

ANNUAL REPORT 2020



ACADEMIC DEVELOPMENT AND SUPPORT

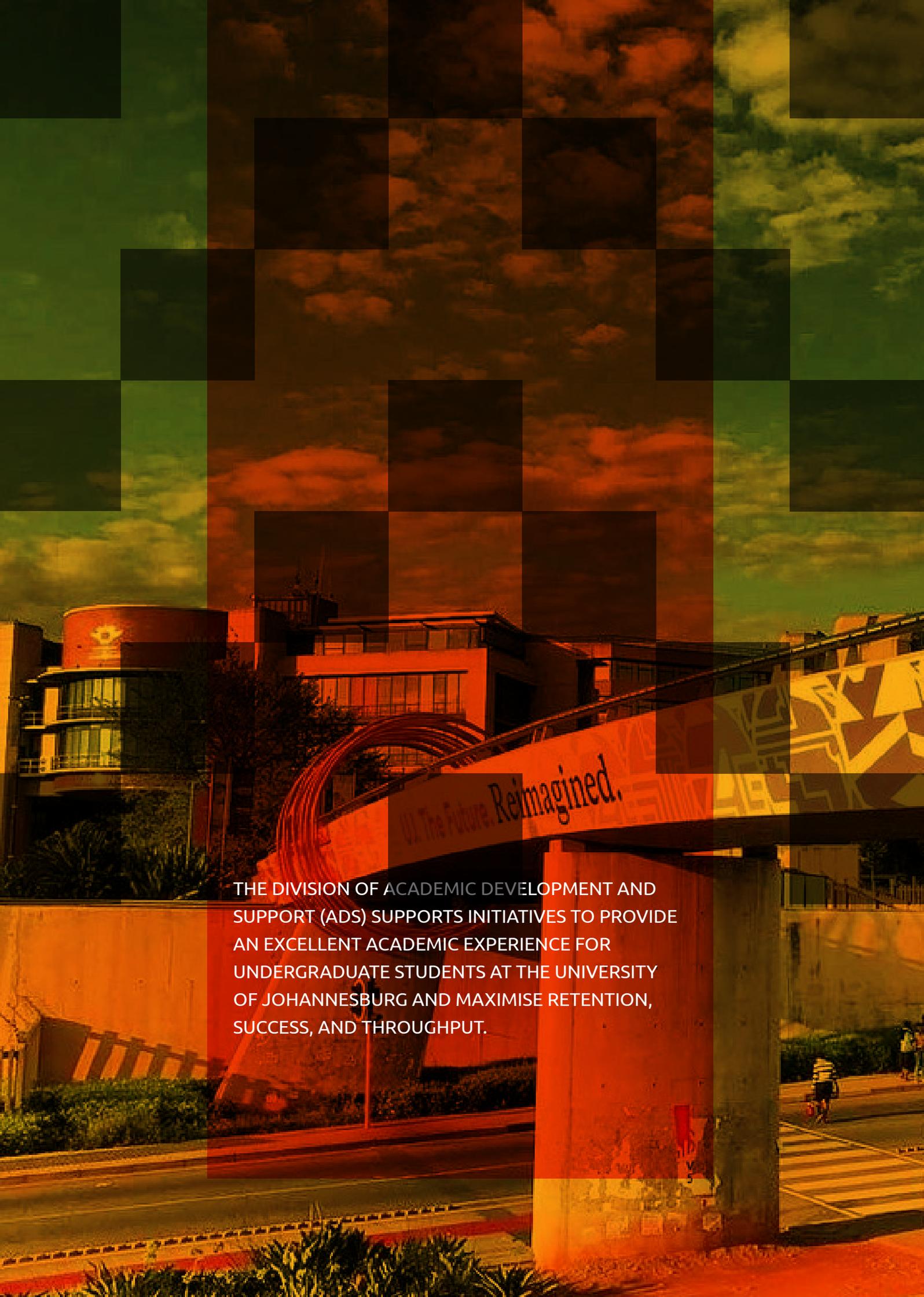
ADC

CAT

PSYCAD



UNIVERSITY
OF
JOHANNESBURG



THE DIVISION OF ACADEMIC DEVELOPMENT AND SUPPORT (ADS) SUPPORTS INITIATIVES TO PROVIDE AN EXCELLENT ACADEMIC EXPERIENCE FOR UNDERGRADUATE STUDENTS AT THE UNIVERSITY OF JOHANNESBURG AND MAXIMISE RETENTION, SUCCESS, AND THROUGHPUT.

TABLE OF CONTENTS

OVERVIEW	2
OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT	18
STRATEGIC FOCUS AND TARGETS	26
EMPLOYEE PROFILE	58
COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT, NATIONAL AND GLOBAL REPUTATION MANAGEMENT	62
FINANCIAL REVIEW	66
TRANSFORMATION, LEADERSHIP AND LEADING CHANGE	67
CONCLUSION AND WAY FORWARD	71
ANNEXURES	75



OVERVIEW

The Division of Academic Development and Support (ADS) supports initiatives to provide an excellent academic experience for undergraduate students at the University of Johannesburg and maximise retention, success, and throughput.

Our focus is on reducing dropouts and improving the module pass rate and the degree throughput rate. ADS aims to provide cutting-edge interventions, including psychosocial support initiatives to stabilise and enrich the students' personal environment, academic support initiatives to maximise learning opportunities, and initiatives to deepen and broaden the pervasive and sophisticated use of academic technologies. We strive to become a leader of the Fourth Industrial Revolution in terms of teaching and learning. The opportunities and effects of 4IR are foregrounded in the learning experience to maximise participation and agency. Our collective institutional goal is to develop confident and passionate graduates – intellectuals, professionals, ethical and responsible citizens, and innovators.

The Academic Development Centre (ADC), the Centre for Academic Technologies (CAT) and the Centre for Psychological Services and Career Development (PsyCaD) played critical roles in supporting academics and students during the lockdown in 2020. The report below will highlight the Centres' contributions.

The combined effort from ADC and CAT to support teaching and learning undoubtedly contributed to student success. The undergraduate degree credit success rate, the principal barometer of overall undergraduate achievement, has steadily increased since 2014 (see Table below). However, there was a 3,3% jump in the success rate from 2019 to 2020. This increase can be explained in a number of ways: (i) During lockdown and with everything online, there was a complete focus on students and their teaching and learning needs; (ii) Students spent more dedicated time during the lockdown on learning activities (despite many challenges); (iii) The 2020 Academic Regulations underwent several changes: exam entry requirements were lowered from 40% to 30%; weightings in the semester mark (SM) and examination mark (EM) were changed; some semester modules were converted to couplet modules or to year modules; assessments changed from the traditional examination model to a continuous assessment model; and pre-requisites for progress from Semester 1 to Semester 2 were waived where academically possible.

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Undergraduate degree credit success rate

2014	2015	2016	2017	2018	2019	2020
84,5%	85,5%	85,4%	85,6%	85,6%	85,8%	89,1%

Optimising the support for students is a collaborative effort across all faculties and many divisions. What follows is a brief account of how the Division of Academic Development and Support contributes to this continuous endeavour.

ACADEMIC DEVELOPMENT CENTRE (ADC)

ADC is a Centre consisting of three units, namely ADC Access, Academic Development and Innovation (ADI) and the Department of Academic Literacies (DAL). In addition to these units, the UJ First Year Experience (FYE) and Senior Student Experience (SSE) coordinator is located in ADC. The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC), which is an independent entity, is also housed in and managed by ADC. Throughout 2020, ADC had to adapt to the challenges posed by Covid-19 and the ever-changing nature of online student support. However, the Centre managed to introduce a range of interventions tailored to supporting students online and from a distance due to South Africa's pandemic lockdown.

ADC contributed to all the UJ strategic objectives by supporting undergraduate student success in various ways. It specifically contributed towards UJ's Strategic Objective 2 (Excellence in teaching and learning) as this relates directly to the core business of ADC. Significant contributions were also made to Strategic Objective 3 (International profile for Global Excellence and Stature) through the English Language Programme (UJELP) as well as the work of the SANRC.

Efforts aimed at ensuring student success during the UJ Covid-19 response

The On the Go: SOS (Student Online Success) Blackboard Organisation

ADC initiated a move towards creating a virtual bouquet of bite-sized resources for students who straddled both literacies and learning development. The resources ranged from reading strategies to time management, online exam preparation skills and everything in between. All 40 000+ UJ undergraduate students were subsequently enrolled in the SOS Organisation on Blackboard. The module was well received by the UJ student population and received more than 50 000 hits. ADC also employed 14 SOS representatives, who acted as content creators and promoters of the SOS content on social media platforms.

Supporting online teaching

In addition to the normal implementation of the Integrated Student Success Initiative (ISSI), a pilot project led by ADC staff, focused in an intensified and coordinated way on 10 selected modules to enhance student success while working away from campus. ADC partnered with the Centre for Academic Technologies (CAT) and the Centre for Academic Staff

Development (CASD) to deliver a four-step intervention during Semester 2 of 2020. The four-step strategy focused on

- 1 raising awareness of support offered at UJ,
- 2 collaborative (ADC, CAT, CASD) delivery of workshops and seminars on pedagogies and technologies for effective teaching and learning,
- 3 implementation and support to participants in the pilot project, and
- 4 reflecting collaboratively on challenges that could enable better support.

The UJ Integrated Student Success Initiative (ISSI)

The ISSI is an institutional student success initiative. It aims to impact student success at UJ, in terms of module pass rate, degree completion rate and the dropout rate, with a data-informed process that focuses UJ resources where they can have the greatest impact on student success. The strength of ISSI is the collaborative participation of all eight Vice-Deans: Teaching and Learning. The focus is to improve student success in selected priority modules, selected by the Faculties for inclusion. The Academic Development Centre (ADC) worked closely with the Centre for Academic Technologies (CAT) and other support services, in conjunction with the various Vice-Deans: Teaching and Learning in each Faculty as well as the module lecturers, to develop and implement agreed interventions.

Despite the limitations of studying remotely, the ISSI continued

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better when compared to attainment levels in the first semester of 2019.

to find innovative solutions to students' problems in 2020. The ISSI interventions were once again focused on the UJ Priority Module Index, which identifies the 20% of modules where most funded credits were lost during the previous academic year. The interventions involved active engagement with the lecturers of 90 modules, consisting of five each per semester from each Faculty and 10 from the College of Business and Economics (CBE). Faculty representatives completed an initial analysis, after which ADC staff, with representatives from CAT and other support services, met with the academics responsible for the various priority modules, to refine and finalise intervention plans. Additional UJ resources – in the form of the strategic tutor fund, the UJ funded e-books and ADS seed funding for ISSI implementation – were made available to stimulate the ISSI's growth. It is envisioned that the work conducted in ISSI will continue to grow and that it will lead to research publications on an institutional, data-informed approach to enhance student success.

The ultimate measure of ISSI lies in student success. The dedicated, collaborative efforts of ADC staff and academics resulted in very satisfying improvements in the selected ISSI modules' success rates. In the first semester of 2020, the 45 modules selected to participate in the ISSI performed 8% better when compared to attainment levels in the first semester of 2019. In general, the ISSI was a success in the first semester of 2020. We are anticipating positive results for the second semester of 2020.

ADC Access

ADC Access, responsible for ADC's extended curriculum programmes, continued its excellent work in 2020. The work was focused mainly on the Doornfontein Campus and extended to the Soweto and the Bunting Road Campuses. During the year, ADC Access taught approximately 665 first-year students registered in FEBE, Humanities and CBE. The module success rates of 12 of the 15 extended curriculum groups were 80% and above, with four of these performing at above 90%. Moreover, the success rates of extended diploma offerings were found to be at their highest level (88,6%) since 2009. Those of the FEBE extended degree offerings in their first year were 85,7%, those of the extended diploma offerings in CBE were 79%, and those in Humanities were 89%. ADC Access succeeded in navigating the switch from contact to remote lecturing, offering lectures not only on Blackboard, but also on a variety of data-lite platforms. We catered for the extended students' needs regarding electricity, connectivity, personal and home environment issues. Also, ADC Access staff developed multimedia teaching and learning resources based on the ADC Access methodology for dissemination to all UJ staff.

Academic Development and Innovation (ADI)

ADI consists of two parts: The Learning Development (LD) unit and the University of Johannesburg English Language Programme (UJELP). During 2020, ADI continued to actively support student success at UJ through various initiatives. Some of its staff members taught in two credit-bearing modules: Mastering Academic and Professional Skills (MAPS), which includes MAPS Eco, offered in the College of Business and Economics and MAPS Hum, offered in the Faculty of Humanities. The MAPS modules involved 594 students, and the two modules both registered a pass rate in excess of 85%.

In addition to teaching and learning, ADI led several innovative programmes and interventions contributing towards the reduction of student dropout, the strengthening of both First Year (FYE) and Senior Student (SSE) Experience, as well as the Student Success Initiative (ISSI). ADI continued with coordinating the student mentoring programme at UJ through continual engagements with UJ stakeholders, mainly in faculties and residences. During 2020, a total of 10 607 students attended either a mentor training session, individual consultation, group consultation, a focus group, a study skills workshop, residence training or ISSI interventions delivered by ADI staff members.

The Reading in the Discipline (RID) initiative maintained its trajectory in 2020 in the Faculty of Humanities. This approach involved developing material and embedded interventions using actual academic content to assist students with making sense of the academic reading they are faced with, and about 952 students attended RID workshops.

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665 first-year students

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In 2020, 174 students were tested, and 83 students progressed through all six levels from elementary A1 to advanced C2.

In total,

4 407 consultations

were completed during 2020, the great majority of which was conducted through email

To combat the limitations of emailed feedback, the Writing Centres produced

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Finally, UJELP contributes towards UJ's Strategic Objective 3 (International profile for Global Excellence and Stature) through an English language programme offered to international students in line with the Common European Framework of Reference (CEFR). In 2020, 174 students were tested, and 83 students progressed through all six levels from elementary A1 to advanced C2.

Department of Academic Literacies

The Department of Academic Literacies continued to strengthen its contribution to teaching and learning with three key modules, namely English for Law (EFL), Language and Skills for Science (LSS), and Language for the Economic Sciences (LES). The extent of student engagement with the consultants of the four UJ Writing Centres was impressive. In total, 4 407 consultations were completed during 2020, the great majority of which was conducted through email. The conventional model of one-on-one and small group consultations had to be adjusted so that students could continue to benefit from the Writing Centre's services. To combat the limitations of emailed feedback, the Writing Centres produced 27 learning units for the On the Go SOS module, offered to all UJ students and included in the CHE's nation-wide student support website.

The UJ First Year and Senior Student Experience (FYE/SSE)

During 2020, the UJ First Year Experience (FYE) and Senior Student Experience (SSE) continued with their important work. As always, the FYE started with the First Year Seminar (FYS), which successfully welcomed the first-time entering UJ students into their new environment. All first-years who attended the FYS received a welcome pack, a collaboration between UJ FYE, UJ Strategic Communication and the Study Trust. The four UJ campuses were orange-clad with banners, gazebos, posters and marshals ready to offer the support required by first-years. Faculties and Support Services led innovative interventions contributing towards the reduction of student dropout and strengthened existing programmes to enhance teaching and learning. In addition, the UJ FYE/SSE office played an integral role in supporting many of the student success initiatives mentioned above.

Find Your Way

The UJ Find Your Way website was initially created by the UJ FYE office to help UJ students find their way at UJ. In 2020, the ADC team decided to completely redesign the existing Find Your Way website. The revamped website was designed, using current online design principles, and aimed at creating a hub of support information for our new incoming students. The website was launched formally in January 2021. The development of this project was a collaboration between ADC and support services at UJ. The website is accessible at <https://findyourway.uj.mobi/>

Development of the fully online First Year Seminar (FYS) for 2021

The UJ FYS traditionally takes places face-to-face, and this will remain an important way of engaging with newly arriving students in the future. For

2021, however, the FYS will take place almost totally online. ADC collaborated with CAT, support services at UJ, Faculties and Eiffel Corp. The project created a fully populated UJ FYS 'shell' Blackboard module. The 'shell' was copied and will be customised for the seven Faculties and the College of Business and Economics. This will result in eight customised, fully online and interactive modules available to all first-year students for the duration of their first year.

The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC)

The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) is a DHET-funded national centre housed within the Academic Development Centre. Despite the challenges posed by the advent of the Covid-19 pandemic, the SANRC made some notable gains in pursuit of its three-fold agenda of

- (i) setting a scholarly agenda for South Africa's First Year Experience community;
- (ii) providing resources for South Africa's First Year Experience community and,
- (iii) creating and developing South Africa's First Year Experience community through national and international collaboration and networking.

The year began on a high note for the SANRC, with participation in selected universities' orientation programmes. A further highlight was a joint keynote by Dr Annsilla Nyar, SANRC Director, and Dr Jennifer Keup, Director of the SANRC's sister organisation, the National Resource Center for the First Year Experience and Students in Transition (based at

the University of South Carolina) at the NRC's 39th Annual Conference on the First Year Experience, on 21 to 24 February 2020, in Washington DC. The joint keynote was entitled 'Finding the humanity in first-year experience: Critical reflections on the globalisation of a movement'. The SANRC actively participated in global First Year Experience networks in 2020. Dr Annsilla Nyar helped plan, and participated in, two panel sessions for The Biennial International Forum on the First Year Experience on 20 February 2020, in Washington DC.

The Annual SANRC FYE Conference scheduled to take place on 20 to 22 May 2020 in Cape Town had to be cancelled because of the national lockdown. The SANRC is currently well advanced to host a fully online national conference in 2021. Despite not having its annual conference, the SANRC still accomplished a number of gains in the area of scholarship during 2020. Dr Annsilla Nyar contributed an article 'The First Year Experience' for the book *Student affairs and services in higher education: Global foundations, issues, and best practices*, 3rd ed, published by the International Association of Student Affairs and Services (IASAS) in cooperation with the Deutsches Studentenwerk (DSW) Publishers in Berlin, Germany. The SANRC also released a third special edition of the Journal of Student Affairs in Africa (JSAA) at the end of 2020, entitled *Deepening scholarship on the first-year experience*. Lastly, Dr Nyar also presented a paper, the 'Double transition for first-year students: Understanding the impact of Covid-19 on South Africa's first-year students' at the 27th fully online National Students in Transition (SIT) Conference, hosted by the NRC. This paper serves as an overview article on the effect of the Covid-19 pandemic on South Africa's First Year Experience.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The Centre for Academic Technologies supports the university in using innovative and advanced technologies to support teaching and learning. Introducing such technologies to students and staff is an essential aspect of CAT's activities. During the 2020 FYS, CAT staff (26 facilitators and 19 assistants) conducted 66 two-hour hands-on sessions across all four campuses, introducing more than 5 500 first-year students to the UJ online learning environment: uLink, the student portal; and Blackboard (Bb), the learning management system (LMS). In a short survey during the FYS training, 3 800 students responded to questions about their digital literacy. Two-thirds of students indicated that they needed training in using MS Word, with 42% stating that they would not be able to submit online assignments without help. New UJ academics were also introduced to the LMS and CAT support services early in 2020. Towards the end of 2019 and in January 2020, CAT's instructional designers visited every academic department to introduce a Blackboard template that could be customised. This meant that before lockdown, 96% of undergraduate modules with the suggested structure were already on the LMS, and lecturers were familiar with the key features of Blackboard and Turnitin.

In the context of the Coronavirus spreading around the world and anticipating a situation where all teaching and learning (T&L) will have to be off-campus, CAT updated and sent out a high-level contingency plan called *Toolkit for Online Teaching and Learning Off-campus* in early March. CAT immediately began developing two Blackboard modules linked to the toolkit to guide and support academics and students. These modules, *The UJ Online Teaching Toolkit* for staff and tutors, and *Continue to Learn Off-campus* for undergraduate students, were completed by the end of March. The modules included help files, good practices and UJ specific leaflets with guidelines for going fully online. Resources, suggestions and good practices from around South Africa and the world were also added to the academic module. In addition, CAT developed and distributed two guides for online teaching before the start

of Term 2: *20 Things to consider when teaching online and Live online lectures.*

UJ's blended approach to T&L meant that the vast majority of undergraduate students already had one or more modules on Bb. In March 2020, the focus was on departmental interventions to create modules that were not on the LMS and get them ready for online, using a flexible structure that could easily be modified. CAT staff viewed over 1 500 undergraduate modules during the third week of March to check for 'online readiness' in terms of the presence of

- (i) a structure that students can easily follow;
- (ii) a learning guide;
- (iii) evidence of activities in Week 6 of Term 1;
- (iv) presence of assignments; and
- (v) presence of online assessments.

Using this evidence, and with Faculties/CBE Vice-Deans and T&L committee members' support, CAT focused on departments and modules that needed assistance. Series of webinars and conversations, using Collaborate or Zoom, were used in Faculties and CBE to support academics with specific aspects of module design and online delivery. In April, more than 944 staff were trained; in May, 647 and in June, fewer workshops took place with 177 attendees. The focus was on using Bb Collaborate to stay in touch with students and set up and mark assessments. Examples include an overview of *Blackboard for beginners*, *How to use Collaborate Ultra*, *How to create groups*, *How to mark online*, *How to create a Turnitin assignment*, *How to*

record PowerPoint slides and How to compress videos. CAT collaborated with the Division for Academic Planning, Quality Promotion and Academic Staff Development in compiling the *Online Assessment Guidelines* with input from Faculties and CBE.

Before the start of Term 2, during four days of online student orientation (14 to 17 April) the CAT Helpdesk answered 900 queries, with 1 700 queries subsequently answered during the first week of Term 2. Many students needed technical help, e.g., how to reset passwords, but most questions were more general, about data, devices and online learning. Additional resources for students were developed and distributed. The focus was on finding quick help: *What you need to know for off-campus learning and a Checklist for online readiness* – with live links embedded.

Data gleaned from the LMS by CAT staff were crucial in tracking Bb activity by academics and students. At the start of Term 2, 85% of students were active on the LMS. After receiving free data, activity increased significantly. By the third week of Term 2, with the exception of just under 350 students, all undergraduates were busy online. To ensure that students were able to participate in online learning, CAT coordinated the distribution of not only the monthly data to students, but also the distribution of almost 4 000 Mecer Xpress 2-in-1 devices with removable keyboards as either free or loan devices to students in need. That was in addition to 1 740 free devices distributed to Quintile 1-3 NSFAS first-year students in March.

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In 2020, the University of Johannesburg made R10.5 million available for purchasing e-textbooks for students in priority modules.

The available funds were divided according to historic FTEs and allocated proportionally to Faculties. The e-book aggregator, ITSi Funda, provided an e-reading platform with the miEbooks application. With CAT support, during the lockdown, access to free e-textbooks was improved by making all requested e-textbooks for 2020 available to students. By the end of 2020, 100% of the available funding was used for 123 e-textbooks that was downloaded 27 400 times.

In addition to supporting UJ staff and students, CAT hosted the annual Up2U virtual conference, Optimising the Online Experience, for learning designers in South Africa. The three-hour event was attended by 205 people from 19 Higher Education institutions and four industry-related entities (IEE, Bb, SAIDE & HEPISA). CAT colleagues also hosted an annual meeting of the Southern African Universities Learning and Teaching (SAULT) forum in February, attended by 12 academics from across the SADC region.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

Covid-19 had a significant psychological impact on society. International reports on the psychological impact on the general population, and particularly the student population, reveal consistent themes. The main psychological impact was initially elevated rates of stress or anxiety. However, as new measures such as lockdowns, social distancing, and quarantine were introduced, this profoundly affected many people's usual activities, routines, or livelihoods. This resulted in high levels of loneliness, depression, substance abuse, and self-harm or suicidal behaviour. Social isolation triggered or exacerbated serious mental health problems. Student mental health has been an international concern for the past couple of years. The Covid-19 pandemic added additional stressors for many students. Some of the common themes and problems that were identified for UJ students include:

- Suspension of contact classes implied that students were forced to adjust to online teaching and learning, which many found challenging. Structure and routine are important coping mechanisms for many young people, especially those with mental health issues. When the university reverted to online teaching and learning, and residences were closed, students had limited access to mental health services and support, peer group support and face-to-face services. This gave rise to feelings of insecurity, anxiety and uncertainty.
- Students were also stressed about residence evacuations, cancellation of anticipated events, and losing their part-time jobs as local businesses closed.
- Students in their final year of study experienced anxiety about limited job opportunities due to the economic impact of Covid-19.

- Balancing home and academic responsibilities were difficult, and many students experienced a lack of support and understanding of their academic responsibilities at home.
- Some students experienced trauma related to domestic violence and sexual abuse.

Given this background and the expected psychological impact of Covid-19, it was important for PsyCaD to continue offering services and interventions despite the challenges of offering services remotely. Psychology and psychological interventions are typically associated with face-to-face interventions, and although there have been attempts to digitalise some interventions, these never really gained momentum. The Covid-19 pandemic gave impetus to a re-evaluation of the interventions, methods, and techniques typically used in the profession. Psychology as a profession, and PsyCaD in particular, was forced to identify scientifically-based digital alternatives to face-to-face interventions.

PsyCaD has in the recent past made steady progress towards digitalising its services. Some of these were developed a while ago, some recently and others are in either a development or planning phase. The announcement of the lockdown implied that PsyCaD not only had to create support for its existing clients, but also needed to create a support mechanism for those

students who were going to experience psychosocial challenges during the lockdown. The initial response was to contact all existing clients to establish some form of communication platform and to ensure that these clients were not abandoned. Students were offered the opportunity to contact their therapists via email, SMS, WhatsApp, Skype or Zoom. There was an initial delay in operationalising this, as there were some ethical challenges regarding telephone and online counselling. Once the HPCSA gave the necessary guidelines, PsyCaD adapted its processes accordingly and could offer students continuous support throughout the lockdown.

The next challenge was actually far greater, which was how to support students who were not existing clients. In order to cater for these students, a virtual call centre was created. All the psychologists' landlines were diverted to a central cellphone. Students were able to phone any of the PsyCaD landline numbers, and their calls were answered, screened very briefly to determine whether the call is related to a psychosocial problem and if so, the contact details of the callers were captured. These details were then forwarded to a psychologist, who contacted the student to set up a consultation. These students were then contacted on the prearranged date and time for a consultation. In this way, students did not have to use their own airtime for the consultations.

In order to assess to what extent students received support during lockdown, the number of consultations for 2020 was compared to those for 2019. During 2020,

During 2020, PsyCaD had **16 040 consultations** with students (14 606 in 2019)

The Crisis Line received **871 calls**, which was significantly higher than in the same period in previous years, e.g. 563 in 2019.

PsyCaD has an established network to deal with suicides, but this network is limited to institutions and facilities around the four campuses.

PsyCaD had 16 040 consultations with students, compared to 14 606 in 2019. Of these, 12 054 were during lockdown (i.e. 26 March to 15 December 2020) compared to 11 263 in the same period in 2019. This would seem to indicate that the PsyCaD support to students continued successfully during the lockdown period.

In addition to the virtual call centre, the 24-Hour Crisis Line was fully operational throughout the lockdown. Students could call the Crisis Line at any time, and they were phoned back immediately, again to ensure that students do not have to make use of their own airtime for these calls. During the lockdown period, the Crisis Line received 871 calls, which was significantly higher than in the same period in previous years, e.g. 563 in 2019. Of these, 107 were suicide-related calls, again significantly higher than in the past, e.g. 43 in 2019. Dealing with suicidal students remotely proved to be quite a challenge. PsyCaD has an established network to deal with suicides, but this network is limited to institutions and facilities around the four campuses. Where students phoned outside of this established network, other resources within that student's geographical area had to be mobilised. In cases where these students were totally isolated, they were followed up with regular calls to monitor their mental health status.

The above measures provided support for individuals. However, PsyCaD was also cognisant that there were students who needed some form of support, advice or information that does not necessarily require individual consultations. In

order to cater for these students, a number of online support initiatives were put into place.

