



**The Future
Reimagined**

2019

STAKEHOLDER REPORT



OVERVIEW

**50 477 | total
headcount enrollment**
(2018: 50 686)

**4 191 | number of
international students**
(2018: 4 162)

**36,3% | percentage
students** enrolled in science,
engineering and technology (SET)
programmes
(2018: 34,5%)

**14 938 annual citations
in Scopus**
(2018: 12 006)

**49,2% | percentage
of permanent and
fixed-term
academic staff with doctorates**
(2018: 48,53%)



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Facebook/universityofjohannesburg



Youtube/universityofjohannesburg

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UJ AT A GLANCE



Our values



IMAGINATION

Through imagination we:
Shape the future
Think independently
Develop a cosmopolitan identity
Exhibit ambition and drive
Adopt entrepreneurial approaches



REGENERATION

By regenerating we:
Develop sustainably through creative contribution
Look inward for renewal
Innovate for the common good
Make positive change
Take advantage of overlooked opportunities



MADIBENG CONVERSATION

In conversation we:
Learn together from our diversity
Make wise decisions collectively
Engage meaningfully with one another
Display mutual respect
Lead consultatively



ETHICAL FOUNDATION

In our ethical approach we:
Treasure academic freedom
Seek balance in the pursuit of knowledge
Face challenges with courage and earn trust in others
Act responsibly by being fair, consistent and transparent
Participate in and help the community by practicing ubuntu*

* Ubuntu – humanness in the Nguni languages of southern Africa – means achieving excellence through sharing a way of life with others and caring for their quality of life.

Our vision

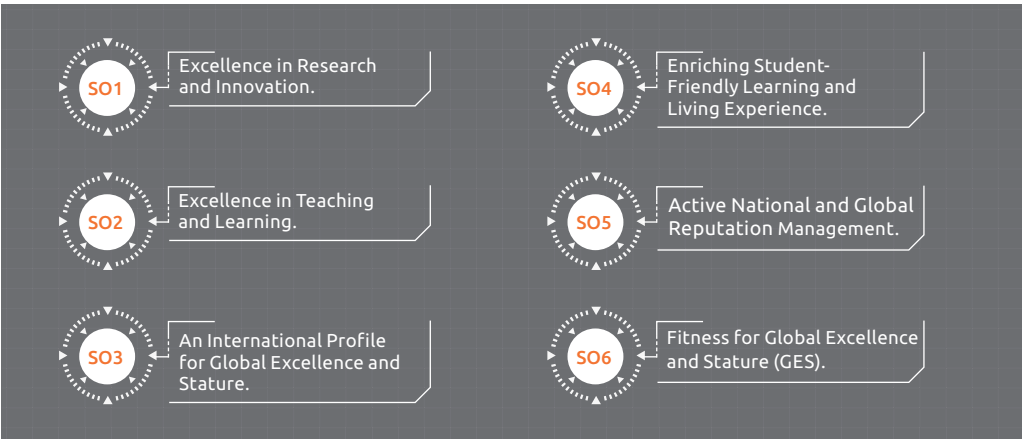
To be an **international University of choice**, anchored in Africa, **dynamically shaping the future.**

Our mission

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

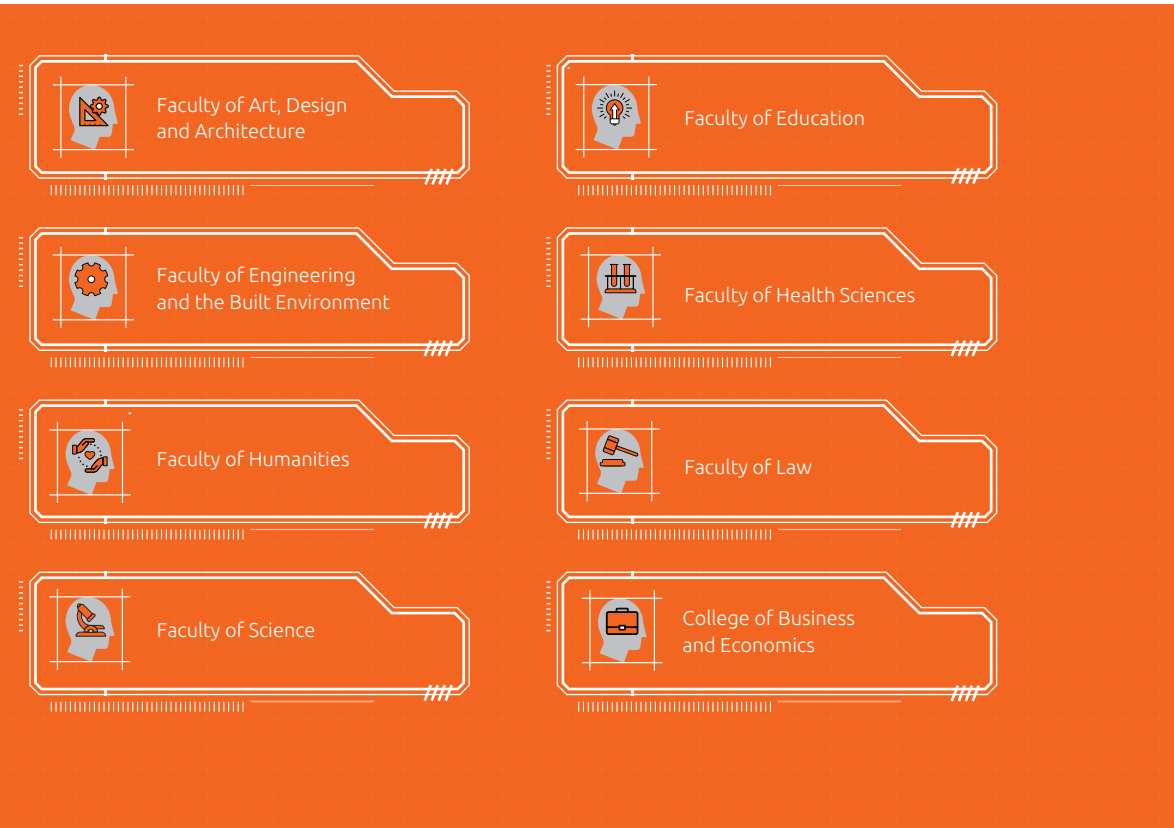
UJ AT A GLANCE (CONTINUED)

OUR SIX STRATEGIC OBJECTIVES

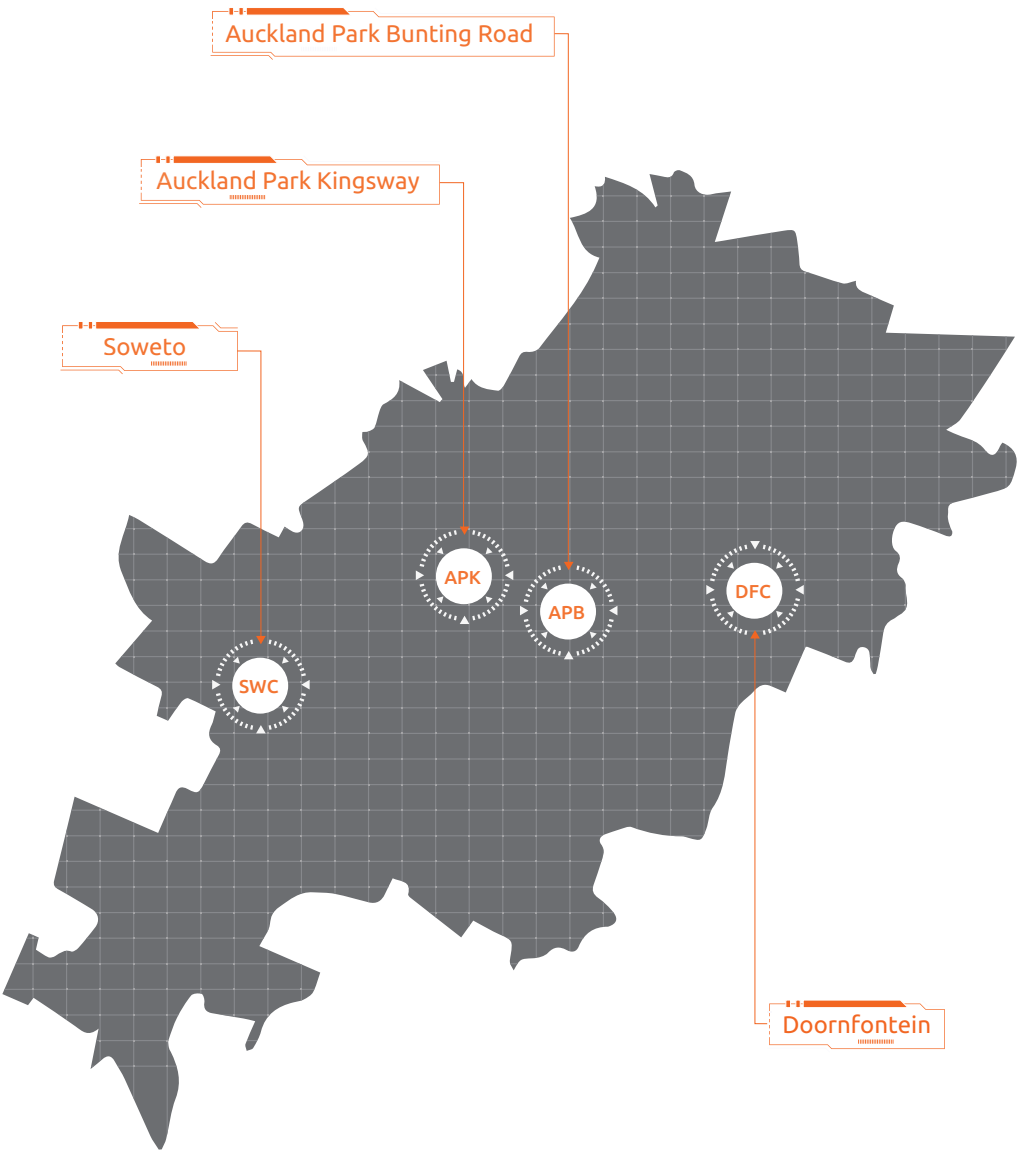


ACADEMIC ARCHITECTURE

The University of Johannesburg (UJ) is one of the largest residential universities in the country, with seven faculties and one college operating on four campuses spread across the Johannesburg metropolitan area:



GEOGRAPHICAL CAMPUS LOCATIONS



CHAIRPERSON OF COUNCIL'S REPORT



MR. MIKE TEKE

As I write this report on 27 March 2020, it is the first day of the lockdown announced by our State President, Mr Matamela Cyril Ramaphosa, in an unprecedented attempt to arrest the spread of COVID-19.

Institutions of higher learning are central to fighting this pandemic, as their research provides support to the citizens. It assists in providing direction and, most of all, communicates best practices. It is the power of information, enlightenment and knowledge that will assist us as citizens of the world and, specifically of South Africa, to deal with the pandemic.

IS THE UNIVERSITY OF JOHANNESBURG WELL LED AND MANAGED?

"Like the Spartans, we will have to learn that our strength will come not from the sharpness of our spears but from the willingness to offer others the protection of our shields". – *Simon Sinek, Leaders Eat Last (2014)*

Much as I do my best not to influence the selection of University Council members, I uphold the principle to have its members joining to be part of a collective leadership that serves the interests of the students.

In 2019 we welcomed several new members to Council, and bade farewell to those who had served it with distinction, and we thank them for having been part of this great story. We also elected new Council committee

chairpersons, and I am glad to report that all our committees understand their mandate and are well-led.

The past year has not been an easy one, as we dealt with a three-week strike by the National Union of Metalworkers of South Africa. The UJ team managed this development responsibly, and through the Executive Leadership of the University and the Human Resources and Social Ethics Committee, action was streamlined.

The Financial Sustainability and the Audit and Risk Committees, are two critical committees that watch our finances closely and ensure that every financial decision is taken with rigour, while the Projects Committee is committed to applying the highest standards to execute our projects.

I am pleased that our institution is effectively managed at Council level, and I believe we continue to improve every year. It is also encouraging to see that the MEC has strengthened its unity and alignment.

IS THE UNIVERSITY OF JOHANNESBURG WELL DEVELOPED?

When I ask this question, I am not referring only to the buildings and the surrounding infrastructure, which are indeed extensively developed. I am also referring to the alignment of our structures with UJ's mission, vision and



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strategic direction. The University continues to develop in the direction proposed by our Vice-Chancellor, Prof Marwala, encapsulated in his words when he addressed the Vaal University of Technology on 24 July 2019, "We cannot be spectators during this time. Artificial intelligence is telling us where technology is going and provides opportunities to create alternative ways to reach out to students and how to produce students who will be able to survive in this era".

IS THE UNIVERSITY OF JOHANNESBURG OPERATED THROUGH BEST PRACTICE?

It is through best practice that UJ's leadership is aligned in most areas and makes the University successful. The 2019 Annual Performance Plan (APP) for Quarter Four Achievement of Key Performance Indicators (KPIs) is a clear reflection of this best practice. Well presented, the APP nonetheless highlights the areas where UJ failed to achieve its KPIs.

At 37%, this is currently below the target of 38%, despite the number of female associate professors and professors having grown throughout the year. The growth in numbers is not reflected in the proportion: while there were 10 more female associate professors and professors than in 2018, the professorial grew by 34, overall. Targets for this indicator will henceforth be expressed in numbers rather than percentages.

In 2019 the University Convocation was realigned, and new leadership was elected to ensure that the excellent functioning of this key structure. UJ continues to drive best practice even in areas regarded as insignificant but which nevertheless impact on its image, such as the cleanliness of the campuses, which I can attest has improved drastically.

IS THE UNIVERSITY OF JOHANNESBURG RESPECTED AS A SACROSANCT SOCIAL PILLAR?

Prof Marwala is the Deputy Chairperson of the Presidential Commission on the Fourth Industrial

Revolution, chaired by the President. Entrenched in the social agenda of South Africa, and UJ cannot divorce itself from societal developments, and it thus drives initiatives that will make the world a better place and allow society to function optimally. UJ reduced its carbon footprint in 2019, achieving 4,4% against a target of 4%; waste minimisation reached a level of 33,65% against a target of 23%, while energy consumption was reduced by 6,9% against a target of 5,25%. Water usage, however, increased by 12,26% missing a target of a 5,5% reduction.

IN CONCLUSION

I mentioned last year that 2018 was a stable year with respect to the safety of the entire University community, but I continue to lament sporadic safety transgressions on our campuses. We continue to invest in security and remain vigilant to ensure everyone's safety.

While other institutions of higher learning face financial and administrative challenges, the Council of the University of Johannesburg is unyielding in driving robust financial prudence. Ultimately, this is an institution of higher learning and a public institution, and we must guard its assets with our lives.

**"Our life is brief,
It will be finished shortly.
Death comes quickly
Atrociously, it snatches us away.
No one is spared."**

Gaudeamus

MR. MIKE TEKE

VICE-CHANCELLOR AND PRINCIPAL'S REPORT TO COUNCIL



PROF TSHILIDZI MARWALA

I write this report in the context of our national lockdown in response to the global COVID-19 pandemic. As our nation draws together in its efforts to limit the number of infections and deaths, our universities have sought to respond to the constraints and to limit the impact of the lockdown. It has rapidly become evident that there will be major and long-lasting effects on how we learn and teach. This 2019 Report reflects the extent to which UJ has responded to the fundamental shifts of 4IR, hastened and necessitated by the emergence of the virus in December 2019. I trust that this Report will demonstrate UJ's preparedness, which has allowed us to commit, substantially, to the sectoral response to the COVID-19 emergency.

For the past five years, UJ positioned itself for an enhanced leadership role in terms of its GES 1.0 strategy, which initiated a highly successful developmental trajectory our global academic standing. With the appointment of the new Vice-Chancellor in 2018, and through an encompassing institutional process, the GES strategy was reconceptualised to yield GES 4.0. Through GES 4.0,

UJ intends to advance and position its attainment of global excellence and stature in the context of 4IR and to support Africa in embracing 4IR.

The confluence of the multiple developments and technologies of 4IR includes, among others, artificial intelligence (AI), machine learning, robotics and automation, crypto currencies and renewable energy. Technologies and processes, often interrelated, are increasingly connecting the digital and physical worlds, and substantial disruptions will undoubtedly transform all aspects of 21st century life and society. Interfaces between humans and technology will see 4IR "intrude into the private spaces of our mind", affecting identities, and privacy. It will "fundamentally alter the way we live, work, and relate to one another. In its scale, scope, and complexity, the transformation will be unlike anything humankind has experienced before".¹

The changes will be rapid and often unpredictable; it is crucial that our planning processes allow for constant adaptation. The ability to rapidly adapt and evolve to take advantage of the changing environment will be essential and could be a competitive advantage.



I write this report in the context of our national lockdown in response to the global COVID-19 pandemic. As our nation draws together in its efforts to limit the number of infections and deaths, our universities have sought to respond to the constraints and to limit the impact of the lockdown.

The nature of our rapidly changing world is shifting the role and focus of universities globally. Their original raison d'être, along with existing structures, is moving towards a focus on the emerging requirements of business, governments and society. The provision of skills development and education through free access is prompting fresh thinking and a reorientation. This also relates to research outputs – their type and nature, interaction with society, inter-university collaborations and multidisciplinary learning and activities.

Through GES 4.0, UJ seeks to position itself as no longer a mere passive recipient, but as a multidisciplinary leader and contributor to 4IR developments. UJ's approach to 4IR is Pan-African, with the goal of ensuring an African perspective for at least some answers to 4IR's challenges. This report will confirm the extent to which 4IR is already embedded within UJ, and will give some indication of what has already been achieved.

The report will also confirm that 2019 has been a year where the University has performed exceptionally well in terms of its Annual Performance Plan and in making good progress in realising the goals of the UJ Strategic Plan 2025.

ENGAGED INSTITUTIONAL APPROACH TO DEVELOPING 4IR CATALYTIC INITIATIVES

Following endorsement by Senate in late 2018 of the GES 4.0 Strategy and approval by Council of the

substantial budgetary investment in early 2019, immediate groundwork was laid for GES 4.0. The GES 4.0 project was structured in the following key categories:

Teaching and learning – seeking a digital experience focusing on the student. Themes include the use of blended and collaborative learning, and chatbot; MOOCs; a module in AI; and teaching and learning to prepare for the new age.

Research and innovation – with themes including:

- The continued appointment of visiting academics
- Continuing education programmes
- Scholarships for postgraduate 4IR studies and funding for 4IR postdoctoral research fellows
- Seed funding for various interdisciplinary projects
- Joint research centre initiatives, with a priority on partnerships within BRICS
- Continued support for flagship research institutes
- Seeding start-ups, for valorisation, through our Technology Transfer Office (TTO)
- Library upgrade and implementation of 4IR technologies

Communication involved developing an awareness and understanding the 4IR connection with UJ's GES 4.0 vision; identifying and utilising communication platforms; facilitating communications content development; and positioning UJ as a 4IR leader in Africa.

¹ Klaus Schwab, 2015. *The Fourth Industrial Revolution: what it means, how to respond*. Foreign Affairs, 12 December 2015. Also available as: <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/> (Accessed 30/7/2018).

VICE-CHANCELLOR AND PRINCIPAL'S REPORT TO COUNCIL (CONTINUED)

Wi-Fi Infrastructure is a fundamental requirement of the digital/4IR worlds, with automation a key aspect of business processes. During 2019, the groundwork was laid for implementation of the GES 4.0 project. UJ has appointed the Advancement Advisory Board to guide it on 4IR advances, with the 12-member team comprising industry leaders.

A GROWING 4IR PRESENCE NATIONALLY – UJ AS A THOUGHT LEADER ON 4IR

Throughout the year, the University successfully positioned itself on various platforms as a 4IR thought leader. Mr Rendani Mamphiswa, a PhD candidate in Engineering Management and I, were appointed as members of the National 4IR Commission, and UJ participated in the two-day inaugural 4IRSA Digital Economy Summit.

The UJ Library and Information Centre hosted 165 public lectures, discussions, and workshops, and a highlight was the Vice-Chancellor's Reading Group. The first-ever TEDx conference hosted by UJ was on the theme 'Reimagining our Present and Redefining the Future'. An international conference, 'The Fourth Industrial Revolution and the Library Practices' will result in a book with Cambridge Scholar Press in 2020.

RESEARCH OUTPUT AND IMPACT

Since 2005, UJ's accredited research publication output units have on average grown 16% per annum, with compound growth at 15%, with 3 355 publications, accounting for 2 151 units captured, a year-on-year increase. Of the publications submitted for accreditation, 90% were in internationally-indexed journals (ISI, IBSS, Norwegian and Scopus).

In the international Scopus database, the field-weighted views impact over 2014-2019 was 1,93 and the field-weighted citation impact (FwCI) was 1,29. In the Scopus All Science Journal Classification (Scopus ASJC), UJ achieved an above-average citation impact, with the highest being in Physics and Astronomy (2.62), Neuroscience (1,98), Materials Science (1,56), Chemical Engineering (1,54) and Energy (1,46).

Co-authorship with international collaborators is increasing. Between 2014 and 2019, UJ co-authored 7 491 (2013-2018: 5 190) publications with international collaborators at 2 492 (2013-2018: 2 048).



INCREASING CONTRIBUTION OF POSTDOCTORAL RESEARCH FELLOWS (PDRFs) TO RESEARCH OUTPUT

The number of PDRFs increased from 126 in 2012 (2018: 275) to 327 in 2019. The unit contribution of only PDRFs increased from 235 (95,19 units) in 2015 and 474 publications (178,27 units) in 2017, to 566 (213,88 units) in 2018.

UJ RESEARCHERS: HIGHLY CREDENTIALLED ACADEMIC STAFF

The number of NRF-rated researchers at UJ increased from 193 in 2018/2019 to 220 in January 2020. UJ currently has eight A-rated researchers, with a slight year-on-year increase in the number of B-rated researchers. The number of awards and prestigious recognitions increased to over 40 in 2019 (2017: 27).

UJ now hosts 17 South African Research Chairs Initiative (SARChI) Chairs, with three new ones awarded, and commencing work in 2019. The SARChI Research Chair in Social Change was renewed for another

five-year term and upgraded to Tier 1. The DST-NRF Centre of Excellence for Integrated Mineral and Energy Resource Analysis (CIMERA) was reviewed by the NRF, which renewed its funding for another five-year cycle.

GES FLAGSHIP INSTITUTES AND PROGRAMMES

Nine GES flagship institutes and programmes have been established under the GES initiative, all of which continued to bring prestige and enhance intellectual discussion.

The Institute for Intelligent Systems (IIS) is carrying out cutting-edge research in multidisciplinary 4IR areas. The Institute for Pan-African Thought and Conversation hosted two IPATC Policy Dialogues. The Writing Fellowship Programme of the Johannesburg Institute for Advanced Studies (JIAS) was expanded to include research, visiting

and postdoctoral research fellowships. Flagship programmes in Earth Sciences, International Commercial Law, and Childhood Education have produced graduating students and research, while the Nanotechnology for Water flagship programme is committed to the education of postgraduate female students. The Confucius Institute (CI), in conjunction with UJ Centre for Africa/China Studies (CACS), continued with its focus on language learning, cultural activities and research, and the Graduate School of Architecture (GSA) is widely acknowledged for its ground-breaking unit system approach to architectural education.

POSTGRADUATE STUDIES

The doctoral headcount of 1 363 shows a substantial growth of 26,4% between 2017 and 2018, and an impressive 50% growth in doctoral graduates between 2017 and 2018, with 189 graduating. Of the 189 doctoral graduates, 111 (41,3%) are South African, of whom 65 are black. There was a 28% increase to 3 868 students at master's level, with 864 graduates.

VICE-CHANCELLOR AND PRINCIPAL'S REPORT TO COUNCIL (CONTINUED)

POSTGRADUATE FUNDING

The total amount allocated to postgraduates and PDRFs increased by 2,9% from 2018 to 2019, although NRF funding was reduced by 16,5% between 2018 and 2019. Other external postgraduate funding decreased by 64,7%. University Research Committee funds increased by 9,7% while GES and GES 4.0 funding increased by 24,6%, although funding for master's students, lags behind other postgraduate funding.

INNOVATION AND TECHNOLOGY TRANSFER

In 2019, the TTO facilitated ten provisionally or fully-registered patents, and received 39 new invention disclosures, with UJ also granted a USA patent. UJ Invnt (Pty) Ltd was launched on 22 October 2019, and the TTO launched the University's Incubation Programme, which saw a first cohort of eight student-led businesses and innovations.

Between 1 April 2011 and 31 March 2018, four UJ inventors were recognised by the National IP Management Office as Intellectual Property Creators for 'actionable disclosures'.

ENROLMENT PLANNING TO ACHIEVE STRATEGIC OBJECTIVES

The 2019 enrolment process marked the last year of the previous six-year plan, and the Enrolment Plan 2020-2025 was approved by the DHET. In 2019, the overall headcount of 50 477 was within 0,4% of the target of 50 698.

UJ was successful in increasing Science, Engineering and Technology enrolments to 36,4% (target: 34,8%). In 2019, there was a faster than expected phasing out of non-aligned diplomas, and a lower than anticipated number of returning students. Increased financial aid contributed to a faster rate of enrolment of students, with the enrolment process both smooth and efficient.

INCREASED POSTGRADUATE AND INTERNATIONAL ENROLMENTS

The planned shift towards more postgraduate enrolments continued in 2019, with the proportion of postgraduates rising to 18,4% (2018: 17,9%). Doctoral and master's enrolments, grew by 3% year-on-year, and targets on international registrations were also exceeded.



DECOLONISATION

There has been an increasing focus on decolonising 4IR in the African context. Various support staff units are also actively engaging the 4IR imperative. The Deputy Vice-Chancellor: Academic hosted two workshops, and UJ also hosted a Teaching and Learning Symposium. Generic MPhil and DPhil qualifications were developed to foster interdisciplinary collaboration. Discussions were held to develop a BA in Politics, Economics and Technology, with the first intake in 2020.

ONLINE EXTENSION MODULES FOR UJ STUDENTS

To date, 30 635 students from three different student cohorts have enrolled for the fully online African Insights module, and a total of 17 363 students have completed it. 'Artificial Intelligence in the 4IR', a free, fully online, non-credit-bearing module, was developed for roll-out in February 2020.

UJ WINTER SCHOOL

The newly conceptualised UJ Winter School was launched in July 2019, with two main events. The first 'Young Women for STEM in Africa (YWSA)' and 'Winter School. Reimagined'. The Winter School garnered substantial interest, with 236 910 unique views on social media and the UJ website.

