

# 2021 ANNUAL REPORT



DIVISION OF ACADEMIC  
PLANNING, QUALITY PROMOTION  
AND ACADEMIC STAFF  
DEVELOPMENT



# In memory of our dear colleague and friend, Dr Vanessa Merckel, who lost the battle against COVID-19

24 July 1969 – 12 July 2021



"A good teacher is like a candle, it consumes itself to light the way for others."- Mustafa Kemal Ataturk.

Please join us in celebrating the life of  
**VANESSA- JEAN MERCKEL**

## To Pimp a Butterfly – Kenrick Lamar

“ The caterpillar is a prisoner to the streets that conceived it  
Its only job is to eat or consume everything around it in order to protect itself from this mad city  
While consuming its environment, the caterpillar begins to notice ways to survive  
One thing it noticed is how much the world shuns him but praises the butterfly  
The butterfly represents the talent, the thoughtfulness, and the beauty within the caterpillar  
But having a harsh outlook on life, the caterpillar sees the butterfly as weak and figures out a way to  
pimp it to his own benefits  
Already surrounded by this mad city the caterpillar goes to work on the cocoon which  
institutionalizes him  
He can no longer see past his own thoughts  
He's trapped  
When trapped inside these walls, certain ideas take roots, such as going home  
and bringing back new concepts to this mad city  
The result?  
Wings begin to emerge, breaking the cycle of feeling stagnant  
Finally free, the butterfly sheds light on situations that the caterpillar never considered,  
ending the internal struggle  
Although the butterfly and caterpillar are completely different, they are one and the same. ”

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# EXECUTIVE SUMMARY

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The Division for Teaching Excellence (DTE), formerly known as the Division of Academic Planning, Quality Promotion and Academic Staff Development (DAPQPASD), undertakes work supporting the University's commitment to 'teaching excellence'. The work of the Division spans the fields of academic staff development, academic planning, and quality management. The DTE also hosts several key projects targeted at academic and teaching excellence. The core aims and related performance targets of the University and its Learning and Teaching strategy underpin the work of the Division. In addition to the work undertaken in the Division itself, the two centres it hosts, the Centre for Academic Planning and Quality Promotion (CAPQP), and the Centre for Academic Staff Development (CASD), focus on supporting academic development across several dimensions. The Division and both Centres work in strategically informed ways to meet the University's goals and objectives and respond in multiple ways to support the academic project. Central to the Division's work is providing academics with the tools needed to develop responses to the rapidly changing higher education environment, a need that peaked with the COVID-19 pandemic. Against this backdrop, the Division and its Centres ensure that curriculum and academic transformation in the University continues and that academics are supported in all areas within the scope of the Division's activities.

The Division manages the University's academic staff development, academic planning, and quality promotion, as well as other specifically related projects which are closely aligned with teaching excellence. The vast majority of projects are funded through the University Capacity Development Programme (UCDP). The Division focuses on teaching and learning and related activities and synchronises its activities with other units engaged in related activities across the University.

# GOVERNANCE STRUCTURE

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The Division of Academic Planning, Quality Promotion and Academic Staff Development (DAPQPASD) reports to the Deputy Vice-Chancellor: Academic. DAPQPASD is headed by a Senior Director and comprises two centres: the Centre for Academic Planning and Quality Promotion and the Centre for Academic Staff Development. Staff meetings are conducted on a quarterly basis to ensure alignment with the University's strategic direction.

# OPERATING CONTEXT

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The work of the Division is aligned with five of the University's strategic objectives:










**FIGURE 1.** Strategic objectives of the University of Johannesburg

The Annual Report presents a summative account of the activities of 2021 with reflections on enhancements and recalibrations that may be required.

# KEY ACHIEVEMENTS

The following achievements are highlighted

 <p><b>4</b> new programmes accredited.</p>	<p><b>15</b> proposals for new academic programmes were reviewed and evaluated.</p>	 <p><b>115</b> Short Learning Programmes (SLPs) reviewed.</p>	 <p><b>10</b> new programmes were submitted to the CHE for accreditation.</p>
<p><b>3</b> title changes of programmes submitted to the Department of Higher Education and Training (DHET) and Council of Higher Education (CHE).</p>	<p><b>4747</b> teaching and <b>116</b> supervision evaluations completed.</p>	 <p><b>8</b> CESM additions submitted to DHET and CHE.</p>	<p><b>13</b> programmes submitted to DHET for Programme and Qualification Mix (PQM) clearance.</p>
<p>Active participation in the national project which saw the finalisation of the new Quality Assurance Framework with the CHE and representatives of the DHET and South African Qualifications Authority (SAQA).</p>		 <p>The successful rollout of fully online teaching evaluations across all modules as they moved into emergency remote teaching (ERT).</p>	
 <p><b>1064</b> tutors trained.</p>	<p><b>16</b> students completed the requirements to graduate with a Postgraduate Diploma in Higher Education</p>		 <p>Amended key policies for the University.</p>
<p>Successfully hosted <b>24</b> sessions with more than <b>800</b> academics in attendance in the form of Master Classes, Connect@1 sessions, and sessions under the theme "The Beautiful Ones Are Not Yet Born".</p>		<p>Commentary and analysis sent to DHET, CHE, SAQA and USAF of all new governmental policies pertaining to the University's academic matters.</p>	

# RISKS

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The following risks were identified in 2021

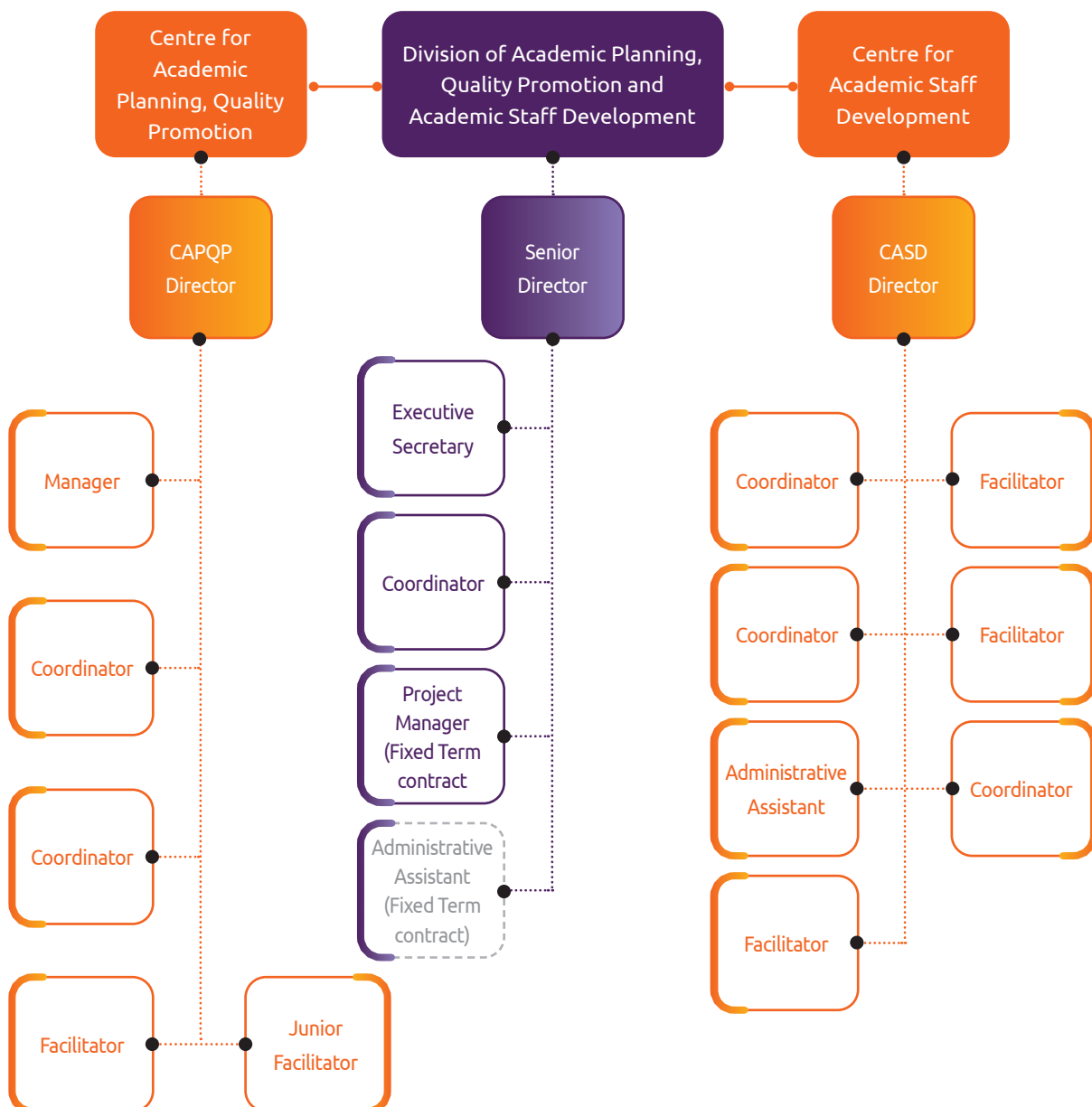
- 1** As the activities and projects located in the Division grow, so does the need for additional specialised capacity to manage these tasks.
- 2** The requirements of the CHE for the continued use of ERT will have to be managed.
- 3** Although greatly minimised in 2021, errors and omissions on the PQM (administered by the DHET) need to be corrected. Much of this risk is located in the fact that the DHET continues to employ manual systems.
- 4** Integrating the activities of the two Centres to achieve more collaboration in the areas of academic planning, programme review, and staff development continues.
- 5** The impact of ERT and COVID-19 on all staff must not be underestimated and requires holistic responses focusing on psychosocial and academic development.
- 6** Limited funds are available for the appointment of assistant lecturers (ALs). All faculties expressed a clear need for additional support in the form of ALs.
- 7** Office space continues to be problematic, with Division staff separated from each other, making collaboration challenging.

# HUMAN RESOURCES

The Division consisted of seventeen<sup>1</sup> (17) permanent staff members and three staff members on 3-year fixed term contracts. Although two staff members were due to retire at the end of 2020, the Division managed to extend one of their contracts until 31 August 2021 (Mrs Sandra van Heerden - coordinator in CAPQP). Two new staff members joined the team in September and November 2021 respectively to replace the two retirees.

It is with deep sadness that the Division lost a valued staff member, Dr Vanessa Merkel, to COVID-19 in July 2021.

<sup>1</sup> As of 1 December 2021.



**FIGURE 2.** Organogram of DAPQSPAD



**TABLE 1.** Demographic list of DAPQSPAD staff

DAPQSPAD Staff	African	Coloured	Indian	White	Disabilities	Female	Male	Peromnes
<b>DAPQSPAD</b>								
Senior Director			1			1		4
Coordinator		1				1		7
Project Manager (fixed-term contract)	1					1		7
Executive Secretary		1				1		10
Administrative Assistant (fixed-term contract)	1					1		12
<b>CENTRE FOR ACADEMIC PLANNING AND QUALITY PROMOTION</b>								
Director				1		1		5
Manager <sup>1</sup>	1						1	6
Coordinator <sup>2</sup>	1						1	7
Coordinator	1						1	7
Coordinator <sup>3</sup>				1		1		7
Facilitator	1					1		8
Administrative Assistant	1					1		12
<b>CENTRE FOR ACADEMIC STAFF DEVELOPMENT</b>								
Director			1			1		5
Coordinator <sup>4</sup>		1				1		7
Coordinator				1		1		7
Coordinator	1					1		8
Facilitator				1		1		8
Facilitator	1						1	8
Facilitator <sup>6</sup>				1			1	8
Administrative Assistant		1				1		11

2 Joined 1 November 2021

3 Joined 1 September 2021

4 Contract expired 31 August 2021

5 Vacant as of July 2021

6 Post was made permanent in 2021

# STRATEGIC FOCUS

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The Division's pivotal support role in the University is affected, in part, through the core functions of the two centres but also through the work of the Division itself. As a whole, the Division continued to make significant contributions internally and externally to the University in various ways. The Division's staff participates in national quality initiatives and publishes and presents at a variety of events:

