DIVISION OF ACADEMIC PLANNING, QUALITY PROMOTION AND ACADEMIC STAFF DEVELOPMENT

ANNUAL REPORT 2018

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EXECUTIVE SUMMARY

The Division of Academic Planning, Quality Promotion and Academic Staff Development (DAPQPASD) is responsible for academic planning within the University and for supporting the intellectual, professional and personal development of academics.

The Division compromises two centres: the Centre for Academic Planning and Quality Promotion (CAPQP), and the Centre for Academic Staff Development (CASD). Activities of the Division and the Centres are integrated to achieve a strategically informed, targeted approach to meeting the goals of the University. A key priority is to provide academics with the skills needed to develop innovative ways of responding to a rapidly changing higher education environment. This is to ensure curriculum and academic transformation at UJ.

The Division is aligned with 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.

This report reflects the work undertaken in 2018 and some of the associated challenges.

KEY ACHIEVEMENTS

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

- Seven proposals for new academic programmes were reviewed and evaluated, and 31 SLPs were reviewed;
- 48 new programmes were submitted to the CHE for accreditation;
- 26 programmes were submitted to the Department of Higher Education and Training (DHET) for Programme and Qualification Mix (PQM);
- 27 programmes were accredited;
- The LLB received full accreditation from the CHE (National Review);
- 22 programmes received full accreditation from ECSA;
- Hosted the *UJ Teaching and Learning Symposium* on 26 September 2018;
- UJ was the only University in Africa selected as one of the 17 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 College of Business and Economics with the implementation plan for the delivery of the MBA;

- Development of key policies for the University;
- Co-ordination and analysis of all new governmental policies pertaining to academic matters for the University.

CONCLUSION AND LOOKING AHEAD

2018 was characterised by the need to manage change that arose due to structural reorganisation. 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 2018 were aimed at this alignment and integration especially in relation to the work set out for 2019.

As the Division enters its third year, it is anticipated that more progress will be made, especially in strengthening of programme development, enhancing and improving the quality of programmes, improving teaching and learning, and advancing 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 at UJ. 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 provide 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 compromises two centres, the Centre for Academic Planning and Quality Promotion (CAPQP) and the Centre for Academic Staff Development (CASD). Staff meetings are conducted quarterly to ensure alignment with the University's strategic direction.

3. RISKS

The following risks were identified in 2018 and a strategy to deal with those risks within the control of the Division has been devised:

- The organisation structure as inherited needs to be reviewed to ensure we are optimally staffed at the appropriate levels;
- The systemic delays in the approval, accreditation and registration of new programmes by the DHET, CHE and SAQA respectively remain a risk area for the University, particularly with respect to the impact on the replacement/Category C programmes for 2020 enrolments;
- The time taken for SAQA registration still exceeds the stated five-month period and remains a risk as students graduate (legacy qualifications) without a SAQA ID;

- There is a clear need to integrate all aspects of academic planning, programme review and staff development;
- Given the workloads of academics, the time they have available to attend academic staff development initiatives is limited;`
- Limited funds are available for the appointment of assistant lecturers. This is clearly a need as expressed by faculties.

4. HUMAN RESOURCES

The Division consisted of 15 permanent staff members and one three-year fixed-term staff member. The Division made two appointments in 2018, Ms Meagan Strydom, previously appointed as a facilitator, was appointed as a coordinator within the Division as of 1 April 2018. This created a vacancy (facilitator) within the CAPQP. Ms Naledi Phahlamohlaka was appointed and commenced her duties on 1 November 2018. Additionally, the Division appointed Ms Thembelihle Mkhize on a three-year fixed term contract in 2018 to assist with nGAP.

