

## UJ @ A GLANCE

### 1. HISTORY

On 31 May 2003, the Minister of Education at the time (Professor Kader Asmal) released the government's proposals for the restructuring of higher education in South Africa. Mergers between various educational institutions in South Africa were proposed as necessary to the restructuring process. The Rand Afrikaans University (RAU) and the Technikon Witwatersrand (TWR) were two of the institutions that were selected to merge with each other to become one comprehensive institution, namely the University of Johannesburg. The only commonalities at the time of the merger proposal were that both institutions operated in the postsecondary education field and that they were geographically in close proximity to each other.

The University of Johannesburg (UJ) came officially into being on 1 January 2005 as a result of the merger between the Rand Afrikaans University (RAU) and the Technikon Witwatersrand (TWR). This was exactly one year after the incorporation of two campuses of Vista University (which was already unbundled at the time) into the RAU.<sup>1</sup> It made the founding of the UJ one of the most complex mergers in the restructuring of the South African higher education landscape and, arguably, in higher education worldwide.

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<sup>1</sup> Government Gazette 25737 (14/11/2003): Government Notice 1694 (incorporation) and Government Notice 1702 (merger).

## **1.1 PRECURSOR INSTITUTIONS**

### **1.1.1 TECHNIKON WITWATERSRAND**

The Technikon Witwatersrand could trace its origin back to the founding of the School of Mines in Kimberley in 1895. One of the offshoots of the School was the Witwatersrand Technical Institute, founded in 1925. After a succession of name changes (Wits Technical College in 1930 and Witwatersrand College for Advanced Technical Education in 1967), the institution evolved into the Technikon Witwatersrand (TWR) in 1979. It is noteworthy that one of these forerunners of the TWR, Wits Technical College, was at one stage responsible for more than 50% of all technical education in the country.

After a sojourn in, what was known as the “tin temple”, near Plein Square, the institution moved to a site (which was opened in 1907) in Eloff Street. In 1968, a further 31 acres of land was purchased in Doornfontein. This campus was occupied in 1987, and since then it was the main campus of the TWR. The last acquisition that formed part of the TWR was the campus of the former Goudstad Onderwyskollege in Bunting Road in Auckland Park. There was also a residence in Smit Street that housed the School for Tourism and Hospitality (STH). This was sold off before the merger when the STH moved to Bunting Road. Thus, the TWR brought three separate campuses to the merger, because the Eloff Street campus was sold off, and never really became part of the UJ. In the last year before the merger (2004), the TWR had 16500<sup>+</sup> students who were being taught in four faculties.

Approximately 81% of these students were African, 4% were Coloured, 2% Indian and 13% White.

Basic research was never as high a priority at the technikons, including the TWR, as was the case at universities. In fact, it was only in the early nineties that research outputs (in the form of published articles) at technikons were recognised for the first time for subsidy purposes.

### **1.1.2 RAND AFRIKAANS UNIVERSITY**

The Rand Afrikaans University had a much shorter, but no less illustrious history. In August 1965, the South African Cabinet announced its intention to establish a university in Johannesburg to predominantly serve the local Afrikaans community. The outcome was the establishment of the Rand Afrikaans University (RAU) which opened its doors in temporary accommodation in a former brewery in Braamfontein on 24 February 1968. In 1974, it moved to a new innovatively designed campus in Auckland Park. In 2004, the RAU incorporated two of the former Vista campuses (Soweto and the East Rand). Hence, the RAU also brought three separate campuses into the merger.

From a modest 741 students who enrolled in four faculties in its first year, the RAU grew to almost 23000 contact mode students (of whom 2182 were enrolled at the Soweto and 951 at the East Rand campus), studying in six faculties at the time of the merger. To this should be added a further 6000<sup>+</sup> distance education students. Initially, the language of teaching and learning was exclusively Afrikaans. The situation changed

in 1997 when the RAU became a bilingual institution in response to the growing demand for English classes, particularly by a rapidly expanding population of African school leavers whose preferred language of teaching and learning was English. This resulted in a rapidly changing composition of the student population, from 26% black (African, Coloured and Indian combined) students in 1996 to 54% black students in 2004 (including the students from the former Vista campuses who were almost exclusively African). However, parallel medium classes came at a price, namely, it significantly increased the teaching workload without a concomitant increase in academic staff.

From the outset, the RAU was determined to excel in research. While its aggregate research output could not compete with that of some of the other universities with a much larger academic corps, its research productivity, measured in terms of the average number of research articles in accredited journals per full-time academic staff member, was consistently among the best in the country.

### **1.1.3 VISTA UNIVERSITY**

Vista University was founded in 1982 and opened its doors in 1983. Its original intent was to bring the University to the communities by establishing campuses in various African townships. In addition to the Distance Education Campus, which it took over from the then Department of Education and Training, it had seven residential campuses in Mamelodi, Soweto, East Rand, Sebokeng, Welkom, Bloemfontein, and Port Elizabeth. With its five faculties it was not only the

youngest South African university, but also the second largest in terms of student numbers (32000+) when the Government announced its decision in 2002 to unbundle the university and to incorporate its various campuses into designated other universities. In terms of this decision, the Soweto Campus and the East Rand Campus were incorporated into the RAU on 1 January 2004.

#### **1.1.4 COMPARISON AT THE TIME OF THE MERGER**

The few broad-brush strokes above can never give credit to the diversity of the merging institutions, neither can they do justice to the strengths that the two institutions brought to the merger (the Vista campuses were already part of the RAU). For instance, the RAU brought a strong research culture and innovative teaching and learning approach to the merger, while the TWR contributed expertise in the assessment, evaluation and monitoring of work integrated and service learning, as well as established links with industry and commerce. Therefore, the history section can only give an indication of some key attributes that the two institutions contributed to the new University. This can be summarised as follows:

**Table 1: Numerical comparison of the RAU and the TWR at the time of the merger**

		TWR	RAU	TOTAL
Number of campuses		3	3	6
Number of faculties		4	6	10
Undergraduate students 2004	African	12 419	11 143	23 562
	Coloured	303	733	1 036
	Indian	498	1 494	1 992
	White	1 514	9 138	10 652
	Total	14 734	22 508	37 242
Postgraduate students 2004		1 802	8 286	10 088
Grand total*		16 536	30 794	47 330
Full-time permanent staff		977	1 491	2 468

\* Data for 2004 were not fully audited at the time of the merger

It should be noted that, although the two Vista campuses had been legally incorporated into the RAU at the time of the merger, the holding position with regard to them that had been adopted in 2004 while waiting for the merger, implied that they had remained “separate” in many respects.

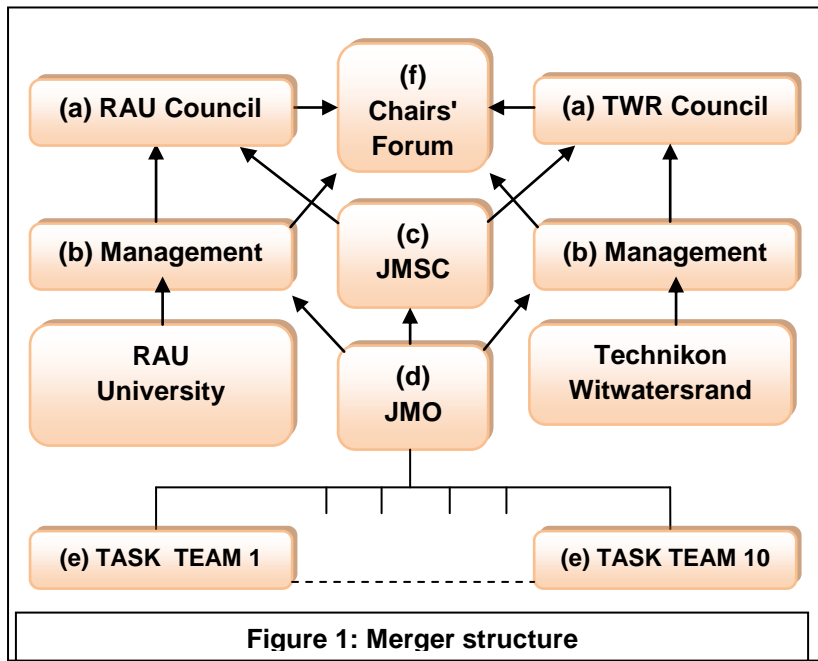
## 1.2 THE MERGER

The merger process commenced in 2004 with the legal incorporation of the two campuses of the former Vista

University into the RAU. This was also the year in which the bulk of the preparatory work for the merger was done.<sup>2</sup>

Right from the outset, there was agreement that merger preparations would be based on the principle of equal partners, and that all the governance structures and task teams of the two merging institutions would have equal representation. Where it was deemed possible and applicable, the RAU ensured that the two former Vista campuses were explicitly represented in its delegation.

The following development structure was employed:



<sup>2</sup> Merger Report (January 2005): Internal document, UJ

The TWR and RAU councils continued to govern their respective institutions until the new University was formally constituted. This was done through (the alphabetical numbering corresponds to the letters used in the diagram):

- b) The management structures of the respective institutions, each headed by the responsible Vice-Chancellor in her/his capacity as CEO of the institution.
- c) The merger process itself was steered by a Joint Management Steering Committee (JMSC), consisting of ten members, five from each Council.
- d) The secretariat of the JMSC and administration of the merger process were in the hands of the Joint Merger Office (JMO), where members of staff from both institutions served.
- e) The work to prepare various domains for the merger was done by ten joint task teams, comprising an equal number of persons from the staff of each institution who were knowledgeable in the domain for which the task team was responsible.
- f) The Chairpersons' Forum consisted of the two Chairpersons of Council and the two Vice-Chancellors of the respective institutions. As was indicated by its name, it was envisaged to be a forum where merger matters could be discussed at the highest level by persons representing the focus of Council and of Management of both institutions. In the end, it operated to all intents and purposes as a Merger Executive Committee for the two Councils (albeit with no delegated authority), where preliminary direction could be provided on urgent matters.

Various task teams were appointed to carry out the essential preparations for the UJ to open its doors in 2005 as a functioning university. Each task team was assisted by a number of working groups that investigated certain aspects, and reported to the task team. In all cases, an effort was made to ensure that an equal number of colleagues from each institution served on a task team or working group. The following task teams were employed, with the number of working groups in brackets: Academic (4); Academic Administration (9); Finance (9); Human Resources (10); Information Systems (5); Infrastructure, Facilities and Sport (11); Library (4); Management and Governance (6); Marketing and Communication (11) and Student Affairs (12). The task teams met regularly under the guidance of the JMSC. They developed structures and systems and aligned policies for the fledgling university. The most important achievements during the year prior to the merger were the following:

- The formulation of a Memorandum of Agreement to guide the merger process. The Vice-Chancellors and Chairpersons of Council of the two constituent institutions signed this on 27 Jan 2004.
- The submission of the required information to the Minister of Education at the end of August 2004, comprising the proposed name of the new University, its address (two were submitted), the names of members of the Interim Council and the date of the merger. All the proposals were eventually accepted by the Minister.
- The structuring of the academic architecture of the new university. It was to consist of nine faculties. Governance structures were decided upon, appointments (many of

them interim) were made and the programme suite for 2005 was finalised.

- Core policies were aligned and interim staff establishments finalised and populated.
- A communication strategy to keep internal stakeholders informed, as the merger developed, was agreed upon and implemented.
- A Vision, Mission and Values for the new University were developed and adopted.
- A logo and sports logo for the University were decided upon and promoted.

The interim Management Executive was to consist of a Vice-Chancellor, Pro Vice-Chancellor and five Deputy Vice-Chancellors. Prof. Roux Botha (VC of the former RAU) was appointed as interim Vice-Chancellor and Prof. Connie Mokadi (VC of the former TWR) as interim Pro Vice-Chancellor. The five incumbent Deputy Vice-Chancellors of the two merging institutions were appointed as interim Deputy Vice-Chancellors. Of the seven interim appointments, three had retired and three resigned by the beginning of 2008, which had put the institutional memory of the UJ under pressure. The appointment of one Deputy Vice-Chancellor, as well as the filling of the newly created post of Registrar from the ranks of the existing corps of deans at the time, alleviated this problem. Much attention was given to the establishment of an own identity for the new University:

- An exhaustive internal as well as external consultation process eventually yielded two possible names for the

new University. The overwhelming favourite, which prevailed in the end, was *University of Johannesburg*.

- A Vision, Mission and Values statement were developed after a similarly extensive consultative process (see Chapter 1);
- *Interbrand Sampson*, in consortium with *Zanussi Brand Solutions*, was contracted to develop a corporate logo and sports logo for the University. The logos were revealed at an official launch on 5 November 2004.

Thus, various development structures were employed and various task teams appointed to be involved in the essential preparations for the UJ to “open its doors.” All this preparatory work eventually lead to the University of Johannesburg coming into being on 1 January 2005 of the University of Johannesburg. This new university was positioned to offer a suite of programmes that ranged horizontally through a full spectrum of vocational, professional and general formative programmes and vertically through the full range from undergraduate certificate programmes all the way to doctoral programmes.

### **1.3 MERGER CHALLENGES**

As can be expected, there were a number of major challenges. Some of these were:

#### **1.3.1 INFORMATION SYSTEM**

Before the merger was announced, the RAU concluded an agreement to introduce the Oracle information system to

replace the Finance and Human Resources modules of its existing information systems. Introducing a sophisticated new information system, while concluding a merger between two equal partners with incompatible existing systems, presented a massive challenge. Yet, the two institutions decided to proceed to introduce the Oracle system for the new University. The teething problems of introducing such an extensive system simultaneously with the merger proved to be more challenging than had been anticipated, for example the “cleansing” exercise of Human Resources data was not completed during 2008 and is currently seen as work still in progress.

### **1.3.2 CAMPUS PROGRAMME PROFILES**

The most pressing issue was to decide which academic programmes to offer on which campuses in the short, as well as in the longer term.

The RAU always consisted of one campus. It inherited two campuses from Vista University in 2004, both of which had suffered from declining student numbers for some time. Vista was a traditional university and offered programmes that corresponded with programmes on offer at the RAU, albeit with different curricula. This created its own problems, namely:

- Different curricula for the same UJ-qualification on different campuses were unacceptable, and one curriculum had to be phased out. Duplication of offerings on different campuses was unavoidable, but had to be minimised;

- Service to pipeline students had to be continued in the mean time; and
- Different minimum entrance requirements for students to the University had to be aligned in an educationally responsible way.

Initially, a holding position was maintained with the former Vista campuses continuing with their existing programmes and curricula until the merger was formalised. While this created an essential breathing space, the problems of consolidating similar programmes were only postponed. (More information on the incorporation can be found in Chapter 4 of the Merger Report which was devoted to the incorporation).

As was mentioned, the merger involved five campuses among which the various academic programmes of the new university had to be (re)deployed. Two of these campuses offered technikon programmes and three university programmes. The problem of allocating programmes to campuses was alleviated in the short term by the fact that there was relatively little overlap between the university and technikon programmes. It was therefore in the short term possible to maintain the status quo, namely that each former institution continue to offer the same programmes it had as an independent institution on the same campus where they had been offered formerly.

### **1.3.3 CONDITIONS OF SERVICE (COS)**

It is a universally accepted dictum that the most difficult part of any merger is to manage the effect it has on the staff of the participating institutions. In this case, the immediate tangible

issue was the alignment of the conditions of service of the three institutions (the RAU, the TWR and Vista) in an equitable way that could be sustained in the long term. Not only did a new CoS have to be developed, but agreement on them also had to be reached with the trade unions (NEHAWU, SAPTU, and NUTESA) that enjoyed some form of recognition by one or more of the three constituent institutions. The alignment of remuneration structures proved to be the most vexing issue and was for a long time the only outstanding issue with regard to the CoS.

The more nebulous issue of replacing the three institutional cultures with a new, uniform one could not be resolved by decree, but had to unfold over time (see par. 6.1.3 for developments in this respect).

#### **1.3.4 GOVERNANCE**

While the retention of incumbents in their respective positions resulted in a smooth transition on the formal merger day, it was not a long-term solution. A new Council had to be instituted, a new Management Executive appointed, and a new organisational structure developed and populated. The Standard Institutional Statute (SIS) had to be replaced by a UJ-specific Institutional Statute and a vast array of new policies had to be developed, approved and implemented. This is still an ongoing activity, but much progress has already been made. The proposed Institutional Statute for the UJ has been finalised and was submitted to the Ministry for consideration

and publishing in the Government Gazette in November 2007.<sup>3</sup> (At the time of writing, the UJ Council had approved the suggested amendments by the DoE to the proposed Statute on 19 March 2009, and the Registrar will in due course submit the amended version of the Statute to the DoE.)