- ❖ Kirti Menon (Senior Director) and Gloria Castrillón (Director) represented UJ at the consultations on the review of the Higher Education Qualifications Framework as part of the alignment of CHE's processes to the *Quality Assurance Framework*.
- ❖ Kirti Menon and Gloria Castrillon presented at the World Access to Higher Education Day 2021, 17 November 2021, on Flexible Learning Pathways in a post-pandemic context – Insight on case studies from Chile, South Africa, and Finland.
- ❖ Gloria Castrillón and Kirti Menon were invited Keynote Speakers: '*Quality Assurance in a Pandemic*'. North-West University Annual Teaching and Learning Conference 2021 '*Transformative pedagogies towards transformation in Higher Education*' Day 3 (21 October 2021).
- ❖ Kirti Menon presented on Building a Self-Evaluation Report (SER) and Portfolio of Evidence at the Council on Higher Education Webinar Series: Capacity Development, 2021 under the theme '*Institutional Audit as Reflective Practice*'.
- ❖ Gloria Castrillon presented on Audit Focus Areas 2 at the Council on Higher Education Webinar Series: Capacity Development, 2021 under the theme '*Institutional Audit as Reflective Practice*'.
- ❖ Kirti Menon was a member of the CHE Task Team on the review the Higher Education Qualifications Sub-Framework (HEQSF).
- ❖ Dr Kirti Menon and Gloria Castrillon were members of the CHE Working Group and Task Team for the Quality Assurance Framework for the Higher Education Quality Committee (HEQC).
- ❖ Kibbie Naidoo was invited to participate in a panel discussion at the HELTASA conference in a session entitled '*Shaping the HE academic project through grounded praxis*'.
- ❖ Kibbie Naidoo was an invited speaker in a symposium in Bristol and delivered a paper entitled '*You have to change, the curriculum stays the same: rurality and curricular justice in South African Higher Education*', Rurality and access to higher education: an international symposium, University of Bristol, 31 March 2021.
- ❖ Kibbie Naidoo remained the convenor of the Teaching Advancement at Universities (TAU) Project in 2021 and is also the coordinator of the Southern African Universities Learning and Teaching (SAULT) Forum.
- ❖ Kibbie Naidoo serves on the National Coordinating Committee of the National Framework for the Enhancement of Academics as Teachers.
- ❖ Kibbie Naidoo is on the editorial board of the SOTL in the South Journal.
- ❖ Kibbie Naidoo received her PhD, from the UJ Faculty of Education in 2021, titled "*Academic Agency in Curriculum Development in a Discipline in a South African Comprehensive University*".
- ❖ Nelia Frade was nominated as Project Lead for the HELTASA Student Learning Scholarly

Project. As part of this project, Nelia and her team presented two “Coffee Conversations” for Academic Development practitioners and academics involved in peer support interventions.

- ❖ Nelia Frade reviewed an article for the Journal of Student Affairs in Africa (JSAA).
- ❖ Nelia Frade chaired a Vaal University of Technology (VUT) review of their tutor programme.
- ❖ Bongani Mashaba is currently involved in the Student Evaluation of Teaching (SET) Community of Practice (CoP). The CoP consists of four institutions: UJ, Wits, UP and VUT, and shares practice that informs the work and creates publishing possibilities in the areas of common interest.
- ❖ Charlotte van der Merwe and Erica Pretorius presented a paper entitled *Moulding: A case for an authentic learning approach in a Post Graduate Higher Education Diploma module* in the SoTL in the South conference in November 2021
- ❖ Raymond Robinson completed the Postgraduate Diploma in Higher Education (UJ) in 2021.

## Publications

- ❖ Menon, K. & Motala, S. (2021). “Pandemic Leadership in Higher Education: New Horizons, Risks and Complexities.” *Education as Change*. 25:1-19. ISSN 1947-9417 (Online) <https://upjournals.co.za/index.php/EAC/article/view/8880>
- ❖ Timmis, S., de Wet, T., Naidoo, K., Trahar, S., Mgqwashu, E., Lucas, L., Muhuro, P. & Wisker, G. (2021). *Rural Transitions to Higher Education in South Africa: decolonial perspectives*, London: Routledge.
- ❖ Lucas, L., Naidoo, K. & Timmis, S. (2021). ‘Getting to University: Experiences of rural student in South Africa’, in N. Harrison and G Atherton (eds). *Marginalised Communities in Higher Education: Disadvantage, Mobility and Indigeneity*, London, Routledge.

The following critical internal documents have been developed or amended for approval by the University governance structures:

- ❖ Academic Programme Policy
- ❖ Short learning programme template and guidelines
- ❖ Policy on Teaching and Module Evaluation
- ❖ Work-Integrated Education Policy (for approval in 1st term of 2022)
- ❖ Teaching and Learning Policy (for approval in 1st term of 2022)
- ❖ UJ Language Policy (for approval in 1st term of 2022)

The Division managed the process of the 2021 Vice Chancellors (VC) Awards, for which a virtual ceremony was held on 18 November 2021. The VC's awards recognise excellence in fields of teaching, research, and outstanding service to the University.

The following were recipients of the awards:

VC'S DISTINGUISHED AWARD FOR TEACHER EXCELLENCE	<ul style="list-style-type: none"> <li>❖ Prof Maritha Pritchard – Faculty of Humanities</li> <li>❖ Prof Shepherd Dhlwayo – College of Business and Economics</li> <li>❖ Prof Habib Noorbhai – Faculty of Health Sciences</li> </ul>
VC'S MOST PROMISING YOUNG TEACHER AWARD	<ul style="list-style-type: none"> <li>❖ Dr Gcobani Qambela – Faculty of Humanities</li> <li>❖ Dr Phumlani Msomi – Faculty of Science</li> </ul>
VC'S DISTINGUISHED AWARD FOR OUTSTANDING RESEARCHER OF THE YEAR	<ul style="list-style-type: none"> <li>❖ Prof Omotayo Arotiba – Faculty of Science</li> </ul>
VC'S DISTINGUISHED AWARD FOR MOST PROMISING RESEARCHER	<ul style="list-style-type: none"> <li>❖ Prof Oluwafemi Adebo – Faculty of Science</li> </ul>
VC'S DISTINGUISHED AWARD FOR INNOVATION OF THE YEAR: LEARN AS YOU LEARN MOBILE APP	<ul style="list-style-type: none"> <li>❖ Prof Talita Greyling – College of Business and Economics</li> </ul>
VC's Distinguished Award for Book of the Year	<ul style="list-style-type: none"> <li>❖ Prof Alex Broadbent – Institute for the Future of Knowledge, Faculty of Humanities</li> </ul>
VICE-CHANCELLOR'S DISTINGUISHED AWARD - BEYOND THE NORMAL CALL OF DUTY	<ul style="list-style-type: none"> <li>❖ Mr Martin Marubini Siluthanyi – Operations Department</li> </ul>
VC'S DISTINGUISHED AWARD FOR HIGHEST CITED RESEARCHER	<ul style="list-style-type: none"> <li>❖ Prof Michael R Hamblin – Faculty of Health Sciences</li> </ul>

**FIGURE 3.** Recipients of the 2021 Vice Chancellors (VC) Awards



**Back row:** Prof Omotayo Arotiba,  
Mr Martin Marubini Siluthanyi , Prof  
Oluwafemi Adebo, Dr Phumlani Msomi,  
Prof Maritha Pritchard, Prof Shepherd  
Dhliwayo, Dr Gcobani Qambela

**Front row:** Prof Talita Greyling, Prof  
Saurabh Sinha, Prof Letlhokwa Mpedi, Prof  
Tshilidzi Marwala, Prof Kinta Burger, Prof  
Habib Noorbhai

A wide range of solutions was applied in 2020 and 2021 to deliver learning to students, from online modalities to the physical delivery of material.

## UJ 2022 Teaching and Learning Strategy

The Division led the analysis of Faculty Plans and in consultation with Executive Leadership Group (ELG), Management Executive Committee Academic (MECA), Senate Teaching and Learning Committee (STLC), Senate Executive Committee (SENEX) and Senate finalised the Teaching and Learning Strategy for 2022. Planning for teaching and learning in 2022 accounts for the uncertainties brought about by the Covid pandemic, and UJ can confidently activate multiple modalities and supports mechanisms as needed, moving between contact, blended and online learning. Therefore, the university is committed to offering its full range of academic programmes, with optimal quality teaching and learning and has in place plans to address a variety of 2022 scenarios. In 2021, the Teaching and Learning Plan was built around models of blended/hybrid teaching and learning. Departments or modules for which the preferred mode was contact, and where practical, clinical, and/or workplace-based learning was needed, there was flexibility in their teaching delivery.

A wide range of solutions was applied in 2020 and 2021 to deliver learning to students, from online modalities to the physical delivery of material. For 2022, UJ recognises the ongoing challenges posed by access to data, devices, and other external factors. Based on these experiences, Faculties will take the following into account for 2022:

- ❖ Focused attention for first-time entering and new students by providing comprehensive orientation programmes to equip students, as needed, to meet the technical demands of online delivery.
- ❖ Practices to maintain the integrity of assessment online mode.
- ❖ Initiatives to enhance student engagement.
- ❖ Ongoing training on the teaching and learning platforms and applications for academic staff, assistant lecturers, senior tutors, and tutors.
- ❖ Technologies to enhance the breadth of possibilities for teaching and learning.
- ❖ Availability and access to fit for purpose devices for staff and students.
- ❖ An extended peer-mentoring programme.
- ❖ Enhanced use of MS Teams.
- ❖ Provision for 'block release' sessions for practical, in-person, and clinical work, as required in specific courses.

## Peak Performance Conference

The conference on '**Peak Performances: Covid-19 and the Transformation of Teaching and Learning in Higher Education in the Face of the Pandemic: Responses, Complexities, and the Implications of Covid-19 on Higher Education**' held by the University of Johannesburg on 28 -30 April 2021. The purpose of this conference was to explore critical reflections on teaching and learning experiences in the face of the pandemic.

The conference was organised by the Division of Academic Planning, Quality Promotion, and Academic Staff Development (DAPQASD), Faculty of Humanities, and the SARChI Chair: Teaching and Learning at the University of Johannesburg, South Africa. Emanating out of the conference, Dr Kirti Menon, Prof Catherine Botha, and Prof Shireen Motala are co-editing a special issue of the Southern African Review of Education (SARE) to be published in 2022 that will feature several papers on Covid-19 and higher education presented at the conference.

## Coordination of Universities South Africa (USAF)/ Higher Education leadership Management Programme (HELM) training programmes

In March 2021, UJ was granted an opportunity to participate in the USAF/ HELM University Lecturer Development Programme (ULDP) funded by the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA). The programme has a strong focus on technology enhanced teaching and learning approaches and strategies. There are two components to the ULDP:

Using a Master Trainer approach, at least 100 trainer/facilitators from all 26 universities will undergo an orientation programme on the ULDP.

Following a regional breakdown, the lecturers' capacity development component of the programme will target up to 900 academic staff in an online and hybrid format (COVID-19 regulations and context permitting).

The intention of the ULDP is to advance the thematic areas as programme modules that include the following learning units:

- ✦ Teaching and Learning
- ✦ Academic Development
- ✦ Curriculum Development and Assessment
- ✦ Research and Scholarship
- ✦ ICT and Data Analytics
- ✦ Educational Leadership
- ✦ Academic Entrepreneurialism
- ✦ Personal Development

The Division coordinated the internal UJ application process by inviting faculties to submit nominations for participation in the programme. All faculties submitted nominations, and these were collated and forwarded to USAF on 22 June 2021. A total of 42 lecturers and senior lecturers across the faculties were selected to participate in the programme. Additionally, staff from the Division, Dr Kirti Menon, Dr Kibbie Naidoo, and Mrs Gloria Castrillón were also nominated to participate in the programme as Master Trainers/facilitators. The programme is set to begin in the second semester of 2022.

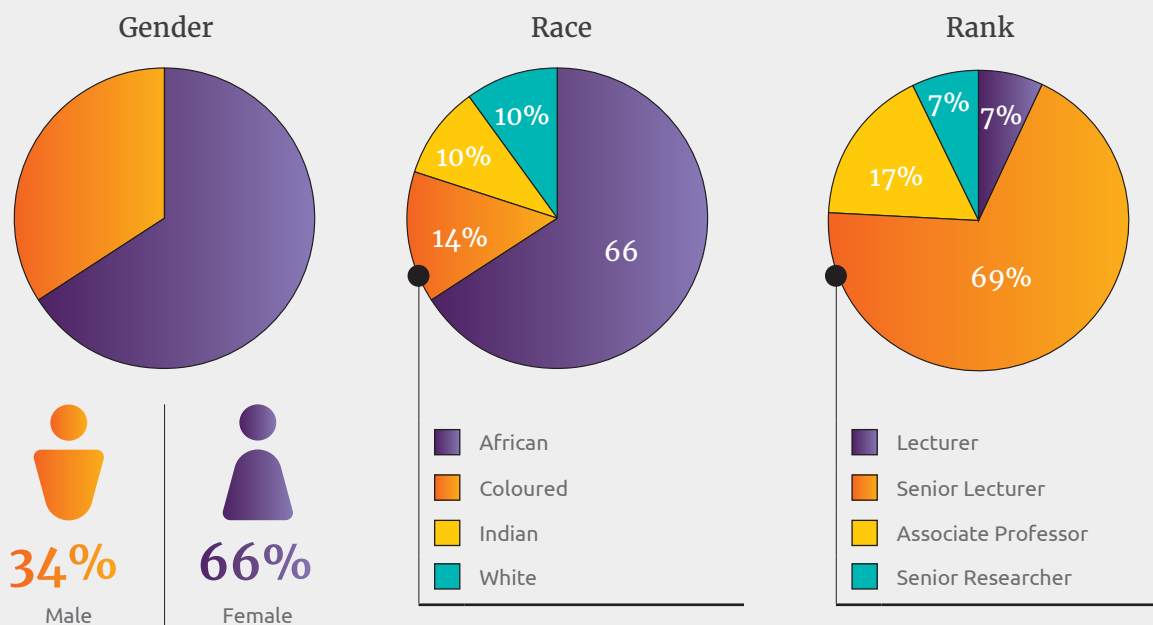
# SPECIAL PROJECTS

## THE FUTURE PROFESSORS PROGRAMME (FPP)

UJ is the lead implementer of the National Future Professors (FPP) Phase 2 Programme, a DHET project that prepares promising academics to become a new cohort of South African professors. The FPP is a competitive and selective programme across disciplines that seeks to identify a group of the country's most talented academics to benefit from a structured and intense programme aimed at accelerating their readiness for the professoriate. The programme comprises 3 cohorts to be trained over a period of 5 years, with each cohort undergoing an intense 2-year developmental programme to achieve the programme's outcomes. A total of R70 229 574, 26 has been allocated for the implementation of the FPP Phase 2.

