

**DIVISION OF ACADEMIC PLANNING, QUALITY  
PROMOTION AND ACADEMIC STAFF  
DEVELOPMENT  
ANNUAL REPORT: 2017**



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## EXECUTIVE SUMMARY

The *Division of Academic Planning, Quality Promotion and Academic Staff Development* (DAPQPASD) was established on 1 May 2017,<sup>1</sup> reporting to the DVC Academic. The Division comprises two centres, the *Centre for Academic Planning and Quality Promotion* and the *Centre for Academic Staff Development*. Activities of the Centres are integrated to create a strategically informed, targeted approach to achieving the goals of the university. Given the newness of the Division, the achievement of integration and cohesion in activities is still at a nascent stage. However, the goal is to rethink, reimagine, and reinvent the work of our Division to be responsive and more importantly, aligned to the needs of the University community and the higher education regulatory environment at large.

The Division's work supports five of the university's strategic objectives:

- Excellence in Research and Innovation
- Excellence in Teaching and Learning
- International Profile for Global Excellence and Stature
- National and Global Reputation Management
- Fitness for Global Excellence and Stature

The events of 2015 - 2017 signalled sharply the need for transformation to be embedded in all functional areas especially in relation to curricula and academic staff development. This report reflects the work undertaken in 2017 and some of the associated challenges.

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<sup>1</sup> Academic Staff Development fell under the portfolio of Academic Development and Support and Academic Planning fell under the Division for Institutional Planning, Evaluation and Monitoring. The Unit for Quality Promotion was free standing with line responsibility to the Registrar.

## KEY ACHIEVEMENTS

In no order of priority, the following achievements are recorded:

- Support provided for the successful merger of the Faculty of Management and Faculty of Economic and Financial Sciences and the establishment of the College of Business and Economics (CBE);
- A total number of 65 proposals for new academic programmes were reviewed and evaluated, additionally 40 SLPs were reviewed;
- A total of 27 programmes was accredited;
- Submission of the QEP Phase 2 to the CHE;
- Successful hosting of the *Scholarship of Teaching and Learning in the South Conference (SoTL)*. The conference saw the launch of the *SoTL in the South Journal* with the first edition published online in September 2017;
- UJ was the only University in Africa selected as one of the 27 finalists for the Global Teaching Excellence Award (GTEA) in the UK. The application was compiled and submitted by the Division under the leadership of DVC: Academic;
- Support to the Dean of Faculty of Health Sciences in the development of the business plan for the UJ Medical School;
- Support and assistance with the conceptual development of the MBA programme in two modes of delivery;
- Development of policies required for the online teaching and learning environment;
- Co-ordination and analysis of all new governmental policies pertaining to academic matters for the university.

## CONCLUSION AND LOOKING AHEAD

2017 was characterised by the need to manage change that arose due to structural reorganization. The integration of the two centres and their alignment to a common purpose has presented opportunities for renewal while maintaining the unique functions of the discrete units that were integrated. Strategic planning sessions held in 2017 were aimed at this alignment and integration especially in relation to the work set out for 2018.

The changes made structurally did not adversely impact on the output of the Division. As the Division enters year 2, it is anticipated that more progress will be made especially in relation to strengthening of programme development, enhancing and improving the quality of programmes, teaching and learning and advances in academic staff development.

## **1. OPERATING CONTEXT**

The Division responds to the UJ Strategic Plan 2025 and actively contributes to the following Strategic Objectives:

- Excellence in Research and Innovation
- Excellence in Teaching and Learning
- International Profile for Global Excellence and Stature
- National and Global Reputation Management
- Fitness for Global Excellence and Stature

The Division plays a pivotal role in academic planning, quality promotion and academic staff development within the University. The work of the Division includes a strong focus on teaching and learning activities and requires synchronisation with other units engaged in complementary activities. While the two Centres as discussed later in this report, have specific mandates and functions, the higher education environment and regulatory bodies provides an overarching framework within which both operate.

## **2. GOVERNANCE STRUCTURE**

The Division of Academic Planning, Quality Promotion and Academic Staff Development (DAPQPASD) reports to the DVC: Academic. The DAPQPASD is headed by a Senior Director and comprises of two centres, the Centre for Academic Planning and Quality Promotion and the Centre for Academic Staff Development. Staff meetings are conducted on a quarterly basis to ensure alignment with the University's strategic direction. It must be noted that for the period 1 January 2017 – 30 April 2017, the following structures existed prior to the creation of the new Division. These are as follows:

- Professional Academic Staff Development (PASD) reported to the Executive Director: Academic Development and Support;
- Unit for Quality Promotion (UQP) reported to the Registrar;
- Academic Planning (AP) reported to the Senior Director: Division for Institutional Planning, Evaluation and Monitoring.

As a result of the reorganisation undertaken, several other functions were assigned to the new Division. These are discussed in the narrative of this report. An organogram and staff profile are presented under Section 4 Human Resources.

### **3. RISKS**

The following risks were identified in 2017:

- The organisation structure as inherited needs to be reviewed to ensure that we are optimally staffed at the appropriate levels;
- As the budgeting process is based on historical trends, there were some difficulties in planning the budgets for 2018 and transferring cost centres in 2017;
- Inordinate delays in the approval, accreditation and registration of new programmes. This is a major risk area for the university especially given the requirements based on the HEQSF implementation;
- A major area that compromises the legality of qualifications derives from the inefficiencies experienced in respect of SAQA registration of qualifications (including legacy qualifications) on the NQF;
- A clear need to integrate all aspects of academic planning, programme review and staff development;
- The existing review processes require interrogation in order to be refined and reinvigorated to better suit the objectives of the university;
- Following on the above risk, a tighter governance of improvement plans post reviews is required in order to ensure that improvements are effected;
- Given the workloads of academics, a constraint is evident in the availability of academics to attend academic staff development initiatives;
- Limited funds available for the appointment of assistant lecturers. This is clearly a need as expressed by faculties.