### **1.3.5 STUDENT GOVERNANCE**

Consensus on a student governance structure proved to be unexpectedly difficult to achieve and for some time the University had to make use of all three existing SRC constitutions. On the one hand, a system of one-student-one-vote for a central UJ Student Representative Council (UJSRC) could lead to the numerically superior APK Campus dominating the SRC. Equal campus representation, on the other hand, could lead to the voice of the majority of students being drowned by relatively small numbers on the smaller campuses. In the end, a facilitator was contracted to assist in resolving the issue. Equal campus representation prevailed, albeit with the concession that all decisions had to be taken on the basis of consensus. The UJSRC Constitution was approved in May 2006, but has since already been amended twice (September 2007 and August 2008).

### **1.3.6 SERVICE AND SUPPORT UNITS**

Coordination of service and support will always be a challenge, and in some instances Service and Support units

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<sup>3</sup> University of Johannesburg: UJ Statute, Internal Document

proved to be more difficult to merge than teaching departments, and the process therefore took much longer. (A case to illustrate this point was the Academic Development and Support units that had been structured completely differently in the two merging institutions).

### **1.3.7 STATUS AT THE END OF 2008**

Since 2005, the above substantive merger issues have received dedicated attention and substantial progress has been made. On 2 April 2008, in an unrelated document that served before the MEC,<sup>4</sup> it could be stated with confidence that (f)inal decisions will have been made by the end of 2008 on the two major merger-related structural concerns that remain, namely the harmonisation of staff remuneration and an appropriate campus programme profile for each of the UJ campuses. Only these two issues remained to be resolved. At the end of 2008, the situation with regard to these issues was as follows:

- The final document on *Harmonisation Phase II* had been drafted in consultation with the union representatives on the task team that had worked on the project. The final process of consultation (unions to consult their members) was to be initiated early in 2009. The Vice-Chancellor signed-off the final document early in 2009.
- The Council Executive Committee finally approved the campus programme profile on 25 September 2008,

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<sup>4</sup> Proposed programme of action: Cultural integration project (2008)

subject to the acquisition of the necessary merger-related funding from the Department of Education (DoE). The decision taken in this regard that would cause the greatest change (in financial and emotional terms), was for the Faculty of Engineering and the Built Environment and for the Faculty of Health Sciences to be fully consolidated on the Doornfontein Campus (DFC). (It is envisaged that the relocation of these two faculties will most probably be effected in 2011/2012. In March 2009, the DoE awarded an amount of R96m to the UJ to effect the consolidation of the faculty of Engineering and the Built Environment on DFC – see section 3.4.)

## **2. UNIVERSITY GOVERNANCE AND ADMINISTRATION**

### **2.1 CHANCELLOR**

The Chancellor of the University of Johannesburg is Ms Wendy Luhabe, a businessperson of note. She was inaugurated as Chancellor on 1 September 2006.

### **2.2 STATUTORY GOVERNANCE STRUCTURES**

Until the proposed UJ Institutional Statute is finally approved and published in the Government Gazette, the following statutory governance structures are constituted in accordance with the prescripts of the Standard Institutional Statute (SIS). (Note: The compositions presented below are in terms of the UJ Institutional Statute submitted to the Ministry of Education in November 2007).

### **2.2.1 COUNCIL**

Prof. Roy Marcus is the current Chairperson of Council, and was elected by the Council from its own ranks. The Council of the University consists of the following positions:

#### **External members**

- Three persons appointed by the Minister
- Three persons elected by the Convocation
- Ten members representing appropriate sectors and professions and with a broad range of competencies in relevant fields, appointed by the Council
- Co-opted members as the Council deems fit.

#### **Internal members**

- The Vice-Chancellor and Principal
- The Pro Vice-Chancellor and one Deputy Vice-Chancellor
- Two academic employees (permanent, full time) elected by the permanent academic employees
- Two non-academic employees (permanent, full time) elected by the permanent non-academic employees
- Two student representatives, appointed by the SRC
- The Registrar, who also act as the Secretariat.

The Council is served by the following standing subcommittees:

**Table 2: Council Standing Subcommittees**

COMMITTEE	CHAIRPERSON
Council Executive Committee	Prof. R Marcus
Audit and Risk Committee	Mr J Nyeke
Finance Committee	Ms GMB Coetzer
Human Resources Committee	Mr J Dikgole
Planning and Resources Committee	Mr C Gebhardt
Ellen Kuzwayo Council Awards Committee	Prof. R Marcus
Honorary Degrees Committee*	Prof. R Marcus

\* Combined Council and Senate Committee

### **2.2.2 SENATE**

The Senate consists of:

- Vice-Chancellor (ex officio Chairperson)
- Pro Vice-Chancellor and all Deputy Vice-Chancellors
- Registrar
- Full professors (permanent, full-time)
- Executive Directors responsible for academic and research matters
- Two external members of Council, appointed by Council
- Two representatives of the UJSRC, elected from their own ranks
- All Executive Deans, Vice-Deans and heads of academic departments who are not members of Senate in their own right.

Heads of faculty administration of all faculties are permanent invitees to Senate meetings.

Senate is served by the following standing subcommittees:

**Table 3: Senate Standing Subcommittees**

COMMITTEE	CHAIRPERSON
Senate Executive Committee	Prof. IL Rensburg
Senate Quality Committee	Prof. D van der Merwe
University Research Committee	Prof. A Habib
Senate Higher Degrees Committee	Prof. A Parekh
Senate Academic Ethics Committee	Prof. A Parekh
Senate Language Committee	Prof. D van der Merwe
Senate Teaching and Learning Committee	Prof. A Parekh
Faculty Boards	Respective Executive Dean

The following statutory advisory bodies also serve the University:

### **2.2.3 INSTITUTIONAL FORUM (IF)**

The IF is a high-level consultative forum that provides advice to the Council of the University. Its composition and functioning is determined by the Higher Education Act of 1997. Its members represent stakeholder groupings that include Council, the Management Executive Committee, academic and non-academic employees, the SRC and trade unions. In a briefing by the Vice-Chancellor of the UJ, the IF was advised

on what its roles could be, and what role it could play to become more prominent – thus, it should be clear that the Management of the UJ does take the IF and its role serious.

#### **2.2.4 STUDENT GOVERNANCE**

Finalising the SRC Constitution and the Policy for the election of the UJ Student Representative Council (UJSRC) and campus SRCs required prolonged negotiations, but the UJSRC Constitution was signed off on behalf of the UJSRC in May 2006 and approved by the Council in June 2006. Representatives of the UJSRC and Council agreed upon the latest amended version of the SRC Constitution in August 2008. The salient features of the new constitution are as follows:

- For each of the four campuses there is a campus SRC comprising ten members
- The name of the Student Representative Council is the *University of Johannesburg Student Representative Council*, abbreviated as UJSRC
- The UJSRC comprises of eight students, being the chairperson and secretary of each of the four campus SRCs.

The portfolios held by the UJSRC are:

- President
- Deputy President
- Secretary-general
- Treasurer-general

- Academic and Quality Officer
- Marketing, Projects and Development Officer
- Sport, Arts and Culture Officer
- Transformation, Gender and Policy Officer.

Provision has been made for a *University of Johannesburg Student Congress*, which is composed of:

- Four representatives from each campus SRC
- Two representatives from the Housing Council
- Two representatives from the Faculty Council
- Two representatives from the Sport and Culture Council
- One representative from each society
- Forty representatives from the general student electorate, with at least ten representatives from each campus, elected or nominated in a manner to be determined by the UJSRC from time to time.

Provision has also been made for the establishment of a Housing Council, Student Faculty Council, and a Sport and Culture Council.

The students are represented on key University bodies, and the above student governance structure allows the students not only to have specified persons to serve on the various University bodies, but also to ensure responsibility for appropriate feedback to the student bodies. The student governance system is, however, a complex structure and will need committed leaders to ensure that all the substructures are delivering on all their responsibilities. Regrettably there

were instances where the students did not avail themselves of the opportunities offered and did not participate diligently.

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

## **2.3 MANAGEMENT STRUCTURES**

The Management Structure of the University with its concomitant reporting lines is depicted in the organogram of the University<sup>5</sup>. The University is led by a Management Executive. In terms of the Standard Institutional Statute<sup>6</sup> it consists of the Vice-Chancellor and Principal, the Pro Vice-Chancellor and Vice-Principal, the Deputy Vice-Chancellors or Vice-Principals and the Registrar. The Vice-Chancellor and Principal is responsible for the management and administration of the University in accordance with the provisions of the Higher Education Act of 1997 and the Standard Institutional Statute (SIS), as contemplated in clauses 48-53 of the SIS. The Vice-Chancellor is accountable to Council. There were initially five Deputy Vice-Chancellors, but the Executive Committee of Council on advice of the Management Executive Committee, decided not to fill the vacancy created at the end of 2007 with the retirement of the DVC: Strategic and Institutional Planning and Implementation.

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<sup>5</sup> Organogram of the University

<sup>6</sup> Charter for the Management Executive Committee

### 2.3.1 MANAGEMENT EXECUTIVE

The Management Executive of the University consists of the following persons:

**Table 4: Members of the Management Executive**

POSITION	INCUMBENT
Vice-Chancellor and Principal	Prof. IL Rensburg
Pro Vice-Chancellor and Vice-Principal	Prof. D van der Merwe
Deputy Vice-Chancellor: Academic	Prof. A Parekh
Deputy Vice-Chancellor: Human Resources and Operations	Prof. JH Kriek (Interim: HR) Prof. IL Rensburg (Interim: Operations)
Deputy Vice-Chancellor: Research, Innovation and Institutional Advancement	Prof. A Habib
Deputy Vice-Chancellor: Finance	Prof. JH Kriek
Registrar	Prof. ME Muller

These persons, plus the Adviser to the Vice-Chancellor (Dr M Kgaphola) form the Management Executive Committee (MEC).

### 2.3.2 EXECUTIVE DEANS

There are nine academic faculties, led by Executive Deans. The following Executive Deans lead the faculties:

**Table 5: Executive Deans**

<b>FACULTY</b>	<b>EXECUTIVE DEAN</b>
Art, Design and Architecture	Prof. M Sauthoff
Economic and Financial Sciences	Prof. A Dempsey
Education	Prof. S Gravett
Engineering and the Built Environment	Prof. T Marwala
Health Sciences	Prof. A Swart
Humanities	Prof. R Ryan
Law	Prof. P O'Brien
Management	Prof. S Kruger
Science	Prof. I Burger

### 2.3.3 EXECUTIVE DIRECTORS

There are eleven Service and Support Divisions under the leadership of Executive Directors. The Executive Directors and the Divisions that they are responsible for are the following:

**Table 6: Executive Directors**

<b>DIVISION</b>	<b>EXECUTIVE DIRECTOR</b>
Academic Development and Support	Prof. E de Kadt
Expenditure	Mr H Kruger
Financial Governance and Revenue	Mr J van Schoor
Human Resources	Ms T Mgoduso
Information and Communication	Mr A Vorster
Institutional Advancement	Mr K Swift

DIVISION	EXECUTIVE DIRECTOR
Library and Information Centre	Ms J Sander
Operations	Mr J Bassill (acting)
Research and Innovation	Dr C Masuku
Sport	Prof. W Hollander
Student Affairs	Prof. M Mandew

### 2.3.4 SUPPORT STRUCTURES

Two formalised structures assist the Vice-Chancellor in managing the University, namely:

- Management Executive Committee (MEC). The MEC is the senior management committee of the University. It is a decision-making body in its own right. It meets every fortnight, if feasible, and functions in a collective decision-making role. Twice a year it also convenes for an off-campus breakaway. In January of each year, the breakaway focuses *inter alia* on the following: Portfolio realignment (if applicable); the outcome of the Council Review Workshop held in November of the previous year; the prioritisation of the strategic thrusts for the academic year; the revision of the *Institutional Scorecard*, and related performance indicators. Critical priorities and related strategies are debated in detail. In August of each year, the MEC focuses on achievements, gaps, risks, strategic priorities and related resource implications for the budget.
- Executive Leadership Group (ELG). The ELG comprises the top management of the University and consists of the

MEC members, the Executive Deans and Executive Directors. The ELG meets twice per year to focus on strategic issues. At the August strategic breakaway, each member gives a strategic review of the portfolio (s)he is responsible for by focusing on achievements, gaps, risks and strategic priorities for the next year, including resource implications. The outcome of this strategic breakaway is used to refine and verify the strategic thrusts for the next year. It also informs the budget, and financial priorities are determined for inclusion in the budget of the next year. In January, the ELG focuses on selected core business-related themes, e.g. teaching and learning strategy, research initiatives and change management. The MEC must ratify decisions by the ELG to make them binding.

In addition to the strategic breakaways, the ELG also holds leadership empowerment sessions, dealing with operational and strategic management skills, coaching and wellness.

Two support committees were instituted by the MEC to assist it in its functions:

- MECA. The charter<sup>7</sup> of the MEC's Academic Committee (MECA) states that its purpose is to assist the MEC to realise the vision, mission, core values and strategic goals of the University, with regard to the academic side of the institution. In terms of the charter, its membership is as follows:

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<sup>7</sup> MECA Charter (February 2007)

- Pro Vice-Chancellor (Chairperson)
- Deputy Vice-Chancellor: Academic (Deputy Chairperson)
- Deputy Vice-Chancellor: Research, Innovation and Institutional Advancement
- Registrar
- The Vice-Chancellor and other Deputy Vice-Chancellors (ex-officio members of the MEC Academic Committee)
- Executive Deans
- Two Executive Directors (Academic Development & Support, and Research & Innovation)
- Other Executive Directors may be invited to provide input and/or to clarify matters related to the agenda.
- MECO. In terms of the charter<sup>8</sup> of the MEC's Operations Committee (MECO) its purpose is to assist the MEC to realise the vision, mission, core values and strategic goals of the University, with regard to the operational side of the institution. Its members are:
  - DVC: Human Resources and Operations (Chairperson)
  - DVC: Finance (Deputy Chairperson)
  - The VC, PVC and other DVCs (ex officio members)
  - Executive Directors
  - Chief Directors
  - Director: General Administration
  - Other co-opted members, as the need arises.

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<sup>8</sup> MECO Charter (February 2007)

Both the MECA and MECO charters were approved by the MEC on 13 February 2007.

### **2.3.5 FACULTY MANAGEMENT**

An Executive Dean heads each faculty. The Executive Dean has considerable delegated authority, subject to certain conditions, including reporting twice a year on faculty activities, as well as budgetary constraints. Each faculty also has one or more Vice-Deans, depending on the structure and size of the faculty.

The Executive Dean is supported in the management of the faculty by a variety of committees. The following committees are present in all faculties:

- **Faculty Board:** The Faculty Board is predominantly responsible for academic matters. The Heads of Departments in the faculty serve on this board, as do other members as determined by the Faculty Board. Each faculty submitted its composition of the Faculty Board to Senate for approval in 2005. Senate approved a generic charter for faculty boards on 20 October 2008<sup>9</sup> (rescinding the Senate decision of 2005). This brought a great measure of uniformity and constituted a significant step towards unity
- **Dean's Committee:** This committee is the Executive Committee of the faculty

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<sup>9</sup> Charter for Faculty Boards

- Quality Committee
- Higher Degrees Committee
- Ethics Committee
- Student Committee
- Various administrative committees, e.g. for Finance and HR.

The Senate Planning and Quality Committee approved these faculty structures in 2006.

### **2.3.6 CAMPUS MANAGEMENT**

From the outset, the University was committed to a unitary governance model where reporting is done along functional lines and not according to geographical location. In practice, this implies that any staff member reports to her/his superior in the division/department/unit to which (s)he belongs, regardless of the campus where (s)he is stationed. Student governance is an exception and campus SRCs enjoy more autonomy. Yet, a need was expressed for a person of authority on each campus. This resulted in the appointment of a Campus Director on each campus in 2007. The incumbents are listed in Table 7:

**Table 7: Campus Directors**

<b>CAMPUS</b>	<b>DIRECTOR</b>
APB	Adv A Coetzer
APK	Mr J Bassill
DFC	Mr P Zingitwa
SWC	Dr J Manyaka

As implied above, the Campus Directors have no line authority over the staff on the campus. They are responsible for monitoring the secure and orderly functioning of the campus and for liaising with the necessary authorities regarding any remedial action required. They represent the interests of their campuses in University committees and at meetings.