The call for nominations for FPP Phase 2 Cohort 1 was published in January 2021. A total of 114 applications were received from the 26 public institutions. In March and April 2021, the FPP Phase 2 implementation team embarked on a rigorous shortlisting process where the 114 applications were scrutinised. A shortlist of 29 candidates was developed, and these were endorsed by the FPP Phase 2 National Advisory Board. The Minister of Higher Education, Science and Innovation approved the shortlist of 29 candidates in August 2021, and all universities and participants were notified of the outcome.

A total of  
**114**  
applications received from  
the 26 public institutions for  
FPP Phase 2 Cohort 1



**FIGURE 4.** Breakdown of FPP cohort demographics



### Initial FPP engagement session

The first official virtual engagement with the twenty-nine (29) participants took place on 17-18 November 2021 to orient the newly recruited scholars. Dr Kirti Menon welcomed participants on 17 November. She emphasised the urgent need to substantively transform the profile of academics in South Africa’s higher education sector and increase career and growth opportunities for previously marginalised scholars. She spoke about the importance and need for universities to take advantage of interventions implemented by the government, which are aimed at developing future Faculty and building internal capacity for the higher education sector to ‘grow its own timber’ and retain excellent staff at critical stages of their career pathways. This was followed by a keynote address by UJ’s Vice-Chancellor, Prof Tshilidzi Marwala, focusing on the impact of the Fourth Industrial Revolution (4IR) on the modalities of research in higher education and how this is transforming and changing the future of academia. He called for candidates and academics to consider themselves as ‘professors of change’.

The programme was inaugurated by Dr Thandi Lewin, the Acting Deputy-Director General of University Education (DHET). She foregrounded the DHET’s commitment to promoting the transformation of higher education through many focal areas, including the development of academic staff in higher education through the University Capacity Development Programme (UCDP). Dr Lewin emphasised that the FPP is one of the DHET’s prestigious flagship programmes that the Minister strongly supports. She further indicated that UJ is one of the few universities in the country that has mastered the implementation of different programmes similar to the FPP. The DHET commends the University for partnering with the DHET in implementing Phase 2. She concluded her address by conveying a congratulatory message from the Minister to the scholars. Prof Saurabh Sinha, DVC Research at UJ, gave a talk focused on “Contextualising the Journey to Professorship”. He shared insights into the academic journey, reflecting on his career and providing critical input on navigating the complexities of a research career and managing a senior management position.



**FIGURE 5.** Feedback received from participants on Day 1 engagement session

On the second day (18 November), the participants were divided into two groups. They engaged formally with the FPP phase 2 Academic Advisors, Profs Neo Morojele, Gert Van der Westhuizen and Everard Weber. During the session, the participants completed a questionnaire that aimed to establish their current status and updates on progress made since submitting their applications to the programme. The questionnaire also elicited participants' intentions and specific goals for participating in the FPP. The second and final session of the day was divided into two parts. Professor Chika Sehoole chaired the first session, delivered by Prof Stella Nkomo, and the second session was delivered by Prof Jonathan Jansen and Prof Himla Soodyall. Prof Stella Nkomo delivered a powerful talk on "Transformation in South African Higher Education". She highlighted that "transformation change was a wicked problem" that required "retooling and radical change" since it is linked with a system that has a long history in the country. She argued that transformational change required change in "people, their attitudes and mindset". Prof Jonathan Jansen and Prof Himla Soodyall, reflected on how their scholarship journeys were shaped, highlighting the lessons learnt along the way. The richness of these sessions provides a platform for the next 24 months.



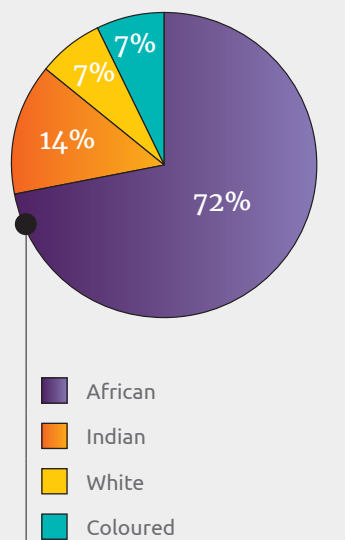
**FIGURE 6.** Feedback received from participants on Day 2

## NEW GENERATION ACADEMIC PROGRAMME (NGAP)

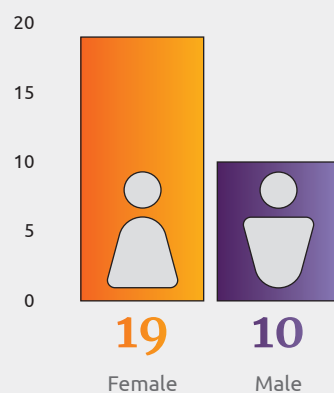
The new Generation Academic Programme (nGAP) is an initiative funded by the DHET in partnership with universities. It provides universities with opportunities to grow a new cohort of academics, with particular attention paid to transformation in terms of race and gender. The funding provides for all candidates' salary and development costs for the first three years, and partial funding for salary and development costs for a further three years, after which period, the position is fully funded by the University. Each nGAP scholar is allocated a mentor as well as a reduced teaching workload, to allow them to focus on their PhD research. To date the University has a total of 29 nGAP posts hosted by different faculties, and all 29 posts have been taken up. Since its inception in 2015, five participants have completed their PhDs, and the majority have made significant progress in their studies. Towards the end of 2021, UJ submitted eight Phase 8 applications to the DHET for consideration and five posts have been approved for implementation in 2022.

The new Generation Academic Programme (nGAP) is an initiative funded by the DHET in partnership with universities.

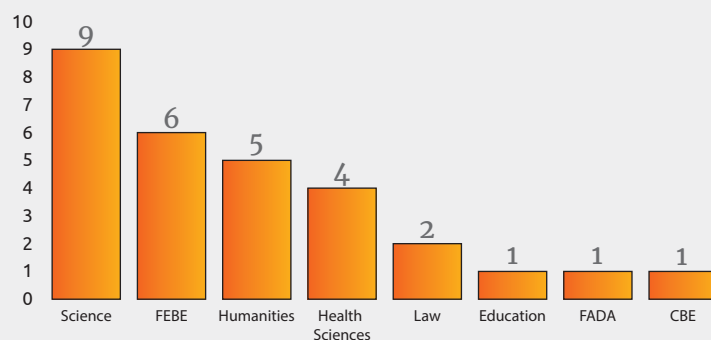
nGAP participants by race



nGAP scholars by gender



nGAP scholars by faculty



**FIGURE 7.** Distribution of nGAP scholars by race, gender and faculty

**TABLE 2.** Posts occupied by UJ nGAP scholars across all 6 phases

No.	Phase	Department	Equity	Gender
1.	1	Philosophy	African	Female
2.	1	Accountancy	White	Female
3.	1	Childhood Education	African	Female
4.	1	Strategic Communication	African	Female
5.	1	Mining	African	Female
6.	1	Pure and Applied Mathematics	African	Male
7.	1	Geology	African	Male
8.	2	Postgraduate School of Architecture <sup>7</sup>	Vacant	Vacant
9.	2	Civil Engineering	African	Female
10.	2	Human Anatomy and Physiology	Indian	Female
11.	2	Psychology	African	Female
12.	3	Radiography	Coloured	Female
13.	3	Town and regional Planning	African	Female
14.	3	Mercantile Law	Coloured	Female
15.	4	Engineering Metallurgy	African	Male
16.	4	Botany	African	Female
17.	4	Zoology	African	Female
18.	4	Chemical Engineering Technology	Indian	Female
19.	4	Environmental Health	African	Male
20.	5	Biotechnology & Food Technology	African	Male
21.	5	Chemical Engineering Technology	Indian	Male
22.	5	Physiology	African	Female
23.	5	Biochemistry	African	Male
24.	5	Public Law	White	Female
25.	6	Medical Laboratory Science	Indian	Female
26.	6	Chemical Sciences	African	Male
27.	6	Biochemistry	African	Male
28.	6	Politics	African	Male
29.	6	History	African	Female

In support of the nGAP lecturers, the Division introduced various activities and interventions. These were:

- ❖ Two sessions with PsyCaD.
- ❖ Three group coaching sessions - Skills Building for Enhanced Resilience by Dr Helena Dolny and Tessa Whyatt, 'Digital Self Presentation/ Personal branding as an online academic' by Ms Elona Hlatshwayo, and 'Mastering your doctoral journey' by Dr Gloria Mbokota.
- ❖ Two writing retreats were facilitated by Dr Christel Troskie-de Bruin

<sup>7</sup> The previous candidate resigned to take up an opportunity in the United Kingdom. The post is in the process of being filled.

The focus of the model adopted by the Division is on ensuring the completion of qualifications, facilitating the journey of nGAP scholars into academia, focusing on teaching excellence, research, and community engagement. All 29 lecturers have had the opportunity to attend all academic staff development activities and attendance is monitored carefully.

Bi-annual check-in sessions were held with each nGAP lecturer. These nGAP scholars were afforded an opportunity to speak freely about their progress in research, teaching, and mentoring. In addition, to provide a safe space for discussion, the sessions aim to identify any challenges that may be hampering progress and come up with various strategies to assist the scholars. On the 19th of October 2021, the Division held a group check-in session to ascertain how the nGAP lecturers were coping with their PhDs, some of the issues or challenges they were facing, what they have achieved, and how they were experiencing remote teaching. Most scholars stated that they had personal challenges throughout the year that influenced their PhD progress, teaching, and research. Most of the lecturers had challenges adjusting to teaching and doing their PhD, while one lecturer found the teaching process difficult due to uncooperative students. The scholars showed appreciation to the nGAP team for the interventions and support given during this time. The discussions informed the strategic interventions put in place by the Division to ensure that the nGAPs could be better supported.

Six group coaching sessions were facilitated by Professor Ahmed Wadee and Professor Moyra Keane in the latter part of 2021. The coaches explored relevant issues such as finding one's academic niche, communication, assertiveness, understanding your energy type, wellbeing, and balance. The sessions were aimed at advancing holistic learning as well as making progress with one's goals. By the end of 2021/22 financial year, five nGAP scholars will have exited the nGAP programme and will transition into the AAMP programme.



The scholars showed appreciation to the nGAP team for the interventions and support given during this time.

## Six

group coaching sessions were facilitated by Professor Ahmed Wadee and Professor Moyra Keane



The coaches explored relevant issues such as finding one's academic niche, communication, assertiveness, understanding your energy type, wellbeing, and balance.

**TABLE 3.** Gains and Challenges Highlighted by nGAP Scholars In 2021:**Feedback 1:**

With respect to gains, post completion of my doctorate, I have had more time to increase my research activity. I am part of an NRF research grant project, that is progressing very well. I have also single, and co-authored, book chapters and articles. I recently got promoted to senior lecturer in 2021.

Challenges are more systemic, given the pandemic context. The pressure on academics has increased with time demands for output levels on teaching, research, and community engagement fronts. The nGAP office has helped with formalising the nGAP lecturer community and helping us coordinate a WhatsApp group. There have also been regular workshops with PsyCaD to help with support emotionally and psychologically.