FIGURE 1. ORGANOGRAM

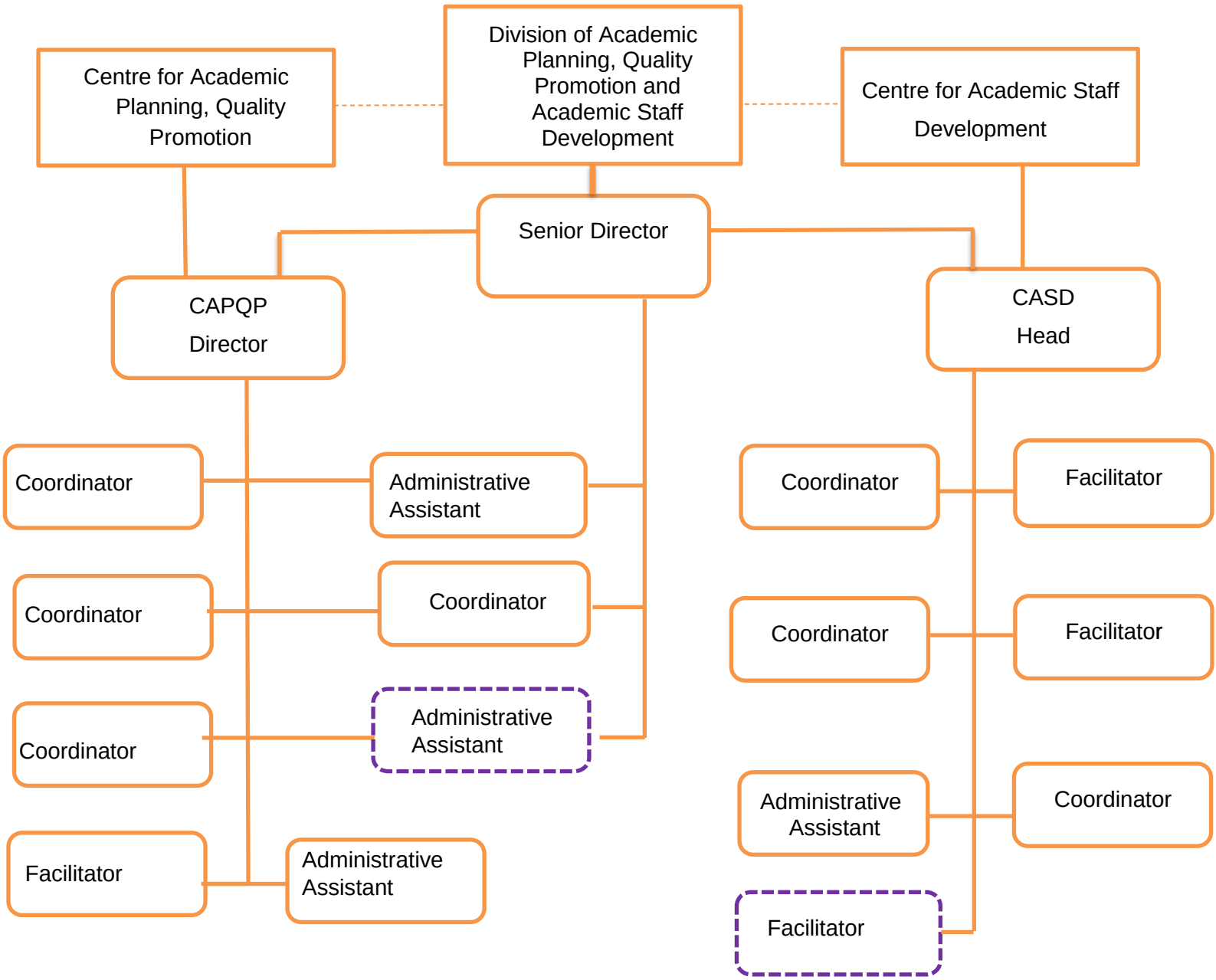

TABLE 1. DAPQPASD STAFF

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

DAPQPASD Staff	African	Colored	Indian	White	Disabilities	Female	Male	Peromnes
Coordinator				1		1		7
Coordinator	1					1		8
Facilitator				1		1		8
Facilitator	1						1	8
Administrative Assistant		1				1		11

5. STRATEGIC FOCUS

The Division plays a central 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. Comments and documents were developed for the following:

- Commentary on the National Qualifications Framework Amendment Bill, [B20-2018]. The University was invited on 5 September to Parliament to present comments based on its submission in respect of the National Qualifications Framework Amendment Bill;
- Commentary on the CHE Draft Standard for the Doctoral Degree;
- Commentary on the proposed draft CHE Framework for the Accreditation and Re-accreditation of Programmes;
- Commentary on the Draft Language Policy for Higher Education issued by DHET;
- Commentary on the CHE Higher Education Proposed Integrated Quality Assurance Approach;
- Advice to the Minister of Higher Education and Training on the revision of the Legal Practice Act 2014.

The following critical internal documents have been developed or amended, and are in the process for approval within the University governance system:

- Draft Academic Workload Policy;
- Draft Joint Academic Appointments Policy;
- Development of Flexible Curricula for 4IR;
- Draft Teaching Buyout Policy;
- Draft Quality Promotion Policy;
- Draft Short Learning Programme Policy;
- Draft Professional Development Framework;
- Draft Language Policy and Implementation Plan;
- Monitoring of Professional Body Accreditation.

The Division hosted the first UJ Teaching and Learning Symposium on 26 September 2018, which showcased innovative teaching practices implemented by 13 academics across a variety of disciplines. Presentations included the sophisticated use of computer games, simulations, the use of creative thinking techniques, and love as a teaching philosophy. Many of those showcased had been awarded funds from the Teaching Innovation Fund. There were interesting discussions on the impact of the Fourth Industrial Revolution (4IR) on teaching, learning and curriculum, large class teaching and learning, blended learning, online learning, and a variety of other curriculum transformation and teaching and learning matters.