### **2.3.7 TRADE UNIONS**

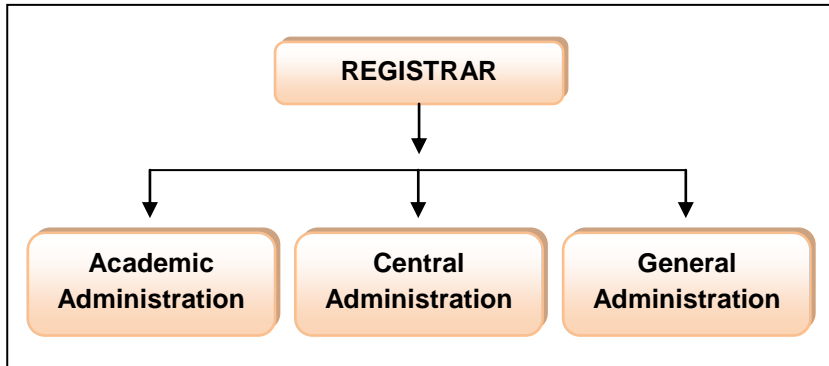
The following trade unions are represented on the University's campuses:

- NEHAWU, with 693 members (45 academic, and 648 non-academic staff)
- SAPTU, with 689 members (301 academic, and 388 non-academic staff)
- NUTESA, with 187 members (120 academic, and 67 non-academic staff)
- UJHB Agency Shop with 144 members (65 academic, and 79 non-academic staff).

The notional membership percentage of all staff to trade unions is 64%. At present, the University has no formal recognition agreements with staff unions. All drafts of the reviewed recognition agreements (because the ones with legacy institutions are outdated) are ready, but the replacing of the Standard Institutional Statute (SIS) by a UJ-specific Institutional Statute, remains an obstacle in the signing of these.

## 2.4 UNIVERSITY ADMINISTRATION

At the UJ, the University Administration is structured as is shown in Figure 2.



**Figure 2: Registrar's portfolio**

The former TWR had a centralised system of administration as opposed to the former RAU's decentralised approach, which presented a challenge to the achievement of institutional unity. The Registrar was appointed on 1 July 2006, after which the process to create a unified structure was initiated. Of great assistance in this process was the post-merger process of Integration and Renewal that was initiated in July 2006 and finalised on 1 June 2007. This resulted in a unified system consisting of three subdivisions: Academic Administration (the management of the academic student life cycle), Central Administration (corporate governance; a language unit; committee administration; and, postal services), and General Administration which *inter alia* includes the computer laboratories, audio visual and creative services. Central

Administration and Academic Administration are directly supporting teaching and learning activities. Significant progress has thus been made in the unification of administrative service delivery.

## **2.5 DELEGATION OF AUTHORITY**

Delegation of authority is based on the principle of decentralised executive accountability and is found in various guises:

- Delegation relating to governance structures is addressed in the various committees' charters.
- Delegated powers for the signing of contracts/agreements are clearly described.<sup>10</sup>
- The Integration and Renewal Process included the development of job profiles that outlined the job outcomes, the job requirements and subsequent responsibilities. The Executive Deans, for example, are accountable for the performance of the faculties (including the quality of academic administration as reflected in internal/external audit reports and the mandatory submissions to the DoE).
- A UJ model has been developed to align reporting lines relating to academic administration, implying that the head of faculty administration reports to the Executive Dean, but is also accountable to the Director: Academic Administration.

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<sup>10</sup> Delegation of authority: Contract agreements.

- Campus Directors have certain delegated powers to facilitate the smooth functioning of the campuses.<sup>11</sup>

### 3. CAMPUSES

#### 3.1 FIVE CAMPUSES

The University is situated on five campuses: Auckland Park Kingsway Campus (APK), Auckland Park Bunting Road Campus (APB), Doornfontein Campus (DFC), Soweto Campus (SWC) and East Rand Campus (ERC). All campuses are situated in the Johannesburg Metropolitan Area, except the ERC, which is situated in Ekurhuleni (Figure 3).



**Figure 3: Location of the UJ campuses**

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<sup>11</sup> Job profile: Campus Director.

The APK (No. 1 on the map) and APB (No. 2) are in close proximity of each other. The DFC (No. 3) is seven kilometres away from the APK. The SWC (No. 4) is still within easy reach of the city (APK and APB) campuses, but inconvenient for regular commuting - even by staff. The ERC (No. 5) is approximately 50 km from the nearest other campus.

The University follows a policy of not requiring students to commute between campuses. This was not always possible, e.g. students in Optometry had to commute on their own between the DFC and APK up to the end of 2008. Since 2009, a regular transport service between the campuses, installed and maintained by the University, now facilitates this. It is also convenient to students and staff who wishes to visit other campuses for various reasons, notably to visit the campus libraries.

The campuses differ substantially in size and the number of students they serve:

**Table 8: Campus size and student occupation**

CAMPUS	SIZE: ASM*	STUDENTS (HEADCOUNT 2008)	ASM PER STUDENT
Bunting Road (APB)	74640	8083	9.2
Doomfontein (DFC)	71745	8416	8.5
East Rand (ERC)	6681	Temporarily closed	-

CAMPUS	SIZE: ASM*	STUDENTS (HEADCOUNT 2008)	ASM PER STUDENT
Kingsway (APK)	116938	25889	4.5
Soweto (SWC)	14963	1940	7.7
Soweto (Proposed)**	37312	5000	7.5

\* Assignable square metres as per SAPSE norms

\*\* A planning perspective included, to contextualise the envisaged SWC situation

The APK campus traditionally offered university programmes and harboured a strong research ethos. At the time of the merger, it already had superior facilities; accordingly, it is a preferred location for staff and students alike, particularly those who were originally located there. It is still reflected in the higher occupancy on the campus – crude as the measurement in Table 8 may be. The APB and DFC were traditionally technikon campuses and served a different purpose. The ERC and SWC are suburban campuses that also offered traditional university programmes.

In the following two sections, infrastructural and academic development will be discussed separately.

## 3.2 INFRASTRUCTURAL DEVELOPMENT

### 3.2.1 CAMPUS MASTER PLAN

In 2007, a task team, supported by the company *GAPP Architects and Urban Designers*, was appointed by the MEC<sup>12</sup> to develop a Campus Master Plan for the University. This plan was presented to MECA, MECO and the MEC by mid 2008.

The purpose of the plan is to provide guidance to the University with regard to the long-term utilisation of its campuses, with specific reference to the physical facilities on these campuses. A set of campus programme profiles was used as the basis for populating the various campuses by 2014, and the remaining development potential of each campus was assessed properly.

The Campus Master Plan provides for a single set of principles for the optimum development of the various campuses. These principles emanate from the strategic goals of the University. The plan provides for the various synergies that exist between each campus and its environment and proposes layouts for the various university activities, in accordance with international best practice in higher education.

The Council formally approved the Campus Master Plan on 21 November 2008,<sup>13</sup> but it can be assumed that it will be a living

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<sup>12</sup> MEC minutes

<sup>13</sup> Council Minutes 21 November 2008

document that will be adjusted from time to time to respond to changing circumstances and strategies. The first one of its kind to be completed, however, sets guidelines for the planning of university physical facilities for the years to come.

### **3.2.2 FUTURE OF EAST RAND AND SOWETO CAMPUSES**

The ERC and SWC experienced a decline in student numbers after the merger; a trend that was later (2007) reversed in the case of the SWC, but continued for the ERC (see Table 9 below).

**Table 9: Suburban campuses - Student numbers per campus**

CAMPUS	2004 <sup>14</sup>	2005	2006	2007	2008	2009
ERC	951	789	442	232	Closed	Closed
SWC	2 182	1 878	1 374	1 646	1 940	2 643

This was a matter of concern to the University, and four separate investigations into the best utilisation of the two suburban campuses (ERC and SWC) were undertaken.<sup>15</sup>

#### **3.2.2.1 Soweto Campus**

The two investigations into the future of the SWC strengthened the resolve of the University to develop this campus to its full

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<sup>14</sup> 2004 Numbers added as a pre-merger reference point.

<sup>15</sup> Crafting a new role for the East Rand Campus of the University of Johannesburg.

potential. In 2007, a series of discussions with the DoE took place regarding proposals for the improvement of this campus. Agreement was reached that initially, R300m from the State coffers, supplemented by another R150m from own resources, would be invested in the physical development of the campus over five years. This would include upgrading of the existing buildings, the addition of a new academic block, additional library facilities and computer laboratories, a student centre, and sports facilities. The building of student residences for about 1200 students is also on the drawing board. At present, efforts continue to acquire the buildings of the adjacent former College of Education from the GDE. The acquisition of the sports fields of the former College of Education presented a valuable boost in the upgrading of the SWC campus. On Youth day, 16 June 2008, a date of special significance for the whole country and great poignancy for Soweto, the first sod for the new development was turned.

A definitive document on the envisaged future development of the Soweto Campus is the proposal *Soweto Campus: Campus Programme Profile 2008 – 2012*.<sup>16</sup> This document was noted by Senate on 17 July 2008,<sup>17</sup> and subsequently accepted by Council. The proposal spells out the future role that the University envisages for the campus. It states that the

“Soweto Campus has been chosen as the focal point for establishing a Soweto Leadership Development in Africa Programme. It is against this background that the Soweto

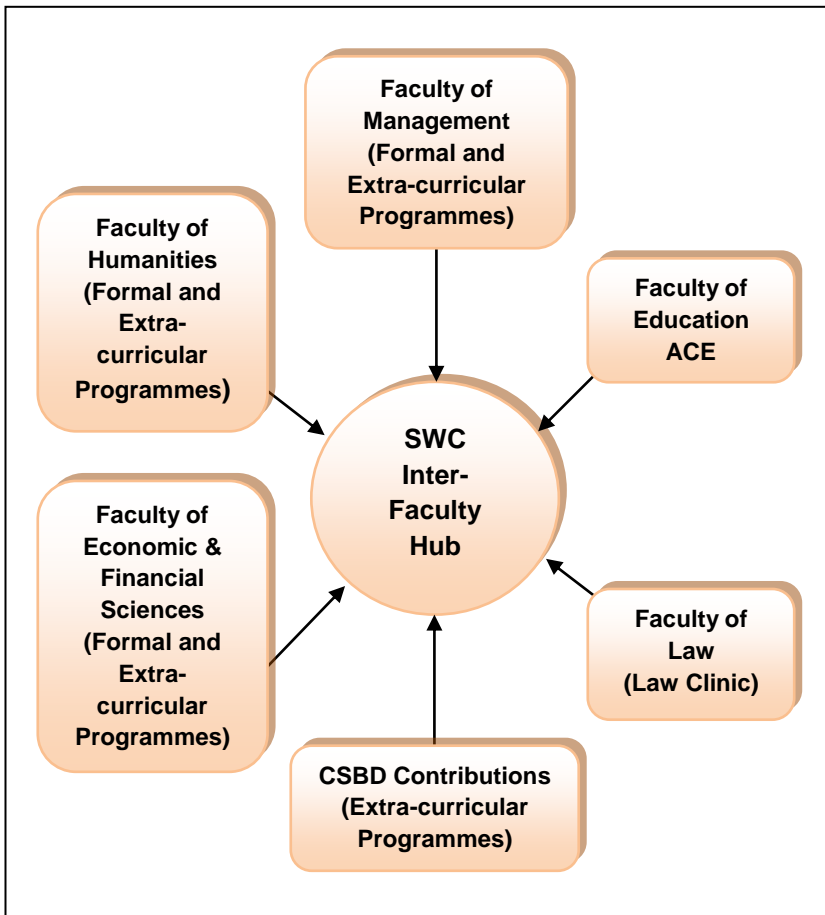
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<sup>16</sup> Soweto Campus: Campus Programme Profile 2008 – 2012.

<sup>17</sup> Senate minutes: 17 July 2008.

Campus development project should be considered... It encompasses a physical infrastructure development that will eventually cost in the region of some R750m. It also encompasses a new suite of academic programme offerings and projects to be introduced on the campus, some already present, others to be introduced in the next two to three years. Such academic programmes (at both undergraduate and postgraduate levels) will contribute, directly or indirectly, towards promoting or supporting the leadership development in Africa in different sectors and at different levels”.

Figure 4 illustrates the potential role of particular faculties, as well as the existing Centre for Small Business Development (CSBD), which is part of the Faculty of Management. Four faculties, with the Faculty of Management dominant, will offer a variety of National Diplomas and degrees (UG and PG), all related to the above central theme, whilst they will be joined by the CSBD and other faculties in exploring the offering of viable extra-curricular programmes. The Faculty of Education already offers its successful Advanced Certificate in Education (ACE) on the SWC, and in 2010 the Faculty will also establish an “institute for Childhood Education” which will include a Foundation Phase Teacher Education programme and an experimental/research school. The Faculty of Law will maintain its Law Clinic, where free legal advice is dispensed, on the campus.



**Figure 4: Various faculty programmes and CSBD programmes planned for the SWC**

Finally, it can be reiterated that, although the upgrading of the facilities is only scheduled to seriously commence only during the first half of 2009, the promotion of the campus and

establishment of new offerings have already resulted in a significant turnaround in the declining trend in student numbers in 2007, 2008 and 2009 (see Table 9).

### **3.2.2.2 East Rand Campus**

On the East Rand Campus (ERC), the continuous decline in student numbers took on alarming proportions. In 2007, only 232 students were served, giving a ratio of just over two students per member of staff, clearly an unsustainable situation. Hence, after much debate, at times acrimonious, agreement was reached with all relevant stakeholders to temporarily close the campus at the end of the first semester of 2007 and to transfer the staff and students to other campuses. In the same year, a proposal to the effect that the University enter into a partnership with an FET College to present programmes in manufacturing engineering<sup>18</sup> was submitted to the DoE. The University is still awaiting the Ministerial response to the proposal to introduce Higher Certificates in manufacturing engineering on the ERC. Until that happens, there will be no clarity on the way forward.

In the meantime, the University is also under pressure to entertain a similar development on this campus as in Soweto, but the circumstances are different, and both the state and University are sorely pressed to find the financial wherewithal for a second venture comparable to the SWC development.

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<sup>18</sup> Proposal to DoE regarding the future of the ERC.

### **3.2.3 CAPITAL DEVELOPMENTS ON THE CITY CAMPUSES**

Major capital development projects on the city campuses are aligned to the Campus Master Plan. These include the following:

#### **3.2.3.1 APB Campus**

- At the time of the merger, the new School for Tourism and Hospitality on the campus, partially funded through a generous contribution from Kerzner International, was already in an advanced state of completion and was opened in 2005.
- The new customised building for the Faculty of Art, Design and Architecture on the APB campus opened in the same year.
- A section of the roof of the Great Hall on the campus collapsed, rendering the building unusable. Repairs were effected in such a way that they addressed the pressing space needs of the campus.
- A new Student Centre (a long-awaited development) was erected on the campus.
- A new computer laboratory was developed in the existing Con Cowan Building to house an additional 350 workstations. It has been operational since August 2008.
- Bunting Road, which separates the residences from the rest of the campus, was a hazard to students. After extensive negotiations with local authorities and other affected parties, a suitable arrangement was made and the road was closed to through traffic.

### **3.2.3.2 APK Campus**

- Plans for the building of an Arts Centre were already in an advanced stage at the time of the merger. This complex, consisting of a theatre and art gallery, was completed in 2005. Performances and exhibitions are well frequented.
- Successful negotiations with the Johannesburg Metropolitan Council resulted in a pedestrian bridge across Kingsway, eliminating a potentially dangerous crossing of students from the parking lot across the street, where most students park, to the campus. The parking lot was also upgraded substantially.
- A new Executive Block was added. It made more sorely needed space available for academic purposes in the existing accommodation and consolidated the accommodation for the MEC. The MEC and immediate support staff moved in during the first semester of 2008.

### **3.2.3.3 DFC Campus**

- A new computer laboratory to house 120 workstations has been developed to help bring campus equality to the facilities on offer to students on all campuses.
- A Student Centre is under construction, and will be in use later in 2009.
- The campus is in the proximity of Coca Cola Park (formerly known as Ellis Park), a main venue for the 2010 Soccer World Cup. This implies that it will be affected by the development of infrastructure around the football stadium. Thus, the widening of the adjacent Saratoga Street resulted in the loss of three minor campus

buildings. It also gave scope for the closure of sections of two streets that bisected the campus, which will result in a consolidated campus and vastly improved vehicle and pedestrian movement.

### 3.3 CAMPUS PROGRAMME PROFILE

In par. 1.3 above, the final decision on academic programme deployment on the campuses was identified as one of the outstanding merger issues. Of course, no decision in this regard will ever be cast in stone, but the decision as to which faculties should be housed on which campus is fundamental, with potentially great financial and emotional costs that dare not be taken lightly.