In addition to the challenges and problems that students face, students with disabilities have added challenges. When it was announced that UJ would revert to online teaching and assessments for the remainder of the semester, the Disability Unit immediately made contact with their students to determine how they could best support them. The team conducted 762 telephonic consultations with these students. Keeping in mind that the students with disabilities generally receive a lot of support – such as access to computers with assistive software, assistive devices, and support during assessments – the lockdown impacted on their access to this kind of support. Therefore, in addition to the individual consultations, the Disability Unit also had to look at ways of providing support to these students. In addition to support for students, the Disability Unit also provided assistance to lecturers to ensure that the study material and assessments were disability friendly and where necessary, they assisted to adapt course material.

Prior to Covid-19 there was concern about the high levels of unemployment in the country, and Covid-19 seems to have exacerbated unemployment due to the impact it has had on the economy. This implies that there will be fewer job opportunities for students in the formal labour market, which will force Career Services to re-evaluate their role and function in the future. It is imperative that students are sensitised to other possibilities than employment in the open labour market. To this end, the Career Services team has been looking at entrepreneurship by means of equipping students with entrepreneurial skills and encouraging them to start their own businesses.

Graduate recruitment had to, out of necessity, adapt to the new circumstances. In addition to the Law and Commerce Career Fairs that were hosted on campus in March 2020, the Career Services team had planned three Career Fairs for the second half of the year, i.e. Engineering, Government and General Career Fairs. Due to the lockdown, alternatives had to be found in order to afford students the opportunity

to engage with companies for job opportunities, and they hosted an on-campus Law Career Fair, as well as a Virtual Career Fair in collaboration with SAGEA. In addition to the SAGEA Career Fair in which 91 companies and 6 125 UJ participated, the Career Services team hosted their own Virtual Career Fair, which hosted 23 employers and reached 1 691 UJ students. A new initiative in 2020 was the virtual annual Government and Actors of the State Career Day, which was attended by 14 government departments and 1400 students.

Career Services was also active on social media – hosting 26 events on different platforms and in different formats. These include, among others, *Instagram Virtual coffee sessions* with industry leaders, *In-Conversations* with graduates and the *Ignite Entrepreneurship* and *Practice Management Speaker Series*. These online programmes have been responsible for driving greater engagements and networking between students and employers.

The Career Services team launched an online platform, *UJ Career Wiz*, which provides for greater, continuous engagement between students, academic staff, employers, and UJ stakeholders. The first of these is a one-stop student solution. It is worth noting that this UJ specific platform also supports the career needs of students doing work-integrated learning. Since the launch of the *UJ Career Wiz*, a total of 15 502 students have registered.

The Career Services team is also engaged in individual consultations in addition to online events and graduate recruitment. These consultations assist students with queries relating to their chosen career path as well as to prepare students for the world of work. In total, 1 210 students were assisted – either by means of face-to-face or telephonic consultations.

Although not fully prepared for the challenges of Covid-19, the recent steady progress by PsyCaD in digitalising its services, allowing for a transition from face-to-face interventions to online interventions. Many valuable lessons were learned in the process. Many of the new initiatives will be refined and applied in the future.

SPECIAL PROJECTS

In addition to the three Centres' programmes within ADS, the Division was responsible for a number of additional special projects.

DHET University Capacity Development Grant (UCDG) and the Foundation Grant

During 2020, the University Capacity Development Grant (UCDG) implementation continued with great effect. ADC played a leading and coordinating role in implementing and reporting on the UJ UCDG plan. Of the total of R150 914 336 approved for the three-year period 2018-2020, R50 987 358 was made available to UJ during 2020. ADC once again represented UJ at the Centre for Research on Evaluation, Science and Technology's monitoring and evaluation (M and E) development workshops to develop an M and E framework for the UCDG. UJ also participated in the second round of UCDG planning (for 2021 to 2023). A UJ plan with eight projects for a total of R167 441 798 was created and approved, both internally and by DHET. The implementation of the UJ UCDG plan spans across ADS, Faculties, the Research Office, and the Postgraduate Centre. As part of its Covid-19 response, UJ was allowed to repurpose R8 874 000 of its 2020 UCDG allocation to fund Covid-19 response activities.

Dr André van Zyl, Director of ADC, was responsible for some of the implementation as well as coordinating the DHET reporting and audits for the UCDG and the Foundation Grant of R52 427 000. UJ's commitment to the development of its students and staff is evident in that the university made additional funds available for some of the projects. Specific examples are the tablets UJ purchased for its NSFAS first-year students to ensure that they are able to learn with technology and the additional budget allocated to tutors, senior tutors and the Assistant Lecturer Programme.

African Insights

African Insights, a fully online module, was launched in April 2017. From 2020, students have been given the opportunity to enrol for this NQF Level 5 (15-credit) module or for an equivalent module called Artificial Intelligence

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in the 4th Industrial Revolution. The purpose of African Insights is to expose students to the great works of African novelists and statesmen and the progressive democratic ideals of the Freedom Charter and the South African Constitution. The module explores the South African contribution to the struggle for LGBTIQ+ rights and the crucial work done by African women in literature and art. The module ends with a discussion of the history of African slavery and political exile and explores the way forward by interrogating the African Renaissance.

To date, over 38 000 students from four different student cohorts have been enrolled for the module. Of the 10 000+ students who were enrolled in 2017, 65% have completed the module thus far. Again, in 2018, over 10 000 students were enrolled for the module, and 61% of these have completed it. Similarly, 10 000+ students were enrolled for the module in 2019, and 64% have completed it. In 2020, almost 8 000 first-time entering students opted to do African Insights. Of these, 45% have completed the module. In total, over 22 000 students have completed the module, which represents 58% of the total enrolment for this module over the past four years.

Artificial Intelligence in the 4IR

Artificial Intelligence in the 4IR, a free, fully online, non-credit bearing module, was rolled out to the UJ community (all undergraduate/postgraduate students and staff members) in February 2020. The purpose of this module is to introduce students to artificial intelligence (AI), its applications,

The purpose of African Insights is to expose students to the great works of African novelists and statesmen and the progressive democratic ideals of the Freedom Charter and the South African Constitution.

To date, over **38 000 students** from four different student cohorts have been enrolled for the module

In 2020, almost **8 000** first-time entering students opted to do African Insights. Of these, 45% have completed the module

By the end of 2020, **18 000 UJ students** have enrolled (across two-course cohorts) with a 30% completion rate

and its implications for society and the future of work in the fourth industrial revolution (4IR). This non-technical, self-paced module consists of eight units aimed to help students develop a conceptual model of a world with AI and encourage students to reflect on their role in a world that is being transformed by AI-driven technologies. Upon successfully completing Artificial Intelligence in the 4IR, a digital certificate is issued to students that may be viewed and shared with third parties or possible employers through the UJ Digital Certificate platform. For currently registered UJ students, this achievement also reflects at the top of their academic transcript. In support of the module, all undergraduate/postgraduate students were given free access to the bestselling book *21 Lessons for the 21st Century* by Yuval Noah Harari. The aim was to facilitate a culture of reading, and provide a shared experience and basis for meaningful conversations, focused on living in the face of constant and disorientating change. By the end of 2020, 18 000 UJ students have enrolled (across two-course cohorts) with a 30% completion rate. At the end of 2020, UJ alumni members were also provided with the opportunity to complete *Artificial Intelligence in the 4IR* or *African Insights*.

Coursera pilot project

Coursera's Covid-19 Campus initiative offered an opportunity to 10 000 institutions globally to have free access to their 3000+ online courses. Both students and staff could complete and earn certificates from top institutions over three months. ADC staff played a central

coordinating role in the rollout of this project. The UJ community responded very enthusiastically, with over 5 800 students and staff members participating, for a total of just under 25 600 enrolments in various courses. UJ's engagement with the available content became recognised internationally as we performed better than other South African and African institutions and ranked 33rd out of the 10 000 participating institutions.

UJenius Club

The UJenius Club encourages undergraduate students to strive for excellent academic success while offering a variety of intellectual, social, professional and career development opportunities. The UJenius Club aims are achieved in partnership between ADS, the seven Faculties and the College of Business and Economics. Since 2012, the UJenius Club has celebrated the best and brightest young minds, who achieved an annual average of 75% with no module below 70% in the year preceding their membership.

In 2019, a decision was reached to merge the Orange Carpet students with the UJenius Club. Orange Carpet remains a marketing strategy of Student Marketing to attract top-achieving students, and these students automatically become UJenius members once they are registered with UJ. Students get the privileges associated with Orange Carpet, but also the added UJenius privileges. One of the major reasons for merging Orange Carpet and UJenius was to align the two initiatives' financial and other benefits.

In 2020, 515 senior students were accepted into the UJenius Club,

Coursera's Covid-19 Campus initiative offered an opportunity to

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633

Orange Carpet (first-year) students also joined the Club – thus a total number of

1 148

UJenius Club members

and 633 Orange Carpet (first-year) students also joined the Club – thus a total number of 1148 UJenius Club members, the highest number to date. A total of 69,1% of the senior 2020 members were enrolled for degrees, and 27,2% were enrolled for diplomas.

The year began on a high note for the UJenius Club. One of the highlights was the successful Welcome Event held on 26 February 2020, where UJ welcomed the best performing first-year students into the UJenius Club. These are students selected to be part of the Orange Carpet due to their outstanding academic performances in high school. Furthermore, the event also acknowledged the Top Three UJenius Senior Club Members from the seven Faculties and the College of Business and Economics with a gift.

Unfortunately, the 2020 plans for the Club were short-lived, seeing that Covid-19 placed a damper on all social events scheduled for the rest of the year. Despite the adverse effect of Covid-19, the UJenius Club still managed to communicate with its members regularly via email, keep them informed of any future job prospects, place them in direct communication with possible employers, and forward invitations to virtual Career Fairs and sharing other opportunities online.

UJenius students are prioritised for company visits and online networking events. Many companies approach UJ in order to recruit our top-achieving students, and these requests are forwarded to our UJenius students. This collaboration between UJenius and the companies is advantageous to both parties as the students are notified of vacancies, and companies

benefit by having direct contact with our top achievers.

Moreover, UJenius members received rewards for their academic achievements, which included:

- A certificate outlining the achievement of the UJenius Club member, which can be used when seeking employment.
- UJenius gifts – in 2020, each UJenius student was gifted a unique branded UJenius hoodie (this is what the students mentioned they would like to receive). Due to Covid-19 restrictions, the handing out of the hoodies had been delayed, but will resume in the first semester of 2021.

There are continuous meetings with internal and external stakeholders in order to create more opportunities and benefits for UJenius students. The UJenius Club has a good relationship with the Undergraduate Awards organisation, and in 2021, the Club aims to motivate students to participate in undergraduate research activities.

For 2021, a focus will be to prioritise aligning of financial support for the Orange Carpet/UJenius students. Another priority will be to improve the faculties' involvement with the UJenius students and to generate more privileges and incentives for our top-achieving students.

Online programmes portfolio 2020: UJ-HEPSA partnership

The university's strategy to have a strong presence in the domain of online accredited programmes made its first impact in October 2017, with the launch of two Master's programmes in Information and Communication Technology in Education, and in Public Health. This impact has increased visibly during the three years (2018-2020) following the launch of these first two programmes:

- During 2018, another two Master's programmes were rolled out in the first quarter of the year, namely the Master in Educational Management and the Master of Public Management and Governance.

- The following three undergraduate programmes were rolled out in the second half of 2018: Bachelor of Commerce in International Accounting, Bachelor in Human Resource Management and the Advanced Diploma in Financial Markets.

- A further three Advanced Diploma programmes were added to the undergraduate suite from the second intake in March 2019, namely: Logistics, Transportation and Management, and People Performance Management.

As indicated in the Table below, 2020 has shown a continued growth in module registration numbers across these online programmes, except for two programmes:

- Master of Public Management and Governance, which phased out with the D1-2020 intake. A teach-out plan was followed for the six students who enrolled for the programme.
- Master of Education in Information and Communication, for which enrolment management had to be applied due to high demand.

Growth in the complete undergraduate and postgraduate online suite is reflected by the total increase of 219 additional module registrations at the end of 2020 (with 969 module registrations) compared to the end of 2019 (with 750 module registrations) – thus growth of almost 22,7%.

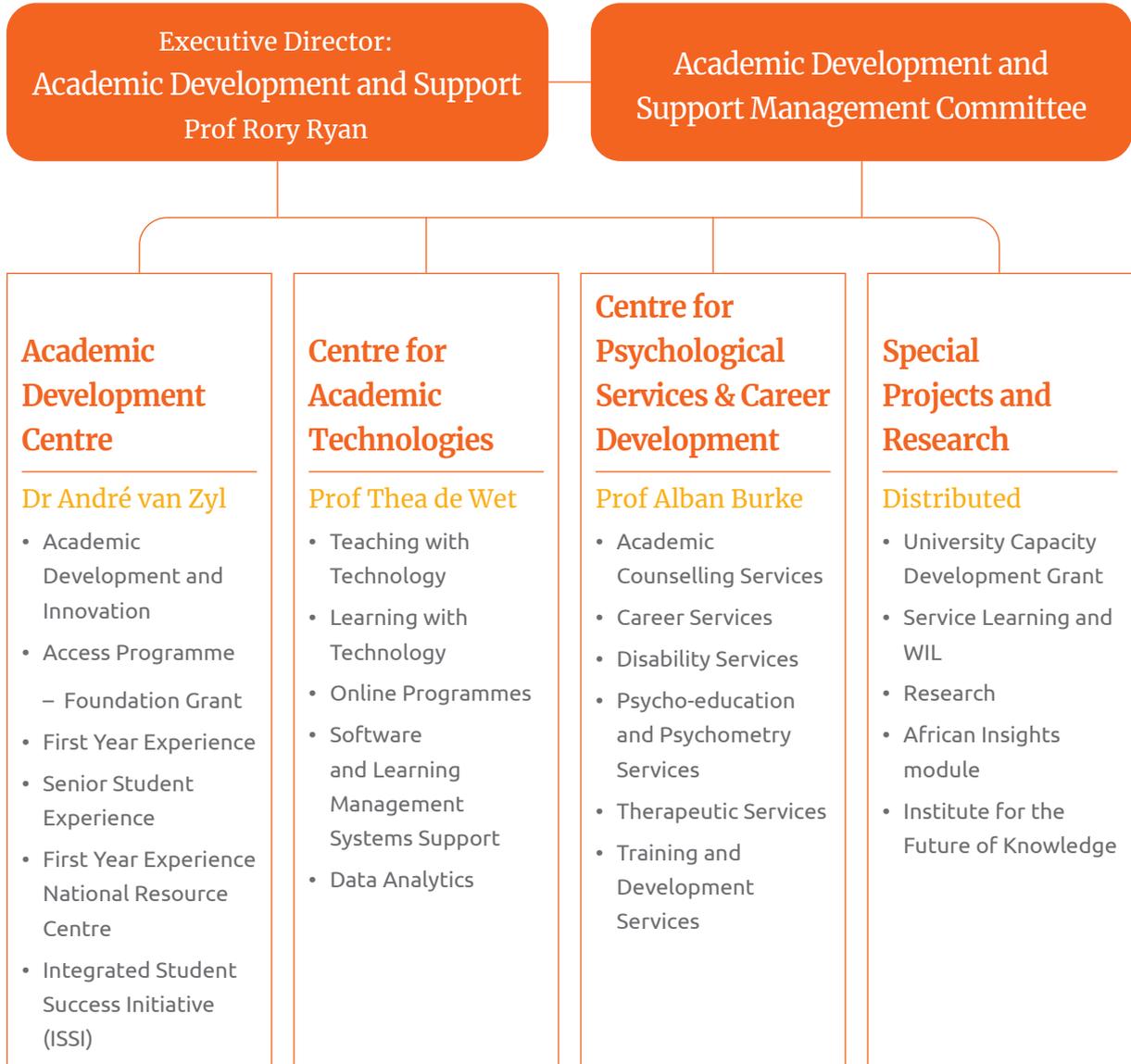
UJ Online Programmes – Module registrations increase from 2019 to 2020

Online programme	Launch date	Module registrations D6: 2019 intake	Module registrations D6: 2020 intake	Module registrations increase from 2019 to 2020
Master in Public Health	23 Oct 2017	155	188	33
Master of Education in Information & Communication Technology	23 Oct 2017	121	86 (enrolment management due to high interest)	-35
Master of Public Management & Governance (<i>teach-out plan completed/ phased out: D1-2020</i>)	D1: 15 Jan 2018	6	0 (phased out)	-6
Master of Education in Educational Management	D2: 12 Mar 2018	106	146	40
Bachelor of Commerce in International Accounting	D4: 01 Jul 2018	67	157	90
Bachelor in Human Resource Management	D4: 01 Jul 2018	64	92	28
Advanced Diploma in Financial Markets	D4: 01 Jul 2018	126	133	7
Advanced Diploma in Logistics	D2: 11 Mar 2019	44	67	23
Advanced Diploma in Transportation Management	D2: 11 Mar 2019	43	57	14
Advanced Diploma in People Performance Management	D2: 11 Mar 2019	18	43	25
Total module registrations		750	969	219

By the end of 2020, after three full years of running online programmes, processes and procedures have been effectively embedded in the online student life cycle. This resulted in further improvements, such as the 2019-2020 rollover of non-expired applications from the UJ system only, instead of two systems. By means of these and other academic, administrative and marketing improvements, the university has once again made continued progress in addressing the need for online higher education in South Africa.

OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

Academic Development and Support (ADS), under the leadership of the Executive Director, Professor Rory Ryan, consists of three centres: the **Academic Development Centre (ADC)**, the **Centre for Academic Technologies (CAT)** and the **Centre for Psychological Services and Career Development (PsyCaD)**.



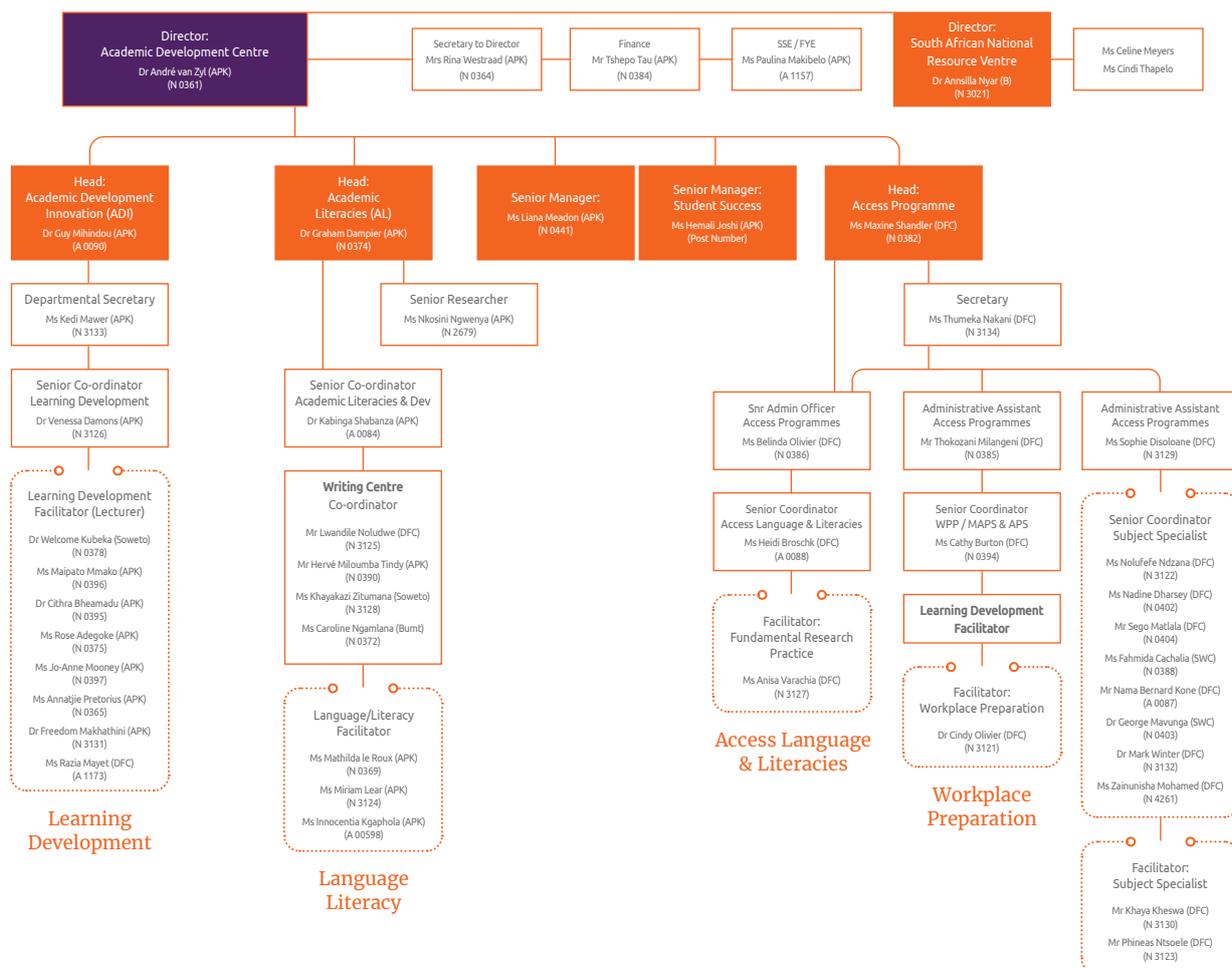
Operating Context

The Centres in ADS all focus on the intellectual and professional development of our students and aim to provide the best possible academic experience for them by maximising the possibilities of success.

The **Academic Development Centre (ADC)** focuses its attention on supporting undergraduate student success and on creating a welcoming environment for all UJ students. ADC consists of three units: ADC Access provides alternative access and support in the diploma programmes. Academic Development

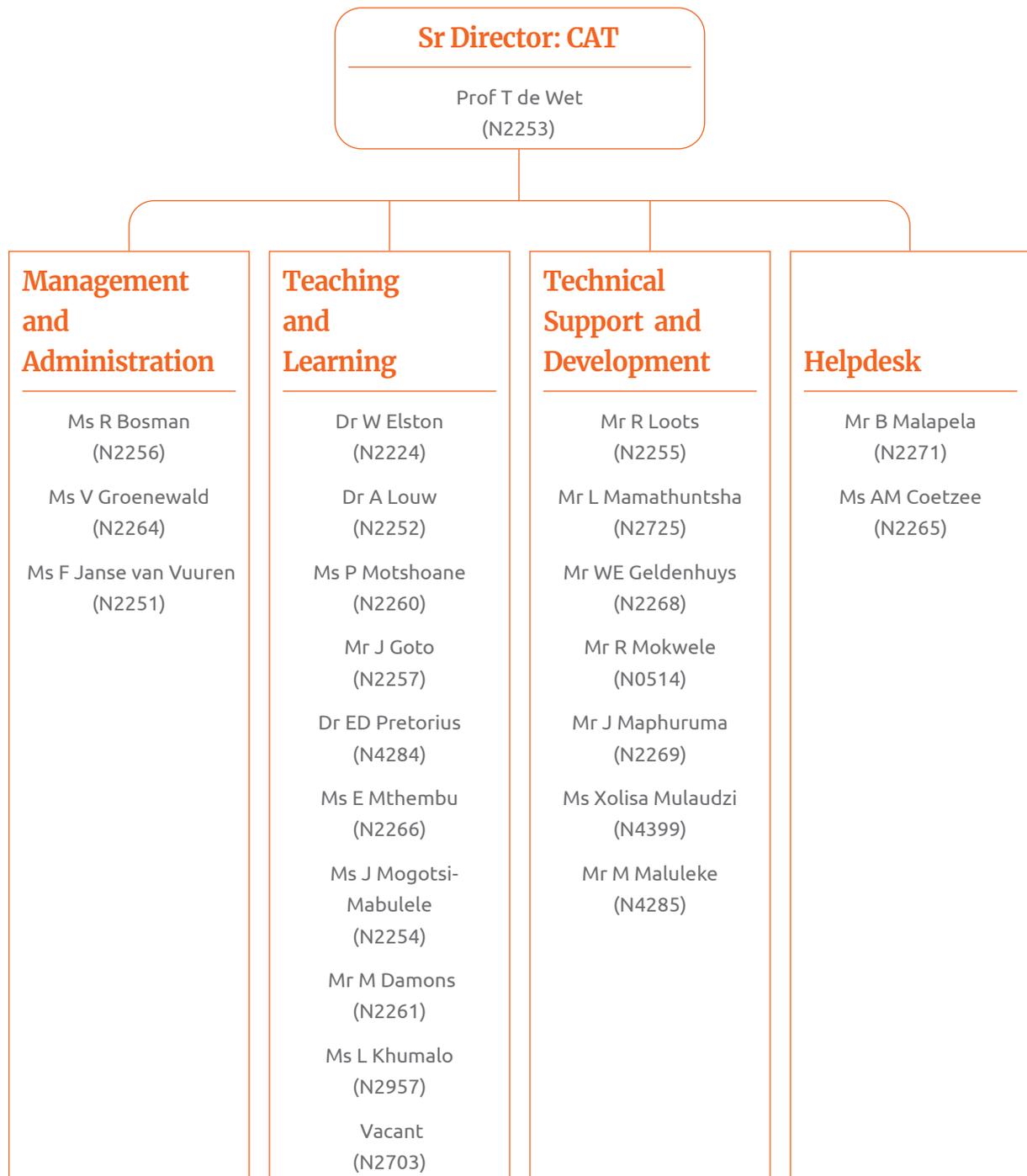
and Innovation (ADI) is responsible for learning development and the Academic Literacies Unit (ALU) for literacy development. ADC includes the four Writing Centres as well as the University of Johannesburg English Language Programme (UJELP). ADC also houses the UJ First Year Experience (FYE) and the UJ Senior Student Experience (SSE) offices and as such provides direction and support for these two institutional initiatives. Lastly, the DHET funded National Resource Centre for the First Year Experience and Students in Transition (SANRC) is also housed in ADC for administrative purposes.

ADC Organogram October 2020



The **Centre for Academic Technologies (CAT)** supports the university in using innovative and advanced technologies to support teaching and learning. Introducing such technologies to students and staff is an essential aspect of CAT's activities.

CAT Organogram



Centre for Psychological Services and Career Development (PsyCaD)

PsyCaD provides services on all the UJ campuses, across five sites. On the APB, DFC and SWC Campuses services are primarily for students, with limited services for external clients. On the APK Campus one site offers services to primarily students (C Ring 1), while the other site offers services to primarily external clients (B5 Building).