#### **4. HUMAN RESOURCES**

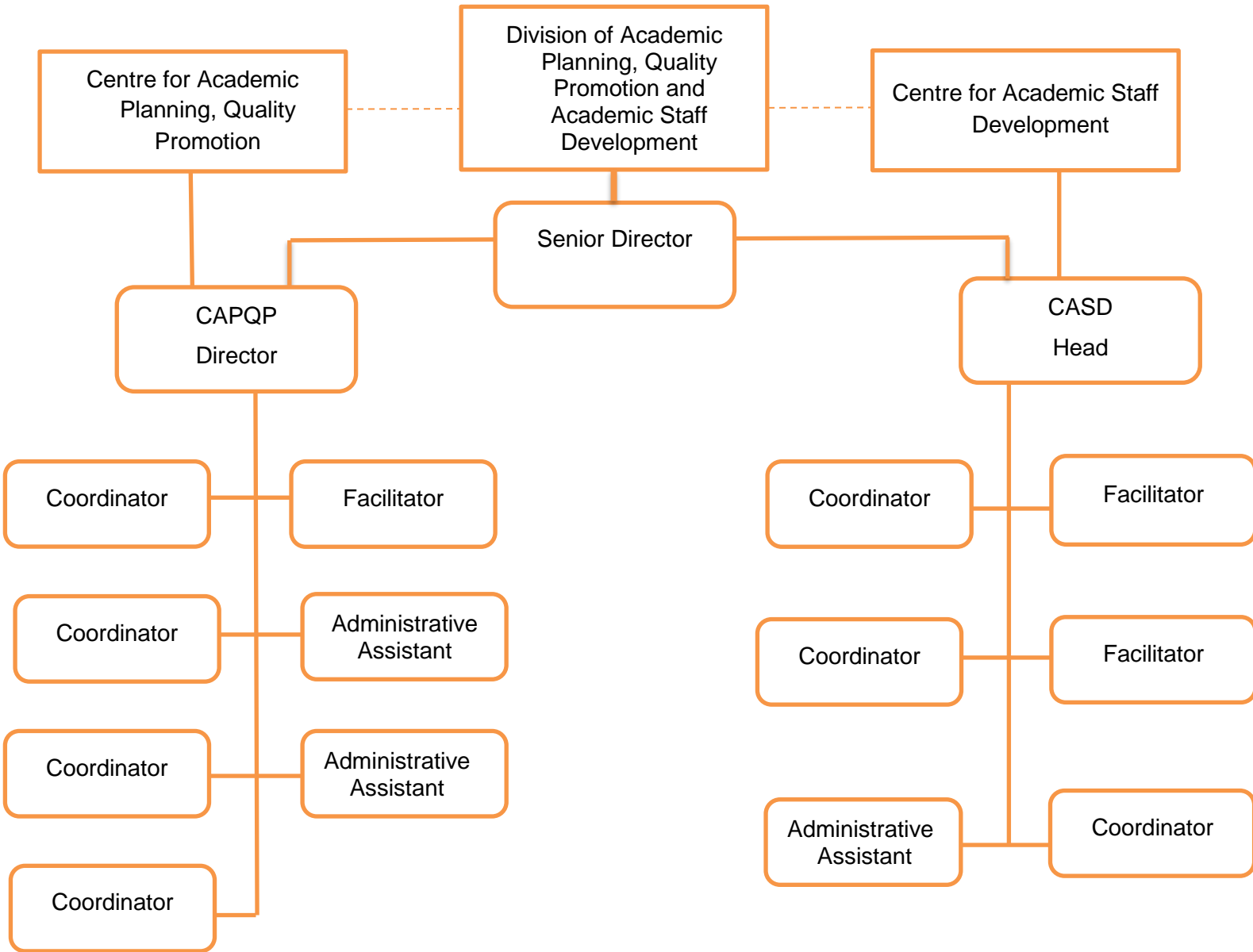
The Division consisted of fourteen<sup>2</sup> (14) permanent staff members. There were two (2) resignations.

The Division made four (4) appointments in 2017. Ms Noxolo Soji, who was previously a temporary employee was made permanent as of 1 March 2017 in the Centre for Academic Planning and Quality Promotion. The Centre's Administrative Assistant resigned in April 2018. Ms Portia Wright was appointed on 1 October 2018 in this position. Ms Dragana Weistra, resigned her position as Coordinator in CAPQP in November 2018. This position will be filled in 2018. At the end of December 2017, a Director for the CAPQP was appointed. Ms Gloria Castrillon is to commence her duties in January 2018. In the CASD, on 1 November 2017, Ms Queenta Anyele Sindoh was appointed as Coordinator.

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<sup>2</sup> As on 1 December 2017.

**FIGURE 1. ORGANOGRAM**



**TABLE 1. DAPQPASD STAFF**

DAPQPASD Staff	African	Colored	Indian	White	Disabilities	Female	Male	Peromnes
Senior Director			1			1		4
<b>Centre for Academic Planning and Quality Promotion</b>								
Coordinator				1		1		7
Coordinator <sup>3</sup>				1		1		7
Coordinator	1						1	7
Coordinator				1		1		7
Facilitator		1				1		8
Administrative Assistant	1					1		12
Administrative Assistant <sup>4</sup>	1					1		12
Administrative Assistant <sup>5</sup>		1				1		12
<b>Centre for Academic Staff Development</b>								
Head Staff Support			1			1		6
Coordinator		1				1		7

<sup>3</sup> Resigned November 2017

<sup>4</sup> Resigned April 2017

<sup>5</sup> Appointed October 2017

DAPQPASD Staff	African	Colored	Indian	White	Disabilities	Female	Male	Peromnes
Coordinator				1		1		7
Coordinator <sup>6</sup>	1					1		8
Facilitator				1		1		8
Facilitator	1						1	8
Administrative Assistant		1				1		11

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<sup>6</sup> Appointed November 2017

## 5. STRATEGIC FOCUS

The Division plays a pivotal support role within the university. In addition to the core functions of the two centres, the Division has made significant contributions internally and externally to the university in various ways. Membership, comments and documents were developed for the following:

- Draft Policy Framework for The Internationalisation of Higher Education In South Africa
- Commentary on the Draft Qualification Standards for Bachelor of Sport
- Commentary on CHE Good Practice guide
- A Framework for Strengthening Teaching at Universities
- UJ Commentary on Africa Tuning Credit System
- Comment on the draft African standards and guidelines for quality assurance in higher education (ASG-QA)
- Comments on Joint Academics Appointments Policy
- Comments on CHE QEP Phase 2
- Comments on proposed new QA developments for CHE
- Attended the Regional Workshop: DIES/CHE/SAQAN/SARUA – 9/10 October 2017
- Submitted the UJ GTEA application for 2017
- Interviewed by the Presidency regarding the review of the NQF
- Participation in the Steering Committee for Enhancing Academics as Teachers
- Staff members are represented in the HELTASA Special Interest Groups (Professional and Tutoring and Mentoring)
- A member of staff has served as the Deputy Chair of the HELTASA Executive
- A member of the Division co-convenes the Southern African Learning and Teaching (SAULT) Forum
- Participation in an ESRC/NRF Funded Southern African Rurality in Higher Education (SARiHE) Research Project
- Participation in the Teaching Advancement at University (TAU) Fellowships as advisors and advisory board members
- Presentations by a number of staff at the SoTL in the South Conference, the annual HELTASA conference and the SANRC conference

- A member was a key note speaker at the UWC First Annual Tutoring and Tutor Practice Symposium – 15 November 2017.
- Guest editor for the *Journal of Student Affairs in Africa* (JSAA) special edition on tutoring and mentoring.
- Staff also published articles relating to Tutoring and Scholarship or Teaching and Learning

The Division provided support for the merger of the Faculty of Management and Faculty of Economic and Financial Sciences and the establishment of the College of Business and Economics (CBE) on 1 July 2017. Support was provided especially in relation to guidance on matters related to programmes, articulation of policies, registration of students and the communication strategy for the university.

Following engagement in January 2017 with the DHET the University was required to submit a business plan for the establishment of a UJ medical school. Support to the Dean of Faculty of Health Sciences in the development of the business plan was provided, which was submitted on 31 July 2017.

The Division, in consultation with DVC Academic and a consultant, initiated a project to review the application of workload models across faculties at UJ. This project included benchmarking against other universities both nationally and internationally. The consultant submitted a report in July 2017 that was discussed at the Executive Leadership Group (ELG) breakaway in August. A UJ Policy document is to be developed in 2018.

Additionally the Division coordinated the Vice Chancellor's Awards. This included ensuring that all panels are constituted, coordination between the different categories, and the award ceremony that was held on the 15<sup>th</sup> of November 2017.

## **CENTRE FOR ACADEMIC PLANNING AND QUALITY REVIEWS (CAPQP)**

### **Programme Development and Quality Assurance**

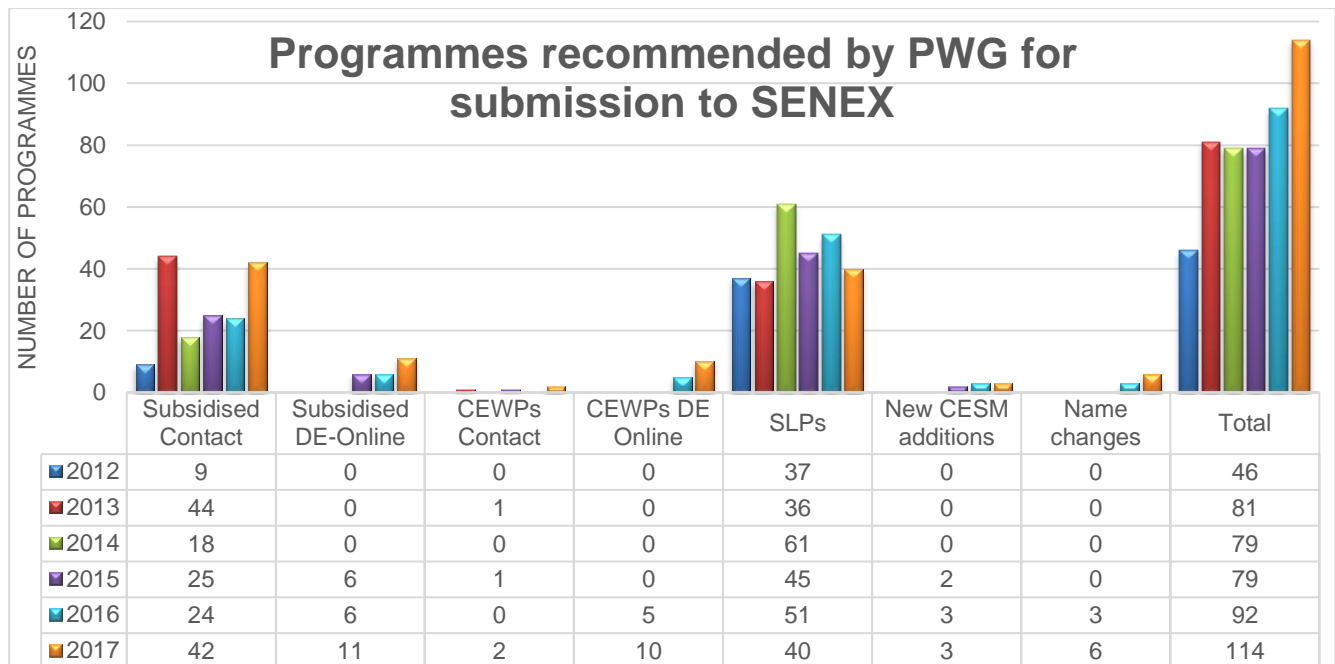
A critical dimension of the work undertaken in the CAPQP is to oversee programme and curriculum development and to ensure compliance with regulatory structures external to the University. The Centre provides support to faculties in the development of new programmes, amendments to existing programmes and the final submissions of programme applications internally prior to submission of new academic programmes for internal approval by Senate. To

improve the quality of new programme submissions, the Programme Working Group (PWG), an institutional quality structure managed by the centre, reviews new and amended programme applications before submission to Senate. In 2017, a total of 65 programmes was reviewed and evaluated by the PWG, including 40 short learning programmes, 9 name changes and CESM additions. A total of twenty-seven (27) DHET applications was submitted and thirty-six (36) new programmes were submitted to the CHE for accreditation. A total of 27 programmes was accredited by the CHE.