ONLINE PROGRAMMES PORTFOLIO 2019

UJ's two master's – in Information and Communication Technology in Education, and in Public Health – were augmented by the Master of Education in Educational Management and the Master of Public Management and Governance, as well as three undergraduate programmes, and a further three advanced diploma programmes.

TEACHING AND LEARNING IN THE AGE OF 4IR: BLENDED LEARNING AND TEACHING

The Centre for Academic Technologies (CAT) used a variety of strategies to train and support staff and students in blended teaching and learning, with the 2019 Student Technology Survey completed by 14 053 undergraduates.

TABLETS AND E-TEXTBOOKS

With R18 million made available by UJ, CAT distributed handheld devices for the fifth year to Quintile 1-3 NSFAS first-year students. R8 million was allocated for purchasing e textbooks for students in priority modules and 79 books were linked to 112 priority modules for a potential 24 000 downloads, with 68% (16 000+) of the e textbooks downloaded by year-end.

ACCELERATING TRANSFORMATION OF THE ACADEMIC STAFF PROFILE

The advancement of women remains a key focus. At top management levels, 57,1% are female, at senior management levels, 41,9%, and at middle management levels, 49,5%. A number of programmes seek to advance women, including: the UJ Women in Leadership Programme, the UJ Emerging Leaders Programme, the Assistant Lecturer Programme, and the Accelerated Academic Mentorship Programme (AAMP).

VICE-CHANCELLOR AND PRINCIPAL'S REPORT TO COUNCIL (CONTINUED)

UJ also remains firmly committed to the DHET's New Generation Academic Programme (nGAP). In 2019, the DHET awarded UJ five new nGAP posts, and one pending appointment for Phase 4. Six appointments were approved by DHET, and UJ received an unqualified audit for the 2018/2019 nGAP audit report. The 69 people with disabilities, representing 0,5% of UJ's staff complement, is still below the economically active population target.

STUDENT SUCCESS: FYE AND THE STUDENT SUCCESS STRATEGY

The UJ First Year Experience (FYE) and Senior Student Experience (SSE) continued in 2019, with a refocusing of the UJ FYE/SSE initiative, which saw the highest attendance in FYS history.

The Integrated Student Success Initiative (ISSI) aims to impact module pass rate, degree completion rate and dropout rate, with a data informed process to focus resources for greatest impact. During 2019, the 90 selected ISSI modules performed 3,5% better in the first semester year-on-year, and 6% better in the second semester, with a 4,75% increase for all ISSI modules in 2019. A total of 1 707 student evaluations of teaching and modules were conducted using the eXplorance Blue online platform.

THE UJENIUS CLUB

The UJenius Club encourages undergraduate students to strive for excellent academic success, while offering a variety of intellectual, social, professional and career development opportunities. In 2019, 596 students were accepted (2018: 561). During 2019, Orange Carpet students were merged with the UJenius Club to align the financial and other benefits of the two initiatives.

ACADEMIC STAFF DEVELOPMENT

In 2019, the University Capacity Development Grant (UCDG) allocated R41 million to teaching and learning through the support of various projects relating to academic staff development that supports decolonisation and 4IR teaching and learning.

The Postgraduate Diploma in Higher Education (PGDip (Higher Education)) is offered by the Centre for Academic Staff Development (CASD), with eight students graduating in April 2020. During 2019,

CASD facilitated 26 teaching and learning-related events involving 679 staff members.

ENHANCEMENTS IN STUDENT LIFE-CYCLE MANAGEMENT

The current student data system, Integrator 4 from Adapt IT, is integrated with the Celcat timetable optimisation system, and Blackboard, with regular enhancements undertaken. UJ once again promoted online applications by means of the No Application Fees Policy, with the number of applicants utilising it now stabilised at 97%. There were 235 382 headcount applicants in 2019 (2018: 204 557). The UJ website was enhanced to focus more on basic career guidance. The UJ career guidance system showed an exceptional increase in usership year-on-year, increasing from 1 108 in 2018 to 14 749 in 2019.

The student marketing function plays a critical role in executing the Orange Carpet Campaign, UJ Open Days, Grade 9 Subject Choice Seminars, the Apply-On-Time Campaign, the No Walk-ins Campaign, and the Hamlet and Othello marketing opportunity at the UJ Arts Centre attended by more than 8 000 learners and 300 teachers.

More than 13 000 students graduated at almost 60 centrally coordinated graduation ceremonies, and UJ attained a student satisfaction rate of 91% (2018: 89%). External auditors performed the annual compliance audit, and no exceptions were recorded.

Regular communication on UJ activities or events is shared with 68 000 active email subscribers encompassing almost 150 000 alumni. In 2019 we focused our efforts on increasing alumni reach through online and social networking platforms. Two more editions of the alumni Impumelelo magazine were finalised and distributed.

MONITORING STUDENT EXPERIENCE AND EMPLOYABILITY

UJ conducts annual student surveys to gauge levels of student satisfaction with various aspects of their overall experience, and to determine where initiatives need to be put in place to address concerns, with the Undergraduate Student Experience Survey 2019 showing overall satisfaction at 86,8%, and 86,8% indicating they would choose UJ again as the institution at which to study.

The profile of the students has changed significantly over the last five years:

Students	2019 %	2015 %
Living in residence or UJ-approved accommodation	63,3	–
Living with parents	18,7	31,6
Funded by parents	18,1	40,1
NSFAS bursaries	52,7	18,2
With internet access	82	50 (2009)

POSTGRADUATES

In total, 70% of the respondents were satisfied or very satisfied with the quality of services and support offered by UJ (with 17,2% neutral), and over 75% agreed that they would refer prospective postgraduate students to UJ.

The Graduate Employability Survey of 2019 showed that 81% of the 2016 and 2017 graduates surveyed were either employed, studying further, or not seeking employment. Over 90% who found employment did so within 12 months.

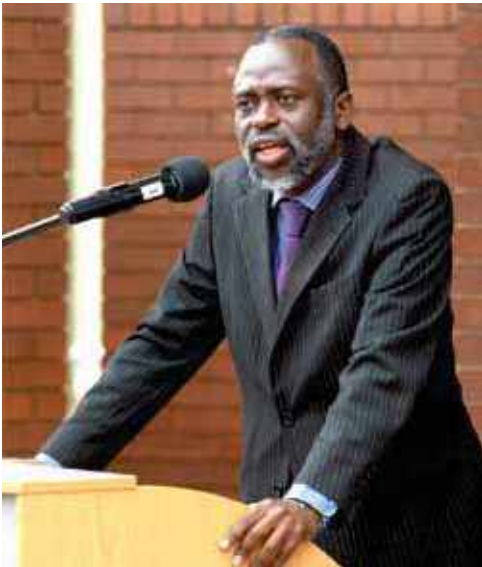
STUDENT FUNDING

While we had hoped to implement a fee increase of 7% in 2019, the Minister of Higher Education and Training recommended that all universities cap tuition fees for 2019 at 5,3% and residence fees at 7,3%. This translated into a decrease of R50 million from our budgeted fee increase.

This lost revenue has been compensated for, by the higher-than-budgeted subsidy income. DHET continued to provide the gap grant funding for qualifying students in the year under review, with this grant now included in subsidy income. This amount was applied towards reducing the 2019 student debt for the qualifying students.

The gap between fee increases and escalation in employment costs remains a major concern.

The number of our students funded by NSFAS increased significantly during the year, resulting in alleviation of the cash flow pressures often created by the low collection on student debt.



Despite the interventions from the state, we still have a significant number of students who struggle to settle their fees. In response to this, and as in the past years, the University designated R20 million of its operating budget for the SRC Trust Fund, which paid for registration fees for 3 945 students who would otherwise not have been able to study in 2019. This amount was further complemented with funds raised through institutional fundraising. UJ raised an astounding R268 million (2018: R197 million), with a marked increase in funds generated from corporate South Africa and internationally.

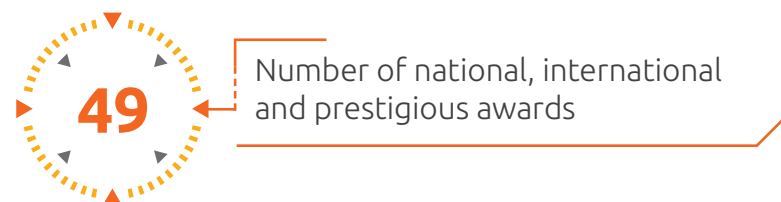
The University continues to invest heavily in providing funded access for students from our most vulnerable communities, with 10% of our operating budget allocated to financial assistance to low income and missing middle students.

Collecting student debt on time remains a challenge with students tending to postpone the settlement of outstanding debt until registration for the next year.

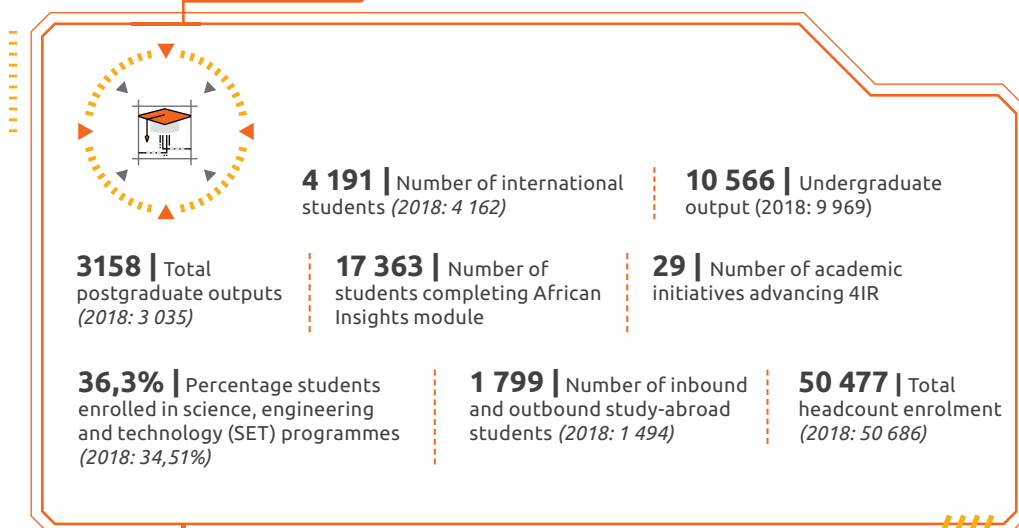
Tshilidzi Marwala

PROF TSHILIDZI MARWALA

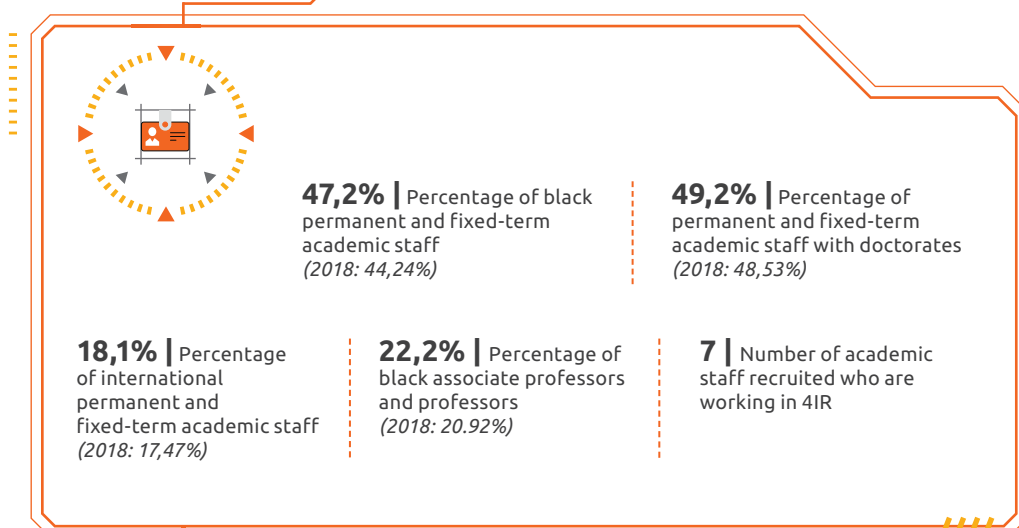
HIGHLIGHTS



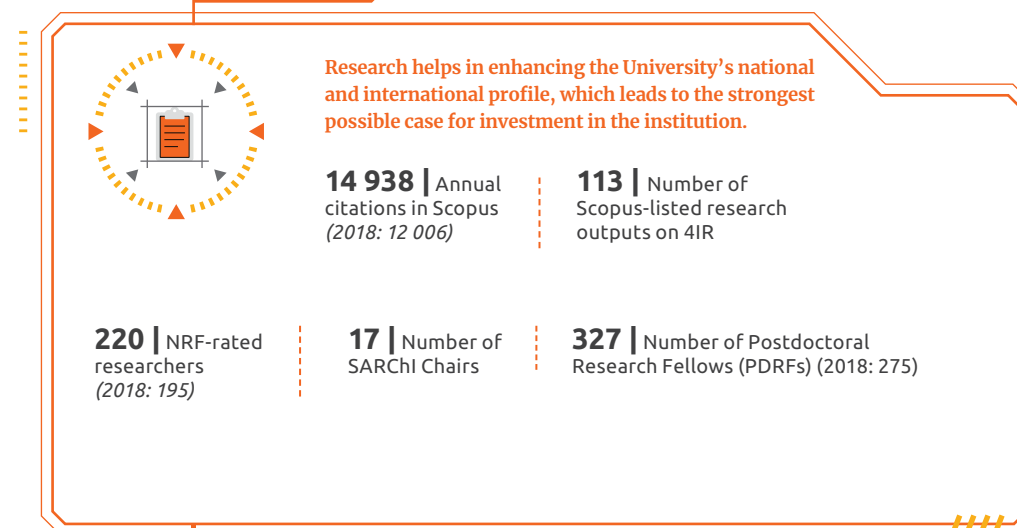
STUDENTS



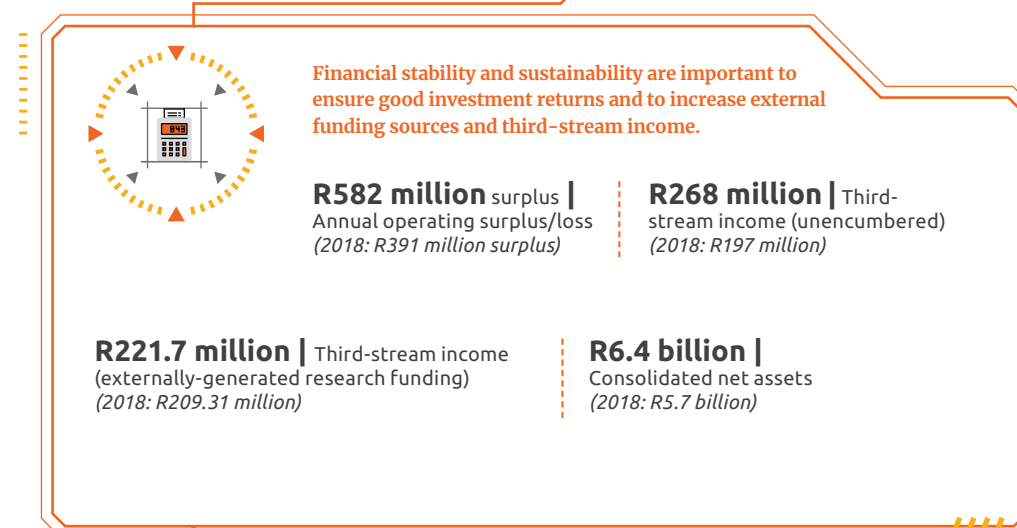
STAFF



RESEARCH



FINANCIAL OVERVIEW



HIGHLIGHTS (CONTINUED)

GLOBAL RECOGNITION AND UNIVERSITY RANKINGS

Global rankings are an important benchmark against competitor universities that are able to tackle the social, economic, technological and political challenges of modern societies. In 2019, the University performed very well in a variety of global, regional, and subject ranking systems.

University rankings

Ranking System*	2013	2014	2015	2016	2017	2018	2019
Global	THE WUR	–	–	–	601-800 SA = 5	601-800 SA = 5	601-800 SA = 5
	QS WUR	601-650 SA = 7	601-650 SA = 6	601-650 SA = 7	601-650 SA = 6	601-650 SA = 5	551-560 SA = 4
	BGUR	–	–	562 SA = 6	550 SA = 6	457 SA = 6	397 SA = 5
	URAP	788 SA = 6	704 SA = 6	676 SA = 6	706 SA = 6	655 SA = 6	627 SA = 6
	ARWU	–	–	–	–	401-500 SA = 4	601-700 SA = 6
	CWUR	–	–	–	–	951 SA = 6	790 SA = 6
	WEBOMETRICS	1749 SA = 9	1204 SA = 9	1136 SA = 7	985 SA = 7	970 SA = 7	850 SA = 6
Regional	THE EEUR	–	–	–	–	141 SA = 7	92 SA = 6
Young	QS UNDER 50	–	–	–	91-100 SA = 1	91-100 SA = 1	81-90 SA = 1
	THE YUR	–	–	–	–	151-200 SA = 1	101-150 SA = 2
Graduate employability	QS GER	–	–	–	–	301-500 SA = 4	301-500 SA = 3

* WUR – World University Rankings; THE – Times Higher Education; QS – Quacquarelli Symonds; BGUR – Best Global Universities Rankings; URAP – University Ranking by Academic Performance; ARWU – Academic Ranking of World Universities; CWUR – Center for World University Rankings; EEUR – Emerging Economies University Rankings; YUR – Young University Rankings; GER – Graduate Employability Rankings.

GLOBAL RANKINGS

THE WUR – **UJ retained its global position in the 601-800 band for the fourth year running**, placing joint sixth nationally

BGUR – **UJ climbed for the fifth straight year by 31 places to its highest global rank to date of 366**, within the world top 400, and holding its position at fifth nationally. **This is UJ's highest global ranking position across all global ranking systems**

URAP – **UJ was ranked 647 in the world**, a slight drop of 20 places from its highest global rank of 627 in 2018, but retaining its sixth place nationally

URAP – **UJ was ranked 647 in the world**, a slight drop of 20 places from its highest global rank of 627 in 2018, but retaining its sixth place nationally

QS WUR – **UJ climbed for the second time by roughly 59 places to its highest global position to date in the 501-510 band**, retaining fourth place nationally.

Notably, the University ranked among the top 1,8% globally and was the only South African university whose global position had not declined since its debut in 2013

ARWU, or Shanghai Ranking – **In its third appearance UJ remained in the 601-700 global band** and in sixth place nationally

IMPACT RANKINGS

The University participated in the inaugural (pilot) edition of the THE University Impact Rankings (THE UIR), ranking highly worldwide in two of the individual UN Sustainable Development Goals (SDGs) – SDG 5: Gender Equality, where **UJ ranked 43 in the world**, and SDG 10: Reduced Inequalities, where UJ ranked No 5 in the world.

HIGHLIGHTS (CONTINUED)

SUBJECT RANKINGS

QS World University Rankings by Subject – Debuting in five subjects, **UJ was ranked for six subjects**, (2018: four):

- **No 3 in South Africa for:**
 - English Language and Literature (251-300)
- **No 4 in South Africa for:**
 - Mechanical, Aeronautical and Manufacturing Engineering (351-400)
 - Physics and Astronomy (451-500)
 - Business and Management Studies (451-500 – debut)
- **No 5 in South Africa for:**
 - Economics and Econometrics (451-500)
 - Chemistry (501-550).

Shanghai Ranking's Global Ranking of Academic Subjects (GRAS) – Debuting in five subjects, **UJ was ranked for twelve subjects**, (2018: seven):

- **No 1 in South Africa for:**
 - Hospitality and Tourism Management (18 – 2018: 20)
 - Sociology (101-150)
 - Geography (101-150)
 - Education (151-200 – 2018: 301-400)
 - Chemical Engineering (201-300)
 - Political Sciences (201-300)
 - Management (401-500)
- **No 2 in South Africa for:**
 - Communication (201-300)
 - Mathematics (401-500)
- **No 3 in South Africa for:**
 - Earth Sciences (201-300)
 - Physics (301-400)
- **No 6 in South Africa for:**
 - Ecology (301-400)

Times Higher Education (THE) World University Rankings by Subject – Debuting in one subject, **UJ was ranked in all 11 subjects**, (2018: 10):

- **No 1 in South Africa for:**
 - Engineering and Technology (301-400 – 2018: 401-500)
- **No 2 in South Africa for:**
 - Physical Sciences (401-500)
- **No 3 in South Africa for:**
 - Arts and Humanities (301-400)
 - Social Sciences (301-400)
 - Psychology (301-400)
 - Computer Science (501-600)
- **No 4 in South Africa for:**
 - Law (151+)
 - Education (301-400)
- **No 5 in South Africa for:**
 - Life Sciences (401-500)
 - Business and Economics (501+)
- **No 7 in South Africa for:**
 - Clinical, Pre-clinical and Health (501-600)

US News & World Report's Best Global Universities Rankings (BGUR) by Subject – Debuting in three subjects, **UJ was ranked for six subjects**, (2018: three):

- **No 2 in South Africa for:**
 - Chemistry (367)
 - Engineering (404)
- **No 3 in South Africa for:**
 - Geosciences (234)
 - Physics (267, up 52 places from 319 in 2018)
- **No 5 in South Africa for:**
 - Social Sciences and Public Health (296, up 14 places from 310 in 2018)
- **No 6 in South Africa for:**
 - Plant and Animal Science (379)



TRANSFORMATION

OVERVIEW

The vision of the University of Johannesburg is not only to transform its society, but also to be relevant in the African continent – “An international University of choice, anchored in Africa, dynamically shaping the future”.

At a time when our students are rightly raising crucial concerns relating to past and present, this future is already upon us, as we find ourselves in the age of the Fourth Industrial Revolution (4IR), a transformation unlike anything humankind has experienced before. Our long-term goal is to enable the African continent (and our graduates) to become active participants, ready to leverage the opportunities. Our institutional goal is to develop confident and passionate graduates – intellectuals, professionals, innovators and ethical and responsible citizens. We are proud of our academics and experts as they play their part in helping our students reach their potential and goals.

During this time of change, the approach to strengthening our culture has been multi-pronged. With a clear tone set from the top, we have focused on actively engaging employees, anchoring and embedding our values and beliefs in all our people and business processes, practices and policies.

During 2019, we focused on our value of ‘ethical foundation’, by nurturing and actively promoting an ethos of honesty, transparency, accountability and fairness, and we have adopted our Ethics Strategy for rollout in 2020.

Against a largely bleak national economic outlook, with unemployment hovering at around 30%, and the blight of gender-based violence and xenophobic attacks, UJ was at the forefront of initiatives aimed at fostering unity in diversity, Ubuntu, and social cohesion.



THE TRANSFORMATION DIVISION

The Transformation Division reports to the Chief Operating Officer and is responsible for the advancement of the University's transformation agenda and to address related challenges in both the employee and student domains.

With students, the emphasis was on establishing a culture of human rights and responsible citizenship within our residences, through interventions with house committees and first-year students, focusing on residence traditions, understanding LGBTQI matters and risky behaviour. Students were challenged to move away from old traditions and to promote instead values of inclusivity, respect and equality. The concepts of shared direction and values, and the commitment to transforming institutional culture to support global excellence and stature (GES), were central in enabling positive leadership.

In promoting social cohesion and inclusion, we supported the call by the Department of Higher Education and Training (DHET) and Universities South Africa (USAf) to celebrate significant days and events.

STRATEGIC OBJECTIVES

In line with the UJ Strategic Plan 2025, our strategic objectives were to:

- Facilitate the implementation of the Institutional Transformation Plan (ITP) 2016 – 2021
- Navigate inclusive cultural transformation that adheres to human rights, and where diverse people interact in a spirit of mutual understanding and trust

- Create an enabling leadership culture of shared direction and values aligned to GES
- Ensure that gender equality is infused in all aspects of UJ culture
- Actively promote an ethos of honesty, transparency, accountability and fairness
- Advance the UJ transformation agenda by creating awareness and advocacy
- Support DHET and USAf projects and significant days/events to promote social cohesion and human rights

INSTITUTIONAL TRANSFORMATION PLAN

ITP 2016-2021 is linked to the UJ Strategic Plan 2025, and has seven major themes, each with a set of strategic objectives. During 2019, we focused on the ensuring that faculties and divisions gave attention to the ITP and aligned their transformation plans accordingly.