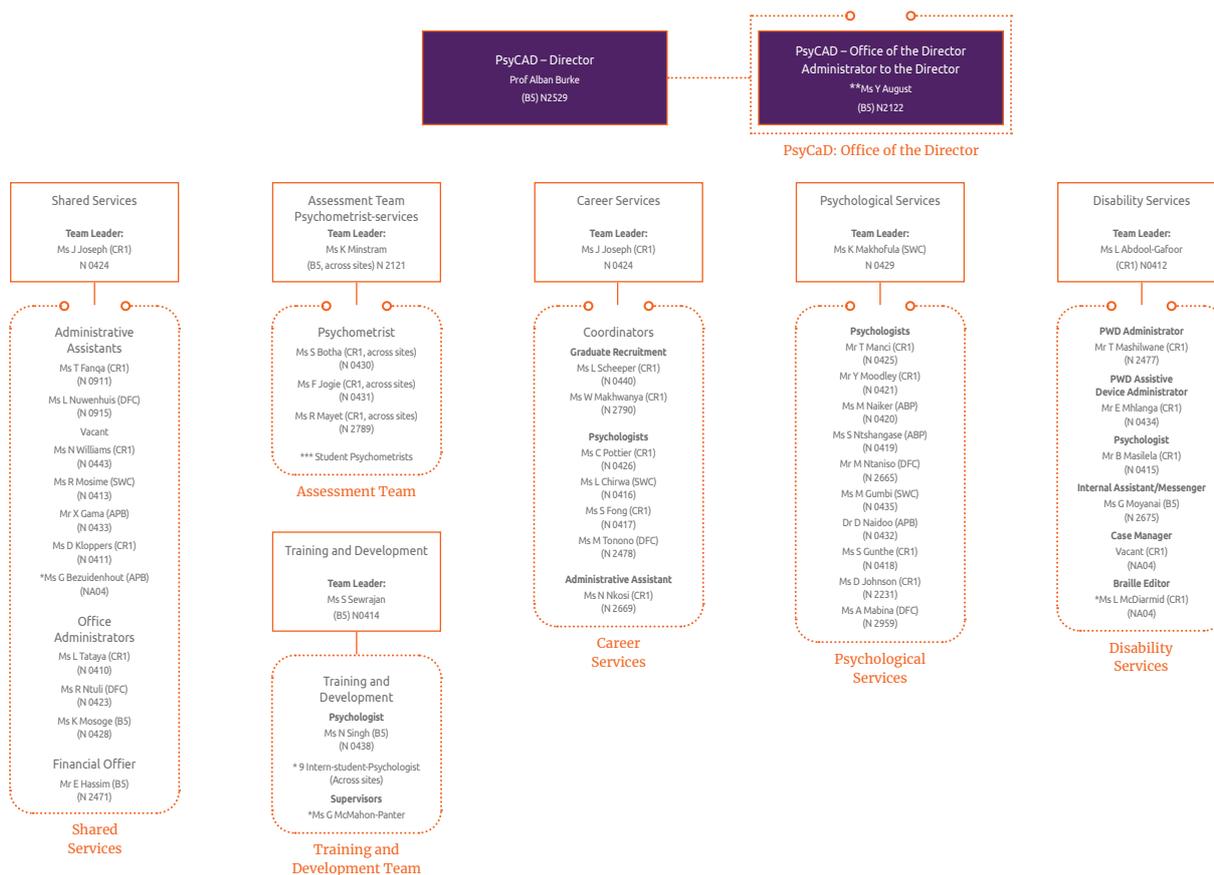
Given the fact that a wide range of services (therapy, counselling, psychological assessments, disability services, career services, workshops, etc.) are offered

across all the sites, PsyCaD is organised according to teams that are arranged around specialist functions.

However, during lockdown it became evident that the team approach was inefficient to cope with the demands of Covid-19 and working remotely. There were two main pillars to assist the students, i.e. psychological interventions and administrative support for the psychologists. To this end, all the psychologists and administrative staff, across the different teams, were pooled together into only two teams, thus reducing the six, traditional PsyCaD teams, to only two teams.

PsyCaD Organogram

Staff Profile as at February 2020



*Temporary Appointment up to 11.5 months
**3 Year Contract
***6 Months Practicum

Governance Structures and Quality Management

The Division of Academic Development and Support is centrally served by the ADS Management Committee, comprising the Executive Director and the three Directors, and assisted by the Finance and HR Business Partners. In addition to scheduled quarterly meetings, the Management Committee met more frequently as the need arose. The principal functions of the Management Committee have been to implement the UJ strategy and to coordinate projects across the three Centres in ADS.

The **Academic Development Centre (ADC)** management team consists of the Director of ADC and the various Senior Managers and meets twice a month to discuss all related matters. With the implementation of the national lockdown, these meetings were arranged to take place on a weekly basis on MS Teams for the majority of 2020. There is also an active committee and meeting structure within ADC to manage all the Centre's activities. The UJ FYE and SSE initiatives are managed via subcommittees of the Student Success Committee (SSC), which in turn reports to the Senate Teaching and Learning Committee. The FYE and SSE committees meet once a quarter and consist of high-level representatives from all stakeholders (faculty and non-faculty). The UJ First Year Seminar (FYS) is managed by the FYE coordinator and the FYS committee meets on a monthly basis from April each year to plan for the following year. The SANRC is managed by its Director who in turn meets with the Director of ADC every second week. SANRC is audited annually and reports to DoHET on all its activities.

ADC is involved in teaching activities through its involvement in the extended programmes at UJ. In all cases where credit-bearing modules are taught, rigorous quality assurance measures are put in place. All UJ policies (on moderation and other quality assurance aspects) are adhered to while marks are managed via the MAMS system, and approved and released as done in the faculties.

The **Centre for Academic Technologies (CAT)** leadership team consists of the Director and senior staff (P6 and P7 levels) who normally meet weekly for an hour to discuss operational and strategic issues. Since lockdown and with staff working

remotely from March 2020, online meetings were held on MS Teams: the CAT Helpdesk met every day, the Instructional Designer teams twice a week and the IT team also daily for the entire 2020.

Regarding Blackboard (UJ's learning management system), regular weekly meetings are held between Blackboard Amsterdam and UJ to ensure current projects are communicated and system updates and patches are performed in an organised and controlled manner.

The **Centre for Psychological Services and Career Development (PsyCaD)** management committee consists of the Director of PsyCaD and the team leaders for Psychological Services, Shared Services, Disability Services, Psychological Assessment Services and Career Services. The team leaders take responsibility for the daily management of their team's operations, across all the sites. The problem with this structure is that the team leaders are situated mainly on APK, which means that there is not always sufficient supervision, management or leadership on all the campuses.

The management committee meets on a monthly basis. During these meetings the budget for the month is discussed, and team leaders report back to the director. These meetings are important as most of the professionals in PsyCaD work cross-functionally, which often creates conflict between staff and team leaders.

In addition to the management committee meetings, the following meetings occur on a regular basis:

- Team meetings, where team leaders meet with their teams once a month.
- Site meetings, where all the staff (administrative and professional) on a particular site meet on a regular basis to discuss operational issues.

In order to standardise the functions across sites and teams, PsyCaD has generated a number of Standard Operating Procedures and Forms. All new temporary and permanent staff (administrative and professional) are trained to follow these procedures, and these forms and procedures are updated every 18 months. These procedures are essential in order to ensure that all functions, operations and client management complies with HPCSA regulations.

ACADEMIC DEVELOPMENT AND SUPPORT RISK REGISTER

The **Academic Development Centre (ADC)** is on the frontline of addressing the issue identified in the risk register as 'Under-preparedness of first-time entrants'. All the work done in ADC is aimed at improving student success and the Centre's interventions are increasingly data informed. Sources of data include student academic performance, minimum-time completion rates and the student profile that has been built up over the past decade. By knowing and understanding the academic performance patterns and profiles of incoming students better, we are able to customise and focus the efforts of ADC where they are needed most and where they can potentially have the greatest effect. ADC initiatives in this regard include the nationally leading UJ FYE and SSE initiatives as well as the Integrated Student Success Initiative (ISSI). ISSI is driven by the Director of ADC and oversight and guidance are provided by the Student Success Committee (SSC). Since lockdown, the Centre also provided a variety of curated and custom designed online support resources for UJ undergraduate students. In addition to these efforts the ADC Access department also provides alternative access to underprepared students in very effective ways that are nationally recognised. The FYE and SSE committees play crucial roles in discussing these matters at a level in the organisation that facilitates impactful action. UJ is the leading institution nationally in terms of working effectively with underprepared students.

The **Centre for Academic Technologies (CAT)** follows international best practice regarding future development and maintenance of all systems within the CAT domain to ensure that unidentified future risks are eliminated.

The downtime of Blackboard (the learning management system) is a risk. Regular weekly meetings are held between Blackboard Amsterdam

and UJ to ensure current projects are communicated and system updates and patches are performed in an organised and controlled manner. The move, in 2013, of Blackboard to a hosted environment has led to minimal downtime. In 2020 the Blackboard LMS had zero downtime.

Based on current legislation, the support of people with disabilities should remain a prioritised university commitment. To achieve this, there are some identified areas of development and growth, which the **Centre for Psychological Services and Career Development (PsyCaD)** wishes to focus on going forward. With regards to risk mitigation, the following points apply:

- Universal design in curriculum – the premise of this inclusive education model supports the notion that adaptations in the built environment, curriculum and/or classroom should not only be reserved for students with disabilities, but that these adaptations would benefit all students. During 2020, significant progress has been made in collaboration with CAT, to ensure that material that is placed on Blackboard is disability friendly.
- Enhanced accessibility – the support of persons with disabilities extends beyond ensuring access to infrastructure. It comprises a strategic commitment that encompasses teaching and learning and so ensuring that all students, regardless of disability, can access the same services as their peers. A number of areas on the different campuses were identified that needed to be improved. These areas have been prioritised and UJ Operations is busy with these projects.

- It is PsyCaD's goal to be able to provide equitable support to all categories of disability with the exception of hearing impaired students. This is in part due to the fact that support for these students is labour and cost intensive. The Disability Unit is busy investigating possible solutions to this problem.

- Since moving Staff with Disabilities from Human Resources to PsyCaD's Disability Unit in 2019, dedicated, streamlined and specialised support of these employees has been put in place. During 2020 there were 50 staff members with disabilities that were registered with the Disability Unit, however only 14 have provided medical documentation. There seems to be a reluctance among UJ staff members to declare and register their disabilities with the Disability Unit. There is an ongoing engagement with various divisions/departments and collaboration on specific strategic tasks to promote UJ's strategic goals regarding people with disabilities. A number of information booklets and videos were created and distributed in order to raise disability awareness. The Disability Unit also has a quarterly newsletter that is distributed widely in both hard and digital formats.

The **Academic Development Centre (ADC)** is on the frontline of addressing the issue identified in the risk register as 'Under-preparedness of first-time entrants'.

All the work done in ADC is aimed at improving student success and the Centre's interventions are increasingly data informed.

STRATEGIC FOCUS AND TARGETS

ACADEMIC DEVELOPMENT CENTRE (ADC)

The ADC vision, mission and strategic goals have been continually adjusted to remain aligned to the UJ Strategic Plan and to ensure the greatest possible impact of the Centre. This has resulted in a radical repositioning of ADC with regard to its operating principles and practices. This was mainly brought about by the development, adoption and implementation of the Integrated Student Success Initiative (ISSI) from the first semester of 2018 and continued unabated during 2020. This initiative has influenced and changed the broad ADC practices in a variety of ways, including:

- ADC has been restructured to ensure the best possible implementation of ISSI.
- ADC interventions have been moved from a relatively passive stance towards activism for greater academic success.
- Internal ADC resources and staff (including performance contracts) have been re-aligned to focus more on ISSI-related activities.
- Stronger collaborative partnerships to positively influence student success have been built between ADC and faculties, and other support departments.

- A process to use student success and performance data to guide and evaluate the effectiveness of interventions has been put in place.
- Various UJ resources have been more efficiently aligned and coordinated to work on ISSI initiatives aimed at supporting student success.
- Agile structures for quick response to the needs of the institution and to support student success have been established.
- ADC responded to the off-campus situation caused by Covid-19 by creating and providing a vast array of online support services.

ADC Contributions towards the UJ Strategic Goals

ADC works towards contributing to all the UJ strategic goals by aligning the ADC strategic document to that of UJ. ADC specifically contributes to the meeting of UJ's Strategic Objective 2 (Excellence in Teaching and Learning), as this relates directly to our core business. Contributions to specific sub-goals are explained in the following section. During 2020, ADC supported the drive towards 'recruiting outstanding students' by actively participating in and presenting an event for the Orange Carpet students when invited to do so. In conjunction with the UJ International Office,

we also played a very active supporting role in the 'recruitment and success of international students' through the University of Johannesburg English Language Programme (UJELP). Through UJELP, ADC provided an in-house testing facility allowing faculties to make informed decisions about accepting students from non-English speaking countries. UJELP also provided a six-level developmental course aligned with the Common European Framework and which is aimed at assisting international students, who have already been accepted at UJ, to improve their language proficiency while studying for their main qualification. UJELP is also available as a short learning programme (SLP), which allows non-registered international students to enrol for a nine-month language development course that aims to assist them in preparing for tertiary studies. In the past, these students were referred to other service providers, which meant that they were often lost to UJ. By putting the UJELP SLP in place a direct pipeline of international students into UJ has been created.

During 2020, ADC greatly increased its online presence and support to contribute towards 'supporting the improvement of undergraduate success rates' at UJ. The implementation of the ISSI in addition to existing ADC initiatives provided data-informed and direct interventions aimed at improving both dropout and minimum time completion rates. This approach is coordinated by the Student Success Committee (SSC). The SSC is chaired by the ED: ADS, and all eight Vice-Deans: Teaching and Learning are active participants in committee discussions and decisions. The UJ First Year Experience programme particularly contributed to the integration, positive experiences and success of first-year students. The UJ Senior Student Experience initiative coordinates UJ efforts aimed at preparing students for postgraduate studies and the world of work.

In terms of Strategic Objective 3 (Heightening UJ's International Profile for Global Excellence and Stature), the main contribution made by ADC was the growth of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) on the Auckland Park Bunting Road Campus. The SANRC is only the second such national centre in the world. The SANRC also has a current three-year partnership agreement with the

National Resource Centre for the FYE in the United States and it hosts the annual national First Year Experience Conference.

Strategic Objective 4 relates to 'creating a student-friendly learning and living space'. Through the nationally leading UJ FYE and SSE initiative an extremely student-friendly environment has been created for the very diverse first-year student population at UJ. ADC aims through all its efforts, specifically the FYE and SSE initiatives, to continue this growth. ADC also contributed to the goal of increasing the number of students involved in voluntary service by working with a number of UJ faculties to conceptualise and train their volunteer mentors for the 2020 academic year.

The 2020 Implementation of the Integrated Student Success Initiative (ISSI)

As stated above, 2020 saw the third full year of implementation of the UJ ISSI. ADC has once again played a leading role in the continued ISSI implementation under the direct oversight of the SSC, and with the full collaboration of the eight Vice-Deans: Teaching and Learning, and reporting to the UJ STLC. In response to the lockdown and off-campus teaching, all ISSI systems were adjusted to function effectively in this context. Through effective collaboration between ADS staff and faculties, the ISSI was once again used to support student success where the potential gains were the greatest.

One of the important strands of the ISSI implementation is to coordinate and align existing institutional resources to be focused where they can make the biggest difference. During 2020, this included the following institutional developments:

- The quarterly meetings of the institutional Student Success Committee (SSC) under the leadership of the ED: ADS. The SSC actively contributed to the discussions and implementation of various student success initiatives at UJ and also provided oversight to ISSI.
- The identification, communication and use of institutional priority modules using the Priority Module Index (PMI).

- The alignment of the Strategic Tutor Fund to the PMI modules.
- The alignment of e-book allocations to the PMI modules.
- A small ISSI implementation fund aimed at facilitating effective interventions.
- Various interventions aimed at supporting online learning and effective learning in all PMI modules.

The ISSI interventions are focused on modules identified through the Priority Module Index (PMI). The PMI is an instrument that is used to identify modules where the biggest possible impact can be made through interventions. These were the 20% of undergraduate modules at UJ in which the most funded credits were lost in a particular semester. Because of the formula used to calculate the PMI, it is focused on very large modules to the exclusion of smaller faculties. To counteract this, the UJ PMI list is subdivided into faculty PMI lists to ensure a more even implementation of ISSI. During 2020, these lists were used to identify the 45 modules per semester (the top 10 in CBE and the top 5 in each of the other faculties) on which ISSI interventions would be focused. During the first semester of 2020 this resulted in 45 modules being identified for intervention and an additional 45 modules were identified in the second semester of the same year.

Once the PMI lists were created and distributed, ADC staff took the lead and worked with faculty staff through their Vice-Deans. The first step was the development of a written internal faculty response to the issues in each of the priority modules. This was done by faculties on a template provided by ADC and submitted to the SSC. Once plans were approved, ADC initiated a meeting involving ADC representatives, the staff teaching the module concerned and any other stakeholders (such as CAT or PsyCaD). These meetings involved a detailed discussion about the issues raised in the faculty plans and led to a finalised intervention plan that would be implemented throughout the semester. The various ADC teams followed up with the Vice-Deans: Teaching and Learning and with the responsible

lecturers to pursue the interventions that had been agreed upon. The initial 2020 meetings were face-to-face, but since the beginning of lockdown, all meetings were conducted online. Faculties responded very enthusiastically to the ISSI initiative and a lot of progress with effective online student support, and teaching and learning, was achieved. In addition to this, the ISSI team created an adjusted planning template with ISSI options. This template was used for the first time in 2020 for the planning of ISSI interventions.

For the 2020 ISSI implementation, the average success rate for the 90 modules involved in the ISSI was 75% in 2019, which was far below the institutional average of 86% in the same year. After the ISSI interventions in 2020, however, the average success rate for the same collection of modules was 82%. This amounts to a 7% increase overall. When the two semesters of 2020 are considered separately, the first semester modules success rate increased by 8% (this figure includes modules with an activity rating of 0 which implies no activity). The success rate of the second semester modules increased by 6%.

In addition to the normal ISSI implementation described above, ADC planned and implemented an ISSI blended learning enhancement project during 2020. This involved 11 academics in a structured process providing them with inputs from ADC, CAT and CASD to assist with their own development as well as increasing the sophistication of their blended offerings. The pilot project proved to be very successful.

Although the ISSI implementations described above formed an important part of the work conducted by the ADC Literacies and Academic Development and Innovation staff, they also continued with existing interventions and made massive strides to support students in the online mode. ADC Access is the only exception to this because their efforts are exclusively focused on the extended Diploma programmes across UJ and linked to the Foundation Grant. The following section will show the contributions of the various ADC units towards the University's strategic goals.

ADC Access

The Academic Development Centre Access manages the initial year(s) of 15 extended curriculum programme groups on behalf of the College of Business and Economics, the Faculty of Humanities, and the Faculty of Engineering and the Built Environment. These extended programmes are fully credit-bearing and are based either on a 1 + 3 model in which all foundational provision modules are offered in the first year, or a 2 + 2 model where they are offered in the first and second year. The learning approaches used in the extended programmes seek to facilitate conceptual understanding and the practical application of knowledge. These approaches draw on a wide range of innovative teaching/ learning methods, materials and experiences. In addition, student learning is enhanced by effective mentorship, tutoring, and regular mark review meetings; and by initiatives that promote student confidence and integration: public lectures, a student conference, a students' sports day, a prize-giving function, and a highly functional student mentor, academic advisor and class representative system.

The success of this methodology is dependent on strong collaborative relationships with academic staff from the faculties in which the various programmes are located. Historical data have shown that extended students often outperform their mainstream counterparts. This can be seen in data provided by IPEM on the 2020 success rate of undergraduate FEBE students which was 78,1%, while the success rate in the extended degree offerings in the same faculty was an excellent 84,5%.

In 2020, as a result of news of the impending pandemic and probable lockdown, numerous planning meetings were held to strategise ADC Access's approach to remote learning and to finalise and implement these major adjustments. All modules were moved online and learning material was chunked and revised to only include essential and core information to facilitate students' accessibility and easier comprehension. In some modules, materials were reworked to make them specific to lockdown and remote learning and to

facilitate reading on smartphones. Support and foundational provision were included in the material and these were supported by external or Access-produced videos where appropriate. Additional notes and PowerPoints were also uploaded to accompany prescribed reading. Tutors worked closely with subject teams and were also given access to Blackboard as teaching assistants in order to provide additional support.

When 50% of Access students reported that they could not access Blackboard, WhatsApp proved to be a vital teaching tool in many modules. Where these WhatsApp groups were initially only used for communication and to provide emotional support for students by alleviating their uncertainty and anxiety where possible, they were later used to replicate what was on Blackboard. The WhatsApp groups were also used for the dissemination of material, information and short videos that provided foundational provision as well as teaching opportunities. Attendance and participation of lectures were monitored via the WhatsApp groups and by using the relevant tools on Blackboard. These strategies were employed to take into account the divergent circumstances of the Access students. Continuous contact with students and consultation with lecturers and tutors on these groups provided personal support and contact in difficult and unpredictable times. A significant role was played by Academic Advisors referring students to all the support services, communications offered by UJ, as well as tracking students' academic performance. The *Workplace Preparation* module was particularly concerned with students' overall well-being and provided them with exercise and mindfulness videos and MP3s to help them navigate this period successfully. In most cases, synchronous 'live' lectures would have disadvantaged the majority of students and as a result recorded lectures were uploaded on Blackboard and WhatsApp. Discussion Boards were created to facilitate further engagement with students. Live question and answer sessions were also recorded and uploaded.

The following Tables indicate the 2019 and 2020 student success rates in the Extended Curriculum Programmes and are followed by a brief trend analysis:

Faculty of Engineering and the Built Environment

Extended Curriculum Programme Name	Registrations 2019	Module Success Rate 2019	Registrations 2020	Module Success Rate 2020
B Construction	46	90%	45	88%
BEng Tech in Physical Metallurgy	47	96%	45	95%
BEng Tech in Extraction Metallurgy	43	89%	50	95%
BEng Tech in Mech Engineering	46	94%	42	85%
BEng Tech in Indust Engineering	66	96%	71	76%
BEng Tech in Civil Engineering	41	96%	54	95%
BEng Tech in Elec Engineering	39	95%	39	83%
Dip: Operations Management	58	89%	50	84%
Dip: Management Services	60	94%	52	80%

Faculty of Humanities

Extended Curriculum Programme Name	Registrations 2019	Module Success Rate 2019	Registrations 2020	Module Success Rate 2020
Dip: Public Relations	51	94%	48	89%

College of Business and Economics

Extended Curriculum Programme Name	Registrations 2019	Module Success Rate 2019	Registrations 2020	Module Success Rate 2020
Dip: Human Res Management	71	93%	68	82%
Dip: Small Business Management	38	96%	29	53%
Dip: Logistics	38	92%	37	92%
Dip: Transportation	24	92%	23	89%

The above results are a reflection of efforts by ADC staff to improve the quality of teaching and learning in the extended programmes, to contribute to the broader institutional commitment to excellence in teaching and learning, and improved throughput rates at UJ. All the measures that were implemented in response to remote teaching, resulted in 4 of the 15 extended programmes having module success rates of more than 90% and 8 groups having module success rates of between 80% and 90%. These success rates are high despite having a total of 13% of Access students not participating in the 2020 academic year at all. The relatively poorer performance of Access students can also be related to the fact that the Access methodology is based on intensive and personal contact between UJ staff and extended

students. This approach is intentionally used to assist students with the academic and social transitions they require in order to succeed. Being away from campus affected extended students more than their mainstream peers, but ADC Access was still able to facilitate highly successful extended programmes in collaboration with their partners in faculties.

In addition to all these innovative strategies, Access staff members were responsible for developing 14 *Shortcuts for Success* resources aimed at academic staff. These curated inputs outlined innovative online methodologies for remote teaching, learning and assessment that Access staff had investigated, used, and refined during their own transition to remote teaching and learning.

Academic Development and Innovation

ADI comprises two main units: Learning Development (LD) and UJELP. The LD unit contributed to student success by teaching 594 undergraduate extended degree students. The staff teaching in the Mastering Academic and Professional Skills (MAPS) modules made an effective transition to fully online teaching and learning and the modules achieved high levels of success during 2020. Pass rates of 91% for MAPS Economics and 86% for MAPS Humanities were achieved. Staff used a variety of methodologies such as recorded lectures, live interaction with students, WhatsApp interactions, peer and mentor groups, and online assessments to facilitate the MAPS courses.

In addition to teaching the students involved in the MAPS modules, ADI staff continued to provide their usual variety of supporting interventions for student success. Since the lockdown, the variety and mode of interventions were increased. This included a dedicated email address for learning development support, moving workshops and consultations online, contributing to the provision of online support material (the ADC SOS module and the Find Your Way website). Among others, ADI staff were involved in the UJ First Year Seminar, student mentor training,

The LD unit contributed to student success by teaching

594
undergraduate
extended degree students

In total, ADI staff conducted more than
180 training sessions,
reaching more than
10 600 students
during 2020

During 2020,
174 students
were tested in terms of their level of English proficiency and
119 students
took part in the UJELP programme as a Short Learning Programme.

group consultations, study skills workshops, focus groups and other forms of interventions. In total, ADI staff conducted more than 180 training sessions, reaching more than 10 600 students during 2020.

The University of Johannesburg English Language Programme (UJELP)

The University of Johannesburg English Language Programme (UJELP) contributes towards UJ's Strategic Objective 3 (International Profile for Global Excellence and Stature) through an English language programme offered to international students in line with the Common European Framework of Reference (CEFR). Its purpose is to facilitate the acquisition and development of appropriate reading, writing, speaking, and listening skills of international students for both communicative and academic purposes. UJELP comprises a six-level programme which stretches over nine months.

During 2020, 174 students were tested in terms of their level of English proficiency and 119 students took part in the UJELP programme as a Short Learning Programme. Among those, an average of 83 students progressed from one level to the next, while 23 students failed, and 13 students withdrew. Below is the breakdown of UJELP student's progression.

Student progression through UJELP in 2020

	Level A Results	Level B Results	Level C Results	TOTAL
Pass	17	47	19	83
Fail	1	9	13	23
Withdrew	1	11	1	13
Total	19	67	33	119

Impact of Covid-19 on UJELP

UJELP was developed as a face-to-face, blended programme including tutor sessions as well as sessions in a computer lab. Due to Covid-19 and the national lockdown period, the UJELP rollout was adjusted by modifying its mode of teaching to being fully online. This was supported by an intensive period of re-developing materials, adding voice recordings, PowerPoint presentations, creating interactive 'virtual classrooms' using Google classroom, Blackboard, MS Teams, Zoom and other online platforms such as WhatsApp to accommodate online face-to-face interactions.

Reading in the Discipline (RID)

The Reading in the Discipline (RID) programme aims at developing students' reading competencies within the literacy contexts of their various faculties and departments. During 2020, approximately 952 students attended RID workshops, and interventions ranging from individual to group consultations, on-campus or online.

The process of providing a stronger online component to RID interventions was further strengthened during the lockdown. This resulted in creating content for various workshops, particularly for the RID online modules. This content included videos, PowerPoint presentations, and research and information on reading and comprehension strategies and techniques in the following disciplines:

- RID for the Faculty of Education: Mathematics & Science.
- RID for the College of Business and Economics (CBE): School of Tourism and Hospitality; Economics; Accounting and Mathematics; and Public Management and Governance.
- RID for the Faculty of Arts, Design and Architecture: All departments.
- RID for the Faculty of Humanities: MAPS; Development Studies; and Strategic Communication.

Academic Literacies Unit

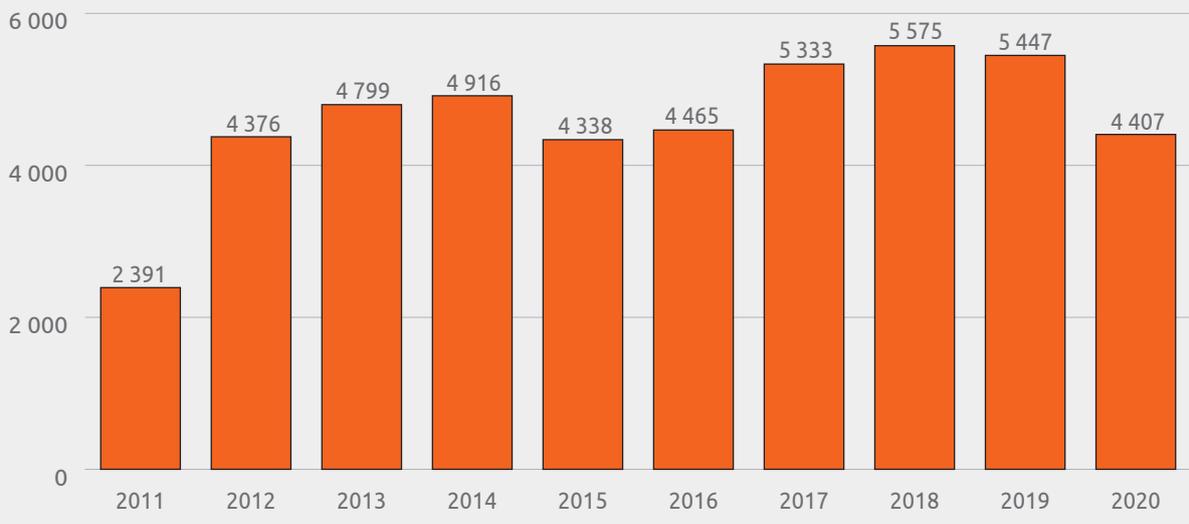
Academic Literacies focuses on various facets of a student's literacy needs, from reading academic texts to assistance with writing. The close working relationship between Learning Development and Academic Literacies allows staff in both departments to respond to specific needs identified as part of ISSI's work in various modules.