**TABLE 2. 2017 PROGRAMMES REVIEWED BY THE PWG**

TYPES OF PROGRAMME APPLICATIONS	2017
Programmes – Contact including CEPs	44
Programmes – DE Online including CEPs	21
New CESM additions and Name Changes	9
Continuing Education SLPs	40
<b>Total</b>	<b>114</b>

**FIGURE 2. PROGRAMME APPLICATIONS REVIEWED BY PWG**



The University received accreditation for twenty-seven (27) programmes

**TABLE 3 ACCREDITED PROGRAMMES BY FACULTY**

<b>FACULTY <sup>7</sup></b>	<b>TOTAL</b>
Faculty of Art, Design and Architecture	1
Faculty of Education	5
Faculty of Engineering and the Built Environment	1
Faculty of Economics and Financial Sciences	2
Faculty of Health Sciences	2
Faculty of Management	10
Faculty of Science	2
Faculty of Humanities	2
Faculty of Law	2
<b>Total</b>	<b>27</b>

There are still concerns with the delays experienced with external approval processes, UJ continues to engage with the regulatory bodies (CHE, DHET and SAQA), regarding long outstanding matters, regarding accreditation and registration. In 2017, a high-level document outlining the systemic issues was tabled at a USAF convened meeting where our DVC Academic represented the university. Currently, as it stands it can take between 18 to 36 months for finalisation of DHET, CHE and SAQA approvals.

At the end of 2017, the CHE requested a list of all new programmes that were to be submitted as part of the HEQSF alignment process. The envisaged process requires all such UJ programmes to be uploaded on to the HEQC online system by 31 March 2018. UJ has 66 programmes in this category.

A new and added layer of complexity was introduced in 2017 by SAQA. Programmes accredited by the CHE were being sent back to the University for amendment in fulfilment of new criteria that were not in existence at the time of submission. This has added to the work of the Centre

<sup>7</sup> The Faculty of Economics and Financial Sciences and the Faculty of Management has merged into the College of Business and Economics in July 2017, however for the 2017 reporting period they are still separated.



as the reconciliation of SAQA numbers to qualifications has necessitated additional unplanned work.

To ensure that UJ has rigorous processes for the maintenance of proper tracking systems, initiatives were undertaken in consultation with DIPEM to develop an automated tracking and submission system that are able to articulate with existing UJ systems. This is an innovative solution and based on discussions with other universities, will be a first in the country. This system is expected to be launched in 2018.

### **A new mode of delivery: UJ online**

The decision by the University to move into the area of distance education through online provision prompted the development of an *Online Policy Framework* in 2016. The University approved the *Distance Education Policy for Online Provision*, in June 2017. Further policy documents developed include the *Role of Tutors in Online Learning* and the *Policy on Materials Development*.

A total of 8 distance programmes was accredited by the CHE by the end of 2017. A further 20 distance programmes were developed and submitted to the CHE for accreditation. Some of the challenges encountered were:

- CHE queries on the relationship between Academic Partnerships and UJ;
- Role of tutors in online provision;
- Ownership of intellectual property;
- Equivalence of provision;
- Teaching and learning strategy.

The delays have had adverse effects on the launch dates for some of the programmes. To ensure that within the university there are no delays, an escalation process was devised for internal approvals. Conceptually, and translated in the work of the Division, has been the need to think about programmes outside of the traditional face to face model. This has necessitated close interactions with academics and other units that provide support for online development and delivery.

## Decolonisation

Decolonisation of the curriculum remains a key focus of all the University's activities. In June 2017, Senate approved the *University of Johannesburg Decolonisation Charter*. A reporting template was developed, to enable the University to track and report on developments in relation to decolonisation. Faculties were required to report bi-annually on progress made. Faculty reports on decolonisation initiatives within faculties were perused and analysed. From fundamental adjustments to curriculum focus, to key language changes, each Faculty continues to respond to the decolonisation imperatives in its own, unique and often innovative manner. The faculties continue to demonstrate commitment to enriching teaching and learning, adjusting pedagogy, and engaging with their communities in ways that clearly address the decolonisation agenda. Across the faculties, research is a key area in which decolonisation features, with many faculties indicating that staff and postgraduate student research into decolonisation in their disciplines will, in time, feed into the undergraduate teaching, ensuring that the curricula are underpinned by solid research initiatives.

A discussion forum was held with representatives from all faculties to discuss possible avenues for development especially in relation to transformation of the curricula. Reports on all initiatives were tabled at STLC, SENEX, Senate and Council.

From fundamental adjustments to curriculum focus, to key language changes, each Faculty continues to respond to the decolonisation imperatives in its own, unique and often innovative manner. Across the faculties, research is a key area in which the project is being expressed, with a number of faculties indicating that staff and postgraduate student research into decolonisation in their disciplines will, in time, feed into the undergraduate teaching, ensuring that the curricula are underpinned by solid research initiatives.

The request that the reporting be more flexible is noted, and will be addressed by the Division.

Key observations are as follows:

- The Guidelines for Curriculum Transformation continue to be applied across the faculties, to varying degrees.
- It is clear from the reporting, and from the changes made, that Departments and Faculties have made much progress towards developing a clear 'statement' or approach to decolonisation in their specific disciplines and to how the demands of this may be

translated into meaningful, discipline-specific responses. This is true across the key areas of pedagogy, curriculum, and research and community engagements related activities.

- Module level changes have, in some instances, indicated to Faculty the need for overall curriculum or programme level changes. In at least two areas, programme reviews have been initiated as a result.
- The template may not address the more in-depth needs of some aspects of reporting, and needs to be revisited.
- Faculties continue to respond creatively and innovatively to questions of decolonisation and are actively engaging with these ideas both within the institution, and in inter-institutional forums (for example, in EBE and with ECSA).
- A model for the effectiveness of the changes will need to be developed at an appropriate point in the future.

The decolonisation project is beginning to ‘take root’ at the core of the teaching and learning experience, both for staff and for students, and in this manner will continue to provide for an enriched curriculum for students and staff alike. The University has set targets for the measurement of decolonisation. These are quantitative and do not take into account the complexities of curriculum transformation.

To ensure continuous engagement with the decolonisation theme, the following activities are planned for 2018:

- Think tanks will be held on decolonisation of the curriculum;
- Continuation of faculty reports on decolonisation initiatives but annually;
- Faculty/Discipline specific workshops on curriculum development.