TRANSFORMATION (CONTINUED)

ITP themes

Theme	Aspects/projects
 Institutional culture Creating a transforming, pan-African, diverse, caring and values-driven culture	<ul style="list-style-type: none"> • Culture Dipstick Survey feedback to environments • Ethics survey • Residences memorabilia project • Focus on gender equity • Transformation committees • Staff Day and Diversity Week • Naming and renaming of UJ facilities project
 Employment equity An employment strategy that represents population groups, genders and people with disabilities	<ul style="list-style-type: none"> • Achieve equal representation across all levels within the institution • Set annual targets • GES – the ability to attract and retain accomplished academic and research staff (see below) • Current staff complement (see below)
 Staffing and leadership profile A strategy that ensures that UJ has the “right people with the right skills in the right jobs at the right time”	<ul style="list-style-type: none"> • Succession planning • 2017-2019 workforce plans, with executive deans/executive directors identifying critical positions and nominating staff with potential; EE targets set for the Employment Equity Plan • UJ Young Leaders Development second cohort launched in February 2019 • UJ Women’s Leadership Development Programme <ul style="list-style-type: none"> – Cohort Three – 1 SARChI Chair, 1 Interim SARChI Chair promotion – Cohort Four commenced July 2019 with 15 academics • Emerging Leaders Programme – held at Johannesburg Business School, with six study schools completed from September to November 2019 and projects linked to UJ Strategic Plan 2025
 Governance and management Effective people, processes, systems, technology and structures	<ul style="list-style-type: none"> • Engagements with all stakeholders, including students and unions • Use of online, technological and automated approaches in Central Academic Administration (CAA) and Corporate Governance • Regular enhancements of the student data system • Talent and organisational review of the support domains • Staff wellbeing and effectiveness through the Occupational Health Practice, clinic availability, medical surveillance, health and event risk assessments, campus risk profiles, inoculation campaigns and food safety monitoring

Theme	Aspects/projects
 Teaching, learning and knowledge production Decolonisation, curriculum reform and mode of delivery	<ul style="list-style-type: none"> • The Division for Academic Planning, Quality Promotion and Academic Staff Development: <ul style="list-style-type: none"> – Transform existing curricula, with decolonisation and 4IR considerations central to the process – National and international research collaboration projects, and numerous workshops and conferences – Four master classes on Assessment for Learning hosted by the Centre for Academic Staff Development (CASD) – 25 short learning programmes (SLPs) in the 4IR arena – Accelerated Academic Mentoring Programme (AAMP) providing career development opportunities and inputs to develop the next cohort of academic leaders (see below) – New Generation Academic Programme (nGAP), a DHET initiative to grow a new cohort of academics, with a focus on race and gender transformation (see below) – Assistant Lecturer Programme, with 100 appointed in 2019; 35 appointed full-time since programme inception and 9 appointed in 2019 • Division for Academic Development and Support (ADS), reducing drop-outs, improving the module pass and the degree throughput rates • Student success and support, with year two of the ground-breaking Integrated Student Success Initiative (ISSI), leading to: <ul style="list-style-type: none"> – 5.8% increase in module pass rates, with 4.5% in priority modules and 2 100 additional module passes • Online programmes and blended learning and teaching through the smart use of innovative and evolving technologies supported by The Centre for Academic Technologies (CAT). In totals, 14 053 undergraduates completed the CAT survey, with: <ul style="list-style-type: none"> – 91% reporting enthusiasm for technology-supported learning – 56% rating their knowledge as excellent – 62% rating their skills and abilities as excellent – Device ownership 1% higher year-on-year – 27% reporting stolen devices in the first semester – 67% frequently using the Blackboard offline learning app
 Student relationships Improved services, effective communication, and addressing hunger	<ul style="list-style-type: none"> • Change management workshops, focusing on human rights and on risky behaviour, with topics including gender-based violence, consent, HIV/AIDS, human trafficking, diversity, and inclusion • First-year experience (FYE), with various meetings with stakeholders to prepare for FYE presentations in January 2020, and a small brochure to be distributed to all first-year students • Training of 64 FYE marshals
 Financial sustainability	<ul style="list-style-type: none"> • Increased investment in new and expanded ICT and academic infrastructure; student accommodation and backlog maintenance • Continued investment in funded access for students from vulnerable communities, with 10% of operating budget allocated to financial assistance to low income and missing middle students • Positive results from restructuring of Resolution Circle • External funds raised, excluding research income, amounting to R268 million against R200 million target

TRANSFORMATION (CONTINUED)

Staff complement and comparatives

Staff level/category	2019 workforce
Academic/research staff	1 283 (2018: 1 222)
Support staff	3 080 (2018: 3 105)
People with disabilities	69
Total workforce	4 386

Staff level/category	2019 workforce
Female associate professors and professors	37,34% (2015: 37,19%)
Female academic and research staff	49,03% (2015: 47,34%)
Black academic and research staff	46,92% (2015: 37,06%)
International academic and research staff	18,32% (2015: 13,83%)

Staff level/category	Male	Female
Senior management	143 (2018: 102)	103 (2018: 75)
Promotions	31	19

GES

Staff level/qualification	Number/(%)	
	2019	2015
Academic staff with doctoral degrees	49,03%	42,20%
Academic staff with master's degrees	43,49%	40,07%
Associate professors	316	242
Female associate professors	118	90
Black professors	24	22
Distinguished visiting professors since 2014	45	–
Distinguished professors	5	–
Directors of institutes	4	–

AAMP	nGAP
<ul style="list-style-type: none"> 345 candidates over three levels 69,27% designated 57,97 female 115 promotions and degree completions since 2015 	<ul style="list-style-type: none"> Six appointments approved by the DHET 22 nGAP scholars

% of Executive Leadership Group (ELG)	%
Black	60,87 (2015: 51,8)
White	34,78
International	4,35

ELG black gender profile	%
Male	17,39 (2015: 26,1)
Female	43,48 (2015: 29,92)



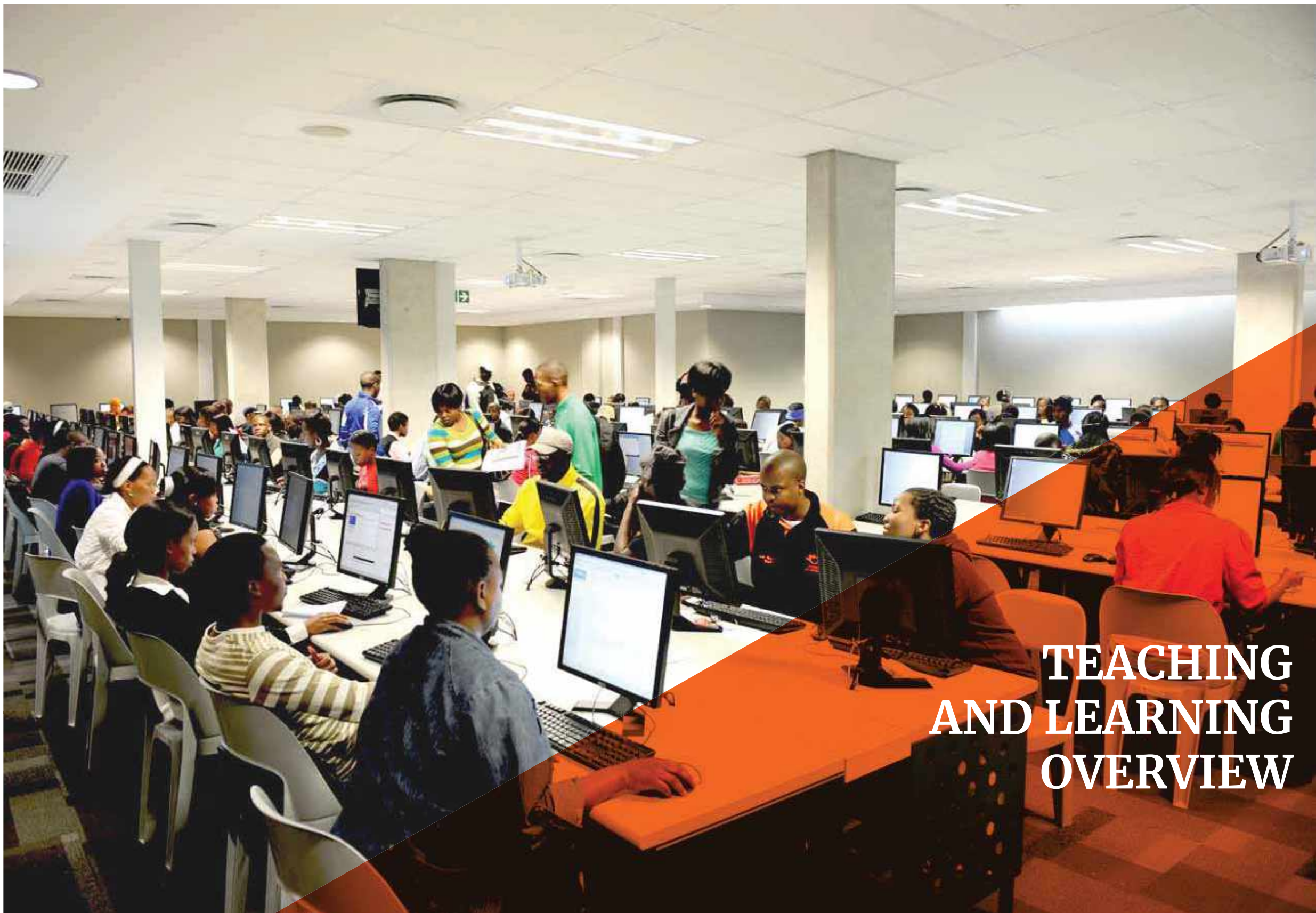
LOOKING AHEAD

UJ has embraced transformation, with major strides made in addressing employment equity and eradicating the legacies of colonial apartheid.

While the focus on decolonisation and the Africanisation of the curriculum has addressed racial

aspects, gender issues have not yet sufficiently received the required attention. The Transformation Division will continue to work innovatively, with efficiency and purpose, and to focus on strengthening academic and research excellence.

We will also intensify our efforts to develop and improve our physical spaces and facilities and align them to digital technologies. Together, we will develop and enhance the attributes that make UJ the international University of choice, anchored in Africa, dynamically shaping the future.



TEACHING AND LEARNING OVERVIEW

STRATEGIC FOCUS

UJ is a comprehensive university that offers academic programmes from undergraduate diplomas to doctoral qualifications. The strategic objectives for teaching and learning are to provide an outstanding student experience, and global excellence, to achieve global stature, and to lead in 4IR.



For teaching and learning, this will involve attaining and maintaining:

- Intellectually rigorous curricula that respond innovatively to 21st Century challenges and opportunities
- Pre-eminence, led by effective innovation, including the appropriate and widespread use of technology in the learning process
- Outstanding achievements across our diverse student body
- An enrolment profile with growth in Education and SET, with an increase in international students and a significant proportion of students from schools in the lowest two quintiles
- A continuous and intense focus on reducing dropout and increasing the programme completion rate

Our teaching and learning approach is captured in the Teaching and Learning Strategy 2014-2020. In this report, the data for 2018 reflect audited figures, while the 2019 data were accessed on 20 March 2020 and are still provisional.

The 2019 targets for teaching and learning in the UJ Annual Performance Plan and the Strategic Plan 2025 are:

- Honours, PGDip, master's and doctoral enrolments: 9 558
- Total postgraduate output: 3 090
- Undergraduate output: 10 032
- Percentage first-time entering UG students with APS \geq 35: 41,6% (3 700/8 900)
- Enrolment profile by CESM category: SET at 34,81%

INSTITUTIONAL ACADEMIC PERFORMANCE

STUDENT ENROLMENT PROFILE, PERFORMANCE AND GRADUATE OUTPUT

The headcount for contact enrolments was 50 021 – 0,04% above the planned target and well within University and DHET norms.

Enrolment figures per campus, 2011 to 2019*

Campus	2011	2012	2013	2014	2015	2016	2017	2018	2019
APB	9 201	7 674	6 287	5 474	5 096	5 412	5 336	5 284	5 382
APK	27 723	26 685	26 725	26 665	26 648	27 638	26 691	26 623	25 939
DFC	8 287	8 972	9 825	11 332	11 665	12 267	12 061	12 441	13 124
SWC	5 317	5 438	5 450	6 219	5 946	6 381	6 346	6 034	5 578
Off-campus	–	–	–	–	–	–	13	404	526
Total	50 528	48 769	48 287	49 690	49 355	51 698	50 447	50 786	50 549

* Figures include distance and occasional.

Faculty enrolments were also close to target:

Headcount enrolment figures per faculty, 2011 to 2019

Faculty	2011	2012	2013	2014	2015	2016	2017	2018	2019
Art, Design and Architecture	1 197	1 207	1 257	1 310	1 370	1 358	1 366	1 363	1 408
College of Business and Economics	21 525	20 902	20 206	20 406	19 609	20 625	19 755	19 100	18 173
Education	5 051	3 886	3 515	3 880	3 957	3 951	3 903	4 052	4 043
Engineering and the Built Environment	8 368	8 323	8 352	8 677	9 122	9 625	9 409	9 841	10 183
Health Sciences	3 433	3 609	3 662	3 725	3 738	3 954	3 972	4 184	4 460
Humanities	5 781	5 738	5 847	5 988	5 666	6 143	6 145	6 141	5 852
Law	1 623	1 580	1 699	1 709	1 733	1 777	1 656	1 671	1 746
Science	3 550	3 524	3 749	3 995	4 160	4 265	4 241	4 434	4 684
Total	50 528	48 769	48 287	49 690	49 355	51 698	50 447	50 786	50 549

INSTITUTIONAL ACADEMIC PERFORMANCE (CONTINUED)

UJ had an improved ratio of full-time equivalent (FTE) students to headcounts in 2019. This is an indication of the average load carried by students, and this load remained constant between 0,76 and 0,78.

Headcount, FTE and ratio*

Campus	Headcount	FTE	Ratio
2019	50 549	39 295,042	0,777
2018	50 786	38 798,728	0,764
2017	50 447	38 800,962	0,769
2016	51 698	39 850,603	0,771
2015	49 355	37 985,215	0,770
2014	49 690	38 156,047	0,768
2013	48 287	36 656,076	0,759
2012	48 769	37 348,712	0,766
2011	50 528	38 556,638	0,763
2010	48 315	37 270,580	0,771

*Figures include distance and occasional.

The enrolment of international students, a priority for UJ, has increased substantially 8,4% of total headcount enrolments, (2009: 4%). Faculties are closely monitored in this regard.

Undergraduate and postgraduate headcount percentage of enrolment figures

Enrolment type	2011 %	2012 %	2013 %	2014 %	2015 %	2016 %	2017 %	2018 %	2019 %
Undergraduate	86,9	86,1	85,7	85,6	84,9	84,1	84,1	82,0	81,5
Postgraduate	12,8	13,6	14,0	14,1	14,9	15,6	15,8	17,9	18,4
Occasional	0,4	0,3	0,3	0,3	0,2	0,3	0,2	0,2	0,1

The achievement of 36,3% for contact enrolments in the SET field was 1,5% above target.

CESM mix*

CESM category	2011 %	2012 %	2013 %	2014 %	2015 %	2016 %	2017 %	2018 %	2019 %
Business and management	40,9	40,3	39,4	38,7	39,1	40,6	40,1	38,5	36,6
Education	8,3	6,7	6,2	6,3	7,5	7,2	7,5	7,8	7,9
Humanities/law	20,9	22,6	23,5	23,3	20,4	19,3	19,3	19,2	19,1
SET	29,9	30,4	30,8	31,7	33,0	32,8	33,2	34,5	36,4

*Figures include distance and occasional.

Black enrolment increased by 1,1% in 2019, and white enrolment is still showing a declining trend, indicating that the demographic shift in enrolment pattern has not yet stabilised.

Student profile: Population group distribution*

Race	2011 %	2012 %	2013 %	2014 %	2015 %	2016 %	2017 %	2018 %	2019 %
Black	76,3	77,9	79,1	81,1	82,1	83,6	84,5	85,4	86,6
Coloured	3,3	3,1	3,2	3,2	3,3	3,3	3,2	3,2	3,1
Indian	4,7	4,6	4,7	4,6	4,7	4,5	4,4	4,2	3,9
White	15,8	14,4	13,0	11,1	9,9	8,7	7,9	7,1	6,4

The undergraduate success rate in 2019 was 85,8%, the highest since 2011.

Undergraduate success rates

Undergraduate type	2011 %	2012 %	2013 %	2014 %	2015 %	2016 %	2017 %	2018 %	2019 %
Undergraduate diploma and certificate	80,9	81,6	84,1	85,0	85,6	85,5	85,2	85,1	85,3
Undergraduate degree	78,4	82,4	82,8	84,3	85,4	85,4	85,9	85,8	86,0
Average undergraduate	79,4	82,1	83,3	84,5	85,5	85,4	85,7	85,6	85,8



INSTITUTIONAL ACADEMIC PERFORMANCE (CONTINUED)



2019 results are provisional, and are likely to rise, especially in the master's and doctoral categories.

Graduate output subsidised qualifications

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
UG (three years and less)	7 515	8 145	8 202	8 067	8 496	8 458	8 709	8 719	9 330	9 259
UG (four years)	519	639	683	851	1 078	1 094	1 082	1 250	1 236	1 320
UG total	8 034	8 784	8 885	8 918	9 574	9 552	9 791	9 969	10 566	10 579
PG (pre-master's)	1 830	1 983	1 986	2 066	2 127	1 991	2 178	2 230	2 105	2 187
Master's	369	394	430	514	527	501	682	679	864	957
Doctoral	51	68	109	78	106	105	119	126	189	188
PG total	2 250	2 445	2 525	2 658	2 760	2 597	2 979	3 035	3 158	3 332
Total (UG & PG)	10 284	11 229	11 410	11 576	12 334	12 149	12 770	13 004	13 724	13 911

Number of new applicants at undergraduate level (including BTech)

	2015	2016	2017	2018	2019	2020
Art, Design and Architecture	5 488	4 293	4 684	4 862	6 693	9 204
College of Business and Economics	44 285	39 782	41 683	41 222	43 517	53 096
Education	17 678	14 417	18 249	19 731	24 484	36 695
Engineering and the Built Environment	27 631	23 519	23 176	22 293	23 549	22 639
Health Sciences	16 362	13 610	17 317	19 668	24 595	25 684
Humanities	23 350	21 056	20 835	22 791	28 876	33 562
Law	14 225	9 390	11 776	12 282	15 841	20 601
Science	12 474	9 740	9 993	10 461	12 133	15 682
Total	161 493	135 807	147 713	153 310	179 688	217 163



Admission status categories used in processing undergraduate first-year applications were:

- **Full Admission Admitted:** Applicants with a National Certificate or National Senior Certificate who fully comply with the admission criteria of the relevant qualification
- **Conditional Admission:** Admission is based on good Grade 11 results, exceeding the minimum admission criteria, thus reflecting low Grade 12 results risk for final selection, but with admission still subject to the final Grade 12 results, including the endorsement requirement.

- **Provisional Admission:** Subject to space, with compliance with minimum Grade 11 results criteria but with academic performance reflecting a degree of risk, or when the specific academic programme enrolment target has been, or may be, exceeded
- **Admission Declined:** Non-compliance with the admission criteria.

ACADEMIC DEVELOPMENT AND SUPPORT

The Division of Academic Development and Support (ADS) comprises multiple initiatives to provide the best possible undergraduate academic experience, and maximise retention, success and degree throughput, reduce dropouts and improve the module pass rate. Cutting-edge interventions include psychosocial support, academic support to maximise learning opportunities, and initiatives to deepen the sophisticated use of academic technologies, to lead within the 4IR environment. Our goal is to develop confident and passionate graduates.

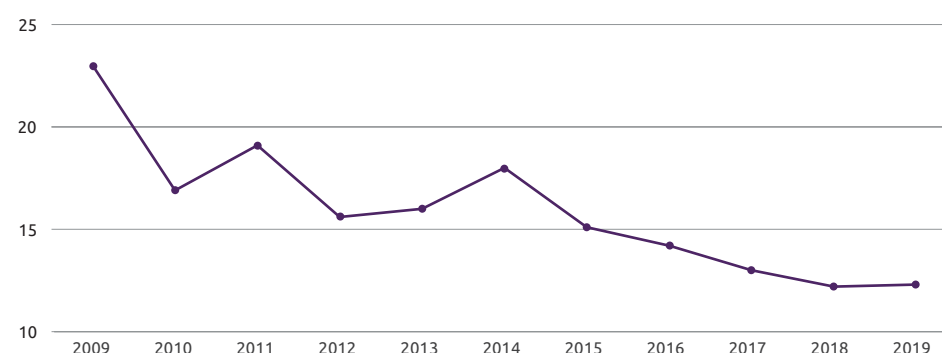
The undergraduate degree credit success rate, increased from 2018 to 2019

2014 %	2015 %	2016 %	2017 %	2018 %	2019 %
84,5	85,5	85,4	85,6	85,6	85,8

ISSI saw great success in 2019, with an overall module pass rate increase of 4,75%. Engaging our first-year students from their first day on campus through FYE is crucial to this success, while SSE addresses senior undergraduate needs, in preparation for postgraduate studies or employment.

The first-year dropout rate has declined over the past decade, with the current dropout rate at 12,3%.

Dropout rate



Cohort analysis provides an understanding of programme completion rates. Completion in minimum time for the 2017 cohort registered for three-year undergraduate programmes increased to 39%.

Cohort analysis by year of first registration

	2012 %	2013 %	2014 %	2015 %	2016 %	2017 %
Completion in minimum time (M)	33	38	35	38	38	39
Completion in M + 1	18	17	15	17	18	N/A
Cumulative completion after M and M + 1	51	55	50	55	56	N/A

ACADEMIC DEVELOPMENT CENTRE (ADC)

The highlight of the year for the ADC was the second year of full implementation of ISSI, whose strength is the collaborative participation of all eight Vice-Deans: Teaching and Learning. During 2019, ISSI interventions were focused on the UJ Priority Module Index, which identifies the 20% of modules where most funded credits were lost during the previous academic year. The strategic tutor fund, UJ-funded e-books and ADS seed funding were made available to stimulate the growth of ISSI.

During 2019, the 90 selected ISSI modules performed 3,5% better in the first semester year-on-year, and 6% better in the second semester, with a 4,75% increase for all ISSI modules in 2019.

With its support of undergraduate students, the ADC made a specific contribution towards UJ's Strategic Objective Two (excellence in teaching and learning), as well as to Strategic Objective Three (international profile) through the UJ English Language Programme (UJELP) and the SANRC.

ADC ACCESS

ADC Access taught approximately 650 FEBE, Humanities and CBE first-year students. Module success rates of 13 of the 15 extended curriculum groups were 90% and above, with the remaining two at 89%. Extended diploma offerings were at 88,6%, the highest since 2009, with FEBE extended degree offerings at 93,5%, CBE at 93,25%, and Humanities 94%.

ADC Access also secured R350 000 to pay off the historical debt of 11 second-year students who had passed all their modules.

ACADEMIC DEVELOPMENT AND INNOVATION (ADI)

ADI comprises UJELP and the Learning Development (LD) Unit. During 2019, some staff taught in Mastering Academic and Professional Skills (MAPS) Eco, in the College of Business and Economics (CBE), and MAPS Hum, offered in the Faculty of Humanities, with 599 students attaining pass rates of over 95%.

ADI led several innovative programmes and interventions in FYE and SSE, and ISSI such as the student mentoring programme with 10 959 students attending. The Faculty of Humanities Reading in the Discipline (RID) initiative reached 642 students who attended workshops, with an additional 235 students reached individually or in group consultations. UJELP continued assisting foreign students to develop their English proficiency while its testing once again assisted UJ to select and place the most appropriate foreign applicants.

DEPARTMENT OF ACADEMIC LITERACIES

The Department of Academic Literacies continued teaching and learning contribution with English for Law (EFL), Language and Skills for Science (LSS), and Language for the Economic Sciences, and 5 575 consultations completed in 2019, and 10 282 students seen at the UJ writing centres.

ACADEMIC DEVELOPMENT AND SUPPORT (CONTINUED)

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

CAT supports and enables the smart use of innovative and evolving technologies for teaching and learning.

To expand their skills and knowledge, CAT's learning designers and developers attended local conferences, seminars and webinars, and completed all three levels of the Blackboard Teaching and Learning International Certification training. During 2019 CAT continued to network locally, regionally and internationally, including in Zambia, the SADC region and the US, by giving academic and technical papers at conferences and workshops, as well as participating in activities of professional bodies.

CAT's participation in UK- and US-funded collaborative research projects produced several joint reports and publications, policy briefs and a new website with resources for blended teaching and learning.

BLENDED LEARNING AND TEACHING AT UJ

In 2019, CAT staff scanned 1 650 active undergraduate 2019 Semester 1 modules on Blackboard (Bb) to establish a Bb tool baseline, and to determine the basic module design elements. A flexible module structure for use on the Learning Management System in 2020 was designed, and facilitated 52 departmental rollout workshops, attended by 649 lecturers, as well as 11 departmental blended-learning strategy workshops, for 248 staff members.

Of the 14 053 undergraduates who completed CAT's 2019 Student Technology Survey, 91% reported a positive attitude towards learning with new technologies, 56% rated their knowledge of technology as excellent or very good, and 62% reported their technological skills as either excellent or very good. Device ownership is 1% higher than in 2018, with 99% owning at least one, 60% using smartphones in lectures, 80% belonging to a WhatsApp study group, and 60% frequently using Bb.



SUPPORTING INNOVATION IN TEACHING AND LEARNING

In 2019, CAT completed the redevelopment of the uLink portal for UJ staff and students. The changes align CAT for seamless 4IR adoption of automation and AI into the new portal.

UJ's Teaching and Learning Innovation Laboratory (CAT Lab) has been refined for e-learning development, for example, with a 'detective game' about plagiarism. Two venues for up to 25 students or staff are being equipped by CAT with high-end technologies, including interactive touch screen smartboards, glass whiteboards and presentation wall and 3D camera for virtual reality (VR).

LEARNING AND TEACHING WITH MOBILE DEVICES AND E-TEXTBOOKS

In 2019, with the R18 million made available for the purpose, CAT purchased and distributed 4 000 tablets with removable keyboards to Quintile 1-3 NSFAS first-year students.

In 2019, R8 million was made available for purchasing e-textbooks for students, with 79 books linked to 112 priority modules for a potential 24 000 downloads, of which 68% were downloaded by year-end.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

During 2019, 6 651 students were assisted by the PsyCaD in 2019 (2018: 5 899), with 7 955 counselling

sessions (2018: 6 155), with both demand and severity increasing. The 24 hour crisis line registered 43 suicide-related calls, with eight callers hospitalised. PayCaD also offered 58 (2018: 29) workshops on self-awareness, adjustment to university life, managing stress, depression and anxiety, and identifying risky behaviour. The advisory service duration was increased to 30 minutes, and therapy sessions decreased to 30 minutes – these changes allowed more efficient identification of stress, accommodated more students and shortened waiting lists.

PsyCaD is also establishing a 'safe house' for stabilisation and care of students requiring specialised interventions but not hospitalisation. A social media presence is maintained, with 6 004 Facebook and 1 581 Twitter subscribers. The Disability Unit, with dedicated case workers on all campuses, conducted 651 counselling sessions and processed 69 concession applications (2018: 56), providing assessment support to 81 students with disabilities, of whom 23 graduated at year-end.

The PsyCaD Career Services Unit offers career guidance programmes at the Career Resource Centre, online applications, quality career assessment and counselling interventions to support graduating students in their career planning and transition to the workplace. During 2019, 2 191 students attended workshops, and 1 103 (2018: 539) students were assisted with CV-writing and job-searching skills. The unit also maintains an online job portal and career services website and hosted two on-campus career fairs with 128 companies and 14 company presentations. Twenty companies attended the Law Career Fair held in March with 90 attending the fair held in August 2019.

SPECIAL PROJECTS

ADS was also responsible for a number of additional special projects, including:

DHET UNIVERSITY CAPACITY DEVELOPMENT GRANT (UCDG)

The UJ UCDG plan spans ADS, faculties, the Research Office, and the Postgraduate Centre, and of the total of R150 914 336 approved for UCDG for 2018-2020, R50 446 778 was made available to UJ during 2019. UJ's commitment to the student and staff development saw it make additional funds available

ACADEMIC DEVELOPMENT AND SUPPORT (CONTINUED)

for projects such as the purchase of tablets for NSFAS first-year students, and the additional budget allocated to tutors, senior tutors and the Assistant Lecturer Programme.

AFRICAN INSIGHTS

This NQF Level 5 (15-credit) module is compulsory for all first-time entering, first-year students. It exposes students to great works of African literature, the progressive democratic ideals of the Freedom Charter and the South African Constitution, the South African contribution to the struggle for gay rights and the crucial work done by African women in literature and art. It culminates with a discussion of African slavery and political exile, exploring the way forward through the African Renaissance. Of the 10 108 who enrolled for the module in 2019, 5 034 (49,8%) have completed it. In total, 17 363 students have completed the module, which represents 58% of the three-year total enrolment.