The Writing Centres

The Unit has four Writing Centres, one on each campus, which assist undergraduate and honours students. The approach of the Writing Centres is underpinned by several academic literacy theories (Russel, Lea, Parker, Street & Donahue, 2009; Lea & Street, 2006), as well as writing as a social practice and as a process (Kane, 2012). The core business of the Writing Centres is to conduct one-on-one and group writing consultations with students. However, due to the lockdown, the Writing Centres focused mainly on assisting students by providing emailed feedback to them. This limited the opportunity to work with large groups of students. Furthermore, the remote support offered as part of the Integrated Student Success Initiative (ISSI), required of the Writing Centre coordinators to offer online workshops to specific writing intensive modules.

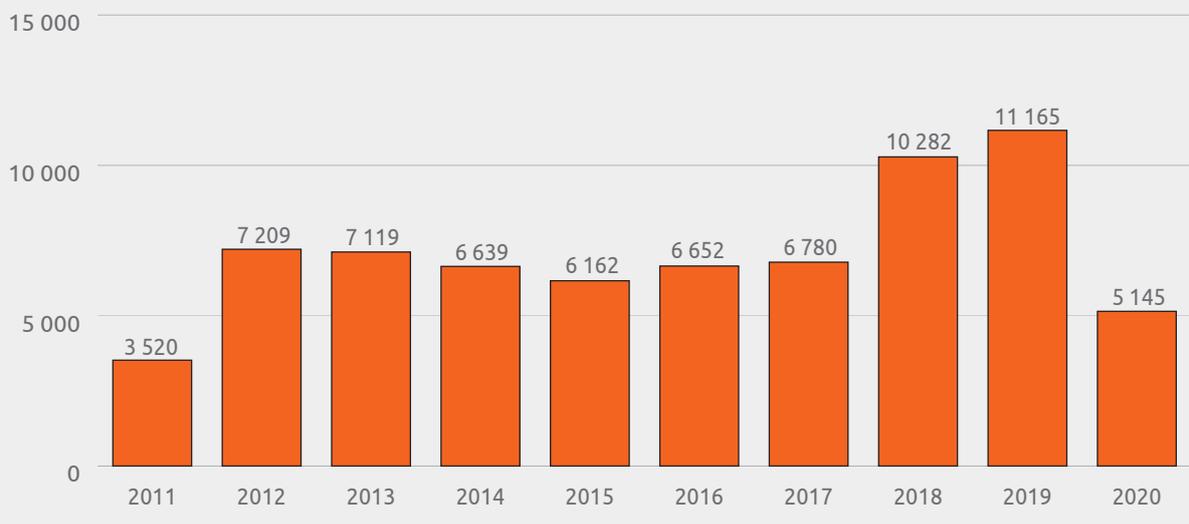
In 2020, the Writing Centres interacted with 5 145 individual students, the lowest number recorded since 2011. When different levels of students are considered, the highest numbers of consultations were with honours students, followed by first-year students. Consultations with students from other years of study decreased as a result of the lockdown and migration of all teaching and learning activities to online environments. Forty-nine workshops were conducted of which thirty-eight face-to-face and eleven online (eight Blackboard and three Zoom). The Writing Centres contributed to the design of academic literacy materials for the *On the Go: SOS* organisation and *Shortcuts for Success*. The Centres also continued to participate in the Integrated Student Success Initiative (ISSI), and as facilitators for academic literacies interventions. The following is a breakdown of the consultations and number of students seen from 2011 to 2020.

Number of Consultations from 2011 to 2020



The number of students seen is the lowest recorded for the Centres since 2016. Students experienced difficulties related to the lack of, or poor, Internet connectivity, lack of access to appropriate devices, or electricity in the case of students residing in rural areas.

Number of Students seen per Year from 2011 to 2020



The Language for ... courses

Language for ... courses were offered in the Faculties of Science and Law, and in the College of Business and Economics. A total of 1 091 students from extended and mainstream qualifications enrolled for these courses. These modules are all year modules, structured around a series of themes, which the faculties have identified as relevant to their students.

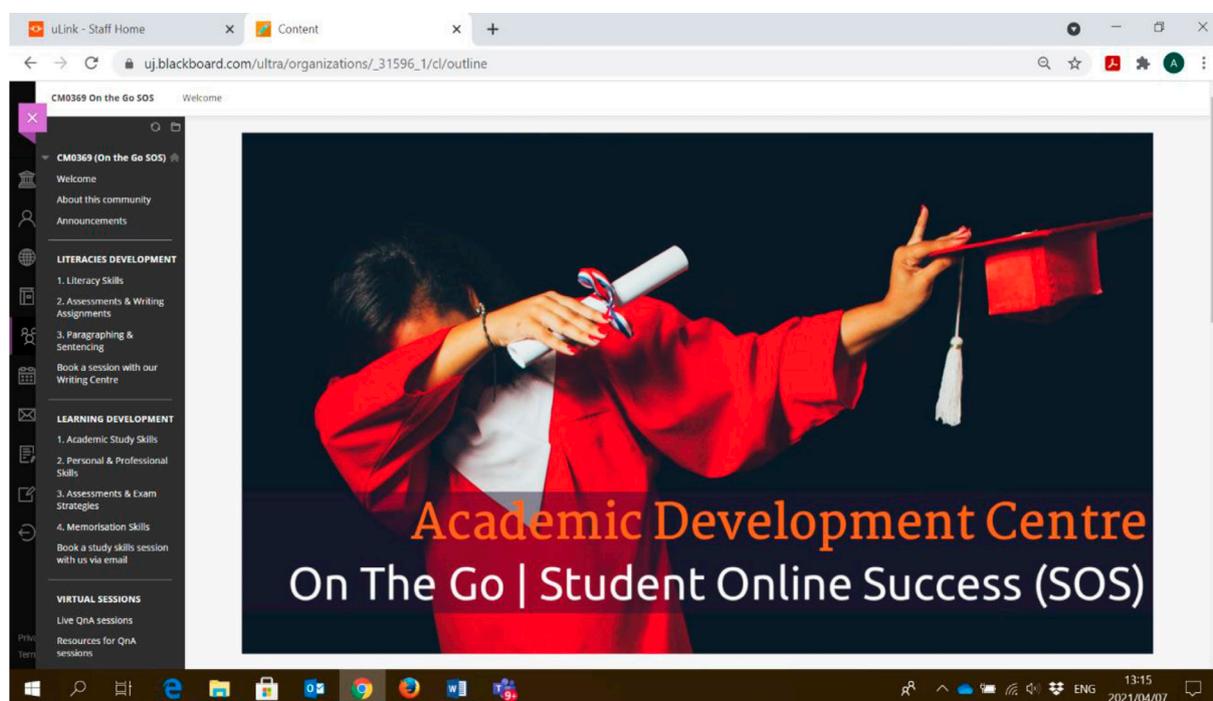
The students in these courses performed very well. English for Law (EFL), offered in the Faculty of Law, achieved an 88% pass rate for 2020. The Language and Skills for Science (LSS) module, offered in the Faculty of Science, achieved a pass rate of 76% in 2020. Significant improvements in the planning and delivery of Language for Economic Sciences (LES) offered in the College of Business and Economics (CBE), resulted in the best performance in this module to date with 94% of students passing in 2020.

Other ADC projects

On the Go: SOS (Student Online Success)

One of the main responses of ADC to the needs of UJ students during the pandemic, was the creation of a 'virtual Academic Development Centre'. It was decided to create an Organisation on Blackboard and populate it with a bouquet of curated bite-sized resources that were specifically designed to respond to student needs during the remote learning situation. Both staff in Literacies and Learning Development created, reviewed and curated content for the site which was entitled *On the Go: Student Online Success (SOS)*. The resultant resources ranged from reading strategies to time management, online exam preparation skills and everything in between.

Once it was ready, the *On the Go: SOS* Organisation enrolled all UJ undergraduate students resulting in it being made available to over 40 000 students. The SOS module was then marketed to both staff and students in a concerted manner. The module was well received by the UJ student population and received more than 50 000 hits.



In addition to the above, ADC leveraged the Covid-19 moment to test an innovative and 4IR related initiative. This involved the employment 14 SOS representatives as SOS Social Media Influencers and content creators. These students were trained and closely supervised, and encouraged to speak the language of their peers to promote the content of the SOS module to all undergraduate students on various social media platforms.

ADC Shortcuts-for-Success resources

Shortcuts for Student Success

To assist students with access, ADC provided a data-lite version of the material by turning the various resources created for the SOS Organisation into PDF format and saving them in a Google Drive folder. Hyperlinks to the various resources were generated from this folder and compiled into a PDF summary document called *Quick-links to Success*. These documents were distributed to students and staff to provide them with an additional way of accessing the support material. In addition to the internal UJ use, the PDFs were also branded with UJ's logo and upon their request, provided to the Council on Higher Education (CHE) for use in their national repository of Covid-19 resources.

Shortcuts for Staff Success

In addition to the shortcuts for students, ADC staff also compiled and curated a staff version of the above, containing bite-sized resources and a *Quick-links* for UJ staff, pointing them to various useful resources.

Coursera pilot project

Coursera's Covid-19 Campus initiative offered an opportunity to 10 000 institutions globally to have free access to their 3 000+ online courses. Both students and staff could complete and earn certificates from top institutions over three months. ADC staff played a central coordinating role in the rollout of this project. The UJ community responded very enthusiastically, with over 4 000 students and staff members participating, for a total of just under 12 000 enrolments in various courses. UJ's engagement with the available content became internationally recognised because we performed better than other South African and African institutions, being ranked 33rd out of the 10 000 participating institutions.

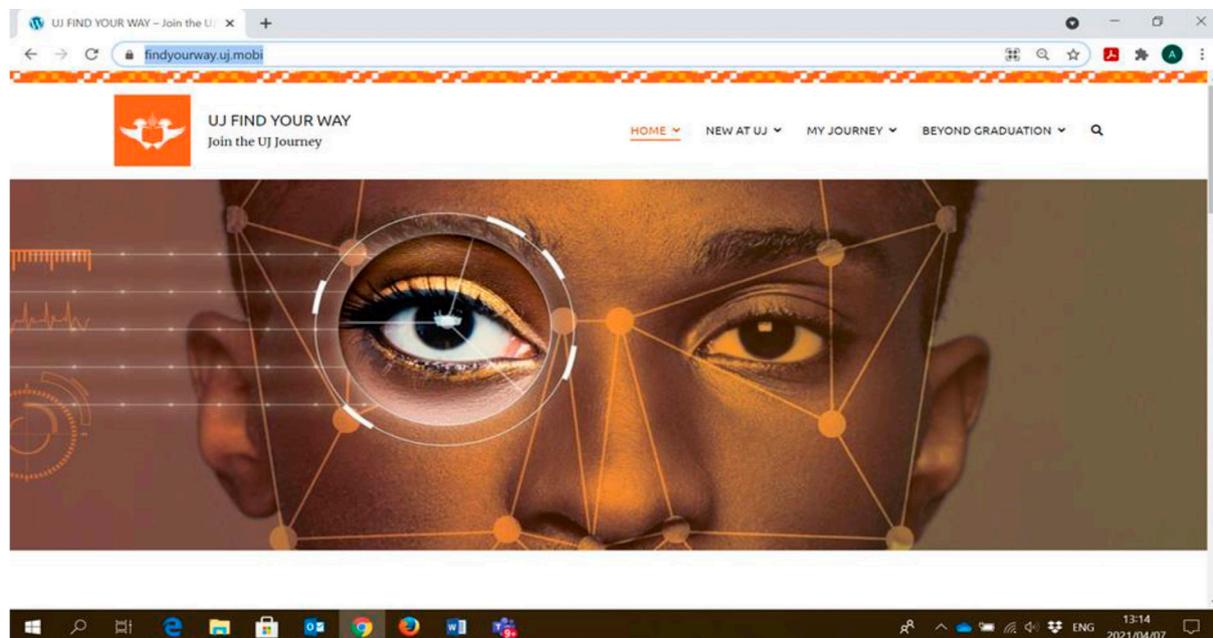
The UJ First Year Experience (FYE) and Senior Student Experience (SSE) initiatives

The UJ First Year and Senior Student Experience (FYE SSE) contributed positively towards the improvement of students' success in 2020. The Covid-19 pandemic and accompanying lockdown created a challenging context for the FYE/SSE committee to function as effectively as it usually does. The well developed and agile FYE/SSE community did, however, make some substantial advances in many of its seven FYE/SSE focus areas. Some highlights of 2020 include:

Senior students were effectively used as key role-players to enable and support student success before and during the lockdown. A blended approach to tutor and mentor training was used during 2020. The model comprised a face-to-face and online training component. The aim of tutor training is to equip tutors with the skills necessary to facilitate student learning. In 2020, the UJ Tutor Training Programme once again received international accreditation from the College Reading and Learning Association (CRLA). The Learning Development Unit under the leadership of the UJ Mentor coordinator, developed an Online Mentor Training Module/Course (CM0338) on Blackboard. The Commercial Accounting mentors were trained in August using this online module. The module will be used to train the mentors online in 2021. A Mentor UJ guide is in draft form and a proposed working policy document awaits feedback from the ADI HOD. The training material development is ongoing.

During 2020, the First-Year Experience (FYE) and Senior Student Experience (SSE) made substantial shifts in focus to online delivery and support. ADC aimed to create and share support information in a digital format. This drove the creation of creative artefacts and re-development of existing projects. *Shortcuts for Success* is one initiative ADC drove to ensure a data-friendly artefact to support student success for online/remote learning. Additionally, substantial progress was made in 2020 to create and populate two main student and staff support hubs. The *FindYourWay* mobile site (<https://findyourway.uj.mobi/>) was completely revamped and re-populated with new content. Furthermore, ADC created the SOS module with bite-size content to support students with learning off-campus due to the Covid-19 pandemic.

The UJ First Year Seminar (Orientation) is a well-established part of the UJ programme and is an important first leap for newly entering UJ students into their First Year Experience and a contributing factor towards academic success. The 2020 iteration of the UJ FYS, which took place from 28 to 31 January 2020, was a great success.



Programmes were finalised by 15 November 2019 and were loaded on the mobi site and webpage on 26 November 2019. The preparations for the 2020 FYS were smoothly implemented with participation from Faculties, the College and all UJ support services who arranged this massive, coordinated effort to welcome just over 10 000 newly entering first-year students. This year was the first time that all Faculty programmes included an introduction to support services and a campus tour. Before FYS began, the campuses were clad in orange with banners, gazebos and posters welcoming students to their first days in our bustling UJ community, and giving information about where to access programmes. The information packs had a toolbox booklet, personal calendar and a bookmark courtesy of the FYE office, and a cardholder, lanyard, a pen, earphones and a door hanger with a periodic table

of success courtesy of UJ Marketing. A copy of the GRAD publication was also distributed as a way of providing additional support to the first-years.

In 2020, the Centre for Academic Technologies (CAT) contributed to an optimised student experience for first-year and senior students.

As the learning off-campus situation unfolded, the FYS committee decided to plan for a fully online First Year Seminar for 2021. In preparation, Faculties, support divisions, committee members and Eiffel Corp (external design and development company) partnered to design and develop a fully online orientation module on Blackboard. The project aimed to develop eight independent Faculty modules that are accessible, user- and data-friendly for the incoming first-year student in 2021.

This year was the first time that all Faculty programmes included an introduction to support services and a campus tour.

The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC)

The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) is a DHET-funded national centre housed within UJ's Academic Development Centre. The SANRC has been in existence as part of the ADC since 2015. Despite the challenges posed by the advent of the Covid-19 pandemic, the SANRC made some notable gains in pursuit of its three-fold agenda of:

- (i) setting a scholarly agenda for South Africa's First-Year Experience community;
- (ii) providing resources for South Africa's First Year Experience community and,
- (iii) creating and developing South Africa's First Year Experience community through national and international collaboration and networking.

The year 2020 began on a high note for the SANRC with:

- (i) participation in the orientation programmes of selected universities, such as Vaal University of Technology (VUT) and University of Mpumalanga (UMP) in line with the SANRC's National Orientation Campaign; and,
- (ii) a joint keynote by Dr Annsilla Nyar, SANRC Director, with Dr Jennifer Keup, Director of the SANRC's sister organisation, the National Resource Center for the First-Year Experience and Students in Transition (NRC) based at the University of South Carolina, at the NRC's 39th Annual Conference on the First-Year Experience, on 21 to 24 February 2020, in Washington D.C. The joint keynote was entitled *Finding the humanity in First Year Experience: Critical reflections on the globalisation of a movement*.

The SANRC actively participated in global First Year Experience networks in 2020. Dr Annsilla Nyar helped plan, and participated in, two panel sessions for The Biennial International Forum on the First Year Experience. The Biennial International Forum on the First Year Experience took place on 20 February 2020 in Washington D.C., one day before the start

of the NRC's 39th Annual Conference on the First Year Experience. This event brought together First Year Experience and student success scholars and practitioners from different countries across the world. Dr Annsilla Nyar made presentations as part of two interactive dialogue sessions at The Biennial International Forum on the First Year Experience.

Unfortunately, the high note signaled by the early part of 2020, ended with the advent of the Covid-19 crisis in the country. Having been scheduled to take place on 20 to 22 May 2020 in Cape Town, the Annual SANRC FYE Conference had to be cancelled and the SANRC was able to work quickly to reverse all the administrative arrangements for the conference. Having learned the lessons of the 2020 global crisis, the SANRC is preparing for an online conference in 2021. The SANRC remains hopeful that an in-person conference will be possible in the very near future.

The SANRC accomplished a number of gains in the area of scholarship in 2020. Dr Annsilla Nyar contributed an article 'The First Year Experience' for the aforementioned book: Ludeman, R. B. & Schreiber, B. (Eds.) (2020) *Student affairs and services in higher education: Global foundations, issues, and best practices*, 3rd ed, pp. 1-629. Published by the International Association of Student Affairs and Services (IASAS) in cooperation with the Deutsches Studentenwerk (DSW) Publishers, Berlin, Germany.

The SANRC released a third special edition of the *Journal of Student Affairs in Africa (JSAA)* at the end of 2020. The title of this special edition is *Deepening Scholarship on the First Year Experience*. This special edition represents a particular milestone for the SANRC. It showcases a range of different voices in South Africa's First Year Experience community, and truly deepens the pool of local scholarship on the First Year Experience.

Dr Annsilla Nyar presented a paper entitled *The 'double transition' for first-year students: Understanding the impact of Covid-19 on South Africa's first-year students* to the 27th National Students in Transition (SIT) Conference, 13 to 16 October 2020, hosted by the National Resource Center for the First Year Experience and Students in Transition (NRC). This paper has been written up as an overview article on the effect of the Covid-19 pandemic on

South Africa's First Year Experience, and is currently being peer reviewed as part of journal submission processes.

However, the Covid-19 pandemic had the unfortunate effect of impacting on some of the SANRC's book publication work. An edited collection of book chapters is currently in the pipeline for the SANRC. The book content had to be carefully reconsidered in light of the Covid-19 pandemic, so as to better position the book with a more contemporary feel for the current and ongoing higher education context. Timelines for a collaborative book project with other global First Year Experience colleagues, were similarly affected by the Covid-19 pandemic. The aforementioned book project is spearheaded by the SANRC's sister organisation in the United States, the NRC. The book is entitled *International perspectives on the First Year Experience in higher education*.

The year 2020 ended with the formation of another global student success network, the Global Forum on Student Success, as hosted by the John Gardner Institute on Excellence in Undergraduate Education. This Forum is intended to bring together groups of higher education experts from all over the world in order to expand international dialogue on student success, and work toward truly global solutions. The SANRC is part of the core committee, which oversees the various working groups of the Forum.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

The strategic goals of CAT are to:

- develop processes to support the UJ community in the creative use of teaching and learning technologies;
- foster the sharing of ideas and supporting researchers through appropriate interactions;
- develop expertise in the use of design-based educational research.

CAT Contributions towards the UJ Strategic Goals

CAT contributes to the meeting of UJ's Strategic Objective 2 (Excellence in Teaching and Learning), by striving to provide an excellent service to staff and students. CAT presented computer and tablet literacy workshops in the form of scheduled sessions on all four campuses during the FYS in 2020. Senior students and staff members in need of such training were encouraged to attend. The CAT helpdesk provides a variety of services to staff and students. Instructional designers train and support individual lecturers as well as groups in the design of blended learning programmes. CAT's workshops provide quality input for staff about current and future teaching and learning practices with technologies. In 2020, after moving to teaching and learning online, a series of webinars and conversations, using Collaborate or Zoom, were used in Faculties and CBE to support academics with specific aspects of module design and online delivery.

CAT also contributes towards Strategic Objective 3 (International Profile for Global Excellence and Stature), by actively participating in a national and international network of peers; presenting papers at national and international conferences; and continually seeking new and innovative ways of

supporting staff and students by seeking advice and by comparing practices with peer institutions.

Finally, CAT contributes to achieving UJ's Strategic Objective 6 (Fitness for Global Excellence and Stature), through linkages and teamwork with other divisions and faculties in UJ and with other peer institutions nationally and internationally.

In the following section contributions of CAT towards the University's strategic goals are highlighted in detail.

CAT staff and student training and support

The Centre for Academic Technologies supports the university in using innovative and advanced technologies to support teaching and learning. Introducing such technologies to students and staff is an essential aspect of CAT's activities. During the 2020 FYS, CAT staff (26 facilitators and 19 assistants) conducted 66 two-hour hands-on sessions across all four campuses, introducing more than 5500 first-year students to the UJ online learning environment: uLink, the student portal; and Blackboard (Bb), the learning management system (LMS). In a short survey during the FYS training, 3 800 students responded to questions about their digital literacy. Two-thirds of students indicated that they needed training in using MS Word, with 42% stating that they would not be able to submit online assignments without help. New UJ academics were also introduced to the LMS and CAT support services early in 2020. Towards the end of 2019 and in January 2020, CAT's instructional designers visited every academic department to introduce

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a Blackboard template that could be customised. This meant that before lockdown, 96% of undergraduate modules with the suggested structure were already on the LMS, and lecturers were familiar with the key features of Blackboard and Turnitin.

In the context of the Coronavirus spreading around the world and anticipating a situation where all teaching and learning (T&L) would have to be off-campus, CAT updated and sent out a high-level contingency plan called *Toolkit for Online Teaching and Learning Off-campus* in early March. CAT immediately began developing two Blackboard modules linked to the toolkit to guide and support academics and students. These modules, *The UJ Online Teaching Toolkit* for staff and tutors and *Continue to Learn Off-campus* for undergraduate students, were completed by the end of March. The modules included help files, good practices and UJ specific leaflets with guidelines for going fully online. Resources, suggestions and good practices from around South Africa and the world were also added to the *Toolkit for Online Teaching and Learning Off-campus* module. In addition, CAT developed and distributed two guides for online teaching before the start of Term 2: *20 Things to consider when teaching online* and *Live online lectures*.

UJ's blended approach to T&L meant that the vast majority of undergraduate students already had one or more modules on Bb. In March 2020, the focus was on departmental interventions to create modules that were not on the LMS and to get them ready for online, using a flexible structure that could easily be

modified. CAT staff viewed over 1500 undergraduate modules during the third week of March to check for 'online readiness' in terms of the presence of:

- (i) a structure that students can easily follow;
- (ii) a learning guide;
- (iii) evidence of activities in Week 6 of Term 1;
- (iv) presence of assignments; and
- (v) online assessments.

Using this evidence, and with Faculty/CBE Vice-Deans and T&L committee members' support, CAT focused on departments and modules that needed assistance. A series of webinars and conversations, using Collaborate or Zoom, were utilised in Faculties and CBE to support academics with specific aspects of module design and online delivery. In April, more than 944 staff were trained; in May, 647 and in June, fewer workshops took place with 177 attendees. The focus was on using Bb Collaborate to stay in touch with students and set up and mark assessments. Examples include an overview of *Blackboard for beginners*, *How to use Collaborate Ultra*, *How to create groups*, *How to mark online*, *How to create a Turnitin assignment*, *How to record PowerPoint slides* and *How to compress videos*. CAT collaborated with the Division for Academic Planning, Quality Promotion and Academic Staff Development in compiling the *Online Assessment Guidelines* with input from Faculties and CBE.

Before the start of Term 2, during four days of online student orientation (14 to 17 April), the CAT Helpdesk answered 900 queries, with 1700 queries subsequently answered during the first week of Term 2. Many students needed technical help, e.g., how to reset passwords, but most questions were more general, about data, devices and online learning. Additional resources for students were developed and distributed. The focus was on finding quick help: *What you need to know for off-campus learning* and a *Checklist for online readiness* – with live links embedded.

Data gleaned from the LMS by CAT staff were crucial in tracking Bb activity by academics and students. At the start of Term 2, 85% of students were active on the LMS. After receiving free data, activity increased significantly. By the third week of Term 2, with the exception of just under 350 students, all undergraduates were busy online.

Technical support and development: uLink and Blackboard

CAT is responsible for the development and upkeep of uLink, UJ's single sign-on access to the student and staff portal. During 2019, the uLink functionality was increased, adding features such as links to miEbooks to ensure that students can download their e-books. Regarding uLink use, there were over 15 million individual logins in 2019 and during the core ten academic months in 2019 uLink had approximately 45 000 daily individual student logins. The module registration process on Blackboard was partially automated for 2019.

Learning and teaching with mobile devices and e-textbooks

To ensure that students were able to participate in online learning, CAT coordinated the distribution of not only the monthly data to students, but also the distribution of almost 4000 Mecer Xpress 2-in-1 devices with removable keyboards as either free or loan devices to students in need. That was in addition to 1740 free devices distributed to Quintile 1-3 NSFAS first-year students in March.

In 2020, the University of Johannesburg made R10.5 million available for purchasing e-textbooks for students in priority modules. The available funds were divided according to historic FTEs and allocated proportionally to faculties. The e-book aggregator, ITSI Funda, provided an e-reading platform with the miEbooks application. With CAT support, during the lockdown, access to free e-textbooks was improved by making all requested e-textbooks for 2020 available to students. By the end of 2020, 100% of the available funding was used for 123 e-textbooks that were downloaded by 27 400 students.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

PsyCaD is committed to aligning its functions and operations to that of ADS and UJ. Given the fact that it is a professional support service unit, the alignment is not possible for all UJ strategic objectives. The strategic objectives of UJ that may be relevant for PsyCaD, as well as the alignment of PsyCaD strategic objectives with those of UJ, are summarised below:

- Assist students, departments and faculties to achieve excellent student success rates, improved retention and increased graduate output;
- Achieve excellence and stature;
- Give support throughout the student life cycle;
- Provide a package of career and programme guidance to learners at school level;
- Develop dynamic brand and marketing strategies;
- Align all elements and environments (internal and external);
- Attract and retain illustrious staff; and
- Promote a welcoming and caring environment, manifested in well-kept buildings and facilities.

