will be addressed w.r.t. curriculum development, quality management of learning, etc.

Recognition of CE as the University's third core function, as well as the fusion of (some) CE projects into teaching and learning and research is being addressed. Currently the majority of CE projects is Outreach activities and not viewed as a core academic function. Criteria have been developed to evolve (some) Outreach projects into SL.

(e) Conclusion

Significant progress has been made with the implementation of the *UJ Improvement Plan* with special reference to teaching and learning, research and community engagement. Progress in the different support domains of the University has also been recorded. Some remaining areas of concern have been highlighted in this summary. These concerns, in many cases, refer to the alignment of the different initiatives in the University, e.g. timetabling and contact time, the UJ Teaching and Learning Strategy and curriculum matters (including WIL, SL and CE).

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UJ IMPROVEMENT PLAN: PROGRESS REPORT II

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1. CONTEXT AND PURPOSE

After the institutional audit by the HEQC in August 2009, the University of Johannesburg (UJ) submitted its *Quality Improvement Plan* (June 2011) to the HEQC. A first *Progress Report* (April 2012) on the implementation of improvements up to the end of 2011 has been submitted to the HEQC.

This report, i.e. *Progress Report II*, includes progress as reported in the first progress report, as well as an overview of progress made from 2011 up to December 2012. Different role players have contributed to Progress Report II (see Appendix A) as compiled by the Unit for Quality Promotion.

This report correlates with the action plans in the *UJ Improvement Plan*, and should be read in conjunction with the Plan. In this progress report, key elements of the Action Plans are provided (in a border), followed by the details of the progress made since the submission of the Improvement Plan.

2. PLANNING AND GOVERNANCE

2.1 RECOMMENDATION 1

Action plan 1: The UJ vision and mission

In the *UJ Improvement Plan*, an overview was provided of developments up to March 2011, namely:

- (a) Important **strategic and planning** decisions taken in 2010:
 - (i) A charter for the Executive Leadership Group (ELG) was approved, which provides for its composition, strategic and advisory role and functions.
 - (ii) An annual strategic planning schedule, with specified purposes and desired outcomes for each strategy planning session, and identified role players, was formalised.
 - (iii) Bi-annual (March and September) strategic meetings between the VC and the Senior Leadership Group (comprising the ELG, vice-deans, heads of academic schools, heads of academic departments, directors of support and service

divisions and selected senior managers) have been incorporated into the strategic planning schedule, to enhance internal institutional communication and stimulate debate on matters of strategic importance.

- (iv) The support role and function of the UIRDS (“the Planning Office”) – in particular its role in the provision of management information – has been articulated clearly.
- (b) The document, entitled “**UJ’s Strategic Thrusts for the Next Decade**” was presented to the Senior Leadership Group at its first strategic planning session for 2011, on 9 March. General initial institutional buy-in has now been achieved in respect of the UJ’s vision, mission and strategic thrusts. Communication of the key messages derived from the above mentioned with selected stakeholders – staff and students – is the next challenge of the UJ’s implementation strategy of its second Strategic Plan for 2011 - 2020.
- (c) The concern that **Senate** was in danger of becoming a “rubber stamping body” was addressed by a review of the composition and functioning of Senate in 2010, the most important revisions being the following:
 - (i) Council approved an amendment to the UJ Statute (to be proposed to the Minister of Higher Education and Training in 2011) to allow for broader representation in Senate, thereby making Senate more demographically representative.
 - (ii) A theme-based approach to each Senate meeting was adopted, in terms of which Senate devotes part of the meeting to debating and discussing pre-selected themes of academic policy and principle.
 - (iii) The Senate agenda was revised in order to enable it to spend less time on formal approvals of amendments to academic rules and regulations and more time on discussions of academic principle and policy (standard rule amendments are circulated electronically via a VC circular to Senate members, who are invited to comment on the amendments via e-mail).
 - (iv) A Senate Academic Freedom Committee was established, its function being to advise Senate on matters related to academic freedom and institutional autonomy.
 - (v) An annual year-end performance review by Senate members, of the functionality of Senate, takes place, both in terms of the governance of Senate and of its effectiveness in conducting its core business substantively.

Progress up to December 2011

The following progress has been made since March 2011:

a. Strategic Thrusts for the Next Decade

In June 2011 the UJ Council approved the UJ *Strategic Thrusts for the Next Decade*. It was recognised that these thrusts needed to be complemented by a new Values Charter for the University. A process to develop a vision, mission and values for UJ began in August 2011. At a Council workshop in November 2011 a draft Vision, Mission and Values statement was presented to Council for its consideration. A final version was approved by the ELG in February 2012. This draft will now be circulated to the different

faculties and divisions for comment. A final version will be presented to Council in June 2012, after a full consultation process with all staff.

b. Student Charter,

It needs to be noted that a *Student Charter*, comprising a set of rights and responsibilities for all students, was approved by the MEC in November 2011. It was widely circulated among all students at the beginning of 2012 and, in future, students will “sign up” for it as part of their formal registration.

Progress up to December 2012

a. UJ Strategic Thrusts 2011-2020

The *UJ Strategic Thrusts 2011-2020* form the backdrop to all strategic discussions that take place in the University. This includes the annual Council Workshop in November, Management Executive Committee (MEC) and ELG planning sessions, the development of policies and action plans for the University and strategic stakeholder engagements. In 2012, a number of the targets contained within the Key Indicators for each of the eight Strategic Thrusts were revised and the revised targets were presented to Council for its consideration and approval.

At the annual planning sessions of the MEC and the ELG (in February and September 2012), the Key Indicators that accompany each of the eight strategic thrusts were interrogated in order to determine whether the targets set by the indicators should be reviewed. In some cases, the 2020 targets set were proven to be attainable a lot earlier than in 2020; in other cases the targets were re-formulated to reflect emerging realities in the higher education sector and in the changing patterns of enrolment that, in turn, impact on the provision of academic programmes on the different UJ campuses and the required infrastructure to present such programmes. The decision was taken at the ELG breakaway to give priority to some of the Strategic Thrusts in 2012. These included:

- Thrust 2 (“*A comprehensive institution recognized for the stature and quality of its scientific and technology programmes and its scientific and technology-driven research, innovation and technology transfer*”), and
- Thrust 4 (“*An international profile of employees, students, scholarly output and institutional reputation*”).

In respect of Thrust 2, recognition is given to the “comprehensive nature” of the institution by the focus placed on the development of identified technology-rich programmes and the dedicated focus on the research that can yield commercially viable technology transfer. In 2012 the Vice-Chancellor was heavily engaged, with the Executive Director: Internationalization, in forging international linkages and networks.

The *UJ Strategic Thrusts 2011-2020* is now included as a background document for all executive structures and decision-making bodies. All policy documents reference the strategic thrusts.

b. UJ Values Charter

It was recognized by Council in 2011 that UJ needed a new vision, mission and values statement, to reflect the changed circumstances that obtained at UJ in 2006, and to allow for a Values Charter that was more “user friendly” and more of a “living document”. The *UJ Values Charter*, incorporating a new vision and mission statement and a set of UJ values, was approved by Council on 23 November 2012. A draft of the new *UJ Values Charter*, finalized by the ELG and the MEC, was disseminated widely within the institution for discussion and review. The draft was finally presented to Council for its approval on 23 November 2012. This Values Charter replaces the UJ Vision, Mission and Values Statement which had been approved in 2006.

At the ELG breakaway in February (2012), the Vice-Chancellor initiated a discussion on a review of the current governance structures at executive level, within the context of a deepening of a collegial culture within the institution. ELG discussion groups were constituted, with a remit to engage on issues of governance and collegiality. These groups met regularly and continue to do so.

c. UJ Student Charter

The prevalence of risky student behaviour at UJ highlighted the need for a concerted effort by the University to reinforce ethical standards of behaviour and to try to achieve commitment from the student body to “living the UJ values”. This resulted in the drawing up of a student charter. The MEC also approved a *UJ Student Charter*, for implementation in 2012.

In 2012, a revision to the registration documents signed by students was effected, so that the *Student Charter* is included in the agreement signed by students when they register for an academic programme at the beginning of the academic year.

Action plan 2: Student experiences on all campuses

The audit report (p. 24) indicated a “frustration among students from SWC, DFC and APB about the differences between the experiences of students at APK and their own”. It encouraged the University to “engage critically with various constituencies to understand how the quality of the student experience could be enhanced, especially on the Soweto campus”.

According to the <i>Improvement Plan</i> , the following steps were taken:
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- (a) **The UJ student profile and related analyses:** For the past two years, the profile has formed part of the brief of the UJ First-Year Experience (FYE) Committee, in conjunction with the work being conducted by the Academic Development and Support Division and the UIRDS. The profile aims to analyse (and compare, where appropriate) students from different cohorts, campuses and faculties, and will also include a holistic (institutional) perspective.
- (b) **Student Services Council:** This Council was established in 2010. It meets four times per year and comprises senior representatives of the faculties and of the service and support divisions, as well as elected student representatives (SRC, House Committees of residences, student organisations, etc.).
- (c) **Equivalent student learning experience on all campuses, especially the Soweto Campus (SWC).** The following envisaged actions have been, or will be taken:
- (i) A **Campus Master Plan** for all campuses, aimed at a quality environment, comparable facilities and future-orientated technological infrastructure (refer to Recommendation 12, and more specifically Action Plan 1 in 5.2.2), was initiated in 2008 and incorporates planning until 2014.
 - (ii) The radical reconstruction of the **SWC** (an investment of approximately R500 million, incorporating significant DHET support) was almost complete (as at February 2011).
 - (iii) For the UJ, a key strategy in growing **student enrolments** in SET fields is to extend the physical capacity of the University, and the Doornfontein Campus in particular. The enlarged campus will then serve to consolidate the Faculties of Engineering and Health Sciences from the beginning of 2013. The University has already secured funding from the DHET for the upgrading and extension of the Campus with regard to the under-supply of laboratories and computer workstations, and the condition of the existing laboratories. At the completion of the project, the Campus will be able to accommodate 9 117 FTE students within buildings, comprising 92 738 ASM of space for academic purposes.
 - (iv) With the modernisation and upgrading of the **Auckland Park Bunting Road (APB) campus**, in line with the other three campuses, the presence of the Faculty of Art, Design and Architecture (FADA) and the Faculty of Management's School of Tourism and Hospitality (STH), serves to attract many students (and external visitors) to this show-case campus. Old auditoriums and lecture venues have been refurbished to boast the most modern of audio-visual and other equipment.

- (v) The **Auckland Park Kingsway (APK) campus** is generally well equipped, and a new residence complex (across the road) houses students in the SAICA-supported Thuthuka Accounting programme, as well as postgraduate students.
- (vi) **ICT in large classes:** This matter is addressed in Action Plan 2 in 5.2.2. The UJ recently launched a large class project, with the aim of exploring and facilitating optimal teaching in large classes and lecture halls. The new teaching venues on SWC have all been equipped with up-to-date ICT equipment, and planning is now taking place for similar refurbishments on DFC.
- (d) **Undergraduate student experience survey:** The biennial undergraduate student experience survey, aimed at the collection of student perceptions and experiences on all campuses and in all faculties, targeting as many students as possible will, once again, be undertaken by the UIRDS in 2011.
- (e) **Postgraduate student experience survey:** The biennial postgraduate student experience survey was originally scheduled (in terms of the UJ's institutional research rhythm) for 2010, but will only be undertaken by the UIRDS during the second semester of 2011.

Progress up to December 2011

Student accommodation and residence life on all four campuses (SA&RL)

a. Alignment and harmonisation with regard to the major areas below have taken place with regard to residence students on all four campuses. :

(i) *Cultural integration, diversity and values*

- Workshop for all staff and residence student leaders on culture sensitization.
- Student-centredness teambuilding workshops.
- Introduction of a value-based system in all residences.
- Development and adoption of individual residence values as guided by the institutional values.
- All residences received a framed Bill of Rights which has been displayed in reception areas.

(ii) *First-year experience in residences*

- First-Year Experience Survey: Questionnaires were designed by experts in the field and a survey was conducted among all first-year students in residences.
- A monitoring committee was set up to monitor introduction and welcoming programmes of first-year students in all residences. These committees comprised house committees, SRC members, residence managers and house wardens as recommended by the Ministerial report.

(iii) *Centralisation of the placement system*

A Placement Committee comprising SRC members, house committees and staff members was established to monitor administration.

(iv) *Holistic experience*

- Established living and learning communities: Residence activities were organised around key academic matters and community engagement projects.
- The “Five Pillar Approach” was introduced: houses competed in sport, culture, leadership and social and community engagement, but all performance had to be underpinned by academic excellence. This was promoted by awarding a floating trophy to the residence with the best academic performance.

(a) Student ethics and judicial services (SE & JS)

SE & JS promotes equal quality service delivery on all campuses by means of:

(i) *Standardised administration of the disciplinary system*

Based on the Regulations for Student Discipline that were negotiated with all relevant stakeholders, including the UJSRC and approved by Council, standard administrative systems have been implemented on each campus. Such systems include, for example, databases, charge sheets, notification of disciplinary hearings, Student Disciplinary Committee chairpersons rotating between campuses and notifications of results of disciplinary hearings.

(ii) *Centralised decision making with regard to administrative procedures*

A system has been implemented according to which all critical decisions with the disciplinary process are made at a central point. Although senior advisors are involved, the purpose of this practice is to ensure that decisions are consistent and in accordance with broader strategic and policy principles. Such decisions would include whether or not to proceed with a disciplinary process, the reference of disciplinary cases, involvement of relevant stakeholders and important matters to be followed up.

(iii) *Training and induction of student leaders at central forums and additional sessions to campus groups on request*

All SRC members and house committee members are informed about the disciplinary processes and their role in them at their respective central induction sessions. This practice ensures that the same message is relayed to all student leaders. Should a specific student group require information or guidance on specific issues, this is arranged. In 2011 such sessions have for example been arranged after hours with residences at the Soweto campus.

(iv) *Establishment of a core group of ethics ambassadors on each campus*

The purpose of the Ethics Ambassador programme is to establish a core group of student volunteers on each campus who would conduct projects and motivate

fellow students to act ethically. The programme was launched on all four campuses and, besides having an enthusiastic group of ethics ambassadors on each campus, the ethics ambassadors interact and have joint projects, all of which promote integration, harmonisation and consistency.

(v) *Permanent staff presence on all campuses*

Permanent staff members are only based on the DFC and APK campuses, while a temporary assistant is available on SWC. Unfortunately, no office space is available on APB. Ideally at least one staff member should permanently be available on each campus, but unfortunately requests in this regard could not be accommodated due to budget constraints.

(b) *Student life and governance (SL&G)*

Initially, as a result of pre-merger practices, many student activities were conducted only on APK. This might have been one of the reasons for students on other campuses having a student experience that compared unfavourably to student life on APK. Over the past year the SL&G committee took the lead and engaged constructively with student leaders to expand the APK student experience to other campuses, standardise activities and, where possible, initiate new activities. A key factor in changing student life to a quality experience on each campus has been the grading, appointment and training of a qualified staff member (student development practitioner) on each campus. These staff members plan and coordinate student activities on all campuses and ensure quality of events. The following are achievements in this regard:

(i) *Activities previously only on APK and now conducted on each campus and coordinated centrally*

Rag: Rag Committees of the same size and receiving equal remuneration have been established on each campus. These have been centrally trained. From 2013 the Rag Procession that was always based on APK will move to Soweto.

UJ Observer: The student newspaper has editorial teams on all campuses, contributing to a single UJ newspaper. Special arrangements are being made to get an equal number of students participating on each campus and to obtain as much input as possible from each campus.

First-year concert: Just after the orientation period, under the umbrella of the UJSRC each campus SRC organises a concert for each residence on each campus. The two best productions of each campus compete in a UJ “champion of champions” competition. These productions have been adopted with enthusiasm on all campuses and besides creating a shared UJ experience, the first-year concert also contributes to the FYE of each participating first-year student.

(ii) *Improvement and standardisation of activities*

Some projects have from time to time been conducted on some campuses. The following have been organised on each campus annually:

- Sports day
- Know your society programme
- Societies' recruitment week

An awards function at the end of a SRC term is held at a central external venue, but is attended by students from all campuses (transport is usually organised).

The SRC election has always been arranged centrally, but the experiences of the past two years have resulted in strong central organisation and a well-marketed event.

Induction programmes for the SRC and student organisations have been aligned.

(iii) *New activities similar for all campuses*

- Financial literacy programme
- SRC review programme
- Women of Worth Workshop
- Emerging student leaders training workshops.

(iv) *UJFM*

The University radio station, UJFM, functions as an autonomous entity but is linked to Student Affairs. It has contributed to the harmonisation and alignment process in the following ways:

- JFM 95.4 has over the past three years **transformed** its broadcasting operations to align itself with the UJ transformation initiatives. It attempts to meet the needs and aspirations of its student community on all four campuses.
- **Programming** is modelled as 65% music and 35% talk and news; 24 hours a day. Shows are structured according to the themes of education, student lifestyle and entertainment.
- Regular **on-campus activations** on all four campuses are organised and include live stage entertainment by local DJs and artists. Outdoor broadcasting in partnership with other University departments such as IOHA and external participants like the Department of Health and Social Development are also conducted.
- UJFM 95.4 offers hands-on **training** to students wishing to pursue professional careers as media professionals. Students from all four campuses were offered opportunities to be trained as well be mentored as on-air presenters, news and sports presenters.

Progress up to December 2012

- The Charter for the Student Services Council is being reviewed to ensure that the subdivisions Student Accommodation and Residence Life, Student Ethics and Judicial Services and Student Life and Governance are full members of the Student Services Council.
- SE&JS undertook an organisational review process to ensure the effectiveness and efficiency of its operations in 2012. The key elements of this structure include a focus on case management (Judicial Services) and administration of information management to ensure an effective and efficient deliverable on errant student behaviour.
- The Executive Director: Student Affairs established the Residence Monitoring Forum to discuss issues of concern and to monitor quality of services on all campuses.
- The residence five-pillar model comprising sport, culture, community outreach, leadership and social activities have incorporated risky student behaviour as a sixth pillar to address challenges of HIV/AIDS among students.
- SA&RL conducts annual residence experience surveys among first year students to determine abuse of first year by senior students during the Residence Introduction programme.
- The Executive Director has also introduced a mentoring system for the effective and efficient functioning of the UJ and campus SRC's. Academic and support staff serve as mentors.
- The MEC approved the implementation and roll out of the Student Charter: Rights and Responsibilities and the Qualities of a UJ Graduate for 2013.

Action plan 3: Unit for Institutional Research and Decision Support

The following action steps were envisaged as part of this action plan:

- (a) Management Information (MI) as the overarching responsibility of the UIRDS: After in-depth benchmarking and an external environmental scanning project (from July 2009 until August 2010) incorporating valuable inputs from MI specialists of other HEIs, Management Intelligence (MI) activities were incorporated into UIRDS's institutional research activities.
- (b) A revised role for the newly established UIRDS, which will coordinate and support regular surveys, impact studies and the provision of (strategic and other) information relating to annual reporting and decision-making, is envisaged. The most effective response to this concern is the development and implementation of an institutional research and decision support framework that coordinates and guides benchmarking, surveys, impact studies and quality reviews; the timely

dissemination of findings and communication to stakeholders; and the accountability of the relevant managers for follow-up activities.

- (c) The UIRDS's perceived lack of capacity: The current capacity of the Unit is not geared to fulfil its key cross-institutional role, as planned in (b) above. A staff capacity-building plan, combined with a review of the job portfolios of all permanent and temporary staff in the Unit, is envisaged. It is intended that the Unit will reach full operational capacity by the end of 2012.

Progress up to December 2011

The following progress has been made in this regard:

Strategic and institutional planning in the institution is conducted by the Vice-Chancellor and the ELG. Until the end of 2011 planning initiatives were coordinated and implemented by the Division for Institutional Planning and Quality Promotion. At the end of 2011, the MEC approved the establishment of the *Division for Planning, Evaluation and Monitoring*. This division, which became operational in January 2012, will henceforth coordinate all planning activities in the institution, including, importantly, enrolment planning and the provision of management information.

Progress up to December 2012

The importance accorded to this area has led the senior management of the University to restructure key elements of the planning function of the institution into the new Division for Institutional Planning, Evaluation and Monitoring. The mandate of the division is to:

- Provide support for the strategic planning processes of the University including institutional research to guide such planning;
- Monitor the achievement of UJ's Strategic Thrusts 2011-2020;
- Ensure that important planning initiatives of faculties and divisions are coordinated around the UJ Strategic Thrusts 2011-2020;
- Provide support for the development of a fit-for-purpose organizational structure;
- Develop and maintain an efficient management information system based on the requirements of users of management information;
- Monitor the quality of data used for the management information system;
- Liaise with the Division for Information and Communications Systems to ensure the provision of accurate and appropriate data for a comprehensive management information system.

The primary motivation for this change was to establish greater coherence in the planning environment at the UJ. In the past there has been significant overlap of issues in institutional and academic planning but these were not coordinated. The current arrangement seeks to establish seamless approaches to the realization of strategic

objectives through alignment of a variety of planning initiatives under the umbrella of the division.

The decision to create the new division was taken in late 2011 and the division came into being at the start of 2012. This division now brings together institutional research to support strategic planning and decision-making, the former academic planning and policy division and the management of the HEDA system which is the primary platform for accessing HEMIS data used in key institutional reports. An Acting Director headed the division until a Senior Director was appointed from the beginning of August 2012. Two institutional researchers have been appointed to permanent positions, and two further positions (Head of the Academic Planning Unit and Academic Planner) have been advertised.

Data for the monitoring of progress towards realizing strategic thrust objectives has been produced as well as research reports specially commissioned by the senior management. The adoption of an integrated software programme, which can be tailored to UJ needs for the monitoring of contributions to strategic objectives at all levels, is being explored. This would provide a view against indicators and targets from departmental level up to faculty, division and institutional level.

Work has begun on the development of a set of differentiated faculty targets and the division has engaged with the HR division to assist with the alignment of HR data with the HEMIS system. Collaboration with the ICS division is on-going and areas of responsibility have been clarified.

Action plan 4: Cultural Integration Project

The following action steps were planned and/or were in place:

- (a) Phase 1 – Cultural Integration Survey (2008): The Cultural Integration Survey was conducted in 2008 to determine the nature and scope of the diversity challenges that confronted the University. Based on the survey results, attention was paid to the following five areas:
 - (i) Communication
 - (ii) Values
 - (iii) Leadership
 - (iv) The HR value chain
 - (v) Diversity sensitisation, management and appreciation.
- (b) Phase 2 – Change Management (2009): The Change Management Strategy aimed, via a series of interactive engagements, to enhance staff commitment to the UJ vision, mission, strategic goals, Leadership Charter and values. In September 2009, the implementation of the cultural integration process was

discussed with the full ELG (with reference to their respective domains). Thereafter, seven 2½ hour workshops were conducted with the 40 Peer Educators (Leaders) identified by the Line Managers, to assist them in taking the cultural integration process further.