## **Quality Promotion**

The former UQP oversees and facilitates the implementation of the *UJ Quality Promotion Plan* in faculties and academic development, service and support divisions. At institutional level, it supports and continuously improves the UJ Quality Promotion System. The strategic focus of the Quality Promotion is to conduct reviews, finalising reports and working with units that have been reviewed to develop improvement plans.

Key considerations for programme review include the consideration of whether there is a need for guidelines on programme management, capacity development, and relevant staff training. Curriculum considerations are also core, and include whether the existing approach to curriculum (including teaching, learning and assessment), currently fragmented across 3 to 4 support units, can be improved. In the area of teaching and learning and assessment, capacity development needs as identified should be formalised and a systematic approach to an 'assessment audit' is needed. Arising from this, a plan of action to address assessment issues across the institutions may be drawn up.

In 2017, a diverse range of reviews was conducted across a variety of programme areas. Programme reviews included subsidised programmes, Continuing Education Whole Programmes, short learning programmes and programme accreditation visits by professional councils. Two faculties also reviewed their research-based Master's and Doctoral programmes.

A total number of 123 Programme reviews were conducted in 2017. The programme reviews conducted have identified key areas requiring improvement. These areas are programme management (45% of recommendations relate to this), curriculum considerations (24% of the recommendations), teaching, learning and assessment (20% of the recommendations), and support (11% of the recommendations).

**TABLE 4. PROGRAMME REVIEWS CONDUCTED 2016-2017**

TYPE OF REVIEW	2016	2017
Undergraduate	41	4
Postgraduate	4	102
CEPWPs	2	7
SLPs	0	10
<b>TOTAL</b>	<b>47</b>	<b>123</b>

**TABLE 5. REVIEWS CONDUCTED IN FACULTIES IN 2017**

FACULTY	SUBSIDISED PROGRAMMES	NON-SUBSIDISED PROGRAMMES	MODULES REVIEWED
Education	BEd Foundation Phase		
FADA	BA Industrial Design		

FACULTY	SUBSIDISED PROGRAMMES	NON-SUBSIDISED PROGRAMMES	MODULES REVIEWED
FEFS	<ul style="list-style-type: none"> <li>• BCom Foundation Year</li> <li>• MCom Development Economics</li> </ul>	<ul style="list-style-type: none"> <li>• SLP: Bridging in Finance</li> <li>• Advanced Diploma in Accounting</li> <li>• SLP: Bridging Accounting</li> </ul>	
Health Sciences	<ul style="list-style-type: none"> <li>• Research-based M and D Programmes</li> <li>• Biomedical Technology<sup>8</sup></li> <li>• B Optometry<sup>9</sup></li> </ul>		
Humanities	<ul style="list-style-type: none"> <li>• BA Psychology</li> <li>• Research-based M and D programmes</li> </ul>		
Law	<ul style="list-style-type: none"> <li>• LLM Commercial Law</li> <li>• BA LLB<sup>10</sup></li> <li>• BCom LLB<sup>11</sup></li> <li>• LLB<sup>12</sup></li> </ul>	<ul style="list-style-type: none"> <li>• SLP in Money Laundering Control</li> <li>• SLP in Board Governance</li> <li>• SLP in Legislative Drafting</li> <li>• SLP: Bridging in Paralegal Studies</li> <li>• NDip in Paralegal Studies</li> </ul>	
Management		<ul style="list-style-type: none"> <li>• SLP in Project Management</li> <li>• HC in Project Management</li> <li>• AC in Project Management</li> <li>• AC in General Management</li> <li>• AC in Operational Management</li> <li>• HC in General Management</li> <li>• HC in Business Management</li> <li>• SLP in Industrial Policy</li> <li>• SLP in Transitional Justice</li> <li>• SLP in Strategic Diplomacy</li> </ul>	
Science	BSc Hons Chemistry		<ul style="list-style-type: none"> <li>• 6 Chemistry</li> <li>• 9 Applied Physics</li> <li>• 8 Engineering</li> <li>• Mathematics</li> </ul>

<sup>8</sup> Professional body review

<sup>9</sup> Professional body review

<sup>10</sup> Council on Higher Education: National Review of the LLB

<sup>11</sup> Council on Higher Education: National Review of the LLB

<sup>12</sup> Council on Higher Education: National Review of the LLB

Table 5 provides an overview of the reviews conducted from 2011 to 2017. These include UJ facilitated reviews of subsidised programmes (i.e. qualifications), short learning programmes (SLPs), Continuing Education Whole Programmes (CEWPs) and modules; professional council reviews for accreditation purposes; and reviews of research-based M and D programmes.

**TABLE 6 REVIEWS CONDUCTED FROM 2011 TO 2017**

FACULTY		2011 - 2016			2017			TOTAL		
		UG	PG	TOTAL	UG	PG	TOTAL	UG	PG	TOTAL
Education	Programmes	0	2	2	1		1	1	2	3
FADA	Programmes	9	3	12	1		1	10	3	13
FEBE	Programmes	70	30	100				70	30	100
FEFS	Programmes	8	26	34	1	1	2	9	27	36
	CEWPs	1 CEWP			1 CEWP			2 CEWPs		
	SLPs	6 SLPs			2 SLPs			8 SLPs		
	Modules	16 modules						18 modules		
Health Sciences	Programmes	17	9	26	2	32		19	41	58
Humanities	Programmes	4	1	5	1	66	61	5	67	66
	Modules	4 modules								
Law	Programmes	3	22	25	3	1	1	6	23	26
	CEWPs	5 CEWPs			1 CEWPs			6 CEWPs		
	SLPs				4 SLPs					
	Modules	3 modules								
Management	Programmes	26	87	113				26	87	113
	CEWPs	7 CEWPs			6 CEWPs			13 CEWPs		
	SLPs	11 SLPs			1 SLP			12 SLPs		
	Centres	2 centres			1 centre			3 centres		
Science	Programmes	4	8	12		1	1	4	9	13
	Modules	42 modules			23 modules			65 modules		
	Departments	3 departments						3 departments		

The UJ response to QEP Phase 1 was concluded in 2017 and comments finalised on the framework for QEP Phase 2. As per the CHE requirement, UJ made its QEP phase 2 submission to the CHE in November 2017. The focus area for the QEP Phase 2 was the curriculum.