PsyCaD Contributions towards the UJ Strategic Goals

PsyCaD specifically contributes to the meeting of UJ's Strategic Objective 2 (Excellence in Teaching and Learning) by:

- Devising strategies for early identification of students that may experience academic difficulties in collaboration with faculties and residences;
- Investigating diagnostic assessments for learning and studying difficulties;
- Designing self-help interventions for exam skills;
- Assisting students with barriers to learning (e.g. learning disorders, ADHD, psychological/psychiatric problems) by designing online intervention programmes;
- Offering therapeutic interventions assisting students with psycho-emotional barriers to academic performance;
- Designing the FYE and FYS programmes that prepare first-year students for the challenges of university; and
- Modifying behaviour according to the (changing) situation.

PsyCaD also contributes towards Strategic Objective 3 (International Profile for Global Excellence and Stature) by:

- Providing cutting edge assessments and interventions;
- Designing and presenting workshops for mental health and other professionals;

- Presenting papers at national and international conferences;
- Publishing articles in peer reviewed journals;
- Actively seeking better ways of doing things and improving team performance;
- Being prepared to experiment and take calculated risks;
- Generating novel solutions, programs and interventions; and
- Commanding respect and credibility as professionals in our field.

UJ's Strategic Objective 4 is 'Enriching Student-Friendly Learning and Living Experience' and PsyCaD contributes through:

- Interventions to assist students with adjustment to university;
- Therapy and counselling for students with emotional and relationship difficulties;
- Integrating new and old ideas to establish strategies for change;
- Seeking maximum results from available resources (people, time, money, materials);
- Translating complex concepts into practical action plans;
- Applying professional, scientific and technical expertise to enhance task performance;
- Maintaining wide networks with other experts and suppliers in the field;
- Maintaining and updating our professional, scientific and technical knowledge;
- A wide range of ideas in response to problems or opportunities;
- Streamlining service delivery and resources by allocation of resources across all sites;

- Career assessments and guidance for prospective students;
- Academic advice for subject selection, academic advice for appropriate placement; advice for access to bursaries and loans, and referral to appropriate professionals.

In achieving UJ's Strategic Objective 5 (National and Global Reputation Management), PsyCaD:

- Participates in ADS and UJ committees;
- Meet HPCSA requirements regarding code of conduct, scope of practice and client management; and
- Arrange opportunities for benchmarking with other national and international universities.

Finally, PsyCaD also contributes to achieving UJ's Strategic Objective 6 (Fitness for Global Excellence and Stature) through:

- Cooperation with other teams, divisions and faculties;
- Feedback from others to improve PsyCaD's collective performance;
- Professional administrative functions;
- Maintaining a welcoming, organised reception area;
- Maintenance and improvement of Career Resource Centres; and
- Ensuring our operations are underpinned by principles of good governance.

The following section will show the contributions of the various teams and units in PsyCaD towards the University's strategic goals.

Psychological Services

PsyCaD offers a broad spectrum of psychological and educational services to UJ students and staff, as well as the wider community. PsyCaD's services aim to enhance the psychological fitness of clients to manage personal life challenges, increase productivity, and to optimise their performance. This includes dealing with trauma and stress. PsyCaD is accredited by the Health Professions Council of South Africa (HPCSA) as a site for the training of intern psychologists and student psychometrists. PsyCaD's professional staff are counselling, clinical and/or educational psychologists, and psychometrists registered with the HPCSA.

Covid-19 had a significant psychological impact on society. International reports on the psychological impact of Covid-19 on the general population, and particularly the student population, reveal consistent themes. The main psychological impact was initially elevated rates of stress or anxiety. However, as new measures such as lockdowns, social distancing and quarantine were introduced, this had a profound effect on many people's usual activities, routines or livelihoods which resulted in high levels of loneliness, depression, substance abuse, and self-harm or suicidal behaviour. Social isolation triggered or exacerbated serious mental health problems. Student mental health has been an international concern for the past couple of years and the Covid-19 pandemic added additional stressors for many

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students. Some of the common themes and problems that were identified for UJ students include:

- Suspension of contact classes implied that students were forced to adjust to online teaching and learning, which many found challenging. Structure and routine are important coping mechanisms for many young people, and especially for those with mental health issues. When the university reverted to online teaching and learning, and residences were closed, students had limited access to mental health services and support, peer group support and face-to-face services. This gave rise to feelings of insecurity, anxiety and uncertainty.
- Students were also stressed about residence evacuations, cancellation of anticipated events and some lost their part-time jobs as local businesses closed.
- Students in their final year of study experienced anxiety about limited job opportunities due to the economic impact of Covid-19.
- Balancing home and academic responsibilities and in many cases a lack of understanding of academic responsibilities and support at home.
- Trauma related to domestic violence and sexual abuse.

Given this background, and the expected psychological impact of Covid-19, it was important for PsyCaD to continue offering services and interventions despite the challenges of offering services remotely. Psychology and psychological interventions are typically associated with face-to-face interventions, and although there have been attempts to digitalise some interventions, these never really gained momentum. The Covid-19 pandemic gave impetus to a re-evaluation of the interventions, methods and techniques of the profession. Psychology, as a profession, and PsyCaD in particular, were forced to identify scientifically based digital alternatives to face-to-face interventions.

The lockdown announcement implied that PsyCaD had to create support for its existing clients and needed to create a support mechanism for those students who were going to experience psychosocial challenges during the lockdown. The initial response was to contact all existing clients to establish some form of communication platform and to ensure that these clients were not abandoned. Students were offered the opportunity to contact their therapists via email, SMS, WhatsApp, Skype or Zoom. There was an initial delay in operationalising this as there were some ethical challenges regarding telephone and online counselling. Once the HPCSA gave the necessary guidelines, PsyCaD adapted its processes accordingly and could offer students continuous support throughout the lockdown.

PsyCaD was also cognisant that there were students who needed some form of support, advice or information that did not necessarily require individual consultations. In order to cater for these students, a number of online support initiatives were put into place. During 2020, PsyCaD launched an app that provides student with important contact numbers, e.g. the crisis line number, as well as information on gender-based violence and other self-help video clips. The Psychological Services Team also launched a Monday Mental Health series, which included talks on a range of topics such as

depression, anxiety, etc. PsyCaD also has a module on Blackboard, which provides students with a wide range of self-help video clips and tip sheets.

The next challenge was actually far greater and that was how to support those students who were not existing clients. In order to cater for these students, a virtual call centre was created. All the psychologists' landlines were diverted to a central cellphone. Students were able to phone any of the PsyCaD landline numbers, and their calls were answered, screened very briefly to determine whether the call is related to a psychosocial problem, and if so, the contact details of the callers were captured. These details were then forwarded to a psychologist who contacted them back to set up a consultation. These students were then contacted on the prearranged date and time for a consultation, and in this way students did not have to use their own airtime for the consultations. Students could also contact the 24-Hour Crisis Line during and after office hours.

In order to assess to what extent students received support during lockdown, the number of consultations for 2020 were compared to those of 2018 and 2019. During 2020, PsyCaD had 16 040 consultations with students, compared to 14 606 in 2019 and 12 054 in 2018 (see Table below).

Number of students seen for counselling per campus

Site	Advisory			Therapy			Total Consultations		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
APK	3 401	3 834	1 138	4 067	4 739	8 695	7 468	8 573	9 833
DFC	1 113	1 437	654	742	1 080	1 220	1 855	2 517	1 874
APB	732	711	527	786	1 370	2 380	1 518	2 081	2 907
SWC	653	669	311	560	766	1 115	1 213	1 435	1 426
Total	5 899	6 651	2 630	6 155	7 955	13 410	12 054	14 606	16 040

During 2020, PsyCaD had **16 040 consultations** with students, compared to 14 606 in 2019 and 12 054 in 2018

Of the 16 040 consultations in 2020, 12 054 were during lockdown (i.e. 26 March to 15 December 2020) compared to 11 116 in the same period in 2019 (see Table below).

Three conclusions may be drawn from this:

- That PsyCaD was able to continue providing support for students during the lockdown.
- There was a greater need for counselling in 2020 than in 2019. One of the reasons for this may be due to the additional stress, and lifestyle changes that was brought about by the lockdown.
- An alternative explanation could be that students prefer telephonic/online counselling as it is convenient and allows for privacy thereby overcoming the ongoing problem of stigmatisation.

Comparative statistics for number of sessions for 2019 and 2020

Site	January - March		April - December		Total Consultations	
	2019	2020	2019	2020	2019	2020
APK	2 128	2 336	6 445	7 497	8 573	9 833
APB	388	628	1 693	2 279	2 081	2 907
DFC	676	688	1 841	1 186	2 517	1 874
SWC	298	334	1 137	1 092	1 435	1 426
Total	3 490	3 986	11 116	12 054	14 606	16 040

If one keeps the psychosocial developmental stage of our students in mind, it is not surprising that the main reason for seeking counselling is to deal with relationship problems and that they have difficulties adjusting to university (see Table below). These adjustment difficulties often result in anxiety and depression-related disorders. Research on relationships shows that external stressors such as economic hardship, demanding jobs, and disasters, such as Covid-19, can threaten the quality and stability of relationships. Many of the students reported strained romantic relationships due to a lack of contact with a partner due to isolation, or strained family relationships during lockdown. As far as the family relationship problems are concerned, students felt a loss of independence and that their families did not understand the demands of their studies. Many students struggled to adjust to the demands of online learning and assessments, which goes beyond the problems of poor connectivity. One cannot underestimate the impact of isolation on learning, as many students reported that they missed interacting with their lecturers, tutors and peers, due to limited opportunities to exchange ideas and getting help.

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Top 10 reasons for counselling

Ranking	Reason for Counselling		
	2018	2019	2020
1	Relationship problems	Adjustment disorders	Relationship problems
2	Adjustment disorders	Post-traumatic stress disorder	Adjustment disorders
3	Mixed anxiety and depressive disorder	Generalised anxiety disorder	Mixed anxiety and depressive disorder
4	Generalised anxiety disorder	Mixed anxiety and depressive disorder	Post-traumatic stress disorder
5	Mild depressive episode	Depressive episode	Generalised anxiety disorder
6	Acute stress reaction	Mild depressive episode	Acute stress reaction
7	Post-traumatic stress disorder	Neurodevelopmental disorders and physical disabilities	Obsessive-compulsive disorder
8	Moderate depressive episode	Acute stress reaction	Neurodevelopmental disorders and physical disabilities
9	Reaction to severe stress, and adjustment disorders	Recurrent depressive disorder, current episode moderate	Social phobias
10	Depressive episode	Relationship problems	Moderate depressive episode

Collaboration with the residences and faculties continued to be a priority during 2020, with many therapy and workshop referrals stemming from the relationship that is held with internal stakeholders. Pre-Covid, PsyCaD distributed posters to faculties and residences that guide students to our services. During lockdown, awareness campaigns were run via social media platforms such as Twitter, Instagram and Facebook. Group interventions such as Mental Health Mondays were run on these platforms.

The Faculty Liaison Process (FLP), is a specific PsyCaD strategic process, which forms part of the global PsyCaD processes, i.e. Therapeutic Services, Career Development, Training & Development, Workshops, Peer Helping (Peer Buddies), etc.

The FLP operations and functions primarily includes:

- To establish effective communication (i.e. regular/periodic meetings) between PsyCaD and the College, Faculties and Departments.
- To make and assist in decisions regarding student re-admissions, exclusions and support.
- To orientate and inform Faculties and Departments about PsyCaD services with regard to current services and resources, and the development of new services and resources (i.e. online workshops).
- PsyCaD has its own specific strategies, which complements the University's core functions and operations. Contained in these strategies are more specific processes (e.g. FLP), which are geared to assist in achieving some of the University targets.

- As part of the FLP, faculty representatives for the seven Faculties and the College participated in the Faculty Appeals Committees in reviewing and assisting with students' appeals applications from F7s (exclusions). The Faculty Appeals Committees process highlighted challenges faced by Faculties in assisting and tracking the at-risk students. The challenges that were cited in 2019, continued to present in 2020. Faculties expressed a concern about identified students who continued to experience challenges, but failed to make use of the support services at their disposal.

- The demand for psychometric evaluations and written feedback reports to Faculty regarding referred academically at-risk (F5) and academically excluded (F7) students has gradually diminished over the past few years. This has partly been attributed to changing management of these students and processes within Faculties and the College.

Although the primary focus of PsyCaD is to assist students in distress, we also offer a range of life enrichment workshops. These workshops were adapted to a digital format so that they may be accessed via the UJ Community on Blackboard and the PsyCaD app. Workshops were also presented using online platforms on request by various departments within UJ. Some of the workshops offered included adjustment to university, curbing procrastination, managing stress and anxiety, understanding depression, and conflict management strategies. The workshops were aimed at empowering students/staff with knowledge around various aspects of mental health. During 2020, 20 workshops were presented, however only 62 students were reached – implying that this is not a popular format for interventions.

As part of their internship, PsyCaD intern psychologists, under the guidance of a psychologist, manage the 24-Hour Crisis Line. The Training and Development Services team facilitates training in

crisis management and suicide prevention early in the year to allow the interns to be well equipped to handle the 24-Hour Crisis Line or any other emerging crisis. Weekly Crisis Line supervision is conducted, to continuously facilitate the process of learning as well as to ensure that an effective service is provided at all times.

The purpose of the 24-Hour Crisis Line is to provide immediate psychological assistance to UJ students at any time of the day and night. The psychologist's main aim will be to provide crisis intervention and trauma debriefing with the intention of minimising the potential for psychological trauma and to therefore increase a sense of safety and stabilisation within the individual. Services offered through this line include telephonic counselling, referrals to applicable emergency services, as well as recommendations and referrals to various organisations and resources to assist with the presenting crisis or query. The 24-Hour Crisis Line is well established and well known in the UJ community and is marketed through posters and a sticker that is extensively circulated at various forums.

In addition to the virtual call centre, the 24-Hour Crisis Line was fully operational throughout the lockdown. Students could call the Crisis Line at any time and they were phoned back immediately, again to ensure that students do not have to make use of their own airtime for these calls. During the lockdown period the Crisis Line received 941 calls, which was significantly higher than in the same period in previous years, e.g. 563 in 2019. Of these, 110 were suicide-related calls, again significantly higher than in the past, e.g. 43 in 2019 (see Table below). Dealing with suicidal students remotely proved to be quite a challenge. PsyCaD has an established network to deal with suicides, but this network is limited to institutions and facilities around the four campuses. Where students phoned outside of this established network, other resources within that student's geographical area had to be mobilised. In cases where these students were totally isolated, they were followed up with regular calls to monitor their mental health status.

Number of Crisis Line calls from 2017 to 2020

Month	2017		2018		2019		2020	
	No. of Calls	Suicide-related Calls						
Jan/Feb	63	1	40	5	64	8	70	3
March	56	1	43	5	56	4	74	0
April	44	2	43	8	66	2	47	4
May	86	0	57	7	70	5	114	12
June	41	0	18	3	45	5	123	12
July	36	0	31	3	58	3	78	13
Aug	54	1	46	8	49	5	112	18
Sep	53	3	39	4	48	1	107	19
Oct	53	8	78	8	50	5	128	18
Nov	46	1	49	3	57	5	84	11
Dec	8	0	0	0	0	0	4	0
TOTAL	540	17	317	54	563	43	941	110

The Psychological Services team has recognised the essential role played by social media as a platform for actively connecting with students. Our social media platforms, i.e., Facebook and Twitter have been well managed and updated with relevant information.

During 2020, the number of users on our social media platforms was 6 569 (Facebook) and 2 222 (Twitter). In addition, 15 live, online, discussions were held during 2020 around various topics relating to mental health. These discussions were facilitated by a psychologist and allowed students to engage on a live platform about various topics affecting students during the national lockdown. The topics discussed include time management, managing boundaries, keeping sane and safe during Covid-19 days, and how to cope with online learning.

During 2020, the number of users on our social media platforms was

**6 569
(Facebook)**
and
**2222
(Twitter)**

The Psychological Assessment team, in conjunction with the Psychological Services team, offered a wide range of psychological assessments to the students of the University of Johannesburg (UJ), the broader community, schools, and organisations. Due to Covid-19 and the restrictions that this brought about regarding face-to-face assessments, it comes as no surprise that there was a significant decline in the number of psycho-educational assessments that were done in 2020. Initially there was an increase in assessments from 29 in 2018 to 54 in 2019, but then a decrease to only 23 assessments in 2020.

Disability Services

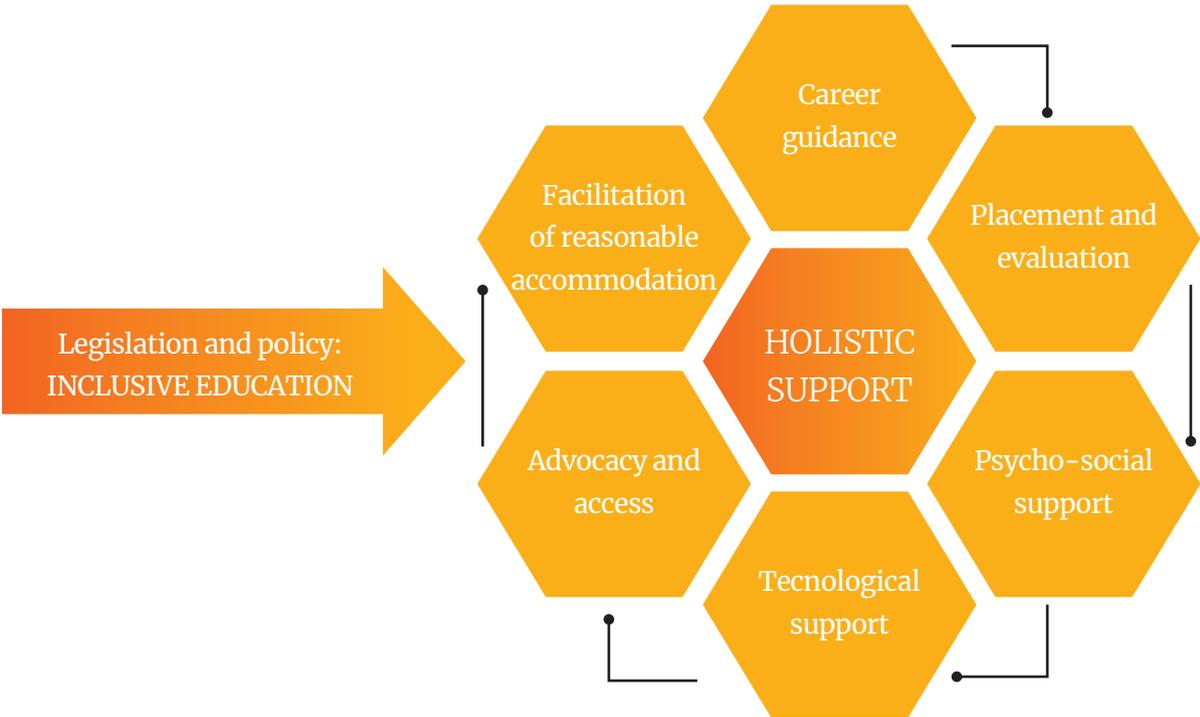
Disability Services consists of a team of professionals who provide the following support to people with disabilities in the University:

- Confidential consultation sessions;
- Arrangements and concession application (e.g. extra time, use of assistive devices, venues, etc.) for tests/exams;
- Training, assistance and advice regarding assistive hardware and software;
- Assistive devices and technology at PsyCaD offices and in the libraries;
- Working with Lecturers, Residence, Campus Health, etc. to best support these students;
- Support with disability bursary applications;
- Access to study material in alternative formats (braille, audio, electronic text); and
- Support with accessible transport between campuses, residences and lectures.

The Centre for Academic Technologies supports the university in using innovative and advanced technologies to support teaching and learning.

It comes as no surprise that there was a significant decline in the number of psycho-educational assessments that were done in 2020.

Support services include providing advice and facilitating academic accommodations, in collaborative partnerships with students, University lecturers, departments and faculties. The unit focuses, as far as possible, on holistic support and the development of our students with disabilities as illustrated below:



In addition to the challenges and problems that students face, students with disabilities have added challenges. When it was announced that UJ would revert to online teaching and assessments for the remainder of the semester, the Disability Unit team immediately made contact with their students to determine how they could best support them. The team conducted 762 telephonic consultations with these students. Keeping in mind that the students with disabilities generally receive a lot of support, such as access to computers with assistive software, assistive devices, and support during assessments, the lockdown impacted on their access to this kind of support. Therefore, in addition to the individual consultations, the Disability Unit team also had to look at ways of providing support to these students. In addition, to support students, the Disability Unit also provided assistance to lecturers to ensure that the study material and assessments were disability friendly, and where necessary, they assisted in adapting course material.

Facilitation of Reasonable Accommodation

The University is committed to providing equal university education and training opportunities to all people. The governance of support for people with disabilities is undertaken by the Transformation Committee. In order to standardise applications for accommodations and concessions, all applications are reviewed by the UJ Concessions Committee. This committee considers and provides for fair assessment practices for students with disabilities, underpinned by

The team conducted **762 telephonic consultations** with these students

The number of new concession applications increased from 56 in 2018 to 69 in 2019 with a decrease to only **54** in 2020.

The University is committed to providing equal university education and training opportunities to all people.

reasonable accommodation and inclusive education practices. The committee members discuss, provide suggestions for support and/or approve concessions based on medical/psychological documentation provided by a student with a disability. The committee meets monthly, whereupon the decisions of the committee are communicated to the student.

In the case of Learning Disorders, specialised psycho-educational assessments – aimed at identifying learning or occupational barriers that might hamper academic performance – are required for the application process. Some of our students do not have the financial resources for these psychological assessments, in which case the Psychological Assessment Team does these assessments pro bono.

The number of new concession applications increased from 56 in 2018 to 69 in 2019 with a decrease to only 54 in 2020. The decrease in applications from 2019 to 2020 is most likely due to the fact that students were not on campus, therefore, did not require assistance with wheelchairs, etc. The move to online assessments meant that most students did not require:

- Writing in separate venues;
- Assessment papers being brailled or enlarged;
- Extra time for assessments, as in many cases the extra time that they would normally require, was already built into the assessment.

Of note is the shift in the type of disabilities from 2018 to 2020. There was a significant decrease in the number of students with neurodevelopmental disorders (specific learning disorders and ADHD) from 2019 to 2020 (see Table below). The number of students with other types of disabilities has remained relatively stable from 2018 to 2020.

Reasons for concession applications for the period 2018 to 2020

Disability	Number of new concessions		
	2018	2019	2020
Learning	17	21	9
ADHD	8	16	7
Visual	11	5	7
Blind	3	2	3
Physical Disability	9	16	14
Psychiatric	6	5	10
Neurological	2	3	4
Hearing	0	1	0
Total	56	69	54

One of the main priorities of the Disability Unit (DU) is to provide the students with disabilities with academic support, not only by means of concessions, but also emotional support, provision of equipment, etc. Students with disabilities required less support during lockdown compared to the two previous years. Since the students were not on campus, there was a reduced need for orientation, braille and adapting texts for students with visual impairments. The online assessments resulted in fewer requests for separate assessment venues which in turn resulted in less invigilation time as well as fewer requests for scribing than in previous years.

Psychosocial support

Psychosocial sessions form the foundation of a supportive environment for staff and students with disabilities. This is the space in which they can share their challenges and find solutions. There was a big increase in the number of sessions (325) from 2018 to 651 in 2019 and a further increase to 1 071 sessions in 2020. The increase in 2020 was due to the fact that

the DU immediately followed up with all the students as soon as the hard lockdown was announced, and the staff made regular contact with the students in order to ensure that the students were supported throughout the lockdown period.

The Staff with Disabilities portfolio was moved from Human Resources to PsyCaD in 2019. Initially, all staff with disabilities were contacted for appointments so that the DU could update its records and offer support – which continued in 2020. The disabilities that have been supported include hearing, physical, neurological, emotional and visual. The integration of staff with disabilities into the PsyCaD DU has been relatively seamless thus far and has been a welcome addition to the current portfolio, although the role and functions of the DU had to be clearly distinguished from the role of Human Resources (HR). The DU only provides disability support for staff and HR’s role and function is to deal with grievances and performance issues.

Number of Counselling Sessions for Staff and Students with Disabilities

Sites	2018	2019	2020
APK	281	596	1 023
SWC	37	24	7
APB	2	15	23
DFC	5	16	18
Total	325	651	1 071

Technological support

Technological support that is provided to students and staff with disabilities includes training, assistance and advice regarding assistive technology, hardware and software. These include, but are not limited to: Jaws, Zoom-Text, Non-Visual Desktop Access, Dragon, Eye-Pal, Merlin Readers, etc.

Type of psychosocial and/or technical support offered from 2018 to 2020

SERVICE	DETAIL	2018	2019	2020
Training Sessions (Number of Students)	APB	1	23	1
	APK	20	1	0
	DFC	1	0	0
	SWC	4	0	1
Editing	Requests	501	198	208
	Pages edited	4 602	5 327	2 532
	Total hours	140	190	142
Braille Services	Requests	108	41	8
	Pages edited	562	295	53
	Pages brailled	1 204	748	133
Sign Language (Hours)	APB	120	120	0
Transport	Students	206	350	60
	Staff	0	3	0
Test and Exam Invigilation	Students	164	240	38
	Papers	618	939	77
Scribing (Hours)		42	78	3

As part of the holistic support provided to students with disabilities, learning support sessions are facilitated by the DU for first-year students. The transition from high school to university can be a difficult one, potentially more so for students with disabilities. The DU organised a First Year Orientation session for them in order to introduce the DU and all the rules and procedures of the unit. In addition, first-year students were provided an opportunity to 'check-in' with one of the DU staff members and make them aware of challenges (e.g. of a classroom-based, learning, psychosocial or environmental nature), so that the necessary intervention could be facilitated. It also included extended orientation support in terms of the editing and adapting of study-related material.

Career guidance and work readiness

Students with disabilities require specific orientation to the university setting, and based on their disability needs, this orientation must be adapted to cover the full spectrum of support. Career counselling forms part of the holistic support for students with disabilities as this allows prospective students to make informed choices, with respect to their interests, considering their physical abilities. Assistance with applications to the institution and for financial aid is also provided. Key stakeholders in Residences, Operations and Faculties are approached to ensure access and full participation for the students' needs. When requiring assistance in one of the aforementioned areas, students report to any one of the DU's sites to access support from one of the team members. This is facilitated through appointment-based consultative sessions or walk-in enquiries.

As mentioned previously, the DU aims to provide the students with disabilities with holistic support. In 2020, the focus was on preparing students with disabilities for the world of work. There has been a growing trend of companies contacting the DU to recruit people with disabilities. In order for students and prospective employers to interact, the idea was incepted to have separate career fairs and industry talks for students with disabilities. This idea was piloted in 2019 and 10 exhibitors were included in the General Career Fair that was hosted by the Career Services team.

The initial plan for 2020 was to, as in the previous year, organise a Career Fair specifically for these students. However, due to Covid-19 restrictions this could not take place. In the place of a disability-specific Career Fair, the DU organised a series of Industry Talks during which they hosted companies and organisations such as Sensory Solutions, South African Council for the Blind, Altron Bytes People Solutions, Cliff Dekker Hofmeyr, and Blind SA. The aim of these talks was to highlight challenges that people with disabilities may face in the workplace as well as to provide some solutions for these challenges.

Advocacy and Access

Based on current legislation, the support of people with disabilities should remain a prioritised university commitment. To achieve this, there are some identified areas of development and growth, which the Unit wishes to focus on going forward. Regarding risk mitigation, the following aspects apply:

- Enhanced collaboration with the Human Resources division through streamlining processes of recruitment and retention of employees with disabilities. This focused support would include educating staff on the definition of disability and thereby increasing the number of employees with disabilities. To this end, dedicated, streamlined and specialised support for these employees would also be implemented.
- Engaging with various divisions and departments and collaborating on specific strategic tasks to promote the university's strategic goals regarding people with disabilities.
- With the advent of information and communications technology, new opportunities for assisting students with disabilities can be achieved through the optimal use of assistive technology (AT). However, this also calls for stakeholders to start to critically interrogate learning and teaching methodologies. This could include flexible classroom materials, varying the delivery of information and/or adapting assessment methodologies.