- (c) Phase 3 – Cultural Integration Day and a follow-up Cultural Survey (2010): On 26 February 2010, a successful fun day, which celebrated the UJ’s cultural diversity and recognised cultural integration successes by means of “living the UJ values”, took place. The MEC requested the Resolve Group to conduct a follow-up Cultural Survey during March 2010, in order to compare the results with those of the 2008 survey. The “global cultural index” had increased from 52% to 57%. However, the theme of Fairness and Equity remained a problem area, and it will be the focus of future initiatives. In general, the differences in scores between different demographic groups were less marked than in 2008.
- (d) Phase 4 – Diversity week (second semester of 2010): The UJ celebrated its first Diversity Week from 20 to 23 September 2010. The DVC (HR and Institutional Planning) was assisted by four Campus Coordinators who developed a unique programme for each campus. They included cross-cutting themes such as HIV/Aids and disability. The aim of the project (i.e. to establish an enabling institutional environment that allows for maximum cultural integration of employees and students via living the UJ values) was achieved.
- (e) Phase 5 – A permanent Transformation Office (2011): Towards the end of 2010, the Cultural Integration Committee was replaced by a Transformation Office and a more permanent Transformation Steering Committee. The latter committee’s charter was approved by the MEC on 22 February 2011. Continuous institutional progress in attaining an ever-increasing level of cultural integration will be monitored. The Transformation Office’s impact on UJ staff and students will be monitored regularly, and a third Cultural Integration Survey will be conducted in 2012.

Progress up to December 2011

The following progress has been made with reference to cultural integration:
A survey to determine the extent of cultural integration in the institution was undertaken in 2008. The results of the survey prompted a series of cultural integration interventions among executive and senior management in 2010, as well as the identification of cultural integration facilitators to promote cultural integration in the different faculties and divisions. In 2010, an annual Staff Day was introduced to focus on cultural integration. A follow-up survey was conducted in 2010. The results showed a significant improvement over 2008.

A Transformation Unit was established at the beginning of 2011, as well as a representative Transformation Steering Committee, a sub-committee of the MEC. This committee, and the Transformation Office, guide and promote cultural integration in the institution. It was responsible, in 2011, for the drawing up of an institutional transformation plan, which was approved by Council in June 2011.

A cultural integration survey will be conducted in the second semester of 2012 to gauge the impact of the cultural integration interventions in the two years since the last survey was undertaken.

Progress up to December 2012

Since the implementation of the Unit in January 2011, the following progress has been made:

- a. A Transformation Steering Committee (a sub-committee of the Management Executive Committee (MEC)) was constituted. A Transformation Charter was developed and approved by the MEC on 22 February 2011.
- b. The Institutional Transformation Plan was developed and was approved by Council on 22 September 2011 and submitted to HESA.
- c. Transformation Facilitators were nominated from all Faculties and Divisions in the University to assist the Unit with facilitating the roll-out and implementation of the Transformation Plan in the Faculties and Divisions.
- d. An Employment Equity Forum was established and the Institutional Employment Equity Plan was developed. The Plan was approved by the HRCC on 16 August 2012.
- e. A Culture Survey was conducted in September 2012 to measure the Institutional Culture and the impact of the Transformation initiatives (this survey is done every 2 years) since 2008:
 - Focus group discussions took place on all four campuses.
 - The questionnaire was further refined.
 - The questionnaire was done on-line, but facilitated sessions were held on all four campuses to assist staff members with no access to computers.
 - The Unit coordinated the development of a new Values Charter (Vision, Mission and Values). The Charter was approved by Council on 23 November 2012.
- f. Unit is responsible for Leadership Development with the primary function to assist the UJ Leaders with the transformation process at UJ, namely:
 - g. During 2011, a 360° questionnaire was developed for ELG members.
 - h. The 360° assessment was done for all ELG members at the end of 2011.
 - i. Individual coaching for ELG team continued in 2012, focusing on further development.
 - j. Leadership Development Programmes for Executive Team Members, Senior Management and Emerging Leaders have been developed during 2012 and will be implemented in 2013.

- k. A 360° questionnaire was developed for Senior Management during 2012 and a pilot project was done that included the following divisions:
- Human Resources
 - Advancement
 - Registrar's Portfolio
 - Finance – Expenditure
 - UJ Sport.

During 2013, faculties and divisions will all take part in the assessment.

- (i) The Transformation Unit provided advice and assistance with team coaching and interventions where and when needed. Team Coaching and Interventions took place in various faculties and divisions during 2012, for example, UJ Sport, the Library, the Faculty of Law, Faculty of Health Sciences, Faculty of Education, Faculty of Economic and Financial Sciences, Faculty of Humanities, Finance Division, Human Resources and Student Enrolment Centre.
- (ii) The Unit conducted the following annual events to promote diversity and cultural integration:
- Diversity Week
The University of Johannesburg celebrated its third annual Diversity Week from 25 to 28 September 2012. The theme for the year was *Unity in Diversity – achieving cohesion at UJ through nurturing our unique multi-campus cultures.*
 - Staff Day in March – Jazz Festival
On 16 March 2012, the Staff Day was held on the Bunting Rd Campus. The event was attended by approximately 1 300 employees.
 - Colloquium
The theme for 2012 was *'UJ's Identity in Africa – What does it mean for the university to be anchored in Africa?'*
 - Monthly open conversations included:

	Project Name	Theme	Objectives	Dates
1	Developing a UJ Culture – Transforming the 'We' through integral leadership	Institutional Culture and Climate	Developing the UJ Values Charter (Preparing for Culture Survey to be conducted in September 2012).	17 February 2012
2	Workplace Relations – How is UJ doing?	Employee Relations	Awareness of employee rights in the workplace, including victimization, harassment and	18 May 2012

			bullying.	
3	How far do Human Rights go?	Human Rights	Supporting a democratic ethos and culture of human rights. Look at our constitution and human rights – the tension between civil, political, economic, social and cultural rights.	15 June 2012
4	Workshop: Prof Julian Sonn	Transformational Leadership	Promote transformation processes and focus on developing transformational leadership as an essential component of meaningful and significant cultural change.	7–8 June 2012
5	The Advancement of Female Academics in Higher Education	Women in Leadership	Promoting leadership for women.	3 August 2012
6	Workshop on Responsible Conversation: From Re-active to Re-directive. How to step out of the 'prison' of conflict generating systems – a key to personal freedom	Open Dialogue/ Conversations	The focus is on how to redirect conflict from destructive reaction to constructive engagement.	26–28 March 2012 13–17 August 2012

(iii) Diversity and change management workshops were also conducted for Line Managers.

Action plan 5: Campus Directors

The following action steps were envisaged in the *UJ Improvement Plan*:

The post and role descriptions of Campus Directors have been revised (the Campus Directors and HR jointly steered the process). The proposed new descriptions clearly highlight the envisaged 'new' responsibilities and authority of Campus Directors, and are expected to contribute to their increased impact on the institution, and specifically to an environment conducive to learning on all campuses.

It was decided by the whole Operations Management team present that the job profile of the Campus Directors will be revised. The revision has been completed and a Peromnes job evaluation was done for all 3 Campus Director positions. The outcome of the revision is still in process.

The MEC approved that, from an operational point of view, the APK and APB campuses will be managed as one campus, namely Auckland Park, with precincts east and west, under the leadership of Adv. André Coetzer (until the end of September 2011).

Progress up to December 2011

The following progress has been made:

The revision has been completed and a Peromnes job evaluation was done for all three Campus Director positions. The outcome of the revision indicated that all Campus Directors are measured on Peromnes 5.

The MEC approved that, from an operational point of view, the APK and APB campuses will be managed as one campus, namely Auckland Park, with precincts east and west, under the leadership of Adv. André Coetzer (until the end of September 2011). Since then Adv. Coetzer had been reappointed for a second five-year term from 1 October 2011 to 30 September 2016.

Progress up to December 2012

In line with Vision 2020, approval was given by the MEC to revise the Master Plan in order to incorporate changes that took place since 2008, as well as to make provision for changes/expansion till 2020.

The updated Master Plan was aimed at being completed by end June 2012. This will then guide any new capital projects in support of vision 2012.

From an operational point of view, the APK and APB Campuses are managed as one campus, namely Auckland Park. Under the leadership of Adv. Andre Coetzer - the teams of the two campuses have been merged into one team serving the East and West Campuses.

2.2 RECOMMENDATION 4

Action Plan: Institutional Forum

The relevant action plan in the *UJ Improvement Plan* included:

- (i) The UJ Statute was promulgated on 27 August 2010. The proposed changes to the Institutional Forum (IF) served at the October 2010 meeting of the IF and at the 19 November 2010 meeting of the UJ Council. The appointment of the new chairperson was also formalised at the Council meeting.

- (ii) During 2011 the newly composed IF will develop a strategy and actions to align its functions with legislative requirements.
- (iii) The Annual Performance Review of all the UJ's committees will reveal further improvement needed concerning the IF and its functioning. The following will become standing items on all IF agendas:
Transformation and diversity management; employment equity reports; language policy implementation; Policy on People with Disabilities; implementation and review of HR policies on recruitment, retention and promotion.

Progress up to December 2011

The following has been achieved:

Council decided to appoint a member of Council (external or internal member of Council) to be the Chairperson of the Institutional Forum (IF). This strategy was implemented in January 2011 and ensures that all the important transformation items serve as standing matters on the IF agenda.

The annual performance review of the IF reflects significant improvement, i.e. from an overall score of 5.4 in 2009 to 8.7 in 2011. Governance and Administration each scored a 10 in the annual performance review.

Progress up to December 2012

The IF was fully functional in 2012. To ensure compliance with its mandate, standing items have been placed on the agenda to make provision for quarterly reporting by the relevant divisions in accordance with the mandate of the IF as reflected in the UJ Statute of 2012. The annual performance review reflects an average performance rating of 80%. No governance challenges were identified. (The Language Policy will be revised in 2013.)

2.3 RECOMMENDATION 6

Action plan: Institutional surveys

The following action plans and steps were envisaged and/or were in place:

- (i) In mid-2010, the university established a Unit for Institutional Research and Decision Support (UIRDS).
- (ii) Annual/biennial reports on institutional effectiveness surveys are submitted by the UIRDS to the MEC, MECA, MECO, Executive Leadership Group (ELG) and the relevant Senate Committees.
- (iii) A working document, proposing steps and procedures to ensure implementation of remedial actions resulting from institutional effectiveness surveys, is being drafted by the UIRDS. This will be submitted for approval by the end of 2011, for implementation in 2012.

- (iv) The undergraduate and postgraduate student experience surveys are conducted biennially by the UIRDS. Both these reports will be available towards the end of 2011.

Progress up to December 2011

The following progress has been made:

Institutional surveys are a feature of the institutional landscape at UJ. A range of institutional surveys are conducted annually to determine the institutional climate, to gauge progress in respect of particular initiatives and generally to determine the state of the institution. Surveys are also an important guide to Council to determine the extent to which the institution has achieved the strategic goals set for it by Council in a particular year and measured in accordance with the Institutional Scorecard. The surveys were, until the end of 2011, coordinated by DIPQP and, from 2012, by the Division for Planning, Evaluation and Monitoring. The institution is mindful of “survey fatigue” among its staff, and therefore coordination and monitoring are important.

The following institutional surveys were conducted in 2011:

- Undergraduate and postgraduate student satisfaction
- Scope and impact of community engagement activities
- Efficiency and effectiveness of the human resources
- Operations and finance divisions; graduate employability
- Multilingualism in teaching and learning
- A 360-degree Leadership Assessment Perception Survey was also conducted for the ELG in September 2011.

Progress up to December 2012

- (i) The biennial Undergraduate Student Experience Survey, as well as the biennial Postgraduate Student Experience Survey will be conducted in 2013 (the previous surveys were conducted in 2011).
- (ii) The biennial UJ Culture Survey was conducted in 2012.
- (iii) A survey on authorship/co-authorship of research articles/papers resulting from Masters’ or Doctoral studies was conducted in 2012.
- (iv) The main findings from the 2011 and the 2012 surveys were disseminated to stakeholders during 2012.
- (v) Planning for the upcoming surveys in 2013 has been done, which includes improvements in the existing survey instruments, planning of the survey timelines, an improved and quicker way to capture survey responses electronically, and some minor logistical improvements in conducting surveys.
- (vi) The planning and conducting of surveys remains as was originally decided, and no changes have been implemented in 2012.

3. HUMAN RESOURCES

3.1 RECOMMENDATION 2

Action plan 1: Functioning of the HR Division

The following actions were planned or were already implemented:

- (i) A UJ Staff (Stakeholder) Experience **Survey** of the HR Division was undertaken during the second semester of 2010, under the supervision of the DVC (HR and Institutional Planning) and steered by an external HR specialist. The findings of the survey have already been analysed and scrutinised. An HR Effectiveness Plan, geared at greater HR effectiveness and efficiency, will be implemented from February 2011. This process implies one-on-one liaison between the HR Division and all internal stakeholders (faculties, divisions, units and centres), institutional buy-in and regular monitoring of the HR Effectiveness Plan.
- (ii) **Recruitment and selection processes** have been scrutinised with a view to achieving optimal transparency and efficiency. Short-listing and interview processes involve participation of the recognised Unions as well as SRC representatives if related to student affairs. Further refinements to these processes are ongoing.
- (iii) All HR business processes and procedures (including recruitment) were available on the **UJ Intranet** by June 2011.
- (iv) The Unit for Quality Promotion facilitates the cyclical process of Service and Support Units' self-evaluations and peer reviews. The HR Division is due for a **self-evaluation and peer review** in 2013, after the measures in their Effectiveness Plan have been implemented for at least a full year. The self-evaluation and peer review will automatically result in a Quality Improvement Plan for the Division, to be steered by the HR Leadership Team and monitored by the Senate Quality Committee.

Progress up to December 2011

The following progress has been made:

- (a) In 2011 HR road shows were conducted University-wide to agree on HR Operational Plans with Faculties/Divisions. Progress monitoring of these plans is on-going. Framework for HR Shared Services to ensure seamless service delivery has been agreed and processes have been mapped in line with the HR Master file.
- (b) Resourcing Policy and processes were approved and the new processes are being implemented. A Predictive Index Tool/assessment has been introduced to enhance the resourcing process. The role of the unions, i.e. observer status, in the resourcing process has been clarified.

- (c) The following policies and related processes are available on the UJ Intranet: Resourcing Policy, Job Evaluation Policy, Performance Management and Development Policy, Policy on Retirement and Disciplinary Process.
- (d) A self-evaluation and peer review is due in 2013; in October 2011 a snap-survey on HR efficiency and effectiveness showed significant improvement over 2010.

Progress up to December 2012

Implementation has taken place following HR roadshows to faculties and divisions responding to the 2011 HR survey. Progress monitoring of the action plans is on-going, namely:

- The HR structure has been fully populated. The following key appointments have been made: Director ER, Director OD, Senior Manager Shared Services, ER Specialist, Reward & Benefit Coordinator, Remuneration Officers (x2).
- Following the appointment of a Senior Manager Shared Services, the implementation of a shared services approach is underway.
- In 2011, HR road shows were conducted University-wide to agree on HR operational plans with faculties/divisions. Progress monitoring of these plans is on-going. Framework for HR Shared Services to ensure seamless service delivery has been agreed and processes have been mapped in line with the HR master file.
- The integration of HR into line functions through the HR Business Partnering Model is on-going. As an example of ensuring effective integration, the HR Business Partners are now responsible for the UJ position management and budgeting process in order to ensure effective management of the process.
- Review of employment categories in line with HEMIS codes is under way. This will ensure correct categorization of staff and further enhance our reporting processes. In partnership with the Unit for Institutional Planning, Evaluation and Monitoring (IPEM), HR has embarked on a process to detail sub-processes and necessary input documentation and screens for Oracle architecture as well as a project to align systems and staff categories used for the Higher Education Management Information System (HEMIS) reporting on staff to the Department of Higher Education and Training (DHET).
- The Resourcing Policy and processes were approved and the new processes are being implemented. A Predictive Index Tool/Assessment has been introduced to enhance the resourcing process. The role of the unions, i.e. observer status, in the resourcing process has been clarified.
- Implementation of the Resourcing Policy is on track. The policy has been reviewed to further enhance the implementation process mainly around the selection panel criteria, and applicants' verification processes.

- Inroads have been recorded on the implementation of the Predictive Index. The tool has been well received in the support environments and it has also been introduced in the academic environment on the basis of choice should the particular environment wish to use it to enhance the recruitment process.
- The following policies and related processes are available on the UJ Intranet: Resourcing Policy, Job Evaluation Policy, Performance Management and Development Policy, Policy on Retirement and Disciplinary Process.
- Overtime and standby policies have been introduced for implementation.
- The sabbatical, retirement policies and academic promotion criteria have been revised to streamline and further enhance the processes.
- A self-evaluation and peer review is due in 2013.
- Preparatory planning for the review in 2013 is underway. The HR Division is in the process of convening an internal committee for the review.
- An HR survey scheduled for the latter part of 2012 has been postponed to 2013 to give time to the full population of the HR senior management structure and development of the Shared Services unit.
- The implementation of the *Job Evaluation Policy* has strategic importance, as it seeks to embed principles that will assist in stability in an area of contestation, namely job grading and review of job profiles in environments where there have been structural changes or rearrangements. As per the policy requirements, the Job Evaluation Committee has been set up, and it includes representation from the academic, the support and services environments as well as from the unions. The Committee has had five meetings and has presented a report with recommendations to the MEC on the 51 jobs evaluated to date from 11 support environments.
- Implementation of the *Performance Development and Management Policy*: The Performance Cycle for 2012 is drawing to a close at this stage of appraisals and consistency meetings on assessment ratings. Close monitoring of the process and continuous consultations, training and update communication to all staff through circulars have taken place for each stage of the cycle from performance contracting in March, to mid-term reviews in July and preparations for appraisals during September and final assessments by November. As per the policy, there has been feedback on the 2011 cycle at ELG, MECA, MECO and to unions.

- Through the *Retirement Policy*, the UJ retirement age has changed from 60 to 65 since 1 January 2012. The Retirement Preparatory Programme has continued to address the needs of the relevant staff 18 months before their retirement and pre-retirement training sessions have been held.

Action plan 2: Attraction, appointment, promotion and retention

The following actions were planned and/or implemented:

- (i) **Annual employment equity targets** are set by Council, taking account of the demographic profiles of HE institutions nationally. Executive deans and executive directors are performance managed with respect to compliance with targets set for their respective environments. This is an on-going process: in line with current practice, mid-year and annual reports that monitor and report on progress will be submitted to the MEC and the Executive Committee of Senate, and an annual report will be submitted to the HR Committee of Council.
- (ii) An MEC sub-committee approves all **non-designated (i.e. white) appointments**. In line with current practice, mid-year and annual reports on appointments made will be submitted to the MEC and the Executive Committee of Senate.
- (iii) The Cultural Integration Project has been running since 2009. In August 2010, the MEC approved the establishment of a transformation office, which became operational in February 2011. The Transformation Steering Committee (a sub-committee of the MEC) was established to advise the Transformation Office, which coordinates and supports all transformation-related activities in the institution, including the on-going Cultural Integration Project, and acts as institutional liaison for sectorial transformation initiatives.
- (iv) A First-Year Employee Experience (FYEE) programme has been operational since 2010, to ensure that **new staff members integrate seamlessly** into the institution. The FYEE also pays special attention to the induction and full integration of Black academic staff into the institution.
- (v) Strategic Thrust 6 of the eight *Strategic Thrusts for the Next Decade* (approved by Council in 2010), is “Leadership that matters, in the institution and in civil society”. One of the key indicators for Strategic Thrust 6 is to **increase, by 2020, the number of senior academic staff** (i.e. professors, associate professors and principal lecturers) from the current 13% of permanent and fixed-term contract staff to 18%. The MEC also requested HR to analyse the range, quantity and quality of temporary academic appointments comprehensively. HR will also, within the new Business Partner Model for the institution, monitor seniority levels of academic staff, staff development and staff turnover continuously.

- (vi) The HR Division is revising appointment targets for **people with disabilities**, to ensure greater representation for this group.
- (vii) The **Staff Qualifications Project** was established under the guidance of the DVC: Academic, intended to ensure that all permanent lecturing staff have at least a Master's qualification, and 50% have a doctorate (from a current base of 35%) by 2020.
- (viii) The UJ continues to seek to attract and retain **highly rated researchers**. Its success can be measured by the increase in the number of A and B-rated researchers to 90, by December 2010.
- (ix) The UJ awards three annual prestigious **VC Awards** for research, namely Outstanding Researcher of the Year, the Emerging Researcher Award and the Innovation Award. In the teaching and learning domain, three annual *Distinguished Teacher Awards* are awarded. The establishment of an award for most promising teacher is being considered. A third award is awarded to support staff for *Exceptional Service beyond the Call of Duty*.
- (x) In 2010, Senate also approved the introduction of a **research incentive scheme**, in terms of which researchers are able to earn a differentiated percentage of the subsidy income they generate for the University by means of accredited research articles, as private, taxable income.
- (xi) A new **remuneration strategy** for staff was introduced by the VC in late 2010. The remuneration of associate professors and professors, who were remunerated below the market median, was adjusted to market and beyond. It is the intention of the institution to implement this approach across the board for all staff in the next couple of years. Aligned to this is a cost-to-company approach to remuneration. The principle of performance-based remuneration has also been adopted as a long-term remuneration strategy for UJ.
- (xii) In August 2010, Senate approved an amendment to the **Minimum Appointment and Promotion Criteria** for academic employees, to create a career path for teaching-focused staff. A new appointment category of "Principal Lecturer" (at the equivalent level of Associate Professor) was approved. This will allow academics who pursue a teaching-focused (rather than a research-orientated) academic career to gain promotion to the equivalent level of Associate Professor.

Progress up to December 2011

The following additional progress has been made:

- (i) The 2011 Annual Equity Report to Council showed improvement in the growth in the number of black employees in 2011. Of all new appointments, 77.83% were black, while 8.02% were foreign nationals. Only 14.15% of appointments were

white. A total of 23 employees have declared a disability. While the overall equity profile of the university is looking positive at 54.81%, the total resignations for black staff increased to 57.72%, with the majority of black resignations coming from the support/services environment. Reasons given in exit interviews offer an overview of why black staff members are leaving the UJ. The HR Division is paying particular attention to the retention of black employees and is seeking to provide advice on improving these.

HR is also working with an external consultant to champion the process of setting a UJ EE Plan as per DoL requirements.

For 2011, 14.15% of the total appointments for the year were non-designated. A total of 77.83% designated appointments were made, with 8.02% foreign national appointments.

- (ii) HR Division saw a continuation of the transformation interventions in 2011. The Code of Conduct was signed by all HR staff and is being disseminated throughout the HR Division.

The monthly HR Forum also had a series of transformation-related topics for discussion.

- (iii) Induction programme presentations, workshops, as well as open conversations forums highlight gender and race issues.