ARTIFICIAL INTELLIGENCE IN 4IR

This is a free, fully online non-credit-bearing module, rolled out in February 2020. It is non-technical, and self-paced, comprising eight units, aimed at helping students develop a conceptual model of the AI. Upon completion students receive an electronic certificate, with their achievement also reflected at the top of their academic transcript.

UJENIUS CLUB

The UJenius Club encourages undergraduate and honours students to strive for excellent academic success, while offering a variety of intellectual, social, professional and career development opportunities. Its members must have achieved an annual average of 75% with no module below 70% for the preceding year. In 2019, 596 students were accepted (2018: 561), with 76,8% enrolled for degrees, 18,6% for diplomas, and 3,8% for honours, with ten visiting higher education institutions in Hong Kong, Japan and Taiwan. Many companies approach UJ to recruit our top-achieving students, and these requests are forwarded to our UJenius students. During 2019, Orange Carpet students were merged with the UJenius Club to align the financial and other benefits of the two initiatives. A UJenius Committee was established to coordinate and monitor UJenius students.



UJ WINTER SCHOOL

The newly conceptualised UJ Winter School was launched in July 2019, with two main events. The first 'Young Women for STEM in Africa (YWSA)' and 'Winter School. Reimagined'. The Winter School garnered substantial interest, with 236 910 unique views on social media and the UJ website.

ONLINE PROGRAMMES PORTFOLIO 2019

UJ's two master's – in Information and Communication Technology in Education, and in Public Health – were augmented by the Master in Educational Management and the Master of Public Management and Governance. Bachelor of Commerce in International Accounting, Bachelor in Human Resource Management, and the Advanced Diploma in Financial Markets were rolled out in 2018, and a three advanced diploma programmes, in Logistics, Transportation and Management, and People Performance Management, were added in 2019. The undergraduate and postgraduate online suite grew by almost 47%, with 352 additional module registrations at the end of 2019 (2018: 398).

Online programme	Launch date	Module registrations D6: 2018 intake	Module registrations increase 2018-2019	Module registrations D6: 2019 intake
Master of Public Health	23/10/2017	122	33	155
Master of Education in Information and Communication Technology	23/10/2017	107	14	121
Master of Public Management and Governance	D1: 15/1/2018	7	(1)	6
Master of Education in Educational Management	D2: 12/3/2018	93	13	106
Bachelor of Commerce in International Accounting	D4: 1/7/2018	15	52	67
Bachelor of Human Resource Management	D4: 1/7/2018	17	47	64
Advanced Diploma in Financial Markets	D4: 1/7/2018	37	89	126
Advanced Diploma in Logistics	D2: 11/3/2019	N/A	44	44
Advanced Diploma in Transportation Management	D2: 11/3/2019	N/A	43	43
Advanced Diploma in People Performance Management	D2: 11/3/2019	N/A	18	18
Total module registrations		398	352	750



RESEARCH OVERVIEW

Three major divisions – Research and Postgraduate Studies, including Strategic Initiatives and Administration, Internationalisation, and the Library and Information Centre, represent the fulcrum of research excellence at UJ.

RESEARCH AND POSTGRADUATE STUDIES

The Research and Internationalisation portfolio supports a range of UJ's strategic objectives, including research, postgraduate studies, innovation and technology transfer and catalytic initiatives, with contributions by the Postgraduate School (PGS), the Research and Innovation (R&I) Division and the Strategic Initiatives and Administration (SIA) Unit.



RESEARCH AND INNOVATION

As of 24 February 2020, 3 355 publications (2 151 units), had been captured. (2019: 2 619/1 790 units).

Since 2005, UJ's accredited research publication output units have grown 16% on average per annum – a compound annual growth rate of 15%, with 90% in internationally indexed journals (ISI, IBSS, Norwegian and Scopus). Accredited units for books and book chapters by UJ academics and researchers grew by 43%, while journal articles and conference proceedings grew by 8% and just under 1%, respectively.

UJ's field-weighted views impact over 2014-2019 was 1,93, and the Scopus-listed publications field-weighted citation impact (FwCI) was 1,29. In the Scopus All Science Journal Classification (Scopus ASJC),

UJ achieved an above-average citation impact, with the highest being in Physics and Astronomy (2,62), Neuroscience (1,98), Materials Science (1,56), Chemical Engineering (1,54) and Energy (1,46). Co-authorship with international collaborators is increasing. Between 2014 and 2019, UJ co-authored 7 491 (2013-2018: 5 190) publications with international collaborators at 2 492 (2013-2018: 2 048).

The number of NRF-rated researchers at UJ increased from 193 in 2018/2019 to 220 in January 2020. UJ currently has eight A-rated researchers, with a slight year-on-year increase in the number of B-rated researchers. The number of awards and prestigious recognitions increased to over 40 in 2019 (2017: 27).

INNOVATION AND COMMERCIALISATION

In 2019, the TTO facilitated ten provisionally or fully-registered patents, and received 39 new invention disclosures, with UJ also granted a USA patent. A commercial holding company, UJ Invnt (Pty) Ltd, was launched on 22 October 2019, and the TTO launched the University's Incubation Programme, which saw a first cohort of eight student-led businesses and innovations.

Between 1 April 2011 and 31 March 2018, four UJ inventors were recognised by the National IP

Management Office as Intellectual Property Creators for 'actionable disclosures'. At an awards dinner in March 2019, each awardee received a monetary contribution of R605 000 to the UJ TTO to assist with further development and commercialisation of the inventions.

UJ POSTGRADUATE SCHOOL

The data presented are based on audited HEMIS figures 2017-2018.

	UJ growth %	National ave %	UJ numbers	SA	SADC	BI	Col	Ind	TTC 2018 (years)	TTC 2017 (years)
Doctoral										
Headcount	26,4	4,8	1 363							
Graduates	50	9,4	189	111	23	46	7	12	4,9	5,1
Master's										
Headcount	28	3,3	3 868							
Graduates	27,2	7,2	864							
									TTC (years)	
									3.1 (coursework)	
									3.3 (research)	

Enrolment 2018	Number	2018% of candidates	2017 % of candidates	% increase	TTC 2018 (years)	TTC 2017 (years)
International doctoral	496	36	34	2		
PG under M						
Under M level	3 900			1,3		
Honours	2 306			6,86	1,3	1,4
Doctoral	5,9%			-5,61		
Hons/PG diplomas graduates	2 105					
PG diploma graduates				15,14	1,9	1,7

POSTDOCTORAL RESEARCH FELLOWS

PDRFs are increasingly pursuing collaborations and co-publishing, rather than sole authorship

	2015		2016		2017		2018	
	Number	Units	Number	Units	Number	Units	Number	Units
Publications and accrued accredited units	235	95,19	466	176,14	474	178,27	566	213,88
By PDRF and UJ co-authors		119,6		316,83				408,66
Average units per PDRF		0,59		1,25		1,23		1,49
Publishing PDRFs		1,34		1,99		1,99		2,24

RESEARCH AND POSTGRADUATE STUDIES (CONTINUED)

The availability of postgraduate funding remains constrained against the tough conditions of the South African economic landscape and the challenges facing the higher education sector.

EXTERNAL POSTGRADUATE FUNDING

Postgraduate funding nevertheless increased with the total allocated to postgraduate scholarships and postdoctoral fellowships increasing by 10,8% from 2017 to 2018. In 2018, 45,6% of all honours students, 9,6% of all master's students and 22,7% of all doctoral candidates received funding through the Postgraduate School. Funding to honours students grew by 16,74, dropped by 4,13% for master's students and grew by 9,3% for doctoral students, while PDRF funding grew by 15,99%. Of all scholarships and fellowships in 2018, 44,4% came from the NRF, whose bursaries and fellowships grew by 9,1%. Internal GES and URC funding comprises 52,2% of all postgraduate and PDRF funding.

RESEARCH SUPPORT FOR POSTGRADUATE AND POSTDOCTORAL RESEARCH FELLOWS

Research Capacity Development offered 72 generic workshops during 2019, with participation by 1 121 students, 181 staff members and 21 PDRFs. There were 295 individual writing consultations as well as supervisor development opportunities, short learning programmes and a winter school. There were 93 generic research capacity development events, attracting 1 126 students and 303 staff. Statistical Consultation Service consultants provided design and analysis support to 386 new projects. UJ won the first and second place at the national three-minute thesis (3MT) competition.

THE DHET UNIVERSITY CAPACITY DEVELOPMENT GRANT (UCDG)

The UCDG contributed significantly to supporting research and capacity development, with UCDG supporting six projects, with a total annual budget of R7 136 500:

STRATEGIC ADMINISTRATION AND INITIATIVES GES strategic goals and associated catalytic initiatives

The GES initiative was launched in 2014 to catalyse institution-wide change for enhanced effectiveness

and efficiency. In March, in line with the University's strategic contextualisation for 4IR 2019, the initiative was formally expanded to GES 4.0.

Certain original programmes overlap with GES 4.0 implementation. The number of DHET-accredited research units continues to grow with the increasing number of GES appointments and enrolments, increasing from 80,08 in 2015 to 342 (2018 provisional statistics).

The number of GES-funded postgraduate students completing their studies is gradually increasing. Since the GES 1.0 inception, the programme has supported 172 master's and 139 doctoral candidates, of whom 78 master's and 51 doctoral candidates have completed their studies.

FLAGSHIP INSTITUTES AND PROGRAMMES

• Institute for Intelligent Systems (IIS)

IIS has been escalated to an AI agency to develop implementation capacity at institutional level. Research in 4IR multidisciplinary areas has produced 33 journal articles, and collaborative projects have been established with universities in Finland, Singapore, Tunisia, and Zambia. 4IR courses have been developed with the School of Accounting and the Department of Applied Information Systems, and over R7 million has been raised, including a Research and Innovation Chair from Nedbank.

• Institute for Pan-African Thought and Conversation (IPATC)

IPATC aspires to be a centre of excellence for dialogue and the rigorous production and dissemination of Pan-African knowledge. Two policy dialogues were held in 2019: one in the West Indies, on 'Comparative Nation-Building in Africa, the Caribbean and the Pacific', and one in Johannesburg on 'African/European Union Migration'. A further eight IPATC public dialogues were held, with several book launches, and two documentary screenings. IPATC produced one book and one journal article, made six external

conference presentations, and contributed to numerous newspaper publications and media interviews.

• Johannesburg Institute for Advanced Study (JIAS)

JIAS is firmly positioned as an intellectual centre in Gauteng region, and its flagship Writing Fellowship Programme, with 400 applicants for its 10 places, has been expanded with the introduction of research, visiting and postdoctoral research. JIAS also drives UJ's African Biographies Project, which has 14 writers at the research stage. Among the more than 50 events organised and hosted, the centenaries of Es'kia Mphahlele, Noni Jabavu, Sibusiso Nyembezi and Peter Abrahams, were commemorated with a series of notable public lectures and seminars.

• The Confucius Institute (CI)

The CI, in conjunction with CACS, has continued with its focus on language learning, cultural activities and research. There has been substantial growth in the number of students studying Mandarin, with a total registration of 3 300 students. Research relating to Africa-China issues has produced four refereed papers, with a further 14 accepted or in process, and 28 press articles. Significant seminars have drawn high-level attendance by various ambassadors. CI also facilitated the conferring of an Honorary Doctorate in Engineering upon H.E. President Xi Jinping of China, accepted on his behalf by the Chinese Ambassador to South Africa.

• International Commercial Law Programme

This flagship programme saw continued success of its international law LLM. Twelve students, six of whom are international, are expected to complete the qualification in 2019, with a 100% pass rate. The joint doctoral degree with the University of Lucerne is now in place. During 2019, nine accredited articles were produced, and nine conference presentations made in China, Germany, South Africa and the US. The Deputy Director was invited by the prestigious International Institute for the Unification of Private Law (UNIDROIT), to join an expert committee on the international civil and commercial jurisdiction of The Hague Conference on Private International Law. This relationship resulted in the diplomatic

conference on the MAC Protocol being held in South Africa, in December 2019.

• Earth Sciences

The flagship Earth Sciences programme boasts two NRF A-rated and four B-rated scientists, with Geology maintaining its GRAS ranking in the top 300 universities globally. The programme also published high-impact papers in prestigious international journals in 2019. The Department of Science and Innovation (DSI)-NRF Centre of Excellence for Integrated Mineral and Energy Resource Analysis CIMERA (hosted jointly by UJ and Wits) has now partnered with all South African universities that offer geology, and formal partnerships have been signed with the Helmholtz Institute and Delft University.

• Childhood Education

This flagship programme published the revised *MARKO-D* test for early mathematics learning in South Africa in 2019, while early learning development research continued in its Cognition Lab. Five doctoral and seven master's students graduated, and 66 publications were produced. Community of Practice status was granted by the DHET to the three SARCHI Chairs in the Faculty of Education associated with the programme.

• Nanotechnology for water

This flagship programme focuses on drinking water solutions and wastewater treatment. In 2019, it forged international collaborations with researchers at Ulm University, and Zhejiang University of Technology. It published 18 papers, and two students received national and international awards.

• Graduate School of Architecture (GSA)

The GSA is the only such school in Africa offering the unit system, with multiple learning opportunities in units based on individual research interests, and reaching designers and art critics through public lectures. Key international research included the collaboration of Unit 15X with the World Bank and Ardhi University, keynote talks at numerous international conferences and institutions, and trips by various units to African and South African destinations.

GES 4.0

TAKING GES 1.0 TO GES 4.0

The rollout of the GES 4.0 project commenced immediately after Council's approval of the associated budget in March 2019.



The Research & Innovation budget of R42 million represents 67,4% of the annual GES 4.0 budget of R63,6 million, with 46% of it expended in:

- The award of 40 postdoctoral fellowships, 46 doctoral 43 master's 4 IR scholarships. Postdoctoral fellowships and scholarships represent approximately 29% of the total GES 4.0 2019 budget.
- R700 000 for the Library upgrade and implementation of 4IR technologies with the budget for the development of an institutional digital performance monitoring and reporting tool at 86%.
- There 100% expenditure of the R300 000 budget for the development of collaborative research centres in other BRICS countries.

There was a 65% acceptance rate in the 26 distinguished professor, distinguished visiting academic,

and professor of practice appointments made, with the combined salary and seed grant total at 34% of the R&I annual allocation. Ten interdisciplinary and five transdisciplinary 4IR R&I pilot research projects and research programmes were awarded, and three BRICS seed grant awards were made.

Faculty-to-faculty engagements were undertaken to ensure understanding of the GES 4.0 strategy and alignment of the University's response to 4IR, and a 12-member team of industry and legal leaders was appointed as a voluntary Advancement Advisory Board to provide guidance on 4IR advances.

UJ continued to head 4IR thought-leadership conversations on various internal and external platforms, including national and international presentations, radio interviews, newspaper articles, seminars, webinars and interdisciplinary workshops.

INTERNATIONALISATION

The work of the Division for Internationalisation is informed by the University's mission of inspiring transformation through the collaborative pursuit of knowledge, both within UJ and with international partners.



The objective of internationalisation is to enrich and enhance the student experience, research and innovation, teaching and learning towards excellence in scholarship and UJ's international profile.

Key targets and indicators towards realising the GES 4.0 Strategy are:

- A priority focus on Africa: Increased partnerships with BRIC countries, the US and Europe.
- The development of joint degrees, of which UJ currently has 10. The development of joint degrees is one of the key strategic goals of the University and is facilitated by broadening the scope of existing agreements to include joint academic programmes.

- 1 650 students per annum in study abroad programmes by 2019, and 2 500 students per annum in study abroad programmes by 2025.

In line with the 2025 Strategic Objective Six: fitness for global excellence and stature, the Division has also set financial targets for itself.

Particularly significant was the continued work with the *THE*, Universitas 21 (U21) and BRICS networks to elevate UJ's global reputation, as well as UJ's continued upward trajectory in various global rankings.

INTERNATIONALISATION (CONTINUED)

OPERATING CONTEXT

The first half of 2019 was particularly difficult due to a leadership vacuum in particular areas; however, this was addressed by the new Senior Director in the second half of the year, with a clear vision of the way forward for the Division.

In 2019, the Division consisted of three directorates:

- Corporate Services
- Study Abroad and International Student Services
- Academic Services

CORPORATE SERVICES: INTERNATIONAL STAFF, STUDENT RECRUITMENT AND ADMISSIONS

UJ has been represented at various South African, African, European and Asian international associations. The International Recruitment and Admissions Office conducted international student recruitment drives in 21 countries, exceeding targets, with 1 494 postgraduate and 2 746 undergraduate students, with the five-day turnaround time from receiving and application to finalisation enforced, resulting in greater efficiency.

As a member of the Council of International Schools (CIS), UJ has automatic access to illustrious international schools as well as with regional bodies, (such as CIS-EARCOS), which hold annual career guidance teachers school workshops and conferences. There was an increase in the number of International Baccalaureate (IB) curriculum students, especially in SET programmes and Economics and Business, and we have seen increased opportunities to present at international school fairs and information sessions. CIS membership is part of our strategy to diversify our markets for student recruitment and reduce UJ's overreliance on the Zimbabwe Presidential Scholarship.

Our targeted digital marketing platform Keystone Academic Solutions, with over 2 million impressions a month, drives brand visibility and generates leads for all faculty offerings at UG and PG levels. As a digital platform, its benefit is greatest where we do not have a physical recruitment presence. The platform was used to market a suite of summer school brochures.

Partnership with the Visa Facilitation Service (VFS) was strengthened on the APK Campus to facilitate new visa and renewal applications for students and staff, with UJ the only university granted credentials for a special applications portal.



STUDY ABROAD AND INTERNATIONAL STUDENT SERVICES

The Division supported inbound and outbound student mobility, meeting and exceeding targets, with 580 inbound and 1 219 outbound mobility instances achieved by December 2018, against a target of 1 650.

Four new Erasmus+ agreements were facilitated, with most of the inbound staff mobility to take place in the first half of 2020. Activity with International Student Exchange Programmes (ISEP) continued, and new activity with Study Abroad to Africa increased in short-term mobility and internships. ISEP collaboration has also grown in outbound mobility, with more opportunities for full semester study abroad taken up by UJ students, with the USA and Europe being the more popular destinations. UJ's U21 membership has provided multiple opportunities for outbound short learning programmes, with 30 students participating in various programmes globally in 2019.

The Division also sustained strong programmes for UJ faculties and partners and with a number of universities and programmes globally.

ACADEMIC SERVICES: PARTNERSHIPS

A postdoctoral fellow was appointed towards the end of 2018 primarily to establish a research unit run by the Division for Internationalisation, and housed within the Faculty of Humanities. This contract ended in October 2019.

Five short learning programmes (SLPs) were launched in 2019, with the programmes uploaded to the Keystone platform, and shared with our international partners and networks, CBE and our seven faculties. New agreements were concluded with universities in Nigeria, Rwanda, Chad and Ghana, where there was also a meeting with the Minister of Tertiary Education, and with the ELFA Group Pty (Ltd) in Guinea. High-level meetings were held in London, Oxford, Kampala and Rwanda, with strategic engagements held in the Nordic countries and a senior leader meeting in Auckland.

GLOBAL REPUTATION – MARKETING, EVENTS AND VISITS

Global advertising for 2019 was registered in QS publications through our Marketing and Brand units. UJ co-exhibited at the 2019 EAIE Exhibition and Conference in Finland, and in a number of partnerships, UJ hosted various symposia, seminars, a colloquium, a forum and a roundtable discussion during the year.

Through the support of the South African Department of Science and Innovation and the Chinese Ministry of Science and Technology, the South Africa-China Joint Research Centre on Chemical and Environmental Engineering was launched in August 2019, with the signing of an MOU and the unveiling of the Joint Research Centre (JRC).

UJ continues to utilise the Keystone Academic Solutions digital marketing platform to market all postgraduate programmes.

LIBRARY AND INFORMATION CENTRE

In 2019, the Library had three key strategic objectives:

- To upskill staff, enabling them to develop the skills needed to embrace 4IR changes and opportunities
- To develop new library products to support excellence in teaching learning, and research, including
 - A Research Data Management (RDM) online platform
 - An online Learning Innovation Hub (LIH)
 - A Library app to enable phone access to the Library catalogue
 - A chatbot, Botsa, that answers all general Library questions
- To position UJ as a thought leader in 4IR implementation and effects, with related informative and engaging events, and associated work towards the Library's positioning of itself as a 4IR thought-leader in the South African library and information landscape

FUTURE-FIT JOBS

The technological advances that enable a sophisticated analysis of metadata require new types of librarian work, with some of it becoming redundant. Various soft-skills workshops were thus held during the year, on topics including managing change and becoming your own leader. Library management also attended a series of workshops on how to lead effectively in the age of 4IR.

Staff also received training on new developments in library tools and products, with two important upskilling projects, one on the role of librarians in research data management, and one for shelveys on navigating the Library catalogue. Following the 2018 initiative when shelveys were given iPhones with a customised shelf-reading app, they now use their phones to scan shelves, for incorrectly shelved or missing books. With time thus saved, shelveys have become first-line client-service assistants.

REPURPOSED JOBS

To ensure that all Library jobs are relevant and future-fit, an analysis done at the beginning of 2019 showed that some circulation desk staff were underutilised. Needs was identified a Makerspace manager – where cutting-edge technology in robotics, 3D printing,

and laser cutting is used to make objects – for more support on general library queries at SWC, and for a general queries assistant for the Research Commons at APK. A manager was also required for the research data management platform. These four positions were advertised internally four circulation staff members were redeployed. In addition, a faculty librarian position was repurposed as Faculty Librarian Teaching and Learning (APK).

SUPPORTING EXCELLENCE IN RESEARCH

An online postgraduate research navigator was developed which outlines what students need to do at each stage of their research project and directs them relevant to e-books, articles, podcasts or videos.

To enable researchers to fulfil the NRF mandate to make their research data available online, the Library acquired the research data management system, Figshare, available, with extensive training, from 2020, to all UJ researchers.

The Library set up two initiatives for open access scholarship:

- A pilot in which 20% of the Faculty of Science Library book budget was used to pay article processing costs
- An open access journal platform called Open Journal System (OJS), free to any UJ academic who is part of an academic journal editorial team.

SUPPORTING EXCELLENCE IN TEACHING AND LEARNING

The subject-specific guides to resources and assignment support, Libguides, continued to grow in popularity, with usage increasing by 22% year-on-year. There was a 4% drop in physical visits although virtual visits increased by 12% year-on-year. Database usage increased by 31%, while the use of electronic and print books increased by 16%.

Between October and December 2019, there were over 4 500 interactions with the Botsa chatbot, with the Library app going live in February 2020.

A dedicated staff member was appointed to manage the Makerspace, and the Library received a grant of R2 599 000 for equipment upgrade. The Library's blended learning task team developed an online



Learning Innovation Hub, which is a catalogue of learning 'artefacts', to be launched in 2020.

GLOBAL EXCELLENCE AS A THOUGHT-LEADER

The Library hosted 165 4IR public lectures, discussions, and workshops. Among the highlights were the VC's Reading Group and the first-ever TEDx conference hosted by UJ. In May 2019, the Library ran a workshop, free for teacher-librarians from Quintile 1, 2, and 3 schools, giving them practical insights into how to use 4IR technologies.

In October 2019, the Library hosted an international conference titled 'The Fourth Industrial Revolution and the Library Practices', with some of the conference papers to be published with Cambridge Scholar Press in 2020.

In 2019, Library staff presented 11 papers at national and international conferences, and published three papers in academic journals – the highest number of papers delivered and published in one year by Library staff.



FACULTY HIGHLIGHTS

The review reports of UJ's one College and seven Faculties are reflected in this section, listed in alphabetical order.

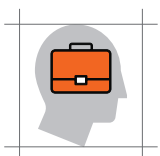
During 2017, the Faculty of Management, and the Faculty of Economic and Financial Sciences were merged to create the College of Business and Economics (CBE). During 2018, the College completed the full process of merging policies, governance structures and procedures, to follow the same rules that apply to the seven faculties, and the term faculty in this report also includes the CBE.

Each faculty's Faculty Board is its statutory governing structure, with the Charter for Faculty Boards, aligned with the UJ Statute, approved by Senate in 2010. In addition to the institutional academic strategies, policies, procedures and regulations, the Senate-approved Faculty Rules and Regulations serve as the faculty-based governance for the academic core business. Each faculty has faculty board committees. Each faculty develops its strategic plan and focus in accordance with the institutional model, policy, strategy and material risks reflected in the Institutional Risk Register.



COLLEGE OF BUSINESS
AND ECONOMICS

COLLEGE OF BUSINESS AND ECONOMICS (CBE)



The CBE has a counter-disruptive strategy built on the strengths of its School of Accounting, the Johannesburg Business School (JBS), the School of Consumer Intelligence and Information Systems (SCiIS), the School of Economics (SoE), the School of Public Management, Governance and Public Policy (SPMGPP), the School of Tourism and Hospitality (STH) and the academic governance force directed by the Deanery.