Legislation proposes that all disabilities, irrespective of the category, should be conceptualised within the confines of reasonable accommodation in higher education. Reasonable accommodation proposes that barriers that could possibly hinder the progress of an employee, need to be considered and appropriate measures by the employer need to be put in place to support this.

The Disability Ambassador programme is an extension of the services that the unit offers to staff and students. It is a disability awareness initiative that aims to create support for staff and students

living with disabilities and to psycho-educate individuals and the public on disabilities and how we can collaboratively create a disability-friendly, equitable and accessible environment for people living with disabilities.

The DU@work newsletter also continued in 2020 in an electronic format to all faculties, residences and staff with disabilities and hard copies at each PsyCaD reception.

Career Services

The mission of Career Services is to promote the career development and related life planning skills of UJ students and prospective students, and to facilitate graduate recruitment opportunities and contact with potential employers, for our clients to actualise their career development goals. Services are offered that support both internal and external clients throughout their career life cycle. Career Services has four main domains, i.e. Career Assessment and Guidance, Work Readiness, Graduate Recruitment and Employer Relations.

Over the past couple of years, the focus of Career Services has shifted away from the traditional Career Assessment to the preparation of our students for the world of work. This shift in focus has also triggered a move away from the traditional one-on-one consultations to group and online interventions. However, individual consultations are still offered.

The Career Services unit has embarked on a review of its activities in order to develop an enhancement strategy that will optimise and expand our range of services, as well as the ease of reaching various user populations, through the use of technology and innovative mechanisms. In considering the enhancement plan for the unit, key factors were deemed to be the changing career counselling and career development context in South Africa, the real need to facilitate access to career knowledge among our prospective student population, and addressing ways of reaching communities without ready access to career counselling services. Other factors for consideration in our enhancement strategy included real changes to the current and future nature of the workplace and job market (which requires career counsellors to have a much wider range of knowledge and skills), and the changing student profile.

A number of surveys, conducted by both internal (Student Employability Survey) and external bodies (Universum Talent Research Survey and The South African Graduate Employers Survey) indicated a number of areas in which the Career Services unit may consider extended involvement, in order to optimise the preparedness of UJ graduates for the employment market upon graduation. Career Services was rated among the top three Career Services in the country by companies in a survey that was done by SAGEA.

Career Assessments and Guidance

The Career Services unit provides students with one-on-one career guidance, consultation and counselling sessions in order to assist them with their career development needs. Students can either make an appointment to consult with a professional with regard to their career development concerns/difficulties or can be referred through Career Advisory. A career guidance or consultation session differs from a career advisory session in that the duration of the session is longer (30-50 minutes a session). Career guidance and consultation sessions address the following: career guidance, subject choice selection, career planning, constructing CV and cover letters, developing interview skills, job search strategies, and networking skills among others. This is an essential service that is highly valued by the UJ student population.

The career guidance and consultation process involves the provision of effective and efficient career guidance and consultation services to all PsyCaD clients. To ensure this, the following responsibilities needed to be attended to: the implementation and coordination of the career guidance and consultation services, communication between the relevant service providers to ensure a smooth and transparent process, and the gathering and capturing of the relevant data to inform best practice and to enhance service delivery. According to the statistics, a majority of sessions focused on assisting students with how to construct a CV and cover letter.

In 2019, the Career Services Resource Centres conducted 1 853 career advisories and career guidance sessions, which decreased to 1 210 sessions

in 2020. The decrease is likely to be because students were unable to visit the Career Resource Centres during the lockdown in 2020. In order to continue providing students with career guidance, the Career Services team replaced face-to-face counselling with telephonic/online advisories and counselling and managed to support 649 students remotely during the lockdown period (April to December 2020).

Number of internal and external clients assisted during career services interventions

Site	Career Assessment			Career Advisory			Career Counselling			Total		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
C Ring 1	68	558	292	852	846	464	454	513	224	1 374	1 917	980
DFC	19	13	3	119	105	85	13	34	58	151	152	146
APB	12	21	6	107	146	65	14	18	29	133	185	100
SWC	10	8	0	124	140	45	58	48	227	192	196	272
B5	10	65	79	0	0	0	0	3	13	10	68	92
Total	119	665	380	1 202	1 237	659	539	616	551	1 860	2 518	1 590

One of the biggest impacts that Covid-19 had on career-related activities was career assessments. Assessments are typically done face-to-face where paper-based tests are used. The decline in the number of assessments from 665 in 2019 to 380 in 2020 was largely because these assessments could not be done face-to-face. The Assessment Team investigated possibilities to do these assessments online and managed to do 137 online assessments during the lockdown period. One of the major challenges that online assessments pose is that of connectivity. Career Assessments typically take three hours to complete and requires both stable connectivity and sufficient data.

Work Readiness

Prior to the pandemic there was concern about the high levels of unemployment in the country, and Covid-19 seems to have exacerbated unemployment due to the impact it has had on the economy. This implies that there will be fewer job opportunities for students in the formal labour

The decline in the number of assessments from **665** in 2019 to **380** in 2020 was largely because these assessments could not be done face-to-face

The Assessment Team investigated possibilities to do these assessments online and managed to do **137 online assessments** during the lockdown period

Since the launch of the *UJ Career Wiz*, a total of **15 502 students** have registered

market. Thus Career Services will have to re-evaluate their role and function in future. It is imperative that students are sensitised to other possibilities than employment in the open labour market. Therefore, Career Services have been looking at entrepreneurship by means of equipping students with entrepreneurial skills and encouraging them to start their own businesses.

In 2020, Career Services launched an online platform, *UJ Career Wiz*, providing students with a Career Portal to support student employment needs. The aim is to promote engagement between students, academic staff, employers, and campus partners. This platform also supports the career needs of students doing work-integrated learning. Since the launch of the *UJ Career Wiz*, a total of 15 502 students have registered.

Last year Career Services also hosted their very first *Virtual skills of the future* online workshop and launched the *Work Readiness Self-help Guide* for students to prepare

them for the ever-evolving world of working remotely. Career Services expanded their career-related scope, focusing on practice management and entrepreneurship, hosting one session per quarter. The broad aim of this initiative was to market practice management, private practice and entrepreneurship as career options for students.

In addition to the online presence the Career Services team also engaged in individual consultations. These consultations assisted students with queries relating to their chosen career path as well as prepared students for the world of work. In total 1 210 students were assisted either by means of face-to-face or telephonic consultations.

Graduate Recruitment

The Recruitment Programme offers services to both students and recruiters of graduates. The programme addresses the needs of students searching for work-integrated learning opportunities and internships, temporary positions while studying (to augment income and finance studies), and jobs for students (degree and diploma) upon graduation. The programme also facilitates and enables recruitment opportunities and networking between UJ students/ graduates and employers seeking to recruit recent graduates from the University of Johannesburg. To this extent, visible recruitment activities in the form of virtual talks, events and career fairs, and job searching workshops are offered. In addition, the Career Services unit offers an online job portal, SMS and mass email services, social media postings, as well as a comprehensive website to inform students and recruiters about our services.

In March 2020 Law and Commerce Career Fairs were hosted on campus, attended by 17 law firms. A further three Career Fairs were planned for the second half of the year, i.e. Engineering, Government and General Career Fairs. Due to Covid-19 these could not take place. Therefore, Career Services developed the *Reimagine Your Career* programme that focused on Virtual Career Fairs: one hosted in collaboration with SAGEA with 91 companies and 6 125 UJ students participating; and their own Virtual Career Fair, hosting 23 employers and reaching 1 691 UJ students. A new initiative in 2020 was the virtual Government and Actors of the State Career Day

In total

1 210 students

were assisted either by means of face-to-face or telephonic consultations

that was attended by 14 government departments and 1400 students. Some of the government departments that attended included: BANKSETA, the Department of Transport, SANBI, Transnet, and The Council of Scientific and Industrial Research – to mention but a few.

The *Reimagine Your Career* programme also included *Instagram Lounge Chats* with Career Consultants; *Instagram Virtual coffee sessions* with Industry Leaders, *In-Conversations* with graduates and the *Ignite Entrepreneurship and Practice Management Speaker Series*. These online programmes created greater engagements and networking between students and employers. Furthermore, Career Services hosted 26 events on social media, reached 18 277 students, exposing them to 143 prospective employers.

Internal liaisons are well established with collaborative cooperation between the Coordinator of the recruitment programme, and the Marketing Coordinators of all Faculties and the College at UJ. Other internal role players include student

Career Services hosted

26 events

on social media, reached

18 277 students,

exposing them to

143 prospective employers

organisations and UJFM. Externally, Career Services maintains relationships and professional affiliations with all participating companies of the Recruitment Programme and Job Portal, Universum Communications and the South African Graduate Recruiters Association (SAGRA). The University of Johannesburg, represented by the Career Services unit, also enjoys membership of the South African Graduates Developers Association (SAGDA).

The number of graduates employed in 2020 has decreased significantly overall. The reason might be that the Covid-19 pandemic and the lockdown made it very difficult to seek or secure employment.

The 2020 *UJ Graduate Employability Survey* includes the following findings:

- In general, youth (aged 15 to 34 years) in South Africa are the most vulnerable in the labour market. Most of the graduates who completed the UJ Graduate Employability Survey fall within this age group (6220 graduates or 80,8%). According to the Quarterly Labour Force Survey (QLFS) for the first quarter of 2020, the unemployment rate increased by one percentage point to 30,1%.
- Furthermore, only 50,1% of the graduates of 2019 were employed at the time that the survey was conducted.
- This decrease can also be understood in the context of the unemployment rate among the youth being higher in the first quarter of 2020 than the previous periods of reporting, irrespective of educational level.

Employer engagement and relations

The employer engagement initiatives have resulted in the creation of direct customised recruiting plans to engage top tier organisations, enabling existing and newly welcomed employers to have the opportunity to attend career fairs, host company presentations or industry talks, and allowing for the engagement with student organisations. Employer relationship building continues to be a focal component of the Career Services unit, and remains the key to enabling employers recruiting students from UJ, hosting interviews and communicating job and graduate

recruitment opportunities to UJ students, and thus also raising student awareness about their brands, leading overall to increased attendance in our programme of events.

The employer engagement strategy has done and will continue to do the following:

- Growing and retaining the number of corporates and stakeholders engaging with UJ Career Services.
- Developing strategic links with existing corporates and donors to play a key role by providing professional career services and initiatives for the institution.
- Providing innovative benefits and programmes to build corporate commitment for faculties, departments and students.
- Identifying, facilitating and managing sustainable partnerships with bursars and the donor community (in collaboration with Institutional Advancement).

Special Projects by Academic Development and Support

The ADS Special Projects all contribute to the reaching of the strategic goals of the University.

Information about these projects can be found in the Annexures at the end of the Annual Report:

- Annexure 1: DHET University Capacity Development Grant
- Annexure 2: UJenius
- Annexure 3: African Insights
- Annexure 4: Artificial Intelligence in the 4IR
- Annexure 5: Online Programmes Portfolio
- Annexure 6: The Institute for the Future of Knowledge
- Annexure 7: ADS Publications 2020

EMPLOYEE PROFILE – ACADEMIC DEVELOPMENT AND SUPPORT

Academic Development Centre (ADC) Employee Profile

ADC has endeavoured to effectively support UJ's transformation goals in terms of employment equity. By the end of 2020 the employment equity was at 63,3%.

ADC Employee Equity Profile	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P5: Director			1	1			1	1	2
P6: Heads			1	3	1		2	3	5
P7: Senior Coordinators	5	3	1	1	3		6	7	13
P8: Coordinators	9	1	3	4	2		6	13	19
P10: Administrative Assistant III				2				2	2
P11: Departmental Secretary, Administrative Assistant III	3			1			1	3	4
P12: Administrative Assistant II	3	1						4	4
Subtotal	20	5	6	12	6		16	33	49
TOTAL			49				49		

Appointments and Resignations

During 2020, ADC did not record any resignations or new recruitments.

Centre for Academic Technologies (CAT) Employee Profile

CAT Employee Equity Profile December 2020	African	Coloured	Indian	White	Foreign Nat.	Disabilities	Male	Female	Total
P4: Senior Director				1				1	1
P6: Systems Administrator (Technical Solutions), Project Manager, Senior Instructional Designer Manager III: Web and Mobile Application Development	1			5			3	3	6
P7: Instructional Designer, System Administrator	6	1					3	4	7
P8: Senior Instructional Developer, Quality Care Practitioner, Client Supporter (LMS), Client Supporter (Learning)	2			2			1	3	4
P9 – P10: Executive Secretary, Audio and Video Developer, Multimedia Designer, System Supporter	2			2			3	1	4
Subtotal	11	1	0	10	0	0	10	12	22
TOTAL	22					22			

Appointments and Resignations

There were no resignations or new recruitments in 2020.

Centre for Psychological Services and Career Development (PsyCaD) Employee Profile

Given the fact that the core business of PsyCaD is delivering professional psychological services to the student population, the profile of the Mental Health Professionals (Peromnes 8 and upwards) is important. Compared to 2015, there has been an increase in the percentage of psychologists from designated groups, i.e. from 67% to 81%. Within the

designated group, the most significant increase has been in the percentage of African psychologists, i.e. from 11% in 2015 to 50% in 2020.

PsyCaD has endeavored to effectively support UJ's transformation goals in terms of employment equity. By the end of 2020 the overall employment equity in PsyCaD was at 85%.

The gender distribution is skewed towards female staff members (75%) which is in line with the gender distribution of the profession. The majority of the sites have both male and female therapists, which is important as gender plays a significant role in the therapeutic process.

PsyCaD 2020 Equity Profile

PsyCaD Equity Profile	Permanent	Contract	African	Coloured	Indian	White	Male	Female	Total
P5: Director	1					1	1		1
P7: Coordinator III (Psychologists, including the Team Leaders)	20	0	10	3	6	1	6	14	20
P8: Coordinator II (Psychometrists, Financial Officer, Employer Relations)	3				2	1	1	2	3
P9 – P10: Coordinator I (Graduate Recruitment Programme, Office Administrators)	6		3		1	2		6	6
P11 – P12: Administrative Assistants, Administrative Assistant: PWD, Information Technology Assistant, Administrator to the Director	9		6	2		1	2	7	9
P13 – P15: Internal Assistant	1		1					1	1
TOTAL	40	0	20	5	9	6	10	30	40

Appointments and Resignations

PsyCaD has a total of 40 permanent employees, and had an additional 13 seasonal temporary appointments, such as:

- Intern psychologists: As an accredited internship site, PsyCaD accommodates intern psychologists from different universities. These interns are required to do a 12-month internship in order to qualify to register with the HPCSA as a psychologist. The interns are appointed on a temporary basis for 12 months, and are paid a minimal salary. In 2020 there were 10 intern psychologists.
- Case worker, Disability Services to assist students with disabilities: A temporary case worker is appointed for nine months of the year.
- Braille editor to assist students with visual impairments: Neither the student numbers, nor the workload, requires a full-time position and therefore the braille editor is appointed on an ad hoc basis.

During 2020 two psychologists resigned due the fact that they found more lucrative positions.

Staff Qualifications

The academic qualifications of the PsyCaD staff members are skewed towards master's and doctoral levels (58%). This is understandable if one keeps in mind that an MA degree is the minimum requirement for registering as a psychologist. It is encouraging to note that there are a number of staff members on a P8 and lower level that are in the process of furthering their qualifications.

Academic Qualifications of PsyCaD Staff per Peromnes Level

Highest Academic Qualification per Peromnes Level								
Peromnes	Permanent	Contract	Doctorate	Masters	Honours	Bachelors	Diploma	Grade 12
P5	1		1					
P7	20		1	19				
P8	3			1	2			
P9 – P10	6				2	1	1	2
P11 – P12	9				1	1	2	5
P13 – P15	1							1
TOTAL	40	0	2	20	5	2	3	8

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT, NATIONAL AND GLOBAL REPUTATION MANAGEMENT

Academic Development Centre (ADC)

ADC made good progress in terms of raising its own and UJ's reputation and profile in a number of ways. The further establishment of the SANRC and the fifth annual FYE conference were very well received. The SANRC also continued to cement its position as both a national and international leader. This strengthened the reputation of the UJ FYE and the work being done at UJ to enhance student success. The SANRC also worked closely with various South African higher education institutions.

Centre for Academic Technologies (CAT)

Community Support and Development Services

A number of core initiatives were undertaken to support the introduction of tablet use for teaching and learning. These include workshops, the development of an online self-help manual as well as a PowerPoint presentation to help students to use an electronic device for learning. CAT created a process where all staff and student queries are managed by the helpdesk. Together with ADC, community modules to develop international non-English students' English reading, writing, listening and speaking skills were designed, developed and deployed – within faculty-specific contexts and across the six levels of competence.

Computer and tablet literacy workshops

In assisting first-year students to make the best of their studies, CAT presented computer and tablet literacy workshops in the form of scheduled sessions in Term 1, 2020. The aim of these sessions was to provide students with a basic understanding of computers to enable them to use and work in Blackboard. Training focused on performing basic operations on a computer, MS Word, Excel and PowerPoint, accessing the Internet, as well as Blackboard training sessions on four campuses with over 2000 students attending. Students who received devices before lockdown (1800) were assisted with getting started on their devices in order to access uLink and Blackboard.

CAT helpdesk activities

The uHelp helpdesk is based at the Centre for Academic Technologies (CAT). Its purpose is to offer support, primarily to students, for academic technologies and the ICTs used on the UJ online portals and systems. uHelp is well advertised and serves as a central point for the UJ community to obtain information, support and feedback on these technology-related queries. Supported technologies include the learning management system (powered by *Blackboard Learn*) and *uLink* (the academic portal for students and staff). uHelp queries are dealt with in three ways: walk-in support at the CAT offices at D Ring 3 on APK Campus, telephonic support, and email support via a helpdesk ticketing system (*osTicket*). Staff frequently refer queries that fall outside of its core business to expert support – either within CAT (technical staff/system administrators or instructional designers) or externally to other UJ departments such as ICS, Student Finance, Faculty Administration, UJ Library Services or the UJ Student Enrolment Centre. The helpdesk operates during weekday business hours – from 8:00 to 16:00. The system offers a cheap (the software is free and open-source) and low bandwidth service to our clients who do not always have optimal Internet connectivity.

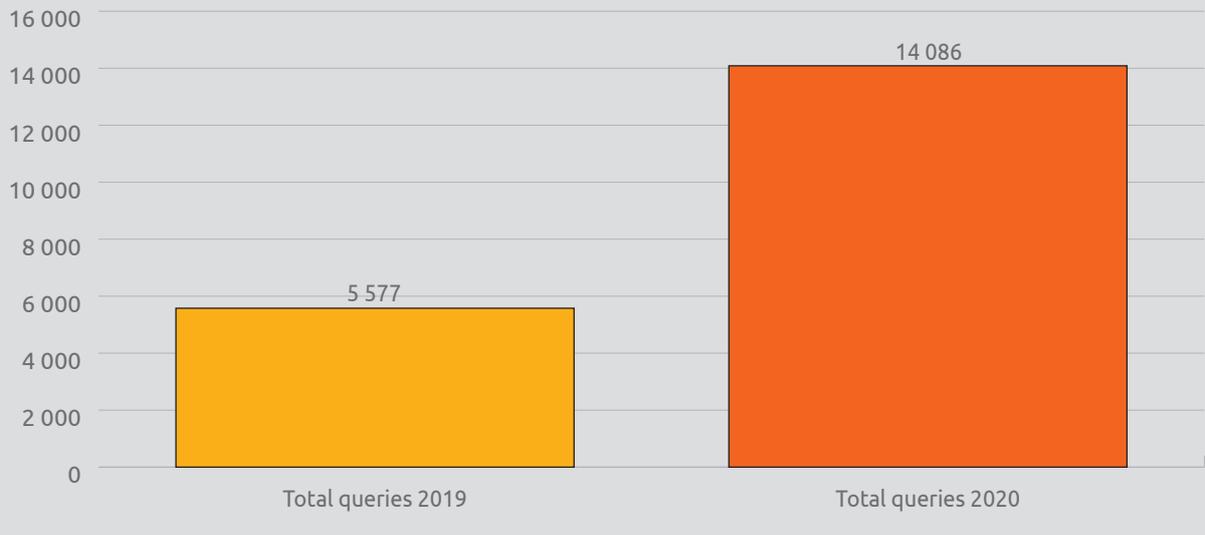
During 2020, the helpdesk had two dedicated full-time staff members. However, more staff hours were required since April.

The flow and volume of queries vary quite substantially during the academic year and tend to correspond to the normal fluctuations of the University calendar. Academic and administrative cycles and events such as application, registration, the start and culmination of each academic year, assessment periods and so forth all impact on this flow. During busy periods, such as the beginning of the year when registrations are finalised and students must be linked to their online course material (their modules on Blackboard), the helpdesk can become particularly busy, and turnaround time may be under pressure. Other factors, such as system errors or downtime, most notably those that impact user login or access to systems, can also create high peaks in traffic. During 2020, the frequency and types of requests received changed dramatically in response to the effects of the Coronavirus pandemic, and the associated impact on the University and its services such as uHelp, were profoundly felt.

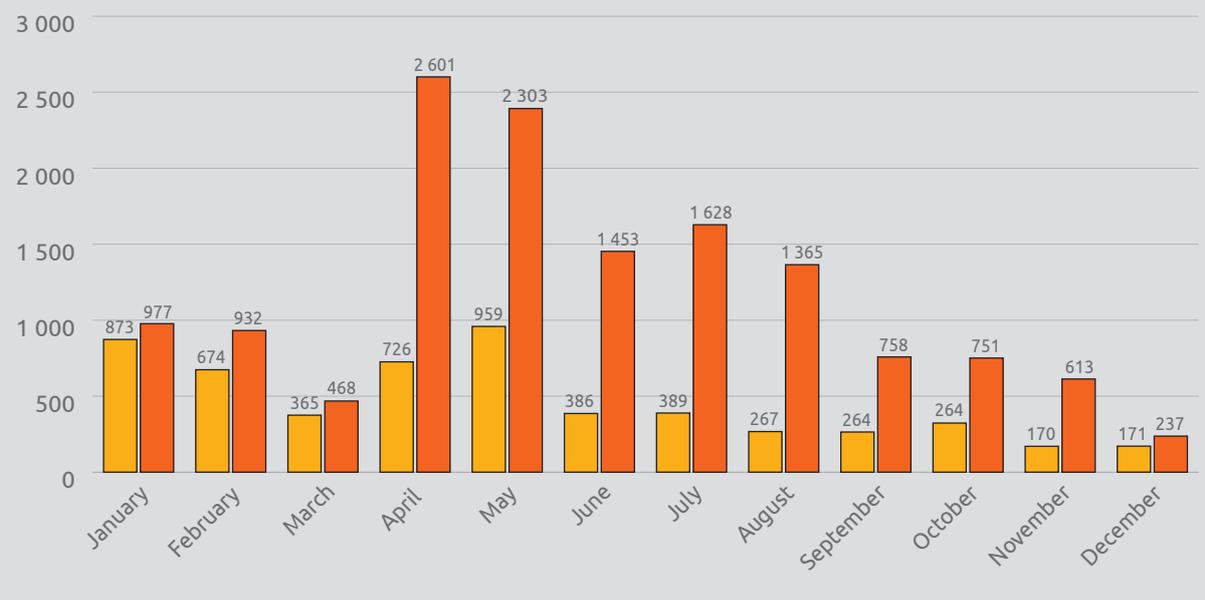
Since the national lockdown in March 2020, normal activities at UJ were disrupted. Swift action by University management was required: The University calendar was amended, students were placed on holiday, and staff had to arrange to work remotely. CAT immediately prepared for a week of online orientation to assist students in moving to the online environment for the second term that would commence on 20 April with online teaching and learning. Once this happened, the number and nature of queries received at uHelp increased sharply: Overall ticket volumes from April through to the end of the academic year more than doubled from the previous year (see Figures below), the largest volumes being at the beginning of online learning, and slowly tapering off towards the end of the year as students had fewer and fewer queries.

In assisting first-year students to make the best of their studies, CAT presented computer and tablet literacy workshops in the form of scheduled sessions in Term 1, 2020.

Helpdesk traffic annual totals for 2020 as compared to 2019



Helpdesk queries closed by month for 2020 as compared to 2019



As learning went online, many students suddenly found themselves without a suitable device, data, or Internet connectivity that was needed for learning. Others were trapped in places where they could not access their study material or equipment, or in environments not conducive to learning. Many students were traumatised by their situations or unsure of how to deal with their situation, many desperate to return to campus. Furthermore, a number of service departments at UJ were struggling with staff capacity to deal with the increased queries, resulting in greatly increased non-core queries coming to the helpdesk, for which referral contacts needed to be found in a hurry. Auto-responses had to be amended or new ones created on a regular basis to deal with the volumes of new or changing queries.

CAT provided daily reports to management on queries received to facilitate quick responses to developing situations. When CAT was tasked to manage device and data distribution and rollout to students, an additional staff member was assigned to the helpdesk to deal with the increased workload. Staff worked overtime over weekends and evenings to cope with the new high peaks in traffic volumes, driven primarily by data and device issues, and could often support students working at night with their 20GB night-owl data. In response to the many Government and UJ management communiques throughout the year, the CAT Director and uHelp management worked closely with the team, engaging in daily meetings and updates on the UJ and national context. They provided information, guidance, ongoing support and assistance in managing the support environment on a day-to-day basis until the end of the academic year. This paid off, as difficult situations were overcome throughout a very challenging year for staff and clients alike.

FYE and SSE

CAT participates in the ADS First Year Experience (FYE) and Senior Student Experience (SSE) initiatives and contributes where applicable. An online community for the FYE has been developed in UJ's learning management system (Blackboard) by CAT, giving all UJ staff members and lecturers involved in first-year matters, access to the support resources and information offered by the different ADS centres. This online community has now been opened

up to all staff members using Blackboard, and both first-year and senior student development and support resources can now be shared with a larger community in the best interest of our students.

External partners

In addition to supporting UJ staff and students, CAT hosted the annual Up2U virtual conference, *Optimising the Online Experience*, for South Africa's learning designers. The three-hour event was attended by 205 people from 19 higher education institutions and four industry-related entities (The *Independent Institute of Education*, Blackboard, the South African Institute for Distance Education, and *Higher Ed Partners South Africa*). CAT colleagues also hosted an annual meeting of the Southern African Universities Learning and Teaching (SAULT) forum in February, attended by 12 academics from across the SADC region.

Centre for Psychological Services and Career Development (PsyCaD)

As a result of the national lockdown, PsyCaD had limited community engagements. The Assessment Team were able to assist 99 Grade 12 learners remotely, and 41 with face-to-face Career Assessments. The psychologists on SWC have started an initiative to assist the Chris Hani Baragwanath Hospital with the assessment of children with psychiatric and neurodevelopmental disorders. They usually provide services to those members of the community who are in desperate need, but cannot afford mental health interventions. Unfortunately, due to the lockdown, only four clients were assisted during 2020.