In 2018, UJ was once again the only university in Africa selected as one of the 17 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.

The Division coordinated the Vice Chancellor's Awards. This included ensuring that all panels were constituted, and that there was coordination between the different categories, as well as the planning of the award ceremony held on 15 November 2018.

6. CENTRE FOR ACADEMIC PLANNING AND QUALITY REVIEWS

Programme Development and Quality Assurance

The CAPQP oversees programme development and review, and ensures compliance with the internal governance and external regulatory structures. The CAPQP played a key role in the provision of support to faculties in the processes of new programme development, making and obtaining approval for amendments to existing programmes, and in the submission of programme applications internally for approval by Senate. A total of 36 internal programme amendments were reviewed by the CAPQP. The Programme Working Group (PWG), an institutional quality structure managed by the Centre, reviews all new and amended programme applications before submission to SENEX and Senate. In 2018, a total of seven programmes were evaluated by the PWG, including 31 short learning programmes, and four name changes and CESM additions. A total of 26 DHET applications were submitted and 48 new programmes were submitted to the CHE for accreditation. A total of 27 programmes were accredited by the CHE, 26 programmes were approved by the DHET, and 24 qualifications were registered by SAQA in 2018.

TABLE 2. PROGRAMMES REVIEWED BY THE PWG 2018

TYPES OF PROGRAMME APPLICATIONS	2018
Programmes – Contact including CEPs	6
Programmes – DE Online including CEPs	1
New CESM additions and Name Changes	4
Continuing Education SLPs	31
Total	**42**

The CAPQP continues to engage with the CHE, DHET and SAQA regarding outstanding matters, especially given the need for replacement programmes for the 2020 intake in the Category C qualifications. All UJ programmes that were required to be uploaded on to the HEQC online system by CHE's 31 March 2018 deadline were submitted. A total of 48 new programmes were submitted to the HEQC in 2018.

SAQA continued to refer programmes to the University for amendments adding to the workload of the Centre. However, the appointment of a new staff member on 1 November 2018 assisted in this regard.

The Academic Programme Tracking System (APTS) is a central repository of all programme applications and approvals to and from the regulatory and professional bodies. The system is designed to enable the detailed tracking of a programme through its approval life cycle. Users will be able to view the status and progress of programme applications and accreditations, using HEDA. The system also permits for reporting on these steps to be extracted when required. Phase 1 of APTS is currently in development, and is nearing completion. Both the CAPQP and the Division for Institutional Planning, Evaluation and Monitoring (DIPEM) are working with HEDA to finalise the system for implementation across the University in 2019.

Decolonisation

The issue of decolonisation remains core to curriculum transformation at the University in 2018. All eight faculties reported alignment across a number of key areas to the core functions of the University. A total of 66% (cumulative target) of undergraduate degree programmes have incorporated decolonisation to varying degrees. The reports detailed modules within programmes into which decolonisation has been incorporated. From the reports, it is evident that the faculties continued to demonstrate their commitment to enriching teaching and learning, adjusting pedagogy and engaging with their communities in ways that speak directly to the decolonisation agenda. Across the faculties, research was a key area in which the decolonisation project continues to be expressed, with a number of faculties indicating that staff and postgraduate student research into decolonisation in their disciplines will, in time, feed into undergraduate teaching, ensuring that the curricula are underpinned by solid research.

In addition to faculty initiatives, the Division hosted a workshop on incorporating African languages in teaching on 17 April 2018 (‘*The Impact of a Single Word’* by Melusi Tshabalala). The CASD also conducted 15 workshops on incorporating decolonisation into teaching and learning. Faculties reported seven workshops with a specific focus on decolonisation, turning the lens on curriculum, pedagogic practice, and assessment and student engagement from multiple perspectives. The University’s pilot quality review processes prominently incorporated decolonisation into workshops. A report on all these activities was submitted to the relevant governance structures.

Quality Promotion

The CAPQP facilitates all programme reviews in faculties and academic divisions. The strategic focus of quality promotion is to improve the quality of programmes and their provision. The CAPQP works with the programme teams to conduct reviews, finalise reports and assist with the improvements identified.

During the course of 2018, a new review process was modelled and piloted. The new process accounts for the key concerns raised in the previous reviews, and addresses programme management, capacity development, and staff training, as relevant. Curriculum considerations are central to the review. It is clear from the pilot that the approach to curriculum (including teaching, learning and assessment), currently occurring in three support units, may be integrated and thus improved. Capacity development needs may be identified as part of the

review process, and a systematic approach for their resolution found. A plan of action to address issues across the institutions may then be drawn up.