A dedicated task team was appointed to investigate the issue and to present the decision-making bodies with a set of well-researched options from which a preferred option could be selected. The task team commenced its work in October 2006 and, after numerous workshops and meetings, presented its *Report on the development of future scenarios for the University of Johannesburg and resultant options for academic programme deployment*<sup>19</sup> to the MEC in June 2007, and subsequently to Council. Under the guidance of an experienced facilitator, four scenarios, using 2014 as the target date, were developed and a most likely scenario determined. Seven different deployment configurations on the

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<sup>19</sup> Report on the development of future scenarios for the University of Johannesburg and resultant options for academic programme deployment

four campuses (the ERC had already been identified to have a different future) were developed, matching space requirements to expected student numbers in each faculty. Subsequently, another two scenarios were added and a tenth possibility was investigated. After substantial consultation, a preferred option was selected as a basis for further consultation and decision-making. At the end of 2008, the matter was laid to rest with the decision to consolidate the Faculty of Health Sciences, and the Faculty of Engineering and the Built Environment, with their support courses, on the DFC Campus. This consolidation of the two faculties on the DFC will require preparation of laboratory space, additional lecturing and support facilities and the transfer of library material and sophisticated laboratory equipment from the APK to the DFC, and will be phased in. The “home” campuses of the faculties will then be as follows:

**Table 10: Location of faculties on campuses**

	ART, DES. & ARCH.	ECO & FIN SC	EDU	ENG	HS	HUM	LAW	MGMT	SCI.
APB	X							X	
APK		X	X			X	X		X
DFC				X	X				
SWC		A balanced package (See Figure 4 above)							

The ideal situation is that each faculty should house all its staff members and provide all its programmes, on the campus where it is located. However, this is not always possible, since support modules must be offered on the campus where the

parent programme is being offered, e.g. modules in Mathematics (being offered in the faculty of Science) that are prescribed for students in Engineering. In addition, while duplication of programmes should be minimised, it is occasionally deemed expedient to duplicate a programme on another campus. This is particularly true for the SWC, which must provide a balanced suite of programmes from multiple faculties that are housed on different campuses.

### **3.4 CAMPUS DEVELOPMENT: OUTSTANDING ISSUES**

In addition to the above developments, the UJ is also working on the following issues:

- There are still discrepancies in the facilities on the various campuses. This is receiving attention as a matter of urgency, as is reflected in the various capital projects on the campuses listed above, some of which have not yet been completed. In 2005, an audit of all the facilities of the UJ was done, identifying a maintenance backlog of R268m. The University did not have the funds to immediately address this backlog, but in 2007 R110m was set aside to systematically address the most urgent issues over a three-year period.
- There are inequalities in the utilisation of the campuses. This is being addressed as part of an extensive programme-relocation exercise. This exercise will also help alleviate the overcrowding of lecture halls, notably on

the APK and APB campuses, which remains a cause of concern for the MEC.<sup>20</sup>

- In March 2009, the DoE awarded an amount of R96m to UJ to assist with the funding of infrastructure required to effect the consolidation of the Faculty of Engineering and the Built Environment on DFC.<sup>21</sup>
- The University is working towards standardising the lecturing timetable on all campuses. This will eliminate discrepancies in contact time for the same course.
- A major issue that emerged in 2007 was the energy provision issue, underlined by the so-called “load shedding” schedule introduced by ESKOM at the time. A Utilities Committee was formed to address the issue.
- The dearth of suitably qualified and skilled technical staff continues to impact negatively on the academic enterprise. This sometimes leads to an undesirable outsourcing of projects.

However, the University is making steady progress and is confident that it is moving in the right direction towards a sustainable university that will rightfully continue to be recognised for its contribution to the welfare of the region and the national economy.

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<sup>20</sup> Timetable Committee Report.

<sup>21</sup> Letter (dated 12 March 2009) from the DoE to UJ.

## 4. STUDENTS

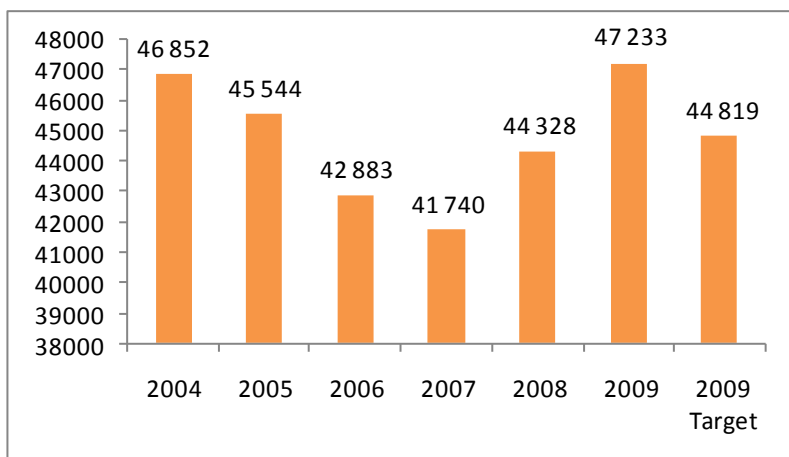
It should be borne in mind that, while trends in student numbers (and, in the next paragraph, also staff numbers) are discussed, these discussions can at best be tentative. The University of Johannesburg has been in existence only since 2005, and four data points hardly represent clear evidence of a trend, let alone indicate whether a reversal of an initial trend due to interventions is sustainable. The reader is reminded that the complete 2008 data have not yet been fully audited and are, by definition, still subject to corrections. Preliminary data for 2009 are used.

### 4.1 AGGREGATE NUMBERS

Figure 5 below shows the fluctuations in student numbers from 2004, the last year before the UJ came into being, until 2009.<sup>22</sup>

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<sup>22</sup> Data obtained on 20 March 2009 from the UJ HEMIS database



**Figure 5: Student numbers: 2004–2009 plus 2009 Enrolment Plan target**

Student numbers went into a steady decline after the merger (partially also due to the phasing out of distance education), a trend that was only arrested only in 2008. To a certain extent, the University was pre-occupied with the need to regroup after the merger and had to build a new identity. Focused recruitment bore fruit, and a gratifying increase in first-time entrants has manifested itself since 2007 (see Table 12). The target for 2009 in terms of total student numbers, as per the Enrolment Plan, has already been exceeded (Figure 4 above). The institutional planning for 2009 allows only a modest growth of 467 (1.1%) on the 2008 numbers – however, what happened in 2009 thus far is an increase of 6.6% on the 2008 numbers. (See Table 12 below.)

**Table 11: First-time entering undergraduate students**

QUALIFI- CATION TYPE	2005	2006	2007	2008	2009	% CHANGE '05 – '08'	% CHANGE '08 – '09'
General 1 <sup>st</sup> B-degree	3 315	3 367	3 923	4 574	5 815	38.0	27.1
National Diploma	3 603	3 185	3 253	4 157	5 912	15.4	42.2
National Higher Certificate	322	343	197	0	0	-100.0	0.0
Professional 1 <sup>st</sup> B-degree	661	658	804	937	1 358	41.8	44.9
<b>TOTAL</b>	<b>7 901</b>	<b>7 553</b>	<b>8 177</b>	<b>9 668</b>	<b>13 085</b>	<b>22.4</b>	<b>35.3</b>

Another dimension to be considered in student enrolment is the possible influence of the divergent nature of the various campuses. The decline on the suburban campuses contributed to the general decline in student numbers. This resulted in the demise of the ERC in its original form. With regard to the SWC, it should be noted that in terms of the Campus Development Plan for the SWC, as submitted to the Department of Education,<sup>23</sup> the 2008 figure of 1 940 (Table 9), while up from 1 646 in 2007, was still below the target of 2134 for 2008.<sup>24</sup> (The preliminary figure for 2009 is 2 643 students.) The University is so confident of the success of *inter alia* its plans for the SWC, that it has negotiated with the DoE for an increase in the University's initial enrolment target for 2010 to

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<sup>23</sup> Campus Development Plan.

<sup>24</sup> Enrolment Plan.

46 000.<sup>25</sup> This confidence is not misplaced if the number of first-time entrants for subsidised undergraduate studies (shown above in Table 11) is considered. The total increased by 22.4% in 2008 (compared to that for 2005) and a further 35.3% in 2009 (on the 2008 figure). The Department could only see its way open to approve a target of 44 300 for 2010.<sup>26</sup> (See Figure 5 to get an indication of how the figures are playing out at this stage.)

The University is also experiencing the complication of an overpopulated APK Campus, with space being available on the other campuses. Once the Campus Programme Profile has been completed, this problem should be alleviated. There are also high expectations that the upgrading of the SWC will further enhance its attractiveness for prospective students.

#### **4.1.1 BREAKDOWN OF HEADCOUNT**

The above seemingly downward trend, with a sharp upturn since 2008, can be unpacked along different dimensions.

##### **4.1.1.1 Faculties at the UJ**

The history of the faculties in the four short years after the merger can be captured succinctly, if not nuanced, by means of fluctuations in student numbers:

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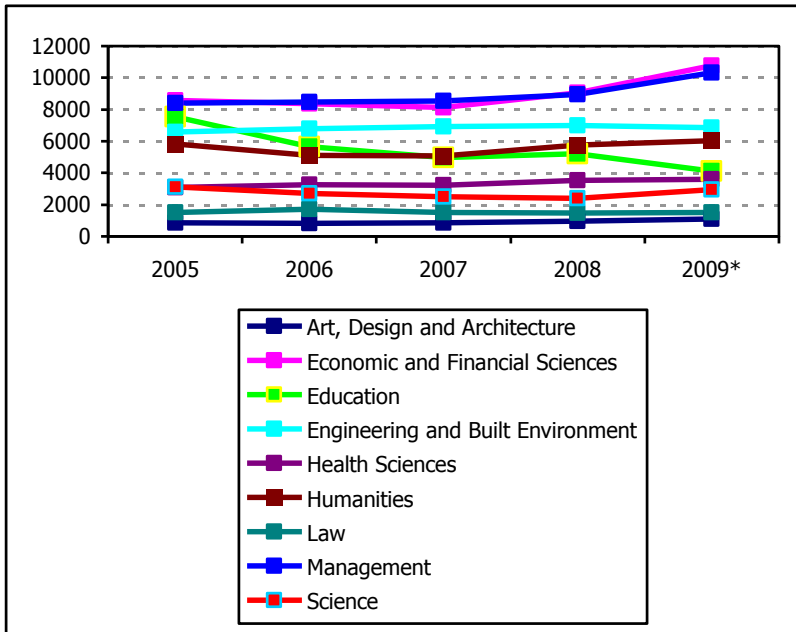
<sup>25</sup> DoE letter.

<sup>26</sup> Latest enrolment tables.

**Table 12: Student headcount by faculty**

FACUL- TY	2005	2006	2007	2008	2009	2009 Plan- ned	DIFFERENCE 08 - 09	
							N	%
FADA	867	832	849	954	1 100	1 069	146	15.3%
FEFS	8 574	8 357	8 130	9 056	10 749	9 151	1 693	18,7%
FE	7 535	5 660	4 955	5 196	4 109	5 645	-1 087	-20.9%
FEBE	6 579	6 786	6 936	7 003	6 850	6 744	-153	-2.2%
FHS	3 092	3 274	3 218	3 518	3 596	3 241	78	2.2%
FH	5 829	5 118	5 075	5 774	6 048	6 140	274	4.5%
FL	1 512	1 698	1 517	1 479	1 523	1 493	44	2.9%
FM	8 406	8 453	8 553	8 951	10 326	8 967	1 375	15.4%
FS	3 110	2 703	2 506	2 397	2 932	2 367	535	22.3%
Other	40	2	1	0	0	0	0	0
<b>TOTAL</b>	<b>45 544</b>	<b>42 883</b>	<b>41 740</b>	<b>44 328</b>	<b>47 233</b>	<b>44 819</b>	<b>2 905</b>	<b>6,6%</b>

The fluctuations become more visible when they are depicted graphically:



\* Preliminary numbers for 2009

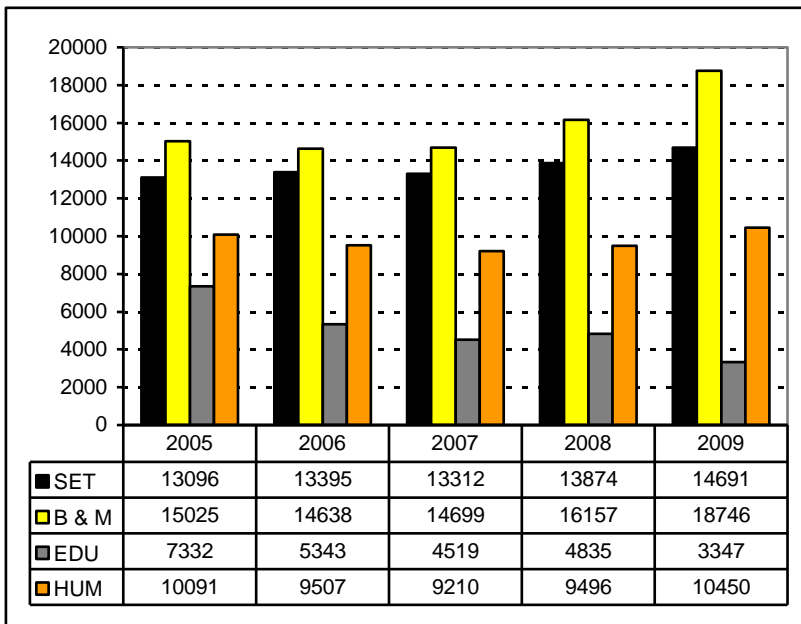
**Figure 6: Headcount per faculty**

It can be seen that the two faculties in the fields of Business and Management (Economic and Financial Sciences, and Management) dominate in size. The initial sharp drop in numbers of the Faculty of Education can be ascribed to the phasing out of distance education. In most of the faculties the year 2008 shows an increase in student numbers from the previous year, but there is a continuation of the steady decline in Law and Science, partly attributable to more strict admission requirements than in the other faculties, plus a capping of student admissions in accordance with the Enrolment Plan in

the case of the Faculty of Law. For 2009, an increase in numbers was experienced for most faculties, except for Education, and also Engineering and the Built Environment.

#### 4.1.1.2 Fields of study

A breakdown in terms of enrolments in the four fields of study, Business and Management (B & M), Education (EDU), Humanities (HUM) and Science, Engineering and Technology (SET) presents the following picture:



**Figure 7: Headcount per field of study**

#### **4.1.1.3 Comment**

- All fields of study shared in the upswing in headcount in 2008, relative to 2007, with B & M leading the way.
- Education (EDU) is the only field of study that does thus far not show an upswing in headcount numbers in 2009, relative to 2008.
- As was stated previously, the sharp decline in enrolments for Education, particularly from 2005 to 2007, was due to the phasing out of distance education, almost exclusively affecting the Faculty of Education. This decline was turned around in 2008, but at the time of writing (March 2009), a sharp decline in headcount numbers was once again experienced.
- Both Humanities and Education were lagging behind the 2005 intake in 2008.

If the percentage of student per field of study in 2008 is compared to targets set by the Department of Education, the following picture emerges:

**Table 13: Percentage enrolments per field of study**

<b>FIELD OF STUDY</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>DoE TARGET FOR 2010</b>
SET	28.8%	31.2%	31.9%	31.3%	31.1%	33%
Business and Management	33.0%	34.1%	35.2%	36.4%	39.7%	34%
Other Humanities & Education	38.1%	34.7%	32.9%	32.3%	29.2%	33%
Total	100%	100%	100%	100%	100%	100%

At this stage, there does not seem to be any reason for undue concern regarding the distribution of student numbers across SET, Humanities, and Education, but a decline in enrolments for Business and Management must be considered for 2010.

#### **4.1.1.4 Enrolments per campus, 2005 – 2008**

The headcount enrolments can also be unpacked in terms of enrolments per campus:

**Table 14: Student headcount per campus, 2005 – 2009**

CAMPUS	2005	2006	2007	2008	2009
APB	7 314	7 297	7 722	8 083	10 076
APK	26 726	24 975	23 884	25 889	26 837
DFC	8 837	8 795	8 252	8 416	7 677
SWC	1 878	1 374	1 646	1 940	2 643
ERC	789	442	232	0	-
<b>TOTAL</b>	<b>45 544</b>	<b>42 883</b>	<b>41 740</b>	<b>44 328</b>	<b>47 233</b>

At four campuses experienced a growth in student headcount numbers since 2008, except DFC in 2009 (based on preliminary data).