**Feedback 2:**

I believe that I have gained valuable teaching experience thus far, I have been given the opportunity to facilitate both lectures and practical sessions, as well as set assessments and examinations to 1st and 2nd year students. I have also been involved in the coordination of a first and second-year modules, from which I have gained valuable knowledge and expertise regarding administration, record keeping, and uploading of assessment marks. I have also been given the opportunity to moderate assessments and examinations (internally and externally). One of the biggest challenges that I am experiencing is trying to balance my academic role (teaching) and my PhD, it has been quite difficult so far with academic (lecture, tutorial, and assessment) preparation, which usually takes up a lot of my time, especially during the pandemic. I have been granted teaching relief during the Semester 2, which has assisted.

**Feedback 3:**

I have attended several teachings and learning master classes organised by the nGAP office. They are very helpful in assisting me to improve how I do assessments and how I engage students considering the shift to remote teaching. No challenges were encountered during this reporting period.

**Feedback 4:**

The gains have been everything. I have learnt about being a well-rounded academic and how your tasks need to be divided to ensure that you give enough attention to the teaching and research aspects. The challenge for me was the research part, as I am stronger in teaching and learning. I spent a lot of time with research experts in our department to help me and attended research workshops to help me improve my research abilities.

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### Feedback 5:

**Gains:** Supervision skill and experience have been top in the list of skills I have gained; the programme has afforded me an opportunity to learn about time management as the workload kept increasing; communication and presentation skills are also great skills that I have improved on over these years. Most importantly, the entire academic life is not an easy one, but the programme has beautifully prepared me by walking the path slowly with me.

**Challenges:** I felt that the programme should explicitly draw a line when it comes to workload changes over the years despite the differences in the departments, I didn't have a problem with my workload, but it should still be a case that our workloads as nGAP lecturers are comparable, I've heard a lot of other nGAP lecturers not happy with their workload. For example, when it comes to research output, I don't think anyone should compare us given that our workload is incomparable, in my department for example, the teaching workload is very high (but this is for all lecturers in my department. Hence time for research is one's own baby, and other departments may have this differently. This then means that two nGAP lecturers will not perform equally in research and teaching.

**Research:** I am making progress here, it's just that research requires time and that we don't have in my department. With the amount of teaching and marking, you are lucky to have allocated time for research in a day (and maybe even in a week) - so I defer my research to late nights and university vacation. Otherwise, I have a lot of nice research projects in the pipeline that I am looking forward to tackle. I have made some progress with some project, but as I said, these need time and a clear mind to solve.

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### Feedback 6:

Since taking up the position as an nGAP lecturer I have received immense support from my mentor and the faculty. This support has enabled me to register for my doctorate at an international university, lecture students without difficulty, improve my ability to draft tests, examinations and accompanying memorandums, and expand my knowledge in my field. I believe that the nGAP programme has helped me develop into a very competent and confident lecturer. I have gained lots of experience as a lecturer, I am able to lecture with ease, and I have become knowledgeable in the subject. I can successfully lecture in an in-class and online environment.

I have received a lot of guidance from my mentor and the faculty. I can turn to mentor and my Head of Department whenever I need guidance or assistance. My mentor is very knowledgeable and someone who I am very comfortable with asking for assistance. I receive immense support from my Head of Department. My Head of Department is always available to assist me and share her knowledge and experience with me, she provides me with guidance and advice regularly in dealing with students. She has assisted me with adjusting to the move to online teaching and the accompanying challenges. I can contact my mentor and Head of Department whenever I need assistance, telephonically and on WhatsApp. It is a huge benefit that the communication lines are always open. I have also received great assistance from the faculty's support staff, this has been vital in enabling me to record marks on the University system and understanding the daily administrative tasks of a lecturer.



The nGAP initiative is a significant part of the University's continued commitment to growing a new generation of academics. The DHET was pleased with the management and administration of the programme as well as the progress of the scholars. The Division is the custodian of the nGAP programme, and the Senior Director is the designated point person. The office of the Senior Director facilitates engagements between the DHET and nGAP scholars. As the custodian, the Division ensures that the allocated funding is spent in accordance with the rules and regulations of the Department of Higher Education and Training. The 2020/2021 Audit undertaken by the University auditors SizweNtsalubaGobodo Inc. was deemed unqualified.

## **NURTURING EMERGING SCHOLARS PROGRAMME (NESP)**

The Nurturing Emerging Scholars Programme (NESP) is an initiative funded by the Department of Higher Education and Training (DHET) in partnership with universities. The NESP recruits Honours graduates who demonstrate academic ability, who express an early interest in the possibility of an academic career and who might be lost to the system if structured, attractive prospects and opportunities for recruitment into academic positions do not exist. Once they have completed their master's degrees, the NESP scholars transition into a one-year internship programme. During the internship year, the NESP intern is provided a stipend in line with a budget model for the NESP developed by the DHET.

In 2021, the University of Johannesburg was awarded four (4) scholarships in phase 1 of the programme in the following fields: Podiatry, Zoology, Biochemistry, and Mechanical Engineering. The 4 candidates have registered for their master's degrees at UJ. The Division is responsible for the coordination and management of the programme at UJ as well as provide the necessary support to the NESP scholars. The Division officially welcomed the four NESP scholars on 04 May 2021 at a meeting wherein the respective HoDs were invited to the meeting. The purpose of the meeting, in addition to welcoming the scholars was to engage with the HoDs and provide clarity regarding the programme and its implementation at both institutional and national levels.

The Division further hosted two one-on-one check-in meetings with the four NESP candidates, in May and September 2021. It was noted that even though the year 2021 has been a difficult year for most students due to the COVID-19 pandemic, especially the restrictions that came with it, the UJ NESP scholars have been able to adapt well have made commendable progress with respect to their master's research. By the end of 2021, two scholars were undertaking data analysis for their research, one was still at the data collection stage, one was writing up other chapters, and another is at the final stages of her research proposal and aiming to submit for examination



by end of 2021. The four candidates are aware that they need to complete their master's degrees within the specified two years. All the candidates have been allocated mentors and will have begun engaging in possible areas of specialisation by the end of 2021.

**TABLE 4.** UJ NESP Scholarships

Faculty	Department	Degree name	Gender	Race
Health Sciences	Podiatry	Master of Health Sciences in Podiatry	Female	Indian
Science	Zoology	Master of Science in Zoology	Female	African
Science	Biochemistry	Master of Science in Biochemistry	Male	African
FEBE	Mechanical Engineering	Master of Engineering in Mechanical Engineering	Male	African

The table below presents the funding allocated towards the NESP scholarships for the two-year period.

**TABLE 5.** Allocated NESP scholarship funding

Category	Amount per annum	Total for two-year Master's
Personal Care/Living Allowance	R30 000	R60 000
Meal/Food Allowance	R30 000	R60 000
Maximum accommodation allowance	R60 000	R120 000
Maximum Tuition Fees	R40 000	R80 000
Electronic Study Device Allowance	R15 000	R15 000
<b>TOTAL</b>	<b>R175 000</b>	<b>R335 000</b>

The table below presents funding allocated towards the NESP internship to be undertaken in the third year after completion of the master's degree.

**TABLE 6.** Funding allocated towards the NESP Internship

Category	Amount
Academic intern stipend (Year 3)	R230 000
Teaching and research development opportunities, including mentorship and proposal development for a doctoral degree (Year 3)	R20 000
International conference/short mobility opportunity (Year 3)	R75 000
<b>TOTAL</b>	<b>R325 000</b>

In 2021 UJ submitted four applications to DHET for consideration and 3 scholarships were allocated for implementation at the beginning of 2023. The table below presents the allocated NESP phase 2 scholarships.

**TABLE 7.** Approved NESP Phase 2 scholarships

No	Faculty	Department
1.	Faculty of Sciences	Department of Chemical Sciences
2.	Faculty of Engineering and the Built Environment	Department of Department of Urban and Regional Planning
3.	Faculty of Engineering and the Built Environment	Civil Geotechnical

## ACCELERATING TRANSFORMATION AND THE ACCELERATED ACADEMIC MENTORSHIP PROGRAMME (AAMP)

The Accelerated Academic Mentorship Programme (AAMP) was established to effect institutional change in terms of race and gender within the academic staff profile with a focus on professional and personal development of academics, enhancing their capacity to establish both national and international networks, develop their research profiles and leadership capacities.

AAMP has demonstrable success in measurable outcomes and outputs of overall research, academic promotion, applications for NRF rating, the formation of strategic international and national strategic collaborations, and overall enhancements to the stature of the academic. The coupling of personalised development opportunities and plans, considering the multiple layers of what it means to be an academic, have proven successful. The Accelerated Academic Mentoring Programme (AAMP) provides career development opportunities and inputs with the goal of developing the next cohort of academic leaders.

“The coupling of personalised development opportunities and plans, considering the multiple layers of what it means to be an academic, have proven successful”

The AAMP aims to:



Support and develop participants in teaching and research; enable them to access opportunities for promotion.



Support the participants to advance their careers and become world-renowned teachers and researchers/scholars, and hopefully proceed to become NRF A and B rated researchers.



Support and enable participants to achieve higher levels of academic and research performance through:

- ❖ Mentorship programmes
- ❖ A suite of research and teaching capacity development activities aimed at scholarship (publications, supervision, collaborative networks, and career progression)
- ❖ Personalised skills development workshops and programmes facilitated by subject experts, including SARCHI Chairs, UJ Chairs, Directors of Centres of Excellence, Distinguished Visiting Professors, NRF A and B rated researchers
- ❖ Training and targeted interventions to enhance the participants' academic leadership skills.

The Accelerated Academic Mentoring Programme (AAMP) provides career development opportunities and inputs for the next cohort of academic leaders. There has been a significant increase in the number of AAMP participants over the years. In terms of progress made towards the completion of their master's and PhD degrees, forty-four (44) AAMP participants have been able to complete their doctorates: 16 in 2019, 19 in 2020 and 6 in 2021. An additional seventeen (17) AAMP level 1 participants submitted their PhD theses for examination in 2021. Based on the above, it can be argued that the programme is one of the major contributors to the University's efforts to increase the number of staff with PhDs and master's from 50% to the set 2025 target of 65%.

Out of the 418 AAMP participants, **70%** are **designated** candidates and **59%** are **female**. Out of the 165 AAMP level 1 participants, 75% are designate and 66% are female. Out of the 178 AAMP level 2 participants, 71% are designate and 56% are female. Out of the 75 AAMP level 3, 57% are designate and 51% are females. The tables below present the breakdown of AAMP participation per Faculty.

**TABLE 8.** Profile of AAMP Level 1 participants

Faculty	Participants 2019	Participants 2020	Participants 2021	Designated Participants 2019	Designated Participants 2020	Designated Participants 2021	Female Participants 2019	Female Participants 2020	Female Participants 2021
EDU	5	12	16	3	10	14	4	8	10
FADA	16	15	14	11	10	9	9	8	7
FEBE	27	26	24	21	19	17	13	12	11
FHS	27	26	22	21	23	19	22	22	19
Hum	13	14	15	10	11	12	10	12	13
Law	7	7	5	7	7	5	4	3	3
Sci	9	12	10	8	9	8	1	4	4
Non-Faculty	3	3	3	3	3	3	3	3	3
CBE	36	50	56	27	35	37	22	32	39
<b>TOTAL</b>	<b>143</b>	<b>165</b>	<b>165</b>	<b>111</b>	<b>127</b>	<b>124</b>	<b>88</b>	<b>104</b>	<b>109</b>

**TABLE 9.** Profile of AAMP Level 2 participants

Faculty	Participants 2019	Participants in 2020	Participants in 2021	Designated Participants 2019	Designated Participants 2020	Designated Participants 2021	Female Participants 2019	Female Participants 2020	Female Participants 2021
Education	13	25	22	11	20	19	10	18	14
FADA	5	4	3	1	2	2	4	4	2
FEBE	12	13	18	6	8	11	6	7	9
FHS	12	19	17	5	6	7	11	17	14
Hum	19	29	23	13	21	18	12	18	12
Law	6	8	6	1	3	3	5	6	4
Sci	32	43	41	25	35	33	16	18	18
CBE	24	41	46	17	30	32	12	22	25
Non-Faculty	2	2	2	1	2	2	1	1	1
<b>TOTAL</b>	<b>125</b>	<b>184</b>	<b>178</b>	<b>80</b>	<b>127</b>	<b>127</b>	<b>77</b>	<b>107</b>	<b>99</b>

**TABLE 10.** Level 3 participants

Faculty	Participants 2019	Participants 2020	Participants 2021	Designated participants 2019	Designated participants 2020	Designated participants 2021	Female Participants 2019	Female Participants 2020	Female Participants 2021
Education	7	8	10	2	4	4	3	3	5
FADA	4	4	2	2	2	1	3	3	1
FEBE	13	14	12	6	7	8	1	1	2
FHS	3	6	6	1	3	4	1	3	3
Hum	15	13	14	11	10	11	8	8	11
Law	1	1	4	0	0	1	1	1	4
Sci	10	10	13	8	8	10	4	4	3
CBE	15	17	14	9	6	4	6	10	9
<b>TOTAL</b>	<b>68</b>	<b>73</b>	<b>75</b>	<b>39</b>	<b>40</b>	<b>43</b>	<b>27</b>	<b>33</b>	<b>38</b>

## 152 papers

published in the form of conference proceedings, book chapters, and journal articles.