FYE Experiences are incorporated through the HR Induction Programme, i.e. presentations on performance management principles and processes, management of the probationary period, overview of the conditions of service, staff benefits and leave management, etc.

- (iv) Out of 26 promotions in 2011, 15% were at professor level, 31% at associate professor level, 42% at senior lecturer level and 12% at lecturer level.

Human Resources Business Partners (HRBPs) are monitoring the processes. The Alpha Lists/Monthly Reports have been updated to include updates on employees due to retire within six months, give training updates on performance management and monitor staff turnover through the exit interview process.

- (v) Covered as per the EE Plan requirements, Council has set a 1% target for 2013. This target will be incorporated into the EE Plan to be approved by Council in June 2012.
- (vi) See Section 5.3 for the action plan on academic staff development.

- (vii) Four new research chairs were awarded to the institution by the National Research Foundation (NRF) during the latest round of awards in the South African Research Chairs Initiative (SARCI) Programme, bringing to seven the number of Research Chairs at the UJ. In December 2011, the UJ had 94 rated researchers of which 27 were A, B or P rated.
- (viii) The Policy on Retirement incorporates a clause that ensures that, on the basis of motivation, highly rated researchers are retained beyond the UJ retirement age of 65.
- (ix) An all-encompassing UJ Remuneration Strategy is underway for 2012.
- (x) The Research Incentive Scheme has been introduced.
- (xi) The first applications for the new career path will be considered by Senex in 2012. An all-encompassing UJ Remuneration Strategy is underway for 2012.

Progress up to December 2012

ELG Reviews are conducted in accordance with the Reappointment and Performance Review Process for incumbent members of the Executive Leadership Group. Six ELG reviews were conducted in 2012 for the following positions: DVC Advancement, Research & Innovation and Library Centre, Executive Director Advancement, Executive Director Student Affairs, Executive Director Expenditure, Executive Director Governance, Executive Director UJ Sport.

Executive appointments have also been made for the following positions: Executive Dean of the Faculty of Art, Design and Architecture, Registrar, DVC Internationalization, Advancement and Student Affairs. Processes are on track to fill the position of the Executive Dean of Science, Executive Director for Human Resources and Executive Director for Academic Development support.

The following activities were undertaken:

- (i) The UJ Employment Equity (EE) Plan for 2012-2013 has been developed. In 2012, for the first time, an all-inclusive compliant UJ EE Report was submitted to the Department of Labour.
- (ii) In terms of the Employment Equity Progress Report to Council, by September 2012, the 33% target had already been reached for appointments of Black academic staff in permanent and contract positions. A target of 1% was set by Council for employment of people with disabilities and more efforts have been made to engage in targeted recruitment of people with disabilities.
- (iii) EE plans and targets for faculties and divisions have been set. An EE policy has been developed and monitoring of compliance is on track.
- (iv) An MEC sub-committee approves all non-designated (i.e. white) appointments. In line with current practice. Out of the **58** appointments made for the period July -

September 2012, **13** were non-designated appointments (5 White males, 8 white females). A total of 6 foreign national appointments were also made for this period and **1** was a non-designated appointment (white female). When comparing the non-designated appointment made in the first semester of 2012 to the appointments made for the period July to September 2012, a decrease of **3%** in the appointment of white males is noted, while white females and non-designated foreign nationals have increased by **2%** and **1%** respectively.

- (v) UJ Culture Survey was conducted in 2012 and it showed a significant improvement in cultural dynamics, with a resultant culture index of 69% compared to the 57% and 52% of the years 2010 and 2008 respectively.

A successful Diversity Week took place in September 2012. A series of 'conversations' were also arranged throughout the year by the Unit for Transformation.

The UJ mission, vision and values were revised and input sought from key stakeholders through consultation forums and focus groups, resulting in:

- (i) The establishment of a Staff Qualifications Project under the guidance of the DVC Academic, intended to ensure that all permanent lecturing staff have at least a master's qualification, and 50% have a doctorate (from a current base of 35%) by 2020. The staff qualifications project is on-going. There were a handful of employees who had to undergo disciplinary processes for not meeting the requirements of their studies.
- (ii) Researchers and research chairs being sought. The UJ continues to seek to attract and retain highly rated researchers. The number of Research Chairs has increased and the UJ has recently appointed its own Research Chair.
- (iii) Implementation of the Remuneration Policy is underway – to be implemented in March 2013. This cost-neutral approach has the following benefits: it addresses inconsistencies and provides flexibility, simplifies pay-slips and provides staff with an opportunity to structure their packages to a maximum of 80%.
- (iv) The academic promotion criteria have been revised to streamline and enhance the process and will be implemented in 2013. Out of 23 promotions in 2012, 8.7% (2) were at professor level, 43.5% (10) at associate professor level, 39.1% (9) at senior level and 8.7% (2) at lecturer level.
- (v) A call for reviewing current list of and/or proposing additional Excellence Professors to the category of Professors who receive subvention incentives in recognition of their productivity and rating status has been issued. Should any of the 7 out of 8 professors due for review have fall away or backwards in terms of the NRF rating or equivalent, they would be removed from the UJ Excellence Professors category.
- (vi) The Job Evaluation Policy was introduced to provide for a clear policy and systematic process to evaluate jobs within the UJ. The policy called for the formation of the Job Evaluation Committee to oversee the grading and evaluation of positions. Since May 2012 to date a total of **59** positions have been evaluated.

Challenges have been identified regarding the job evaluation process and recommendations and findings were presented to MEC for ratification.

- (vii) The Salary Adjustment Policy was also introduced in 2012. This policy aims to outline the criteria against which salary adjustments of staff members can take place, as well as the process to be followed when application for salary adjustments is made, and the structure within which decisions on salary adjustments are made. A total of 56 applications were received from faculties and divisions and 36 applications were approved.
- (viii) Three induction programme presentations and workshops were conducted in 2012 and the management of probation and guidelines on study leave were raised as areas of concern.
- (ix) Monthly HR Forums also had a series of transformation-related topics for discussion. Guest speakers were also invited to address HR staff on employee engagement issues, pension and benefit updates, the Protection of Personal Information (POPI) Bill and on motivational, mind, body and soul matters. This also saw the HR Division engaging at a one-day team building exercise which focused on building team spirit and relationships.

Action plan 3: ADS staff matters

The following action was planned:

The UJ Conditions of Service are being reviewed in order to appropriately capture an employment category of staff within the Academic Development and Support Division, whose conditions of service encompass both **“academic”** and **“academic support” functions**. This work was completed in 2011.

Progress up to December 2011

In October 2011, Senate approved a document making the case for *The Granting of Academic Conditions of Service for selected staff in the Division for Academic Development Support*.

As per Senate approval, a committee comprising the DVC: Academic, the DVC: HR, the ED: ADS, ED: HR, two Executive Deans and union representatives, met in February 2011 to set out the process for considering granting of academic conditions of service to current staff in ADS.

Progress up to December 2012

The committee comprising the DVC: Academic, the DVC: HR, the ED: ADS, ED: HR, two Executive Deans and union representatives, met twice during 2012 to consider further the matter of appropriate conditions of service to current staff in ADS. Their discussions have resulted in the decision to introduce the use of the differentiated HEMIS categories, and particularly of the two categories ‘Instruction/ Research Professional’ and ‘Specialist/Support Professional’, which will allow the roles of ADS

staff to be more precisely captured. An initial allocation of these categories to the various ADS staff will shortly be considered by the above committee.

4. TEACHING, LEARNING AND PROGRAMMES

4.1 RECOMMENDATION 7

Action plan 1: Large classes and under-prepared students

The following actions were planned and/or implemented:

- (i) The UJ recently launched the Large Class Project (reporting to the STLC), with the purpose of exploring and facilitating optimal teaching in large lecture halls. New teaching venues on the Soweto Campus have all been equipped with up-to-date ICT equipment, and planning is now taking place for similar refurbishments on the Doornfontein Campus. These matters were reported to the Senate Teaching and Learning Committee of October 2010. In future, annual reports will be submitted to the STLC.
- (ii) The University agrees that many students enrolling for higher education need considerable attention and support and put in place a comprehensive programme to address their needs. Given that students' first year requires a transition from school to university; much attention has been focused on this initial year, by means of the First-Year Experience (FYE) programme, which was rolled out for the first time during 2010, and offers comprehensive support.
- (iii) During 2011, consideration is being given to ways of extending the FYE programmes to a comparable programme, also focusing on the quality of experience and success of students in senior undergraduate years. In future, annual reports will be submitted to the STLC.
- (iv) The **gender of registered** students is monitored, together with other variables. It is noted, for instance, that in addition to low female registration in some sections of the Faculty of Engineering and the Built Environment, registration in the Faculty of Health Sciences shows low male registration, whereas the Faculty of Science appears to be managing gender equity fairly successfully.
- (v) Faculty-specific **workload models for academic staff** are being implemented in faculties to address the various responsibilities of academic staff (e.g. teaching, research, module coordination, contribution to faculty matters, the Executive Deans' responsibilities and also the HoDs who are responsible for the allocation of responsibilities). These models also take into account the needs of new academic staff who seek to develop a research portfolio.

Progress up to December 2011

A 2011 survey undertaken by the Large Classes Project of both staff and student experience of large-class teaching has identified a number of focus areas for 2012. These include: ensuring that all venues are adequately equipped with supportive technology (microphones, screens etc.); promoting the use of social media, in order to develop a community identity among students and their lecturers; complementing large classes with a focus on active learning in tutorials; including a specific focus on large class teaching in staff development programmes; promoting alternative assessment methods, to ensure that assessment does not merely focus on recall of content; and making available mentorship to inexperienced staff who may be required to teach large classes. Large-class teaching should also become a focus on the annual UJ Teaching Excellence Conference. A particular challenge remains the provision of adequate writing support to large numbers of students.

As regards support for under-prepared students, the First-Year Experience programme has continued to make good progress. During 2011, best practice presentations were held regularly; a new approach to extended orientation (the continued orienting of students throughout the full first semester) was initiated and made available to all faculties, and has been well received; senior students were involved in FYE to a greater extent (especially in 'taking the step up' presentations); the academic excellence in the residences programme was initiated; and additional faculties held lecturer recognition functions, promoting the importance of and commitment to good teaching. Research into the profile of entering students continued, and student profiles were made available to teaching staff at an early stage of the year. The FYE programme has reported regularly to the Senate Teaching and Learning Committee.

During 2012 the main focus will be on sustainability of FYE, and – in addition to existing components – will include maintaining and utilising sustainable faculty structures in support of FYE; attention to the sustainability of staff involvement in FYE, in terms of workload and career paths and profiling successful initiatives as models for other faculties. A detailed evaluation of the UJ FYE was scheduled for 2012, which was used to position work during the following years.

Progress up to December 2012

The following additional/new actions were undertaken:

(i) Large class teaching

Continued attention was paid to large class teaching as an underlying theme in the context of on-going staff development. More specifically, a seminar on 'service modules' (which are almost always large classes) was held in June 2012 and the discussion generated ideas for research into teaching practices.

This strand of work culminated in a full morning Seminar on Large Class Teaching on 1 November 2012, which was attended by at least 50 colleagues. An invited speaker, Mr Jacques Mahler (Nelson Mandela School of Law, East London Campus) initiated the seminar with a presentation: *“Engaging first year law students to improve performance: reflection on the use of audio-visual pivots”*. This was followed by presentations on the successes and challenges experienced in teaching large classes, first by inexperienced staff members, and then by experienced staff, which demonstrated the wide variety of strategies already being used.

A concluding summary mapped out strategies for ensuring good student learning in large classes, focusing on team teaching, active engagement by students, support for learning communities and reflection and research on own teaching. Many of the enumerated strategies are simply good teaching strategies which are important in any size class, but which would certainly add especial value in a large class.

As a result of the excellent feedback from the seminar, plans are now in place for a series of four follow-up seminars during 2013, which will focus on the themes of use of technology; language challenges in first year; and assessment practices. At the request of attendees, these workshops will retain the collaborative, faculty-based approach.

(ii) First Year Experience

The FYE programme also made good progress during 2012, with committed support from all faculties. Orientation is increasingly a semester-long process, rather than simply a one-week event at the start of the semester; for 2013 this has been conceptualised as ‘First Year Seminar’, with the goal of ensuring increased student participation.

National Benchmark Testing is being used as a diagnostic tool, in conjunction with student profiling research, with entrant profile reports circulated to all faculties. The tutorial programme saw compliance with the *UJ Policy on Tutors and Tutorials* further improved.

The SAFENET Early Identification of Risk Project placed considerable stress on the identification of ‘at risk’ students by the Easter break, and ensured that appropriate interventions were in place. The Residence Academic Excellence project was piloted and an improvement plan for 2013 developed. That these various initiatives are together having an impact was made clear by a substantial improvement in first year performance in the June examinations: 73.9% in June 2011; 77.6% in June 2012. Similarly, the overall graduate success rates improved from 77.2% (June 2011) to 79.8 % (June 2012).

During 2012, the initial three years of the FYE programme were evaluated, by means of a multifaceted process including testing of student opinion (questionnaires and focus groups); input from a national and an international expert; assessment of staff opinion and consideration of student performance. The outcome was in all cases strongly

positive, with some limited suggestions for improvements which will be addressed during the coming year. In particular, it was recommended (by the two consulted experts) that the UJ focus on developing criteria, additional to simple student performance figures, to evaluate initiatives around teaching and learning. It was also recommended that the FYE become a regular item on faculty committees (where this is not already the case), to ensure proper consideration and implementation of FYE Committee recommendations by all faculties. The evaluation report has already been approved by the Senate Teaching and Learning Committee, and is to be presented to Senate at its first meeting in 2013.

FYE plans for 2013 include: cautious expansion of FYE principles to undergraduate education, primarily through Faculties, so as not to lose focus on first year students; promotion of research into own teaching practice (SOTL); consideration of the guidance and motivation that strong students need; focus on English language development; focus on achieving buy-in from *all* heads of department; development of the Charter on Lecturers' Rights and Responsibilities (to accompany the Student Affairs Charter on Student Rights and Responsibilities).

Particular attention is being paid to the Residence Academic Excellence programme, and to planning for an enhanced programme and rollout (by means of residence academic advisers - RAAs) for 2013. Training of the RAAs will be undertaken by the Division of Academic Development and Support, and supervision and reporting will be through the residence wardens/managers. The intention is also to roll out the programme in the largest of the approved off-campus accommodation providers, to extend the impact beyond the relatively limited numbers of first year students in on-campus accommodation.

Planning has also been undertaken for an enhanced tutorial programme, specifically to further improve the learning experience of first year students, to which the UJ Management Executive Funding is committing a dedicated fund of R50m over the coming three years. An additional 100 Senior Tutors (masters and doctoral students) and 200 tutors (final year undergraduate and Honours students) are to be appointed and fully trained, to ensure that every first year student will have one or more tutorial experiences to complement the large classes which are unavoidable in popular subjects. Implementation will be initiated during 2013, with full rollout anticipated from 2014 onwards. The impact of this programme will be closely monitored.

During 2012 FYE, in partnership with Student Affairs, paid particular attention to a food support programme for hungry students, by establishing a partnership with the NGO Stop Hunger Now, which made available packages of dried food (lentils, beans, rice, dried vegetables); a reliable distribution process was set up. This was in addition to the provision of a daily cooked meal to a limited number of students, an initiative of the SRC (with Student Affairs.) A relationship has now been established with Gift of the Givers, which will allow the cooked meal programme to be substantially expanded during 2012.

To enhance the impact of the First Year Experience programme, the amount of R12,5 m per year has been committed for three years. A substantially enhanced tutorial programme, specifically for first year students, was to be rolled out from the start of 2013.

The strategic tutorial programme proposal was initiated and approved by the Management Executive Committee, following discussion with Deans and Faculties. The rationale is to further support under-prepared students, specifically in the context of large class teaching. All first year students should have the experience of at least one tutorial grouping, if not several.

A strategy on English language *development* has been developed, which will require the inclusion of English language development in all first year curricula. Preparations for roll-out will take place during 2013, and the strategy will be rolled out from the start of 2014. The Strategy on English Language Development was approved by Senate at the November 2012 meeting. The rationale is to ensure that all undergraduate students are in a position to use English effectively as a language for teaching and learning

Action plan 2a: Teaching strategy

- (i) The following actions were envisaged to address the concerns regarding teaching and academic drift: Towards the end of 2008, the **Teaching and Learning Strategy** was approved by Senate. The accompanying learning-to-be philosophy concept document had not been widely disseminated by the time of the audit (August 2009), with the result that very few staff members were familiar with it. Since that time, a three-phase process of dissemination via the faculties (as described below) was devised and is now well under way.
- (ii) The University is constantly guarding against **academic drift** away from vocational programmes, while including and carefully considering such programmes in enrolment planning, and monitoring registrations continuously.

It should be noted, however, that several structural impetuses (mentioned below) are currently impacting on the **vocational programmes** offered by the UJ. Firstly, the present funding formula does not support the offering of low-level qualifications. Secondly, there is pressure from the market – for instance, on the Faculty of Art Design and Architecture, where private providers are offering degrees; and from professional councils – for instance, from the HPCSA on the Faculty of Health Sciences. Given that this professional council is requiring the latter faculty to convert its present diplomas into degrees, it is planned that this will be compensated for to some extent by introducing two-year diplomas for mid-level health workers.

Progress up to December 2011

During 2011 considerable progress was made in the roll-out of the UJ 'learning to be' teaching strategy, which is core to the UJ Teaching and Learning (T&L) Strategy. In terms of the approved five-year plan for roll-out, the focus during 2011 was primarily on the Faculty of Art Design and Architecture, and the Faculty of Health Sciences. Workshops and follow-up interventions were held with four departments in the Faculty of Art Design and Architecture, and with eight departments in the Faculty of Health Sciences. Requests for inputs from other faculties showed that an awareness of the T&L philosophy is steadily being built across the institution. In addition, a process for the evaluation of the impact of the teaching philosophy workshops was put in place: this involved establishing a framework to be used by teaching staff for the examination of curricula, teaching and learning methods and assessment practices used in disciplines in order to ascertain the extent to which they enable students to develop their understanding of disciplines as well as skills in communication, critical thinking and problem-solving.

During 2012, roll-out of the T&L philosophy will move primarily to the Faculties of Law, and Economic and Financial Sciences, with on-going support available to other faculties, as they continue to explore the implication of 'learning to be' for their curricula and pedagogies. The roll-out process will furthermore be integrated into a broader focus on curriculum, in the shape of a curriculum project driven by the Division of Academic Development and Support.

Progress up to December 2012

Two new/additional initiatives in this domain have been introduced:

(i) A comprehensive curriculum development project.

Curriculum development has been reconceptualised as a more holistic, developmental process, with the UJ Teaching and Learning Philosophy concept document providing a broad theoretical framework within which the academic staff can consider implications for their discipline. Additional components now include the facilitation and design of appropriate, discipline-specific pedagogical practices which reflect the philosophy; the development of new programmes from conceptualization to approval; and processes which ensure compliance with the requirements of the HEQC. This project was approved by STLC and has been regularly reported on at STLC.

Progress of the broad curriculum project has been documented in quarterly STLC reports. Work has continued with Departments in the following Faculties: Management, Health Sciences, Humanities, Art Design and Architecture, and Engineering. The work is labour-intensive and time-consuming, as it has become clear that the most productive approaches are of necessity discipline-specific, which means that only a small group of staff can be involved at any one time. This approach is, however, paying dividends as staff has indicated that the detailed process of relating the teaching philosophy to their

specific discipline is having substantial impact. This work will continue over the coming few years.

- (ii) Review of the Teaching and Learning Strategy and the development of an updated strategy.

After three years, during which considerable attention had been paid to teaching and learning, it was considered important to assess progress and to revisit the *Teaching and Learning Strategy*. In this review, particular attention is being paid to the theme of 'learning with technology', in that UJ is currently implementing Wi Fi in many lecture venues and in the libraries, together with hotspots for student access; and is considering the possibility of equipping all entering students with a portable device.

During the second semester of 2012, a task team, constituted and lead by the DVC: Academic, undertook a review of the Teaching and Learning Strategy approved in 2008. In the process, considerable attention was paid to the UJ 'learning to be' teaching philosophy, in that, following on three years of implementation; it was felt that a number of issues required elaboration to avoid possible misinterpretation. To allow for a wider involvement of teaching staff, six core themes were identified and then developed in some detail by task teams. These themes were: the philosophy and principles underpinning the *UJ Teaching and Learning Strategy*; the nature and needs of the specific student intake into UJ; technology for teaching and learning; external engagement; staff development and the required resource base. It was felt that, in the original strategy, not enough attention had been paid to the considerable internal differentiation between programmes and disciplines in UJ as a comprehensive institution.

Action plan 2b: Academic drift

Progress up to December 2011

The University continues to protect its vocational programmes, most specifically by using an internal differentiation model that is based on the three programme tracks used by UNESCO (General, Professional and Vocational) and now built into the CHE's proposed Framework for Qualification Standards for HE. This model allows the university to respond to the different needs of programmes across these tracks, and for the development of different sets of criteria for performance, depending on a qualification's orientation. At the same time, it must be acknowledged that it is becoming increasingly difficult to identify 'vocational' with a limited set of qualification types (primarily UG certificates and diplomas) because of market and other pressures to offer UG degrees in these fields. In the field of engineering, ECSA's response to the HEQF has been to suggest the development of a three-year Bachelor of Engineering Technology degree in place of the three-year diploma and BTech. The HPCSA is overseeing the move to four-year professional degrees in the place of three-year diplomas, with the possibility of introducing two-year diplomas for auxiliary health workers. These changes will inevitably

produce a shift in the proportions of UJ's undergraduate degree and diploma mix, but the University will continue to offer programmes in all of its existing vocational fields.

Progress up to December 2012

Three faculties are in the process of introducing undergraduate degrees which will replace diploma programmes and will have the overall effect of shifting the proportions of diplomas and degrees offered by the University. These are the Faculty of Art, Design and Architecture, the Faculty of Engineering and the Built Environment and the Faculty of Health Sciences. These shifts are primarily the result of external pressures from professional bodies and the market and, in part, as a consequence of the provisions of the revised HEQF.

As we have argued previously, this does not signify a shift away from vocational programmes but rather the introduction of degree level studies in vocational areas. In the fields of Engineering and Health, the introduction of a new qualification type, the 240 credit diploma leading to a form of professional accreditation, may again boost the University's enrolment in undergraduate diplomas.

Action plan 3: Work integrated learning (WIL)

Action plans envisaged and/or implemented:

A considerable amount of work was done during 2010 on developing institution-wide structures for the enhanced management of WIL, previously managed primarily at faculty level. At the same time, it is important that executive deans retain overall responsibility for WIL as a credit-bearing component of the teaching programme.

At a meeting of the Senate Teaching and Learning Committee (STLC) in October 2010, a framework for the management of WIL, which will require a twice-yearly reporting forum for the coordination of WIL (rather than a Senate committee), was approved. The forum will report to the STLC, which, in turn, reports to Senate. This way, the University has reaffirmed its commitment to maintaining WIL as an important credit-bearing component of its diploma qualifications. In particular, the Faculty of Management is seeking to extend a form of WIL to all qualifications offered by the Faculty.