The CBE strategic objectives for the period 2019 to 2022 are:

- **People excellence:** Attract, develop and promote the right talents and the wellness of people
- **Teaching and learning excellence:** Streamline programme qualification mix (PQM) and curricula, integrate 4IR, and improve student success

- **Research excellence:** Increase research output, impact and the number of NRF-rated researchers
- **Sustainable relationships:** Improve inter- and intra- relationships, and international collaborations and partnerships
- **Financial sustainability:** Improve efficiency and increase third-stream income or funding

CBE enrolment and performance profile

Headcount enrolment	2019	2018
Total subsidised enrolment	18 169	19 077
UG	21 840	22 132
Subsidised diplomas	6 110	6 393
Subsidised degrees (non-subsidised: 6 525)	9 205	9 756
PG	2 854	2 928
Below master's level (honours) (PG diploma: 769)	1 103	1 070
Master's	752	731
Doctoral	230	201
International (UG: 1 045; PG: 343)	1 388	1 404

	2019 %	2018 %
UG performance		
Module success rate	85	85
First-year dropout rate	14	13
UG graduation rate	25	26
% of UJ top achievers	54	54
Graduation rates		
One-year degree	85	89
Three-year diploma	56	58
Three-year degree	64	66
Honours degree	77	83
Master's degree	43	33
Doctorates	30	21
Undergraduates per SLU	13	12
Master's and doctorates per SLU	1	1



COLLEGE OF BUSINESS AND ECONOMICS (CBE) (CONTINUED)



Faculty of Education Snapshot – 2019

Strategic objectives for 2019 to 2022	<ul style="list-style-type: none"> People excellence: Attract, develop and promote talent and the wellness Teaching and learning excellence: Streamline PQMs, curricula; integrate 4IR, Research excellence: Increase research output, impact and NRF-rated researchers Sustainable relationships: Improve relationships, international collaborations Financial sustainability: Improve efficiency, increase third-stream income or funding
Staff profile	<ul style="list-style-type: none"> Total 360 academic staff: 26 assistant lecturers; 149 lecturers; 114 senior lecturers; 44 associate professors; 27 professors (8% women); 52% of academic staff are women; 46% designated academics; 38% non-designated; 121 academics with doctorate; 150 academics with master's; 16% international academics
Distinguished Visiting Scholars	<ul style="list-style-type: none"> Nine distinguished visiting professors, 19 visiting professors, seven visiting associate professors, 135 research associates, 23 professors of practice, three professors of practice specialising in 4IR, 7 associate professors of practice
SARChI Chairs	<ul style="list-style-type: none"> Two Tier 1 SARChI Chairs in the SoE; One (Tier 2) I the Dept of Business Management
NRF-rated researchers and Postdoctoral research fellows	<ul style="list-style-type: none"> Number of NRF-rated researchers increased by 2 to 19, while postdoctoral research fellow appointments increased from 10 to 35
Global reputation	<ul style="list-style-type: none"> Ranked in the <i>THE</i> Top 500 worldwide in the 401-500 band for Business and Management Studies, Econometrics, and Accounting and Finance. QS ranking among the top three to four in South Africa; Shanghai Global Ranking of Academic Subjects : First in Tourism and Hospitality in Africa, 18th worldwide; In Africa: first in Marketing Management research, third in Business and Management Studies, third in Economics and Econometrics, fourth in Accounting and Finance; The School of Accounting had the largest number of successful SAICA ITC candidates and the highest number of black candidates; Active relationships with around 20 African institutions
Johannesburg Business School	<ul style="list-style-type: none"> Introduced the UJ MBA in 2020; Hosted 4IR-themed executive education programmes, and customised corporate programmes; The Centre for African Business established
Common Good First – Digital Storytelling Project	<ul style="list-style-type: none"> In partnership with Nelson Mandela University, the first digital lab launched in Port Elizabeth, UJ's satellite lab set up at SWC – to showcase social impact projects in South Africa, connecting them to one another, academics and HEIs around the world, supporting the growth of e-skills in communities
Programme improvements	<ul style="list-style-type: none"> Ten programmes accredited by CHE and ten registered by SAQA; Eight CBE subsidised programmes were part of a pilot project on a proposed quality review framework; Several SLPs in the Centre for Competition Regulation and Economic Development (CCRED) were reviewed; Several online and contact programmes from higher certificates to master's submitted for accreditation in 2018; Some 30 CBE programmes are accredited by international institutions



CBE Snapshot – 2019

Entrepreneurial action	<ul style="list-style-type: none"> Student organisation Enactus UJ, continued as CBE's major mode of community engagement; Five start-ups represented UJ at Slush 2019 in Finland; The School of Consumer Intelligence and Information Systems-Direct Selling Association collaboration resulted in sales of R3 million sales with 405 students making R750 000 in commission; The School of Public Management, Governance and Public Policy promotes community service learning domestically and internationally; The UJ Centre for Entrepreneurship hosted the UJ/Raymond Ackerman Academy of Entrepreneurial Development with 120 certificates conferred
Service learning	<ul style="list-style-type: none"> Service learning for students who leveraged the benefits of the flipped classroom and blended learning, working in multicultural teams to find solutions to the problems of cooperatives
Work-integrated learning	<ul style="list-style-type: none"> All undergraduates attended PsyCaD career preparedness workshops
Student volunteering	<ul style="list-style-type: none"> Student volunteering included blanket knitting, the Tops and Tags initiative, online marketing campaigns in collaboration with FADA, and business plans for NGOs; Over 250 senior students were trained to support first-year students
Programme additions and improvements	<ul style="list-style-type: none"> Curriculum amendments made to various modules in a range of programmes to take into account technological advancements, with ten programmes receiving accreditation from the Council on Higher Education (CHE), and ten registered by the South African Qualifications Authority (SAQA)
Postgraduate output and recruitment	<ul style="list-style-type: none"> 1 673 postgraduate qualifications conferred: 380 postgraduate diplomas, 1 075 honours degrees, 180 master's degrees and 38 doctorates; Ten international doctoral students were recruited from universities in Ghana, Rwanda, Uganda and Zimbabwe; The School of Leadership attracted parliamentarians from Botswana, Eswatini) and Zambia
Improved knowledge generation	<ul style="list-style-type: none"> CBE investment in global and continental partnerships at R12 million; CBE staff represented 17% of UJ authorial output, with total research output increasing to 440 credits; Research put per academic grew from 1 to 1.34; 72% of CBE research output listed in ISI, IBSS, Nordic List, SciELO and Scopus accredited journals
Research themes	<ul style="list-style-type: none"> Since 2017 CBE researchers' have shifted from general business dynamics to South African and continental business challenges, notably in the field of market intelligence and behaviour. addressing 4IR-related problems

LOOKING AHEAD

Much remains to be done in improving talent management, building scholarly capacity, maintaining the momentum in building a streamlined UG and

PG PQM, improving the research portfolio and overall academic productivity and establishing improved alumni relationships to create more bursary opportunities through crowd-funding.



FACULTY OF ART, DESIGN
AND ARCHITECTURE

FACULTY OF ART, DESIGN AND ARCHITECTURE (FADA)



In 2019, FADA continued to meet most of its performance targets, while remaining responsive to the changing strategic imperatives of the University and well aligned with the UJ Strategic Plan 2025.

FADA's PQM has shifted over the past five years to a majority of degree programmes, and there has been a continued increase in the number of enrolments in undergraduate degrees.

Student enrolment profile and performance

	2019	2018
Enrolment		
Total headcount	1 404	1 356
UG	883	800
UG diploma	276	357
Total UG	1 159	1 156
Master's (6% from other institutions: 2018: 17,7%)	116	158
Doctoral	17	11
Total PG	245	199
International students	69	67
UG international admissions	74	68
Honours (year-on-year differential = decrease in bursary funding)	112	30
Academic performance		
Overall success rate	87,4%	89,1
Dropout rate	14,5%	11,6
Total graduations	478	426
PG graduation rate	64,5%	37,7
Master's	56	53



FADA Snapshot - 2019

Academic programme and curriculum developments	<p>Mechanisms to ensure curricular content relevance in modules and programmes were:</p> <ul style="list-style-type: none"> • Collaboration with industry; revision of modules; Engagement with international benchmarks; Completion of teaching and module evaluations conducted by the Centre for Academic Staff Development (CASD) • Continued promotion of technology and increased implementation of Bb • Prioritisation of decolonisation, transformation and art and design for social change • 4IR innovations and curricular interventions • Continuing installation of a 4IR collaborative research and experimentation-focused fabrication lab. encouraging inter- and cross-disciplinary engagement, focused on learning through making, and engaging with new technologies of making
Research and creative production	<ul style="list-style-type: none"> • 2019 decrease in research-active staff, with research output of great concern • Artists and designers in FADA participated in the DHET creative output submissions • Staff participated in an extensive solo and group exhibitions (including exhibitions curated by staff members) nationally and internationally and completed several design projects
NRF SARCHI Chair in South African Art and Visual Culture	<ul style="list-style-type: none"> • <i>Material Narratives: Public and Private Histories in Cloth</i> – conference held at SARCHI South African Art and Visual Culture offices • SARCHI Chair holder guest editing a special issue of the accredited journal, (Image & Text) • First two FADA PhD graduates • SARCHI Chair hosted the Johannesburg launch of <i>Between Dreams and Realities: A History of the South African National Gallery, 1871-2017</i>, as well as various guest seminars, and successfully motivated for a panel on gender and identity in South African art
Visual Identities in Art and Design (VIAD) Research Centre	<ul style="list-style-type: none"> • Organised and hosted several interdisciplinary workshops and exhibitions, including <i>The Imagined New</i>, a prestigious interdisciplinary workshop programme with international and local scholars, artists and curators, and a book launch; Collaborated with the Johannesburg Art Gallery (JAG) on five public consultations, including roundtable discussions and workshops; Supported and collaborated on an interdisciplinary reading group on gender, sexuality and violence in the context of art and performance
UJ Arts and Culture	<ul style="list-style-type: none"> • International partnerships maximising UJ's international profile; UJ Arts Academy saw 497 students and 38 staff members participating in choirs, a jazz band, theatre productions, poetry, African drumming, and drama and dance classes; Student band competition; Local and international drama and dance productions, comedy shows, music concerts, arts, poetry and culture festivals and art exhibitions; 105 events hosted at the two theatres, with events reaching 40 356 people
UJ Art Gallery	<ul style="list-style-type: none"> • Six exhibitions comprising a total of 366 artworks to the value of more than R17 million; 20 workshops and walkabouts and two exhibitions toured to the National Arts Festival and Innibos Arts Festival. Performing arts included stand-up comedy, UJ Choir and music concerts, theatre and dance seasons, UJ Youth Arts Festival and Izimbongi Poetry Festival

FACULTY OF ART, DESIGN AND ARCHITECTURE (FADA) (CONTINUED)



FADA publication research units 2019

Units	2019	2018
Journal articles	9	19
Conference proceeding	5	6,5
Book submissions	9	39
Book chapter submissions	7	14,25
International journals	89%	66%
Scopus-listed publications	8	12
NRF-rated staff	9	9

FADA research units submitted to the DHET

Year	2013	2014	2015	2016	2017	2018	2019
Total outputs	45,74	34,02	50,75	35,08	75	79	33
International articles	29%	26%	70%	45,9%	60,6%	66%	89%

LOOKING AHEAD

FADA will be looking for ways to increase interdisciplinary and multidisciplinary engagement across the Faculty and the University, while remaining responsive to decolonisation and 4IR imperatives.

The continued integration of UJ Arts and Culture into the Faculty will enjoy specific focus in 2020, with the longer-term vision extending this kind of project dynamically into postgraduate studies.





FACULTY OF EDUCATION

FACULTY OF EDUCATION



In line with UJ's 4IR focus, the Faculty believes that teacher education and development, while steeped in local challenges, should also aim to provide educational practitioners with the tools to deal with a technology-driven, fast-changing world.

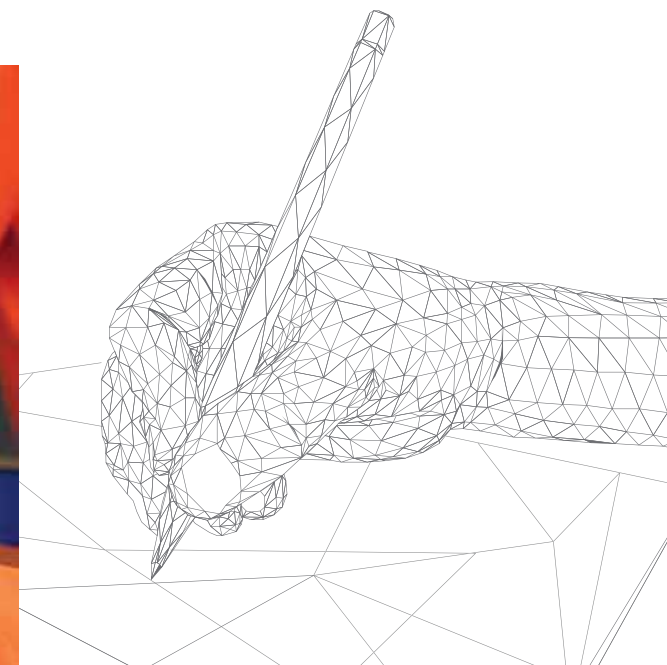
OPERATING CONTEXT

Campus	Departments/Chairs
SWC	Educational Psychology, Education Leadership; Management and Childhood Education. Centre for Education Practice Research (CEPR) two SARCHI Chairs; Funda UJabule School
APK	Educational Psychology and Education Leadership and Management staff; Education and Curriculum Studies; Science and Technology Education; NRF Chair in Teaching and Learning in Post-school Education and Training (vacant 2019); Ali Mazrui Centre for Higher Education Studies
APB	Centre for Education Rights and Transformation (CERT); SARCHI Chair in Community, Adult and Worker Education (CAWE)



Student enrolment and profile

	2019	2018
Enrolment		
Total	4 042	
UG	3 066 (76%)	3 117 (77%)
UG (first-time entering)	658	644
PG	976 (24%)	935 (23%)
Master's (increase due to introduction of two online master's qualifications)	492	477
	3 000	
Initial Teacher Education (ITE) BEd and Postgraduate Certificate in Education (PGCE)	(planned decrease)	3 071
Academic performance		
BEd (four-year degree)	93	93
Demographics		
Black	3 253 (80%)	81%
Coloured	215 (5%)	5%
Indian	155 (4%)	4%
White	306 (8%)	8%
International	113 (3%)	2%



FACULTY OF EDUCATION (CONTINUED)



Faculty of Education Snapshot – 2019

Student support	<ul style="list-style-type: none"> Improvement of ITE a priority; First-year ITE and PGCE excursions for enculturation into higher education work-integrated learning (WIL) respectively, and BEd Senior and FET phase excursion exploring social justice issues; Simulation games as pedagogical tools; Interaction with practising teachers; Student-led Edu-Community spearheaded a peer-mentoring programme. CAD customised mentor training programme for senior students
Teaching with technology	<ul style="list-style-type: none"> ITE courses mandated to use Bb optimally; Learning consultants working with staff; Curriculum adaptation with coverage of up-to-date and relevant aspects of learning technology; Learning design innovation encouraging students to be active network members; ICT presence in first-year BEd to prepare students to become innovative teachers; Master in Information and Communication Technology (ICT) and Master in Education Management offered fully online; Progress in online development of BEd in Foundation Phase Teaching and PGCE
Teaching and learning in relation to 4IR	<ul style="list-style-type: none"> Assessment of programme relevance to address child development, and learning from cognitive and neurodevelopmental cognitive sciences; Increasing attention paid to teaching with AI, with final-year secondary school teacher education students collaborating with FADA digital media design students; Outdoor exhibition student presentations of digital stories through augmented reality (AR), with virtual reality (VR) to create an online showcase platform; 4IR SLP
Research	<ul style="list-style-type: none"> An additional SARChI Chair in Community, Adult and Worker Education (CAWE) was awarded to the Faculty; In 2019, the Faculty had 13 NRF C-rated, three NRF B-rated (including two DVPs), two NRF A-rated researchers (including one DVP), and 24 postdoctoral research fellows; Number of research active academics increased to 51 (2018: 43), with 145 research units generated (2018: 127,76); the Faculty produces two accredited research journals
Major staff and student awards	<ul style="list-style-type: none"> Dr Jacqueline Bachelor – VCs Distinguished Teaching Excellence Award Prof Petersen – Inaugural International Association of Service Learning and Community Engagement international award (IASLCE) Mr Linford Molaodi, a <i>Mail & Guardian</i> top 200 young achiever – Best teacher in the country award for teaching with technology

LOOKING AHEAD

Supporting staff members who are busy with doctoral studies in attaining a doctoral degree is a priority. Also, even though progress is evident, more still needs to be done to establish a commitment to research

among all staff members. More also remains to be done to increase the throughput of master's and doctoral students. While the Faculty is widely viewed as a trailblazer in meaningful education innovation, momentum needs to be maintained.



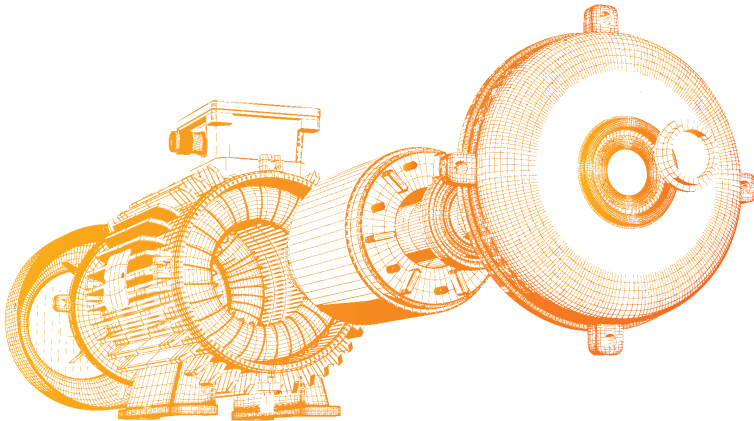


FACULTY OF ENGINEERING
AND THE BUILT ENVIRONMENT

FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT (FEBE)



The Faculty of Engineering and the Built Environment (FEBE) is one of the largest engineering faculties in the country, growing to 10 181 students in 2019 (2018: 9 835).



Spanning Auckland Park Kingsway (APK), Auckland Park Bunting Road (APB) and Doornfontein (DFC) campuses, with two faculty administrative offices and a postgraduate faculty office, FEBE comprises 12 individual academic departments, one postgraduate school, six research centres, two technology stations and one institute.

STRATEGIC FOCUS AND TARGETS

FEBE's strategic objectives are aligned to UJ's six strategic objectives.



FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT (FEBE) (CONTINUED)



FEBE
Snapshot – 2019

Objective 1: Excellence in research and innovation	<ul style="list-style-type: none"> A culture of research and innovation is actively promoted with 38 rated researchers and 72 postdoctoral fellows; Academics actively participate in various conference panels. FEBE schools successfully hosted international peer-reviewed conferences; 691.35 research output units, 132% of the 525-unit target; PG headcount grew to 1 240 (2017: 979)
Objective 2: Excellence in teaching and learning	<p>Graduated the first cohort of the eight Bachelor of Engineering Technology programmes in and phased out national diplomas; Teaching and Learning Strategy includes:</p> <ul style="list-style-type: none"> First Year Seminar (FYS) – Introducing students to their programmes, assisting with the development of academic practice Tutorship and mentorship – 533 tutor appointments made across 12 FEBE departments, together with four GES senior tutor appointments. (2018: 471) FEBE Writing Centre – Individualised support and instruction for engineering academic writing and continuous writing support to final-year students Scholarship of Teaching and Learning (SOTL) – 12 research units produced in SOTL in Engineering related topics: two Engineering Education writing retreat days; participation in the DHET Engineering Education Masterclass series and Research in Engineering Education Symposium (REES2019) Student Success – Participation in ISSI; Academic interventions for identified priority modules in the Engineering Science and Technology programmes, leading to a significant increase of pass rates; Use of e-books and Bb; Participation in the first UJ student research conference FEBE and 4IR – SLPs addressing 4IR technologies and business models; Public lectures and conferences; Use of VR and AI in Mining and Electrical Engineering programmes, respectively
Objective 3: International profile for GES	<ul style="list-style-type: none"> 1 244 international students and 64 international staff; Third Africa-by-Bus excursion with 48 PG and UG students; Conferral of honorary doctoral degrees on President of China Xi Jinping of the People's Republic of China; Over 12 4IR public lectures by renowned international speakers
Objective 4: Student-friendly living and learning environment	<ul style="list-style-type: none"> Maintained and ensured health and safety compliance; Undertook Phase 2 of audio-visual (AV) Department of Mining and Mine Surveying lab upgrade at DFC
Objective 5: National and global reputation management	<ul style="list-style-type: none"> Intensified focus on building and maintaining more integral relationships with industry and professional bodies, with extensive community and industry engagement and various interactive student events
Objective 6: Fitness for GES	<ul style="list-style-type: none"> IIS launched to create new 4IR knowledge through books, reputable journals, and national and international conferences; Worked closely with various industry partners and government agencies; Developed online and contact courses on 4IR topics; Participation in panel discussions and delivering of 4IR keynote addresses to build awareness; Developing international and Pan-African collaborations and developed 4IR prototypes technologies



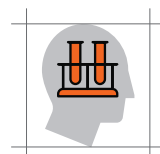
FEBE
Snapshot – 2019

Objective 3: International profile for GES	<ul style="list-style-type: none"> International profile raised with 1 228 international students, significantly contributing towards UJ's international registration target; Planned and coordinated an Africa-by-Bus outbound programme to Mozambique; Hosted an international student campus visit by 20 students from Virginia Tech, USA; Involvement in the University of Pittsburgh Swanson School of Engineering Global Engineering Preparedness Scholarship programme; Hosted international speakers
Objective 4: Student-friendly living and learning environment	<ul style="list-style-type: none"> Student spaces successfully upgraded; Maintain and ensure health and safety compliance; Laboratories evaluated and updated in preparation for accreditation visits; Pioneering technological initiatives such as the successful new Makerspace Laboratory, will contribute to 4IR initiatives
Objective 5: National and global reputation management	<ul style="list-style-type: none"> Intensified focus on building and maintaining more integral relationships with industry and professional bodies; Interactive student events enhanced local and international standing and awareness; Involvement in the ECSA Engenius project exemplified community engagement that enhances Faculty reputation
Objective 6: Fitness for GES	<ul style="list-style-type: none"> YouTube channel created with 15 video uploads; Facebook follower numbers grew to 6 640 (2017: 3 819); Avenues for a centrally-based SLP administrative centre explored, with an SLP committee constituted for a reflective and consolidated review of systemic processes and approaches to enhance fitness for global excellence
Student profile in subsidised academic programmes	<ul style="list-style-type: none"> The APS requirement for Bachelor of Engineering Technology programmes is significantly higher than that of the diploma offerings they have replaced since 2017. The academic calibre of students has thus risen, with 455 students with an APS of 35 and greater. (2016: 326)
Student success and experience	<ul style="list-style-type: none"> 8 583 UG students registered, 2 186 UG graduates, 25,5% graduation rate; 1 598 PG students, 175 PG graduates, 11% graduation rate; A significant increase in graduates programmes being phased out particularly in BTech programmes with 1 335 registrations (2018: 1 188). Implementation of non-aligned programmes phase-out
Relevance and impact of subsidised academic programmes	<ul style="list-style-type: none"> Council on Higher Education (CHE) accredited three advanced diplomas, 13 honours degrees, three postgraduate diplomas, nine new master's, and eight MTech replacement master's programmes submitted from 2016-2018; Four additional fields of study were approved for the PhD. FEBE has thus facilitated the transition from non-aligned to fully aligned programmes to doctoral level
Non-subsidised academic programmes	<ul style="list-style-type: none"> FEBE offers academic oversight to IIS, which developed a number of 4IR SLPs in 2019; IIS also began the development and approval process for SLPs to be offered at the UJ Devland site, to directly advantage UJ graduates through theoretical and practical exposure to 4IR workplace use



FACULTY OF HEALTH SCIENCES

FACULTY OF HEALTH SCIENCES



Over the past three years, the Faculty has taken significant strides in increasing its stature and reputation by focusing on the quality, integrity and impact of its research.



	2019	2018
Enrolment		
Total (Target: 4 305)	4 461	4 180
% UG first-time entering with APS > 35	44%	–
UG Orange Carpet	43	49
UG total	3 029	2 811
PG total	1 432	1 118
Master's	508	429
Doctoral (affected by the late approval in August 2019 of PhD in Health Sciences)	73	74
SLP students	582	512
Academic performance		
Overall success rate (Target: 87%)	89,9%	90,3%
UG retention	85,2%	
UG graduations (47,7% in three-year minimum time – Target: 48%)	722	737
PG graduations	367	362



Faculty of Health Sciences Snapshot – 2019

Excellence in research and innovation	<ul style="list-style-type: none"> The Faculty submitted 85.75 research units (target: 75) and made 155 presentations at national and international conferences; Four C-rated researchers and one B-rated researchers; 11 postdoctoral fellows appointed; 22 VPs and research fellows (2018: 27); Various awards conferred on staff and researchers recognised; R4 364 332.82 in external funding from NRF and various other bodies; Over 35 collaborative research projects and activities with national and international partners; Upgrade to WHRC laboratories with an associated ISO manual; Launch of WHRC mobile laboratory; Drone technologies tested; Research excellence risks identified and mitigated; Increase in Faculty publications related to the scholarship of teaching and learning, with two of the five (by the Department of MIRS) focused on developing software for teaching, learning and assessment
Excellence in teaching and learning Use of technology	<ul style="list-style-type: none"> 66 modules use a blended learning approach; E-learning champions in some departments; Use of Bb, uLink, uJoogle/Google, Turnitin (plagiarism detection), referencing software, and online discipline-specific databases and apps; Handheld devices adopted for teaching by several departments; Several PG students capacitated in the state-of-the-art technology and laboratory techniques; 4IR within modules in certain departments
Decolonisation of curricula	<ul style="list-style-type: none"> Decolonisation is promoted by using locally relevant case studies as applicable to each programme and integrating these into assessments, with incorporation of context, content and discussions around indigenous African knowledge where appropriate
Recurriculation and new programmes	<p>Six new programmes submitted between 2016 and 2018 were approved:</p> <ul style="list-style-type: none"> Advanced certificate: Medical Rescue Higher certificates: Emergency Medical Care, Sports Administration, Sport Coaching and Exercise Science Bachelor of Health Science: Sport and Exercise Sciences, Podiatry, Complementary Medicine, Chiropractic, Nursing, Medical Laboratory Sciences PG Diploma: Acupuncture, Physiotherapy Master of Health Sciences: Contact and online; Master of Health Sciences in Complementary Medicine, Chiropractic Doctoral: Doctor of Health Sciences in Complementary Medicine, Doctor of Nursing in Advanced Midwifery, Doctor of Philosophy in Health Sciences <p>Several postgraduate diploma programmes have been submitted and are awaiting accreditation</p>
Risks and opportunities	<p>Strategic initiatives have been implemented to mitigate the following research excellence and innovation risks:</p> <ul style="list-style-type: none"> Capacity to increase research output Access to academic resources Supervisory capacity for the online master's programme. Translation of PG research into publications Lack of funding for research and equipment <p>External risks:</p> <ul style="list-style-type: none"> The Laser Research Centre has ensured that its lab is on full backup power, to mitigate the impact of continued load-shedding power; The placement of students in Biomedical Sciences for WIL, given the limited number of training accredited laboratories around Gauteng where students can be placed

FACULTY OF HEALTH SCIENCES (CONTINUED)



Faculty of Health Sciences Snapshot – 2019

Student-friendly learning environment	<ul style="list-style-type: none"> Students have access to state-of-the-art modern education equipment, including the clinical simulation laboratory, the Human Anatomy and Physiology complex, and ocular coherence tomography; Over R3 million spent on the Emergency Medical Care (EMC) Department's high-fidelity venue; Student access to Africa's largest collection of medical rescue equipment; Africa's first integrated on-campus rescue simulation centre will further position UJ as a regional and global centre of medical rescue education excellence; 'Buddy' system, peer-mentoring, committees and associations to help students; Initiatives to help students in financial need; Challenges include: enabling a learning environment; adequate access to computers/computer labs, ongoing maintenance and expansion of equipment and facilities, teaching venues, facilities and surrounds at DFC, criminal activity against students going to, or working on, shift
Global excellence and stature	<ul style="list-style-type: none"> Senior academics play leading roles on international boards, hold influential positions in international science associations and serve on leading international journal editorial boards; Africa-by-Bus project to expose staff and students to SADC countries' health care systems, communities and environment, with over 300 screenings were completed Eswatini; EMC response Mozambique floods commended by UN Office for the Coordination of Humanitarian Affairs
National reputation management	<ul style="list-style-type: none"> A dynamic brand through diversified marketing offering and revamped website; Active social media, online presence and public events leverage for some departments; Staff as guest lecturers, examiners or moderators at other SA universities, and as journal and abstract reviewers; Ongoing collaboration with higher education institutions; Participation in Gauteng Research Triangle; Agreements and collaborations with science councils; Representation on professional boards and associations; MOUs/MOAs with local and provincial government private sector and non-profit organisations; Four public lectures in 2019; Media attention on the WHRC mobile lab launch; Community-based engagement activities with the Department of EMC awarded first place in the UJ Service Excellence Awards for community engagements
Global reputation management	<ul style="list-style-type: none"> There were a number of initiatives, including: Inbound and outbound Saima University (Finland) exchange funding through Erasmus+; Training for African rescue workers; Funding approval for the first integrated on-campus rescue simulation centre in Africa; Department of Homoeopathy exploring collaboration with U21 and collaboration contemplated with other global universities; MoA with Evelyn Hone College (Zambia) for delegation visits; Upgrading of laboratory space and implementation of ISO17025 QC to create trusted, fast, reliable and reproducible research; Eight-year full accreditation for the Chiropractic Programme by European Council on Chiropractic Education (ECCE)



LOOKING AHEAD

The Faculty will continue to pursue and build strategic partnerships with collaborators within and beyond academia at all levels (nationally, in Africa and globally) to further research excellence, ensure relevance and expand resources available for research, teaching and

community engagement. The Faculty will continue to support and encourage staff who are enrolled for postgraduate qualifications to enable completion, making an important contribution to further enhancing the research profile and output, and mitigating certain staff retention and retirement risks.