## 5

writing retreats were held in the first semester of 2021.

## 13

workshops on various topics were held in the first semester of 2021.

Participants who received funding for teaching relief, editing fees, and international and local conference attendance between 2017 and 2021 reported a total of **152 papers** published in the form of conference proceedings, book chapters, and journal articles. Fifty-two (52) AAMP members were promoted in 2021. AAMP has 25 NRF rated researchers.

**TABLE 11.** AAMP Promotions

	2016	2017	2018	2019	2020	2021
FADA	1	1	3	1	1	3
CBE	6	2	7	5	14	11
EDU	1	3	2	1	2	7
FEBE	4	8	6	0	4	3
HSC	1	4	2	2	6	2
HUM	4	5	0	5	10	12
JBS	0	0	0	0	0	0
LAW	0	0	0	0	2	4
SCI	2	7	8	2	3	10
<b>TOTAL</b>	<b>19</b>	<b>30</b>	<b>28</b>	<b>16</b>	<b>42</b>	<b>52</b>

In addition to providing participants with funding towards teaching relief, conference attendance, and for completion of publications and pursuit of international collaborations, the Division offers participants various development opportunities. In the first semester of 2021, five (5) writing retreats were conducted and thirteen workshops on various topics.

**TABLE 12.** AAMP Workshops and meetings

Date	Topic	Presenter
24 March 2021	AAMP Mentoring practices: The HOW and WHY of mentoring	Prof Gert van Der Westhuizen
15 April 2021	Inclusive Mentoring Relationships	Prof Gert van Der Westhuizen
04 May 2021	AAMP Level 1 Check-in session	AAMP Team
19 May -23 June	AAMP Level 1 Coaching sessions (3 Cohorts)	Prof Moyra Keane and Prof Ahmed Wadee
04 June 2021	Academic Networking Workshop	Prof Thad Metz
11 June 2021	NRF Rating Workshop	Prof Thad Metz
23 June 2021	AAMP Level 2 Check-in session	AAMP Team
24 June 2021	AAMP Level 3 Check-in session	AAMP Team
23 July 2021	Writing a peer review of a journal article workshop	Dr Andy Carolin
13 August 2021	Overcoming emotional blocks to research	Prof Thad Metz & Prof Mzukisi
24 August – 30 September	AAMP Level 1 Coaching sessions (3 Cohorts)	Prof Moyra Keane and Prof Ahmed Wadee
2 September 2021	What is required in the Teaching Portfolio	Dr K Naidoo
17 September 2021	How to increase citations of your research	Prof Thad Metz
20 September	Career Crafting AAMP Level 1	Prof Daneel van Lill and Prof Sivan Chetty
15 October 2021	How to Get a Book Contract	Prof Thad Metz
15 October – 8 December 2021	AAMP Level 1 Writing Circles (4 cohorts)	Profs Marissa Rollnick; Maropeng Modiba; Felix Maringe and Gert van der Westhuizen
15 October 2021	Career Crafting AAMP Level 2	Prof Daneel van Lill and Prof Sivan Chetty
20 October 2021	Developing your Teaching Philosophy	Dr K Naidoo
25 October 2021	Career Crafting AAMP Level 3	Prof Daneel van Lill and Prof Sivan Chetty
29 October 2021	AAMP Level 1 check-in session	Prof Gert van Der Westhuizen
3 November 2021	AAMP Level 2 check-in session	Prof Elizabeth de Kadt
4 November 2021	AAMP Level 3 check-in session	Prof Elizabeth de Kadt

A total of six (6) meetings was held in 2021 (two meetings for each level) in June and November. The meetings were well attended, with participants showing their appreciation for the programme. A meeting with the Vice-Deans took place on 23 February 2021 to discuss the 2021 AAMP participants' progress and 2021 plans. The purpose of the meeting was to ensure that the programme delivers on its mandate, and the inputs and insights of Vice-Deans are critical to its success. One of the outcomes was the development of a database of senior academics who have availed themselves to mentor AAMP participants in each faculty.

**6**  
meetings were held in 2021  
(two meeting for each level)

A new initiative included in 2021 was to introduce Doctoral Cohort Coaching for AAMP level 1 given that the aim of this level is completion of the qualification. 12 coaching sessions for 48 participants were held. The coaches explored relevant issues such as finding one's academic niche, communication, assertiveness, understanding your energy type, wellbeing, and balance. The sessions were aimed at advancing holistic learning as well as making progress with one's goals. The focus was on ensuring that doctoral candidates were afforded the opportunity to discuss the challenges with their research, find ways of managing the balance between study, work, and family time as well as to discuss freely their research within a Community of Practice.

### Feedback from the coaching sessions:

“The sessions were useful with both my personal and professional goals. I have learnt valuable lessons that I will now use in my daily routines. The coaches are fantastic in that they provide a supportive role. They realize that each participant is different and never compare people. The exercises were beneficial as it revealed information that I did not know about myself. I believe that the coaching had a positive impact on the participants.”

“The programme was well planned, informative, and very insightful. Profs Keane and Wadee were down to earth. The facilitation style helped the group connect, trust-building, provide support to each other, and enhance open communication. Planning, understanding oneself, setting limits, and how to maximize the chances of achieving one's goals.”

“Learning techniques to be successful, of which I can also apply in my Teaching and learning. Each session was targeted to develop a different aspect which I found extremely valuable.”

“The weekly exercises assisted me with my goals. The frog exercises were useful – instead of procrastinating and avoiding uncomfortable tasks, we were told to confront them head on. The writing in journals were useful to record where I am and where I want to be. The sessions also taught me to be more positive and focus more what you want to achieve.”

“Listening to other participants share their frustrations and realizing that I am not alone in the struggle. The encouragement from the facilitators was also priceless.”



Furthermore, six writing circles for four (4) cohorts were conducted for AAMP Level 1 in 2021 and these were facilitated by senior professors. The intention of these sessions was to enable participants to write and rewrite from initial to final levels of completion, e.g., to take a draft document such as a proposal from 50% completion to 90-100%. Specific objectives were to improve and deepen the understanding of writing criteria, and to provide strategies to write and revise their work. Additionally, five (5) AAMP writing sessions were held in 2021 for the AAMP level 2 and 3 participants. The writing retreats are specifically targeted at these two levels as the participants are mostly working on publications. The programme is based on action learning principles, following a scaffolded process and participants are provided with guidelines for different types of articles and for each section. The benefit for participants lies in applying the guidelines directly after input, submitting the reworked section and receiving immediate feedback from the facilitator.

### Feedback from participants

“Overall, I like this workshop and the idea of facilitating it. Thinking of cracking a new paper for each session is quite attractive. I would love to attend future sessions. I am sure this will increase my research output. I just wish it could have been away from home and in a professional environment where attendees have no chance to be distracted. So well done and a big thanks to both of you.”

“This workshop has got me geared up to write again. I was afraid I was becoming a lazy writer and this workshop helped me to make writing a priority. Back to publish or perish!”

“The Workshop was very valuable, and I was grateful for the time to be able to write.”

I found this to be an extremely valuable workshop. I learned a lot and the workshop has definitely helped to develop my writing. In particular the information about value of the abstract and conclusion (areas I struggle with) will definitely develop my work.

“This was a very useful workshop. The content is presented in a user-friendly way and the tone of the workshop is collaborative and friendly. I really enjoyed these three days. Thank you very much.”

“This workshop has contributed greatly to my development. There is always something new to learn. This time my article was a theory article and so was a different writing journey to articles I have submitted previously. The workshop helped me to craft a theory article focussed abstract. The workshop also helped me with introductions and conclusions. Both of which give me a headache every time I write.”

“I have attended this before and it remains the most productive three days in terms of my writing. It holds me accountable and focused”

The Division believes that academic staff who teach students are critical contributors to the core business of a university and, therefore, should be provided with holistic support.

24

sessions with more than

800

academics in attendance were organised by the Division.

## Initiatives in Support of the Academic Journey

The Division annually implements a variety of academic and professional development initiatives aiming to create an enabling environment to support teaching and learning while also enhancing their wellbeing. The Division believes that academic staff who teach students are critical contributors to the core business of a university and, therefore, should be provided with holistic support. Bearing in mind the challenges brought by COVID-19 pandemic restrictions, the Division has, since the beginning of 2021, implemented several initiatives to boost academics' morale and help them develop strategies and coping mechanisms. In 2021 the Division organised 24 sessions with more than 800 academics in attendance in the form of Master Classes, Connect@1 sessions, and sessions under the theme of 'The Beautiful Ones Are Not Yet Born: The Academic Journey'. This theme for this series was inspired by an interesting and insightful book titled 'The Beautiful Ones Are Not Yet Born' written by Ayi Kwei Armah from Ghana. The intention underpinning these sessions is the reflective sharing of rich academic journeys with the academic community. Sessions such as these provide academic platforms for discussion and engagement to model practice and share insights into different strategies that could improve teaching and learning, particularly given the continuation of remote teaching. The evaluation of the sessions demonstrates a 90% satisfaction rate and that staff derived value in participating in the sessions. The figures below provide snapshots of participant feedback of the sessions. Attendance in the sessions listed below varied between 100 – 130 participants per session.



**FIGURE 9.** Feedback from Participants

### Feedback from participants

👏👏 Thank you, Colleagues, it was a very important and valuable session.

👏👏 Amazing, inspirational, and insightful session

👏👏 Very informative and interesting to learn from others

👏👏 Thank you to the organizers.... online teaching offered us an opportunity to have more of such inspiring and empowering session and connect as UJ community!

👏👏 Thank you, Prof, for the information and insights. I have learnt so much. I would appreciate more sessions like this to continue to learn further session.

👏👏 Thanks for an insightful presentation- and thank you Dr Menon and team for the masterclasses.

👏👏 This was one of the most useful presentations I have attended at UJ. Thank you Prof for your down to earth, friendly manner. You give us hope!

**TABLE 13.** List of initiatives organised in Support of the Academic Journey

DATE	TOPIC	PRESENTER
<b>MASTERCLASSES</b>		
16 March 2021	Teaching and Learning in Disruptive Spaces	Prof Johannes Cronje
13 April 2021	Engaging All Students in Learning in the Online Environment	Prof Victoria Collis Buthelezi Prof Erica Spangenberg
1 June 2021	Engaging students in the online environment	Dr Jacqueline Batchelor
19 July 2021	Launch of Publication - Teaching Innovation for the 21st Century: A collection of UJ Teaching and Learning Vignettes	Prof Parekh and Dr Green
30 July 2021	Multilingualism as a tool to enhance a Teaching and Learning experience	Mr Dumisani Sibiya
5 August 2021	Technology and Assessment	Prof Thea de Wet and Ms Hemali Joshi
25 August 2021	Using Technology Alternatives to foster Student Engagement	Prof Wai Sze Leung
1 September 2021	Reflections on assessment: Learning in and from practice	Prof Nadine Petersen
22 September 2021	Language and knowledge: the value of literary archive in the reclamation of indigenous epistemologies	Prof Pamela Maseko, Professor and Executive Dean of Humanities, NMU
27 September 2021	Translanguaging in teaching and learning in higher education	Prof Mbulungeni Madiba
4 October 2021	Introduction to internationalisation in hybrid and virtual environment	Anisa Khan; Lebethe Malefo: and Dr Lavern Samuels
6 October 2021	Engaging students and Assessments in Large Classrooms	Mrs Janet West and Team
12 October	Quality Matters in Online Module Design	Dr Arno Louw and Mr Melvin Damons
13 October	Developing a tutorial curriculum	Prof Catherine Botha
21 October	Book Launch - Law and Industry 4.0: Selected Perspectives on a New Scholarship of Teaching and Learning	Prof Letlhokwa Mpedi and Prof Mzukisi Njotini
26 October	Empowerment for Teaching Excellence Through Virtuous Agency	Prof Hennie Lötter
28 October	Developing your Teaching Philosophy	Prof Jenny Clarence-Fincham
<b>CONNECT@1 SESSION SHOWCASING THE T&amp;L VC AWARD WINNERS</b>		
20 April 2021	Dr Michele van Eck & Dr Tebogo Mashifana:	
13 May 2021	Mr Andrew Makkink	
14 June 2021	Prof Wai Sze Leung and Prof Sune von Solms	
05 August 2021	Prof Ade-Ibijola Abejide	
15 October	Prof Catherine Botha	
<b>THE BEAUTIFUL ONES ARE NOT YET BORN: THE ACADEMIC JOURNEY'</b>		
14 September 2021	Prof Sehaam Khan and Prof Annie Temane	
05 November 2021	Prof Philiswa Nomngongo	