## CENTRE FOR ACADEMIC STAFF DEVELOPMENT (CASD)

The role of the Centre for Academic Staff Development (CASD) is to address the institution's strategic objective of Excellence in Teaching and Learning by providing developmental opportunities for academic staff and tutors to enhance their practice as facilitators of learning.

CASD provides developmental opportunities for academic staff, tutors and academic heads of departments to develop their educational expertise in order to become better facilitators of learning. We do this by:

- Creating opportunities for epistemological access to the knowledge, language and tools/techniques relating to curriculum development, teaching, learning and assessment in higher education for academic staff and tutors. The positioning of tutor development within academic staff development enhances the alignment of the roles of tutors and academic staff within a disciplinary context. This provides opportunities for facilitated engagement in smaller groups, lightening the load of academic staff, extending learning opportunities for students in a coherent way, and developing tutors as potential future academics. It is important to note that increasing numbers of staff attending the academic preparation programme began their careers as tutors in their disciplines which reinforces the notion of beginning the development process at tutor level.
- Assisting with career development and the professionalisation of teaching in higher education (through the short learning programmes, PGDip (HE) and workshops).
- Providing development opportunities for newly appointed HODs as academic leaders.
- Encouraging and supporting the development of the Scholarship of Teaching and Learning.

One of the highlights for 2017 was the *Scholarship of Teaching and Learning in the South Conference*. CASD in collaboration with the Chair of Teaching and Learning successfully hosted an international conference, which focused on the scholarship of teaching and learning in the global South from 24 – 27 July 2017. The keynote speakers were drawn from South Africa, Chile, Australia, Singapore, Botswana and the USA. The conference hosted 146 international participants and UJ academics who showcased their work and shared insights into a range of scholarly teaching practices and scholarship of teaching and learning. The conference saw the launch of the *SoTL in the South* journal. The first edition was published online in September 2017.



SoTL was also supported through the Teaching Innovation Fund. The Teaching Innovation Fund (TIF) providing funding ranging from R17 750 to R94 606 for teaching related research projects. The TIF has resulted in SoTL publications and conference presentations.

Developmental opportunities for tutors, senior tutors, as well as new and more experienced academic staff remains a key focus for the institution, to ensure that we are developing academics and future academics as teachers. This was achieved through a number of training interventions, individual consultations, faculty and discipline specific interventions and the PGDip. Three students from the first cohort of students from the PGDip are graduating in 2018.

CASD hosted and facilitated a number of workshops for academic staff members in 2017 as listed in the table below. The workshops were well-attended by a total of 434 staff members. Staff workshops have also focused on the importance of embedding tutorials into the curriculum. An online check-in session was piloted. In 2018, a blended model will be implemented when training and developing tutors and senior tutors.

**TABLE 7 CASD 2017 WORKSHOPS**

WORKSHOP	TOTALS
AAMP	14
Academic Preparation Programme	165
Curriculum Design and Planning your Module	14
Ethical Considerations when researching	22
Fostering Student Learning Part 1	8
Fostering Student Learning Part 2: Technology	6
HOD	24
HOD Technology in Teaching and Learning	3
HOD: HR and Performance Management	9
HOD: Quality and Governance	5
HOD: Strategic Planning and Budgeting	8
Integration of Tutorials	20
Introduction to Assessment (VM)	10
Learning alongside: Socially Just use of Technology	26
Mapping Multiple Histories and Geographies	13

WORKSHOP	TOTALS
Portfolio Development for Promotion	42
SOTL in the Health Sciences	14
Teaching as a Creative Process	8
Teaching Philosophy and Portfolio Development	13
Teaching, Learning and Assessment	10
<b>Total</b>	<b>434</b>

Tutoring at the University of Johannesburg has continued to play an integral part in teaching and learning. Changes in the higher education context are placing much greater demands on academic staff and tutors. There is a growing need for academic staff and tutors to be supported, developed and mentored in order to implement effective tutor programmes. Tutor training has therefore been designed to help tutors create environments which are conducive to student engagement and learning. In 2017, the number of academic staff, senior tutors and tutors mentored increased. The model of using experienced tutors to conduct and co-train new tutors was also continued. A comprehensive senior tutor training programme has been developed in line with UJ criteria. This programme encompasses training and check-in which is designed to help senior tutors manage, guide and mentor tutors.

A total of 973 tutors and 50 senior tutors received developmental training and, in addition, 907 tutors attended check-in sessions during 2017. To ensure an integrated and effective tutorial programme, workshops for academic staff on the optimal use of tutors in the academic domain were offered. More effort is required in this area especially given that academics are required to equip the tutors for teaching and learning engagements. This is an area that is flagged for improvement though the responsibility lies within the faculties.

The trend of high levels of teaching evaluations being conducted at UJ continued. A total of 923 teacher evaluations and 423 module evaluations were administered phase of the new online. The university has advocated for teaching and module evaluations as a vital component of quality improvement and ensuring rigour both in terms of teaching, learning and curriculum development.

**TABLE 8. 2017 TE AND ME PER FACULTY**

<b>FACULTY</b>	<b>TEACHING EVALUATION</b>	<b>MODULE EVALUATION</b>
FADA	48	24
CBE	316	108
EDU	50	24
FEBE	137	82
FHSC	48	23
HUM	122	50
LAW	45	29
SCI	157	83
<b>Total</b>	<b>923</b>	<b>423</b>

**SPECIAL PROJECTS****Global Teaching Excellence Award**

UJ was the only University in Africa selected as one of the 27 finalists for the Global Teaching Excellence Award (GTEA). This global award recognises and celebrates institutional commitment to the pursuit of teaching and learning excellence. The application was viewed as being of high quality to the extent that feedback was solicited from the university on the process and criteria used to adjudicate. Professors Rensburg and Marwala attended the event in the UK to celebrate the GTEA.

**Accelerating Transformation and the Accelerated Academic Mentorship Programme (AAMP)**

The purpose of the Accelerated Academic Mentoring Programme (AAMP) is to provide career development opportunities and inputs with the goal of giving stimulus to the transformation of the academic staff profile, in terms of race and gender, to develop the next cohort of academic leaders. Each level has a professor who co-ordinates the activities and monitors progress of participants. The number of participants has stabilised, while new participants continue to request entry particularly to Level 1 and Level 2.