In 2018, a variety of reviews took place, including subsidised programmes, continuing education whole programmes, short learning programmes, the review of a Centre, and programme accreditation visits (undertaken by professional councils, with support and assistance to the faculties provide by CAPQP).

Seven programme reviews were completed, and nine new programme reviews commenced in 2018. The CAPQP provided support for professional body site visits for a total of 29 programmes. The Centre additionally developed a UJ Register of Professional Board Accreditation. The following accreditations were received by UJ:

- Full accreditation from the CHE (National Review) of the LLB;
- Full accreditation for 22 programmes from ECSA;
- Accreditation from the Commission for the Accreditation of Programmes in Applied and Clinical Sociology for the BA Hons in Sociology;
- Six programmes accredited by the Health Professions Council of South Africa (HPCSA);
- Two programmes accredited by the Allied Health Professionals Council of South Africa (AHPCSA);
- One programme accredited by the South African Council for the Architectural Profession (SACAP);
- Two programmes accredited by the South African Council for Planners (SACPLAN);
- Two programmes accredited by the SAGC (South African Geomatics Council – formerly PLATO);
- Three BSc programmes received British Computer Society accreditation.

Nine pilot programme reviews were begun in 2018, and will be completed in 2019.

TABLE 4. INTERNAL PROGRAMME REVIEWS CONDUCTED 2017-2018

TYPE OF REVIEW	2017	2018
Undergraduate	4	1
Postgraduate	102	4
CEPWPs	7	-
SLPs	10	5
Centres	-	2
TOTAL	123	12

TABLE 5. REVIEWS CONDUCTED IN FACULTIES IN 2018

FACULTY	SUBSIDISED PROGRAMMES	NON-SUBSIDISED PROGRAMMES	MODULES REVIEWED
FADA	• Diploma in Architecture • BTech Applied Design* • B Architecture* • MTech Architecture*		
College of Business and Economics		• SLP Bridging in Transport and Supply Chain Management • 2 SLPs in Centre for Small Business Development	
FEBE	• 4 BEng degrees* • 11 Engineering Diplomas* • NDip Town and Regional Planning* • B Tech Town and Regional Planning* • N Diploma Mineral Surveying* • B Tech Mineral Resource Management*		
Health Sciences	• BBiokinetics* • BA Hons Biokinetics* • N Dip Chiropractics* • BTech Chiropractics* • MTech Chiropractics* • B Emergency Medical Care*		
Humanities	• BA Hons Sociology* • MA Psychology Clinical* • MA Psychology Counselling*		
Law	• LLM Labour Law	• SLP in Basic Interpretation Theory • SLP in Compliance Management	

* Programmes reviewed by external professional bodies with assistance from the CAPQP.

FACULTY	SUBSIDISED PROGRAMMES	NON-SUBSIDISED PROGRAMMES	MODULES REVIEWED
Science	• BSc Geography and Environmental Management • BSc Honours Geography • MSc Environmental Management		
Pilot reviews for new review process	**Reviews begun in 2018 to be finalised in 2019:** • Advanced Diploma Financial Management • Bridging Programme Financial Management • MCom Business Management • Advanced Diploma Retail • BCom Hons Marketing • BCom Hons Industrial Psychology • Diploma Road Transport Management • BCom Hons Transport Management • BA Extended degree		

Table 5 provides an overview of the reviews conducted from 2011 to 2018. These include UJ facilitated reviews of subsidised programmes (i.e. qualifications), short learning programmes (SLPs), Continuing Education Whole Programmes (CEWPs) and modules, and reviews of research-based M and D programmes.

TABLE 6 REVIEWS CONDUCTED FROM 2011 TO 2018

FACULTY											
		UG	PG	TOTAL	UG	PG	TOTAL	UG	PG	TOTAL
Education	Programmes	1	2	3				1	2	3
FADA	Programmes	10	3	13				10	3	13
FEBE	Programmes	70	30	100				70	30	100
FEFS	Programmes	9	27	36				9	27	36
	CEWPs	2 CEWP								
	SLPs	8 SLPs								
	Modules	16 modules						16 modules		
Health Sciences	Programmes	19	41	60				19	41	58
Humanities	Programmes	5	67	72	1			6	67	67
	Modules	4 modules								
Law	Programmes	6	23	29				6	23	26
	CEWPs	6 CEWPs						6 CEWPs		
	SLPs	4 SLPs								
	Modules	3 modules								
CBE	Programmes	26	87	113		4		26	91	117
	CEWPs	13 CEWPs						13 CEWPs		
	SLPs	12 SLPs			5 SLPs			17 SLPs		
	Centres	3 centres			2 centres			5 centres		
Science	Programmes	4	9	13				4	9	13
	Modules	65 modules						65 modules		

FACULTY										
		UG	PG	TOTAL	UG	PG	TOTAL	UG	PG	TOTAL
	Departments	3 departments						3 departments		

In 2018, UJ was informed that an institutional audit would be conducted by the CHE. A review of all institutional policies began in 2018 and will be completed in 2019.