#### **4.1.1.5 Qualification types**

The headcount can also be unpacked in terms of qualification types:

**Table 15: Percentage breakdown in terms of qualifications**

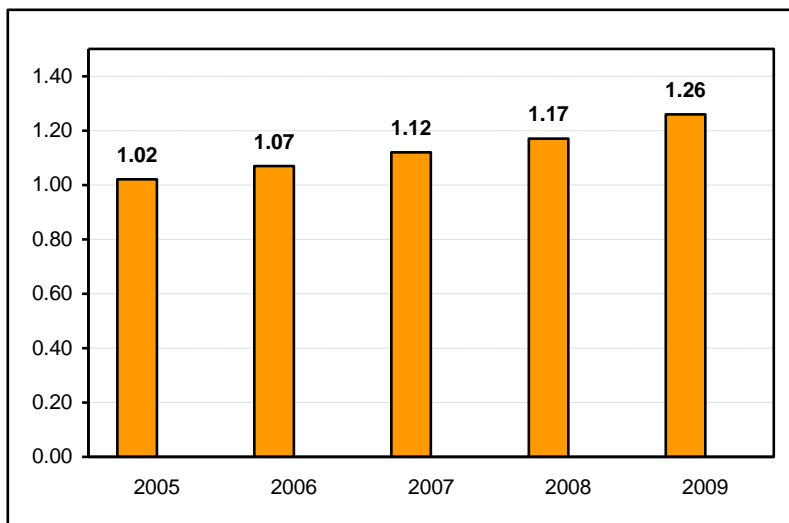
QUALIFICATION TYPE	2005	2006	2007	2008	2009	2009 PLANNED	2010 DOE
UG diploma	40.2%	40.3%	40.3%	39.3%	38.6%	41%	39%
UG degree	40.9%	43.2%	45.0%	46.0%	48.5%	46%	43%
PG below Master's	11.1%	9.8%	9.1%	9.6%	8.6%	9%	12%
Master's & Doctoral	5.4%	5.2%	5.2%	4.9%	4.0%	4%	6%
Total	45544	42883	41740	44328	47233	44819	45500

Two aspects that emerge from Table 15 seem to warrant a more detailed investigation, namely the ratio between undergraduate qualifications (par. 4.1.2) and the decline in postgraduate enrolments (par. 4.1.3). The Department of Education stipulates that enrolments for vocational programmes should not be fewer than 35% of the total enrolments for formal programmes offered by the University.

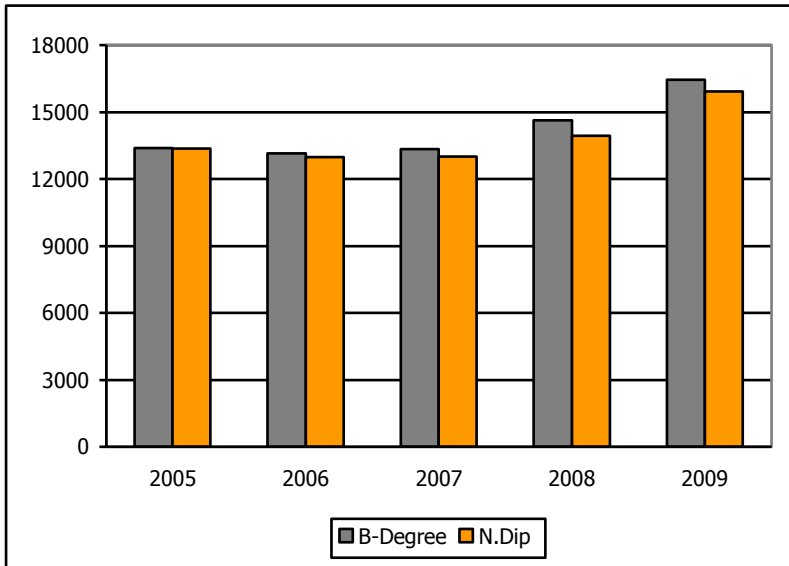
#### **4.1.2 ENROLMENT DRIFT**

Three or four points on a graph do not necessarily spell out a trend. However, Figure 8 below suggests a drift from vocational education to general formative education. The three-year National Diploma is the supposed flagship of vocational education; so is the three-year First B-Degree for general formative education. Comprehensive universities were

established to justify a healthy mix of both types of education. The graph shows the ratio of enrolments for first three-year B-Degrees to National Diplomas. In Figure 9 it can be seen that degree enrolments (red) outpaces diploma enrolments (green). Both types of enrolments have increased since 2008 and there is no reason for alarm, but the University will have to continue monitoring this trend. As the only institution in the economic heartland of the country to offer traditionally vocational education, it recognises its responsibility to maintain a service to the region in this regard.



**Figure 8: Ratio of three-year degrees to National Diplomas**



**Figure 9: Number of enrolments for three-year degrees and National Diplomas**

#### **4.1.3 POSTGRADUATE STUDENTS**

In view of the importance attached by the University to its contribution to research and the provision of graduates at postgraduate level, it is necessary to consider postgraduate students separately. The aggregate picture over the period of the new University's existence is as follows:

**Table 16: Postgraduate registrations per level of study**

QUALIFICATION TYPE	2005	2006	2007	2008	2009	CHANGE 07 - 08	CHANGE 08 – 09
Postgraduate Dipl/Cert	630	602	599	781	695	30.4%	-11.0%
Postgraduate B degree	306	402	460	527	577	14.6%	9.5%
Honours degree	4 123	3 207	2 756	2 970	2 798	7.8%	-5.8%
<b>Total (below M)</b>	<b>5 059</b>	<b>4 211</b>	<b>3 815</b>	<b>4 278</b>	<b>4 070</b>	<b>12.1%</b>	<b>-4.9%</b>
Master's degrees	1 891	1 683	1 638	1 653	1 492	0.9%	-9.7%
Doctoral degrees	563	535	538	500	385	-7.1%	-23.0%
<b>Total M &amp; D</b>	<b>2 452</b>	<b>2 218</b>	<b>2 176</b>	<b>2 153</b>	<b>1 877</b>	<b>-1.1%</b>	<b>-12.8%</b>
<b>Total</b>	<b>7 513</b>	<b>6 429</b>	<b>5 991</b>	<b>6 431</b>	<b>5 947</b>	<b>7.3%</b>	<b>-7.5%</b>

The pattern of decreasing total numbers from 2005 (7513) to 2007 (5991), with an upswing in 2008, does not repeat itself in the postgraduate numbers on M- and D-levels. Whilst there was somewhat of an upswing in the number of students on M-level in 2008, the decline in doctoral students continued.

The question arises as to whether the decline can be attributed to an unwillingness by students to continue their postgraduate studies at the UJ after obtaining their first qualifications.

**Table 17: "Class of 2007": Graduates/diplomates who proceeded in 2008 with the next higher qualification in 2008**

QUALIFICATION	GRADUATES/ DIPLOMATES	PERCENTAGE ENROLLED FOR NEXT QUALIFICATION IN 2008
N Dip to B Tech	2100	25.9%
B Tech to Master's	796	2.8%
Three-year B degree to Hons	2538	40.4%
Four-year B Degree to Hons/M	507	9.0%
Hons to Master's	1342	8.3%
Master's to Doctoral	286	5.6%

The numbers of the students who return after an interlude, which are based on those who completed their studies prior to 2007 and registered for an advanced degree in 2008, are not encouraging. It is only in the cases of the National Diploma or three-year B-Degree that students proceed directly to the next higher qualification in any significant numbers (the latter figure being boosted by significant numbers who register for B.Com (Hons) in Accounting with a view to becoming Chartered Accountants - because of the good reputation the UJ enjoys in this field). The above percentages deviated very little from year to year, and it is not unreasonable to deduce that less than 0.5% of students obtaining a National Diploma proceed without interruption through the B.Tech-degree to a Master's degree, while the percentage is less than 5% for those who

obtain a three-year B-degree and then proceed uninterrupted through the Honours to a Master's degree. Uncertainty about the future of the M.Tech and D.Tech is another contributing factor to the paucity of students proceeding with research degrees from the vocational qualification stream.

#### 4.1.4 EXTENDED CURRICULUM PROGRAMMES

Table 18 gives an indication of the headcount enrolment of students for Extended Curriculum Programmes per campus and per qualification type.

**Table 18: Headcount of Extended Curriculum Programmes per Campus and per Qualification Type**

CAMPUS	QUALIFI- CATION TYPE	HEADCOUNT			% change year on year		
		2007	2008	2009	2007	2008	2009
APB	National Diploma		51	115			125.5
APK	Gen 1 <sup>st</sup> B-degree	400	619	577		54.8	-6.8
	Prof. 1 <sup>st</sup> B-degree	141	201	317		42.6	57.7
DFC	National Diploma	439	865	899		97.0	3.9
SWC	Gen. 1 <sup>st</sup> B-degree	124	236	357		90.3	51.3
<b>TOTAL</b>		<b>1 104</b>	<b>1 972</b>	<b>2 265</b>		<b>78.6</b>	<b>14.9</b>
% Deviation from approved DoE funded intake (N = 1695) (Dec 2006)		-34.9	16.3	33.6			

It is clear that the UJ experienced quite an increase in headcount enrolments in extended curriculum programmes during 2008, but not to the same extent in 2009 (based on preliminary data).

The demographic profile of the students enrolled in Extended Curriculum Programmes is shown in Table 19.

**Table 19: Headcount enrolment of students in Extended Curriculum Programmes – Demographic profile**

QUALIFICATION TYPE	ETHNIC GROUP	2007			2008			2009		
		F	M	T	F	M	T	F	M	T
Gen. 1 <sup>st</sup> B-degree	African	246	176	422	409	251	660	507	311	818
	Coloured	6	8	14	13	26	39	16	13	29
	Indian	10	19	29	18	36	54	15	18	33
	White	13	46	59	37	65	102	25	29	54
	Total	275	249	524	477	378	855	563	371	934
National Diploma	African	202	204	406	477	383	860	523	444	967
	Coloured	9	4	13	11	8	19	5	7	12
	Indian	3	8	11	2	18	20	8	11	19
	White	0	9	9	1	16	17	0	16	16
	Total	214	225	439	491	425	916	536	478	1014
Prof. 1 <sup>st</sup> B-degree	African	24	59	83	33	93	126	71	153	224
	Coloured	1	3	4	3	5	8	3	7	10
	Indian	0	10	10	3	13	16	4	22	26
	White	2	42	44	3	48	51	2	55	57
	Total	27	114	141	42	159	201	80	237	317
Total		516	588	1104	1010	962	1972	1179	1086	2265

Key: F: Female M: Male T: Total

It is clear from Table 19 that African students and also female students constitute the largest enrolments in the Extended Curriculum Programmes each year.

#### 4.1.4 INTERNATIONAL STUDENTS

Table 20 gives the numbers of international students who have studied at the UJ since its establishment.

**Table 20: International students**

GROUPING	2005	2006	2007	2008	2009
Undergraduate	1 177	1 277	1 310	1 494	1 534
Post graduate	249	289	295	367	300
Total	1 426	1 566	1 605	1 861	1 834
% of total student headcount	3.1%	3.6%	3.8%	4.2%	3.9%

The numbers of international students are still modest, and there is no discernable trend, although the increase in 2008 was encouraging (no final numbers for 2009 were available by time of writing). This is a matter of concern for any university that projects itself, through its Vision, as an African university. The University has therefore, accordingly targeted Africa (beyond South Africa) as part of its marketing drive since 2008. This was done by utilising printed media, DSTV Africa and billboards to create an awareness of the University.<sup>27</sup> It was therefore encouraging to see that, in 2008, 47.9% of all

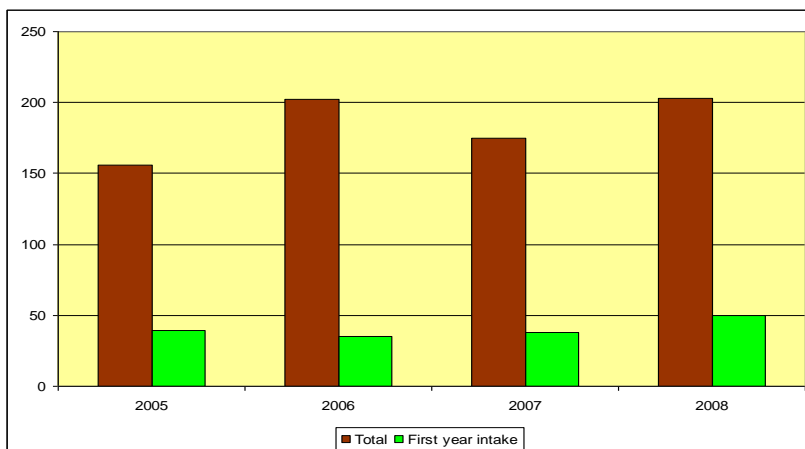
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<sup>27</sup> The Brand Marketing objectives for 2008

international students came from the SADC countries, with 43.4% coming from further north in Africa and 8.1% coming from other countries.

#### **4.1.5 STUDENTS WITH DISABILITIES**

The University has a limited number of students with disabilities, as is shown in the Figure 10 below. The numbers are still relatively small, but are nudging upwards. The UJ takes its responsibilities in this regard seriously and has established an Office for People with Disabilities (OPD) in 2005 with a small, but dedicated full-time staff. The University endeavours to make the campuses friendly for persons with disabilities. Support includes the arrangement of various concessions, test and examination writing, liaison with lecturing staff, the provision of ramps and special lifts, parking arrangements on the campuses, and making study material user friendly.



**Figure 10: Students with disabilities**

Student performance is good, as is indicated by the results for 2008:<sup>28</sup>

**Table 21: Academic performance of students with disabilities, 2008**

Performance	N	%
Modules passed	281	77.0
Modules failed	64	17.5
Modules cancelled	20	5.5
Distinctions	62	17.0
Modules enrolled	365	100.0

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<sup>28</sup> Office: People with disabilities: *Year Overview 2008*.

In 2008, the Office for People with Disabilities delivered specific services to people with disabilities on the four UJ campuses, namely:

- Services were rendered to a total of 203 students
- Use of the laboratory with assistive technology, and the examination venue of the Office, continued to be high, and the facilities were further expanded in terms of urgent needs
- Awareness was promoted by means of the WOW Race, Casual Day and Skills Training
- In the residences, some easily accessible rooms were made available for wheelchair users
- An audit was undertaken of accessibility on all four campuses

Whilst efforts are being made to upgrade facilities for students with disabilities on all campuses, it is acknowledged that parity has not yet been reached.

## **4.2 WAY FORWARD: THE ENROLMENT PLAN**

Under the guidance of the DVC: Academic, the UJ has gone through a process of enrolment planning to develop faculty projections for 2009 and 2010. With due consideration of the DoE targets and actual 2005-2008 enrolments, these projections made provision for headcount enrolments, FTE enrolments and teaching input units. Each faculty provided projections per qualification type and these projections were consolidated at institutional level. Headcount projections per

campus were also compiled, assuming that faculty distribution per campus stays stable.

### **4.3 STUDENTS: SUCCESS RATES**

Learning success rates can be measured in several recognised ways. Two familiar ones are considered in this publication:

- Degree credit success rate: This criterion measures the ratio between student modules passed and student modules enrolled for in any particular year. It looks at module pass rates, using HEMIS data, which implies that it can be compared between institutions.
- Graduates/diplomates delivered: The ultimate deliverables are the graduates/ diplomates delivered to the economy. This needs to be evaluated in terms of quantity and quality.

#### **4.3.1 DEGREE CREDIT SUCCESS RATES**

The degree credit success rates over the past four years are shown in Table 22 below. There has been an encouraging rate of improvement at undergraduate level since 2005. The DoE recognises this measure and expects the UJ to reach a degree credit success rate of 78% by 2010. If the present rate of improvement can be maintained, this target should be reached readily.

**Table 22: Degree credit success rates per level**

LEVEL	QUALIFICATION TYPES	2005	2006	2007	2008
Under-graduate	Technikon-type UG	74.6%	74.2%	75.9%	75.6%
	University-type UG	75.5%	76.5%	78.4%	76.7%
	Total	75.5%	75.4%	77.1%	76.1%
Post-graduate	PG below Masters	78.4%	78.6%	63.6%	68.0%
	Masters	69.3%	74.9%	63.6%	59.5%
	Doctoral	58.1%	54.0%	41.3%	24.2%
	Total	75.1%	75.5%	69.9%	64.5%
Grand Total		75.0%	75.4%	76.6%	75.7%

This improvement is in general also visible in all population groups. The gap between the success rates of African and White students has narrowed somewhat since 2007 (Table 23).