AAMP is structured in three levels:

- Level 1: Candidates comprise academic staff working towards a doctoral degree.
- Level 2: Candidates comprise academic staff with a doctorate who are seeking promotion either to Senior Lecturer (SL) or Associate Professor (AP).
- Level 3: Candidates comprise academic staff seeking promotion to Professor (P).

The 2017 AAMP Participation is as follow:

**TABLE 9 AAMP LEVEL 1**

Faculty	Participants 2016	Participants 2017	Designated Participants 2016	Designated Participants 2017	Female Participants 2016	Female Participants 2017
EDU	6	5	5	4	5	4
FADA	5	6	4	5	3	3
FEBE	19	11	13	7	7	5
TFEFS <sup>13</sup>	12	10	8	7	5	5
FHS	24	20	17	13	17	16
Hum	9	7	8	6	6	5
Law	4	4	3	3	1	1
Man <sup>14</sup>	31	30	20	18	13	10
Sci	6	6	5	5	3	3
Non Faculty	0	1	0	1	0	1
<b>Total</b>	<b>116</b>	<b>100</b>	<b>83</b>	<b>71</b>	<b>60</b>	<b>56</b>

Twelve (12) Level one participants have progressed to Level two and one (1) participant progressed to Level 3. Candidates are able to move from Level 1 to Level 2 on achievement of their doctorate, without necessarily having been promoted. Nine (9) participants have been promotion to Senior Lecturer in 2017. Six (6) participants have completed and been awarded doctorates.

<sup>13</sup> FEFs is now part of the College of Business and Economics. Later reports will reflect CBE.

<sup>14</sup> MAN is now part of the College of Business and Economics. Later reports will reflect CBE.

**TABLE 10 AAMP LEVEL 2**

Faculty	Participants in 2016	Participants in 2017	Designated Participants 2016	Designated Participants 2017	Female Participants 2016	Female Participants 2017
Education	10	11	6	9	7	9
FADA	3	3	1	1	2	2
FEBE	19	18	3	5	3	3
FEFS	7	8	2	3	5	5
FHS	11	10	3	3	8	7
Hum	9	11	5	7	6	8
Law	2	2	0	0	2	2
Man	15	13	11	9	8	8
Sci	24	23	12	10	12	11
<b>Total</b>	<b>100</b>	<b>98</b>	<b>43</b>	<b>47</b>	<b>53</b>	<b>55</b>

In 2017, thirteen (13) Level 2 participants have moved to Level 3 based on promotions. Eighteen (18) participants has been promoted to Associate Professors in 2017.

**TABLE 11 AAMP LEVEL 3**

Faculty	Participants 2016	Participants 2017	Designated participants 2016	Designated participants 2017	Female Participants 2016	Female Participants 2017
Education	5	4	2	1	2	1
FADA	4	4	1	1	4	4
FEBE	3	2	0	0	0	0
FEFS	4	3	2	1	1	1
FHS	1	1	0	0	0	1

Faculty	Participants 2016	Participants 2017	Designated participants 2016	Designated participants 2017	Female Participants 2016	Female Participants 2017
Hum	9	7	3	2	5	3
Law	1	1	0	0	1	1
Man	4	3	1	2	3	1
Sci	0	1	0	1	0	1
CBE	-	-	-	-	-	-
<b>Total</b>	<b>31</b>	<b>26</b>	<b>9</b>	<b>8</b>	<b>16</b>	<b>13</b>

Four (4) participants were promoted to full professor in 2016. Three (3) were promoted to full professors in 2017.

Since the launch of the AAMP in 2015, 60 participants have made significant progress in terms of promotions and completion of degrees. In 2017, there were 224 participants across the three levels of the programme, of which 126 were designated staff and 124 female staff. 9 Academics were promoted to Senior Lecturer; 18 to Associate Professor and 3 promotions to full Professor, in 2017

**TABLE 12 AAMP PROMOTIONS 2016 AND 2017**

Year	Black SA	African Foreign	White SA	Foreign White	Female	Male	Total
2016	14	7	9	0	21	9	30
2017	15	6	8	1	16	14	30

It is clear that the AAMP is succeeding in preparing and creating enabling conditions for self-development of academics. Over and beyond AAMP initiatives, participants are specifically invited for sessions held by the Research Office, Postgraduate School and the Centre for Academic Staff Development. Writing retreats have been held with success reported. In addition, specific sessions on the development of teaching portfolios have been held. Numerous sessions on preparing candidates for NRF rating have been held. Additionally, financial support is provided for teaching relief, conference attendance (nationally and

internationally, assistance in completion of publications and pursuit of international collaborations especially in the terms of research. Each application is closely screened by the co-ordinators of each level and is recommended by the HOD and the Dean. A further layer of scrutiny occurs within the Division to ensure the equitable distribution of resources, compliance with UJ policies and to maximise the benefit in terms of academic gains for the individual.

### **Assistant Lecturers**

Given the growth of student numbers and the desire of the university to produce an academic cohort, earmarked funds have been allocated for 75 assistant lecturer positions. The post of Assistant Lecturer (AL) is an initiative to add stature to flagship departments, to accelerate the transformation of the academic cohort in terms of race, and to assist in departments with high enrolments and an unfavorable staff/student ratio. The goal of the Assistant Lecturer programme is to migrate the Assistant Lecturers into permanent posts as these become available as a result of retirements and resignations.

In 2017, there were 64 Assistant Lecturer positions filled of which 54 are designated candidates and 33 female candidates. In addition, 15 Assistant Lecturers (Table 13) have thus far been appointed into permanent positions, as at the end of 2017. It is important to note that 12 of the 15 Assistant Lecturers that have been appointed into permanent academic posts are Black South Africans.