7. CENTRE FOR ACADEMIC STAFF DEVELOPMENT

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 in order to enhance their practice as facilitators of learning. Developmental opportunities provided include workshops, seminars, individual consultations, teaching and module reviews, tutor training and check-ins, as well as a formal qualification in higher education, the Postgraduate Diploma in Higher Education (PGDip (HE)).

There were two highlights relating to staff development in 2018. The first was the graduation of the first cohort of postgraduate diploma in higher education (PGDip (HE)) students who enrolled in 2016. CASD in collaboration with the Faculty of Education offers the PGDip (HE) and, in 2018, 11 students registered for the programme. UJ supports and acknowledges innovative teaching practice through staff development initiatives and trough the provision of funds via the Teaching Innovation Fund.

CASD hosted and facilitated a number of workshops for academic staff members in 2018 (see table below). Four hundred and ninety seven academic staff participated in a number of development opportunities, including the Academic Preparation Programme for New Staff and Assistant Lecturers; Curriculum Design and Planning your Module; Assessment for Learning, Portfolio Development for Promotions; and Fostering Student Learning, among others. The academic preparation programme is one of the most well-attended and successful workshops. Feedback from staff indicates that it is useful in both introducing them to teaching and learning practice in higher education, and to the UJ context.

TABLE 7 WORKSHOPS CONDUCTED IN 2018

Workshops	Total Participants
Academic Preparation Programme	53
Academic Preparation Programme	41
Academic Preparation Programme	40
Portfolio Development for Promotion	24
Teaching, Learning and Assessment	17
HOD Induction	17
Curriculum Design and Planning your Module	20
Portfolio Development for Promotion	14
Assessment and Feedback Practices	8
HOD HEDA	9
Integration of Tutorials	17
Fostering Student Learning Part 1	19

Workshops	Total Participants
EBE Coordinator Workshop	11
Fostering Student Learning Part 2: Technology	10
Portfolio Development for Promotion	23
Academic Preparation Programme	25
Academic Preparation Programme	21
Academic Preparation Programme	17
Curriculum Design and Planning your Module	14
Portfolio Development for Promotion	22
Assessment and Feedback Practices	22
Fostering Student Learning Part 1	10
Fostering Student Learning Part 2: Technology	11
Assistant Lecturers	4
Teaching Philosophy and Portfolio	20
Integration of Tutorials	8
Total	497

Academics who attended the workshops listed above found them useful with 95.91% rating the workshops very useful or useful in the evaluations that were conducted after the workshop.

Teaching and Learning at UJ is guided by the Teaching and Learning Policy which states that meaningful learning opportunities need to be created for students. Tutoring, a specialised activity within academic staff development, is one way in which this can be achieved. Tutor training has been designed to help tutors create learning environments which encourage active student engagement in the learning process. Tutor training at UJ differentiates between levels of tutoring experience, with 730 new tutors, 228 experienced tutors, 54 super experienced tutors and 55 senior tutors being trained during the course of 2018.

TABLE 8 TUTORS TRAINED ACROSS CAMPUSES

CAMPUS	NEW TUTORS	EXPERIENCED TUTORS	SUPER EXPERIENCED TUTORS	TOTAL
APK	512	169	53	734
FADA	20	4	0	24
BUNTING	79	13	1	93
DFC	52	23	0	75
SWC	67	19	0	86
Total	**730**	**228**	**54**	**1012**

In addition to tutor workshops, staff workshops and individual consultations form part of the integrated tutor development strategy. The focus of staff workshops is on the importance of embedding tutorials into the curriculum. A number of specialised departmental workshops (see table below) were also conducted. The aim of these workshops was to develop effective tutor practice within the disciplinary context. This, in combination with staff development workshops and consultations (see below), ensured that teaching and learning in tutorials was well-integrated into curriculum design and all other teaching and learning activities.

TABLE 9 STAFF WORKSHOPS AND INDIVIDUAL CONSULTATIONS 2018

Staff	
Law	9
CBE	17
Science	12
Humanities	36
Health sciences	3
FADA	2
FEBE	1
Education	2
Academic prep	45
Total:	**127**

Ongoing development of the tutor programmes relies on data collected from students. This is done through check-in sessions with tutors and involves both contact and online sessions.