Progress up to December 2011

Towards the end of 2010, the Senate Teaching and Learning Committee approved the establishment of a Work Integrated Learning Forum, which now reports twice yearly to STLC as regards processes being put in place and placements being made for WIL. The Forum has established a clear framework for reporting on WIL and has streamlined reporting through the addition of fields on the ITS database to capture company placement details. The UJ WIL coordinator has distributed bi-monthly reports on national employment trends and developments, and on placement possibilities, to ensure that Faculties are, on a constant basis, made aware of possible placements. A best practice

document, *Guidelines for Good Practice for WIL at UJ*, will be finalised early in 2012. Concerted efforts are being made to interact with companies to facilitate WIL placements, although it remains a challenge to find adequate numbers of placements. To address this, during 2011 UJ proposed the establishment of an *Engineering Development and Innovation Programme*, which will address these shortcomings in the current system of WIL by establishing a training and innovation infrastructure to offer WIL in-house as a structured, credit-bearing programme. A training workshop facility will provide in-house, hands-on workshop training to both engineering students and to students in other WIL programmes offered at UJ. Funding for this project has been secured.

Progress up to December 2012

The Work Integrated Learning Forum has continued to meet quarterly and has twice reported to the STLC. The additional fields on the ITS database have proved of great benefit, in that placement details can now easily be generated. The best practice document, *Guidelines for Good Practice for WIL at UJ*, was finalized and approved at the October STLC meeting; and Forum meetings are now focusing on its implementation.

With the downturn in the economy it continues to be difficult to place all students for WIL. UJ continues to be represented at national meetings, e.g. the SASCE regional forum; and several UJ staff members made presentations at the international WACE conference in Turkey. The UJ WIL Coordinator has continued to bring placement opportunities to the attention of staff in the Faculties. In November 2012 a representative WIL Showcase was held, which was attended by both Mr Zukile Mvalo (Chief Director: WIL, Partnerships and Innovation, in the Department of Higher Education and Training) and Mr Mamoru Iida, HR Adviser to the Employability Improvement Project, developed by the Japan International Cooperation Agency, both of whom expressed their appreciation and acknowledgement of the excellent work being done at UJ relating to WIL.

The various concerns about the implementation of WIL (e.g. non-credit bearing WIL modules, assessment, monitoring of students, evaluation of WIL sites of learning, etc.) raised in the programme reviews conducted in 2012 are being addressed in the WIL Forum and by the respective Faculties. This aspect of curriculum implementation will receive dedicated support.

Action plan 4: Contact time

Action plans in the *UJ Improvement Plan*:

Attention is being paid to **contact teaching time**. Principle 6 of the UJ Teaching and Learning Strategy states: *In principle, formal contact (i.e. lecturing and tutoring, but excluding “practicals”) should, in the case of undergraduate modules, preferably not be less than 150 minutes per week, and should also preferably not exceed 250 min per*

week, unless approved by Senate. The Strategy requires gradual implementation of the policy on increased contact time, with an initial focus on first-year modules with unsatisfactory performance. Venue constraints are being experienced on the APK campus. In 2009, the University spent R10m on the construction of additional tutorial venues on this campus, which have been very well used. Currently, an MEC task team is considering the construction of additional tutorial venues or refurbishment of existing space for tutorial purposes.

Standardising the **timetable** across campuses and increasing the number of contact hours in a clash-free timetable proved to be quite a challenge. In 2005, the University established a Timetable Committee (i.e. faculty representatives and staff from Academic Administration) under the leadership of the Registrar. The Committee reports to Senex, but regular reports are also submitted to MECA and the STLC.

The UJ uses the well-known *O!Class* software of ITS Abacus, but due to the extreme complexity of the academic qualification structure (especially on APK campus), the software has since been rendered useless. This complexity relates to the dissimilar structure of the qualifications on offer by each faculty, the choice offered to students to select from a large number of electives, the presence of service modules, which links the complexity of one faculty to another, and the large number of lectures and tutorial sessions offered per module per week. (In 2011, the University offered \pm 6 500 active modules.) Large classes (e.g. 4 800 students in Business Management) are divided into smaller groups – each one requiring the same number of contact sessions (e.g. lectures, tutorial sessions, etc.). Limited human resources imply that the same lecturer has to repeat the lecture 4-6 times – putting the timetable under increased stress. Some modules require two sets of contact sessions, one for Afrikaans and one for English. Legacy timetabling on the former TWR and RAU campuses also contributed to the challenge.

The purpose is to standardise the timetable across campuses. The challenge on the APK campus is to implement a timetable that offers at least three contact lectures of 50 minutes each, per module, to align contact time with the requirements of the UJ Teaching and Learning Strategy. The following has been achieved:

- On SWC, a zero-based timetable was implemented successfully.
- On APB, a zero-based timetable was introduced. After experiencing some problems a zero-based timetable was reverted to a second time, and this proved to be successful.
- DFC introduced simulation laboratories in Engineering in 2012. Lecturing timetabling has been stable and a significantly revised timetable is planned for 2014 to accommodate the transfer of Health Sciences from APK to DFC.
- APK proved to be a significant challenge. The action plan below refers to the steps taken to address the matter on this specific campus.

The action plan for APK consisted of the following two phases:

Phase 1: 2011

- (i) During the second semester of 2011, the identified high-risk modules would have three contact lectures on the timetable. This involves ± 50 modules with poor student success.
- (ii) Lectures would be offered during lunch time.
- (iii) Lectures would commence at 7:30.
- (iv) A culture period would be included on Fridays (all campuses).
- (v) Ad hoc non-subsidised programmes would be moved to Saturdays or transferred to APB.

Phase 2: 2012

- (i) The number of electives in selected programmes (i.e. BA Humanities) would be decreased in accordance with historical popular choices and combinations. This would be done by identifying the popular modules (i.e. the 20% electives in a programme, taken by 80% of the students).
- (ii) Modules with exceptionally small numbers of students (e.g. less than five students) would be identified. This would inform decisions regarding the number of electives that should be excluded, or the development of alternative strategies to accommodate such students outside the official campus timetable.
- (iii) Timetabling workshops have been conducted to facilitate the processes and discuss the implications for faculties.
- (iv) A zero-based timetable would be developed in 2013 for implementation on APK in 2014.

Progress up to December 2011

a) Lecturing timetable

After the merger, each campus retained the lecturing and examination timetables in accordance with the former institutional practice. The University has a Timetable Committee (chaired by the Registrar) that reports to SENEX. Where applicable, recommendations are referred to the Senate Teaching and Learning Committee for consultation purposes and to Senate for approval. The University Timetable Committee (UTC) consists of central academic administration staff (Director: Academic Administration, Manager: Timetables and campus-based assistants), one academic representative for each faculty, all nine heads of faculty administration, four academic campus representatives (excluding APK), one academic IT expert nominated by the UTC (currently Prof Elize Ehlers, Faculty of Science), the Executive Director: Operations (or representative) and two UJ-SRC members. It is therefore quite a big committee. The UTC meets quarterly and has special meetings when necessary. A Timetable Policy was approved by Senate in 2006 and revised in 2010.

The dual language tuition system existed on APK with two lecturing periods of 55 minutes per module per week in Afrikaans and duplicated in English. There were,

however, many Science and other numerical-based modules that were allocated at least four lecturing periods per module per week. In the case of Science, many modules were allocated up to four additional “practical” periods per module per week. The offering of modules/programmes in Afrikaans decreased significantly over the past three to five years, resulting in Senate and Council approving those programmes that are offered in Afrikaans in 2008. The lectures on APK commence at 07:30 and run to 21:55. The last four periods (from 18:00-21:55) are primarily allocated to those modules that are offered on a part-time basis. It must also be noted that in the case of FEFS and Management, many undergraduate programmes are offered full-time and part-time.

b. Interventions

- (i) A standardised lecturing timetable was approved by Senate in 2008 to be finally implemented on all four campuses in 2010. This standardised timetable makes provision for an assessment timeslot on Mondays from 07:00 - 10:00 to mitigate the principle of “releasing students” from the official lecturing periods (in the case where modules are repeated per week) or to ensure that official lecturing periods are not used for the writing of the quarterly tests. Regrettably, the utilisation of this test time slot is not fully utilised by all faculties. “Open” space during the assessment timeslot is allocated for additional tutoring when applicable. The standardised timetable was implemented on the APB Campus and SWC in 2009 and on DFC in 2010.
- (ii) The standardised timetable has not yet been implemented on the APK Campus due to inadequate lecturing venue space and due to the number of elective modules in some programmes, resulting in a complexity that requires additional lecturing space.
- (iii) The HEQC Audit Report reflected the risk of not allocating at least three lecturing periods per module per week on the APK Campus. This resulted in a decision being taken that all modules (subsidised programmes) must be allocated at least three lecturing periods per module per week on APK commencing in the second semester, 2011. This resulted in the non-subsidised programmes currently offered on the APK Campus being transferred to venues on the APB Campus to make space in the “ad hoc venues” to be utilised for this purpose.
- (iv) The Timetable Committee recommended that a new timetable be developed for piloting at the APK Campus in 2012 consisting of three 45-minute timeslots (of which two are combined as a double period). This would still comply with the UJ Teaching and Learning Strategy with regard to minimum lecturing time per module per week. Senate approved this for APK and SWC for piloting in 2012. This should improve lecturing space utilisation, as many academics have informed the Timetable Committee that they don’t fully utilise the double periods (2 x 55min).

c. Examination timetable

- (i) The examination timetable consists of two sessions per day, from Monday to Friday during the examination period as approved by Senate (as part of the academic calendar) and as reflected in the UJ Year Programme. In 2008 Senate approved the principle of an examination timetable for a three-year cycle (to

- mitigate the very labour-intensive process of continuously complying with faculty requests to amend their examination timetables).
- (ii) A study period is allocated to students prior to the examinations in June and November. However, the number of religious holidays impacting on the lecturing and examination period (especially during the first semester) has resulted in this study period not being one full week in June.
 - (iii) The Timetable Committee recommends that the examination timetable be amended to three timeslots per day, including Saturdays (subject to ensuring that one full week of study break is allocated prior to commencement of the exams). This has been supported by Senate in principle and will serve at the next SENEX meeting for final approval.

Progress up to December 2012

Increasing contact time, especially on APK remains a challenge. The D Laboratory building at the APK Campus was converted into lecturing venues in 2012, adding approximately 1000 seats. Council approved the building of new lecturing venues in 2013/14 at APK. Two 750 seat lecture venues will be constructed i.e. in total 1500 additional seats.

A significant increase in tutoring (i.e. increased contact time), especially for undergraduate first years, has been introduced. Through a timetable review process, a third lecture period has been allocated to many modules on APK, though not yet to all. This remains work in progress, and is being taken forward through the development of a new timetable during the coming year.

There is adequate lecturing contact time on the other campuses.

4.2 RECOMMENDATION 3

Action plan 1: Integration of foreign African students

Action plans:

Towards the end of 2007, the UJ embarked on integration and diversity interventions that were aimed at addressing the racism issues experienced in some of the UJ residences. After an intervention of almost three years, it is believed that the issues of racism in the residences have been erased, as not a single incident was reported to management or the local media.

Black, white and international students co-exist peacefully and are fully integrated in the residences. According to the Guiding Principles for the Admission and Placement of Students in the UJ Residences, the institution strives to reserve 20% of the beds in the residences for international students, although the latter constitute only 4 – 6% of the total number of UJ students.

International students can be elected to a campus SRC, and the UJSRC deputy president has the responsibility for international students in his/her portfolio. When the SRC constitution is reviewed for 2012, it is intended that international student support will be included in the portfolio of every campus SRC Transformation Officer.

As indicated above, the workshops/interventions were successful and have laid a sound foundation for further interventions in the themes that follow below. However, xenophobia can flare up at any time, despite best efforts. Gender-based violence was identified as a new challenge that is not only facing society, but also higher education institutions. In order to address this problem, the UJ will embark on specific interventions from 2011, to support student leadership and residences that have become fully integrated, as indicated earlier.

Upon completion of the workshops/interventions, a composite report will be prepared for the MEC, covering key issues discussed and conclusions reached.

Progress up to December 2011

The following have been achieved:

(a) International Student Integration

The office of Internationalisation has been expanded and centrally constituted. It is now located within easy reach of the student community on the Auckland Park Campus. The location is well sign-posted, and a communal area provided for students to be able to relax and interact with other students and the staff of the office of Internationalisation. The seven-member staff team take care of international student advising on academic admission and compliance; welfare issues, including the smoother provision of accommodation, link to Insurance providers, and intervention as necessary with the different U J offices that service students. One major area of focus for the Office of Internationalisation is to integrate international students with the UJ local student community. This is done by conducting activities in the following areas:

(i) Social interaction

The Office of Internationalisation has become a family for international students. It offers them an open door. During the International Welcome Function in February 2012, the students took part in an amazing race, during which points in and around the campus were identified. The game is intended to familiarise new international students with the campus while ensuring they have fun, and to make them feel welcome. Prizes were handed to the winners during the official opening, where the VC reiterated the importance of international students to the University.

During orientation the students were addressed by PsyCaD, Campus Health and Protection Services. The Office of Internationalisation works closely with all three

units, and Protection Services informs the office of any incidents relating to International students. This ensures that the office is able to respond to students' needs timeously.

Special tours of Soweto are arranged for all exchange students during the third week after arriving at UJ, as is a special session with PsyCaD, Campus Health and Protection Services.

Informal visits are arranged to Victoria Falls by the student assistants, who are responsible for all arrangements.

(ii) *International festival*

This annual event, organised by the Office of Internationalisation in conjunction with student groups and other UJ stakeholders, is an opportunity for our international students to showcase their national cultures as well as learn about South African culture. Through music, performances, food and national costume, students from different countries and local South African students present their culture at individual stalls and exhibits and participate in an organised programme of song and dance and displays of costume and art. The 2011 event, held in October, enjoyed a great deal of support from local students.

(iii) *On-going student support*

The University of Johannesburg International Students Society (UJISS): - is a governing body elected by international students to address issues of particular importance to international students

- advises the Office of Internationalisation on student issues
- meets with the Office of Internationalisation staff every other month
- enjoys support from the Office of Internationalisation with respect to student-led activities such as diversity workshops; and social functions (excursions, social evenings). For 2012, the following have been planned:

a) International festival after-party

- Quiz
- Soccer tournament
- Debates

b) Integration Project

- Camp (for purposes of social bonding and cultural development purposes. The camp will be for international and local students)
- Diversity workshop

c) Soweto tour to give students some history of the formation of the new South Africa

- d) Community outreach project: The office has also facilitated meetings between UJSRC and UJISS for better understanding between international and local students

(iv) *Buddy system*

The buddy system is an initiative of the Office of Internationalisation aimed at easing new international students into the life and culture at UJ. The programme was implemented across all four campuses in 2011. A buddy is a senior student that takes a group of international students (freshmen) under his/her wing to help them adapt to the UJ environment and also to South Africa in general. The duty of a buddy stretches further than just the student: the freshmen are also introduced to the culture of UJ as well as the South African culture through social events and excursions. Buddies are selected from South African and international students, undergo training through PsyCad, and receive guidance from the Office of Internationalisation. The system allows for students to get to know one another across country/cultural/racial boundaries, and is a key ingredient of the process of student integration.

(v) *Communication*

The following modes of communication have been set up:

Newsletter, Facebook, newspaper column, cell phone messages and liaison with embassies.

(b) Xenophobia

By definition, universities are open institutions which should uphold universal values and should be centres of freedom of expression. It is the absence of tolerance and cultural myopia that often fuels xenophobia.

Workshops which are challenging, engaging and participatory are being conducted. Students are divided into small groups for effective engagement after the preliminary presentation. Each group is expected to report back its findings regarding each topic engaged:

- What is xenophobia?
- What are key factors that contribute to its spread?
- Is xenophobia consistent with “University” life?
- How does xenophobia manifest itself?
- What are the determinants of xenophobia among South African students?
- Culture, race, class, ethnicity and xenophobia. How do these cohere?

A composite report would be prepared covering key issues discussed and conclusions reached.

Progress up to December 2012

Services were enhanced to better support international students and their leadership. One of the new additions to international student leadership support has been the

introduction of a two day strategic and operational planning workshop for UJISS in order to enhance their work so they can better serve students. As a result, UJISS is shifting its focus from an event organization to a more representative and advocacy organization representing students.

A two day orientation programme was developed for both the study abroad students and full time students. The programme ran twice a year for study abroad students as there are two intakes a year.

The period towards the end of 2012 was used to implement other activities, consolidate and plan for 2013, namely:

The International Festival took place as planned with the theme “World Flavour @ UJ” with maximum participation. An academic element was given to the 2012 festival by linking it with the International Leadership Platform public lecture that preceded it. The lecture was delivered by Prof. Adebayo Olukoshi, Director of the Institute for Development and Economic Planning.

A new team of Student Buddies was recruited and will be trained in 2013. The Buddy Programme provides students with peers who assist new students not only with integration into the University community but also to navigate the city even beyond orientation.

Action plan 2: Racist, sexist and conservative attitudes among staff

In the *UJ Improvement Plan*, this concern was addressed as part of Action Plan 4 on the Cultural Integration Project (in Section 2.1.2.6). The five phases were discussed, beginning with the Cultural Integration Survey in 2008 and follow-up activities such as workshops on change management up to the establishment of the Transformation Office.

Progress up to December 2011

The following progress can be reported:

The cultural integration survey that was conducted in 2010 yielded a sense that racism and sexism had diminished in the institution. It was, however, clear that pockets of such attitudes still existed in the institution and needed to be addressed. Where such attitudes are identified, interventions – coordinated by the Transformation Office – are arranged. These interventions range from facilitated discussion groups to individual and team coaching conducted by external consultants. The Transformation Office also arranges open conversations throughout the year, to serve as a platform for the discussion of diversity issues.

The Employment Equity Forum, as required by the Employment Equity Act, has been established. This Forum, comprising representative groupings, in assisting the institution to formulate equity targets, also creates opportunities to address such attitudes in the institution.

Progress up to December 2012

The Culture Survey that was conducted during September 2012, once again showed progress in regard to racist and sexist behaviour in the institution. In terms of the score for the theme “Fairness and Equity”, it had improved significantly from 2008 (45%) and 2010 (48%) to 61% in 2012. Improvement was also evident in the scores for the theme “Valuing and accommodating Diversity”. It improved from 49% in 2008 to 67% in 2012.

This improvement was also evident in the overall culture index that showed improvement from 52% in 2008, 57% in 2010 to 69% in 2012.

The Transformation Unit addresses sexist, racist and conservative attitudes through various formal activities. Where problems were identified, interventions took place through coaching and training.

4.2 RECOMMENDATION 16

Action plan 1: Assessment policy and rules

The following actions were planned:

- (i) The Deans are responsible for the implementation of the assessment policy in their faculties.
- (ii) Rules regarding assessment will be incorporated into some faculty handbooks, where these have not already been included.
- (iii) During the second semester of 2009, a process was introduced whereby students have the option to enter only their student number and/or identity number on assessment scripts, should they prefer blind marking. However, many students still prefer to enter their name. The effectiveness and impact of the system will be monitored.

Progress up to December 2011

The concerns raised by the Audit Panel had been addressed: assessment rules have now been incorporated into all faculty handbooks, and procedures for the blind marking of scripts are in place; students are now no longer required to enter their names on the exam scripts, but may simply use their student number.

Progress up to December 2012

The concerns raised by the Audit Panel have been addressed: assessment rules have now been incorporated into all Faculty handbooks, and procedures for the blind marking of scripts are in place.

Assessment has been identified as one area requiring constant attention, and staff development activities include work on assessment. For instance, an FYE presentation early in 2012 focussed on assessment.

Action plan 2: External moderation

(ii) Action plans Reports of external examiners and their recommendations are provided to Faculty Assessment Committees in all faculties, where student performance is carefully monitored. Given the size of the UJ faculties, it is felt that a centralised process will not be ideal, nor will it be likely to be effective. At MECA, in March 2011, the Executive Deans indicated that they were decidedly NOT in favour of a centralised process, as this would simply result in a proliferation of reporting. The quality review processes that were put in place will address issues such as possible inadequate levels of assessment. In addition, comments from external assessors raising any such issues must be dealt with by the relevant faculty committee, e.g. the Faculty Assessment Committee.

Progress up to December 2011

Further attention has been paid to external moderation, which is already particularly stringent at postgraduate level and is monitored by the Senate Higher Degrees Committee. In most cases at least one external examiner is appointed, and checks are in place to mitigate repetitive use. CVs are reviewed to ensure that the external examiner is adequately qualified for the level under examination.

There has recently been renewed discussion around external moderation at undergraduate level, where it is felt that in some cases a tick-box approach may still be applied, and the matter has been placed on the agenda of the coming Senate Teaching and Learning Committee meeting. Attention will be paid, in particular, to ways of confirming proper rotation of external moderators in all faculties, and to the possible introduction of external moderation of all modules (as opposed to simply final-year modules) in a particular subject on a three-year cycle, in order to ensure proper articulation from one year of study to the next. (In some disciplines this arrangement is already in place.)

Progress up to December 2012

Attention has continued to be paid to issues relating to external moderation at undergraduate level. It was previously agreed that a fully centralized process would not

be appropriate to an institution the size of the UJ, but that the process should be faculty-driven and faculty-specific. The Executive Dean of the Faculty of Economic and Financial Sciences has shown leadership in this regard, and has recently presented, at MECA and the STLC, updated versions of the Faculty Assessment and Moderation Policies. These faculty policies have now been circulated to all other faculties, with the request that the changes be considered with a view to appropriate implementation in all faculties. Faculties are due to report back to the first STLC meeting in 2013.

Action plan 3a: Student grievances

- (i) Action plans regarding student grievances and RPL: The Deans are responsible for the establishment and implementation of grievance procedures that also address assessment-related grievances in their faculties. The RPL Policy is currently being updated by a task team, and is being circulated for comment by faculties.
- (ii) In addition, detailed RPL processes are being developed, to ensure consistency across faculties. Once the draft documents have been finalised, they will be submitted to the UJ Senate for approval, and will then be applicable to all faculties.

Progress up to December 2011

Detailed processes for student grievances relating to assessment are in place and are listed in the Academic Regulations. By 2013 they will also be included in all faculty handbooks.

Progress up to December 2012

As reported last year, detailed processes for student grievances relating to assessment are in place and are listed in the Academic Regulations. By 2013 they will also be included in all faculty handbooks

Action plan 3b: RPL

Progress up to December 2011

In November 2011, the UJ Senate approved substantial revisions to the UJ Policy on the Recognition of Prior Learning. The policy document includes an annexure with detailed processes, which have now become applicable in all Faculties, with RPL admissions being subject to the authority of the Faculty Board. The Policy requires the institution of an RPL structure in each Faculty, as well as a UJ RPL Forum with representatives from all Faculties, to oversee the implementation of the Policy and to ensure consistency across the institution. This forum has already met regularly during 2011, and will now take on both a monitoring and oversight function, and ensure adequate training of staff

involved in RPL over the next two years. It is envisaged that in this way the necessary capacity in RPL will be developed in an incremental manner.