**TABLE 13 ASSISTANT LECTURERS APPOINTED AS PERMANENT EMPLOYEES PER FACULTY**

<b>FACULTY</b>	<b>NUMBER</b>
FADA	1
FEFS	3
Education	3
FEBE	3
Health Sciences	1
Humanities	2
Law	0
Management	0
Science	2

In terms of appointments in faculties and statistics relating to race and gender the overall picture of ALs is as follows:

**TABLE 14 AL PER FACULTY**

FACULTY	NO. OF CANDIDATES	DESIGNATED	% DESIGNATED	WHITE	% WHITE	FOREIGN	% FOREIGN	MALE	% MALE	FEMALE	% FEMALE
Education	4	3	75%	1	25%	0	0%	3	75%	1	25%
FADA	3	2	67%	1	33%	0	0%	2	67%	1	33%
FEBE	13	12	92%	0	0%	1	8%	6	46%	7	54%
FEFS	13	10	77%	1	8%	2	15%	5	38%	8	62%
FHS	5	5	100%	0	0%	0	0%	1	20%	4	80%
Humanities	9	8	89%	1	11%	0	0%	4	44%	5	56%
LAW	4	3	75%	1	25%	0	0%	1	25%	3	75%
Management	2	2	100%	0	0%	0	0%	1	50%	1	50%
Science	11	9	82%	1	9%	1	9%	8	73%	3	27%
<b>TOTAL</b>	<b>64</b>	<b>54</b>	<b>84%</b>	<b>6</b>	<b>9%</b>	<b>4</b>	<b>6%</b>	<b>31</b>	<b>48%</b>	<b>33</b>	<b>52%</b>

It is a significant achievement that 73% of the Assistant Lecturers are Black South Africans. The breakdown is as follows:

**TABLE 15 AL DEMOGRAPHIC BREAKDOWN**

BLACK	COLOURED	INDIAN	WHITE	FOREIGN
47	2	5	6	4
73%	3%	8%	9%	6%



## New Generation Academic Programme

The New Generation Academic Programme (nGAP) programme is a DHET initiative that provides universities the opportunity to grow a new cohort of academics, with particular attention paid to transformation in terms of race and gender. The funding provides for all remuneration and candidate development costs for the first three years, and partial funding for remuneration and development costs for a further three years, after which period the position is fully funded by the university. Each nGAP scholar has a mentor, and is allocated a reduced teaching load, to allow nGAP scholars to achieve higher degrees, research outputs, and to pursue development opportunities with regard to teaching and research.

In 2017, the University was awarded three (3) nGAP positions for Phase 3 and has successfully concluded the appointments process for these positions. Three new appointments have been made in the faculties of Law, EBE and Health Sciences. Currently the University has a total number of 14 nGAP scholars. Thirteen (13) of the fourteen (14) nGAP scholars are designated candidates, and eleven (11) are woman.

**TABLE 16 UJ NGAP PROFILE**

PHASE	FACULTY	DEPARTMENT	RACE	GENDER
1	Science	Pure and Applied Mathematics	Black	Male
1	Science	Geology	Black	Male
1	Education	Childhood Education	Black	Female
1	FEFS	Accountancy	White	Female
1	Humanities	Strategic Communication	Black	Female
1	Humanities	Philosophy	Black	Female
1	FEBE	Mining	Black	Female
2	FADA	Postgraduate School of Architecture	Black	Female
2	FEBE	Civil Engineering Science	Black	Male
2	Humanities	Psychology	Black	Female
2	Health Science	Human Anatomy and Physiology	Indian	Female
3	FEBE	Town and Regional Planning	Black	Female

PHASE	FACULTY	DEPARTMENT	RACE	GENDER
3	Law	Mercantile Law	Coloured	Female
3	Health Science	Radiography	Coloured	Female

This initiative is significant as we are committed to growing a new generation of academics. The University hosted the DHET for a day-long visit on 8 September 2017 where they engaged with the 11 existing nGAP academics, HODs and the mentors. The DHET was pleased with the management and administration of the programme as well as the progress of the scholars. The Division is the custodian of the nGAP programme with the Senior Director being the designated point person. The office of the Senior Director plays the role of facilitator between the DHET and the nGAP scholars. As the custodian, the Division is responsible for ensuring that the allocated funding are spent in a transparent and accurate way and that DHET rules are complied with. The 2016/2017 Audit undertaken by the university auditors SizweNtsalubaGobodo Inc. was deemed to be unqualified.

## **6. STAKEHOLDER ENGAGEMENT**

### **National Involvement**

National engagement includes attendance of/visits to:

- Inter-institutional quality discussion forum (the Garmin Group)
- Inter-institutional Academic Planning Forum
- CHE workshop.
- DHET workshops
- SAAIR Forum.
- HELTASA Special Interest Groups (Professional and Tutoring and Mentoring)
- SoTL
- Southern African Learning and Teaching (SAULT) Forum
- ESRC/NRF Funded Southern African Rurality in Higher Education (SARiHE) Research Project
- Teaching Advancement at University (TAU) Fellowships
- Constant engagement with the DHET, CHE and SAQA.

### **Internal Engagement**

In its various functions, the Division engages with many stakeholders in the university community and provides support to many divisions.

Within UJ, staff members of the Division were involved in a number of engagements.

Staff members served several UJ committees, task teams and working groups such as:

- PWG
- Quality Working Group,
- Faculty Review Management Committee
- Decolonisation Task Team.
- Steering Committee Online Programmes (SOP)
- Steering Committee for Enhancing Academics as Teachers

## **7. ENVIRONMENTAL SUSTAINABILITY**

The use of paperless meetings has been cascaded down within the institution and staff members are being encouraged to implement paperless meetings. This initiative has been embraced by the Division as well where possible.

Environmental sustainability efforts include full support of UJ's waste management and recycling initiatives by recycling paper, limiting printing to both sides and switching off lights at night. A challenge is that, although our laptops are old, they cannot be replaced.

## **8. LEADERSHIP FOOTPRINT**

The Division's activities are aimed at aligning the teaching and learning activities with the University and faculty strategies. In all aspects of its work, the Division interacts with and supports the various academic endeavours covering all faculties and campuses.

## **9. CONCLUSION AND THE WAY FORWARD**

It is expected that in 2018, a further consolidation of the two units in addition to the work of the Division as a whole will occur. In line with the changes to the structure, new processes and procedures of work will need to be devised and implemented. These activities will, alongside the responsibilities of the Division, form the focus of the work going forward.