TABLE 10 CHECK-IN ACROSS CAMPUSES

Campus	May Check-in	Number of tutor reports	Online September check-in
APK	368	489	282
DFC	79	134	76
APB	69	85	48
FADA	13	22	4
SWC	81	107	60
Total	610	837	470

The online check-in sessions form part of the blended approach to training and supporting tutors and senior tutors. During the online check-in session tutors develop artefacts depicting their tutoring experience and, in 2019, a repository will be creating using the artefacts produced during 2018.

Module and lecturer evaluations form part of the University's overall strategy to improve student success through evidence-based decision making. The increase in the number of teaching evaluations over the last three years (2016, 2017 and 2018) is set out in the Table below:

Table 11 Module and Teaching Evaluation

	2016	2017	2018
Teaching	507	834	1081
Module	312	399	514
Total	**819**	**1233**	**1595**

In 2018, 1 081 teaching evaluations and 514 module evaluations were completed. A decision was taken by the MEC that all first-year modules must be evaluated. The increase in the number of evaluations undertaken necessitated a move towards a more efficient system. An additional goal is the provision of meaningful data as part of the overall focus on evidence-led decision making. To this end, in the second semester of 2018, Blue by eXplorance, an online evaluation tool, was piloted in the College of Business and Economics (CBE). A total of 22 academic modules were evaluated, with 3 041 responses received from students. The Blue system will be rolled out across the University in 2019. An additional benefit is that Blue integrates with Blackboard, enabling strategies for increased responses, improved reporting, automated feedback and data analytics on feedback.

The promotion of the Scholarship of Teaching and Learning is a key focus area in the Centre. This is supported through the Teaching Innovation Fund (TIF). R 500 000 was distributed amongst 11 projects. Many of the projects involved the use of technology to enhance the teaching learning experience of students.

8. SPECIAL PROJECTS

Global Teaching Excellence Award

UJ was the only university in Africa selected as one of the 17 finalists for the Global Teaching Excellence Award (GTEA). This 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.

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 2018 AAMP participation is as follows:

TABLE 12 AAMP LEVEL 1

Faculty	Participants 2016	Participants 2017	Participants 2018	Designated Participants 2016	Designated Participants 2017	Designated Participants 2018	Female Participants 2016	Female Participants 2017	Female Participants 2018
EDU	6	5	5	5	4	4	5	4	4
FADA	5	6	15	4	5	12	3	3	8
FEBE	19	11	23	13	7	17	7	5	11
FEFS[1]	12	10	-	8	7	-	5	5	-
FHS	24	20	27	17	13	23	17	16	23
Hum	9	7	14	8	6	11	6	5	9
Law	4	4	3	3	3	3	1	1	0
Man[2]	31	30	-	20	18	-	13	10	-
Sci	6	6	6	5	5	5	3	3	3

[1] FEFs is now part of the College of Business and Economics. Later reports will reflect CBE.
[2] MAN is now part of the College of Business and Economics. Later reports will reflect CBE.

Faculty	Participants 2016	Participants 2017	Participants 2018	Designated Participants 2016	Designated Participants 2017	Designated Participants 2018	Female Participants 2016	Female Participants 2017	Female Participants 2018
Non Faculty	0	1	2	0	1	2	0	1	2
CBE	-	-	38	-	-	27	-	-	17
Total	**116**	**100**	**133**	**83**	**71**	**104**	**60**	**56**	**77**

Fourteen Level 1 participants have progressed to Level 2 and one 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 participants were promoted to Senior Lecturer in 2017. Twenty three participants have completed and been awarded doctorates, of which 15 were completed in 2018. Eight Level 1 participants are awaiting their results.

TABLE 13 AAMP LEVEL 2

Faculty	Participants in 2016	Participants in 2017	Participants in 2018	Designated Participants 2016	Designated Participants 2017	Designated Participants 2018	Female Participants 2016	Female Participants 2017	Female Participants 2018
Education	10	11	10	6	9	8	7	9	7
FADA	3	3	5	1	1	2	2	2	3
FEBE	19	18	10	3	5	5	3	3	4
FEFS	7	8	-	2	3	-	5	5	-
FHS	11	10	12	3	3	2	8	7	10
Hum	9	11	10	5	7	5	6	8	8
Law	2	2	3	0	0	0	2	2	3
Man	15	13	-	11	9	-	8	8	-
Sci	24	23	23	12	10	19	12	11	11
CBE	-	-	23	-	-	13	-	-	15
Non Faculty	-	-	1	-	-	0	-	-	1
Total	**100**	**98**	**97**	**43**	**47**	**54**	**53**	**55**	**63**

In 2018, 17 participants have moved to Level 3 based on promotion, and three participants have been promoted to Senior Lecturer. In 2017, 13 Level 2 participants moved to Level 3 based on promotions. Thirty-five participants have been promoted to the position of Associate Professor since the inception of the programme.