During the lockdown, the Training and Development Team launched an online Parents Support Group where parents could share their experiences and coping strategies, and manage the challenges and uncertainties of parenting during Covid-19. Some of the themes that were discussed included:

- Managing your child's restlessness and anxiety
- Supporting parents with children's online learning
- Feeling like an unequipped home-schooling parent
- Difficulties establishing routine during lockdown

FINANCIAL REVIEW

An Abridged Income and Expenditure Statement of Academic Development and Support for 2020

Expenditure	Budget 2020	Amount Spent 2020
Personnel Costs		
Salaries cost to company	74 943 949,56	76 590 976,97
Temporary salaries	13 809 427,22	12 972 936,46
Tutorial salary expenses	2 250 019,84	2 000 685,29
Invigilator salary expenses	101 636,66	19 293,00
Overtime salaries	5 298,00	78 224,87
Subtotal	91 110 331,28	91 662 116,59
Restricted Budget (Software)	14 584 387,45	13 174 981,63
Operational Costs	37 331 557,00	44 179 383,82
TOTAL	143 026 275,73	149 016 482,04

Within Personnel Costs, there was a shortfall of R551 785.

Within Restricted Expenses, there was a saving of R1 409 406.

Operations overspent due to Covid-19 Lockdown and there was a shortfall of R6 847 827 for additional computer expenses.

TRANSFORMATION, LEADERSHIP AND LEADING CHANGE

Within ADS there are various initiatives to enhance the division's climate and culture to support the UJ Transformation Plan. These initiatives will be discussed in the following paragraphs.

Academic Development and Support (ADS) Transformation Plan

The ADS Transformation Plan is based on the five transformation themes of UJ's Institutional Transformation Plan:

- **Theme 1:** Institutional Culture
- **Theme 2:** Transformational Leadership, Governance and Management
- **Theme 3:** Academic Excellence
- **Theme 4:** Employment Equity (EE)
- **Theme 5:** A Student-centred and Caring Institution

ADS team members support the institutional transformation project and all strategies are aligned with UJ's strategic objectives. In addition to the ongoing academic support initiatives, new projects are conceived as needs arise or as opportunities present themselves. Examples include the DHET grants that support academic projects: Teaching Development and Foundation Grants (2014-2017 cycles) and the new University Capacity Development Grant (UCDG), and the UJ Winter School, aimed at enriching staff, students and the general public. All services provided to students are free and are delivered with professionalism, respectful understanding of our student body and aimed at their psychosocial and academic success.

The following paragraphs highlight contributions by the ADS Centres.

ACADEMIC DEVELOPMENT CENTRE (ADC)

ADC was able to take large and important strides to establishing itself as a leading example of a successful Academic Development Centre in South Africa and Africa. The progress of the UJ First Year Experience and Senior Student Experience initiatives are seen as leading examples of institutional approaches aimed at improving student success. ADC's leadership position is clearly illustrated by the housing of the South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) on APB. The SANRC has been exceptionally well received by the other South African higher education institutions and is continuing to grow in stature and influence.

ADC provided leadership in the UJ Student Success Committee and the second round of implementation of the Integrated Student Success Initiative (ISSI) during 2020. This initiative is aimed at improving student success and minimum time completion rates at UJ. The ISSI initiative is the first of its kind in the country that uses a data-informed approach and traverses the whole institution.

Upon the request from the Council on Higher Education (CHE), ADC provided a vast array of resources for the CHE repository that is aimed at serving the higher education community in South Africa.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

Within CAT there are various initiatives to support the UJ Transformation Plan. In addition to the ongoing teaching and learning support in 2020, a number of projects were designed to support transformation initiatives.

uLink became a critical communication tool between UJ management, staff and students during the 2020 academic year and to facilitate this, a new section catering for some of the Covid-19 needs that arose, were added to uLink. Some of the student functions that were developed included application forms for loan devices, data allowances, POSA allowance payouts, etc. For staff and students to respond to the changing lockdown levels we developed indemnity consent forms for returning staff and students, return to residence requests, etc. A Covid-19 disclosure facility was also developed for staff and students to securely disclose their Covid-19 positive status to allow for university support. CAT also developed a publicly available dashboard for tracking and reporting UJ Covid-19 statistics (<https://ulink.uj.ac.za/ujcovid19dash.html>).

With the switch to online teaching in 2020, several new reporting and tracking requirements arose, and several additional reports were developed. Some of the first requirements were to identify where students were located during the national lockdown, which devices they have and the quality of their Internet connections. In order to answer this, we added additional information logging to uLink which logged the student's geolocation, Internet speed, etc.

In order to ensure students were participating in the academic programme, we tracked their last logins, and time spent online at institutional level. This information was used to contact nonparticipating students to determine the reasons and assist where possible. Academic continuity reports were also developed to track if academics were active or not in their online modules.

In order to prepare for the online only continuation of the academic programme, CAT did an infrastructure and resizing assessment of the Blackboard system. Part of this included identification of modules that have not yet had an online presence in the LMS. These modules were created, and the academics were informed.

CAT is committed to a supportive service culture, a culture of sharing information and learning from others, and reaching out and giving access. In this context, we had reached out to the UJ community with seminars where we created a platform for experts in teaching and learning with technologies to share their experiences and research.

CAT is supporting leadership and development programmes for UJ staff through professional development and support, contributing to the development of innovative teaching and learning methods, actively supporting the FYE and providing learner-centred technologies. In this context, CAT presented a variety of customised and/or newly designed and developed workshops for lecturers, encouraging a critical engagement with new technologies for teaching and learning (e.g. Teaching with tablets, Designing a Blackboard module, Authentic assignments, Using Turnitin, Collaboration tools), while the FYE online community module developed by CAT supports first-year lecturers. Students' learning experience is supported by CAT in a number of ways, for example, by intense one-on-one and group computer and Blackboard training and support during February and March. In addition, visually impaired students and lecturers are provided with basic computer skills and Blackboard training.

In addition to supporting UJ staff and students, CAT hosted the annual Up2U virtual conference, *Optimising the Online Experience*, for learning designers in South Africa. The three-hour event was attended by 205 people from 19 higher education institutions and four industry-related entities (The *Independent Institute of Education*, Blackboard, the South African Institute for Distance Education, and *Higher Education Partners* South Africa). CAT colleagues also hosted an annual meeting of the Southern African Universities Learning and Teaching (SAULT) forum in February, attended by 12 academics from across the SADC region.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PSYCAD)

As an accredited internship site, PsyCaD accommodates intern educational and counselling psychologists from different South African universities. These interns are required to do a 12-month internship in order to qualify to register with the Health Professions Council of South Africa (HPCSA) as a psychologist. The goal of PsyCaD is to contribute to the development and professional registration with the HPCSA, of competent educational and counselling psychologists. To this end, it is imperative that PsyCaD fully complies with the regulations set by the HPCSA with regard to the training of intern psychologists.

This allows PsyCaD to contribute nationally and internationally to the Psychology profession. Offering a paid internship is particularly beneficial, because it also enables economically disadvantaged students to participate.

UJ Disability Services has always aimed to be among the front runners in supporting best practices in higher education with students with disabilities. It regularly benchmarks with other Disability Units and contributes to the development of establishing units. Initiatives such as the inclusion of the hearing impaired, will allow UJ to make inroads in training students with disabilities to meet the demand associated with the skills shortage, particularly in the hospitality industry.

The Team Leader: Disability Unit serves on the Higher Education Disability Services Association (HEDSA) executive committee and is the Chairperson of the local HEDSA region. This association serves as the national body of all Disability Units/Services within higher and further education, and advocates for disability within higher education on a national level.

Therefore, the unit has access to the latest trends in support and access within South Africa. HEDSA meetings held with other Disability Units allowed for the sharing of best practices. The Disability Unit team was actively involved in the training of other TVET stakeholders involved in disability. The unit also contributed to the development of the National Strategic Framework on Managing Disability in Higher Education. This document will provide HEIs standards of practice and will allow for a standardisation of support across the institutions.

Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. Increasing access, participation and success rates are not merely about accommodating

students with disabilities within an existing system, but are also about changing the system in order to accommodate a more diverse student population based on the principles of inclusivity and social justice.

What this will require is for HEIs to strengthen existing learning support services for students with disabilities or finding new mechanisms for the provision of support with the intention of ensuring that such services become part of an overall, integrated strategy towards improved teaching and learning support in higher education. This is an area that UJ can contribute significantly to, and in so doing create a national footprint in not only disability support but also academic support that will support access for the majority of students.

CONCLUSION AND WAY FORWARD

During 2020, the **Academic Development Centre (ADC)** increased the impact and depth of decisive contributions to ADS and to teaching and learning success at UJ. This included a wide variety of contributions ranging from effectively providing access to students, to developing and successfully implementing the institutional approach to develop and support student success (ISSI). ADC is taking up the creative space provided within the UJ frameworks to position itself as a leader in teaching and learning and undergraduate student success. This supports UJ's efforts to truly provide access with excellence to its representative student body.

Highlights of the year include the massive strides ADC made in providing well-designed and curated online student success resources. The further establishment of the SANRC and the continued development and implementation of the Integrated Student Success Initiative were further highlights. These initiatives provided high quality and effective online support to the undergraduate students at UJ. Lastly, the nationally leading FYE and SSE initiatives moved to their next phase of implementation by focusing on seven new focus areas and implementation.

During 2021, ADC will intensify its efforts to build on the momentum created over the past years and in addition, a number of exciting developments are envisioned. ADC will continue to support, strengthen and deepen successful and effective undergraduate teaching and learning at UJ.

The **Centre for Academic Technologies (CAT)**'s contributions in 2020 included: support and development opportunities to the UJ community; teaching and learning support that encouraged academic members to explore and develop new teaching-with-technology pedagogies; and technical and

development support that promoted the use of mobile cross-platform applets. Staff training sessions focused on professional development that builds technology competency into development opportunities.

During 2020, CAT services were widely used by staff and students to support the use of technology for teaching and learning. New services, such as training and skills development as well as adding technology components to support the use of mobile devices, were introduced and supported. Research to evaluate the use of technology in teaching and learning was ongoing during 2020 and will continue in 2021. Support for students, learning in a blended environment and using their own devices and e-textbooks, will continue to be a key CAT function, while hands-on workshops to encourage and support the use of Blackboard will receive renewed attention in 2021.

The challenges experienced in 2020 forced the **Centre for Psychological Services and Career Development (PsyCaD)** to re-evaluate its operations. In the past, Mental Health Professionals relied mainly, and in some cases exclusively, on face-to-face interventions. The lockdown and social distancing measures placed the Mental Health Profession in a conundrum. Either they could not provide a much needed and essential service to clients, or they had to find creative and innovative ways to provide these services, while still complying with the strict ethical rules of the HPCSA. In the past there has always been resistance from Mental Health Professionals and clients who firmly believe in the advantages of face-to-face interventions. The essence of this resistance lies in the fact that both counsellors and clients feel that there is a lack of personal connection in cyber space. Many counsellors maintain that there is a lack of essential information such as non-verbal cues.

However, Covid-19 forced people to navigate their daily lives around physical and social distancing and a much greater reliance on digital forms of communicating and interacting. This also forced Mental Health Professionals to adjust the interventions to provide essential services to clients in need of help. During the past couple of years, student mental health has become a focus point for tertiary institutions, both nationally and internationally. Covid-19 brought about new problems for students or exacerbated existing problems. These include feelings of isolation, despair, hopelessness, anxiety, depression and fear, which inevitably gave rise to increases in suicide ideation, attempts and successful suicides. As far as the latter is concerned, we saw an increase in suicide-related calls on our 24-Hour Crisis Line from 43 in 2019 to 110 in 2020.

The lockdown forced both staff and students to online teaching and learning and connecting over great distances. Student counselling needed to adjust rapidly in order to provide services to students remotely. It has been documented that one can provide different types of mental health interventions on various digital and social media platforms such as Facebook, Twitter, Instagram, YouTube, TikTok and WhatsApp. Through platforms such as Zoom, Google Meet, Skype and MS Teams clients and counsellors can make audio-visual contact with each other.

As we entered hard lockdown, PsyCaD made immediate telephonic contact with existing vulnerable clients and put a virtual call centre in place. Students were able to phone and log a request for a telephonic/online consultation. These students were then contacted by the counsellors in order to minimise the costs of data usage for students who already faced severe financial difficulties. This approach seems to have been successful, as we were able to conduct 12 054 remote sessions and were able to assist 110 suicide-related callers on our 24-Hour Crisis Line.

In addition to online and telephonic counselling, online talks such as Mental Health Mondays were introduced, and an online support group was also run on a weekly basis. Several self-help videos as well as other resources were made available on Blackboard for students. These included video clips on managing stress and anxiety. Webinars on a whole range of topics were hosted by psychologists in PsyCaD. A social media series on gender-based violence was run as it became evident that many students were exposed to various forms of abuse during lockdown. PsyCaD also introduced an app that is available for Android users, which provided essential contact numbers and information for self-help interventions that are easily accessible.

PsyCaD focuses on the holistic development of our students and also provided self-development and preparation for the world of work online. One of the biggest interventions in this regard was facilitating online career fairs, career assessments and career guidance. Career Services also facilitated interactions between students and potential employers and provided essential support for companies in order to recruit UJ students.

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PsyCaD focuses on the holistic development of our students and also provided self-development and preparation for the world of work online.

One of the first priorities for PsyCaD was to provide support for students with disabilities. The Disability Unit contacted students both telephonically and via email to explain new processes put into place to support them virtually. This was especially important in relation to tests and examinations. A survey was also sent to students to establish their needs and a follow-up later to evaluate how processes could be improved. Digital guides were created for both staff and students in terms of software, hardware and interventions that could be put into place to support students with disabilities. A video to train staff on how to support students with disabilities, as well as a Blackboard module were created. All events that were planned for the year were run digitally on platforms such as Facebook live, Zoom and Microsoft Teams to ensure that students seeking employment, still had contact with potential employers.

Although Covid-19 had a devastating effect on society, it has also taught us several valuable lessons. Some of these include:

- Psychologists often refer to post-traumatic growth and there are signs everywhere that people have adjusted successfully and have learnt valuable lessons. However, this is only possible with the adoption of constructive coping skills. More attention needs to be paid to assist our students to learn more constructive coping and time management skills.
- The future for Counselling Services would be a hybrid model, i.e. face-to-face and digital interventions. Our experience during lockdown was that telephonic counselling can be used effectively. However, there are still some students who prefer face-to-face counselling. The pandemic has resulted in an impetus for the science and practice of psychology to embrace 4IR and to come up with innovative ways of providing mental health support for society. Although there has been research and discussions on online, telephonic and digital counselling over the last two decades, there is a lack of synthesis of research findings and application in practice – despite findings that highlight the advantages of online psychotherapeutic interventions. Some advantages include anonymity, greater access to services, as well as savings in terms of money and time. There are, however, also several concerns related to online counselling such as ethics, a lack of cyber security, connectivity issues, and in some instances lack of privacy for the client in their own environment.
- PsyCaD will explore all options to develop an effective system to accommodate the different needs and preferences of the students.
- The pandemic exposed many problems related to internal PsyCaD communication and coordination and a more effective management model has to be adopted in order to address these problems.

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- Although PsyCaD provides a professional service, it has become quite evident that it relies heavily on administrative staff and processes. More efficient, and as far as possible automated, processes and procedures must be put in place.
- In the past Career Services hosted several on-campus Career Fairs in order to provide students with opportunities to interact with potential employers. Although these have been very popular, it has always posed logistical problems (i.e. finding and booking suitable venues, etc.) and has always implied huge costs to both UJ and companies. The Virtual Career Fairs that were introduced during lockdown seemed to be successful with positive feedback received from both students and employers. The Career Services will investigate the possibility of hosting both on-campus (once the pandemic passes) as well as Virtual Career Fairs in future.
- Other areas that need to be developed and expanded include:
 - Adding more content to its existing modules on Blackboard, but also adding a Psychological Assessment module.
 - Populating and marketing the *UJ Career Wiz* portal more widely as this will allow students to find suitable WIL placements.
 - The Psychological Assessment team has been developing an online Personality Questionnaire which they hope to finalise and launch in 2021.
 - The Career Services team is designing an online Work Readiness Toolkit, which will eventually replace the face-to-face workshops that they are currently presenting.

Over the past three years, PsyCaD has seen a significant change in the profile of students, their needs and expectations. As reported, there has been a significant increase in the demand for individual counselling as well as the severity of problems. As far as the latter is concerned, there has been a significant increase in the number of suicide-related cases as well as the number of students that had to be hospitalised for severe psychological or psychiatric problems. This shift has implied that PsyCaD will have to firstly look at systems and procedures to deal with the growing number of emergencies, and secondly find ways to still offer support and opportunities for self-development. As far as support and self-development are concerned, we will have to increase our online interventions and investigate all possibilities for automatising services.

PsyCaD provides a holistic range of counselling and development interventions across the typical lifespan of UJ students. The priority areas mentioned previously create a new and exciting direction for PsyCaD and careful attention will be given to these strategic and priority enhancements during 2021.

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ANNEXURES

ANNEXURE 1

DHET GRANTS

The University of Johannesburg appreciates the opportunity to initiate additional projects to support the academic development of its undergraduate students and academic staff with grants provided by the Department of Higher Education and Training (DHET). Academic Development and Support (ADS) administers the grants: the Foundation Grant (FG), and the University Capacity Development Grant (UCDG).

The Foundation Grant

This grant is awarded to UJ on a three-year cycle and is used to fund extended qualifications. The application for the new grant cycle starting in 2017 was concluded and approved late in 2016. The resultant plan was implemented from 2018 with increased student numbers of 1 935 extended qualification students.

R52 427 000 was allocated to UJ for the 2020/2021 financial year.

The University Capacity Development Grant (UCDG)

On 1 January 2018 the Teaching Development Grant (TDG) and Research Development Grant (RDG) were merged, in the creation of the University Capacity Development Grant (UCDG). The UCDG represents both a consolidation and extension of the functions that were served by the TDG and the RDG. The UCDG is explained in detail in the Ministerial Statement entitled *Transforming teaching, learning, researching and leading towards enhanced quality, success and equity in universities*, and supported by a Standard Operating Procedure (SOP) document and applicable templates for university use.

UJ developed a three-year University Capacity Development Plan (2018-2020) based on the guidelines provided in the Ministerial Statement and the SOPs. The plan was submitted to the Department for their approval. The Table below provides a summary of the approved UCDG plan for UJ:

Project name and number	Contact details of project manager (name, tel., email address)	2018 budget	2019 budget	2020 budget	Alignment of the project to the institution's Strategic Plan
Project 1: Tutors and senior student participation and development	Kibbie Naidoo Head of Department (HOD): Centre for Professional Academic Staff Development 011 559 3397 knaidoo@uj.ac.za	R18 450 000	R18 809 775	R19 012 168.18	Strategic Objective 2: Excellence in teaching and learning Strategic Objective 4: Enriching student-friendly learning and living experience
Project 2: Providing integrated student support and development throughout the whole academic life cycle	Dr André van Zyl Director: Academic Development Centre 011 559 3285 andrevz@uj.ac.za	R7 490 000	R7 636 055	R7 718 218.95	Strategic Objective 1: Excellence in research and innovation Strategic Objective 2: Excellence in teaching and learning Strategic Objective 4: Enriching student-friendly learning and living experience
Project 3: The further professionalisation of both research, and teaching and learning practices at UJ	Dr Kiri Menon Senior Director: Academic Planning 011 559 2073 kirtim@uj.ac.za Dr Linda Mtwisha Senior Director: Strategic Initiatives 011 559 4850 lindam@uj.ac.za	R20 590 200	R21 009 998	R21 239 865.60	Strategic Objective 1: Excellence in research and innovation Strategic Objective 2: Excellence in teaching and learning Strategic Objective 4: Enriching student-friendly learning and living experience
Project 4: Support and development of online and blended learning and teaching capacity	Prof Thea de Wet Director: Centre for Academic Technologies 011 559 3558 tdewet@uj.ac.za	R1 000 000	R1 019 500	R1 030 469.82	Strategic Objective 2: Excellence in teaching and learning Strategic Objective 4: Enriching student-friendly learning and living experience

Project name and number	Contact details of project manager (name, tel., email address)	2018 budget	2019 budget	2020 budget	Alignment of the project to the institution's Strategic Plan
Project 5: Addressing pressing institutional needs	Dr Graham Dampier Head of Department: ADC 011 559 3428 gadampier@uj.ac.za	R750 000	R764 625	R772 852.37	Strategic Objective 2: Excellence in teaching and learning Strategic Objective 4: Enriching student-friendly learning and living experience
TOTAL FUNDS ALLOCATED FOR MANAGEMENT AND IMPLEMENTATION OF PLAN		R1 200 000	R1 206 825	R1 213 783.09	
GRAND TOTAL PER YEAR		R49 480 200	R50 446 778	R50 987 358	
GRAND TOTAL FOR THREE YEARS		R150 914 336			

During the second half of 2020, Dr André van Zyl coordinated the internal UJ process to create the institutional UCDG plan for the second cycle (2021 to 2023). The plan was successfully created and approved by DHET in November 2020.

ANNEXURE 2

UJENIUS

Introduction

The UJenius Club, a partnership between the division of Academic Development and Support (ADS) and the seven Faculties and one College within UJ, is an initiative to acknowledge outstanding academic performance by undergraduate students, and promotes further intellectual, social, professional and career development for academically acclaimed students, but also aims to encourage undergraduates to enrol for postgraduate studies.

The UJenius Club focuses on:

- Acknowledging and promoting academic excellence as a core component of the UJ student identity.
- Bringing together students from a diverse range of disciplines to stimulate interdisciplinary discussion and collaboration.
- Promoting the UJ values.
- Creating a social space where UJenius Club members from different faculties and campuses are able to interact with each other, and to build partnerships and friendships.
- Creating opportunities for closer contact with members of the broader UJ community.
- Providing UJenius members with privileged connections and benefits, given their academic performance.

Management

In 2019, the Registrar, Prof K Burger, led a team of people from different domains and departments within UJ to find ways of aligning the reward systems of the UJenius Club and the Orange Carpet Programme. The Orange Carpet is used to entice top high school learners into registering at UJ. The Top-Achievers Ceremony acknowledges and celebrates the accomplishments of first-year students, and is based on the marks they received in the first semester of their first year. The UJenius Club celebrates the accomplishments of senior students and is constituted from marks attained in the preceding year. As a result, the various rewards are not aligned in terms of the following:

- intended aims;
- selection requirements (criteria);
- the basis for judging academic performance;
- reward(s); and
- events.

A task team investigated various scenarios with the aim of aligning the various rewards to create a reward pathway for the students, i.e. from a prospective student to a first-time entering student, progressing up to time to completion of the degree and beyond.

The intention is to maximise the potential impact of the reward system(s) by forming an exclusively prestigious group of students, who will receive the associated rewards and acclaim. As a result, the first proposal is to scrap the Top-Achievers Ceremony and to align the Orange Carpet with the UJenius Club. The latter intends to ensure that Orange Carpet students maintain their academic status by receiving the material incentives (in the form of bursaries, devices, international travel, etc.) and academic support (from the Faculties, the College and Academic Development and Support) to qualify for the UJenius Club. This alignment will reward

completion in minimum time and will create a culture of academic excellence, thereby raising the number of minimum time completions.

The proposed aligned reward system could have the following benefits:

- Saving in cost and time by streamlining the number of events;
- Saving in the cost of marketing campaigns;
- Creating a new branding opportunity for UJenius;
- Rewarding persistent exceptional academic performance with the ultimate aim of awarding those students who carried this academic status from their first to final year.

A proposal to align the Orange Carpet with the UJenius Club was accepted at the first MEC meeting of 2019, and a new coordinator was appointed.

The UJenius Club is now managed by the new coordinator, Prof Alban Burke, with the assistance of Ms Jacqueline Postma (PsyCaD). The team oversees all Club operations yearly.

The UJenius Advisory Committee, consisting of senior staff members and representing all the relevant stakeholders, was constituted in 2019.

- The UJenius Advisory Committee for 2020 consisted of the following members:
- Senior Director: CAT (Chairperson)
- Director: PsyCaD
- Director: IPEM Data Governance & Management
- Manager: Student Marketing
- One representative from each Faculty and College
- Representative from the Division for Internationalisation
- Representative from the Library
- Coopted members, as the committee deems fit

The functions of the Committee are the following:

- Development of a strategy for the UJenius Club;
- Advising on policy formulation, monitoring and revision;
- Initiate partnerships with both internal and external role players to maximise opportunities for UJenius students;
- Facilitate the support of UJenius students from Faculties and Departments;
- Plan, coordinate, and monitor UJenius events.

Activities

Below is a brief list of the club activities for 2020:

- The year began on a high note for the UJenius Club. One of the highlights was the successful Welcome Event held on 26 February 2020, where UJ welcomed the Orange Carpet students. These students are entering first-year students who qualified as Orange Carpet students based on their outstanding matric results. Furthermore, the event also acknowledged the Top Three UJenius Senior Club Members from the seven Faculties and the College of Business and Economics with a gift.
- In the beginning of 2020, various meetings were conducted to plan Club events (pre-Covid-19), and to evaluate the progress of the Club and discuss new Club procedures.
- The first priority was to set up a central UJenius Office. The UJenius Office is located within the B5 (PsyCaD) building on the APK Campus and aims to serve all UJenius Club members with any queries that they may have.
- Furthermore, a dedicated UJenius email address has been set up to serve the Club members more efficiently. To find out more about the UJenius Club, the students may contact their respective Faculties, or they may send an email to the UJenius Team at ujenius@uj.ac.za. For urgent queries they can contact the UJenius Office at the B5 Building (Office 145 – 011 559 3112).

- The new UJenius Club coordinator and team also implemented the use of social media platforms to connect with its club members, in line with 4IR and the ever-changing world of communication. Currently, UJenius Club members are able to join the closed UJenius Facebook Group – this can be done by requesting to join directly via Facebook, or by following a link that is sent out regularly via email. The UJenius Team shares news, updates and important information using this platform.
- The coordinator had individual meetings with stakeholders at UJ. These meetings served to build relationships within UJ and externally. The aim of internal relationships is to increase benefits for UJenius members.
- The coordinator continued to develop a strong relationship with the Undergraduate Awards organisation at the University of Dublin, and the Club’s registration with this organisation has been renewed for 2020.
- Numerous student and faculty-wide queries were answered regarding the function and purpose of the UJenius Club.
- The Club has established a UJenius Advisory Committee with representatives from each Faculty serving on the Committee, as well as members from CAT and PsyCaD.
- The Club has also started with planning for a UJenius Student Advisory Committee. This Committee is planning to meet virtually in early 2021 and will assist with student inputs into UJenius as well as initiating activities for UJenius students.
- After membership criteria and benefits of the Club are finalised, the Club will distribute a digital booklet or pocket guide that they have developed in 2019 and updated during 2020. This booklet will focus on important information as well as Frequently Asked Questions (FAQ) as a guide to new members.

- With the assistance of CAA, the UJenius Club has sent out an electronic survey to all Orange Carpet and UJenius Students to identify needs, queries and problems.
- The electronic survey that was sent out also assisted the Club in identifying certain individuals to act as UJenius Ambassadors.
- During 2020, the new UJenius coordinators met with UJ Graphics on various occasions to help develop branding and marketing for the Club. With the assistance of the UJ Branding Office, the Club has designed branding material, e.g. pull-up banners in 2020.
- During 2020, the UJenius Club partnered with PsyCaD Career Services and invited the UJenius students to various industry and company talks held online.
- Preference was given to many UJenius students for recruitment requests by companies, and information regarding possible vacation work has also been forwarded to the students.

Partnerships

The UJenius Club is hoping to continue to develop a special relationship with top performers in 2021; seeking to contribute to their further academic and professional development, while offering benefits and opportunities for members to find ways to connect with other UJ stakeholders.

During 2020, UJenius members were able to access benefits as a result of a number of old and new partnerships between the UJenius Club and other UJ stakeholders. Over and above these benefits, UJenius members received rewards for their academic achievements, which included:

- A certificate outlining the achievement of the UJenius Club member, which can be used when seeking employment;
- UJenius gifts;

- Opportunities to listen to, and network with, high quality guest speakers and leaders in a variety of fields;
- Invitations to prestigious social functions and opportunities where UJenius members were prioritised for selection.