Progress up to December 2012

Following on the approval by Senate of revisions to the UJ RPL Policy, in late 2011, the RPL Forum has continued to meet; membership has been expanded to include all faculties, together with input from the respective heads of Faculty Administration, who are crucial to proper implementation of RPL.

Work has continued on an information leaflet for potential RPL applicants, and the decision has been taken that application forms will need to be faculty-specific. An information leaflet for academic staff, detailing their role in implementing RPL and the specific processes involved, is also nearing completion. Agreement has been reached on the fees to be charged for RPL applications and MEC approval for this obtained.

More recently, the UJ received a draft revised RPL policy circulated by SAQA for comments, and a substantial response was developed and submitted as requested to HESA. Our response raised concerns about the implications for universities and their staff; of the shift from the hitherto understanding of RPL as involving primarily assessment to an expanded understanding requiring both development and assessment of applications, and furthermore about the implications of allowing full qualifications to be awarded through RPL.

4.3 RECOMMENDATION 8

Action plan: Extended programmes

Actions envisaged and implemented:

The performance of students in the curricula of the extended programmes is being monitored carefully. A longitudinal study of students registered for extended diplomas offered by the Faculty of Engineering and the Built Environment since 2004 was conducted and revealed good performance by students registered for the extended curricula. (This resulted in a paper presented at HELTASA 2009.) A similar study of the extended curricula in the Faculty of Management is currently being conducted.

The UJ remains committed to the extended programmes in five faculties, which since 2010 have moved away from offering alternative access to students who do not satisfy faculty entrance requirements to accommodating students at the lower end of those who do satisfy faculty entrance requirements. Monitoring of student performance revealed that such students will most likely need at least one additional year to complete their qualification, and that they were likely to be better prepared and hence more successful by being placed within an extended curriculum.

Progress up to December 2011

UJ has continued to offer a range of extended programmes (diplomas and degrees) in five faculties. Attention has been paid to achieving the number of enrolments stipulated by DOHET. Student performance has improved over the past two years, and an average degree credit success rate of 81.9% (2010: 80.8%) was achieved at the end of 2011. All extended modules are fully integrated into disciplines in the mainstream programmes. A longitudinal study of performance in the extended diplomas in the Faculties of Management and Humanities will very shortly be completed, and is likely to confirm that a higher percentage of students entering extended diplomas complete their qualification, than in the associated mainstream qualification. A working group has recently been established, and will review the various extended curricula and ascertain their value-add, in terms of cost, completion rates, etc. Emerging recommendations will then feed into the anticipated bid to DoHET for further earmarked funding for the delivery of extended curricula, during the course of the year.

Progress up to December 2012

A re-appraisal of the numerous extended curricula offered by UJ was conducted in the first semester, by a working group with representation from all faculties which offer extended curricula. The report emerging from this re-appraisal (which served at MECA and at STLC) detailed the complex of factors at national level which currently mitigate against good performance of many students in higher education, and positioned the extended curricula as responding to these factors, in order to enable success.

In addition to reaffirming the important role of extended curricula at UJ as an institution prioritizing access, a number of recommendations were made: that entrance criteria and academic rules relating to these programmes should be revisited, and closer attention paid to getting the right students into the extended curricula, and indeed into the appropriate extended curriculum in terms of study interests and abilities. Attention will be paid to implementing these recommendations during 2013.

A longitudinal investigation into completion rates of extended diploma students in the Faculties of Management and Engineering and the Built Environment was concluded, and a report presented to the respective deans. The report demonstrated that 'extended' students have, over the past eight years, performed at least as well as (and in many cases better than) students entering corresponding mainstream qualifications.

During the second semester, a new application for earmarked funding for the extended curricula programmes was submitted to DHET; the application included three new extended diplomas in the Faculty of Engineering and the Built Environment, while the current extended B Ing programme (which has not produced good results) was terminated. (It was considered that these students should rather be guided into the several Engineering Diplomas; or even into the Extended Diplomas.) DHET has now approved all of these programmes for future delivery, with the exception of two

programmes which have received conditional approval pending the submission of some further information.

4.4 RECOMMENDATION 9

Action plan: Evaluation of modules and lecturers by students

Actions envisaged and/or implemented:

The UJ Teaching and Module Evaluation Policy was approved by Senate on 30 September 2009 and amended in 2011. The Centre for Professional Academic Staff Development (CPASD) provides support in the development of the questionnaires, collecting and analysing the data and providing the staff member, the HoD and the dean with a report. All new staff must conduct an evaluation in their first year at the UJ. In particular, academic staff members who apply for promotion are required to include recent teaching evaluations in their application. In 2010, 415 teaching evaluations and 135 module evaluations were conducted. Deans have been tasked to monitor the compulsory evaluations.

Follow-up discussions with CPASD staff are available to academic staff members who receive a poor evaluation from their students.

At its last meeting in 2010, Senate also approved a framework for the introduction of peer evaluation of teaching, which is intended to complement evaluation by students, and will be introduced on a developmental basis from 2011-2013.

Progress up to December 2011

The Centre for Professional Academic Staff Development manages the evaluation of modules, and of lecturers, by students. During 2011, 640 teaching evaluations and 230 module evaluations were undertaken and individual reports sent out to staff, and to faculty Deans. In addition, a substantial statistical analysis of all 2011 evaluations was undertaken, which has yielded an overview of student satisfaction as regards both teaching and modules in the various faculties, and which has allowed areas to be identified which require further attention. This report is to be discussed shortly at the Senate Teaching and Learning Committee, to ensure implementation of the findings. A policy modification now requires that all newly appointed staff have their teaching evaluated during their first year of appointment, and this was to be implemented during 2012; similarly, all staff members who have not been evaluated during 2010 and 2011 and any staff specifically identified by the deans will be evaluated. In order to complement student evaluation of teaching during 2012, peer evaluation of teaching is to be introduced in three Faculties on a pilot basis, after considerable preparatory work including the identification of UJ Principles of Good Teaching.

Progress up to December 2012

During 2012, a total of 636 teaching and module evaluations were completed, this time with a focus on new staff and on staff whose teaching had previously not been evaluated. In terms of the evaluation instrument, relatively few members of staff appear to be performing poorly. Follow-up interviews remain voluntary; in 2012 approximately 30 staff initiated a developmental discussion, and there were also some requests for classroom observations.

In addition, a process was put in place to assist and prepare new staff who is required to be evaluated during their first year of teaching, and follow-up interviews will be extended, specifically for these staff members, to assist them in interpreting and deriving benefit from the reports.

Attention turned towards peer evaluation of teaching, with preparatory discussions being held with selected departments in three faculties. While progress was slow, this was felt to be a promising approach, and it was felt that the regular teaching and module evaluations will benefit through a closer link with peer evaluation. Such considerations will feed into the review process of the evaluation system which is scheduled for 2013.

4.5 RECOMMENDATION 10

Action plan: Academic planning

Actions envisaged and implemented:

Student profiling, involving the gathering of data from first-year entrants during Orientation, by means of questionnaires, has become established practice at the UJ over the past five years. The data was gathered and analysed, and formed the substance of a completed doctoral thesis.

The Incoming Student Profile (including NSC and NBT results) was made available to faculties during March each year. Further research was undertaken to assess the possible predictive validity of key indicators, regarding subsequent performance in higher education studies. The purpose of this project was to alert teaching staff to the profile of their class (e.g. the percentage of students with English as a second language; study habits; NBT performance), so that these issues could be accommodated in pedagogical approaches.

Regular monitoring, reporting and analysis of student performance data was put in place. In a discussion with executive deans in late 2010, agreement was reached on dates for finalisation of input data, namely mid-August for first-semester results, and the end of February for the previous year's results. These reports now serve at the STLC and at Senate regularly.

Special focus has been placed on risk modules, i.e. modules with a student success rate of below 60%, and faculties are required to put in place and report on suitable interventions. Similarly, SAFENET (within FYE) is using the UJ's information management systems to identify students who appear to be 'at-risk', well before the final examinations.

Training was put in place for staff to draw information from SAFENET. Initial training of selected staff only took place towards the end of 2010, and training was rolled out more widely during 2011, as the project developed further.

Progress up to December 2011

Student profiling, involving the gathering of data from first-year entrants during Orientation, by means of questionnaires, continued during 2011; building on the work done since 2006; there is now a database of more than 24 000 records. NSC and NBT performance is now fully integrated into these records. Particular attention was paid during 2011 to ensuring that faculties and departments became more aware of the profiles of their entering students: faculty and departmental profiles were drawn and distributed through the online system as well as by PowerPoint presentations to various audiences. Faculties and Departments have responded with considerable interest and are beginning to focus on the consequences of changing student profiles for first-year curricula and pedagogies.

Increasing numbers of entering students wrote the NBT tests, and through the work of the NBT research group, research into correlations between NBT and NSC results, and subsequent performance at tertiary level, has been conducted in a number of faculties. Currently a more focused and coordinated research approach is being developed, and preliminary results indicate that adding the NBT to existing predictive models will indeed add to the variance in performance which requires explanation.

Further attention was paid to the SAFENET project, which uses the UJ's information management systems to identify students who appear to be 'at-risk', well before the final examinations. New software was introduced that will allow automated reports to be generated and automated messages to be sent to identified students. Initial training of selected staff to work with this new software took place towards the end of 2011, and four faculties were piloting this improved system, with training to be rolled out incrementally as the project develops further.

Faculties have become more adept at the extraction and use of data related to degree credit success rates and graduate outputs on which they are required to report annually. More recently, the development of a set of tools for cohort analyses for UJ has provided a powerful means for analysing the retention, drop-out and graduation trends for individual programmes or common programme types. Through the use of these tools,

the identification of 'weak' programmes in terms of high drop-out or lengthy time-to-completion is possible, and the resulting analyses have immense diagnostic value in providing evidence for where intervention is most needed. Some workshops were held with faculties, and the newly created Division of Institutional Planning, Evaluation and Monitoring were to roll out a more intensive training programme in the use of these tools during the course of 2012.

Progress up to December 2012

Much work around student profiling became routine and continued to be implemented on an annual basis. Student profiling, involving the gathering of data from first-year entrants during Orientation, by means of questionnaires, built on the work done since 2006. The very substantial database includes NSC and NBT performance, which is fully integrated into these records. Trend reports can now be drawn, showing interesting shifts over time in cohort profiles – for instance, the recent growth in first generation students to 68% in 2012; the increase of students who do not have English as a first language to 60%. It is now essential that good use be made of these profiles, in terms of first-year curricula and pedagogies: in addition to online distribution of the available information, Faculty profiles were brought to the attention of Faculty Deans and, in addition, presentations of departmental profiles were held for interested HoDs and staff members. There is widespread interest in these profiles, at both faculty and senior management level.

Entrants have continued to write the NBT tests, and research into correlations between NBT and NSC results, and subsequent performance at tertiary level have again confirmed that the use of NBT data, in addition to NSC performance, undoubtedly added value to selections. However, there are very substantial logistical challenges to making NBT compliance a requirement for registration. The Faculty of Science, which has a long-standing interest in entrance and placement tests, will for the first time require all 2013 entrants to write the NBTs and will then consider implications for placement in regular and extended curricula.

The Early Student Experience Questionnaire was again completed by a representative sample in Week Six of the first semester. It is pleasing to note that the considerable attention being paid to first year students, and especially to the initial orienting of students to the expectations and experience of post-school education, appears to be paying dividends, with positive student responses increasing.

Risk modules and 'students at risk' continue to be closely monitored, and appropriate interventions developed, with the vice-deans again playing a leadership role. The tools for cohort analyses are now being used widely within faculties to provide diagnostic information for necessary interventions and they continue to be used for enrolment planning. A further refinement of the software has allowed for graduate predictions to be made for each programme type or for individual programmes.

4.6 RECOMMENDATION 14

Action plan: Non-subsidised programmes

The following action steps have been taken and/or were planned:

- (i) In 2010, a survey on non-subsidised programmes was conducted with the purpose of identifying the scope and nature of these programmes and to collect appropriate information for the development of an institutional database for non-subsidised programmes. A number of concerns were identified, e.g. number of additional SLPs, sites of delivery, resource implications, financial management, etc.
- (ii) The report was disseminated in January 2011, and it was decided that a comprehensive framework for non-subsidised programmes should be developed, to address matters such as the development and approval of these programmes, alignment with subsidised programmes, inclusive of postgraduate programmes (with respect to the PQM), permission to offer these programmes (e.g. by taking the purpose, i.e. commercial versus professional/community development, into consideration), sites of delivery, governance at institutional and faculty levels, financial and human resources matters.
- (iii) The existing programme policy has to be revised, and a separate policy for non-subsidised programmes developed.
- (iv) Databases for non-subsidised programmes, including SLPs, should be developed, taking the approved institutional PQM into consideration.
- (v) The existing quality system should be modified to include quality promotion processes and mechanisms for non-subsidised programmes. The units of analysis in the UJ Quality Promotion Plan: 2011–2016 will be adjusted to include the reviews of non-subsidised programmes as well as the centres/units in faculties that manage such programmes.

Progress up to December 2011

An extensive *Quality Framework for Non-subsidised Programmes* was developed and disseminated to faculties and relevant support units for comments. The purpose of this Framework is to:

- (i) inform the finalisation of the policy on non-subsidised programmes,
- (ii) inform the revision of related policies (e.g. HR policies), and
- (iii) recommend procedures supporting the quality management of non-subsidised programmes.

The Framework covers a wide range of aspects from planning and approval to implementation, management and quality assurance. Special attention was paid to the establishment of institutional databases (for programmes and students) and the alignment of business processes, the centralisation – decentralisation of processes, etc.

Progress up to December 2012

During discussions of the Framework in 2012, the nature and scope of these programme offerings in the university was highlighted. The framework was discussed at different forums and faculties submitted comments. MECA decided to appoint a small task team (consisting of 4 deans involved in this kind of programme offering, support staff and chaired by the DVC: Academic) to discuss the document. A policy is being finalised and will serve at the next STLC and Senate meetings for approval.

Currently, non-subsidised whole programmes are being aligned with the HEQF; while all non-subsidised programmes are included in the University's programme review schedule (i.e. reviews up to 2015).

5. ACADEMIC ADMINISTRATION AND SUPPORT

5.1 RECOMMENDATION 11

Action plan 1: Staff:student ratio (UJLIC)

Actions planned and implemented:

One of the outcomes of the UJLIC investigation into **staff:student ratio** was that a task team was appointed at the end of 2009 to develop an efficient and effective HR structure. The UJ Library and Information Centre (UJLIC) structure was benchmarked against those of other South African university libraries. The purpose of the UJLIC HR structure is to align the HR provision of the library with the library's five-year strategic plan (approved in 2009). The technology approach adopted by the UJLIC had implications for the reallocation of staff and the reorganisation of services and functions. Inadequate staffing would be addressed once approval had been obtained. In the interim, student assistants and temporary staff were appointed for effective service delivery.

Progress up to December 2011

As a result of the five-year strategic plan and the UJLIC HR report, which was approved by the MEC in May 2011, and a slight drop in the number of students, the **student: staff** ratio became somewhat more favourable, although it still left much room for improvement.

Campus	Number of students	Number of staff (Client Service)	Student: UJLIC staff
APB	9 397	19	495:1
APK	27 602	36	767:1
DFC	7 891	15	526:1
SWC	5 409	12	451:1
Total	50 299	82	613:1

University of Pretoria: Students per client services staff member 485:1 (Global standard 251:1)

Progress up to December 2012

The audit revealed that the campus libraries were inadequately staffed resulting in an unfavourable **staff:student ratio** of 1:672. This was based on client services positions and did not include centralised, technical support staff members who serve all campus libraries because one of the concerns was that staff provision in the different campus libraries was not on par. If the full staff complement was taken into account, the staff: student ratio was 366:1. (137 positions in the library and 50 299 registered students). A task team was appointed at the end of 2009 (prior to the audit), to develop an efficient and effective HR structure for the library which was aligned to the five-year strategic plan approved in 2009. The investigation was completed in 2011 and a new HR structure for the library approved. Implementation started late in 2011.

It was decided to use the full staff complement when reporting on the **staff:student** ratio in future, because the technical and central services of the library also contribute to the level of service offered to the students.

The new HR structure provided for the creation of 10 new positions to be phased in over a period of 2 years bringing the staff component to 146. This will ultimately result in a staff student ratio of 342:1, if the number of students remains constant at 50 000.

In addition to the implementation of new positions, the library is actively pursuing a strategy of becoming e-compliant. This means that the library collections, services and work-flow will be aligned to the e-environment to ensure that the advantages of technology are fully utilized. Increasing the number of staff members in the library will give a better staff:student ratio but, in addition, the objective is to work smarter within the e-environment. Training staff to be technology smart, is a strong focus point.

The implementation of the new structure took place as planned and the following new positions were implemented:

- 2 shelvers (2012)
- 2 Technical assistants. (2012)
- 1 eResources Librarian (2012)

- 1 Team Leader : Circulation (2012)
- 1 Information Commons librarian (2012)
- 3 Information Commons librarians. To be appointed from 1 January 2013.

The staff: student ratio for 2012 was 1: 354 (143 positions and 50 703 registered students).

In addition to the above, the library also supports the University policy of expanding the tutor system to increase support and the facilitation of student learning. A budget for appointing ten library tutors was approved for 2013. They will be appointed in February 2013.

The next review of the library structure will be in three years' time i.e. in 2015.

Action plan 2: Book titles per student

Actions planned and implemented:

A comparative evaluation on the ratio of **book titles per student** was done per campus in 2010. The declining information budget over the past three years resulted in a poor title:student ratio. The situation can be addressed because of a significant increase in the overall budget in 2010.

The purchase of prescribed titles for first-year risk modules for the first semester of 2011 has been done. In 2011, 134 copies of 25 prescribed titles were purchased at a total cost of R66 400.40. The UJLIC funded the project during 2010 and for the first semester of 2011. However, the university will have to make provision for specific funds for text books should the provision of multiple copies of text books for risk modules become standard practice.

A comparison of the number of titles per student indicated a distribution of the UJLIC collection as a whole, with a ratio of 11:1 titles per student for 2011. The situation looked different when campus libraries' collections were assessed separately, as indicated in the *UJ Improvement Plan*.

The title:student ratio would be impacted by the Campus Master Plan, as relevant collections would be moved with the faculties.

The allocation of the available budget for purchasing books is done according to a formula, based on relevant aspects, such as FTEs per faculty and the average cost of a book for a specific subject. The formula was currently under review, in an attempt to achieve an equitable allocation of funds. If this could be achieved, it would contribute to the alignment of the book titles per student ratio across campuses. The final date for the completion of the review process was 1 June 2011.

Progress up to December 2011

The impact of the increased information budget on the book titles per student was not as marked as expected.

Where required, faculties/departments purchased prescribed books from their Information Budget allocation. A Practice Note regarding prescribed textbooks was approved by the Senate Teaching and Learning Committee and was sent out as a circular to all academic staff.

A comparison of the number of titles per student indicates a distribution of the UJLIC collection as a whole; with a ratio of 11:1 titles per student for 2011 (there was no change on the average of 2010). The situation looks different when campus libraries' collections are assessed separately, as indicated in the table below.

Campus	Students (Headcount)	Book titles	Ratio: titles per student
APB (including FADA)	9 397	53 386	6:1
APK	27 602	424 516	15:1
DFC (including ERC)	7 891	44 163	7:1
SWC	5 409	39 590	7:1
Total	50 299	561 655	11:1

University of Pretoria: Book titles per student 22:1 (Global standard 103:1)

Progress up to December 2012

To increase the ratio of book titles:students, the University committed to increasing the information budget by 40% over the period 2009 - 2013. In 2009, the information budget allocation (for books, journals and databases, irrespective of format) was R26.4 million, in 2010 it was increased to R32.5 million (19% increase) and in 2011 the allocation was R37.17 million (12.5% increase). The 2012 allocation was R40 million (7% increase). For books alone the allocation was R8 million in 2009, R7.9 million in 2010, R13.4 million in 2011 and R16 million in 2012.

Despite the increase in the allocated budget, the book title:student ratio remained at 11:1 for 2011 because of:

- (i) increased student numbers, and
- (ii) the removal of outdated and irrelevant titles from the collection.

In 2012, the library decided as part of its e-strategy to become a digital library, and focus on the procurement of electronic information material, including eBooks. The book title:student ratio improved to 12:1 in 2012 as a result of the acquisition of a substantial collection of eBooks (see Table 1 below). The eBook collection not only expanded the book collection, but also increased access - eBooks can be used by more than one person at a time. In addition, it can be accessed 24 hours a day through the library's web page from a student's residence (provided he or she has Internet access).

	2012	
	Number of items	Number of students
Print titles	519 658	50 703
Individual eBook titles	7 285	
Access to e-books (Databases with eBOOKS included)	90 790	
Total	617 733	

Table 1: Number of titles in the collection in 2012

Action plan 3: Library hours

Approval was obtained for:

- (i) the extension of library hours **till midnight** during study weeks and examinations in June-July and October-November 2010; and
- (ii) the SWC library was to stay open till 22:00 on weekdays, and on Saturdays till 15:00.

The SWC library extended its hours till 22:00, from 1 February 2011. The additional cost of opening the libraries till midnight during examination periods was determined as R249 325 per annum. This amount is subject to inflationary increases. The availability of staff willing and able to work such late hours poses specific problems. A report in this regard was submitted to the MEC.

Progress up to December 2011

Progress with respect to the library hours included the extended hours as indicated in the table below:

	Term	March & September Recess	July and December Holidays
APB	Mon. - Fri.: 07:30 – 22:00 Sat.: 08:00 – 15:00	Mon. - Fri.: 07:30 – 22:00 Sat.: 08:00 – 15:00	Mon. - Fri.: 07:30 – 18:00 Sat. (Jul): 08:00 – 13:00 Sat. (Dec): Closed Sat. (Jan. until 1 st years register): 08:00 – 13:00
APK	Mon. - Fri.: 07:00 – 22:00 Sat.: 08:30 – 15:00	Mon. - Fri.: 07:00 – 22:00 Sat.: 08:30 – 15:00	Mon. - Fri.: 07:00 – 18:00 Sat. (Jul): 08:30 – 13:00 Sat. (Dec): Closed Sat. (Jan. until 1 st years register): 08:30 – 13:00
DFC	Mon. - Fri.: 07:30 – 22:00 Sat.: 08:00 – 15:00	Mon. - Fri.: 07:30 – 18:00 Sat.: 08:00 – 15:00	Mon. - Fri.: 07:30 – 18:00 Sat. (Jul):

			08:00 – 13:00 Sat. (Dec): Closed Sat. (Jan. until 1 st years register): 08:00 – 13:00
FADA	Mon. - Fri.: 07:30 – 21:00 Sat.: 08:00 – 13:00	Mon. - Fri.: 07:30 – 21:00 Sat.: 08:00 -13:00	Mon. - Fri.: 07:30 – 18:00 Sat.: Closed Sat. (Jan. until 1 st years register): 08:00 – 13:00
SWC	Mon.- Fri.: 08:00 – 22:00 Sat.: 09:00 – 14:00	Mon. - Fri.: 08:00 – 18:00 Sat.: 09:00 – 14:00	Mon. - Fri.: 08:00 – 18:00 Sat. (Jul): Closed Sat. (Dec): Closed Sat. (Jan): Closed till lectures start

During 2011 it was agreed with the SRC that rather than opening the libraries till midnight on weekdays, they will be open till 18:00 on Saturdays during the study week and examination periods. The hours were implemented during the October/November examinations, and the libraries were well used during the extended periods.