FACULTY OF HUMANITIES

FACULTY OF HUMANITIES

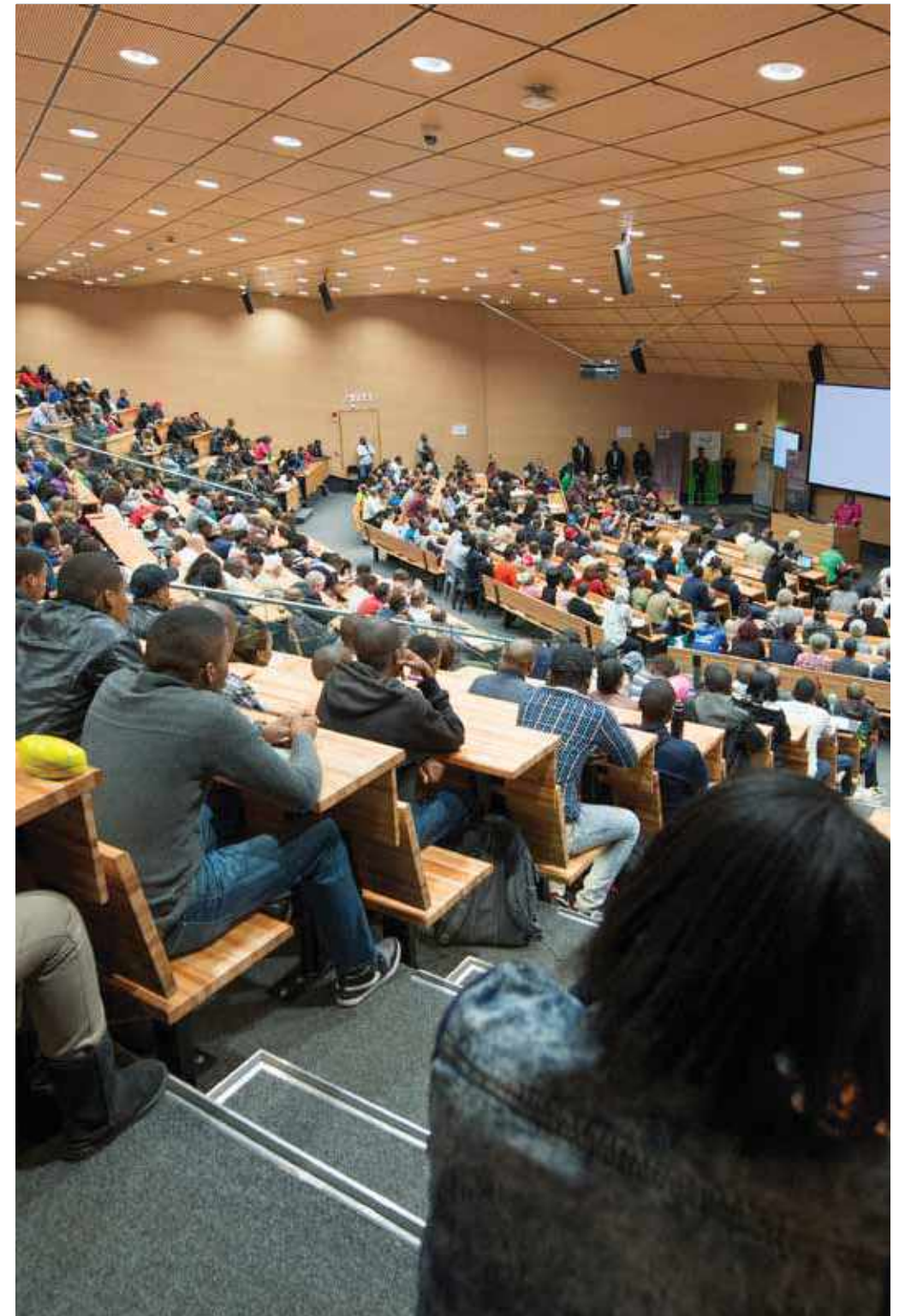
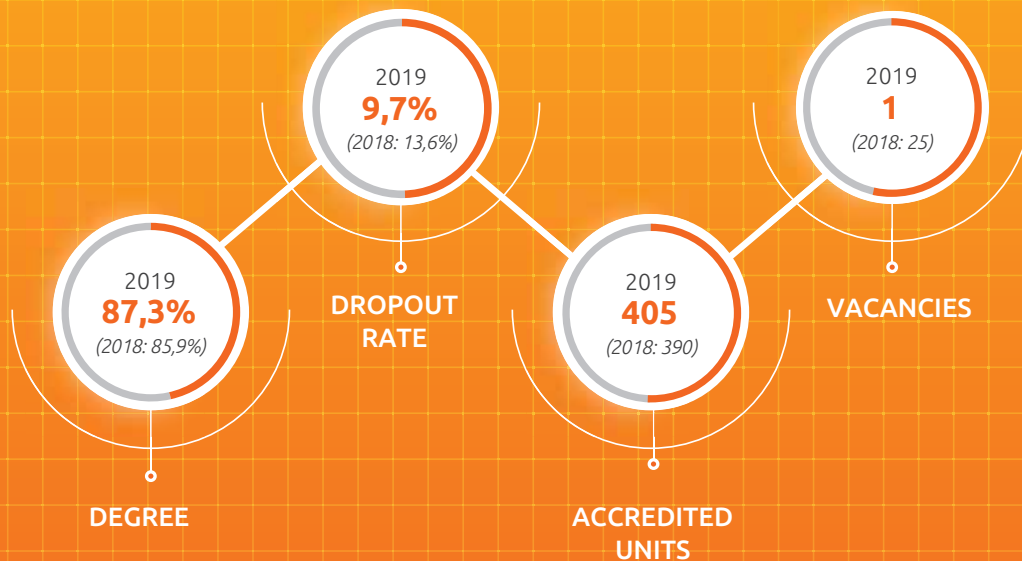


The Faculty of Humanities experienced both growth and transition in 2019. In addition to considering key issues, such as 4IR, decolonisation and social asymmetries, three main projects were initiated: a new and flexible BA undergraduate programme, the filling of vacant posts through innovative headhunting, and the finalisation of a Faculty Charter.

A strategic development in our recruitment and resourcing strategies enabled the hiring of 31 new staff, most with doctorates. We also identified some workplace victimisation problems, prizing a culture built on devolved decision-making, accountability, transparency, openness, courtesy and customer focus.

FACULTY OF HUMANITIES AT A GLANCE

Student success rate



FACULTY OF HUMANITIES (CONTINUED)



Faculty of Humanities Snapshot – 2019

Organisational climate	<ul style="list-style-type: none">Clarifying roles, workflow and expectations and supporting heads of departments. With improvements in efficiency; Facilitated tailored interventions such as departmental assistance in research development, staffing, core identity development, and teaching and learning innovations; Considered the role of the Humanities in society, the University and in relation to key issues, such as 4IR, decolonisation and social asymmetries; Developed curriculum planning and marketing strategies; Organised seminars on 25 years of SA democracy, with papers to be published; Organised two conferences and the Helen Joseph Memorial Lecture																				
Achievements	<ul style="list-style-type: none">Awards and premieres for one feature film two documentaries and a playThe Paleo-Research Institute (P-RI) was awarded the international bid for the Worked Bone Group ConferenceThe African Centre for Evidence (ACE) secured approximately R18 million in external fundingRegional Integration and Social Cohesion (RISC), previously headquartered at Luxembourg University and then Helsinki, relocated to the Politics and International Relations Department																				
Rankings	<ul style="list-style-type: none">The Departments of Psychology, Sociology, Politics and International Relations, and Communication received top global rankings																				
Research output	<ul style="list-style-type: none">The Faculty's current 405 output units are 15 units above the 2018 target and may meet the 2019 target of 420. While 50% of staff are not research active, the Faculty had 44 (2018: 40) NRF-rated researchers, including one A rated, eight B-rated, 24 C-rated and 11 Y-rated researchers, with 35 (78%) being white, a matter of concern																				
Teaching and learning	<ul style="list-style-type: none">In 2019 the Faculty created a new BA to provide a wider choice of majors and modules from a combination of 17 programmes, and allows students access to modules from other faculties; To enable the strong interest in interdisciplinary (or inter-faculty) majors, various teaching innovations are underway, including a blended learning focus, reduced assessments, online assessments, and a stronger focus on tangible skills and critical thinking – aligned to 4IR. In addition to workshops to prepare for the new BA a senior researcher was hired to produce innovative 4IR writing																				
Staffing Transformation	<table><tr><th>Academic</th><th>No</th><th>%</th><th>Full Profs</th><th>Admin</th></tr><tr><td>Black/Designated</td><td>86</td><td>46,23</td><td>10 (4 Black, 2 Female, 3 Disabled)</td><td>37 (71,15%)</td></tr><tr><td>White</td><td>65</td><td>34,84</td><td></td><td>15 (28,86%)</td></tr><tr><td>International</td><td>35</td><td>18,81</td><td></td><td></td></tr></table> <p>A transformation task team was established to make staff transformation recommendations and produced a working database of designated associate professors and full professors for headhunting from other universities.</p>	Academic	No	%	Full Profs	Admin	Black/Designated	86	46,23	10 (4 Black, 2 Female, 3 Disabled)	37 (71,15%)	White	65	34,84		15 (28,86%)	International	35	18,81		
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Faculty of Humanities Snapshot – 2019

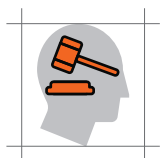
Strategic Initiatives	<ul style="list-style-type: none"> Develop the 2025 Strategic Humanities Plan Relook at postgraduate programmes in terms of interdisciplinary and joint programmes Sustain and augment 4IR work and the role of Humanities Construct meaningful analysis of research non-productivity and required interventions Encourage NRF-rating applications, particularly among black staff Establish a task team for grant soliciting and fundraising Build solid relationships with a select group of international partners Continue to expose students to Africa through the Africa-by-Bus initiative Improve the Faculty climate to enhance collegiality and a stress-free workplace Improve administrative structures and systems Make further gains in employment equity, focusing on hiring black female professors Drive promotions, with a focus on promoting staff from designated groups Build capacity in understaffed departments Boost finances through SLPs and third-stream income increases
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FACULTY OF LAW

FACULTY OF LAW



Teaching in the Faculty is split between teaching in the traditional law modules to law students and teaching in the service modules offered to students registered for diploma and degree programmes in other faculties.

Student profile – 2019

	2019	2018
Enrolment		
Total UG and PG	1 744	1 669
Females (55%)	962	55%
% First-time entering with an APS of 35 or higher	85,6%	91,5%
From Quintile 5 schools	23,6%	23,1%
From Quintiles 1 and 2 schools	32,3%	34,2%
Law module registrations	9 276	6 381
UG service modules	5 500	8 888
Master's programme modules in Law by coursework (excluding dissertation modules)	279	320
Success rate		
UG service modules	86,2%	76,8%
Traditional UG law modules	86,4%	85,3%
UG degrees conferred		
BA (Law)		
BCom (Law)	332	294
LLB		
PG degrees conferred		
LLM (Coursework)	85	77
LLM (Dissertation)	4	1
LLD	1	2
Total	90	80



Faculty of Law Snapshot – 2019

Teaching innovation and quality control	<ul style="list-style-type: none"> The Faculty adopts an integrated approach to teaching and learning through technologies like Bb and the credit-bearing blended learning module on research methodology for final-year LLB students. Teaching and learning committees were established across year groups to address, inter alia, 4IR, decolonisation of the curriculum and managing priority modules. Pedagogical interventions were made in LLB and LLM study to prepare students for 4IR world of work developments, and a new fully online SLP in Law and 4IR was introduced
Research footprint and impact	<ul style="list-style-type: none"> Publications – The Faculty anticipates over 100 subsidy-generating publication units in respect of articles, books, chapters and conference proceedings, with Faculty members involved in editing books and contributing chapters to non-subsidy-generating books, as well as other publications, including articles in non-accredited journals and several book reviews. Conferences, seminars and workshops – Faculty members present approximately 100 research papers at conferences, symposia, workshops annually. The Faculty organises research workshops and seminars and facilitates attendance and presentation of papers at national and international law conferences, focusing on the development junior staff members' research capabilities
4IR	<ul style="list-style-type: none"> The Faculty held a Research Indaba with presentations of topics relating to teaching, learning and 4IR, and research papers to be published in an edited book in 2020. PG research has also started to focus on 4IR
Public events	<ul style="list-style-type: none"> An IP seminar covering specialist topics in intellectual property (IP) was hosted by the Faculty, as well as a student event themed 'Empowerment of Women and Equality'. A special memorial event was held in 2019 and a publication produced in honour of a departed colleague, Dr Mathias Nyenti. Two events were co-hosted with the UJ Law Library, and Friday Seminars held during the year covered an array of topics. The Faculty hosts the Annual Banking Law Update (ABLU), a part of the South African conference calendar since 1978
Research structures	<ul style="list-style-type: none"> The Faculty has four research centres: The Centre for Banking Law (CBL), the Centre for International and Comparative Labour and Social Security Law (CICLASS), the Centre for Private International Law in Emerging Economies, and the South African Institute for Advanced Constitutional, Public, Human Rights and International Law (SAIFAC). The Faculty also hosts the NRF Research Chair in International Law
CBL	<ul style="list-style-type: none"> ABLU, with two associated publications, was the main event of 2019. CBL was represented at a think-tank type discussion with various big banks on differentiation between financial and performance guarantees by the banking regulator. The Centre also financially supported and hosted a visiting researcher from France

FACULTY OF LAW (CONTINUED)



Faculty of Law Snapshot – 2019

CICLASS	<ul style="list-style-type: none"> CICLASS which celebrated its 25th year in 2019, maintains collaborative relationships with colleagues and institutions locally and abroad, and is a regular participant in the Southern African Social Protection Experts Network (SASPEN). The CICLASS Director co-edited a book on the decolonisation of legal education in South Africa, and staff presented papers at local and international conferences
Research Centre for Private International Law in Emerging Countries	<ul style="list-style-type: none"> The Centre's strategic focus areas are International Commercial Law and Private International Law, with 12 students, (six foreign), expected to complete the LLM in International Commercial Law in 2019. An agreement on a joint doctoral degree with the University of Lucerne was accepted by Senate. Staff produced at least 22 research outputs and delivered at least nine papers locally and internationally. The Deputy Director is a member of UNIDROIT, while the Director was appointed an honorary member of the its Governing Council. Current projects include prestigious international publications and the drafting of a code of private international law of contract for the Democratic Republic of the Congo (DRC). The Research Centre also arranged three seminars in 2019
South African Institute for Advanced Constitutional, Public, Human Rights and International Law (SAIFAC)	<ul style="list-style-type: none"> SAIFAC ran a number of high-profile conferences with the participation of distinguished local and international legal figures. SAIFAC works to make an impact beyond the policy sphere and advance human rights and constitutionalism, and conducted four evening seminars on issues of relevance to the African continent, including African refugees in SA, Africa and 4IR, elections in the DRC, and democracy and peace in Mozambique. SAIFAC staff presented at various conferences held in South Africa, North and South America and Europe. SAIFAC fellows also participated in, inter alia, the development of a Treaty on Business and Human Rights, a high-profile visit of Myanmar judges and members of parliament, and a meeting with representatives of Somali Constitution drafters. SAIFAC continues to contribute to the Faculty's research output and the overall advancement of academic knowledge, with the Director completing his fellowship with the Von Humboldt Foundation
Research Chair in International Law	<ul style="list-style-type: none"> Twenty papers were presented at international conferences. The Chair also hosted visiting international scholars. PDRFs participated in programmes abroad, while two received Postdoctoral Research Fellows' Excellence Awards



Faculty of Law Snapshot – 2019

Law Library	<ul style="list-style-type: none"> Ten law library assistants, comprising nine undergraduates and one postgraduate student worked in the Law Library in 2019, forming an integral part of the training of undergraduates. A total 1 748 students were trained in 152 training sessions in the five UG modules. Five PG subject-specific training sessions were attended by 62 LLM students. The librarians also trained master's (by research) and doctoral students individually per appointment, with Law Library orientation offered to approximately 235 students in the Postgraduate Diploma in Labour Law. The Faculty of Law Research Guides on the Library website instruct students and researchers on locating different sources in the Law Library in print and electronically, with its 161 906 visits the highest of all faculties. Two events were also co-hosted by the Law Library, which also welcomed a number of international researchers and students. A total of 763 book titles were added to the law collection. The electronic law collection was also expanded
Journal of South African Law (TSAR)	<ul style="list-style-type: none"> TSAR, included on an internationally acknowledged leading list of accredited journals, appeared punctually four times in 2019 with a total of 831 pages, and 49 academic articles. TSAR also published book reviews by international leaders in their respective disciplines. The journal has been quoted by SA courts in reported judgments over the years, including the Constitutional Court and the Supreme Court of Namibia, and contributions are also often cited in international publications. Its stature was further enhanced by the journal's inclusion in Scopus, the largest abstract and citation database of research literature and quality web sources. It is also the only South African legal journal to be included in the renowned KJB index published under the auspices of the German Supreme Court of Appeal





FACULTY OF SCIENCE

FACULTY OF SCIENCE



In 2019, the Faculty of Science supported capable 4IR-ready human resources who are well-equipped to participate in the increasingly hyperconnected world of the near future.

	2019	2018
Enrolment		
Total faculty enrolment	4 684	–
Female (44% – 2017: 43,5%)	2 063	–
% Extended degree programmes increase	8,84%	–
% PG enrolment (963 students)	20,5%	21,3%
% UG designated groups: (90,8% black; 1,6% coloured; 3,6% Indian)	96%	
% PG Designated groups including international	86,9%	85,2%
% PG SA-only designated groups	66%	
% First-time entering with APS > 35	49,2%	53,5%
Success rate		
Overall	79,6%	79,7%
First-time entering in extended programmes	85%	78,5%
International students: All UG qualifications	83,6%	–
TTC: UG	3,6 yrs	–
TTC: PG (Including honours)	2,1 yrs	2,3 yrs

NRF Ratings	2019 ³	2018 ^{3,4}
A	4	4
B	21	17
C	36	38
Y	12	11
Total	73	70

¹ Includes VPs.

² Includes Prof Connell who moved to FEBE at the end of 2016.

³ Includes DVPs and VPs.

⁴ As per the Dean's KPIs as at end January 2019.

Source	2019 R	2018 R	%
NRF	40 508 700	42 478 631	51
URC	22 997 425	15 913 859	29
Other	15 514 511	9 454 587	20
Total	79 020 636	67 847 078	100

* Data obtained from Deborah Letseka on 2020-02-10.



Year	Journals	Total	% change YoY	Units per permanent academic staff member	Three-year average* (total units)
2015	231,52	270,02	0,2	1,6	258,76
2016	315,43	368,51	36	2,2	302,65
2017	333,36	391,47	6	2,3	342,07
2018	340,07	394,88	0,9	2,2	384,95
2019	379,00	420,00	6,36	2,3	402,12

* Based on the units for that year and the previous two years.

FACULTY OF SCIENCE (CONTINUED)



Faculty of Science Snapshot – 2019

Performance objectives

- Fostering an enabling environment conducive to excellence in teaching
- Being accessible to a wide range of students
- Presenting high-quality and relevant programmes
- Ensuring increased high-impact research
- Productively utilising our highly competent, qualified and motivated staff
- Fostering collaborative activities with other institutions, relevant industries and the community
- Enhancing the impact of the Faculty in terms of its public and community engagement
- Ensuring successful involvement with Science Education for learners and teachers

International rankings

(Unless otherwise indicated, these are rankings of the positions of the disciplines in South Africa).

GRAS ¹	QS ²	THE ³	BGUR ⁴	URAP ⁵
Geography 1 st (debut)	Physics and Astronomy 4 th	Physical Sciences Joint 2 nd	Chemistry 2 nd	Chemical Sciences 2 nd
Mathematics 2 nd (debut)	Chemistry Joint 5 th (debut)	Computer Science Joint 3 rd	Geosciences 3 rd	Geology 3 rd
Physics Joint 3 rd		Life Sciences 5 th (debut)	Physics 3 rd	Earth Sciences 3 rd
Earth Sciences 3 rd (debut)			Plant and Animal Science 6 th	Physical Sciences 4 th
Zoology/ Ecology 301-400 globally (debut)				Mathematical Sciences 6 th
				Biological Sciences 9 th

¹ Global Ranking of Academic Subjects (GRAS) – The Shanghai's Subject Rankings.

² Quacquarelli Symonds (QS) Subject Rankings.

³ Times Higher Education (THE) Subject Rankings.

⁴ US News & World Report's Best Global Universities Rankings (BGUR) – Subject Rankings.

⁵ University Ranking by Academic Performance (URAP) Field Based Ranking.

Staff, transformation and research achievements

- 50 most cited researchers from UJ were from the Faculty, and five of these academics were in the top 10; 50% (2018: 46%) of the staff complement are from South African designated groups



Faculty of Science Snapshot – 2019

International and national awards and recognition

- Prestigious international awards bestowed on Faculty members from: Academy of Computer Science and Software Engineering (ACSSE), Biotechnology and Food Technology, Chemical Sciences and Geography, Environmental Management and energy Studies; National awards and recognition bestowed on academic staff from: ACSSE, Biochemistry, Biotechnology and Food Technology, Geology, Mathematics and Applied Mathematics

Excellence in teaching and learning

- First-year students are required to attend the First Year Seminar; Interventions for modules considered at risk, with academic staff introducing additional support resources including intensive revision, extra tutors and additional or weekend classes; An increased drive to leverage technology; encouragement with recommended reading on 4IR

Quality assurance

- A number of departments contributed to a successful Engineering Council of South Africa accreditation for the FEBE, with amended programmes and modules to improve levels of quality and relevance; Approval and implementation of three departmental mergers; The Departments of Biochemistry, Biotechnology and Food Technology, and Geology listed critiques and improvements arising from programme and departmental reviews. GEMES submitted an improvement plan for the 2018 departmental review; The Faculty focused on preparing for the 2020 DHET doctoral review; Level 1 Actuarial Science Accreditation is under Actuarial Society of South Africa (ASSA) review. The Department of Biotechnology and Food Technology worked on three new planned programmes; The Department of Chemical Sciences SLP in Forensic Chemistry was approved by Senate. Statistical Quality SLP offered by the Department of Statistics offered a short learning programme; A 4IR SLP in developing Intelligence Systems in Tensorflow was approved by Senate; The Faculty has an online SLP offered by the Academy of Computer Science and Software Engineering's Centre for Cyber Security to enhance cyber-security awareness and to add to the cyber-security skill pool

Excellence in research and innovation

- Spectrum again built on its gains by generating a total income of approximately R1 940 000 (18% > 2018); More than 40 PG research projects in all 4IR-related disciplines including a digital synthesis involving the development of low-cost liquid handling robotic systems for the use in high throughput experimentation, which has the potential to result in predictive chemistry using AI

LOOKING AHEAD

The focus for the coming year is to:

- Increase our number of published books
- Improve upon strategies to get more academics to contribute to research output and to substantially increase the number of designated South African doctoral degree students

- Continue to address the low number of designated South African and female professors
- Reach new heights in research and innovation, teaching and learning and social impact



STUDENT EXPERIENCE

Student life at UJ, is supported by Student Affairs, Arts and Culture, and Sport. Both Student Affairs and Sport are headed by Senior Directors, and Arts and Culture forms part of the portfolio of the Executive Dean in FADA. These leaders are responsible for leadership and governance and report to a member of the Management Executive Committee (MEC).