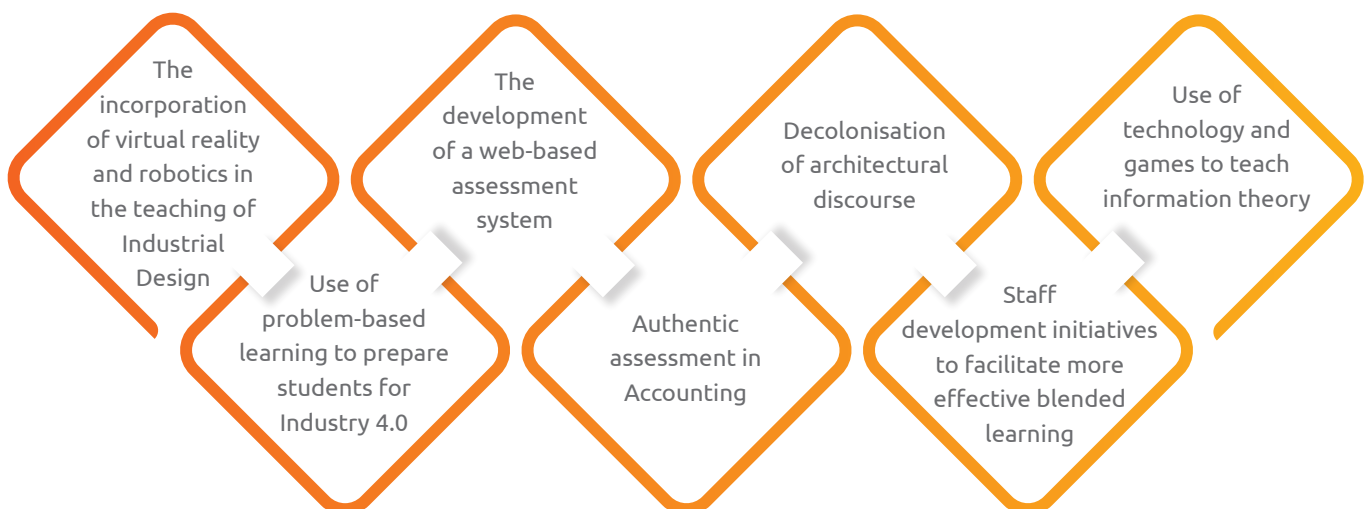
## TEACHING INNOVATION FUND (TIF)

The Teaching Innovation Fund (TIF) was set up to support staff to become more innovative in their teaching, engage in research in teaching and learning, and contribute to teaching and learning in higher education. This initiative is aligned with the University's strategic goals to support the development of the Scholarship of Teaching and Learning (SoTL) through the provision of funding and expertise. The field of SoTL provides academic staff with the opportunity to reflect on and conduct research on how their teaching practice can become more responsive to the changing needs of students and in society. In 2021 the University Research Committee made R600 000 available to support innovation and scholarship in teaching and learning. In March and May 2021, calls were issued for faculties and departments to submit proposals for Teaching Innovation projects. The Division received an overwhelming response to the calls. A total of 35 proposals was received, 22 from the first call and 18 from the second call. From both calls 17 projects were funded. Due to limited funds and the fact that some projects require huge amounts of money that exceed the

set amount of R50 000, most projects received partial funding. (See Table x).

The projects selected for funding align with the University's focus on 4IR and in response to the pandemic and included a range of projects, including the development of virtual reality systems in industrial design, artificial intelligence, and games in information theory, among others. Other projects involve both the use of technology to enhance the student learning experience as well as curriculum development initiatives aimed at preparing students for a rapidly changing world of work. In addition to technological innovation, applicants stressed the importance of teaching in and for social justice. In 2021, the Division produced and launched an online publication entitled Teaching Innovation for the 21st Century: A collection of UJ Teaching and Learning Vignettes. The publication showcased the 2020 UJ teaching innovations awardees' works and was launched on 19 July 2021 by the Vice-Chancellor, Prof Tshilidzi Marwala. The publication attracted much support inside the University and was widely shared.

In addition to the above, teaching innovations emanating from TIF awards are shown in the figure below:



**FIGURE 10.** Teaching Innovations from the TIF awards.

The list of projects and project leaders is shown in the table below.

**TABLE 14.** List of TIF projects funded in 2021

NAME	FACULTY	PROJECT TITLE
Prof Sylvia Vollenhoven	Humanities	Stream Learn
Dr J Batchelor and Prof N Petersen	Education	Investigation of an intervention designed to enhance the quality of undergraduate modules and programmes offered in the Faculty of Education.
Prof Maria Frahm- Arp	Library	Digital Literacy Game.
Mr Reinout Meijboom	Science	Digital Chemical Synthesis for Undergraduate Students.
Dr Simone Dahms-Verster	Science	The use of Virtual or Augmented Reality (VR) in the teaching and learning practices for Physiology and Zoology.
Prof Emanuela Carleschi	Science	Development of innovative online learning activities to enhance the understanding of wave concepts for second year physics students by using free access/licence free software.
Dr VM Dwarika	Education	The project was linked to the following prioritised themes within the UJ Teaching and Learning Strategy: <ul style="list-style-type: none"> <li>✦ Online, Blended and Remote Learning</li> <li>✦ Learning Skills Development and</li> <li>✦ Decolonising of the curriculum</li> </ul>
Prof Alan S. Cornell	Science	Conceptual construction in the online teaching of first year physics courses using the Force Concept Inventory assessment tool.
Ms Sundika Ishwarkumar	Health Sciences	Introducing millennial (21st century) Health Science Students to 4IR: Virtual Reality in Anatomy Teaching with Virtual Reality (3D Anatomy Platform).
Prof Kathija Yassim	Education	Virtual Reality and Digital Stories: A Future Fit Leadership Repository.
Prof Veli Mitova	Humanities	Philosophy Dictionary / Encyclopaedia for Africa.
Prof Kim Berman	FADA	Art Therapy and Social Action.
Ms Nicolene Jooste	Health Sciences	Enhancing remote and laboratory-based osteology practical with 3D printed models.
Mr Denver Hendricks	FADA	The use of Augmented Reality (AR) to study, understand, convey, communicate, and teach basic to complex models in the application of the module Architectural Technology and Detailing.
Prof Habib Noorbhai	Health Sciences	Gamification for Healthcare: Enhancing students' clinical skills during distance learning and post-COVID-19.
Dr Olawumi Sadare, Prof Kapil Moothi, Mr Godwel Pahla	FEBE	Hybrid method of teaching: Use of virtual laboratory/Pre-recorded Chemical Engineering Laboratory 3B practical. Aligning to the Fourth Industrial Revolution (4IR) in the time of COVID-19.
Prof John Meyer	FEBE	VR for the enhancement of Electrical Engineering students' exposure to real world electrical engineering.

## ASSISTANT LECTURERS

The Division coordinates and manages the Assistant Lecturers (AL) Development Programme. The AL programme is an initiative to add stature to flagship departments, accelerate the academic cohort's transformation in terms of race, and assist in departments with high enrolments and an unfavorable staff/student ratio. The programme budget makes provision for 75 ALs in each academic year. By the end of 2021 75 had been appointed into the AL programme. Since its inception in 2014, 53 ALs have been appointed into full-time and fixed-term contract positions at UJ. Two of these lecturers are now nGAP scholars. One AL is a postdoctoral research fellow. In terms of progress made in their studies, 36 ALs have completed their master's degrees and six have completed their PhDs between 2019 and 2021.

In June 2021, faculties were requested to identify the additional resources they would require for online teaching and learning in the second semester of the 2021 academic year. The proposals were approved by the MEC and included the appointment of an additional fifteen ALs across three faculties for a period of five and a half months.<sup>8</sup> The fifteen posts comprise three posts for Humanities, eight for the College for Business and Economics (CBE) and four for science.

Table 15 below presents the total number and percentages of ALs that are hosted by different faculties in terms of designation and gender in 2021. By the end of 2021, all 74 AL posts had been filled, of which designated candidates accounted for 73%, 34% male, 56% female. It is important to note that 88% of the ALs are African South Africans which is a significant achievement for the programme in meeting the University's transformation requirements.

**TABLE 15.** Number of ALs per Faculty in 2021

Faculty	No. of Candidates	Designate	% Designate	Non-Designate	% Non-Designate	Foreign	% Foreign	Male	% Male	Female	% Female
Education	11	9	82%	2	18%	0	0%	2	18%	9	82%
FADA	3	2	67%	0	0%	1	33%	1	33%	2	67%
FEBE	9	8	89%	1	11%	0	0%	6	67%	3	33%
FHS	9	7	78%	1	11%	1	11%	5	56%	4	44%
Humanities	8	6	75%	1	13%	1	13%	2	25%	6	75%
Law	4	3	75%	1	25%	0	0%	2	50%	2	50%
CBE	22	13	59%	1	5%	8	36%	11	50%	11	50%
Science	8	7	78%	0	11%	1	11%	5	56%	3	44%
<b>TOTAL</b>	<b>74<sup>9</sup></b>	<b>55</b>	<b>73%</b>	<b>7</b>	<b>11%</b>	<b>12</b>	<b>16%</b>	<b>34</b>	<b>45%</b>	<b>40</b>	<b>56%</b>

<sup>8</sup> Co-funded by faculties

<sup>9</sup> One of the AL positions was in the process of being filled.

Table 16 below presents the total numbers and percentage of ALs who have been appointed on a five-and-a-half-month contract in 2021 by faculty designation and gender. A total of eight (8) ALs were appointed on the five-and-a-half-month contract. Of this total, seven are designated candidates, three men and five women. It is important to note that all designated candidates are African South Africans.

**TABLE 16.** ALs appointed on a 5.5-month contract in 2021

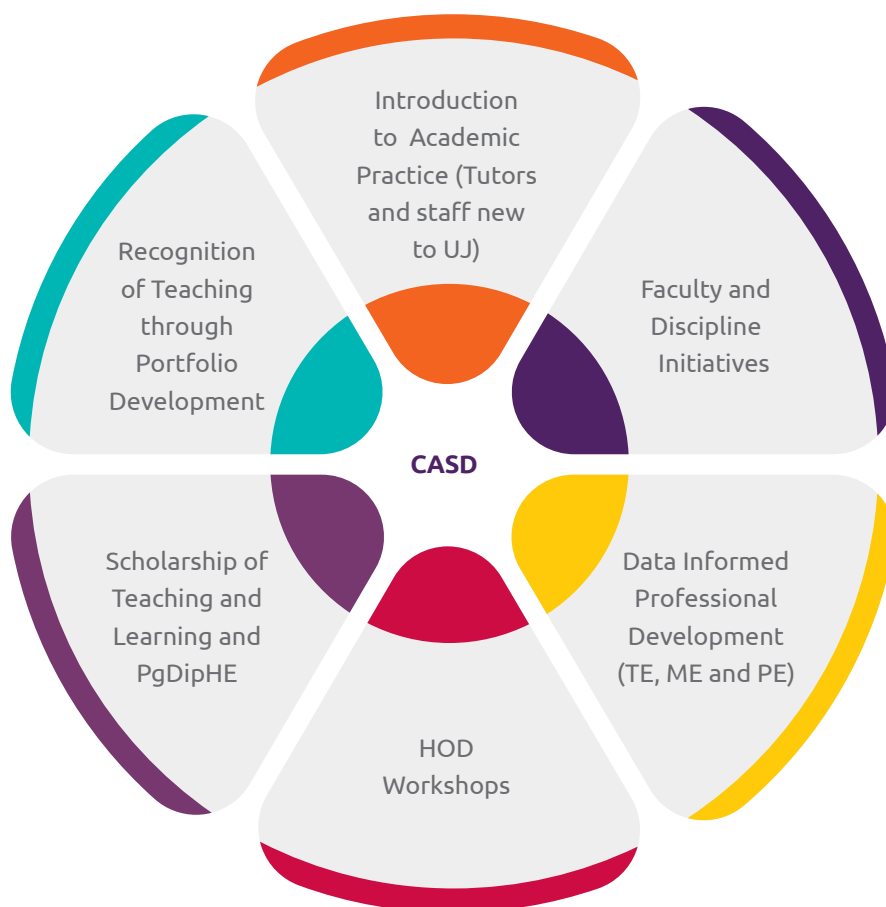
Faculty	No. of Candidates	Designate	% Designate	Non-Designate	% Non-Designate	Foreign	% Foreign	Male	% Male	Female	% Female
CBE	5	5	100%	0	0%	0	0%	3	60%	2	40%
Humanities	3	2	67%	0	0%	1	33%	0	0%	3	100%
<b>TOTAL</b>	<b>8</b>	<b>7</b>	<b>88</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>13%</b>	<b>3</b>	<b>38%</b>	<b>5</b>	<b>63%</b>



# CENTRE FOR ACADEMIC STAFF DEVELOPMENT

The Centre for Academic Staff Development (CASD) plays a central role in the professional development of academics as teachers at UJ. In order to achieve the UJ's strategic goal of excellence in teaching and learning it is important to ensure that staff have a deep understanding of teaching and learning principles and theories and that they are able to translate this knowledge into their teaching and assessment practices in their disciplines. Furthermore, staff are encouraged to become more scholarly in their approaches and to engage in the scholarship of teaching and learning.