**Table 23: Undergraduate degree credit success rate per population group**

Population group	2005	2006	2007	2008
African	71.1%	71.8%	74.2%	73.6%
Coloured	73.8%	72.7%	74.5%	71.9%
Indian	76.9%	76.8%	77.6%	75.2%
White	82.2%	83.1%	82.2%	81.8%

A matter of concern and focus is that the apparent success pattern at undergraduate level is not repeated at postgraduate level. The declining student enrolments over the period (see Table 16) should support the opposite trend. The degree credit

success rates per faculty for the period 2005 – 2008 are as follows:

**Table 24: Undergraduate degree credit success rates per faculty**

FACULTY	2005	2006	2007	2008
Art, Design & Architecture	81.5%	81.5%	85.7%	85.3%
Economic & Financial Sciences	73.5%	73.9%	73.8%	74.1%
Education	76.3%	78.7%	77.1%	72.9%
Eng & the Built Environment	70.6%	70.8%	73.1%	75.2%
Health Sciences	80.0%	81.5%	81.4%	77.6%
Humanities	78.7%	78.9%	79.5%	75.9%
Law	73.9%	75.9%	82.0%	76.6%
Management	75.0%	75.8%	76.2%	76.4%
Science	71.0%	68.2%	72.9%	75.3%
Total	75.0%	75.4%	76.6%	75.7%

There was a gratifying general improvement, and some faculties had already reached the target of 78% set by the DoE, by 2007. There is, however, no room for complacency and particularly in the fields of SET, Education, and Business and Management, the University needs to improve. The University's overall commitment to excellence in teaching and learning is demonstrated by its continual improving degree credit success rate of students, as is shown in Table 22.

The degree credit success rates of students enrolled in Extended Curriculum Programmes for 2007 and 2008 are as follows:

**Table 25: Degree credit success rates of Extended Curriculum Programmes per faculty**

FACULTY	2007	2008
Economic & Financial Sciences	91%	87%
Engineering & the Built Environment	77%	90%
Humanities	73%	77%
Management	82%	79%
Science	72%	71%
Total	79%	79%

The degree credit success rates per campus for the period 2005 – 2008 are as follows:

**Table 26: Undergraduate degree credit success rates per campus**

CAMPUS	2005	2006	2007	2008
APB Auckland Park Bunting	74.4%	73.7%	75.2%	77.6%
APK Auckland Park Kingsway	77.0%	77.0%	77.5%	74.9%
DFC Doornfontein Campus	74.3%	75.2%	77.0%	77.6%
ERC East Rand Campus	59.9%	66.1%	51.2%	Closed
SWC Soweto Campus	62.0%	64.2%	71.7%	72.8%

It is difficult, and in a certain sense worthless, to compare degree credit success rates between campuses, because different academic programmes are offered on the different

campuses. However, what is clear is that a general improvement in degree credit success rates is noticeable on most campuses since 2005 – the only exception is the APK campus with a drop in degree credit success rate in 2008.

It should be borne in mind that UJ-students cover a wide range of school-leaving performance, from the under-average performers to the truly excellent ones that has to be discounted in working towards the improvement of throughput rates. Table 27 illustrates the point by showing the diversity in M-scores between faculties, as well as for the University.

**Table 27: M-Scores for first-time applications for general first B-degree, National Higher Certificate, National Diploma and professional first B-degree**

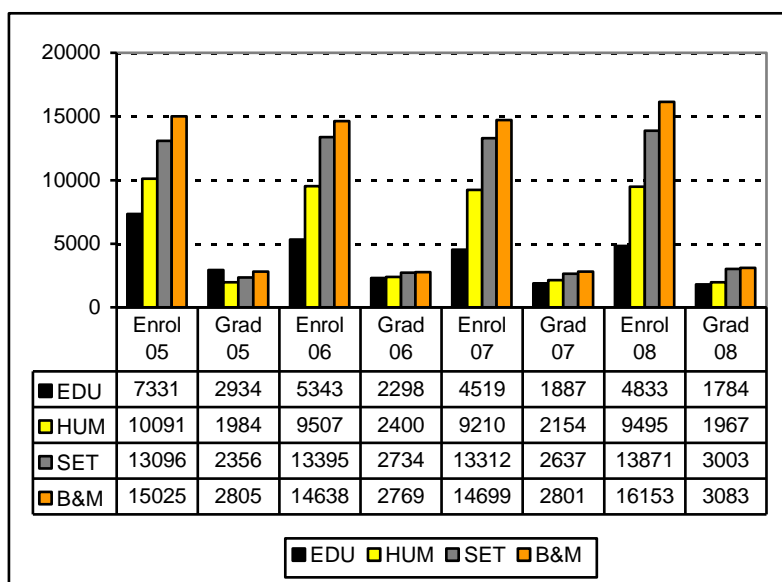
FACULTY	M score <20			M score ≥ 20		
	2006	2007	2008	2006	2007	2008
Art, Design and Architecture	707	715	814	67	101	137
Economic & Financial Sciences	6 180	6 343	7 740	2 047	1 951	2 013
Education	552	608	754	85	82	86
Eng & Built Environment	5 556	5 941	6 234	821	891	1 004
Health Sciences	1 417	1 367	1 407	335	397	394
Humanities	5 445	5 419	6 833	636	660	644
Law	1 578	1 420	1 261	515	536	509
Management	7 845	8 431	8 558	625	633	584
Science	1 804	1 636	1 751	580	492	494
Institutional Total Enrolled	5 024	6 001	7 800	1 036	1 222	1 249

The University has introduced several measures to assist students with low M-scores to make progress with their studies.

#### **4.3.2 GRADUATES/DIPLOMATES**

Enrolments and graduations per field of study are listed in Figure 11 below. They are initially provided separately, as the

graduation rate (ratio of graduates to enrolments) can yield an unreliable measure of trends because of its composite nature. If enrolments are increasing over time the ratio is, *ceteris paribus*, lower, since there is a lag of several years before the increased enrolments are reflected in higher graduations, and vice versa.



**Figure 11: Enrolments and graduates/diplomates per field of study**

It must be kept in mind that the ratio of graduates/diplomates to enrolments is a recognised measure of success of a university; hence, it is also presented here:

**Table 28: Ratio of graduates/diplomates to enrolments**

FIELD OF STUDY	2005	2006	2007	2008
Education	0.40	0.43	0.42	0.37
Humanities	0.20	0.25	0.23	0.21
SET	0.18	0.20	0.20	0.22
Bus & Management	0.19	0.19	0.19	0.19
Total	0.22	0.24	0.23	0.22

It can be seen that the graduation rate in Education is higher than in the other fields of study. This is probably due to more certification courses of limited duration. The graduation rates in Business and Management, and in Science, Engineering and Technology (SET) are lower than in the other two fields of study. To an extent, this can be attributed to differences in the duration of studies with a preponderance of qualifications of longer duration (e.g. B.Eng; four-year degrees) in the former fields and more short-duration qualifications in Humanities (Certificates and three-year degrees/diplomas). It is also surmised, although it has not been researched yet, that the requirement of work-integrated learning plays a role in these discrepancies.

The Department of Education's target for 2010 is 23%, which is to all intents and purposes has already been attained, given the sensitivity of the indicator for fluctuations in student enrolments.

Table 29 shows the graduation rates for the qualifications for which the most students have been enrolled since 2005 –

keep in mind that the National Diploma is the flagship of the former technikon, and the three-year B-Degree that of the university. The B.Tech follows on the three-year National Diploma and the Honours on the three-year B-Degree.

**Table 29: Graduation rates: 2005 - 2008**

QUALIFI- CATION TYPE	YEAR	AFRICAN	COLOURED	INDIAN	WHITE	TOTAL
National Diploma	2005	13.7%	12.3%	15.5%	19.1%	14.1%
	2006	15.3%	18.6%	16.6%	21.0%	15.8%
	2007	16.4%	10.7%	18.6%	14.8%	16.2%
	2008	16.3%	12.0%	18.6%	16.7%	16.3%
General three-year B-Degree	2005	10.5%	13.5%	17.1%	24.2%	17.7%
	2006	16.4%	18.5%	20.9%	26.3%	21.3%
	2007	13.4%	16.2%	19.8%	26.8%	19.3%
	2008	12.6%	16.3%	18.2%	27.3%	17.9%
B.Tech	2005	30.6%	50.0%	45.8%	46.8%	34.7%
	2006	31.7%	28.6%	35.0%	48.4%	34.3%
	2007	34.5%	48.0%	40.0%	48.9%	37.0%
	2008	38.0%	33.3%	35.6%	53.5%	39.8%
Prof. First B-Degree (4 years, or more)	2005	9.7%	14.2%	13.5%	16.4%	14.0%
	2006	10.6%	14.8%	15.3%	21.1%	16.9%
	2007	10.8%	13.2%	13.0%	19.4%	15.4%
	2008	6.3%	15.4%	15.4%	23.5%	14.8%
Honours	2005	39.3%	51.0%	46.3%	65.8%	48.4%
	2006	40.7%	45.4%	47.6%	65.8%	50.5%

	2007	39.8%	56.0%	53.9%	62.9%	50.4%
	2008	36.2%	48.7%	47.7%	64.1%	47.6%
Master's	2005	18.0%	24.1%	25.0%	26.2%	23.0%
	2006	16.6%	26.5%	29.5%	25.0%	22.1%
	2007	14.4%	11.4%	24.2%	18.2%	16.8%
	2008	14.0%	14.5%	16.7%	23.2%	18.8%
Doctoral	2005	12.7%	10.5%	17.6%	17.2%	15.9%
	2006	7.5%	18.8%	10.0%	15.3%	13.4%
	2007	12.8%	15.0%	5.9%	15.0%	14.1%
	2008	6.2%	0.0%	8.3%	9.3%	8.1%

For 2005 the following picture emerges: The graduation rates for university-type qualifications are relatively better than for the technikon-type qualifications (first three-year B-Degree vs. National Diploma; Honours vs. B.Tech), except in the case of African students where they did better in the National Diploma than in the general formative three-year degree. White students consistently outperform those groups who come predominantly from previously educationally disadvantaged schools.

By 2008 the picture has changed: If the above comparison is repeated in 2008 (keep in mind that the data have not yet been fully audited), with the purpose being *not* to see whether the graduation rates have improved or deteriorated from 2005 to 2008 (as was warned before, an increase in graduation “rate” may be due to a drop in student enrolments), but to see to what extent the patterns observed for 2005 have been

sustained, the pronounced difference between university and technikon graduation rates is still present. The differences between the African and White population groups also remain intact.

Table 30 shows the number of UJ-graduates since 2005:

**Table 30: Graduation figures, 2005 – 2008**

QUALIFICATION TYPE	2005	2006	2007	2008	% CHANGE 2005 - 2008
UG: three years	6801	7166	6858	7442	9.4
UG: four years or more	459	553	507	526	14.6
PG (pre-masters)	2296	2024	1736	1798	-21.7
Master's	435	384	303	394	-9.4
Doctorates	88	73	75	61	-30.7
Total	10079	10200	9479	10221	1.4

It is clear the UJ has showed an increase in the number of undergraduate graduates since 2005, but a decrease in the number of Master's and Doctorate graduates for the same period. On overall, an increase in the number of graduates is experienced.

Table 31 shows the number of graduates per faculty since 2005:

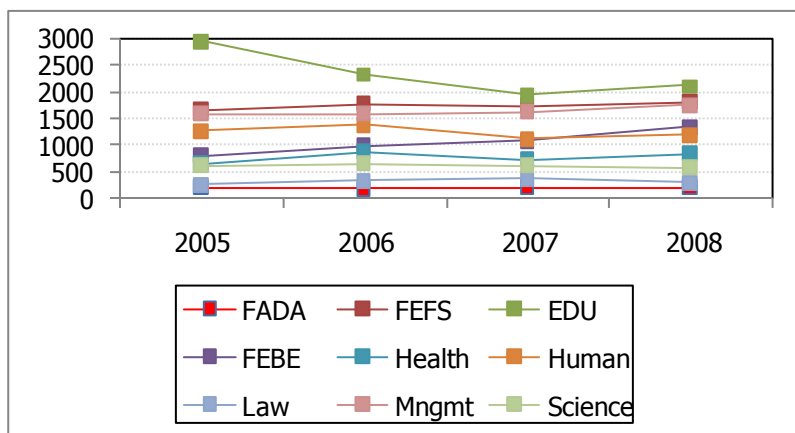
**Table 31: Number of graduates per faculty, 2005 - 2008**

<b>FACULTY</b>	<b>QUALIFICATION</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Art, Design and Architecture	B.Tech	63	58	64	78
	M.Tech	6	3	3	4
	National Diploma	146	129	149	129
<b>Total for Art, Design and Architecture</b>		<b>215</b>	<b>190</b>	<b>216</b>	<b>211</b>
Economic & Financial Sciences	National Higher Certificate	78	59	15	22
	National Diploma	373	388	407	332
	First B-degree	775	828	844	883
	B.Tech	35	29	49	22
	Prof. First B-degree	4	9	10	2
	Honours	374	400	362	506
	Masters	21	60	39	50
	Doctoral	0	1	5	3
<b>Total for Economic &amp; Financial Sciences</b>		<b>1660</b>	<b>1774</b>	<b>1731</b>	<b>1820</b>
Education	Undergrad Dip/Cert (1 or 2 yrs)	1771	1537	1356	1498
	Undergrad Dip/Cert (3 yrs)	4	0	-	-
	National Certificate	-	5	1	-
	Post-Grad Dip/Cert	88	112	86	101
	B.Tech	8	-	-	-
	Prof. first B-degree	65	84	73	105
	Honours	921	535	391	376
	M.Tech	1	8	3	0
	Masters	102	54	31	35
	D.Tech	0	0	0	1
	Doctoral	14	15	13	12
<b>Total for Education</b>		<b>2974</b>	<b>2350</b>	<b>1954</b>	<b>2128</b>
Engineering & Built Environment	National Certificate	1	0	0	0
	National Diploma	451	558	626	802
	National Higher Diploma	6	9	6	0
	B.Tech	220	286	309	396
	Prof. first B-degree	83	121	115	123
	M.Tech	3	5	0	6

FACULTY	QUALIFICATION	2005	2006	2007	2008
	Masters	29	14	18	19
	Doctoral	6	7	3	4
<b>Total for Engineering &amp; Built Environment</b>		<b>799</b>	<b>1000</b>	<b>1077</b>	<b>1350</b>
Health Sciences	National Diploma	189	226	185	210
	Post-grad Dipl/Cert	128	154	152	155
	B.Tech	106	141	122	125
	General first B-degree	32	78	61	76
	Prof. first B-degree	84	109	65	90
	Post-grad B-degree	61	116	95	100
	Honours	13	22	11	18
	M.Tech	41	32	26	54
	Masters	7	7	9	14
	D.Tech	0	3	1	0
	Doctoral	6	2	3	3
<b>Total for Health Sciences</b>		<b>667</b>	<b>890</b>	<b>730</b>	<b>845</b>
Humanities	Occasional student	0	1	0	1
	Undergrad Dipl/Cert (1 or 2 yrs)	0	1	0	-
	National Diploma	37	17	32	39
	B.Tech	9	5	7	1
	General first B-degree	810	965	764	844
	Prof. first B-degree	2	8	0	3
	Honours	311	310	278	249
	Masters	69	60	28	42
	Doctoral	23	22	13	11
<b>Total for Humanities</b>		<b>1261</b>	<b>1389</b>	<b>1122</b>	<b>1190</b>
Law	Gen first B-degree	0	80	110	87
	Prof. first B-degree	221	222	241	203
	Masters	41	31	24	16
	Doctoral	1	2	1	0
<b>Total for Law</b>		<b>263</b>	<b>335</b>	<b>376</b>	<b>306</b>
Management	National Certificate	1	1	-	-
	National Higher Certificate	6	-	-	-
	National Diploma	596	670	643	761

FACULTY	QUALIFICATION	2005	2006	2007	2008
	Post-grad Dipl/Cert	18	12	8	16
	B.Tech	224	187	234	285
	General first B-degree	434	482	456	456
	Honours	234	196	209	156
	M.Tech	1	2	31	8
	Masters	66	49	42	67
	Doctoral	25	14	21	19
<b>Total for Management</b>		<b>1605</b>	<b>1613</b>	<b>1644</b>	<b>1768</b>
Science	National Certificate	3	-	5	-
	National Higher Certificate	0	3	2	1
	National Diploma	90	59	71	83
	B.Tech	17	13	13	10
	General first B-degree	322	361	333	302
	Prof. first B-degree	0	0	3	0
	Honours	142	158	138	121
	M.Tech	2	11	10	1
	Masters	46	48	39	69
	Doctoral	13	7	15	6
<b>Total for Science</b>		<b>635</b>	<b>660</b>	<b>629</b>	<b>593</b>

The fluctuations in the number of graduates per faculty become more visible when they are depicted graphically:



**Figure 12: Number of graduates per faculty, 2005 – 2008**

The trends observed in Figure 12 can to a high degree be explained by the fluctuations in headcount enrolments that the UJ has experienced since 2005. However, the UJ should experience an increase in the number of graduates as from 2011 when the increase in headcount enrolments since 2008 will graduate.