The above hours do not include the 24-hour study spaces.

Progress up to December 2012

The libraries had varying opening hours in 2009, ranging from 52 hours open per week at the SWC campus to 82 hours per week open at the APK campus.

Library hours were aligned by standardizing on closing at 22:00 on weekdays and 15:00 on Saturdays during term and 18:00 on weekdays and 13:00 on Saturdays during the July and December holidays. The FADA library closes at 21:00 on weekdays and 13:00 on Saturdays during term and 18:00 on weekdays and 13:00 on Saturdays during the July and December Holidays

During the study week and examinations (June and October/November) the libraries are open till 18:00 on a Saturday.

Action plan 4: Student:PC ratio

Actions envisaged:

Reduce **student:PC ratio** by 50% over next five years in order to achieve an average student/PC ratio of 70:1. Achieving the proposed student:PC ratio of 70:1 by 2015 is subject to the availability of the budget for both PCs and staff to maintain the increased number of PCs.

One hundred and sixteen (116) additional student workstations have been purchased and installed, in order to reduce the student:PC ratio, as indicated below. Eighty (80) PCs were donated to the SWC library as part of campus renovation. These will be installed when the necessary technology infrastructure has been installed.

The increase in student numbers on DFC and SWC impacted negatively on student:PC ratios, despite the increased number of PCs. The implementation of the Campus Master Plan will cause some fluctuation in numbers.

Progress up to December 2011

Progress was made, mainly due to the 78 new PCs added to the SWC. The aim is still to achieve an average student:PC ratio of 70:1 by 2015.

The table below provides an updated overview of the current student:PC ratio per campus.

Campus	Number of students	Number of PCs	Student: PC ratio
APB & FADA	9 397	83	113:1
APK	27 602	228	121:1
DFC	7 891	61	129:1
SWC	5 409	128	42:1
TOTAL	50 299	500	101:1

University of Pretoria: Students per PC: 68:1

Equivalence across campuses addressed above can be summarised as follows:

- (i) The overall student to UJLIC staff ratio showed a slight improvement from 672:1 to 613:1. Indications are that UJ is far behind some of the top South African academic libraries.
- (ii) The overall book titles to student ratio remained the same at 11:1, although there was some improvement at SWC. Indications are that the UJ is far behind some of the top South African academic libraries.
- (iii) Library hours were standardised except for opening time on APK and SWC. All libraries (except FADA) are now open until 22.00 from Monday to Friday.
- (iv) There was some improvement on the Student: PC ratio, especially at the SWC (from 111:1 to 42:1) and at DFC (from 164:1 to 129:1), although we are still behind top academic libraries.
- (v) The library had a representative on the MEC ICT Task Team, where input was given on the UJ and the UJLIC's strategic plan and future requirements, including Wi-Fi, as well as comments on the ten-year ICT strategy for the university.

Progress up to December 2012

The library had a student PC ratio of 188:1 in 2010 which was well below the ratio at other South African universities. It was decided to improve the student:PC ratio by 50% over the next 5 years in order to achieve an average student/PC ratio of 70:1. Achieving the proposed student/PC ratio of 70:1 by 2015 was subject to the availability of the budget for both the PCs and the staff to maintain the increased number of PCs.

In 2011 the ratio was improved to 131:1 through the installation of an additional 116 PCs in the library.

The availability of mobile devices (laptops, tablets and smart phones) has increased substantially over the last two years. In addition, the cost of such devices has also decreased with the result that many students now own mobile devices. This situation encouraged the library to abandon the ideal of a student: PC ratio of 70:1 in favour of providing wall to wall Wi-Fi in all the campus libraries, thus creating an environment where students can use their own devices. With the help of ICS, Wi-Fi has been rolled out in all libraries in September 2012.

The current number of PCs in the library will be maintained.

5.2 RECOMMENDATION 12

Action plan: ICT Strategy

During 2010, the MEC constituted an ICT task team under the leadership of the DVC: Strategic Services. The task team has the task of delivering a ten-year ICT strategy for the University. A working document, developed in October 2010, identified a number of themes from the work of the various sub-task teams (consult *UJ Improvement Plan* for details).

The Centre for Technology-Assisted Learning (CentTAL) is increasing its visibility on the DFC, APB campus and SWC. Increased professional development of lecturers, training of students and support services are offered to Edulink users on the various campuses. However, the number of CentTAL staff members has not been increased to cope with the growth and increased expectations of users and management over the past years.

There is already a significant increase in the number of lecturers who use Edulink and other educational technologies on DFC, APB campus and SWC. (Currently, more than a 1 000 lecturers have several modules activated on Edulink, which is used by more than 43 000 students.)

Based on the number of FTE students for which the DFC is planned (2009 figures + 11%), the headcount of 12 000 should be used as a basis for planning purposes. The average ratio of students to computer stations for the University seems to be 12:1. This implies that 1 000 computer stations would be required, of which 400 have already been supplied. This leaves 600 new stations to be provided.

The work of the ICT task team is geared to ensuring the equivalence of provision of information and communication technology services across all campuses. As a result, an

audit was conducted, and the findings on computers and computer labs on the various campuses were reported to the DVC: Strategic Services.

The intention was not to build many more computer labs on the various campuses, except on the DFC in 2011, but to enable/assist students to acquire/access mobile devices such as net books, tablets, smart phones, etc., to be used in open learning spaces where they could easily access and use the internet and other social media to engage in a range of teaching and learning activities and collaboration with peers and friends. For students who cannot afford to buy their own devices, the University will still provide access via computer labs that are appropriately resourced and situated, where there is an identified need.

Progress up to December 2011

The re-vamped and significantly enlarged Soweto Campus was officially opened in January 2011. It now boasts nine computer laboratories with approximately 900 workstations. This is substantially more than the number of work stations (fewer than 100) at the Soweto Campus at the time of the Institutional Audit. In addition, there was a substantial increase in the number of computer labs (dedicated to students in the Faculty of Engineering and the Built Environment). In 2011 an additional 650 work stations were established on the Doornfontein Campus, although at the expense of lecture venues. Sophisticated desktop computers were also installed on the Bunting Road Campus for Art and Design students, to enable them to use more optimally high-intensity hardware and software programmes that enhance their learning experience.

The MEC approved an ICT Strategy for the university at the end of 2011. A core component of the strategy – in line with the institutional 10-year strategy – is to provide open and ubiquitous access through information technologies to teaching and learning materials. One consequence of the adoption of this strategy was that no additional computer labs would be built; instead, the focus would be on the provision of Wi Fi access for all campuses, in a phased approach that concentrated on residences, student centres and so-called learning spaces. The provision of broadband connectivity has also improved considerably, and significantly more broadband is available for all campuses than was the case two years ago. An initiative is also underway to investigate the provision of handheld devices for all students and the establishment of a student portal that provides open access to learning material for students.

All of these strategies and interventions collectively contributed to far greater equivalence of ICT services on all four campuses than was the case two years ago.

Progress up to December 2012

One of the Key Indicators of Strategic Thrust 8 (*Generate, cultivate and sustain resources and structures that enable the University's fitness for purpose, support*

achievement of the primary strategic thrusts and facilitate a responsible and responsive institutional citizenship") is the provision of information and communication technology that supports teaching and learning that is open and ubiquitous. In 2010 and 2011 much of the financial resources were expended on the provision of computer labs on all four campuses, to ensure equivalence of provision across all campuses and to seek to provide all students with reasonable access to a computer. In late 2011, however, it was recognized that the University did not have the capacity to provide ever more computer labs. A decision was taken in 2012 not to build any more computer labs, and to rather focus on the provision of hand-held devices to students and the accompanying infrastructure that allows them the full use of such devices. Such an approach would be fully in line with the strategic intent to provide ubiquitous access to students.

The rationale for the adoption of an approach that places a limit on the number of computers in computer labs and focuses rather on the provision of hand-held devices for students and the accompanying infrastructure, is primarily the desire to provide students (and staff) with ubiquitous access. Such access, in turn, influences the teaching and learning environment and allows for learning to take place beyond the classroom.

At the beginning of 2012, Professor Alan Amory became the new head of CenTAL, the centre from which Edulink and other educational technologies are managed. CenTAL underwent a name change in 2012, to better reflect its true nature and purpose. It is now called the "Centre for Assistive Technologies" (CAT). CAT facilitates Edulink-based teaching and learning in approximately 1 000 modules that collectively service about 44 000 students.

- (i) The following activities took place in 2012, in support of the University's strategy to establish a teaching and learning environment that is open and ubiquitous:
The Senate Teaching and Learning Committee has a standing item on its agenda to discuss the evolution of the "learning to be" philosophy adopted by UJ in its Teaching and Learning Policy. This includes regular discussions on open access materials for students, the provision of so-called "e-books" to students and the use of learning technologies in the classroom.
- (ii) The Information and Communications Systems Division, in collaboration with the Operations Division, installed Wi Fi connectivity in the following areas on all of the campuses (an exercise that will continue in 2013):
 - The entire library areas on all four campuses;
 - Designated open areas (so-called "Wi Fi hot spots") on all four campuses (11 in total, including Wi Fi connectivity in the Student Centres);
 - 26% of all lecture venues, identified in accordance with a consultative process among academic staff;
 - So-called communal areas of all of the residences on all the campuses.

- (iii) In addition to the above, the ICS Division has also provided sufficient bandwidth for all of the campuses to accommodate the growing “traffic” that will result from increased internet usage by students.
- (iv) A RFP for the provision of hand-held devices to all students was issued in 2012, and the proposals considered in December 2012. Discussions with service providers for the provision of affordable data to students, initiated by the Vice-Chancellor, also took place in 2012.

In 2012, the ICS Division was able to fill almost all of its many vacancies, including all of its senior vacancies. It also initiated a process of strategic planning in the division. Given the importance of good governance within ICT, the Division reports regularly to the Audit and Risk Committee of the UJ Council on its governance arrangements. It began a process in 2012 to develop a Governance Charter for the Division. This process will be finalized early in 2013.

Equivalence of ICS provision on all four campuses – the primary concern of the audit panel when it compiled its report – has been achieved, both in respect of the ratio of computers (in the computer labs) to students on the different campuses, and also in respect of the provision of Wi Fi connectivity on the four campuses, as detailed above.

5.3 RECOMMENDATION 15

Action plan: Professional academic staff development

Actions envisaged:

Concerted strategies have been implemented to increase workshop attendance by publicising the workshop programmes via the Executive deans and HoDs. The CPASD has also scheduled the academic preparation workshop and follow-up compulsory workshops for new staff bi-annually, before lectures begin in January and again in the July recess, i.e. when no teaching activities take place.

In 2010, 77 newly appointed academic staff attended two three-day programmes for new staff. In addition, a further 44 professional development workshops were presented, with a total attendance of 925 academic staff. Attendee information is analysed in terms of faculties and departments, to create an awareness of under-represented faculties and departments.

The Professional Academic Staff Development Framework was approved by Senate on 30 September 2009 and implemented by the CPASD from January 2010. In terms of this framework, attendance at the ‘Induction into academic practice’ programme is now compulsory for newly appointed academic staff (temporary, fixed-term contract and permanent). Similarly, attendance of the academic management and leadership

development programme for HoDs is also compulsory. (Attendance of two out of four workshops is required.)

Attendance of the numerous workshops on the broad field of teaching and the facilitation of learning, curriculum and materials development, assessment of learning and feedback for enhanced student learning is open to staff appointed on contract, and some of these staff members do attend.

Progress up to December 2011

The Centre for Professional Academic Staff Development paid particular attention to the recommendations of the audit panel and became increasingly visible at UJ. In order to ensure good attendance at the bi-annual academic preparation programme for new and inexperienced staff, the timing was shifted to the week prior to the start of lectures (at the beginning of the year and in July): in January 2011, approximately 50 staff attended each day of the three-day programme. Individual mentoring was also available. Staff who required assistance with specific areas of teaching and learning was encouraged to consult with CPASD staff; some HoDs also encouraged staff members to consult with CPASD staff for further professional development.

While the initial programme for new staff was generally well attended, ensuring staff participation in the on-going workshop series required constant attention. In 2011 a follow-up programme presented workshops offered on the use of ICTs in higher education and on 21st century skills for 21st century teaching and learning, with reasonable attendance of more than 50 academics. It is becoming clear, however, that workshops which are requested by individual faculties and which address specific faculty or departmental challenges are most likely to be well attended, and to achieve this understanding, relationships with the Vice-Dean in each faculty were nurtured. For instance, the roll-out of the institutional teaching and learning philosophy occurred at the departmental level and occasioned some enthusiasm, as well as having the benefit of facilitating on-going curriculum conversations among staff.

CPASD is cognisant of the fact that for many staff the demands for research output and for quality teaching and learning are sometimes viewed as separate and conflicting. With this in mind, in 2011 CPASD introduced a Scholarship of Teaching and Learning (SoTL) forum. The underlying intention is to encourage and support staff to improve their practice through researching (with possible publications) teaching and learning in their discipline. Immediate staff response was very promising, and the Forum will continue during 2012. CPASD has also driven the Staff Qualifications Programme, which was initiated to support under-qualified staff to achieve a master's by the end of 2012; response was very satisfactory. In this connection research development workshops were well received by staff: approximately 650 staff attended the 37 workshops offered during 2011. Here there was close and successful collaboration with the UJ Postgraduate Centre.

Professional development opportunities were also offered to staff in academic leadership positions through an induction workshop as well as follow-up workshops aimed at HoDs; in this regard there was collaboration with the Division of Human Resources. The induction workshop provided opportunities for newly appointed HoDs to develop an understanding of their role and learn from more experienced HoDs. Seventeen new heads of department attended the induction workshop in 2011.

Work recommenced, under the aegis of the Faculty of Education, on the full development of an Advanced Diploma in Higher Education Teaching and Learning, for which there appears to be considerable demand among UJ staff; some modules have already been approved, and it is hoped that these will be implemented in the near future.

Progress up to December 2012

In late 2012, the MEC decided that the small Centre for Professional Academic Staff Development should be disestablished. The three staff members involved in the Staff Qualifications Programme joined the Postgraduate Centre; the remaining four staff joined the Academic Development Centre in the Division of Academic Development and Support.

The changes relating to the Centre for Professional Academic Staff Development were seen as ways of making optimal use of limited staff capacity, while driving key initiatives. Staff associated with the Staff Qualifications Programme would assist in enhancing the academic stature of the Postgraduate Centre; they would be involved in leading the research development programme, and in setting up of databases which would allow on-going monitoring of both student and staff performance in higher degrees.

The Academic Development Centre was already involved in both student and staff development, and hence emerging synergies allowed more to be achieved. Staff Development would in future be represented by a head within the Academic Development Centre, to ensure that staff development remained a focus area.

Staff development activities have continued as planned during 2012, with reasonable to good involvement of academic staff; however, it was still the same small minority of staff who regularly participated in workshops, which they generally found extremely useful. In working towards broader staff attendance, the role of the Vice-Dean was crucial, with some Vice-Deans being extremely supportive. At the same time, some inroads were made into less involved faculties such as Engineering and the Built Environment.

Attendance at the 'Academic Preparation' induction programme was compulsory for new and inexperienced staff; the induction programme in January had 40 attendees, and, in June, 20 - 25 attendees. Staff development sought to build on-going relationships with new staff by means of follow-up workshops: a workshop on assessment attracted 30 attendees, one on engaging students in learning 32 attendees.

The HoD support programme was similarly structured: the initial induction programme was attended by all 16 new HoDs; the follow-up workshop on strategic planning and budget was particularly successful, with 46 HoDs attending.

Staff development was also much involved in the ADS Curriculum Project, which has been reported under Recommendation 7 Action Plan 2 (above), and many faculty-specific workshops emerged from this context. Here, too, a sound relationship with the Vice-Deans remained crucial.

Interest in the scholarship of teaching and learning is growing, and there were several further meetings of the interest group, which continued to attract numbers of faculty staff. In late November, ADS and the SOTL interest group hosted a visit by Professor Ron Barnett from the University of London and author of numerous works on Higher Education, who presented on the topic: 'Learning to be: a very hopeful idea'.

The Staff Qualifications Project continued and expanded further. The master's support programme has continued to support those staff who have yet to complete a Master's qualification, and is to conclude at the end of 2013. The SQP Doctoral Support Programme commenced with the first two cohorts of the UJ-SANTRUST Pre-doctoral Programme, which supports the development of the thesis proposal. 50 members of staff have now successfully completed UJ-SANTRUST and have either already registered or will register shortly for their doctorate; a further two cohorts are planned for 2013. Both SQP programmes were underpinned by a wide-ranging research development programme on a variety of topics (hosting 17 workshops with 280 attendees during 2012), and with a strong focus on postgraduate research writing and writing for publication, which attracted considerable interest. Most recently a week-long writing retreat was held which was fully subscribed with 12 participants. Writing support for postgraduate students and staff is now also being offered through the Writing Centres on each campus, and is facilitated through trained postgraduate students.

Work continued on the Postgraduate Diploma in Higher Education Teaching and Learning but, due to changes in the qualification structure in the Faculty of Education, progress was disappointingly slow. The intention is that this qualification will become compulsory for new members of staff, and will also be available to current members of staff. It is hoped that roll-out in the form of short courses can commence in 2013, while formal approval for the qualification as a whole is being obtained.

5.4 RECOMMENDATION 13

Action plan: Certification

Actions planned and implemented:

Academic Administration is responsible for centralised control and governance of the certification process for all faculties across all campuses. Currently reporting to the

Senior Manager: Faculty Coordination, there is only one Senior Academic Administration Officer: Certification responsible for the logistical arrangements and printing of certificates. The Senior Manager: Faculty Coordination serves as back-up support, to take over in the event of any crisis.

A number of management support structures are in place to support the process (see *UJ Improvement Plan*).

Additional ITS system changes and improvements (e.g. stricter control for the identification of graduates and certificate number record locking) were implemented, to secure the processes in a multi-campus environment.

After the 2008 Academic Administration internal review, a number of improvement strategies were proposed (see *UJ Improvement Plan*).

Extensive benchmarking and collaboration strategies have been initiated over the past two years. A full-time staff member was employed to assist with certification duties. Unfortunately, this post could only be approved on a three-year contract basis (until the end of 2012).

The following action steps for improvement are proposed in view of the HEQC audit recommendation:

- (i) Convert the three-year contract post (approved to support the one staff member with certification duties and to act as back-up support for printing certificates) to a permanent post.
- (ii) Initiate an internal audit on the certification process and control mechanisms currently in place at the UJ, in addition to the external process already in place.

Progress up to December 2011

At the beginning of 2011, a three-year permanent appointment was made in the Certification Office. The MEC still has to approve the conversion of the post to a permanent post.

In November 2011, PricewaterhouseCoopers conducted an annual report. In addition to this audit, Deloitte & Touche conducted a full internal audit in September 2011. The UJ received a green report, indicating that no risks were identified.

Progress up to December 2012

All audit reports reflected zero exceptions.

5.5 RECOMMENDATION 17

Action plan: Security of student records and examination documentation

Actions envisaged and implemented

- (i) The **processes and security of learner records** are described in a number of UJ policies, including the teaching, learning and assessment policies. Basic processes are listed, but processes are not implemented uniformly across faculties, as a result of unique faculty-specific factors.
- (ii) The UJ enlisted the assistance of a firm specialising in the **secure storage** of hard copy documentation (Metrofile) for the purpose of having all documents with security value, for instance student and examination documentation (including examination books and mark sheets), securely filed, from where it can be retrieved when necessary. Electronic versions of student academic records will still be stored on ITS at the UJ. ITS functionality will be enhanced to accommodate test marks in addition to examination results.
- (iii) During 2010 and 2011, faculties were once again instructed to use only **pecially designed test paper** for the purpose of tests. Examination answer books should only be used for official examinations. This rule is brought to the attention of the faculties on a regular basis and was also discussed at the Final Assessment Coordination Committee meeting of 8 June 2010. Communication about the use of test and examination answer books will be continued and reinforced at various levels.
- (iv) All **examination invigilators** are instructed to be on the lookout during all tests and examinations that this rule (see (c) above) is being applied and to report any deviation from the rule. This rule has also been included in the examination instructions that are sent to all academic, administrative and invigilation staff involved in examinations on a regular basis. Invigilators report discrepancies to the Invigilators' Coordinator.
- (v) From an examination perspective, the UJ is currently developing a **computer programme to formalise all test mark procedures** in academic departments. Test marks are to be captured on the main database, as is the case with examination marks. Computer log files will then be accessible to monitor changes to test marks by academic departments.

Progress up to December 2011

- (i) Additional progress made: All relevant policies and procedures have been updated to include security measures for the filing of Student Records.
- (ii) The firm Metrofile is currently being used on a daily basis for the storage of Faculty as well as Academic Administration records. "Image Now" is being utilised to store the abovementioned records electronically.

- (iii) The abovementioned instructions have been added to the Assessment Procedures, which are brought to the attention of all parties involved before the commencement of every Final Assessment Opportunity.
- (iv) The UJ was waiting for finalisation of this project from the creators of this system which was temporarily delayed due to staff shortages in the IT Department. .

Progress up to December 2012

- (a) All relevant policies and procedures were updated to include security measures for the filing of Student Records. This is an on-going process.
- (b) The firm Metrofile is currently being used on a daily basis for the storage of faculty as well as academic administration records. “Image Now” is being utilised to store the abovementioned records electronically. This is an on-going process and assessment scripts and mark sheets are included.
- (c) The abovementioned instructions (see c above) have been added to the Assessment Procedures, which are brought to the attention of all parties involved before the commencement of every Final Assessment Opportunity on a biannual basis.
- (d) Instructions are brought to the attention of all parties involved before the commencement of every Final Assessment Opportunity on a biannual basis.
- (e) The external service provider was not able to develop the verification tool. Guidelines for class attendance were submitted to the STLC for discussion (February 2013). Data on the impact of class attendance on student success should be researched, and faculties have been requested to submit relevant data to the ED: Academic Development and Support.
- (f) The finalization of this project was temporarily delayed due to staff shortages in the IT Department. A Pilot Project will be implemented during the first semester of 2013. The system will be operational commencing 2014.