CASD helps staff to develop and enhance their practice by providing opportunities that are contextual, relevant and scholarly. Development initiatives are tailored to meet the particular needs of academic staff at various levels of their careers and includes heads of departments and tutors. Opportunities range from induction programmes, individual consultations, departmental and Faculty workshops as well as a formal qualification, the Postgraduate Diploma in Higher Education. All activities are aligned with the Professional Development Framework of the University and aims to professionalise academics as teachers. The diagram below provides an overview of the work done by staff in CASD.



**FIGURE 11.** Overview of CASD initiatives

Orientation programmes for academic staff and tutors who are new to teaching in higher education is an important activity in the national and UJ frameworks and this has been a key feature of academic staff development at UJ.

20

follow up workshops were held by CASD with new staff

## Professional Development

In 2021 professional development activities continued to be offered virtually using different pathways which included online session using MS teams, Blackboard collaborate, the staff development community, zoom sessions amongst others. Inducting staff in HE requires continuous professional development opportunities in the core areas of HE, namely teaching, learning and assessment. All activities align with the National Framework for Enhancing Academics as University Teachers. Orientation programmes for academic staff and tutors who are new to teaching in higher education is an important activity in the national and UJ frameworks and this has been a key feature of academic staff development at UJ. The Academic Preparation Programmes in 2021 was held on 9-10 February and 9 and 13 July. There were 68 participants in the first semester and 27 in the second semester. In addition to introducing staff to various aspects of academic practice, which includes research, teaching and community engagement, staff are given the opportunity to meet and engage with other new staff across the eight faculties during the two-day programme. CASD staff also ran workshops in departments in CBE. These workshops are more practically oriented and provide academic staff with opportunities to engage in greater depth with principles of teaching learning and to apply these in their disciplines.

To help develop a community of practice and to deepen engagement with various aspects of teaching and learning, CASD supplements the induction programme with follow-up workshops on a variety of specially selected topics. The CASD offered 20 such follow-up workshops in 2021 on various teaching and learning topics with a total of 701 attendees for the year. Many staff found engaging students in the online environment and assessment during Covid-19 challenging and in response to this CASD facilitated a series of workshops to assist staff in these areas. These too were well attended. Staff found the workshops extremely valuable and useful to improve, practice as is evident in the following comment from one of the participants:

Great workshop, I'm already working to incorporate what I learnt for my course

CASD strives to model good practice in teaching and learning in their engagement with academic staff, as the comments below indicate. Academic staff appreciate the approach and the knowledge of facilitators with whom they interact:

👏 Thank you ... for an informative, engaging workshop. Well prepared and you answered questions with patience, professionalism and knowledge 🙌

👏 The presenter knew her stuff and is very experienced in the field. Her presentation was comprehensive, practical, and interactive. I found the session inspiring. Well, done! 🙌

Ongoing professional development is encouraged and recognised at UJ through promotion. In preparation for promotion, staff are required to ensure that they develop as teachers, engage in SoTL and to provide evidence of this in a teaching portfolio. CASD offers support for promotion through portfolio development workshops. Four portfolio development workshops were offered during 2021 and these were well-attended by 241 staff who found the workshops extremely helpful. In addition to the workshops CASD staff support academics individually, assisting each candidate with preparing their application for promotion before these are submitted to the Teaching Portfolio Assessment Committee (TPAC). TPAC reviewed 95 portfolios in 2021.

The purpose of the HoD workshops is to develop newly appointed HoDs' academic leadership skills, as well as to provide them with a broad overview of the role of the HoD within the department and UJ. The induction programme for new HoDs ran over two days and addressed a variety of topics tailored to provide an overview of their roles and responsibilities, and to locate this in the broader university context. Five follow-up workshops on different topics were held. The challenge of managing programmes and programme development was identified as an area of concern and the 77 staff members who attended the workshop found it very informative. The 2021 follow-up workshops (four) were attended by 142 HoDs. This is an increase of 14.52% in attendance from the previous year.

**TABLE 17.** Workshops and attendance per Faculty in 2021

Date	Workshop	ADA	CBE	EBE	EDU	HSC	HUM	LAW	SCI	Other	TOTALS
9-Feb	Academic Preparation Programme		18	5	6	1	2	3	1	3	39
10-Feb	Academic Preparation Programme		11	4	5	1	2	2	1	3	29
16-Feb	Challenges of working remotely in your module					1		2	7		10
17-Feb	Portfolio Development for Promotion		5	3	3		3	1	1	1	17
24-Feb	Curriculum Development and Planning your Module	5	16	2	6	11	12	3	5	6	66
3-Mar	Concerns and needs of new staff during COVID-19		4	1	2		1			3	11
9-Mar	Online Teaching and Learning with technology		2	1	3		1			4	11
12-Mar	HoD Induction	3	4	1		3	1		7		19
16-Mar	Portfolio Development for Promotion		2		2			1	1	2	8
17-Mar	HoD: Role and Responsibilities of an HoD	2	3			4	1		9		19
23-Mar	Engaging students in online learning	2	6	1	2	1	13	1	5	1	32
24-Mar	HoD: Managing your Department's Finances	1	7		1	2	4		2	2	19
12-Apr	Principles of good assessment		6	2	2	3	4	1		2	20
13-Apr	HoD: Update on HR Matters	1	2				4			1	8
19-Apr	The Why and How of SLPs	1	1			1	1				4
29-Apr	Assessment for Learning in HE		1	1	2		2			2	8
5-May	Assessment Challenges and Opportunities		2	5		2	1		3	2	15
11-May	Feedback Practices and Feedback Literacy		1	1		1	1			2	6
3-Jun	Teaching Philosophy and Portfolio Development	6	18	6	4	8	23	5	9	3	82
9-Jun	Portfolio Development for Promotion	7	20	7	5	4	9	5	5	4	66
9-Jul	Academic Preparation Programme	2	1		4	1	2	1	3		14
13-Jul	Academic Preparation Programme	2	2	1	1	1	2	1	3		13
29-Jul	What does an HoD do	2	32	7	2	3	15	2	3	11	77
4-Aug	Online Teaching and Learning with technology	3	14	4	2	6	8	1	13	5	56
11-Aug	Curriculum Development and Planning your Module		10	3	2	5	2	1		6	29
17-Aug	Engaging Students in Online Learning	1	19	5		8	11	1	12	15	72
26-Aug	The Why and How of SLPs	6	15	7	6	1	8	5	6	16	70
14-Sep	Assessment for Learning in HE		4	2	1	2		1	1	4	15
29-Sep	Feedback Practices and Feedback Literacy					1		1	2	4	8
<b>TOTALS</b>		<b>44</b>	<b>226</b>	<b>69</b>	<b>61</b>	<b>71</b>	<b>133</b>	<b>38</b>	<b>99</b>	<b>102</b>	<b>843</b>

## Teaching and Module Evaluations

Student evaluations are an important source of feedback for the University in general and for CASD in particular. For the year 2021, the CASD generated a total of 4 747 evaluation reports for taught modules and 116 supervision reports. Evaluation data is used for various administrative purposes such as accreditation processes. In addition, academic staff use the data to reflect on and improve their teaching and assessment practices in order to improve the student learning experience. CASD uses the data as part of the University's strategy to improve student success across the University through evidence-based decision making. Evaluations together with other forms of data are useful in decisions on focus areas for professional development workshops. Evidence of improvements and decisions informed by students' feedback is reflected in the teaching practice and portfolios that academic staff develop as part of their application for promotion within the institution.

Student evaluations are an important source of feedback for the University in general and for CASD in particular.

## Postgraduate Diploma in Higher Education

At the heart of all professional development initiatives including the Postgraduate Diploma in Higher Education (PGDip), is the need to "support the development of academics as teachers" (DHET Framework for Enhancing Academics as University Teachers, p. 4). It has long been established that "good teaching is a vital contributor to student learning and success" (DHET Framework for Enhancing Academics as Teachers, p.5) and CASD makes a valuable contribution to this. In 2016 CASD expanded its professional development offering by launching the formal PGDip qualification with only 8 students. The programme has grown steadily in numbers with 2021 seeing the highest intake yet of 26 students. The surge in numbers is an indicator of the increased recognition and appreciation of the importance of professionalisation of teaching and learning at UJ. Out of the 16 students who will be graduating from the 2021 cohort, 4 are UJ employees.

**4 747**

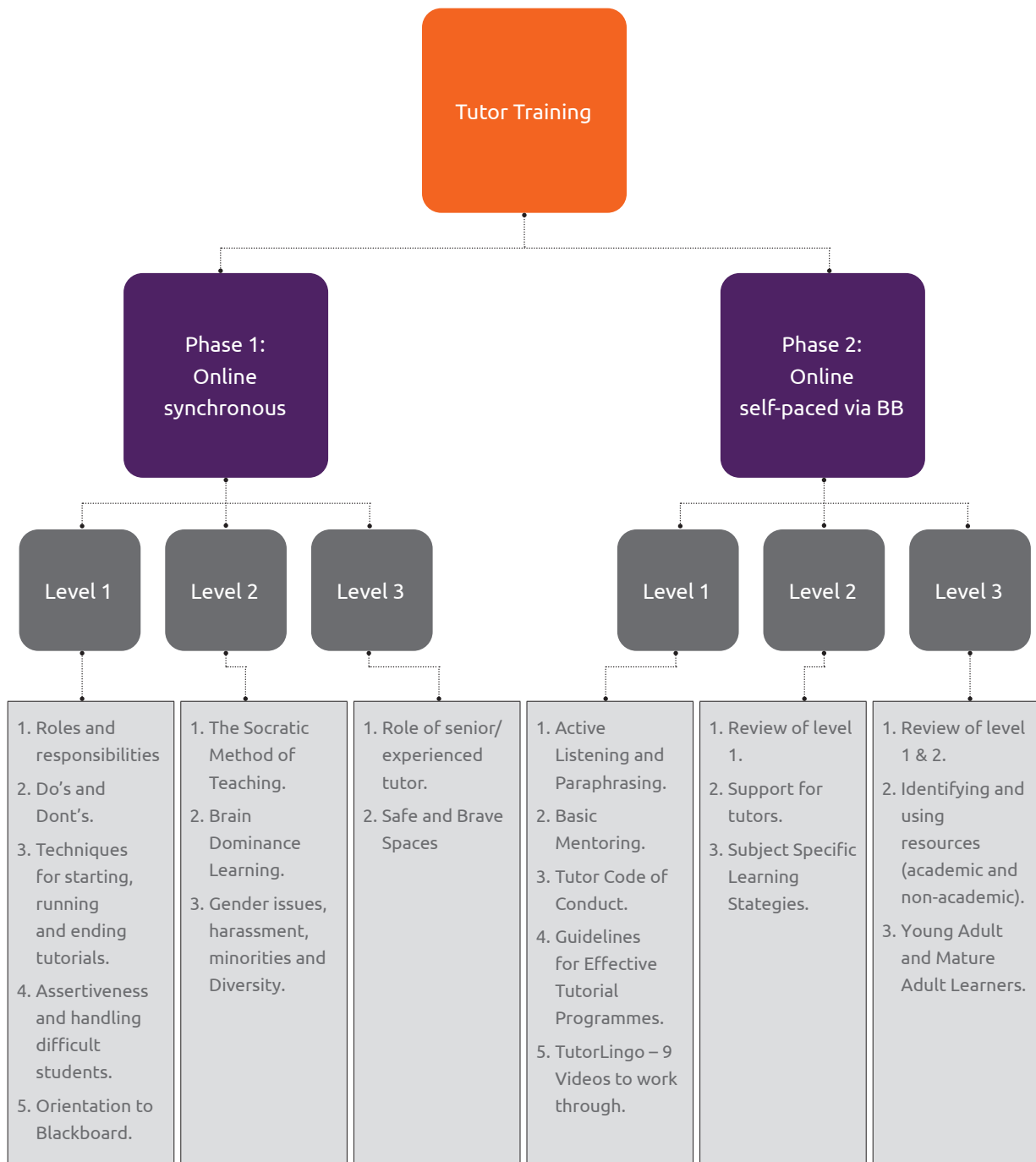
evaluation reports generated by CASD for taught modules

**116**

supervision reports generated by CASD

## Blended Tutoring Programme

The University of Johannesburg's Tutor Training Programme obtained international accreditation from the College Reading & Learning Association (CRLA) for 2021-2024. UJ is the first institution in South Africa to receive CRLA accreditation and accreditation for all three levels of training in one year. In line with this, tutor training was offered in a blended manner which comprised both synchronous and asynchronous self-paced training. The diagram below provides details of the tutor training offered at the three levels. Training is scaffolded which means that each level builds on the preceding level and tutors must successfully navigate through each level before they can advance to the next level.