STUDENT
AFFAIRS

Postgraduate (PG) students
in 2019 saw **976** students in residence

There were 253 recognised
student societies with about
14 560 active members

Approximately **500 international
students** participated in student societies

3 492 senior undergraduate
students

UJ had capacity to accommodate
27 251 students on and off campus,
(2018: 24 700)

176 senior students served as
academic advisors (RAAs)



Faculty of Science
Snapshot - 2019

Strategic focus and
targets

- Student Affairs provided support to UJ's six strategic objectives through the key strategic focus of Strategic Objective Four: enriching student-friendly learning and living experience, with a contribution also towards Strategic Objectives One, Two, Three, and Five

Strategic objective 1:
Excellence in
research and
innovation

- The excellent accommodation for postgraduate (PG) students in 2019 saw 976 students in residence. PG students also participated in organised student activities, with about 35 in SRC, societies, house committees and RAG leadership positions. The Postgraduate Association (PGA) was unfortunately not effective in 2019

Strategic objective 2:
Excellence in
teaching and
learning

- In 2019 UJ had capacity to accommodate 27 251 students on and off campus, (2018: 24 700), with privately-owned accommodation (POSA) accounting for 76%. On campus residences and accredited POSA had an occupancy rate of 100%. Strides were made in implementing residence targets, with 2 006 first-year students, 3 492 senior undergraduate students, and a number living with various disabilities in residences. There was strict application and monitoring of compliance by both accredited and prospective service providers; 24% of UJenius club members were residence students, with residence students achieving an 87% success rate, as against 83% for those not staying in residence

Strategic objective 3:
An international
profile for global
excellence and
stature

- Approximately 500 international students participated in student societies, while 554 international students were accommodated in UJ residences. Student Affairs members attended training, symposia and conference events

Strategic objective 4:
Enriching student-
friendly learning and
living experience

- Established learning and living communities; Interventions and programmes addressing risky student behaviour, safety and security, diversity and tolerance, good conduct and citizenship; Recreational activities and community service and engagement; The Residence Academic Advising Programme saw 178 senior students as academic advisors (RAAs) to first-year and junior students; About 650 day students participated in Residence Life activities

Living and learning
communities

- 176 senior students served as academic advisors (RAAs) to first-year and junior students; 800 day-students participated in Residence Life activities

Orientation of
first-year students

- Student Affairs calendar and pamphlet with tips, rules and regulations was distributed and uploaded to uLink; Presentations and seminars were held for faculties, on Student Regulations expected UJ undergraduate attributes, with over 6 000 attending

Extracurricular
activities

- The 2019 focus remained safety and security, and risky student behaviour (RSB). There were 253 recognised student societies with about 14 560 active members, with increased participation resulting from the successful Societies Week

Student
leadership
and training

- Student leadership facilitated by Student Affairs ranged from elected positions on the SRC, to the executive leadership positions in recognised student organisations. One-on-one coaching was provided, with SRC members receiving guidance on challenges in their academic and leadership roles, and Council report-writing assistance.
- There were banners and media campaigns, with messages on academic honesty and integrity on UJFM during June and December exams

Academic
integrity
campaigns during
examinations

- Transformative initiatives and programmes were instituted to combat risky student behaviour, and support was provided for students with disabilities

Ethical and
responsible
student behaviour

- 360 student disciplinary cases managed in 2019 (2018: 315)

Student welfare
and support

- 6 982 students received two cooked meals a day for 249 days through the Student Meal Assistance Programme in 2019, with 500 students benefited from monthly meal packs; 3 426 missing middle students received registration fees assistance through the SRC Trust Fund. Student Affairs coordinated UJ's response to psychosocial and personal issues, including trauma, distress, robbery, lack of accommodation and attempted suicide

Cultural activities

- A number of student organisations organised student cultural activities

Student
governance

- The elections for the 2020 SRC, scheduled for October 2019, were postponed to April 2020. The elections of the leadership of other student organisations were held in September/October 2019

Strategic objective 5:
National and global
reputation
management

- Seven members of the SRC and other student society leaders and two staff members participated in the Africa-by-Bus tours organised by the Division for Internationalisation



During 2019, the UJ Choir presented 34 concerts, including 21 during graduation ceremony appearances. Latin and ballroom dancers participated in the Rumba in the Jungle competition winning two trophies and four medals. UniJoh Chorale participated in the South African Tertiary Institution Choral Association (SATICA) Eisteddfod in Port Elizabeth and won five trophies.

In a PhD fulfilment, UJ Arts and Culture supported the development and presentation of Post Present Future at the Apartheid Museum. An exhibition, Hybrid Vigour, in partial fulfilment of an MTech, , was presented at the UJ Art Gallery.

Additionally, a robust artistic programme, included local and international drama and dance productions, comedy shows, music concerts, arts and culture festivals and art exhibitions.

More than 35 UJ students were given employment opportunities as ushers. Three FADA BTech students were part of the UJ-MTN mentorship programme

aimed at practical curatorial practice skills transfer and administration, and marketing internships were offered.

UJ Arts and Culture also hosts external and University events, including Faculty Board meetings, strategic breakaways, conferences, lectures, concerts, festivals and external theatre productions at its venues, which include the UJ Arts Centre at APK. The Experimental Theatre, also at APK, used for and by students, while at APB, are the Con Cowan Theatre with adjacent studios and the Old Cafeteria, which hosts the Johannesburg Youth Orchestra.

The two theatres hosted 105 different events in 2019, with footfall for both the UJ Arts Centre and the Con Cowan Theatre reaching 38 871, while on- and off-campus events attracted attendance of 40 356.

ARTS AND CULTURE

In 2019, the UJ Arts and Culture Unit made noteworthy contributions to the University's GES aspirations, with international partnerships maximising UJ's international profile.

497 students gained opportunities to participate in and develop artistic skills

UJ Choir presented 34 concerts, including 21 during graduation ceremony appearances

Off-campus events attracted attendance of 40 356

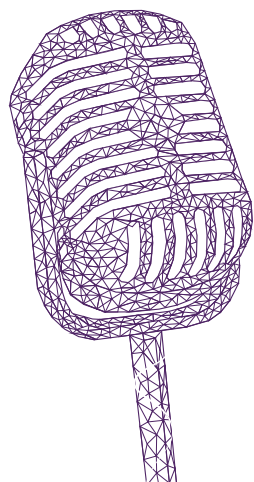
Through the UJ Arts Academy, 497 students gained opportunities to participate in and develop artistic skills. Extracurricular free offerings included the UJ Choir, UniJoh Chorale, a jazz band, an African drumming group, weekly poetry sessions as well as hip hop, Afro-fusion, contemporary, ballet, Latin and ballroom and Zulu dance classes. Drama classes and opportunities for theatrical auditions were also made available.

FADA's Interdisciplinary Theatre Programme is an integral component of coursework for second-year FADA students, with students attending theatre design lectures and briefing sessions and working in groups to design a play produced by UJ Arts and Culture. Outcomes include a greater understanding of the potential of other disciplines to enhance fields of study and practice, creative thinking, problem solving and interpersonal skills, and confidence in collaborative work – all essential skills needed to thrive in professional settings, and preparation for living and working in 4IR.

The 2019 design project, Let the right one in, is a coming-of-age love story adapted from a Swedish novel and award-winning film, for and reimagined for the stage in a South African context. Eight UJ Arts Academy students joined professional actors in the production's development.

Thirteen students performed in Lord of the Flies, which played to sold-out audiences at the National Arts Festival. A student band competition, Rhythm of the Bands, was mounted alongside the UJ Weekend of Jazz, which saw three groups sharing the stage with professional stars.

The UJ Youth Arts Festival included an acting showcase, Our stories, a dance showcase, La He(ART), a ballet recital, Lord of the Flies, and free lunchtime concerts by the UJ Choir and the UniJoh Chorale. The Izimbongi Poetry Festival concluded the UJ Arts and Culture's student programme for the year and included Shhh!, a cutting-edge musical; Home Is, a poetry production; and When Words Dance, featuring professional poets.



SPORT

UJ Sport continues to play a significant role in transforming African university sport with its vision of shaping it through excellence, honour and victory.



HIGHLIGHTS – 2019

Participation in international events by UJ student athletes and officials

The UJ squash club defended their title for the eighth consecutive year.

The women's football team won the University Sport South Africa (USSA) Club championships, with the men's team finishing third.

The Sevens Rugby team were crowned champions of Varsity 7s and won the Kings of Rugby 7s FASU Games in Kampala.

The netball team was promoted to the super league after winning the Premier League division at the USSA winter games.

The men's basketball team becoming USSA and Varsity Basketball champions

Outstanding results from Athletics in the Athletics South Africa (ASA) competition; SSD in the South Africa Sport Association for the Physically Disabled Competition; Rowing in the Rowing Championships.

The appointment of Bongiwe Msomi, the Proteas' captain, to coach our netball team

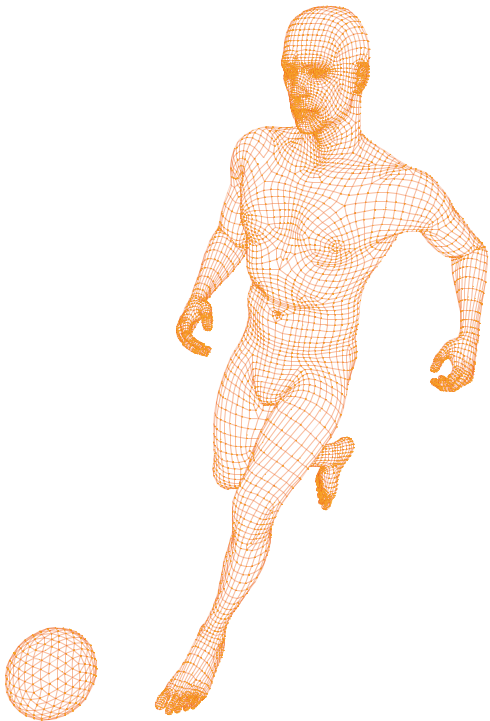
OPERATING CONTEXT

UJ Sport comprises three units: Sport Clubs, Athlete Support and Support Services.

SPORT CLUBS

The UJ Sport Clubs Unit focuses solely on promoting participation in sport and recreational activities among the UJ students and surrounding communities. Programmes are aligned to address social ills and to promote nation-building through sport, by providing education and sport opportunities to the youth. Through own scholarship programme and one from CATHSETA, more students are able to join UJ as athletes while studying.

A reclassification of the sporting codes is conducted annually, taking into consideration gender, race, general student interest and facility availability. Depending on needs, affordability, and membership, some sports are discontinued, while new ones may be introduced.



SPORT (CONTINUED)

Sport classification	
Priority codes	Athletics (men+women), Basketball (men+women), Cricket (men), Football (men+women), Hockey (men+women), Netball (women), Rugby (men+women)
Competitive codes	Rowing, Sport for students with disabilities (SSD), Squash
Social/mass participation	Chess, Indigenous games, Martial arts



INTERNATIONAL DAY FOR UNIVERSITY SPORT (IDUS)

IDUS, as officially proclaimed by UNESCO, was celebrated at SWC. Activities included a walk, aerobics, CrossFit games, and squash for beginners. While 523 sport students, coaches and staff were present, attendance was still somewhat disappointing

ATHLETE SUPPORT

The Athlete Support Unit provides student-athletes and coaching staff with the following services:

- Identifying, with coaches and managers, high-performance sporting codes' scope of sport science and medical needs
- Implementing an athlete support programme with medical services according to high-performance sporting codes' needs
- Managing the execution and progress of each high-performance sporting code periodised plan within and adjusting as necessary to ensure success
- Meeting with coaches and sport managers to identify specific sporting code needs leading up to major tournaments

- Providing sport psychology and academic advice to student-athletes

SPORT SCIENCE

In 2019, the Sport Science Unit provided 472 student-athletes with the following services:

- Sport specific testing and analysis of data
- Strength and conditioning gym-based sessions
- Field sessions for conditioning, and support during league matches
- Injury prevention and management
- Provision of recovery modalities

LOOKING AHEAD

Women's cricket will be introduced in 2020 to ensure that the transformation agenda continues. More activities under the healthy campus banner will be introduced in collaboration with Human Resources, Primary Health and Student Affairs.

STAKEHOLDER ENGAGEMENT

Developing and maintaining relationships with significant stakeholder groups is key for UJ to achieve its Strategic Plan 2025. There were a number of interventions in 2019 aimed at embedding an awareness of UJ's leading 4IR role, both across the institution and among broad groups of stakeholders.

UNIVERSITY RELATIONS

The purpose of the Division of University Relations and its operating units is to ensure active stakeholder engagement in order to advance the profile and reputation of the University. This drive has a wide scope and is achieved by integrating the functions of the various operating sections of University Relations:

- Strategic Communications – safeguarding and advancing UJ's reputation
- Marketing and Brand Management – building and protecting UJ's corporate brand
- Government and Stakeholder Relations - facilitating and sustaining relations with Government, agencies and parastatals
- UJFM radio station – driving strategic communication to current students
- Community Engagement – creating active interaction between UJ and its communities

STRATEGIC COMMUNICATIONS

In terms of publicity generated in print, broadcast and online platforms, UJ maintained a leading position in the national media – outperforming most South African higher education institutions. UJ improved its position among the top South African universities in this regard, moving from third spot to number two, and retaining this position throughout the year.

According to reports generated by two independent media monitoring agencies, 14 504 press references to UJ featured in South African media. These press mentions, valued at approximately R597 691 373 (the amount the University would have spent had it bought space), were largely (94%) opportunity-based brand image with a neutral to positive balance. Around 9,2 billion readers, listeners and viewers were reached, including through repeats, during this period.

This improved coverage was achieved through a media strategy that included thought-leadership, a focus on publicising positive developments and initiatives, research with mass appeal, and expert commentary

by UJ academics and senior management. UJ also steadily increased its coverage within global online news. Over 3 100 mentions, including 144 thought-leadership and expert commentaries, featured in global publications.

To strengthen a balanced dialogue and create an active voice within the UJ community, a continued flow of internal communication to staff and students was maintained during 2019. The weekly VC Note and Video kept stakeholders abreast of UJ's successes and achievements, and also included messages on administrative issues.

Monthly editions of the student newsletter, The Voice, highlighting relevant news, achievements, study and employment opportunities, were distributed to over 50 000 students. The newsletter receives over 45 000 total views and 25 000 unique views, monthly.

In a bid to enhance information sharing, the UJ Campus TV Network went live on 23 April 2019. Fully functional TV screens flight UJ news, events and announcements across the four campuses. The demand for videography and livestreams for the University and its clients has increased significantly. UJ's YouTube channel has grown in popularity, and UJ's promotional and informational videos are increasingly shared through social media platforms.

MARKETING AND BRAND MANAGEMENT

In line with the Marketing and Brand strategic objective to position UJ as the leading 4IR voice in Africa, all GES 4.0 2019 campaign elements were rolled out according to schedule.

The Cloudebate™ campaign plays an integral part in getting UJ's 4IR message to the national, Pan-African and international markets, and particularly to academics, business and industry, using a targeted and AI-informed media approach. Seven Cloudebates have taken place, including four in 2019. The campaign reached almost 216 million people, and the Creating

STAKEHOLDER ENGAGEMENT (CONTINUED)

Tomorrow 4IR website has registered 104 471 visits, with 88 586 from South Africa, 7 405 from the United States, 1 533 from the UK, and 751 from India, followed by various African and other countries.

The inaugural issue of Beyond Imagining, an interactive digital magazine that highlights 4IR initiatives at UJ and beyond, was launched in November 2019, and had 1 094 views by year-end.

The fully online UJ brand shop was launched in April, with five pop-up shops held during the year. Corporate goods valued at R1,3 million were sold through this portal between May and November 2019.

UJ achieved a social media reach of 1,897 billion with an overall advertising value equivalent (AVE) of R386 million during 2019, and all social media targets exceeded.

Source	End 2018	End 2019	Growth
Facebook	365 344	423 734	+58 390
LinkedIn	194 812	237 257	+42 445
Twitter	38 425	47 086	+8 661
Instagram	14 988	23 400	+8 412
YouTube	3 930	6 670	+2 740

Undergraduate above-the-line marketing started in May with the rollout of the Orange Carpet campaign on street poles around Johannesburg, and various print and radio ads in UJ's four main catchment areas. The social media campaign was boosted in August when Orange Carpet numbers seemed to be declining year-on-year. By close of registrations, Orange Carpet applications stood at 2 228, similar to the 2018 figure.

The biennial brand research study was completed in November 2019, setting a baseline measure for the new UJ Strategy 2025 metrics: impression, expression and experience.

- Impression provides an insight into target market perceptions of UJ, including brand salience, and achieved an impressive 78%.
- Expression, also reaching 78%, measures the effectiveness, recall and likeability of UJ's marketing efforts, and is directly related to the available ad spend
- The experience indicator quantifies student perceptions of the UJ experience, such as campus life, quality of lectures, available sports and facilities, and achieved a baseline rating of 85%



GOVERNMENT AND STAKEHOLDER RELATIONS

During 2019, the Government and Stakeholder Relations Unit made progress towards attaining the University's ambitions for global excellence and stature. The Unit engaged in mutually beneficial and sustainable stakeholder relations with various levels of government and other key stakeholders. Agreements and partnerships were refined within three focus areas:

- Local government and agencies
- Provincial government and national government
- Parastatals (state-owned enterprises)

The Unit represented the institution at key government engagements, including the State of the Province Address, the Ekurhuleni State of the City Address, and the CoJ State of the City Address. It also facilitated opportunities for the MEC to engage with government counterparts.

In February 2019, UJ's School of Tourism exhibited at Meetings Africa, an annual international event where 20 of UJ's students were given experiential learning opportunities, and where the School marketed its offering to potential clientele.

Another milestone was the facilitation of the SRC Leadership and Student Accommodation Unit's contribution to the reconfiguration of the Johannesburg Housing Social Corporation Strategy for Students. This was in response to a local government coalition tasked with addressing student housing challenges.

In part of UJ's positioning as a socially responsive institution, the Unit supported the 'Take a Girl Child to Work' initiative, where Student Marketing presented learning opportunities to over 1 000 female learners in Ga-Rankuwa.

The University hosted a successful SADC regional water conference. Over 360 delegates attended, with the Unit attracting over R400 000 in financial assistance for managing the conference.

UJFM – UJ'S STUDENT RADIO STATION

UJFM was rated among the top three campus-based radio stations in 2019, and received a Liberty Radio Bright Star Award. A total of 63 high-profile interviews with MEC and ELG members with special focus on GES 4.0 catalytic initiatives were broadcast, and podcasts were produced.

The 'VC and I' radio show was created and broadcast as a four-part radio series. This enabled stakeholders to interact directly with the Vice-Chancellor, and provided in-depth updates on institutional developments. UJFM also launched a new feature called 'UJ Insights' with detailed reports and expert analysis on UJ stories, within its midday 'The Egotrip' radio show that broadcasts 90% UJ content.

In line with institutional strategic objectives, UJFM runs its programming with 50% registered students, with the purpose of providing students exposure to the media, communications and marketing industries. Students are recruited annually through a rigorous audition process. The 2019 auditions attracted 1 350 UJ registered students and 180 external participants. An outreach plan was developed and launched in 2019 to ensure brand presence and grow the UJFM footprint. This included 26 campus brand activation events, each attracting 1 500 students, with six outside broadcasts across UJ campuses.

UJFM contributed R1.1 million towards third-stream income through diverse revenue streams, and allocated R950 000 worth of advertising airtime to faculties and support divisions.

COMMUNITY ENGAGEMENT

The vision of UJ's Community Engagement Unit (CE) is to infuse community engagement into teaching, learning and research within the University and to establish and foster strategic partnerships with its communities. CE successfully rolled out the institutional Student Volunteer Champion Programme in 2019, aimed at promoting global awareness of responsible citizenship and the sustainable development goals (SDGs). In total, 19 664 student volunteers across the four campuses registered for the weekly outreach projects.

STAKEHOLDER ENGAGEMENT (CONTINUED)



Among the institutional initiatives successfully implemented were International Mandela Day (Nelson Mandela Centenary Celebration), National Women’s Day (UJ Women in Community Engagement Empowerment Programme), the Imbizo Awards (in recognition of Student Volunteer Champions), and the Community Engagement Recognition Awards (in recognition of top performing faculties).

CONTRIBUTIONS BY OTHER DIVISIONS AND UNITS

Student Marketing

The Student Marketing function plays a critical role in UJ’s marketing strategy by creating the required awareness among high school learners of the different qualifications offered by UJ. Learners are able to make more informed decisions regarding their career and study choices through school presentations, campus visits, career days and exhibitions.

The following activities were executed in support of the student marketing strategy:

- Orange Carpet Campaign
- UJ Open Days
- Grade 9 Subject Choice Seminars
- Apply-on-time Campaign
- No Walk-ins Campaign
- Hamlet and Othello marketing opportunity at the UJ Art Centre attended by more than 8 000 learners and 300 teachers

The strategy of focusing on and increasing the above 35 APS applicant category was also effectively executed, with an increase of registrations in 2019. The Orange Carpet category of applications was also increased from to 2 160 (2018: 2 048).

Type of interaction	Number of interactions
Presentations to Grade 12 learners	175
Presentations to Grade 11 learners	88
LO visits	188
Principal visits	16
Campus visits	11
Deliveries/collections	34
Career days	158
National exhibitions	5 days

ALUMNI OFFICE

The primary focus of the Alumni Office is to facilitate and maintain effective contact with its worldwide community of alumni, with the aim of keeping them informed of University activities. Regular communication on UJ activities or events is shared with 68 000 active email subscribers from almost 150 000 alumni from UJ and founding institutions.

Two more editions of the alumni Impumelelo magazine were finalised in 2019. The Alumni Office

focused its efforts to increase marketing reach through online and social networking platforms, and launched the UJ Alumni Connect Platform. This online platform not only matches graduates with willing mentors, allowing UJ graduates to reconnect with classmates locally and abroad, and to receive news and UJ event updates, but it also permits UJ graduates to expand their network, with the aim of cultivating a culture of giving back.

ENVIRONMENTAL SUSTAINABILITY

UJ is committed to improving its sustainable practices in all of its activities. The UJ Strategic Plan 2025, anchored in the overarching GES goal, requires the University to improve its sustainability footprint.

ENERGY MANAGEMENT

Carbon footprint

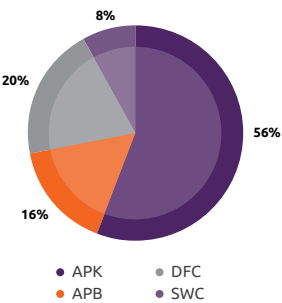
UJ's carbon footprint (excluding UJ-owned non-campus properties) decreased in usage by approximately 4,38%, year on year.

Carbon footprint based on 2019 actual consumption

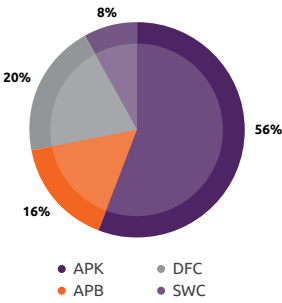
Emission Source	APK*	APB*	DFC*	SWC*	Total tonnes
Electricity (Kwh)	28 004 770	8 001 556	10 004 478	4 321 222	50 332
Natural gas (GJ)	1 025 816	472 707	341 656	–	1 840
Catbot fuel	246 665	–	–	–	247
Petrol (fleet)	117 274	18 200	34 723	19 342	190
Diesel fleet	55 755	5 399	18 759	9 338	89
Diesel generators	49 115	4 754	2 586	7 557	64
Intercampus bus and staff flights	738 873	209 115	292 761	153 351	1 394
Total tonnes of CO ₂	30 238	8 712	10 695	4 511	54 156

* Kg CO₂

CO₂ production per campus



Tonnes of CO₂ per source



ELECTRICITY

In 2019, UJ achieved an electrical energy savings of 13,22%, compared to the 2015 baseline, achieved against adjusted additional savings from 2018 of -3,75% of the 2019 target set, which was exceeded by the actual savings of 4,25%. Various energy savings initiatives were implemented with the installation of:

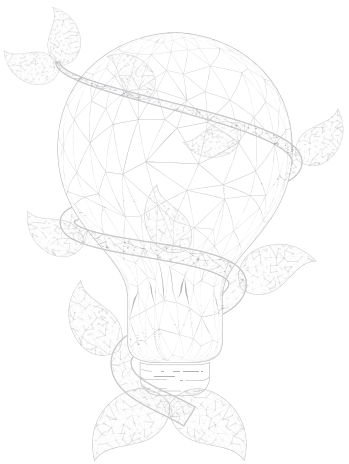
- Energy saving lights (LEDs)
- Occupancy sensors (implementation still ongoing)
- Heat pumps, especially in new and refurbished residences
- Energy-efficient shower heads
- Load-control ripple relays

Electrical energy savings 2019 (based on 2018 consumption)

Month	APK %	APB %	DFC %	SWC %	Total %
January	(2,33)	3,86	(14,66)	(14,88)	(5,19)
February	(6,48)	(2,07)	(21,06)	(25,34)	(10,77)
March	(12,09)	(9,88)	(35,24)	(11,18)	(14,36)
April	8,75	7,20	(7,86)	3,03	4,43
May	17,55	6,65	(0,77)	7,03	10,55
June	(4,61)	(12,36)	(13,39)	(18,77)	(9,41)
July	(0,73)	(8,38)	(10,31)	(10,69)	(5,22)
August	(3,15)	(12,56)	(12,28)	(19,58)	(8,71)
September	7,21	(6,41)	(5,80)	(14,51)	(0,50)
October	5,13	(7,36)	(5,84)	(7,96)	(0,63)
November	5,29	(14,06)	(8,62)	(51,80)	(6,29)
December	0,66	(12,10)	(1,12)	(13,42)	(2,85)
Total	1,06	(5,87)	(10,87)	(14,81)	(4,25)

2019 YTD electricity consumption

Month	APK	APB	DFC	SWC	Total
January	1 983 020	517 970	619 775	301 859	3 422 624
February	2 108 696	606 947	671 748	324 897	3 712 288
March	2 246 720	648 326	720 684	421 099	4 027 829
April	2 566 800	745 233	863 588	453 493	4 629 114
May	2 536 456	773 007	931 751	501 637	4 742 851
June	2 199 326	667 977	884 940	409 611	4 161 854
July	2 448 007	758 866	988 005	461 146	4 656 024
August	2 379 337	740 526	952 777	482 011	4 554 651
September	2 221 086	656 735	880 108	419 681	4 177 610
October	2 454 181	691 599	908 719	428 927	4 483 426
November	2 472 690	594 331	789 978	209 768	4 066 767
December	1 572 778	366 984	501 012	205 164	2 645 938
Total	27 189 097	7 768 501	9 713 085	4 610 293	49 280 976



ENVIRONMENTAL SUSTAINABILITY (CONTINUED)

NATURAL GAS

Sasol natural gas (Egoli Gas), used mainly in student centres for food preparation, the generation of hot water, and in laboratories for experiments, contributes only 3,4% to UJ's total carbon footprint. In 2019 there was a saving of 37,6% against the 2015 baseline. Egoli Gas has a lower CO₂ footprint per gigajoule (GJ) of energy than coal and is a cleaner source of energy.

PETROL, DIESEL AND TRAVEL-RELATED USAGE

There are 82 generators within the UJ infrastructure, with petrol and diesel contributing just 0,515% to the total carbon footprint. The increasing occurrence of load shedding has produced an increase in diesel usage, which may result in substantial CO₂ generation in future. The reduction of 0,515% in liquid fuels carbon-generation in 2019 (2018: 0,78%) was the result of the disposal of the Innovent fleet and the subsequent decrease in local travel. The increase in rental vehicles cannot at present be tracked accurately and has thus not been factored into the UJ carbon-generation footprint.

Since 2018, UJ has been reporting energy consumption and CO₂ generation from the extensive student bus service between campuses, as well as that due to staff-related national and international flights (2019: 2,39%; 2018: 2,56% of the total). This has increased UJ CO₂ generation by a further 2,83%, effectively negating some gains achieved in electrical and gas energy savings. For 2019, this carbon-generation source was 0,2% of the total.