6. RESEARCH AND SUPERVISION

6.1 RECOMMENDATION 18

Action plan 1: Young researchers

This Action Plan consists of three major components listed below (see *UJ Improvement Plan* for details):

- (a) **Next Generation Scholarship Programme (NGS)**
UJ set aside R25-million for scholarships for master’s and doctoral students. Students holding scholarships with contractual obligations (such as within the NGS programme) are not normally allowed to hold NRF scholarships concurrently with

such scholarships. However, the purpose of the NGS scholarships meets the NRF's aim of retaining capacity in academia and research (this case was presented to the NRF). The NRF thus agreed to award bursaries to students holding NGS scholarships up to a maximum value, viz. R100K at master's level and R150K at doctoral level. The CSIR also agreed to contribute top-up funding to two students who had applied for the UJ-CSIR scholarship.

A survey on training needs was undertaken in 2009 by the Postgraduate Funding Support. The survey revealed that the training needs varied across faculties, as well as across the levels of study. Generic workshops were therefore presented on topics such as: 1) The Master's Dissertation and 2) Argument in Research Writing. In 2010, NGS students attended various workshops arranged by the Training and Development Section of the PGC including RefWorks, which was facilitated by the Library. A Postgraduate Symposium was also held in October 2010, which provided an excellent opportunity for NGS students to showcase their work in the form of presentations and posters. NGS students also chaired the various sessions.

(b) ***Participation in the NRF's Thuthuka programme for upcoming researchers***

The UJ has adopted an operational plan to encourage more researchers to apply for NRF rating, via the NRF's Thuthuka programme, which is meant to nurture young and upcoming researchers. The outcomes and impact of the Programme are continuously monitored at various forums and levels.

Increased participation in the NRF's Thuthuka programme: By December 2010, UJ had 90 NRF-rated researchers. In 2011, **35** young and upcoming researchers (in comparison to **10** in 2010) had already applied for financial support through Thuthuka, to the amount of R2.3 million. The applications were for NRF rating, post-PhD tracking and PhD tracking.

The demographic profile (in terms of gender and race) of the 35 applicants in 2011, in comparison to the 10 applicants in 2010, was as follows:

- **Female:** 29 out of 35 (**83%**) in 2011 vs. 6 out of 10 (**60%**) in 2010;
- **African:** 9 out of 35 (**26%**) in 2011 vs. 2 out of 10 (**20%**) in 2010; and
- **Black:** 20 out of 35 (**57%**) in 2011 vs. 5 out of 10 (**50%**) in 2010.

Of the 35 researchers that applied for NRF funding, 13 were successful: 5 for NRF rating and 4 each for Post PhD and PhD tracking support, at a total cost of R1.513 million. The Thuthuka programme for emerging researchers (especially in Categories 'L' and 'P') is beginning to produce research-related dividends for UJ and will hopefully continue to do so.

c) ***Attracting an appropriate number of postgraduate students***

- (i) **Hons marketing campaign:** The UJ launched an ‘aggressive’ Honours recruitment marketing campaign (to the value of R12 million), to increase the number of students with real potential to proceed to postgraduate studies.
- (ii) **Campaign prioritises certain faculties:** The marketing campaign is pertinently focused at Health Sciences, Science, Engineering and the Built Environment, Humanities and selected honours programmes in Education.
- (iii) **Postgraduate targets (differentiated per faculty):** There is also a focused strategy to meet envisaged postgraduate student numbers of 16% of the total student body by 2013 (11% at Postgraduate below master’s level and 5% at master’s and doctoral levels) on the assumption that the UJ headcount will stabilise around 50,000 in the next few years. These postgraduate targets are differentiated per faculty.

Progress up to December 2011

In half the planned time, UJ achieved its research-output target of 600 accredited articles, i.e. 610.90 units for the 2010 research publications.

In 2011, NGS students attended various workshops arranged by the Training and Development Section of the Post-graduate Centre, including RefWorks, which was facilitated by the Library. A Postgraduate Symposium was also held in October 2011, which provided an excellent opportunity for NGS students to showcase their work in the form of presentations and posters. NGS students also chaired the various sessions.

Progress up to December 2012

UJ continued to support and encourage young researchers to apply for the NRF Thuthuka Grant. UJ has a practice note on how to identify up and coming researchers in the faculties. The number of grant holders steadily increased from 10 in 2010, to 35 in 2011 and 40 in 2012. In 2011, 83% of grant holders were females.

Action plan 2: Research foci

Actions planned included:

- (a) **Operational multi-year research plan:** The University relies on its internal and external funds to continue supporting research. Internal funds account for 53% of total research expenditure, while NRF and other external income account for 47% research expenditure. Steps continue to be taken to grow the external income component in order to reduce the dependency on the University. Going forward, all the research centres will be measured against generating external income. In 2010, the University spent R52.25 million for the operational research budget

compared to R42.8 million in 2009. External income from the NRF grew by 72% from R19.97 million in 2009 to R34.36 million in 2010 as a result of the new administrative systems put in place. The UJ research strategy includes an operational plan with targets, indicators and budget plans, which is discussed and monitored twice annually by the Executive Leadership Group to determine the progress. The indicators and targets are part of the KPAs of the DVC: Research, Innovation and Advancement, and the Executive Director: Research and Innovation.

- (b) Investments in research:** The large investments made and strategic interventions such as establishment of research centres, research niches (quick wins), the postgraduate centre, appointment of research professors and high-profile academic scholars and research incentive schemes are all testimony to the University's commitment to research. In addition to the significant progress in research outputs, the University also strengthened its research infrastructure, research support and management. The further development, application and commercialisation of research outputs are priorities for the future.
- (c) Targeted research foci:** A circular was sent to all members of staff to inform them of the new differentiated approach to research production per faculty at the University. Research targets are annually agreed on between the DVC: Research, Innovation and Advancement, and the executive deans. Given the strategic interventions that have been implemented and investments made, the expectation is that the leading research faculties would continue to deliver the largest number of research outputs. The other faculties are therefore expected to play their roles in delivering agreed research output targets.
- (d) New funding cycle for research centres:** Four years ago, the university implemented key strategic interventions to fulfil its research goals in the first decade of its existence. A total of 13 research centres and 7 research niche areas were established and funded to the tune of R39.02 million. These research entities were reviewed in 2010 for a new three-year funding cycle, which showed that the research output had increased from the period prior to their existence, and had a great impact in profiling the research capability of the university. Because the model works, a new funding cycle was approved and six new research centres were added.

Progress up to December 2011

The actions have been implemented.

Progress up to December 2012

There has been no major shift in the research foci. However, late in 2012, management approved a new Research Strategic Fund of R30 million to be spent over three years in three selected areas that possess a potential of being world class in a short period of

time. The three areas are Telecommunications, Physics and Chemistry. Each research area will receive R3.3 m per annum for three years. The three research groups are busy finalizing their strategic research plans. Funding will start in the first part of 2013.

The Research Strategic Fund is meant to enhance the research focus areas and mobilize the existing expertise in order to:

- create synergy and critical mass
- produce the required high impact outputs in the 3 year cycle but also in the longer term,
- extensively extend already existing international collaboration and collaboration with relevant industries,
- attract top postgraduate students, PhD's and scientists.

These research areas are intended to place UJ on a global stage.

Action plan 3: Financial support

The following actions were planned and implemented:

- (a) **Research and Finance cooperation:** There is a working service level agreement with the Finance Division and every month each researcher is provided with a statement. In September 2010, a strategic meeting was held involving the DVC: Research, DVC: Finance and the major research active faculties to streamline the researchers' budgeting and expenditure process. It was agreed that researchers should only use three budget and expenditure line items: running costs, bursaries and equipment.
- (b) **Research funding workshops:** The Research Office together with the Finance Division runs two workshops a year to meet and discuss problems/improvements with individual researchers.

Progress up to December 2011

All the actions plans have been implemented.

Progress up to December 2012

With reference to item (a) Research and Finance Cooperation, further developments took place during the year. A task team comprising researchers, finance people and the research office personnel was set up to do a benchmark analysis of how other national universities and research institutes manage their research accounts, ascertain the benefits and flaws of the other universities' systems and present a recommendation for the UJ as a way forward. The institutions visited were University of Pretoria, UNW and the CSIR in Pretoria.

Recommendations that focus on the following aspects were submitted:

(i) Engagement with the NRF

The NRF also recognises that there could be a problem of a three month delay (January to March) in institutions receiving the research money and is aware that different institutions deal with the problem differently. However, it would be difficult to advance funds only to the UJ, let alone any other university without applying the rule nationally. In principle, the NRF could possibly consider advancing a portion of the funds to institutions based on the previous year's claims. ***The suggestion was that this matter be referred for discussion at the DVC: Research Forum.***

(ii) System improvements

Research activities at UJ have grown considerably over the years, with about 200 active researchers in 2006 to over 400 in 2010. Consequently, UJ has experienced more researchers undertaking national and international travels, which has increased the use of Diners Club, purchase of air tickets and procurement of portable technological instruments, e.g. iPads. ***The UJ procurement system has to respond and adapt to this changing landscape.***

(iii) Procurement

It is evident that some researchers work through-out the year and the UJ procurement system has to be flexible to accommodate purchases at any time during the year. ***It was proposed that procurement through the workflow should be allowed throughout the year.***

(iv) Financial management

During the same period, external research income has trebled and whereas handling these funds was possible in the past, it is apparent that more human capacity is now needed to effectively manage this income stream. UJ currently has only 2 dedicated faculty accountants. ***It was proposed that research accountants be appointed in certain faculties that have a large volume of external funding, i.e. FEBE, FHS, FH and FS. Note: external funding includes NRF funding.***

(v) Cross-subsidisation

Most funders allow certain flexibility to move costs around. However, it is encouraged that the researchers should not willy-nilly cross subsidise their research projects because this causes huge difficulties for the finance people to reconcile the accounts and to track VAT. ***Finance personnel should not move money around the account without the researcher's approval.***

(vi) Availability of funding

Currently, the UJ only loads the money into the researchers account once the money has been released. This causes unnecessary delays to start research,

bearing in mind that NRF money has to be spent in the same year. ***It was proposed that UJ should load the money into the researchers account once the award letter has been received.***

(vii) Service level agreement

There is a service level agreement between Finance, the Research Office and researchers which clearly spells out the services to be provided, responsibilities and the time-lines. In addition, the finance division also reports to the URC on the status of the NRF accounts per faculty and per individual. The NRF administrator sends monthly statements to all researchers with NRF awards. This exercise allows identifying red flags where an individual is not spending the money. The report simply shows the budget, expenses and balance.

(viii) NRF workshops

The workshops that took place between the Research Office, Finance Division and researchers should be further encouraged. These workshops were conducted together with NRF personnel when needed.

(ix) Regular communication

It is important to have proper management and regular communication. Any discrepancies or account queries should be handled in a collegial and open dialogue; this should help to develop a culture of dealing with these situations. The Research Office personnel, Finance Division and researchers all have a role to play.

6.2 RECOMMENDATION 19

Action plan 1: Postgraduate supervision

The following action plans/steps were envisaged or are in place:

- (a) The **Staff Qualifications Programme** (see 3.1.2.2 (g) in the *Improvement Plan*) aims to increase the current number of permanent academic staff with master's and doctoral qualifications by 15% by the end of 2011. Improvement in the teaching and learning competencies of academic staff increases the number of academic staff able to provide postgraduate supervision.
- (b) The UJ has also strengthened its postgraduate supervisory capacity by appointing **research professors**, especially in the Faculties of Humanities and Science, and by utilising the knowledge and experience of retired professors. In the short-to-medium term, this, together with the appointment of visiting professors, will expand the institution's postgraduate supervisory capacity.

Progress up to December 2011

The Postgraduate Centre (PGC) has developed a range of training and support activities in order to increase postgraduate throughput through enhanced student support and improved supervision and mentorship activities. These include research training workshops, academic writing support activities, large-scale capacity building for staff without PhDs, and specific institutional activities such as the plagiarism policy revision. The following actions have also been implemented:

- (a) PGC training and development activities increased in 2011, with about 20 workshops on a wide range of research methodologies. An important new addition to our training activities was advanced quantitative training in partnership with Statkon, the statistical support service at the UJ.
- (b) Institutionalising a postgraduate writing strategy has been a key aspect of the work, undertaken jointly with Academic Development and Support (ADS). Specific activities included a successful academic writing symposium in February presented by experts from the University of Cape Town, the establishment of a task group between ADS, the PGC and the writing centres, the placement of staff with discipline-specific skills in writing centres, and developing a proposal for a short course on how to prepare research proposals. The main aim of all of these activities was to find strategies to improve research writing across the institution and in disciplines so that the UJ meets its targets for increased output in the required time. Faculty-specific funding has also been provided through the PGC in order to bolster faculty-specific writing activities.
- (c) Another set of activities focused on improving capacity for writing in academic journals. Three forums were held with editors of journals and were attended by over 60 people across disciplines.
- (d) A report on the current status of the UJ policy on plagiarism and a broader review of trends in plagiarism internationally was completed in October. This will inform the university-wide policy document on plagiarism.
- (e) Santrust has been commissioned to run a PhD research proposal training programme from 2011 to 2013 with the aim of improving the throughput of PhD studies among staff at UJ. A total cohort of 125 staff members will take part in the training. Four week-long workshops took place between October 2011 and January 2012, with 73 participants, coordinated by the PGC.
- (f) Following on the recommendations of the Supervision and Research Method Review undertaken by the PGC in 2010, practices in Statkon were reviewed, with a focus on enhanced preparation by supervisors and students before they undertake postgraduate research. Four supervision forums have been undertaken

in 2012 on important topics such as mentorship, editing and peer review, and academic writing. These forums have provided opportunities for supervisors across the institution to meet in an inter-disciplinary setting. The Staff Qualifications Project (SQP) undertook 15 workshops in 2011, and continues to provide supervisor support through specific training activities. In 2011 35 staff members completed their masters' studies through the SQP.

Progress up to December 2012

A recognized research and development portfolio has ensured that supervision is a dedicated and programmatic activity in the PGC. This portfolio was approved at the ELG in August 2012.

Progress includes:

(a) Supervision and doctoral support

The PGC was asked to address the issue of supervision and its quality over the last two years, i.e. 2010 - 2012. Thus far, the two main activities have been the Supervision and Research Methods Review undertaken in December 2010, and the supervisor forums undertaken in 2011. Related activities in the Centre for Academic Professional Staff Development addressed the quality of academics by providing aspects of research training, and all contribute to improved supervision.

Supervision activities have to be a priority in terms of academic development. Because of this, the PGC embarked on the activities listed below. Ideally, these should be undertaken with CPASD. These activities include:

- Meetings on supervision with Deans to more clearly identify issues.
- Tracking students through the database of postgraduate students to assess who has been on the system for four to six years and getting feedback on their status.
- Working on the latest update on student supervisor ratios at master's and doctoral levels.
- Undertaking six supervisor forums this year (2013) starting in May. Investigating the possibility of two day supervisor workshops during the September recess.
- Addressing specific needs for faculties e.g. HSC wanted a three day workshop with Prof Ahmed Wadee, the Dean of Health sciences at Wits.
- Working on standardizing the supervisor/student template to be presented to SHDC.
- Convening a two day mentor and mentee workshop in the last week of the vacation in July.
- Part of the national task team (led by DVC Nelson Ijumba) for SARUA/CODOC looking at Doctoral Education and improving supervision in the region (SM).

Prof Motala led a task team for the SHDC to consider aspects of the assessment process in Postgraduate studies in respect of dissertations, minor dissertations and theses. It was agreed that a smaller team, led by Professor Motala, would continue to

address supervisor capacity concerns and the strategies in place and report back to the SHDC at regular intervals as part of the overall PGC report.

Interventions towards enhancing supervisory capacity included:

- Four supervisor forums in June, July September and October.
- Six workshops to train supervisors and strengthen supervisory capacity particularly for new supervisors with about 60 participants.
- Broadening the information base on mentorship and supervision by providing a postgraduate toolkit to faculties, and providing a link on the Research and Innovation website under the heading “information resources” where documents, manuals and papers on supervision are housed.
- Forty supervisors attended two-day supervisor training workshop as part of the SANTRUST research proposal training program.
- Participating in regional and international forums addressing supervision and doctoral education. This included being part of the CODOC network and conferences which are supported by the Erasmus Mundus and led by the European Universities Association, and being part of a regional task team (SADC) which aims to access funding to support regional doctoral schools and supervisor training workshops.

(b) Portfolio - Research Monitoring and Benchmarking

Planned activities for 2013 include:

- Implement doctoral staff qualifications programme management system, tracking, monitoring and reporting on staff progress by:
 - Developing work plan templates for SQPD and amending SQPM that includes HoD approval of the plan.
 - Academic staff submitting progress reports three times a year verified by their HoD on their progress.
 - Compiling a comprehensive UJ and faculty report on progress three times a year for SHDC.
- Manage SQPM continuously. A management and monitoring system is in place to:
 - Compile a comprehensive UJ and faculty report on progress three times a year for SHDC.
 - Identify slow or minimal progress and report it immediately to the DVC.
 - Manage the SQP Budget for 2013.
- Monthly reporting on postgraduate enrolment and graduation for DVCs and MECA.
- Establish an efficient academic staff and student database system with latest software.
- Undertake benchmarking reports twice or three times a year on request (for March on post-docs).
- Support the Institutional Research Unit with Prof. Neels Fourie e.g. the postgraduate survey.

- Support any quantitative analysis on request from SHDC, URC (e.g. survey on co-authorship).
- Establish from existing UJ systems a comprehensive postgraduate student and academic staff database.
- Continuous tracking of postgraduate students – enrolment, throughput and graduation.
- Responsibility for communication strategy, re the findings on research.
- On-going research with faculties re postgraduate studies/students.
- One peer reviewed article per year.
- Keep up to date with developments in the field of Higher Education and Training especially in postgraduate studies.

Action plan 2: Postgraduate enrolment

The following action steps were envisaged:

- (a) A key component to improving enrolment is a **marketing strategy** that aims at active postgraduate enrolment, a clear and defined marketing plan and structures for co-ordination between the marketing division and the Postgraduate Strategy. This includes showcasing our research and research staff, research open days, postgraduate symposia, and working with national and regional input to promote UJ's research plans, activities and research.
- (b) Although no final decision has yet been taken by the Department on the 2011 - 2013 enrolment plan, it is in the UJ's strategic interest to **plan for an enrolment scenario** with a 48 589 student headcount for 2011 and with targets of 48 000 students adopted for both 2012 and 2013. In addition, student growth should be achieved in areas such as SET and at postgraduate level, with the percentage of postgraduate students to be increased to 16%. (See additional data in the *Improvement Plan*.)
- (c) **Tuition fees and bursaries** are important instruments in filling the planned student places for each postgraduate qualification with the best students at the lowest cost to the University. A review of student fees and bursaries at UJ in relation to Wits and UP suggests that when tuition fees and bursaries are taken into account, Wits and the UP provide a much more competitive fee and bursary structure than UJ at honours level. At master's and doctoral level, UJ provides a higher take-home amount than the other two institutions.
- (d) In August 2010, the MEC, noting the above, accepted the proposal that **Honours bursaries** be made available to those students who achieved 65% and upwards in their undergraduate degree. It recommended that the focus be on honours bursaries at SETH (Science and Health excluding FEBE as there is no PG), Humanities and SETH Education programmes. Over the next two to three years, the impact will be assessed and a further rollout considered. Twenty per cent (or a

number benchmarked with peers) was set as the maximum for international students. It accepted the principle that such bursaries and scholarships must be focused in selected disciplinary areas in line with UJ's research strategy and institutional mandate, and South Africa's economic and developmental priorities.

- (e) Work with the International Office to actively support the strategy to **recruit international students** and establish a different and competitive fee and bursary structure for such students.
- (f) Continue to look at **funding support** from the business sector and donor agencies for successful strategies that develop the next generation of scholars. These dedicated and sustained programmes have created an academic environment that attracts and retains black postgraduate students, and where possible offers them employment opportunities in the University upon completion of their studies.

Progress up to December 2011

The following positive trends were noted in 2010 – 2011:

- Doctoral headcount enrolments exceeded the Senate-approved number by 13%.
- Master's headcount enrolments exceeded the Senate-approved number by 7%.
- Master's and doctoral headcount enrolments measured against the Strategic Goals are 8% higher than the floor (2 460), 7% higher than the target (2 500) and 5% above the ceiling (2 550).
- Honours headcount enrolments as a percentage of total postgraduate enrolments below master's increased to 75% in 2011 (from 71% in 2010 and 68% in 2009).
- A decline in postgraduate diploma headcount enrolments was driven by factors related to lower enrolments in the Health Sciences and in the Nursing Diplomas.
- There were increases in the number of the postdoctoral research fellows (PDRFs) to over 70, and an improvement of management systems to support the PDRFs.
- International postgraduate recruitment improved from 6.7% to 7.9% (417 to 509).

The enrolments have been supported by a student funding strategy which included a competitive Honours Bursary Scheme in the Faculties of Humanities, Science and Education and enhanced postgraduate funding support activities, where the disbursements increased by 20% to R25 million. A dedicated focus was placed on international recruitment.

Progress up to December 2012

The enhancing of a marketing and information division with the PGC to improve enrolment was undertaken. The marketing and information portfolio aims to provide all the relevant support and functionality associated with marketing of the PGC and the postgraduate opportunities at UJ as the provision of information to UJ staff, postdoctoral

fellows, postgraduate students as well as to potential postgraduate students and postdoctoral fellows.

Specific areas include:

- Improving the visibility and recognisability of the Post-graduate Centre through rebranding and active marketing for the centre itself.
- Various awareness campaigns and road shows that will be presented on the UJ campuses to help stimulate interest in postgraduate studies.
- Revamp of PGC page on the UJ Website.
- Utilisation of social media to provide effective updates and information.
- Utilisation of all conventional media marketing as well as other opportunities, such as links to YouTube video incorporated in communication.
- Inclusion of weblinks on new ULink system (replacement of student portal for convenience and ease of access for current students.
- Open public lectures that raise awareness and are of relevance to post graduate issues.
- Improvement of the marketing and information dissemination of current projects and support offered to both staff and students.

Action plan 3: Postgraduate throughput

The following action steps were envisaged:

- (a) Within the context of discipline specificity, all academic employees with at least a master's qualification are expected **to attract and to supervise postgraduate students**. An academic workload model, which is both generic to the institution and domain-specific, serves as a managerial instrument for executive deans and heads of departments to allow adequate time for postgraduate supervision.
- (b) Resources are made available from time to time to attract academic employees who are expected to **engage predominantly in research** ("research professors"). In terms of the workload model referred to above, such academic employees are expected to supervise postgraduate students beyond the norm expected of academic employees also engaged in undergraduate teaching and learning. In addition, postgraduate students must be tied to critical research programmes in which significant institutional investments have been made. This is particularly relevant to Faculties such as Humanities and Science.
- (c) The Centre for Professional Academic Staff Development in the Division for Academic Development and Support, in close collaboration with the Postgraduate Centre, presents annual programmes to academic staff nominated by the faculties to **build their capacity** to appropriately supervise postgraduate students.