## 5. HUMAN RESOURCES

### 5.1 HR PROFILE

As was mentioned before (par. 1.3.1) the HR data “cleansing” process proceeded very slowly and was not completed during 2008. The provision of accurate and comprehensive HR data therefore remains a significant problem at this stage. This is, however, “work in progress” and the situation is being addressed at present. HEMIS data is used predominantly,

unless otherwise indicated. Table 32 shows the fluctuations in staff numbers (permanent and temporary) in various categories during the years of the University's existence:

**Table 32: Staff totals, 2005–2008**

NO	HEMIS CATEGORY OF STAFF	2005	2006	2007	2008	2009
1	Instruction/Research Prof.	3497	3614	3416	3280	3274
2	Exec/Admin/Man Prof.	30	42	45	73	71
3	Specialised/Support Prof.	265	221	247	272	267
4	Technical Staff	96	360	128	98	97
5	Non-Prof. Admin Staff	5166	4834	5064	5079	5062
6	Crafts/Trades Staff	30	31	32	71	68
7	Service Staff	655	640	569	554	552
<b>Total</b>		<b>9739</b>	<b>9742</b>	<b>9501</b>	<b>9464</b>	<b>9415</b>

A few substantial fluctuations need some explanation:

- Professional Instruction/Research Staff (1) seemingly spiked in 2006. This trend is reflected in permanent staff numbers in 2007 (Table 33).
- Executive/Management Staff numbers (2) show a relatively large quantum leap in 2006, and again in 2008. In 2006, this could be attributed to the finalisation of positions in the UJ in contrast to a carry-over from the pre-merger days.
- There was a distinctive spike in technical staff in 2006 (4), followed by a sharp decline (the 2006 and 2007 numbers

can be attributed to once-off increases in the number of temporary staff members for specific work-related purposes).

- Crafts/Trade Staff (6) more than doubled in 2008 after having been steady for three years.
- A steady decline is noticeable in Service Staff numbers (7).

The University of Johannesburg has always had a large contingent of temporary staff members under contract, relative to its permanent staff. In this way, the University could tap into the wealth of experience and knowledge that resides in the professional population of Johannesburg to the benefit of its students, while assisting permanent staff to engage in research and community engagement. In Table 33 use is made of HR data to give an indication of the number of temporary academic staff being employed by the UJ since 2005. (The appointment of temporary academic staff is not an unique UJ activity. In a very recent publication (March, 2009), Philip Altbach<sup>29</sup> describes the full-time professoriate as “... a dying breed.” He mentions that except for Brazil, in almost all Latin American countries up to 80 percent of the professoriate is employed part-time – in the USA this figure is about 50 percent!).

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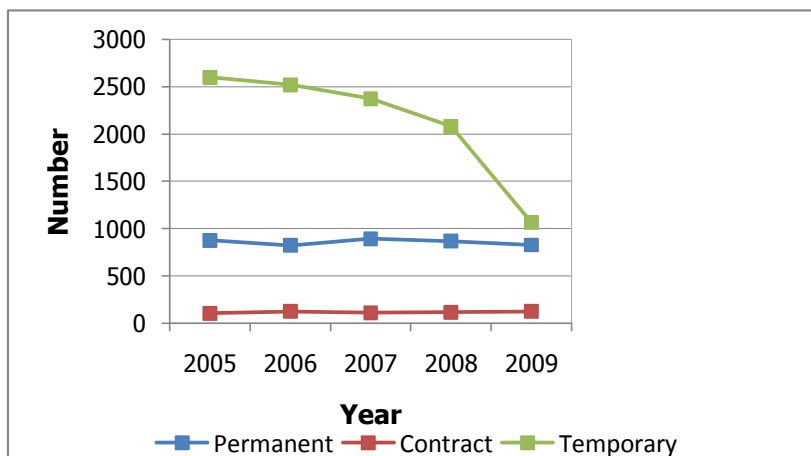
<sup>29</sup> Altbach, Philip G 2009: The Centrality of the Academic Profession. In: *International Higher Education, Number 55, Spring 2009*. The Boston College Center for International Higher Education

**Table 33: Permanent, contract and temporary academic staff**

ACADEMIC STAFF	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
<b>Permanent</b>	877	24.5	825	23.4	895	26.4	870	28.3	829	40.9
<b>Contract</b>	106	3.0	127	3.6	112	3.3	119	3.9	128	6.3
<b>Temporary*</b>	2602	72.6	2522	71.6	2378	70.3	2084	67.8	1068	52.7
<b>Total</b>	3585	100.0	3524	100.0	3385	100.0	3073	100.0	2025	100.0

\* Totals include Tutors, Student Assistants and Invigilators who are employed for short periods

If the above information is depicted graphically, the following picture emerges:

**Figure 13: Composition of academic staff, 2005 - 2009**

From Figure 13 it is clear that the real number of permanent and contract academic staff remain relative constant over the last five years, but the number of temporary academic staff has decreased since 2005 – if one compares this trend with the increase in student numbers (Figure 5 and Table 12) it implies an increase in the workload of academic staff.

Temporary staff often have a limited teaching load, hence the ratio of FTE students to FTE staff shows a more reliable picture of staff workload than using headcounts. This is presented in Table 34:

**Table 34: Workload in terms of FTE numbers**

	2005	2006	2007	2008
FTE Students	34302.17	32434.95	31055.79	33117.54
FTE Academic Staff	2014.69	2204.99	2173.12	2422.51
Students: Staff	17.03:1	14.71:1	14.29:1	13.67:1

The ratios do not present cause for serious alarm yet.

The following permanent and contract academic appointments per faculty were made in 2008 (data obtained from HR):

**Table 35: Academic: Permanent and Contract Appointments, Resignations, Retirements, and Contract End in 2008**

<b>FACULTY</b>	<b>Appointment</b>	<b>Resignation</b>	<b>Retirement*</b>	<b>Contract</b>
Art, Design & Architecture	6	6	2	1
Economic & Financial Sciences	23	12	0	3
Education	4	0	6	0
Engineering & Built Environment	23	16	3	5
Health Sciences	12	14	0	1
Humanities	30	13	3	10
Law	7	6	3	1
Management	32	13	3	2
Science	27	17	2	1
<b>TOTAL</b>	<b>164</b>	<b>97</b>	<b>22</b>	<b>24</b>

\* Includes normal retirements, staff retirements due to ill health, and staff deceased

It is clear that the turnover rate in certain faculties (Art, Design and Architecture; Education; Engineering and the Built Environment; Health Sciences; Law) is relatively high, and that these faculties show a negative growth in their permanent and contract academic appointments (the decline in the number of temporary staff must also be considered in this regard). (Information on what post level the resignations, retirements and contracts that ended occurred in comparison to the post level of appointments was not available at the time of writing.

Therefore, the possible influence of the lost of these staff on postgraduate supervision was not possible to determine).

## **5.2 RESTRUCTURING OF SERVICE AND SUPPORT DIVISIONS AND UNITS**

The restructuring of Service and Support divisions and units, the so-called *Integration and Renewal Project* provided a major input to the substantive merger.

The merger combined two institutions with different academic foci, structures and systems, also in terms of service and support delivery. Hence, one of the priorities of the substantive merger was the establishment of an integrated organisational design to deliver optimally on core and support functions and populate it with staff with the necessary skills and experience. This resulted in the Integration and Renewal Project. The Human Resources Division, which appointed a Project Manager from its own ranks for this task, facilitated the project. It was decided to approach the redesign process in three phases:

- Firstly, Human Resources Division (HR) as a pilot project. The results would then be used to develop the tender specifications for the University-wide process.
- Secondly, Support and Service divisions.
- Lastly, faculties and academic departments where the elimination of duplication and overlap in programmes and curricula posed a greater challenge than organisation restructuring.

The Integration and Renewal Process in the HR environment was completed by the end of March 2006. The extension of the process to the other Service and Support Divisions followed a closed-tender procedure for the appointment of service providers. This phase of the Project was crucial and had to ensure that the newly established integrated divisions would support the core functions of the University effectively and efficiently. After careful consideration of several options, the *Accenture Consultancy Firm* was chosen as the service provider.

The second phase of the process started in August 2006 and was completed for the identified majority of Service and Support Divisions (according to the project deadline) at the end of March 2007. The process involved 19 business consultants from *Accenture* who were supported by the Project Manager from the Human Resources Division. The whole process required approximately 13 000 person-hours to complete.

The process for the remaining Service and Support environments was completed according to the original scoping in all other domains, except for the Institute for Child and Adult Guidance (ICAG), which was not dealt with at the time. (Note: The redesign of the Research, Innovation and Advancement environment fell outside the scope of this project and was done by the responsible DVC, assisted by the HR Division). Given the expertise gained in the first two phases (and financial considerations) it was decided that HR would manage the completion of Phase 3 and that *Accenture* would be contracted in on a time and materials basis only. It was agreed

that the project would be managed as tightly as possible, and that it would be completed not later than 14 December 2007. This deadline included the completion of at least a generic faculty framework as well as a generic departmental framework, along with the profiling and grading of all remaining non-academic and academic positions. This deadline was duly met.

This was a comprehensive project. The existing macro HR environments, divisions and subdivisions were taken as point of departure. All heads of structures and incumbents of existing posts were interviewed in depth. An organisational design for the proposed restructured division was developed and negotiated, and job descriptions for the proposed posts developed. Then followed the so-called *Match and Place* phase: The new posts were advertised internally, applicants were interviewed and the posts filled, all strictly in accordance with the UJ policy and procedure. No person would lose his/her job or benefits, as redeployment was possible and did occur. Because of careful planning and transparent execution of the Project, not a single CCMA referral resulted from this phase of the process.

The Project not only resulted in restructuring that affected all aspects of the University, but also added value at various levels within the institution. The following are some of the most important contributions:

- It provided a collaborative approach that achieved structural and functional integration, benchmarked against best practice models.

- Buy-in was achieved in respect of fairness and objectivity of the match and place process.
- Line management was perceived as supportive, fair and credible.
- It created a shared understanding.
- Most importantly, it provided a corporate memory (structure, profiles, grading and a way of working).

Not only was the Integration and Renewal Project at the UJ identified as a benchmark process for other merging institutions<sup>30</sup> by the DoE Merger Unit, it also created much interest in other institutions. A number of merging institutions contacted the HR Division at the UJ in order to benchmark their process against the UJ process, and two universities (UNW and UNISA) visited the UJ in this regard. A subsequent survey among UJ staff indicated that the participants' perceptions were mostly (but not unanimously) positive regarding (i) top management and divisional management's support of the project; (ii) the perception that structures are based on organisational skills rather than people; and (iii) that the project will result in the improved efficiency and effectiveness of the UJ.<sup>31</sup>

The project team, under the guidance of *Accenture*, designed optimum structures to execute the functions that the various Service and Support divisions and units were responsible for. An interesting consequence was that it underlined the extent

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<sup>30</sup> Viljoen (2008): The Integration and Renewal Project, UJ

<sup>31</sup> Integration and Renewal survey

to which some of the divisions were understaffed, in spite of an HR budget that still exceeds the DoE norm.

## **6. TRANSFORMATION**

Transformation has many dimensions. The very slogan adopted for this year's HEQC Quality Audit, *from merger to institutional unity*, spells out a path of transformation, and it is stressed that the whole portfolio presents a, perforce limited, vista of the process of transformation at the University of Johannesburg. However, it is also true that certain dimensions, particularly gender and population equity, are often explicitly linked, and even equated, to transformation. Therefore, in this paragraph, these dimensions are addressed in terms of the student body, as well as the staff composition. A more intangible form of transformation pertains to institutional culture, which is addressed in the last section of this paragraph.

### **6.1 STUDENT AND STAFF EQUITY**

Within the space limitations of a report like the UJ @ a Glance, it is only possible to provide a few aggregate numbers and draw some generalised conclusions.

#### **6.1.1 STUDENTS**

In Figure 5, it was shown that student enrolments at the UJ declined steadily from 2005 to 2007, with encouraging signs of this trend having been reversed in 2008 and 2009. If these student numbers are disaggregated in terms of the four

population groups, African, Coloured and Indian enrolments mirror this aggregate trend of declining steadily from 2005 to 2007, with an upward turn in 2008 (see Table 36 below). Of concern is that White enrolments continued the downward trend of the previous years in 2008 and 2009. Possible reasons for the initial decline in student numbers include the following:

- Uncertainty among the public of what a “comprehensive” university is, coupled with a perceived lack of focus;
- An initially accelerating hesitancy of members of the traditional Afrikaner student base of the former RAU to enrol, possibly due to uncertainty about the language (specifically Afrikaans) issue;
- A decrease in student numbers that merged institutions worldwide apparently experience in their forming years until they have established themselves.

On the other hand, the University apparently became an increasingly preferred option for the expanding African school leaving population, after the initial decrease, as illustrated in Table 36 below.

**Table 36: Headcount enrolments per population group**

GROUP	YEAR									
	2005		2006		2007		2008		2009	
	N	%	N	%	N	%	N	%	N	%
African	29 039	63.8	27 738	64.7	27 602	66.1	30 691	69.2	34 331	72.7
Coloured	1 247	2.7	1 199	2.8	1 191	2.9	1 328	3.0	1 453	3.1
Indian	2 333	5.1	2 179	5.1	2 094	5.0	2 237	5.0	2 332	4.9
White	12 925	28.4	11 767	27.4	10 853	26.0	10 106	22.8	9 117	19.3
<b>Total</b>	<b>45 544</b>		<b>42 883</b>		<b>41 740</b>		<b>44 362</b>		<b>47 233</b>	

It seems that the percentage “gains” made in terms of African students since 2005 are mainly as a result of the percentage “loss” of White students (probably Afrikaans-speaking students), since the percentages represented by the other population groupings remain relatively constant. It could be interesting to see where this trend will manifest itself in terms of field of study.

Table 37 shows that the increase in African students manifests itself in all fields of study, except Education. The decline in White students is most pronounced in the Humanities. The other two population groups held their relative positions in all fields of study.

**Table 37: Disaggregation of student percentages per field of study, 2007–2008**

	2007				2008			
	B & M	Educ	Hum	SET	B & M	Educ	Hum	SET
African	66%	83%	50%	72%	69%	80%	57%	74%
Coloured	3%	2%	4%	2%	3%	3%	4%	2%
Indian	6%	2%	6%	4%	6%	3%	6%	4%
White	25%	13%	40%	22%	22%	14%	33%	20%

If the same disaggregation is done in terms of level of study, a seemingly disturbing trend manifested itself between 2005 and 2008, namely that, in spite of a general increase in headcount, there is still a loss in postgraduate students in the two numerically dominant population groups. This loss is most pronounced in White students (see Table 38). If the UJ does not succeed in retaining a critical mass of its students after completion of their first qualification, this matter of concern will become larger.

**Table 38: Changes in enrolments\* from 2005 to 2009 per population group and level of study**

	AFRICAN		COLOURED		INDIAN		WHITE		TOTAL	
	U/G	P/G	U/G	P/G	U/G	P/G	U/G	P/G	U/G	P/G
2005	24 330	4 016	1 003	211	1 934	317	9 662	2 969	36 929	7 513
2006	24 020	3 266	974	195	1 812	322	8 967	2 536	35 773	6 319
2007	24 560	2 954	986	196	1 769	313	8 266	2 536	35 581	5 999
2008	27 156	3 496	1 113	210	1 884	345	7 692	2 380	37 845	6 431
2009	31 015	3 268	1 258	219	1 975	352	6 971	2 108	41 219	5 947
% Change '05 – '08	11.6	-12.9	11.0	-0.5	-2.6	8.8	-20.4	-19.8	2.5	-14.4
% Change '08 – '09	14.2	-6.5	13.0	4.3	4.8	2.0	-9.4	-11.4	8.9	-7.5

\* Occasional students are not included in the enrolments

Table 39 shows an upward trend in the percentage of female students in most faculties. In the Faculty of Engineering and the Built Environment, female students are substantially under-represented. In the faculties of Education, Humanities and Health Sciences, they are in the majority. There is a steady increase of female students in the Law and Art, Design and Architecture faculties, but no further trends are noticeable.