CATBOT FUEL

Catbot fuel is used to run two hot water generators for the generation of hot water during the five winter months, which is distributed and circulated through the APK air-conditioning system. Catbot fuel contributes less than 0,5% to the total carbon footprint.

WATER MANAGEMENT

No water savings were achieved for 2019, with an overall increase of 14,11% since 2015, primarily due to two large water supply pipe failures at APK in 2019 when ageing infrastructure was replaced. APK water consumption thus showed a 94% year-on-year increase. As far as possible, borehole water is used on all campuses, and a process was put in place during 2019 to start drilling four new boreholes for supply subvention.

A number of initiatives implemented in 2019 contributed to some water savings, with key focus areas:

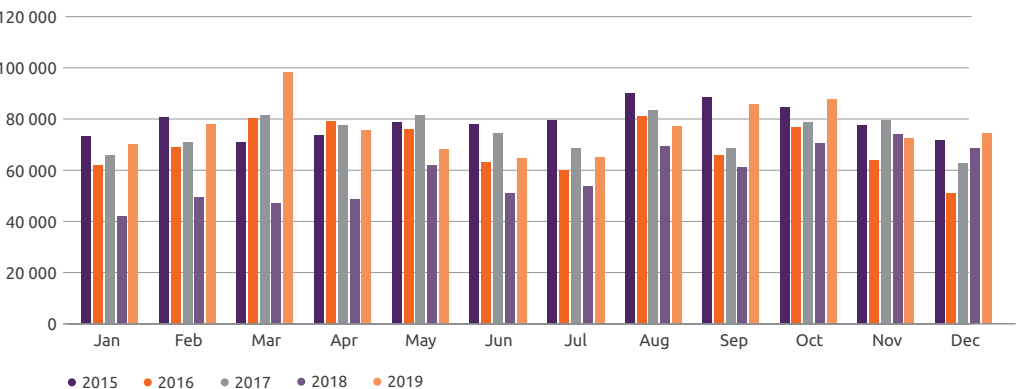
- Renovating a storage tank at APB
- Harvesting rainwater for irrigation
- Awareness campaigns at campuses and residences
- 75% installation of water-restricting showerheads in residences and installing low flow showerheads at all new residences

Key focus areas for the reduction of water consumption in 2020 are:

- Ensuring push-tap installation at kitchen hand basins and bathrooms in all new residences, and trialling push-taps in shower cubicles
- Completing the drilling for an additional new irrigation water borehole on each of the campuses
- Benchmarking water usage against other universities as an incentive to increase savings
- Further campus and residence awareness campaigns
- Continuing with the installation of water-restricting showerheads and extending the installation of push-taps in residences and ablution facilities as funds permit
- Considering the use of waterless urinals and investigating a waste-concentration system at APK to reduce sewage costs and allow for substantial water recovery for irrigation



UJ total water consumption (kl) (2015 through to 2019)



ENVIRONMENTAL SUSTAINABILITY (CONTINUED)

WASTE MANAGEMENT

In 2019, UJ recycled a substantially larger percentage of its total waste generated, more importantly, is the university generated 19,65% less waste than in 2018.

Waste recycled – year-on-year comparison

	Com paper T	White paper T	Plastic T	Cans T	E Waste T		F tubes T	Card boxes T	Glass T	Scrap metal T	Wet waste T	Fat T	Garden refuse T	Total T	%
Total 2018	37,016	45,997	44,592	5,5515	0,25		1,67	40,346	5,102	1,34	0,57	8,315	263,14	521,48	22,54
Total 2019	32,614	43,121	25,062	5,908	0,31		3,075	41,16	47,057	4,051	0,518	14,655	407	625,33	33,65

Waste generated – year-on-year comparison

	Waste generated (tons)	Waste recycled (tons)	Percentage
Total 2018	2 312,872	521,481	22,54
Total 2019	1 858,48	625,33	33,65

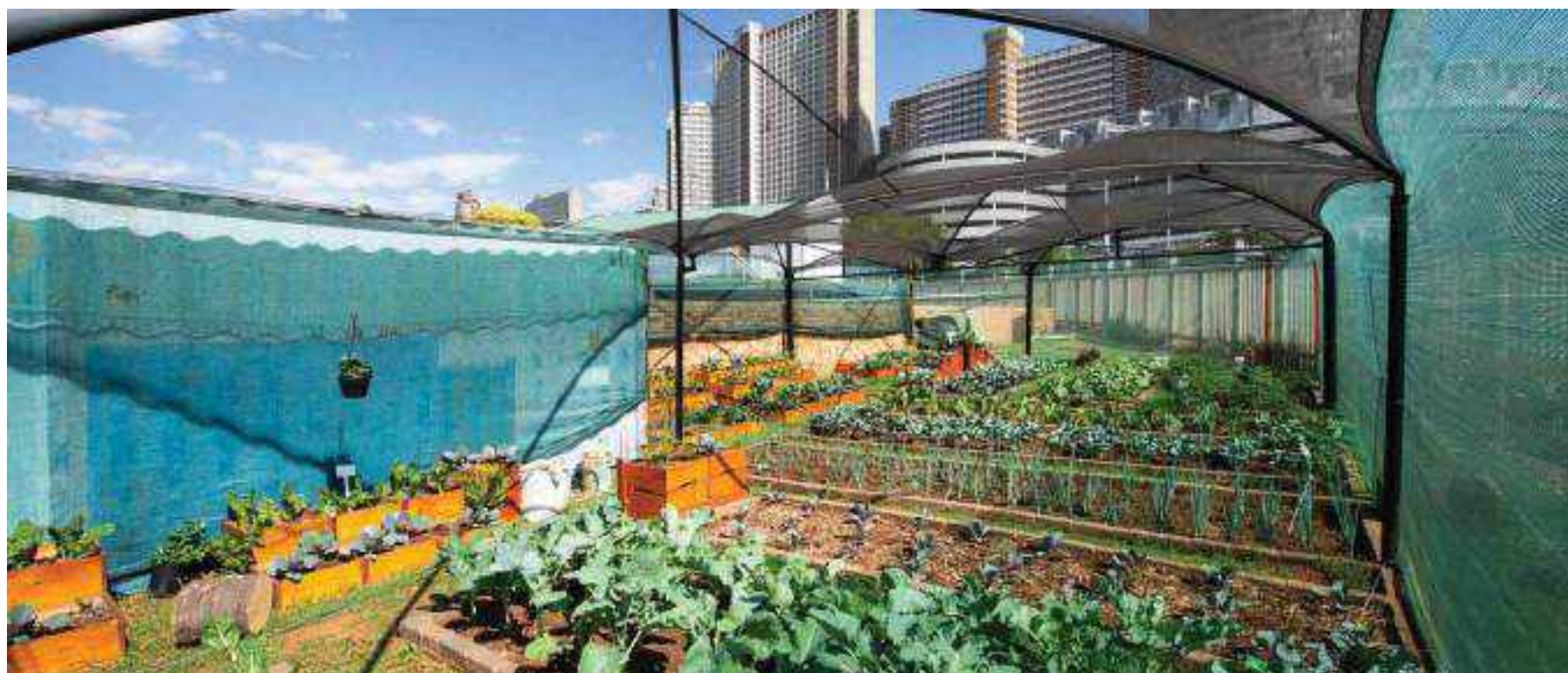
LOOKING AHEAD

The expanding nature of the campuses, increasing student numbers and cost containment pressures will create a challenging environment for UJ to meet its sustainability goals.

During 2020, the G4 Sustainability Reporting Guidelines of the Global Reporting Initiative will be fully implemented, and that this will allow a more complete review of environmental impacts of areas sometimes invisible to sustainability reporting. In addition, the phasing in of the effective tenant model for energy and resource usage reporting will normalise results for UJ's changing demographics in the growth of the residential student population and the increased tenancy of the energy intensive STEM faculties.

The focus areas for 2020 will be:

- To expedite further sustainability projects, such as the second wave of PV installations at APK, DFC and SWC
- The replacement of geysers with more efficient reverse heat pump solutions in the larger residences
- Stakeholder engagement, especially with students
- The diversification of energy sources with emphasis on renewables, including solar and natural gas
- Further technology advancements in new building programmes, and a possible trial of an electric vehicle fleet for use on campuses



MANAGING RISK

OVERVIEW

Risk management is inherent within UJ, executed and embedded in our business processes, our striving for excellence and continuous improvement, and engrained in our governance. Clearly defined responsibility structures for the risk management process within the University have been established.

Enterprise Risk Management (ERM) is linked to the execution of business strategies by analysing potential risks and their impact on achieving UJ's objectives. This is supported by Council's approval of risk management policies and procedures and the implementation plan – a robust, sustainable process that plays a crucial role in decision-making aligned with strategic objectives.

Faculties and non-academic support divisions analyse, assess, evaluate and rate their operational and strategic risks continuously. Comprehensive risk registers are maintained and presented to the Risk Management Committee (RMC), a subcommittee of the Management Executive Committee (MEC). The Risk Management Framework facilitates the identification and reviewing of emerging risks and the assessment and monitoring of material risks. Each environment is required to present its risk register on a rotational basis to the RMC, which considers its management. Emerging risks are consolidated into an Institutional Risk Register.

The Institutional Risk Register is submitted to the MEC for consideration, after which the final Risk Register is considered for approval by the Audit and Risk Committee of Council (ARCC), and then by the Council.

Business Continuity Planning (BCP) is a response to certain key risks, and comprises a system of prevention and recovery from potential threats. It ensures that personnel and assets are protected and able to recover and function in the event of a disaster. BCPs for all faculties and divisions are incorporated within the Risk Management Framework.



ASPECTS OF RISK MANAGEMENT

Academic risk management

The Report on Academic Development and Support reflects all academic risk mitigation interventions.

Financial risk management

The Audit and Risk Committee of Council (ARCC) undertakes both regular and ad hoc reviews of risk management controls and procedures. The Financial Risk Register is also submitted to the Financial Sustainability Committee of Council.

Operational and other risk management

Potential and emerging risks are documented and reported to the RMC and MEC. The Risk Register for the Operations Department is also presented to the Projects and Resources Committee of Council (PRCC) for review.

Fraud prevention

UJ's Fraud Prevention Strategy, including a comprehensive Fraud Risk Register addresses unethical behaviour, theft, fraud or related activity to mitigate fraud and misconduct. An independently-managed Ethics Hotline operates 24 hours a day, 365 days a year, with forensic investigators assisting.

Insurance

The University manages insurable risks relating through a comprehensive insurance programme,

with quarterly claim reports and statistics distributed to the RMC and the ELG.

Internal audit

An outsourced internal audit function, complying with King IV principles, regularly examines systems, procedures and controls, and identifies high-risk areas. The ARCC approves the Internal Audit Plan annually.

External audit

PricewaterhouseCoopers (PwC) is UJ's appointed external auditor. The ARCC approved the client-service plan for the year ending 31 December 2019.

Agreed-upon procedures

An independent auditor conducts annual reviews on agreed-upon procedures, as required by various funders, in accordance with the International Standard on Related Services and Procedures.

Internal administrative and operational controls

This system consists of a number of policies, procedures, approved delegations of authority, and automated processes, which provide reasonable assurances risk mitigation, in terms of UJ's vision, mission, core values, strategic goals and objectives, particularly relating to:

- Effectiveness and efficiency of operations
- The provision of reliable financial information in line with financial reporting standards
- The safeguarding of assets, information and resources
- Compliance with relevant laws and regulations
- Compliance with the various codes of conduct and adherence to University values

Internal control objectives include measures to ensure completeness, accuracy and proper authorisation in relation to documented organisational structures, setting out the division of responsibilities, as well as established policies and procedures, including a code of conduct and value statement, communicated throughout UJ. Delegations of authority and authorisations are automated throughout UJ systems to ensure compliance.

Policies and procedures are documented, reviewed and regularly updated to ensure relevance and completeness. The Corporate Governance Division applies the Policy on Policies to ensure the validity and updating of all policies.

A 2019 internal controls evaluation revealed only partially effective controls in many areas. Corrective actions were taken to address deficiencies, and improvements have been implemented.

MANAGING RISK (CONTINUED)

INSTITUTIONAL RISKS

The following material institutional risks (with an inherent rating of 15 or above) were listed on UJ's Risk Register for 2019:

Institutional risks

Risk area	Risk title	Mitigating controls	Planned actions
Academic risks	Inadequate on-time completion of undergraduate and postgraduate studies coupled with research delivery	Student success and progress-tracking strategies; mentoring, tutoring, psychological support; e learning integration; Academic staff development; prerequisites review; NSFAS funding increase; Missing middle fundraising; financial aid to deserving students; Additional academic appointments, assistant lecturers	Development of a tracking system (undergraduates and postgraduates)
	Dishonesty of students and staff	Academic integrity campaigns, workshops, policies, procedures declaration of interest disclosures; Faculty rules and regulations; Codes of Conduct; LIC and staff training sessions on sources, plagiarism, copyright and referencing; Plagiarism detection tools; Disciplinary procedures	Track the actions of the Senex task team, to provide a holistic approach to student conduct and ethics
	Loss of experienced staff due to retirement	Increase in associate professors; capacity building; pairing of junior and senior researchers; research indaba; post-retirement appointments; revised Recruitment Policy	Shadowing programmes; post-retirement appointments
	Inadequate management of research time of postgraduate studies	Postgraduate support strategy; Central and faculty financial support; Staff development programmes; research capacity development strategy; Regular time-to-completion reports; Postgraduate School programmes with DHET grant; Attracting external funding; Postgraduate Diploma in Mentoring; Upskilling and mentoring of inexperienced supervisors	Postgraduate tracking and monitoring system; Online resources for off-campus postgraduates; Institutional and integrated monitoring tools
Operational and administration risks	Cyber security	Access systems review; Data and IT host centres access policy; Environment and vulnerability scanning and monthly reporting; Core network implementation; Additional firewalls; network monitoring; IT security and awareness; Cyber security maturity assessment and implementation; Critical data and system configurations backup and offsite storage; Cloud services guideline; Password control; Secure configuration standard; Phishing procedure	Systems Access Control Review; Physical security guideline; Implementation of cyber security assessment; Expansion of SonicWall Web Application Firewall to all websites; Document secure configuration for all systems

Risk area	Risk title	Mitigating controls	Planned actions
Operational and administration risks (continued)	IT integration, administration and other support from NSFAS Central	Revised bursary policy; engagement with Student Representative Council (SRC), NSFAS, USAF, DHET and Financial Aid Practitioners of South Africa (FAPSA); Increased focus on funding from other sources; Own NSFAS criteria assessment on funded students; Senior manager seconded to NSFAS to assist with IT integration; Own internal project plan	In progress
	Governance of commercial entities	Data analysis and Formulation of 2018 ethics risk profile; ELG Ethics Workshop; Updated Financial Policies and Procedures; Zero tolerance approach to irregularities/fraud; Annual internal audit reviews; Appointment of Resolution Circle (RC) board of directors; Account reconciliations on all active commercial entities reviewed by ED; Financial Governance and Revenue, and regular random additional reviews; Establishment of MEC Commercialisation Committee; RC restructuring; Review of conflicts of interest process for Council members and staff conducting business with UJ; Tax compliance assessments	Implementation of Ethics Risks Management Strategy; Winding up of non-financially-viable entities or those unaligned with UJ's vision and strategy; Development of evaluation and funding criteria; Resolution of internal audit findings
	Impact of load shedding	Backup generators and uninterruptible power supply (UPS) installed examination and registration venues, data centres, some faculty offices and libraries; Identification of emergency power priority areas; Water pumps coupled to emergency power at residences; Research laboratories audit with power/power loss risk, and findings incorporated in Emergency Power Plan and monitored; Solar panel (PV) rollout	Complete connection of backup power to outstanding faculty offices; Full implementation of Emergency Power Plan
	Reputational risks	Monitoring and regular reporting of social media posts; Social media operating procedures aligned with strategic communication and risk management documents	
	Loss of professional body accreditation	Resource and management commitment and regular engagement; Upgrade of undergraduate laboratories; Close relationships with professional bodies; Succession planning; Alignment of programmes with accreditation criteria	

MANAGING RISK (CONTINUED)

Institutional risks (continued)

Risk area	Risk title	Mitigating controls	Planned actions
Financial risks	Financial sustainability of the University	Strategies to manage operational costs; Increase third-stream income and external bursary funding; Engagement between USAF, VC, DHET and the Presidency; Financial Sustainability Model; Continuous review of Remchannel data and regular benchmarking; Cancellation Policy on student debt; Enforcement of Credit Control Policy; Early settlement incentives for students; Forward cover; Missing middle fundraising campaign	Implement Funding Review Committee Report; Analyse current computing and printing strategies and contracts to optimise reduction in expenses; Implementation of a third-party debt collection tool; Develop Policy on Import and Foreign Exchange; implement investment strategy first phase
	Financial and infrastructure development challenges arising from administration processes at City of Johannesburg (CoJ)	Continuous engagement with CoJ; Installation of own water and electricity meters; Accurate allocation and tracking of payments internally for reconciliation purposes; Service provider for correct meter readings and missing meter and discrepancies identification	
Infrastructure and campus facilities	Insufficient and appropriate, safe and functional learning and teaching spaces	Student residences assessment; Campus Structural Review Plan and Infrastructure Plan; Redesign and improvement of Wi-Fi connectivity; Project management office; Interim development plan for teaching and learning spaces; Disability Infrastructure Audit Plan	Revamp/upgrade of UJ residences and lecture venues
	Effective responsiveness and finalisation of issues by the various support environments	Improved mechanism for building projects and office alterations; Space Management Committee and discussions on space with faculties and other domains; Engagement with ELG of affected divisions; Improved internal expenditure processes; Capture of renovations and projects on project office dashboard	Identify effective responsiveness; Develop service strategy, review of processes; Establish IT Steering Committee



POST BALANCE-SHEET EVENTS

Upon the announcement of the first South African COVID-19 case reported on 5 March 2020, UJ commenced taking the following nationally-aligned measures to combat the potential effects of the pandemic:

- Formulation of a COVID-19 task team headed by the Chief Operating Officer (COO) and the Registrar, to monitor the national and global situation while putting measures in place across identified environments placed most at risk.
- Updating of BCPs for faculties and departments, with critical operations and staff identified to continue with operations throughout lockdown, to ensure BCP preparedness, and with plans to be triggered by a disaster declaration from the UJ Management/ Executive BCP team
- Online academic programme formulated and presented.

- Remote access support for students and staff to ensure accessibility to academic material and operational activities.
- Regular communication through ELG of UJ's stance before and after the declaration of the National State of Disaster.

The situation continues to be monitored through regular MEC meetings, with essential staff continuing to operate on campus, while critical staff operate remotely on key deliverables. Some activities and engagements have been deferred to resume after the lockdown period.

A wide-angle photograph of a large audience seated in a curved auditorium. The audience is facing a stage area where a large screen displays a presentation. The stage is decorated with numerous flags. The ceiling is dark with many spotlights, and a large lighting rig is visible. The walls are light-colored with circular patterns. The overall atmosphere is professional and formal.

FINANCIAL OVERVIEW

FINANCIAL OVERVIEW

Despite a tough economic environment in the year under review, UJ achieved positive operating results. Strict budgetary controls, pressures from inadequate student funding, uncertainty around tuition fees, rising salary and utility costs, and the socioeconomic circumstances of students were some of the factors impacting the financial results.

UJ's financial principles, which state that the University will at all times endeavour to ensure a match between recurring expenses and recurring income, assisted in managing the finances during these tough times, with non-recurring income used to finance once-off capital expenditure, and further enhance overall sustainability of the University and for strategic interventions of a non-recurring nature.

The budget process is strategy-led whereby all faculties and departments are required to indicate how their strategic goals ensure goal congruence with University-wide strategic goals, and what resources are required to achieve them. Once these inputs are collated, discussions with University Planning and Resourcing Committee deal with detailed issues. When recurring income budget levels have been determined (ensuring sustainability), a budget proposal is made to MEC for consideration. On MEC recommendation the suggested budget is considered by the Financial Sustainability Committee of Council (FSCC) for final approval recommendation to the Council.

Financial control involves monthly reporting to appropriate line managers, approval of all expenses as required by the FSCC, an approved Financial and Contract Delegation of Authority Framework, and faculty and departmental budget control.

Our risk management and internal audit strategies and processes have been heightened to prevent breach and failures in our internal control and governance processes.

Management and Council committees strengthen oversight of our investment in commercial projects and entities. Our governance framework ensures increased accountability in this and creates opportunities for our academics in our commercial activities.

The 2019 Annual Financial Statements comply with the International Financial Reporting Standards

(IFRS) and the DHET reporting requirements. UJ has achieved an operating surplus of R582 million against a projected operating surplus of R10 million. The R4,478 billion income exceeded our budget by 10% (budget: R4,002 billion). This is largely due to the higher than expected government subsidy income, the higher than budgeted research output units, and the higher than budgeted income from improved investment strategies.

Tuition fees for 2019 were capped at 5,3% and residence fees at 7,3%, translating into a decrease of R50 million from our budgeted fee increase. The DHET continued to provide the gap grant funding for qualifying students in 2019, with this grant included in subsidy income. This contributed to reducing the 2019 qualifying students' debt.

The Minister instituted a task team in 2019 to advise on future tuition and residence fee increases framework, with the announcement still awaited. The number of UJ NSFAS-funded students increased significantly during the year, resulting in an alleviation of the cash flow pressures often created by student debt.

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UJ still has a significant number of students who struggle to settle their fees. In response, the University designated R20 million from its operating budget to the SRC Trust Fund, which paid registration fees for 3 945 students who would otherwise not have been able to study. Institutional fundraising further complemented this amount. UJ raised an astounding R268 million (2018: R197 million), with a

marked increase in funds generated from corporate South Africa and internationally.

UJ's outstanding student debt remains a concern at R304 million (2018: R386 million).

The University continues to invest heavily in providing funded access for students from vulnerable communities, with 10% of our operating budget allocated to financial assistance for low-income and missing-middle students.

UJ ensures that a responsible level of reserves is maintained with a view to long-term institutional sustainability.

Council-controlled reserves at year-end amount to R1,636 billion (2018: R1,344 billion), 76% of annual permanent remuneration.

The growth in Council-controlled reserves is earmarked for infrastructure expansion and GES 4.0 catalytic interventions, to the extent that the level of these funds does not go below 50% of annual permanent remuneration.

Our liquidity position also remains strong with the ratio of our current assets to current liabilities at 1:4 (2018: 1:1).

Our focus is continued governance vigilance and the re-establishment of commercialisation activities generate third-stream income. The post year-end uncertainties created by the COVID-19 pandemic and the downgrade of the SA Government credit rating pose a significant risk to our financial sustainability. While our outlook remains positive, we are revising our five-year financial plan to take into consideration all these unprecedented risks. We are confident that, based on the financial position, UJ is adequately funded and will be able to successfully execute its mandate in 2020 and beyond.



LIST OF ACRONYMS AND INITIALISMS

4IR	Fourth Industrial Revolution
AAMP	Accelerated Academic Mentoring Programme
ADS	Academic Development and Support
AI	Artificial Intelligence
APB	Auckland Park Bunting Road Campus
APK	Auckland Park Kingsway Campus
APS	Admission Point Score
ARWU	Academic Ranking of World Universities
BA	Bachelor of Arts
BB	Blackboard
BCP	Business Continuity Planning
BGUR	Best Global Universities Rankings
BRICS	Brazil, Russia, India, China and South Africa
CACS	Centre for Africa/China Studies
CAT	Centre for Academic Technologies
CBE	College of Business and Economics
CHE	Council on Higher Education
CIMERA	Centre of Excellence for Integrated Mineral and Energy Resource Analysis
CWUR	Center for World University Rankings
DFC	Doornfontein Campus
DHET	Department of Higher Education and Training
DST	Department of Science and Technology
EE	Employment equity
ELG	Executive Leadership Group
EMC	Emergency Medical Care
FADA	Faculty of Art, Design and Architecture
FEBE	Faculty of Engineering and the Built Environment

FET	Further Education and Training
FTE	Full-time equivalent
FYE	First Year Experience
FYS	First Year Seminar
GES	Global Excellence and Stature
GRAS	Global Ranking of Academic Subjects
HEI	Higher education institution
HEMIS	Higher Education Management Information System
Hons	Honours
ICT	Information and Communications Technology
IP	Intellectual property
IPATC	Institute for Pan-African Thought and Conversation
ISS	Institute for Intelligent Systems
ISSI	Integrated Student Success Initiative
IT	Information Technology
ITC	Initial Test of Competence
ITE	Initial Teacher Education
JIAS	Johannesburg Institute for Advanced Study
KPI	Key performance indicator
LLM	Master of Law
MEC	Management Executive Committee
MOU	memorandum of understanding
nGAP	New Generation of Academics Programme
NRF	National Research Foundation
NSFAS	National Student Financial Aid Scheme
PDRF	Postdoctoral Research Fellowship
PG	Postgraduate
PGCE	Postgraduate Certificate in Education

PQM	Programme qualification mix
PsyCaD	Centre for Psychological Services and Career Development
QE	Qualifying Examination
QS	Quacquarelli Symonds
QS WUR	Quacquarelli Symonds World University Rankings
RMC	Risk Management Committee
SAQA	South African Qualifications Authority
SARChI	South African Research Chairs Initiative
SDG	Sustainable development goal
SET	Science, Engineering and Technology
SLP	Short learning programme
SRC	Student Representative Council
SSD	Sport for Students with Disabilities
SSE	Senior Student Experience
SWC	Soweto Campus
THE	Times Higher Education
THE EEUR	Times Higher Education Emerging Economies University Rankings
THE WUR	Times Higher Education World University Rankings
THE YUR	Times Higher Education Young University Rankings
TTO	Technology Transfer Office
U21	Universitas 21
UG	Undergraduate
UNIDROIT	International Institute for the Unification of Private Law
URAP	University Ranking by Academic Performance
URC	University Research Council
USAF	Universities South Africa
VC	Vice-Chancellor
WIL	Work-integrated learning

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AUCKLAND PARK KINGSWAY CAMPUS
 Corner Kingsway Avenue and
 University Road
 Auckland Park
 2092

SWC

SOWETO CAMPUS
 326 Chris Hani Road
 (Old Potch Road)
 Pimville
 1808

APK

APB

DOORNFONTEIN CAMPUS
 Corner Siemert and
 Beit Streets
 Doornfontein
 2014

**AUCKLAND PARK
 BUNTING ROAD CAMPUS**
 Corner Bunting Road and
 Annet Road
 Auckland Park
 2006

HKLM