- (d) Resources are made available to equip the UJ libraries with **research materials**. Yet a number of postgraduate students do not have easy access to journals, periodicals, etc. Given the importance of postgraduate education, greater investments will be made in the library and in the postgraduate centre to enable postgraduate students to have better access to research materials.
- (f) A **Postgraduate Centre** exists to provide support to master's and doctoral students in respect of the following matters: research methodology, writing skills for research publication, qualitative and quantitative analyses, proposal writing, supervisor relationship management, etc. An important component of the Postgraduate Centre is the Postgraduate Funding Section (PFS). The PFS is responsible for the administration of postgraduate funding opportunities.

The postgraduate targets as agreed to in the postgraduate strategy mean that the UJ has to increase its student numbers to 16% of the overall student cohort by 2013, with the target being 6 400 students for 2011. All of the above activities contribute to the achievement of these targets, which is also aligned to the university's strategic thrusts and plans for 2020.

- (g) Throughput management of research-based master's and doctoral students is a core component of faculty-based enrolment management, and incorporates control over maximum periods of study, quality assurance and supervisor management. An efficient Postgraduate Strategy is dependent on students acquiring their degrees within the agreed timeframes. The Postgraduate Centre via the PFS administers **funding programmes** promoting the throughput of research-based master's and doctoral students. An example of such a programme is the Tuition Fees Remission Programme. Full-time students completing their degree in the required term, viz. two years for a master's and three years for a doctorate, may qualify for a full-fee remission upon graduation, depending on certain terms and conditions.
- (h) The University creates a culture of research by actively **encouraging and promoting research in undergraduate programmes**. This should create a desire for research and encourage successful undergraduate students to pursue postgraduate studies.
- (i) The university actively pursues **joint postgraduate programmes** with reputable international institutions in order to strengthen its supervisory capacity and to provide additional research opportunities for its master's and doctoral students. Such joint programmes are subject to quality assurance controls and to accreditation requirements. Aspects will be incorporated into the *Study Abroad programme*.

- (j) Subject to capacity constraints, the University provides **adequate accommodation** for its postgraduate students on all its campuses. This is particularly relevant for attracting international students.

Progress up to December 2011

The trends for postgraduate throughput showed an increase in honours enrolment from 2010 to 2011 (7%), an increase in master's from 2009 to 2010 (17%) and a decline in doctoral graduates from 2009 to 2010 (27%). The declines in doctoral throughput could be attributed to declines in doctoral enrolments in 2006, 2007 and 2008. The figures for 2011 had not yet been audited.

It is anticipated that by 2014 UJ will graduate 40 master's and 47 doctoral students through the Next Generation of Scholars programme, and 70 master's students and ten doctoral students in 2012/2013 through the SQP.

For 2012 and 2013 a special intervention programme was put in place to support master's and doctoral students through a range of interventions. These included more writing and editorial support, increased supervisor training and specific and on-going attention to the mentorship of new supervisors, supervisor load, a review of faculty student/supervisor agreements and using emeritus professors to bolster support. Complementary strategies included better tracking and monitoring of progress to completion, reviewing the fees remission policy as an incentive for timeous completion, and creating a more enabling environment for postgraduate students through increased online support.

Progress up to December 2012

The establishment of a dedicated research and development section is a new development in this domain. The PGC is aimed at delivering on the UJ key strategic areas of enrolment, throughput, graduation and enabling environment. It was established in 2010 and significant progress has been made on the original mandate. In 2012, a review of the PGC was done against identified needs, UJ strategic thrusts and international and South African best practice regarding postgraduate matters. An expanded vision was presented that focused on all aspects needed to promote a postgraduate culture that would lead to UJ being a postgraduate destination of choice. Following on the ELG in August and the MEC decisions in September, it was accepted that an expanded vision of postgraduate studies at the UJ, with an extended organizational structure would be pursued.

Elements of other organizational structures within the University that forms a logical part of the extended vision of the Postgraduate Centre have been moved into the overall structure. The process of exploring synergies and planning for delivery in 2013 has commenced.

While improvement in enrolment and graduation patterns has been noted, significant impact should be realized by the end of 2013/2014.

Progress made with the action plan(s) include:

(a) SANTRUST

This initiative is called “The PhD Proposal Development Programme” and is facilitated by Santrust, an international legal entity with head office in South Africa. Santrust has entered into partnership with UJ to support UJ’s vision towards the realisation of higher levels of academic qualifications of existing academic staff members.

The programme consists of approximately seven weeks of contact learning (some two weeks in succession) in research methodologies over 6 modules, offered at a doctoral level. The learning takes place in workshop/conference mode.

The two SANTRUST programmes took place on the following dates:

- Cohort 2: 16th - 20th January 2012;
- Cohort 1: 24th - 28th January 2012;
- Cohort 1 and 2: 26th - 30th March 2012;

The programme was presented at the STH – Bunting Road, School of Tourism and Hospitality.

(b) Postgraduate cross-faculty symposium

A successful postgraduate symposium was held and the Postgraduate Association (PGA) was launched.

(c) Workshops and development for postgraduate students

The following academic workshops were hosted:

- *Kickstart Your Research* (Research Simplified Series – workshop 1- Turning an Idea into a convincing research question), presented by Mr Arnold Wentzel (the Department of Economics and Econometrics, UJ).
- *How to write argumentatively* (Research Simplified Series – workshop 2), presented by Mr Arnold Wentzel.
- *Sticking Together* (Research Simplified Series – workshop 3), presented by Mr Arnold Wentzel and *Coming up with the answer* (Research Simplified Series – workshop 4), presented by Mr Arnold Wentzel.
- *RefWorks: Introduction & Finding and Managing Secondary Sources*, presented by Ms Linda Mbonambi (Information Librarian, UJ).
- *Advanced Academic Writing Skills* presented by Prof Craig MacKenzie (English Department);
- *Editing your own Writing* presented by Prof Craig MacKenzie;
- *Editing your own Thesis or Dissertation (Part 1 and Part 2)* presented by Prof Craig MacKenzie:

- *A Mentor's Workshop for Academics, Researchers and Supervisors of Research* presented by Dr Layla Cassim.
- *The postgraduate's development as a mentee in the research context* presented by Dr Layla Cassim.
- Postgraduate Cross-Faculty Symposium.

(d) The 12th Democracy and Diversity Graduate Summer Institute (D&D)

The 12th Democracy and Diversity Graduate Summer Institute (D&D) held in Johannesburg (SA) on January 7 – 13 2013 was hosted by the PGC together with FEFS and FH and the New School of Social Science from New York.

(e) Workshops and development for academic staff

A total of 19 events with 298 attendees were delivered. The following development opportunities were offered:

- *Data Analysis* (Prof Brigitte Smit).
- *Using Atlas.ti for qualitative data analysis* (Prof Brigitte Smit).
- *Boundary-crossing in Research- opportunities and challenges* (Prof Johan Mouton).
- *Boundary-crossing in Research - implication for supervision* (Professors Mouton, Motala and Posthumus).
- *Postgraduate supervision for new and inexperienced supervisors* (Prof Mouton).
- *The endgame – completing and getting published* (Prof Dan Remenyi).
- *Using Zotero* (Prof Natasha Erlank).
- *SPSS for Novices* (Richard Devey).
- *Consultations on Research Design* (Prof Max Bergman).
- *Mixed method research* (Prof Max Bergman).
- *How to get published – insights from a journal editor* (Prof Max Bergman).
- *SoTL and Writing for publication- focus on metacognition, reflective skills and first year students* (Dr Laura Dison).
- *Writing the literature review* (Dr Kerryn Dixon).
- *SoTL: CHAT as a lens in researching teaching and learning in higher education* (Prof J de Beer).
- *Writing retreats* (Prof Trotsky de Bruin and Dr Ruth Albertyn).

7. QUALITY ASSURANCE

7.1 RECOMMENDATION 5

Action plan: Quality management

Action plans:

- (a) A certain amount of **overlap** will always occur, as quality cannot be separated from the strategic and operational aspects of the University's core functions. The SQC's and STLC's different foci and responsibilities are clearly stated in the two charters. Continuous monitoring by all members and dealing with potential duplication in a responsible manner is the responsibility of all members of the STLC and SQC.
- (b) Furthermore, *the UJ Quality Promotion Plan: 2010 – 2016* was approved by both the SQC and Senate in August 2010. This comprehensive plan includes quality reviews of academic development, service and support divisions, as well as reviews of modules, programmes, academic departments, etc., in faculties. As part of the UJ quality system, reporting on these reviews has been addressed, i.e.:
 - (i) All peer review panel reports in the academic development, service and support divisions serve at the SQC, as well as the divisions' Quality Improvement Plans and annual progress reports.
 - (ii) Module review reports serve at faculty boards, and annual trend reports are submitted to the SQC. Faculties monitor the implementation of improvements, etc.
 - (iii) All peer review reports on programme reviews, departmental reviews, etc., as well as Quality Improvement Plans and annual progress reports serve at the SQC. The SQC has the right to refer reports to other Senate committees and to the MEC (and its sub-committees) for noting, implementation, support, etc. as it deems necessary.

A tracking system has to be developed by the Unit for Quality Promotion to monitor the submission of reports, i.e. the implementation of the Quality Promotion Plan. This should be done by the end of 2011.

- (c) As far as the **quality of teaching and learning** is concerned, faculties develop their own faculty quality plans (and schedules) for systematic reviews, which include self-evaluation reports and external peer review reports.

In the UJ Strategic Thrusts for the New Decade, one of the key indicators for Thrust 1 states that by 2015 academic programmes will be reviewed to determine their strategic significance to the core mandate of the UJ. A strategy will be developed to align a number of related processes in the University, namely the implementation of the HEQF (and reviews of the Category B and C programmes), reviews undertaken in faculties to reconfigure programmes (e.g. by taking professional requirements into consideration) and the UJ Quality Promotion Plan (that requires formal self-evaluation and peer reviews). This strategy will be developed and submitted for approval to the DVC: Academic and the DVC: HR and Institutional Planning and the SQC in the second semester of 2011.

-Progress up to December 2011

During the ELG planning session in February 2012, it was decided that the possible integration of the SQC and the STLC should be discussed at different forums. A recommendation should then be submitted to the MEC.

As far as the UJ Quality Promotion Plan is concerned, an addendum, i.e. *Guidelines for programme reviews up to 2015*, was approved by Senate. These guidelines focus on the review of all programmes (including non-subsidised programmes) in compliance with the UJ Strategic Thrust on excellence in teaching and learning (with the KPI that all programmes must be reviewed by 2015). Faculties submitted their Programme Review Schedules to the SQC, including reviews of HEQF category B programmes (as part of the implementation of the HEQF). The University is currently involved in the development of additional support for the amendments to category B programmes, internal approval structures, timeframes, etc.

A tracking system for quality reviews was developed in the Unit for Quality Promotion. This will be piloted during 2012.

Progress up to December 2012

The following programmes were reviewed in 2011 to 2012:

FACULTY	2011	2012
Education	0	0
FADA	0	5
FEBE	ECSA: 23 (ND; B Tech; B Ing)	Prof Council (Construction Management): 2 (B Tech and ND)
FEFS	0	4 (modules)
Health Sc	0	1
Humanities	Service modules (in Communication)	3 (incl. the Prof Board for Social Work: 1)
Law	3 modules (in LLB)	1
Management	Centre for Small Business Development (incl. a number of SLPs)	11
Science	0	0
TOTAL	23	23

A report on the programme reviews conducted in 2012 will be presented at the ELG in March 2013. Commendations focused on the integration of theory and practice and/or WIL, assessment, teaching and learning and academic staff matters.

Recommendations in the peer review reports focused on curriculum design (i.e. depth, relevance, coherence); the integration of theory and practice and/or WIL, academic development and support, and assessment. These matters will be addressed as indicated in this progress report.

8. COMMUNITY ENGAGEMENT (CE)

The following actions have already been taken or are envisaged:

- (a) Incorporating SL efficiently and effectively into the curricula of at least 10% of all academic programmes by 2020, from the current base of 4%.

- (b) Increasingly recognising and implementing CE as UJ's third core academic function.
- (c) Developing a CE Strategy. An important component in developing the CE Strategy is to align it with the Corporate Social Investment opportunities that exist in South Africa.
- (d) Taking staff participation in CE activities into account in staff performance evaluation for promotion purposes.
- (e) Providing funding for institutional CE activities from the Capital Reserve Fund and the CE Sustainability Fund, which is managed by the CE Advisory Board.

Progress up to December 2011

Concern 1: There is a need for a new and more inclusive definition of Community Engagement (p. 57)

Incorporating SL (SL) efficiently and effectively into the curricula of at least 10% of all academic programmes by 2020, from the current base of 4%, is the first strategic thrust for CE. The growth of SL modules will be tracked every quarter through information provided by faculty CE coordinators in all the Faculties. Steps towards improving the number and quality of SL modules are to be achieved through the provision of short SL programmes for faculty staff. Two SL workshops were held in 2011 and similar workshops are to be conducted annually across all faculties with leading CE experts in higher education. Senate committees are to play a key role in the quality management of SL.

Concern 2: UJ to increasingly recognise and implement CE as the institution's third core function

The process of finalising amendments to the CE Policy was completed in 2009 and the dissemination of the CE Policy, CE Charter, CE Annual Report and other information packages from 2010 provided opportunities for greater conceptual understanding of the third core function of the institution. New systems and processes for CE were developed in 2011. In 2012, the focus would be on the active implementation of SL in the Faculties, and the growth of community-based research and organised outreach in the CE projects. CE institutional projects such as Mandela Day and the Women's Leadership Project have been enhanced in scope and quality from 2011.

Quarterly meetings are held with Faculty CE coordinators to support the implementation and management of all systems and processes. This process started in 2011. Staff participation in CE activities is to be taken into account in staff performance evaluation for promotion purposes. All UJ faculties'/divisions'/departments' annual reports include a review of CE activity in their sections.

Concern 3: There is a need for a planned strategy to infuse Community Engagement into teaching and learning and research

In May 2012, steps towards an institutional strategy for CE will be presented to the CE Board and the process for 2012 will be outlined and presented for MEC approval in June 2012. Guidelines towards a planned CE strategy are to be provided after these processes.

Concern 4: Certain CE projects lack integration with the curriculum

All CE projects (around 154 in 2011) were classified into the three CE categories – SL, Community-based Research and Organised Outreach. The process of developing and enhancing the quality of SL modules began in 2011 and continued in 2012.

Progress up to December 2012

Concern 1: There is a need for a new and more inclusive definition of Community Engagement

Incorporating SL efficiently and effectively into the curricula of at least 10% of all academic programmes by 2020, from the current base of 4%, is the first strategic thrust for CE.

There is a recent amendment to the action plan on SL. The CE policy states that the Senate Teaching and Learning Committee oversee the increase in the SL modules as indicated in the Community Engagement Strategy. At the MECA meeting in November 2012, one of the decisions taken was that SL should move from the CE office domain to the DVC: Academic, Prof Parekh. This would allow faculties to have more control over the growth of SL in the curriculum. In other words accountability for SL and all structure and operational issues, including reporting guidelines, now reside with the faculties. The Faculty of Education will play an active role in assisting those faculties that need to enhance their quality of delivery on improving the number and quality of SL programmes. This move should lead to a more effective arrangement for monitoring and evaluating the growth of SL across the academy. The definition of SL as a key component of CE will receive closer attention under this new arrangement. The rationale for this change is that ideally SL, as an academic activity, should rightfully reside in the faculties;

The other two components, Community-based Research and Organised Outreach, will continue to reside in the CE section. The number of community-based research projects for 2011, according to the CE Scope and Impact Study is around 10, and the UJ has about 80 projects for Organised Outreach.

There are plans in place for a consultative meeting on the CE Policy to take place early in 2013. This forum will ensure consensus on the definitions of CE and if agreed, steps towards policy amendment will follow the review process. The rationale behind this meeting is the fact that some faculties at the UJ are not completely satisfied with certain aspects of the CE Policy and would like to have it amended. This discussion should also result in the amendments to the allocation of roles between the CE section and the

faculties on the main elements of CE, which is a major challenge right now at the institution.

Concern 2: The UJ to increasingly recognise and implement CE as the institution's third core function.

The following took place in 2012:

(i) Decisions on the positioning of SL. The Faculties to take charge of SL as outlined in the section above.

(ii) Enhanced profile of Community Engagement in UJ Communications. Community Engagement at the UJ received a lot of media attention and visibility. Plans are in place to feature Community Engagement projects on a regular basis in all publications at the university media platforms in 2013.

(iii) New reward system and incentive for Community Engagement. Academics who show an outstanding commitment to CE are taken into consideration for the Community Engagement Award. A ceremony was held on the 19th October 2012. Arrangements are to be made in 2013 to incorporate CE into VC Awards.

(iv) Enhanced stature and profile of Institutional Community Engagement projects.

The initiation of the UJ CE Flagship Projects is one of the planned strategies to enhance CE as the third core function at UJ. The UJ CE Student Volunteer Programme was launched in 2012. All students are now expected to do a minimum of 20 hours of community service annually. This is a high profile initiative with an initial registration of 2000 student volunteers. It is expected that a target number of 5000 student volunteers will have signed up by the end of 2013.

Quarterly meetings were held with Faculty coordinators and all were urged to present recommendations on CE practice to the Dean and Faculty Boards.

Concern 3: There is a need for a planned strategy to infuse Community Engagement into teaching and learning and research.

In May 2012, steps towards an institutional strategy for CE were presented to the CE Advisory Board and the process for 2012 was outlined and presented for MEC approval in June 2012. Guidelines towards a planned CE strategy were provided after these processes.

Faculties are expected to follow full compliance and implementation of the CE Policy. Role clarification between the faculties and the CE Office is clearly outlined and all faculties need to take the next step of outlining internal systems for compliance. Faculties need to initiate greater involvement of SL and Community-based Research (CBR) projects as these are in direct relation to their core academic function. The growth of both SL and CBR is to be managed within the faculties.

faculties and divisions are now encouraged to manage and monitor their CE projects more effectively. Regular evaluation surveys will be conducted and results analysed to review trends, opinions, perceptions and satisfaction levels within the target communities and student groups. Faculties have to practise effective project management and employ a system that allows it to reflect the status and impact of the project at any given point in time. The need for training in project management for faculty and division staff members involved in CE projects was identified in 2011 and the CE Office facilitated project management-specific training in 2012 for all CE projects and their relevant stakeholders. The training will continue in 2013 and beyond.

In summary, faculties are to ensure the effective planning, implementation and evaluation of faculty-based CE projects through the utilization of project management systems.

Concern 4: Certain CE projects lack integration with the curriculum.

All CE projects (around 154 in 2011) were classified into the three CE categories, namely SL, Community-based Research and Organised Outreach. The process of developing and enhancing the quality of SL modules began in 2011 and continued in 2012. The majority of the registered CE projects are Organised Outreach activities. Organised Outreach is not viewed as a core academic function and as such these initiatives are assessed purely for compliance with the university's Conditions of Service. Projects still evolving into their full capacity from Organised Outreach to SL were guided according to the following process and criteria:

1. Are the needs of the community clearly defined and are these needs addressed in the programme?
2. Is the project sustainable or is it a once-off project (i.e. painting of a school)?
3. Can the outcomes/aims of the project be linked to outcomes set in the course outline?
4. Will the leaderships and infrastructure of the community-based organization representing the community be able to accommodate a SL Project?
5. What is the duration of the project?
6. If this is a SL project, are the cost implications to the students and/or faculty involved feasible?
7. How will students be assessed?

Not all Organised Outreach projects can be evolved or changed into SL programmes, but they should be seen as an entry tool until SL or CBR can be identified. The process of ensuring the growth of SL programmes will continue in 2013. Focus will be on those Organised Outreach projects that have potential elements of evolving into SL.

9. CONCLUSION

Significant progress has been made with the implementation of the *UJ Improvement Plan* with special reference to planning and governance, teaching and learning, research

and community engagement. Progress in the different support domains of the University has also been recorded. In many cases, the University has surpassed the proposed action plans and has initiated developments in related areas. Some remaining areas of concern have been highlighted such as the alignment of the different initiatives in the University, e.g. timetabling and contact time, the UJ Teaching and Learning Strategy and curriculum matters.

10. LIST OF CONTRIBUTORS

Appendix A

Action Plans in the <i>UJ Improvement Plan</i>	Person(s) contributing to the progress report
<p>Planning and governance</p> <ul style="list-style-type: none"> (a) UJ vision and mission statements (b) Student experience on all campuses (c) Cultural integration (d) A planning office (e) Campus directors (f) Institutional Forum (g) Institutional surveys 	<ul style="list-style-type: none"> (a) Prof Derek van der Merwe (b) Prof Bobby Mandew (c) Prof Derek van der Merwe (d) Ms Trish Gibbon (e) Mr Reenen du Plessis (f) Prof Marie Muller (g) Ms Trish Gibbon
<p>Human Resources</p> <ul style="list-style-type: none"> (a) Functioning of the HR Division (b) Attraction, appointment, promotion and retention (c) ADS staff matters 	<ul style="list-style-type: none"> (a) – (c) Dr Pamela Dube
<p>Teaching, learning and programmes</p> <ul style="list-style-type: none"> (a) Large classes and under-prepared students (b) Teaching strategy (c) Academic drift (d) WIL (e) Contact time (f) Integration of foreign African students (g) Racist and sexist attitudes amongst staff (h) Assessment policy and rules (i) External moderation (j) Student grievances (k) RPL (l) Extended programmes (m) Evaluation of modules and lecturers by students (n) Academic planning (o) Non-subsidised programmes 	<ul style="list-style-type: none"> (a) Prof Elizabeth de Kadt (b) Prof Elizabeth de Kadt (c) Ms Trish Gibbon (d) Prof Elizabeth de Kadt (e) Prof Marie Muller (f) Dr Pinkie Mekgwe (g) Prof Derek van der Merwe (h) Prof Elizabeth de Kadt (i) Prof Elizabeth de Kadt (j) Prof Bobby Mandew (k) Prof Elizabeth de Kadt (l) Prof Elizabeth de Kadt (m) Prof Elizabeth de Kadt (n) Ms Trish Gibbon (o) Prof Hester Geysers
<p>Academic administration and support</p> <ul style="list-style-type: none"> (a) UJLIC matters (b) ICT matters (c) Professional academic staff development (d) Certification (e) Security of student records and examination documentation 	<ul style="list-style-type: none"> (a) Dr Bawa (b) Prof Derek van der Merwe (c) Prof Elizabeth de Kadt (d) Prof Marie Muller (e) Prof Marie Muller
<p>Research and supervision</p> <ul style="list-style-type: none"> (a) Young researchers 	<ul style="list-style-type: none"> (a) Dr Chris Masuku

Action Plans in the <i>UJ Improvement Plan</i>	Person(s) contributing to the progress report
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