**Table 39: Percentage of female enrolments per faculty**

FACULTY	2005	2006	2007	2008
Art, Design & Architecture	43%	47%	52%	55%
Economic & Financial Sciences	52%	53%	52%	52%
Education	69%	69%	69%	68%
Engineering & the Built Environment	23%	24%	24%	24%
Health Sciences	74%	74%	75%	73%
Humanities	68%	70%	70%	72%
Law	54%	57%	61%	61%
Management	53%	53%	54%	54%
Science	47%	45%	47%	47%
Grand Total	54%	54%	54%	54%

Although the emphasis in student equity in this paragraph fell on enrolments, the success rates of the various population groups present an equally important dimension to it. In Table 23, it was shown that there are still substantial discrepancies in degree credit success rates between the population groups. It is encouraging that there is not only a general upward trend for all, but the rates are also converging. However, the differences are still pronounced and there is no room for complacency.

## 6.1.2 STAFF EQUITY

Transformation ideals are served by a staff complement that increasingly reflects the demography of the country. The aggregate picture of the UJ can be found in Table 40 below.

**Table 40: Distribution of permanent staff per population group**

	2005	2006	2007	2008	2009*
African	38.6%	39.3%	38.9%	40.2%	40.0%
Coloured	5.4%	5.2%	5.6%	6.1%	6.1%
Indian	3.6%	4.0%	4.4%	5.0%	5.0%
White	52.4%	51.5%	51.2%	48.8%	48.9%
Total	100%	100%	100%	100%	100%

\* Based on preliminary numbers

The University falls short of the above ideal of reflecting the demographics of the country and only in 2008 were there signs of progress towards achieving this ideal. Academic staff distribution reveals the following:

**Table 41: Academic staff by population group**

	2005		2006		2007		2008		2009*	
	N	%	N	%	N	%	N	%	N	%
African	741	21.2	732	20.3	616	18.0	629	19.2	628	19.2
Coloured	70	2.0	68	1.9	63	1.8	63	1.9	64	2.0
Indian	181	5.2	184	5.1	182	5.3	178	5.4	175	5.3
White	2 501	71.5	2 627	72.7	2 555	74.8	2 409	73.4	2 406	73.5
Unknown	4	0.1	3	0.1	0	0.0	1	0.0	1	0.0
<b>Total</b>	3 497	100	3 614	100	3 416	100	3 280	100	3 274	100

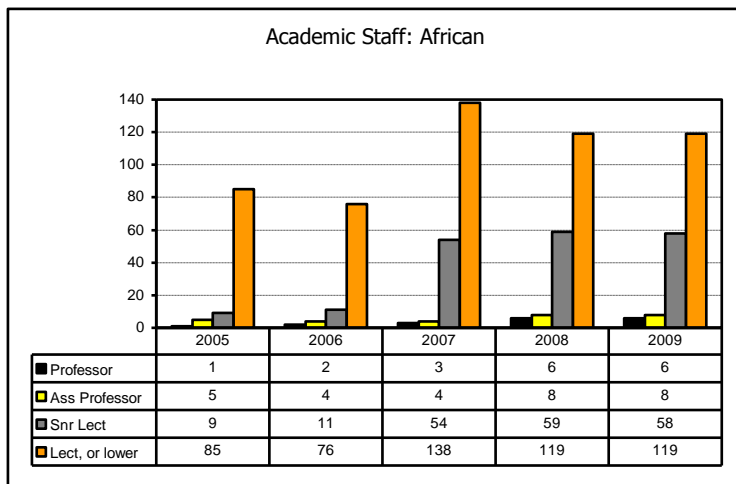
\* Preliminary numbers

The skew picture in favour of White representation is more pronounced. If percentages are considered, no sustained sign of improvement is discernable. In fact, African numbers were decreasing until 2007 and there was only a modest improvement in 2008. This is not for lack of trying, but it must be remembered that the UJ is in the economic heartland of the country and must compete with other institutions in the region, as well as with an aggressive private sector that needs highly qualified staff and also pursues transformation ideals.

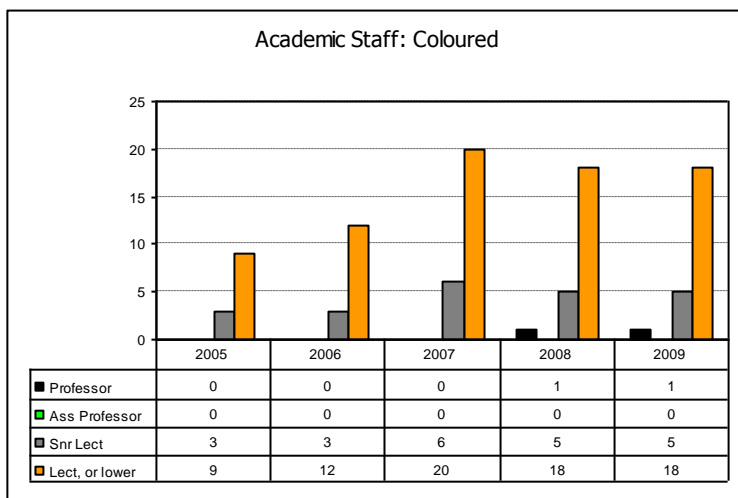
The composition of academic staff can be unpacked further by considering employment levels. This is done separately for each population group. Figures 14 to 17 show the details.

*(Note the different scales on the vertical axes).* From these graphs, it can be seen that:

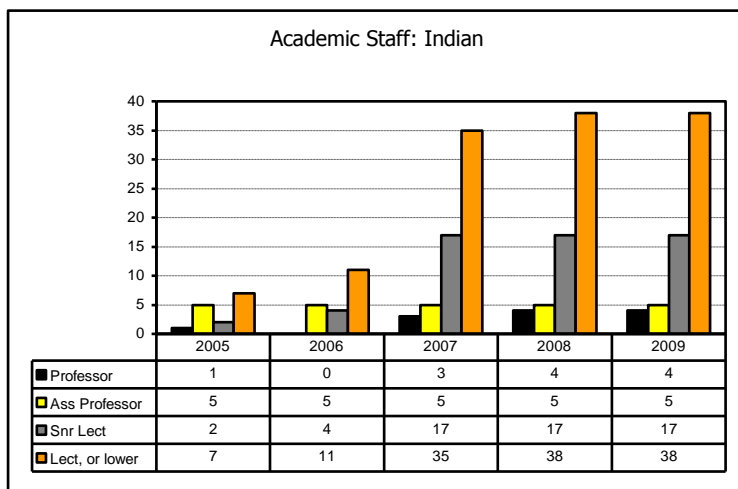
- Staff numbers of Lecturer (or lower ranks) are high for the African and White population groups.
- Although African staff is increasing in the higher echelons, they are still poorly represented in these ranks.
- Coloured appointments, higher than senior lecturer, are disappointing, but numbers in Senior Lecturer as well as Lecturer, or lower ranks are increasing (with a dip since 2008).
- Indian staff is still in small numbers, with the only discernable trend an increase in Senior Lecturer and Lecturer or lower levels since 2007.
- White staff shows a downward trend in Associate Professor ranks. This is not the case for Senior Lecturers and Lecturer or lower ranks.



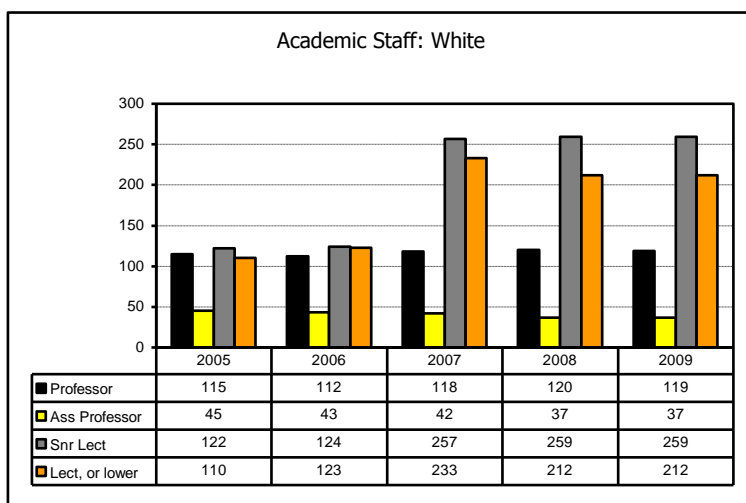
**Figure 14: African academic staff per level of employment**



**Figure 15: Coloured academic staff per level of employment**



**Figure 16: Indian academic staff per level of employment**

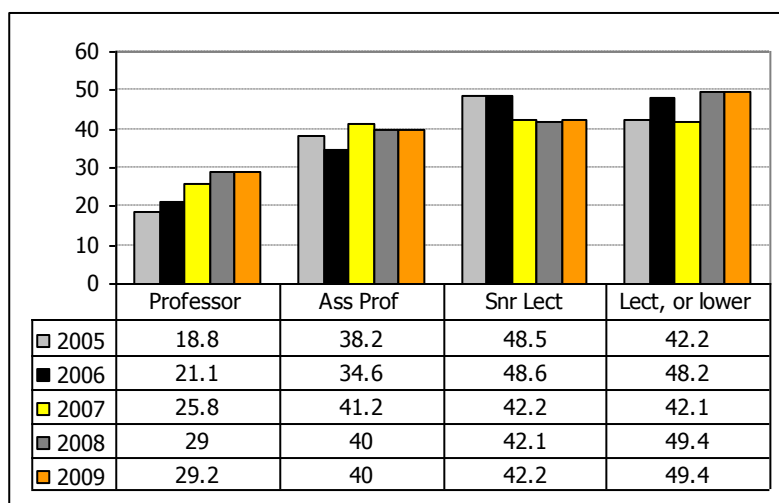


**Figure 17: White academic staff per level of employment**

The question can be posed as to what the position of academic staff is regarding gender equity? (Figure 18 shows the details). From this graph, it can be seen that:

- Females are still under-represented at all levels.
- The percentage female staff is increasing at all levels (bar that of Senior Lecturer), notably at professorial level.
- The percentage of female staff increases as the rank of the post decreases.

This position is improving, and the University is confident that gender equity will be achieved in the near future, as long as it remains vigilant regarding this issue.



**Figure 18: Percentage of female academic staff by rank**

During 2008, the following numbers of academic staff were appointed in a permanent or contract capacity (HR data):

**Table 42: Academic staff: Permanent and Contract Appointments, Resignations, Retirements, and Contract end in terms of race**

	Appointment		Resignation		Retirement*		Contract	
	N	%	N	%	N	%	N	%
<b>African</b>	34	18.9	30	29.7	4	18.2	8	33.3
<b>Coloured</b>	9	5.0	4	4.0	0	0.0	0	0.0
<b>Indian</b>	13	7.2	7	6.9	0	0.0	4	16.7
<b>White</b>	90	50.0	60	59.4	18	81.8	12	50.0
<b>Foreigners</b>	34	18.9	-	-	-	-	-	-
<b>Total</b>	<b>180</b>	<b>100.0</b>	<b>101</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>	<b>24</b>	<b>100.0</b>

\* Includes normal retirements, staff retirements due to ill health, and staff deceased

An analysis of the information contained in Table 42 shows the following:

- The University shows a negative growth in African academic staff (more has resigned, retired, or their contract being ended than was appointed).
- There was a modest growth in the number of Coloured, as well as Indian academic staff during 2008.
- White academic staff was replaced on an equal level as they resigned, retired, or their contracts being ended (90 was appointed, and 90 left the services of the University).

The UJ Employment Equity Plan: 2008 – 2011<sup>32</sup> stipulates that at least 75% of White academics who leave the UJ must be replaced by Black (African, Coloured & Indian) academics. From the information in Table 42, it is clear that it is very difficult to recruit highly qualified staff in a region in the economic heartland of the country where competition is severe with other institutions in the region, as well as with a private sector that needs highly qualified staff and that are also pursuing transformational ideals and goals.

In terms of gender equity, the picture from the 2008 HR data is the following:

**Table 43: Academic staff: Permanent and Contract Appointments, Resignations, Retirements, and Contract end in terms of gender and race**

Race	Gender	Appointment		Resignation		Retirement		Contract	
		N	%	N	%	N	%	N	%
African	Female	8	5.5	6	5.9	2	9.1	3	12.5
	Male	26	17.8	24	23.8	2	9.1	5	20.8
Coloured	Female	5	3.4	3	3.0	0	0.0	0	0.0
	Male	4	2.7	1	1.0	0	0.0	0	0.0
Indian	Female	8	5.5	4	4.0	0	0.0	3	12.5
	Male	5	3.4	3	3.0	0	0.0	1	4.2
White	Female	52	35.6	25	24.8	7	31.8	3	12.5
	Male	38	26.0	35	34.7	11	50.0	9	37.5
Total		146	100	101	100	22	100	24	100

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<sup>32</sup> UJ Employment Equity Plan: 2008 - 2011

\* Includes normal retirements, staff retirements due to ill health, and staff deceased

From the information in Table 43, the following can be deducted:

- Of all the appointments, 50.0% were females.
- Of all the resignations, 37.5% were female.
- Of all the retirements, 40.9% were female.
- Of all contracts ended, 37.5% were those of females.

### **6.1.3 INSTITUTIONAL CULTURE**

A major concern for the University is that an appreciable percentage of UJ staff and students has not yet fully embraced the concept of “living the UJ values.” Institutional culture, however, is not something that can be changed by decree, yet structured and transparent interventions can speed up the process of establishing a UJ-specific culture that reflects the values the University embraces. To address the problem, a Cultural Integration Project was launched in 2008. A Steering Committee was appointed, chaired by the Pro Vice-Chancellor, to conduct a culture audit on all campuses and to address the findings of the audit constructively through a change management strategy, devised in consultation with the MEC. *Resolve Workplace Solutions* was contracted to conduct the survey.

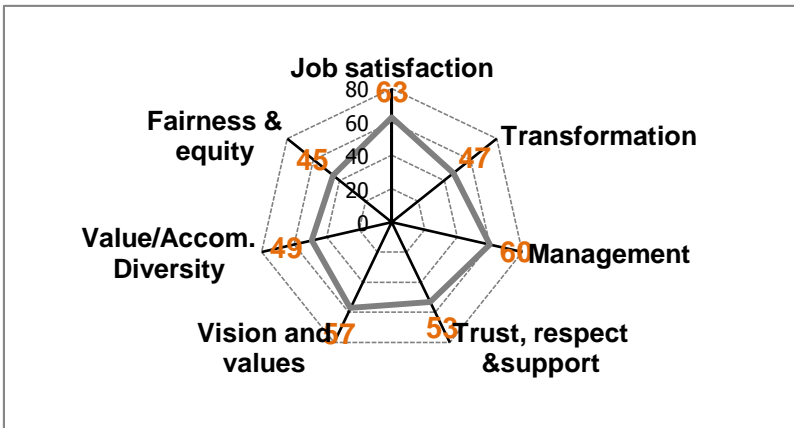
*Resolve* interpreted its brief to be to investigate and document how diverse members of staff perceive and experience the institutional culture of the University, with a particular focus on

the extent to which that culture is experienced as inclusive and enabling.

The research methodology of *Resolve* consisted of one-on-one interviews with members of the MEC and Executive Deans, the distribution of a questionnaire, *inter alia* on the intranet to be accessible to all staff members who had intranet access, and a series of focus group interviews, also with staff members who did not have access to the intranet. The results were systematically quantified. The final report is available, and an executive summary was placed on the UJ intranet. *Resolve* also made a PowerPoint presentation of the main findings to the MEC.<sup>33</sup> The following spider graph summarises the major themes addressed, and the resultant scores, aggregated over all respondents:

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<sup>33</sup> *Resolve* PowerPoint presentation of Institutional Survey



**Figure 19: Aggregate results of the Institutional Culture Survey**

Resolve quantified the outcomes of their investigations in order to be able to evaluate and present them in a succinct way. The aggregate “score” for the University is 52%, which they classified as not a *Problem area* ( $\leq 50\%$ ), but rather a *Cause for concern* (50% - 60%). Only two of the major areas in the spider graph are *Relatively positive* (60% - 70%) and none above 70% which constitutes an *Area of relative strength*.

It is when the scores that make up the above aggregates are unpacked that the origins of the concerns are better revealed. In terms of the precursor institutions, for example, it is staff from the former TWR in particular that still feel relatively alienated; in terms of population groups there are relatively more Africans who indicate that they have such concerns. This does not mean that there are not areas of strength to be built on. The statements:

- I take pride in working for the UJ;
- I believe I can, through my behaviour and attitudes, contribute positively to the concept of 'living the UJ values'

are encouraging, for example, albeit from individuals. Both of these “score” a high 72%, indicating that there is a foundation to build on.

The ELG has agreed to the introduction of a process of change management that will address the issues raised in the cultural survey.

## **7. CONCLUSION**

This publication was a first introduction to the University of Johannesburg and some of the successes it has enjoyed since 2005. The UJ is a complex and, at least in South African terms, large residential university. Hence, it is impossible to do justice to the intricate interactions between physical assets, governance structures, systems and people in such a short document.