TABLE 14 AAMP LEVEL 3

Faculty	Participants 2016	Participants 2017	Participants 2018	Designated participants 2016	Designated participants 2017	Designated participants 2018	Female Participants 2016	Female Participants 2017	Female Participants 2018
Education	5	4	3	2	1	0	2	1	1
FADA	4	4	3	1	1	1	4	4	3
FEBE	3	2	15	0	0	6	0	0	2
FEFS	4	3	-	2	1	-	1	1	-
FHS	1	1	3	0	0	1	0	1	1
Hum	9	7	10	3	2	7	5	3	6
Law	1	1	1	0	0	0	1	1	1
Man	4	3	-	1	2	-	3	1	-
Sci	0	1	10	0	1	7	0	1	5
CBE	-	-	10	-	-	6	-	-	5
Total	**31**	**26**	**55**	**9**	**8**	**28**	**16**	**13**	**24**

Seven were promoted to Full Professor in 2018 and three in 2017.

To date, there have been 88 AAMP candidate promotions. During the three years, and given the proportionately larger size of the Levels 1 and 2 cohorts, the majority of promotions have been to SL/AP level. Ten from Level 3 have been promoted to Full Professor. The following table denotes these promotions. With each promotion, candidates move levels.

TABLE 15 AAMP PROMOTIONS

Year	Designate	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
2018	11	5	11	1	14	14	28[3]

It is clear that the AAMP is succeeding in preparing and creating enabling conditions for the 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

[3] This figure is dependent on updates from HR regarding confirmation of promotions

Academic Staff Development. Writing retreats have been held with success. In addition, specific sessions on the development of teaching portfolios have been held, as have numerous sessions on preparing candidates for NRF rating. 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 level coordinators and is recommended by the HOD and the Dean. A further layer of scrutiny within the Division ensures the equitable distribution of resources, compliance with UJ policies, and maximises the benefit of academic gains for the individual.

In 2018, four writing retreats, one teaching portfolio workshop and one mini teaching portfolio workshop were conducted. Additionally, eight workshops were held in collaboration with Prof Thad Metz.

Workshops have been held with all three AAMP levels, with participants discussing their experience on the AAMP and possible future support possibilities. During the Level 1 engagement, participants highlighted issues they are currently experiencing that are hindering progress in the completion of their PhDs. An AAMP Writing Circle has been established to support members in this. The group meets once a month for three hours, and uptake has been fruitful. Workshops with Level 2 and Level 3 participants were held during the second semester. These focus group discussions have proven to be invaluable in identifying areas of support required, difficulties experienced by participants and possible ways of strengthening the programme. A questionnaire has been designed to solicit additional information and to assess the progress of each participant.

AAMP Guidelines have been developed, and are sent to participants quarterly to encourage them to apply for funding. A link to the intranet with the required forms is available. Continuous discussions are held with the two coordinators to find ways of encouraging participation from mentors and mentees.

A questionnaire was sent out to all AAMP participants. The feedback was positive and the increased presence and support were praised. It was highlighted in some cases that the mentor-mentee relationship is not working, therefore one of the key focuses for 2019 will be to review how to improve these relationships.

Assistant Lecturers

The post of assistant lecturer (AL) is an initiative to accelerate the race and gender transformation of the academic cohort in order to develop the next generation of academics; to address the critical need to improve on staff: student ratios; and importantly, to provide a level of financial support and stability to students registered for master's and doctoral studies. In addition, the goal of the Assistant Lecturer Programme is gradually to migrate the ALs into permanent posts as these become available as a result of retirements and resignations. A total of 80 ALs was: appointed in 2018. Our budget makes provision for 75 in an academic year. Fluctuations in headcount numbers are due to expiry of three-year contracts, resignations or absorption into faculties. Once a post becomes vacant, faculties request a replacement. Our target is to ensure that, at any given time, there are 75 posts filled.

As of 1 December 2018, 59 ALs were still employed by the University, as some contracts expired toward the end of the year. Applications were processed to fill 18 vacant positions (based on an approved total of 75 posts available).

The vacancies were the result of movement in the 80 ALs appointed in 2018: four were absorbed as permanent staff members (one was employed as an nGAP lecturer); six ALs resigned; and a further nine AL contracts came to an end in December 2018. ALs attend all academic training workshops. In addition, a special workshop for ALs was held to assess if there were specific needs and areas for intervention.