The UJenius Club has partnered with a number of essential UJ stakeholders, and in this way has maximised the way in which UJenius Club members can receive benefits for their outstanding academic achievements. The internal stakeholders include:

- **Faculties:** UJenius members represent all seven Faculties and the College at UJ, which offer a wide variety of activities set aside for their top achievers. The UJenius Club is also hoping to establish specific Faculty representatives within each Faculty.
- **Alumni Networks:** This partnership means that UJenius Club members benefit by becoming their own affinity group; allowing for continued connection and opportunities to engage with other UJenius Club members.
- **Library and Information Services:** This partnership entails that UJenius Club members benefit by receiving postgraduate loan privileges. Essentially, UJenius students are allowed to take out 16 items for 30 days, rather than 6 items for 14 days. Furthermore, UJenius club members may attend special events hosted by the library.

- **PsyCaD:** UJ's Centre for Psychological Services and Career Development offers various career development services across all four UJ campuses to enrolled students and external clients. These services include career assessments, career counselling and education, access to comprehensive career resource centres, a job portal and various graduate recruitment programmes. Furthermore, PsyCaD Career Services provides students with opportunities to prepare and develop their employability skill-set, while linking students to incredible employment opportunities. In light of this, UJenius was very glad to partner with PsyCaD for the long-term benefit of UJenius Club members. This partnership means that UJenius club members have the privileged opportunity to be put into contact with prospective employers; and where interview processes might possibly be facilitated by PsyCaD. Members also have the opportunity to attend the career fair and career-related workshops, to ensure that members are well-groomed for employment prospects. Furthermore, members have access to online career assessments and career guidance.

Membership

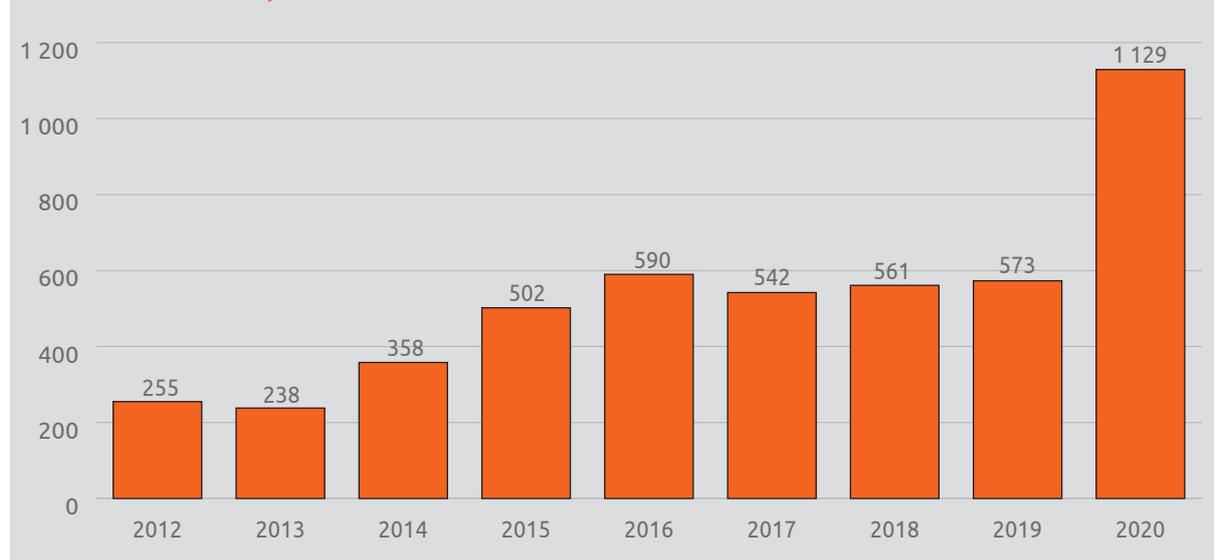
Since 2012, the UJenius Club has celebrated the best and brightest young minds, who despite taking a full load of modules have achieved an annual average of 75% with no module below 70% in the year preceding their membership. In 2020, 496 senior students were accepted into the UJenius Club, and 633 Orange Carpet (first-year) students also joined the Club – thus a total number of 1 129 UJenius Club members, the highest number to date. A total of 71,7% of the senior 2020 members were enrolled for degrees, and 28,3% were enrolled for diplomas. This is also the sixth year in a row that more than 500 students achieved membership status. This is due to a significant increase of students entering the club from the College of Business and Economics.

2020 UJENIUS per faculty

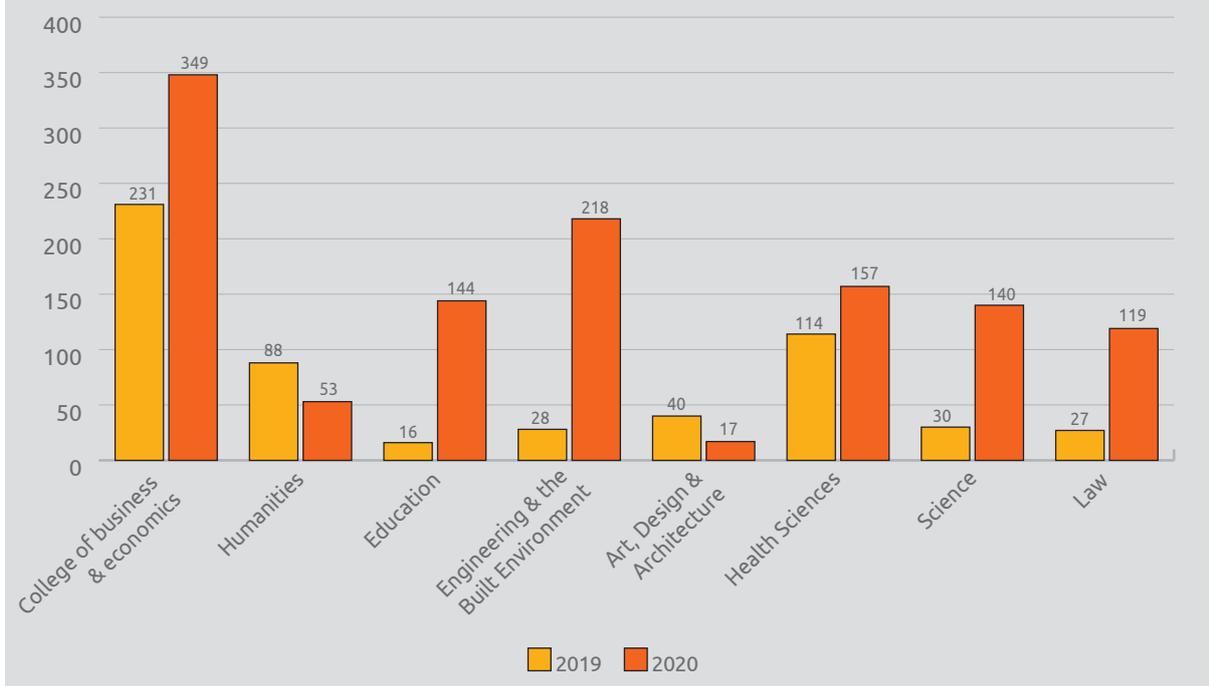
Faculty	Honours		Other PG below M		UG Degrees		UG Diplomas and Certificates		Total	
College of Business and Economics	0	0.0%	0	0.0%	146	25.8%	70	12.4%	216	38.2%
Education	15	2.7%	4	0.7%	37	6.5%	52	9.2%	108	19.1%
Health Sciences	0	0.0%	0	0.0%	79	14.0%	11	1.9%	90	15.9%
Engineering & Built Environment	0	0.0%	0	0.0%	43	7.6%	7	1.2%	50	8.8%
Humanities	0	0.0%	0	0.0%	33	5.8%	3	0.5%	36	6.4%
Law	0	0.0%	0	0.0%	33	5.8%	0	0.0%	33	5.8%
Art Design and Architecture	0	0.0%	0	0.0%	14	2.5%	2	0.4%	16	2.8%
Science	0	0.0%	0	0.0%	14	2.5%	2	0.4%	16	2.8%
Total	15	2.7%	4	0.7%	399	70.6%	147	26.0%	565	100.0%

* Please note that the above Table excludes Orange Carpet Members (first-years) and UJenius Club excludes Honours and other PG below M.

Total number of UJenius members from 2012 to 2020



Total number of UJenius members from 2012 to 2020



Recommendations for 2021

Seeing that the UJenius Club and the Orange Carpet Programme aligned in 2019, 2021 will see the second intake of Orange Carpet students into the UJenius Club.

Planning has commenced to have this process run smoothly. With the assistance of Student Marketing, a virtual Welcome Event will be scheduled for mid-2021 to welcome the first-year Orange Carpet students into the UJenius Club.

Furthermore, it is the Club's aim to establish a UJenius Student Advisory Committee. This committee will be made up of UJenius students whose duty it will be to report members' suggestions, ideas, information and concerns back accurately and objectively to the UJenius Advisory Committee. The UJenius Club aims to have representatives of the UJenius Student Advisory Committee on each campus.

The responsibilities of the UJenius Student Advisory Committee will include:

- To be available to listen to UJenius students' views and concerns, and actively represent them in an objective and accurate manner;
- To actively participate on the Student Advisory Committee and attend scheduled meetings throughout the academic year;
- To provide accurate and objective feedback to the club members on the proceedings of the Student Advisory Committee.

Due to Covid-19, the UJenius Club did not host many events during 2020 and was not able to get the UJenius Ambassadors involved. During 2021, the aim is to have UJenius Ambassadors involved in helping at various UJenius events (depending on Covid-19 regulations), hosting and organising meetups with other club members, as well as helping with inquiries in the UJenius Office. It is important that the UJenius Ambassadors remain well informed when it comes to the club they are representing, due to their nature of being the go-to persons when questions arise from club members. A UJenius Club member may nominate themselves, should they be interested in representing the UJenius Club.

ANNEXURE 3

African Insights

African Insights, a fully online module, was launched in April 2017. This NQF Level 5 (15-credit) module is compulsory for all first-time entering first-year UJ students. The purpose of the module is to expose students to the great works of African literature and the progressive democratic ideals of the Freedom Charter and the South African Constitution. The module explores the South African contribution to the struggle for gay rights and the crucial work done by African women in literature and art. The module ends with a discussion of the history of African slavery and political exile, and explores the way forward by interrogating the African Renaissance.

To date, 38 438 students from four different student cohorts have been enrolled for the module. Of the 9896 students who enrolled in 2017, 66,8% have completed the module thus far. This amounts to 6 607 completions. In 2018, 10 236 students were enrolled for the module, and 59% of these have completed, which amounts to 6084 completions. In 2019, 10 112 were enrolled for the module and 64% have completed. This amounts to 6 492 completions. In 2020, 8194 student enrolled for the module and 49% or 4 024 of these students have completed the module. In total, 23 207 students have completed the module, which represents 60% of the total enrolment for this module over the past four years.

	Initial Enrolment	Cumulative Completions	Completion Rate	Still to complete
2017	9 896	6 607	67%	3 289
2018	10 236	6 084	59%	4 152
2019	10 112	6 492	64%	3 620
2020	8 194	4 024	49%	4 170
Grand Totals	38 438	23 207	60%	15 231

ANNEXURE 4



Artificial Intelligence in the 4IR

Artificial Intelligence in the 4IR, a free, fully online, non-credit bearing module rolled out to the UJ community (all undergraduate/postgraduate students and staff members) in February 2020. The purpose of this module is to introduce students to artificial intelligence (AI), its applications, and its implications for society and the future of work in the Fourth Industrial Revolution (4IR). This non-technical, self-paced module consists of eight units, aimed to help students develop a conceptual model of a world with AI, as well as encourage students to reflect on their role in a world that is being transformed by AI-driven technologies. Students are required to read through all eight units, and successfully complete two multiple-choice question quizzes for each unit in order to complete the module. Thereafter, students will be able to:

- Develop an understanding of the 4IR and automation;
- Understand the evolution of AI;
- Discuss foundational concepts and techniques of AI and their application to real-life problems;
- Explore advances in AI research, application and commercialisation in the United States, the West and China;
- Unpack the implications of AI for the future of the world of work;
- Be aware of the social and ethical considerations of AI technology; and
- Reflect on the future of AI for society.

Upon successful completion of Artificial Intelligence in the 4IR, a digital certificate is issued to students which may be viewed and shared with third parties or possible employers through the UJ Digital Certificate platform. For currently registered UJ students, this achievement reflects at the top of their academic transcripts.

In support of the module, all currently enrolled undergraduate/postgraduate students and staff members were also given free access to the best-selling book, *21 Lessons for the 21st Century* by Yuval Noah Harari. The book formed part of the ADS Common Read Programme, aimed to facilitate a culture of reading and to provide a shared experience and basis for meaningful conversations focused on living in the face of constant and disorientating change. Students are encouraged to constantly reflect on their learnings, and access to this e-book and course discussion boards are used to create a sense of community among students. It also allows them to reflect on their learnings and unanswered questions, as well as connect with like-minded peers on course-related material and trending 4IR news. Discussion boards are student-driven, in the sense that discussion topics are underpinned by student suggestions and recommendations, and driven by constant student participation, thus fostering continued (and organic, self-managed) student interest and advocacy in the attempt to create an effective, self-running, massive open online course (MOOC).

Students who are enrolled in *Artificial Intelligence in the 4IR* did so by choice. At the end of 2020, there were 15 721 enrolled students in Artificial Intelligence in the 4IR, with 4807 total completions recorded. Total completions and enrolments are broken down per faculty and per quarter in the Tables below.

2020 YEARLY OVERVIEW: ENROLMENTS AND COMPLETIONS PER FACULTY		
Faculty	Total Enrolled	Total Completed
CBE	6 714	2 164
EDU	920	316
FADA	198	42
FEBE	3 128	931
HSC	786	264
HUM	1 547	395
LAW	676	233
SCI	1 752	462
Grand Total	15 721	4 807

2020 QUARTERLY OVERVIEW: TOTAL COMPLETIONS RECORDED				
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Number of students completing Artificial Intelligence in the 4IR	302	1 463	2 231	4 807

Throughout 2020, students were encouraged to engage in 13 active discussion boards on various 4IR and AI-related topics. Some were created by the students, such as women in the 4IR sector, how the 4IR will impact current and future jobs, online learning, bridging the digital divide, how the 4IR could help in the era of Covid-19, AI and mathematics education, AI and commerce, and so on. Course discussion boards received a combined total of 3 871 comments, and the 21 *Lessons for the 21st Century* e-book was downloaded by 3458 currently enrolled students. By the end of 2020, the *Artificial Intelligence in the 4IR* course coordination team recorded a total of 42 positive course testimonials received (see Table below), and the success of the course led to the launch of *Artificial Intelligence in the 4IR* to the wider UJ community (UJ alumnus) at the end of November 2020.

Course testimonials: Artificial Intelligence in the 4IR

"I took the plunge and decided to enrol for the online course in the Fourth Industrial Revolution and Artificial Intelligence available for all staff and students of the University of Johannesburg. I found the course extremely relevant. The Fourth Industrial Revolution and Artificial Intelligence are subjects that affect all of us whether we know it or not. This course is very stimulating for anyone who has a curious mind. Thought-provoking questions are asked throughout the course and allow the deep thinker opportunity to philosophise the world of tomorrow. Each unit is packed with informative additional materials such as videos, articles, games and the like. No student can ever say that this course is boring at all. Best of all, the quizzes at the end of each unit are not difficult and only test if the student intuitively read through the unit. Overall, I can recommend the course to anyone who wants to know more about the world we are living in. I commend the administrative staff and the lecturers of this course for a job well done."

– UJ Doctor of Nursing Science candidate

"Firstly, thank you for creating such an incredible online course! Not only was this course a learning experience of note, but it was beautifully presented and organised! As a student, I am grateful that UJ has given us students the ability to learn about something so relevant and important outside of our faculty syllabus. With that said, this is a quick but heartfelt thank you for offering this course to us."

– UJ undergraduate student

"I would like to take this opportunity to express my appreciation to everyone who developed the Short Learning Programme in Artificial Intelligence for the 4th Industrial Revolution. This programme is about change and it is an excellent initiative to make people aware that we need to change our mindset about what the future holds for us in Africa, and especially South Africa. We do not need to fear change because of technological changes but should embrace change in order to balance the challenges that are happening around us daily. I started working in Higher Education 29 years ago, and have always been a proponent of: 'Are there alternative ways of better, faster and more effective ways for my daily activities?'

The programme completely changed my perceptions about 4IR and the possible implications it might have. Another valuable lesson learnt is that we need to learn new skills in order to take advantage of what 4IR will provide in our daily activities. Should we not embrace the change we as people are not serious about job security in the future, because we will be left behind, and when we realise we need to change, it will already be too late. South Africa also should develop new fields of study in order to equip the nation to create jobs within 4IR. Secondary and tertiary institutions will need to play a huge role for the development of new fields of study and study directions to improve and broaden 4IR. 4IR is right here on our doorstep and South Africa needs to equip people in order to ensure job creation for the future.

I would like to encourage all staff members to complete this excellent initiative and I hope there is more to come."

– UJ staff member

ANNEXURE 5

Online programmes portfolio (UJ-HEPSA fully online programmes)

The University's strategy to have a strong presence in the domain of online accredited programmes made its first impact in October 2017, with the launch of two Master's programmes in Information and Communication Technology in Education, and in Public Health. This impact has increased visibly during the three years (2018-2020) following the launch of these first two programmes:

- During the course of 2018, with the rollout of another two Master's programmes in the first quarter of the year, namely the Master in Educational Management and the Master of Public Management and Governance.
- The following three undergraduate programmes were rolled out in the second half of 2018: Bachelor of Commerce in International Accounting, Bachelor in Human Resource Management and the Advanced Diploma in Financial Markets.
- A further three Advanced Diploma programmes were added to the undergraduate suite from the second intake in March 2019, namely: Logistics, Transportation & Management and People Performance Management.

As indicated in the Table below, 2020 has shown a continued growth in module registration numbers across these online programmes, except for two programmes:

- Master of Public Management and Governance, which phased out with the D1-2020 intake. (A teach-out plan was followed for the six students who enrolled for the programme.)
- Master of Education in Information & Communication, for which enrolment management had to be applied due to high demand.

Growth in the complete undergraduate and postgraduate online suite is reflected by the total increase of 219 additional module registrations at the end of 2020 (with 969 module registrations), in comparison to the end of 2019 (with 750 module registrations) – thus a growth of almost 22,7%.

UJ Online Programmes – Module registrations increase from 2019 to 2020

Online programme	Launch date	Module registrations D6: 2019 intake	Module registrations D6: 2020 intake	Module registrations increase from 2019 to 2020
Master in Public Health	23 Oct 2017	155	188	33
Master of Education in Information & Communication Technology	23 Oct 2017	121	86 (enrolment management due to high interest)	-35
Master of Public Management and Governance (teach-out plan completed/ phased out: D1-2020)	D1: 15 Jan 2018	6	0 (phased out)	-6
Master of Education in Educational Management	D2: 12 Mar 2018	106	146	40
Bachelor of Commerce in International Accounting	D4: 01 Jul 2018	67	157	90
Bachelor in Human Resource Management	D4: 01 Jul 2018	64	92	28
Advanced Diploma in Financial Markets	D4: 01 Jul 2018	126	133	7
Advanced Diploma in Logistics	D2: 11 Mar 2019	44	67	23
Advanced Diploma in Transportation Management	D2: 11 Mar 2019	43	57	14
Advanced Diploma in People Performance Management	D2: 11 Mar 2019	18	43	25
Total module registrations		750	969	219

By the end of 2020, after three full years of running the online programmes, processes and procedures have been effectively imbedded in the online student life cycle, resulting in further improvements, such as the 2019-2020 roll-over of non-expired applications, which seamlessly integrated from the

HEPSA system into the UJ system. By means of these and other academic, administrative and marketing improvements, the University has once again made continued progress in addressing the need for online higher education in South Africa.

ANNEXURE 6

The Institute for the Future of Knowledge

The Institute for the Future of Knowledge (IFK) is a cross-disciplinary ecosystem at the University of Johannesburg, devoted to understanding the relationship between what we know and what will happen, for the purpose of improving both. The future is an ancient concern. Recent advances in computational abilities promise improved predictive performance, yet global events have proven to be resiliently unpredictable. The University of Johannesburg established the IFK to further its championing of a future-oriented focus for South Africa and the wider region.

The Institute's strategy makes virtues of the region's vices, capitalising on the acute local awareness of the need for social change, arising from obvious inequalities, through local and international partnerships.

The year 2020 was the first year of operation for the Institute for the Future of Knowledge. This was not an easy year to open a new institute. Yet the events that shook the world spoke to the reasons for establishing the IFK. 2020 highlighted the mismatch between our accumulating knowledge and our persistent failure to be ready for future events, even when they are not only predictable, but predicted.

The IFK found itself internationally prominent for asking whether the consequences of measures designed in the Global North would be fair and effective in Africa. In between these moments of exposure, we reflected on how to refine our broad mandate. This led to the formulation of the Vision and Mission of the IFK:

Vision

To be the global authority on conceptually rigorous, contextually grounded and equitably implemented knowledge about, for and in the future.

Mission

To understand the relationship between knowledge and the future, for the purpose of improving both.

The IFK focuses on five themes, each championed by a research group: Data Science Across Disciplines, The Future of Health, Green Futures, The Future of Diplomacy, and Metaphysics and Machines. A Team came together and began assembling a network of Research Associates. Between us, we submitted over 14 research output units from 29 articles, published 3 book chapters, an encyclopaedia entry, 22 op-eds, and a letter in *The Lancet*, produced a report of our own and worked with the UN on another, collaborated on a documentary, and made 13 external presentations. But perhaps even more important is the unseen work: the foundations laid for the future. These are strong, and by building on them, the IFK will – I predict – become the global authority on conceptually rigorous, contextually grounded and equitably implemented knowledge about, for and in the future.

ANNEXURE 7

ADS Publications 2020

Journal articles

Burton, C. & Olivier C. (2020) A large-group peer mentoring programme in an under-resourced higher education environment, *International Journal of Mentoring and Coaching in Education*, 9(4), pp. 341-356.

De Wet, T., Dzinotyiweyi, T. & Ellison G.T.H. (2020) Introducing Johannesburg's new cycle lanes to potential student users: Experiences, impact and recommendations, *Journal of American College Health*. doi: 10.1080/07448481.2020.1817031

De Wet, T., Dzinotyiweyi, T. & Ellison, G.T.H. (2020) How might bicycle ownership/access and cycling expertise influence the design of cycling promotion interventions at the University of Johannesburg, *Journal of American College Health*. doi: 10.1080/07448481.2020.1711761

Ellison, G.T.H. & De Wet, T. (2020) Johannesburg's poor housing, good health paradox: The role of health status assessment, statistical modelling, residential context and migrant status, *Public Health*, 186, pp. 257-264.

Mavunga, G. (2020) The culture of middle-level academic management at a comprehensive South African university, *Journal of Higher Education in Africa*, 17(1&2), pp. 63-82.

Mgqwashu, E.M., Timmis, S., De Wet, T. & Madondo, N.E. (2020) Transitions from rural contexts to and through higher education in South Africa: Negotiating misrecognition, *A Journal of Comparative and International Education*, 50(7), pp. 943-960.

Motsabi, S., Diale B.M. & van Zyl, A. (2020) The academic persistence of first-year first-generation African students (FYFGAS): A framework for higher education in South Africa, *Journal of Student Affairs in Africa (JSAA)*, 8(2), pp. 73-85. doi: 10.24085/jsaa.v8i2.4449

Motsabi, S., Diale B.M. & van Zyl, A. (2020) The role of social support in the persistence of first-year first-generation African students in a higher education institution in South Africa, *South African Journal of Higher Education (SAJHE)*, 34(4), pp. 189-210. <https://dx.doi.org/10.20853/34-4-3486>

Nyar, A. (2020) How to improve university orientation: Seven good practice strategies for South Africa, *Journal of Student Affairs in Africa (JSAA)*, 8(2), pp. 123-135.

Swart, J. (2020) Self-directed education in two transformative pro-environmental initiatives within the eco-schools programme: A South African case study. *Education as Change*, 24 (May), 23 pages. <https://doi.org/10.25159/1947-9417/6649>

Van Zyl, A., Dampier, G.A. & Ngwenya, N.L. (2020) Effective institutional intervention where it makes the biggest difference to student success: The University of Johannesburg (UJ) Integrated Student Success Initiative (ISSI), *Journal of Student Affairs in Africa (JSAA)*, 8(2), pp. 59-71. doi:10.24085/jsaa.v8i2.4448

Chapters in books

Baines D. & Kgaphola I. (2020) "Seeing everyone do more than society would expect them": Social development, austerity, and unstable resources in South African community services. In S. Todd & J. Drolet (Eds), *Community Practice and Social Development in Social Work*. Springer Singapore. https://doi.org/10.1007/978-981-13-6969-8_21

Ellison, G.T.H. & De Wet, T. (2020) The classification of South Africa's mixed-heritage peoples 1910-2011: A century of conflation, contradiction, containment, and contention. In Z.L. Rocha & P.J. Aspinali (Eds), *The Palgrave International Handbook of Mixed Racial and Ethnic Classification*. Switzerland: Palgrave Macmillan.

Louw, A. (2020) Chapter 5. Artificial Intelligence (AI) in non-law student training. In N. Njotini, & L.G. Mpedi (Eds), *Law and Industry 4.0 – Selected perspectives on a new scholarship of teaching and learning*. South Africa: LexisNexis, pp. 59-76. ISBN 978-0-6390-1371-8. E-Book ISBN 978-0-6390-1372-5.

Millard, D. & Loots, R. (2020) Chapter 2. What to predict when you're predicting: The use of artificial intelligence in the management of student success. In N. Njotini & L.G. Mpedi (Eds), *Law and Industry 4.0 – Selected perspectives on a new scholarship of teaching and learning*. South Africa: LexisNexis, pp. 5-22. ISBN 978-0-6390-1371-8. E-Book ISBN 978-0-6390-1372-5.

Nyar, A. (2020) The First Year Experience. In R.B. Ludeman & B. Schreiber (Eds), *Student affairs and services in higher education: Global foundations, issues, and best practices*. International Association of Student Affairs and Services (IASAS) and Deutsches Studentenwerk (DSW) Publishers.

Presentations at Conferences

Invited Presentation

Nyar, A. & Keup, J. (2020, February 21-24) *Finding the humanity in First Year Experience: Critical reflections on the globalisation of a movement* [Closing Address]. National Resource Center for The First Year Experience and Students in Transition (NRC) 39th Annual Conference on The First Year Experience. Washington, DC, United States.

Conference Presentation

Goto, J. (2020, October 14) *Online Blackboard interactions in the Faculty of Law* [Paper Presentation] Virtually Up2U – Optimising the Online Experience. <https://eulti.bbcollab.com/collab/ui/session/playback> (scroll to starting point at 20:10)

Nyar, A. (2020, October 13-16) *First-year student transitions in the context of Covid-19* [Paper Presentation]. 27th Annual Students in Transition (SIT) Conference. National Resource Center for The First-Year Experience and Students in Transition. <http://www.sc.edu/fye>

Staff qualifications achieved in 2020

Full Name	Name of Qualification	Title of Thesis (if applicable)	Date Received
Zainunisha Mohamed	PG Dip HE	N/A	18 March 2020
Khayelihle A. Kheswa	PG Dip HE	N/A	08 April 2020 (graduation date)
Graham Dampier	MA degree		
Evance Malope (Part-time admin)	BTech in Quantity Surveying	N/A	07 May 2020
Makwena Annikie Matjila (Part-time admin)	BTech in Engineering Metallurgy	N/A	07 May 2020
Jameson Goto	PhD in Education	Formative feedback for authentic learning activities in an online undergraduate module at a congregation of the University	13 May 2020