Additionally, as at the end of 2018, a total of 19 ALs have been appointed into permanent positions since the inception of the programme in 2014, as indicated in the table below. In 2018, four ALs were absorbed, of which one was appointed as a New Generation Academic Programme (nGAP) lecturer.

In terms of appointments in faculties and statistics relating to race and gender the overall picture of ALs is as follows for 2018:[4]

4 1 January 2018 – 31 December 2018

TABLE 16 ALs PER FACULTY

The AL profile per Faculty as on 31 December 2018:

Faculty	No. of Candidates	Designate	% Designated	Non-Designate	% Non-Designate	Foreign	% Foreign	Male	% male	Female	% Female
Education	7	5	71%	1	14%	1	14%	4	57%	3	43%
FADA	4	3	75%	1	25%	0	0%	2	50%	2	50%
FEBE	13	13	100%	0	0%	0	0%	5	38%	8	62%
FHS	6	6	100%	0	0%	0	0%	1	17%	5	83%
Humanities	10	9	90%	1	10%	0	0%	4	40%	6	60%
Law	6	4	67%	2	33%	0	0%	1	17%	5	83%
CBE	18	16	89%	1	6%	1	6%	7	39%	11	61%
Science	16	14	88%	1	6%	1	6%	12	75%	4	25%
TOTAL	**80**	**70**	88%	**7**	9%	**3**	4%	**36**	45%	**44**	55%

It is a significant achievement that 88% of ALs are Black South Africans.

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; this allows nGAP scholars to achieve higher degrees, produce research outputs, and pursue teaching and research development opportunities in teaching and research.

In 2018, the DHET awarded UJ five new nGAP posts for Chemical Engineering Technology, Powder Metallurgy, Plant Physiology, Environmental Health and Physiology (Zoology). Four out of the five posts have been filled, with the fifth post currently in the final stages of appointment. In December 2018, the University submitted seven applications for nGAP Phase 5 for the following fields: Biochemistry, Biotechnology and Food Technology, Chemical Engineering Technology, Metallurgy (Bio-beneficiation of Minerals and Waste), Metallurgy (Powder Metallurgy and Powder Additive Manufacturing), Physiology, and Public Law. Currently, the University has a total number of 18 nGAP scholars, with a further post from Phase 4 in the final stages of appointment. In addition to the training opportunities at the University, nGAP scholars attended two special workshops organised by the Division, aimed at promoting their academic careers and highlighting all the opportunities and support provided by the University.

TABLE 17 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
3	Law	Mercantile Law	Coloured	Female
3	Health Science	Radiography	Coloured	Female
4	Science	Botany	Black	Female
4	FEBE	Chemical Engineering Technology	Indian	Female
4	FEBE	Engineering Metallurgy	Black	Male
4	Science	Zoology	Black	Female
4	Health Science	Environmental Health[5]		

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 10 October where representatives engaged with 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. In keeping with the need to support and develop nGAP scholars, the Division has hosted several interactions and sessions. As the custodian, the Division is responsible for ensuring that the allocated funding is spent in a transparent and accurate way and that DHET rules are complied

[5] Post to be filled in 2019

with. The 2017/2018 audit undertaken by the University's auditors SizweNtsalubaGobodo Inc. was deemed to be unqualified.

9. STAKEHOLDER ENGAGEMENT

National and International 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);
- Member of the HELTASA Executive committee and a Teaching Advancement at University Fellowship Programme;
- Member of the national working group to draft the National Framework for Enhancing Academics as University Teachers;
- Coordinator for the Southern African University Learning and Teaching Forum;
- Member of the editorial board for the SoTL in the South Journal;
- Southern African Learning and Teaching (SAULT) Forum;
- Presented at the *Impact of Teaching Excellence ANTF and HEA Excellence Awards Symposium,* in Manchester;
- Presented at *the Society for Research in Higher Education Conference in Newport Wales* in 2018 entitled Methodological Conversations: Reflections on Using Participatory Methodology Across the Three Data Collection Sites in the SARiHE Project Teaching Advancement at University (TAU) Fellowships;
- Presented a paper at the ICED conference entitled 'Who we are counts' in 2018 in Atlanta Georgia;
- Attended the Global Teaching Excellence Awards networking meeting in 2018 held in Edinburgh;
- 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, and served on several UJ committees, task teams and working groups, such as:

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

10. 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 where possible.

Environmental sustainability efforts include full support of UJ's waste management and recycling initiatives by recycling paper, allowing only double-sided printing, and switching off lights at night. A challenge is that laptops/desktops are old and cannot be replaced.

11. LEADERSHIP FOOTPRINT

The Division's activities are aimed at aligning 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.

12. CONCLUSION AND THE WAY FORWARD

It is expected that in 2019, 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.