**FIGURE 12.** Graphic representation of UJ Tutor Training across the three levels

In 2021, 34 synchronous training sessions were offered via Blackboard Ultra Collaborate. A total of 1064 tutors were trained during this period. Tutor training aims to equip tutors with the skills necessary to effectively facilitate student learning and to professionalise, recognise and offer sustained support for UJ tutors. Tutors evaluated the training sessions, and their responses are captured in the word cloud below. These evaluations inform practice and ensure that the skills provided are responsive to the learning needs of UJ students.



**FIGURE 13.** Feedback from participants on Tutor Training Programme

A Master Class was presented to academic staff entitled, “Developing a Tutorial Curriculum”. The aim of this Master Class was to emphasise the need for teaching and learning programmes to be holistically conceptualised to ensure that tutorials are fully integrated in the curriculum. This means that tutorial programmes must be underpinned by a clear, shared philosophy on tutoring and their importance must be clearly articulated to students in the learning guide and during orientation and must be aligned with other learning and teaching activities.

In order to raise awareness of the work done to enhance the effectiveness of tutors in teaching and learning and to galvanise support for the programme within faculties, a meeting was held with the vice-deans teaching and learning. This resulted in the CASD being invited to present at the following faculty meetings: FADA Faculty Teaching and Learning Committee meeting; the Humanities Dean’s Committee meeting; and two FEBE Head of Department (one for APK and one for DFC staff) meetings. The aim of these presentations was to highlight the vital role that the tutor programme plays in support of teaching and learning at UJ. In addition, it elucidated the support provided to senior tutors, tutors, and academic staff in order for them to facilitate student learning, to engage students in intentional ways and to bolster the preferred student experience.

In order to raise awareness of the work done to enhance the effectiveness of tutors in teaching and learning and to galvanise support for the programme within faculties, a meeting was held with the vice-deans teaching and learning.

“  
The importance of the role of tutors and the effectiveness of the tutor development programme was highlighted by members of the faculties present at the meeting.

A tutor development report was presented to STLC in October 2021. The aim of this report was to highlight the need for the establishment and implementation of effective tutorial programmes and to explain the role that CASD plays in supporting senior tutors, tutors, and academic staff to ensure that tutorial programmes are effective. The importance of the role of tutors and the effectiveness of the tutor development programme was highlighted by members of the faculties present at the meeting. This attests to the critical role that the tutorial programme plays in teaching and learning at UJ.

### **Teaching Advancement at Universities (TAU) Fellowship Programme**

The TAU Fellowship Programme is a national initiative aimed at enhancing the quality of teaching and at professionalising teaching and learning in the public higher education sector. Since its inception in 2016 this UCDG funded programme located at UJ has developed approximately 100 leaders in teaching and learning from a variety of disciplines in South Africa Higher Education (SAHE). As a result of the success of the programme, in 2021 UJ was granted R18 171 385.60 to develop a further two cohorts of TAU fellows. A third cohort of 52 TAU participants joined the fellowship programme in July 2021. TAU 3 will be completed in June 2022 and TAU 4 will begin in July 2022.

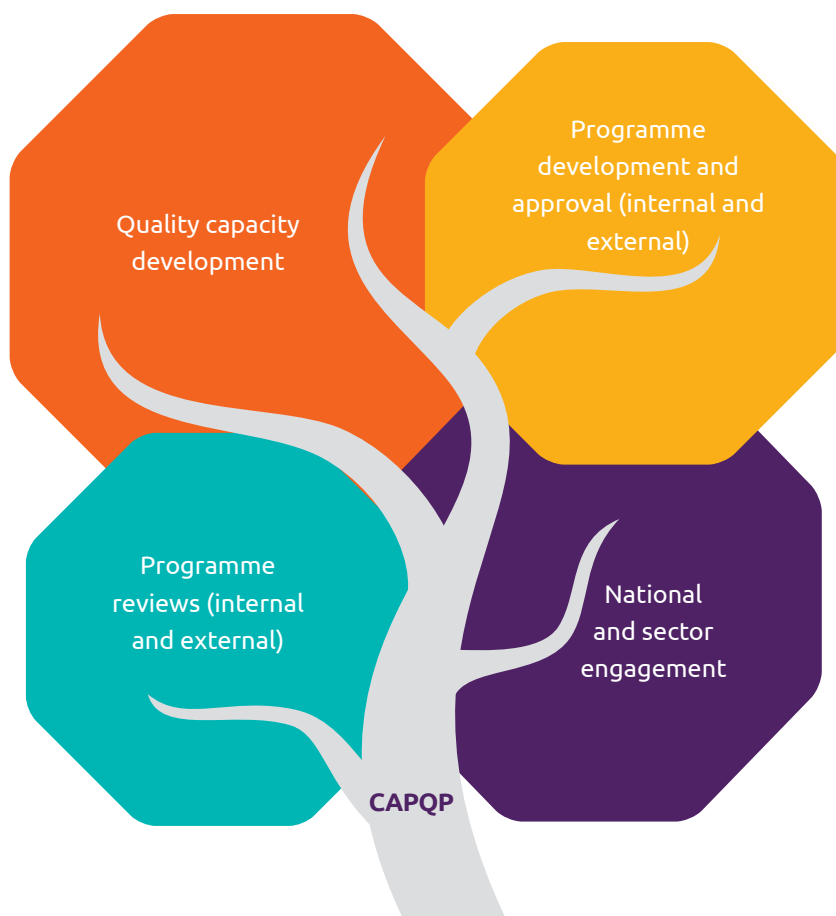


# CENTRE FOR ACADEMIC PLANNING AND QUALITY PROMOTION

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## ACADEMIC PLANNING

The Centre for Academic Planning and Quality Promotion (CAPQP) is guided by the University's commitment to placing the student at the centre of curriculum, and of ensuring that the academics' approach to knowledge and discipline are captured in the programmes of learning. CAPQP's work aligns the UJ's quality management system to the external quality expectations, and at the same time exceeds the minimum compliance requirements through its engagements in support of the academic project.



**FIGURE 14.** CAPQP Functions

**TABLE 17.** CAPQP at a Glance 2018 - 2021

	Total	2018	2019	2020	2021
Of a CAPQP staff of 6, those undertaking further studies	4	2	2	2	3
Multidisciplinary degrees accredited across UJ	9		1	2	6
Programme reviews completed	25	2	6	7	10
New programmes submitted to CHE	93	48	29	10	6
Number of new programmes accredited	115	27	76	4	8
New SAQA IDs received	105	24	53	23	5
Qualifications loaded on APTS by 2021	158				
CAPQP-facilitated workshops held	187				
Number of SLPs reviewed	232	31	55	115	31
Proposals for new academic programmes reviews and evaluated				15	
Number of internal amendments reviewed	236	36	63	77	60
Number of external amendments	26	4	6	13	3
Number of workshop attendees	321				

CAPQP functions as the interface between the University's internal quality management system, and external quality regulatory bodies, such as the Council on Higher Education (CHE), Department of Higher Education and Training (DHET) as well as South African Qualifications Authority (SAQA). In addition, CAPQP provides a wide range of support across the University in promoting the quality of programmes and processes. CAPQP staff work with academics, administrators, and support staff across the University as part of the quality enhancement processes, ensuring that the internal quality system gives effect to the attainment of quality goals of the University while addressing the compliance requirements of the state. Academic planning activities focus on accreditation of new programmes and amendments to existing programmes. Quality promotion is focused on the ongoing improvement of quality both in programmes and in the provision of capacity development for staff. More detail on each is provided below.

CAPQP staff also participate at national level in a variety of roles. Contributing to the work of the CHE, for example, as panel, reference, and working group members, as well as providing commentary on national policy. CAPQP contributes to ensuring that the University's position in respect of national higher education policy and quality provision is coherent and well-articulated. Additionally, CAPQP staff participate and conduct presentations at conferences and publish in quality and policy. In this way, the work of

CAPQP provides a wide range of support across the University in promoting the quality of programmes and processes.

the CAPQP team go beyond the compliance model of the past and is, rather an emphatic and lucid demonstration of what quality means for the University's staff and students.

CAPQP is integral to the management of UJ's interactions with quality bodies. The year 2021 saw two overlapping activities in this regard: the National Review: Doctoral Qualifications (2020-2021) and the CHE Institutional Audit (2021-2022). In both cases, CAPQP undertook extensive consultation across the University in the preparation of the self-evaluation reports, in educating staff about domains in terms of the requirements, briefing and supporting staff in providing evidence including data for the reviews.

The Doctoral Review, initiated in 2020, came to a close in 2021 with the receipt of the Final Institutional Report on the National Doctoral Review from the CHE. Overall, the Panel report concurred with UJ's own assessment of its performance against the standards and accurately reflects the factual position outlined by the University in the Self-Evaluation Report. The report was positive, reflecting well on the work of all parties involved in doctoral provision across the University. The Division and the Postgraduate School submitted the Improvement Plan for submission to the CHE on 30 October 2021, as required.

The CHE is conducting institutional audits across all universities in terms of the Framework for Institutional Audits (published in March 2021). The audit focus is on the internal quality assurance mechanisms of the University, transformation, social impact, and social justice. The role of technology and the Fourth Industrial Revolution (4IR) in society and data analytic capability also form part of the stated focus. The drafting of the UJ self-evaluation report (SER) was a mammoth task which was completed efficiently and professionally in time for the submission of the document to the CHE on 10 January 2022. The draft report circulated in October 2021 was met positively by recipients and the extensive consultations held across the University with all support divisions and departments, academic administration, research, and other offices bore positive and valuable fruit.

Comprehensive submissions were sought from all functional areas and all faculties. The aggregation of data, documents and evidence for the portfolio was completed on time, and the resulting SER and supporting evidence is of a high quality, and available both in print and online. The Audit Working Group and Audit Steering Committees alongside faculty consultations ensured that all information essential to the SER, to the collation of information and data was managed and published.

CAPQP is integral to the management of UJ's interactions with quality bodies.

The audit focus of CHE is on the internal quality assurance mechanisms of the University, transformation, social impact, and social justice.

The consultations included the staff of the following domains, in addition to students and other support divisions, as required:

- ❖ SARChI chairs
- ❖ Supervisors
- ❖ Deans, Vice-Deans
- ❖ Research structures
- ❖ Infrastructure
- ❖ Transformation
- ❖ Information and Communication Systems (ICS)
- ❖ Academics / administrators working with WIL
- ❖ International Office
- ❖ Academic Administration
- ❖ CASD
- ❖ Marketing
- ❖ Registrar
- ❖ Community Engagement
- ❖ Library
- ❖ DAPQPASD
- ❖ Finances
- ❖ Student Services

## 22

internal programme reviews

## 4

research centre review



MA Art Therapy reviewers praised the programme as a ground-breaking take on the discipline.

### Internal Reviews

The first half of 2021 had seen 22 internal programme reviews under way, in addition to four research centre reviews. Two reviews were completed in the same period, with excellent outcomes. FADA held a successful HPCSA site visit for the newly accredited Master of Arts in Art Therapy. The reviewers praised the programme as a ground-breaking take on the discipline. ECSA and SACPLAN site visits were also undertaken, with seven of FEBE's engineering programmes subjected to review during the 29-30 July 2021 site visit. Preparations are under way for site visits in August by SACQSP and SACPCMP for a further two FEBE programmes.

CAPQP contributes also to the broader development of staff, working in collaboration with the CASD to present on programme development, the development and approval of Short Learning Programmes (SLPs), and programme reviews.

## ACADEMIC PLANNING

Staff within CAPQP are responsible for programme planning lifecycle in two ways. Firstly, by supporting academics in the development of programmes through the provision of advice, support and workshops on programme types and requirements. Secondly, by ensuring that the relevant internal processes are adhered to, and by facilitating external approval to DHET, CHE, and SAQA. The Programme Working Group (PWG) is a quality structure managed by CAPQP. Through the PWG, CAPQP ensures that new programme applications for accreditation and amendments to existing programmes are reviewed for quality purposes and in compliance with the requirements of the regulatory bodies. CAPQP staff provide secretariat services for the PWG, which is an essential component of the University's quality management system. The PWG assesses all learning programmes, whole qualifications as well as short learning programmes to determine the applications for completeness, coherence, and adherence to internal policy and external regulatory requirements. CAPQP also conducts workshops for orientating new academic staff who join PWG about the roles and processes of PWG. PWG members are also requested to evaluate annually, the effectiveness of the working group in supporting the processes of programme development.

The CAPQP staff are well-versed in supporting programme planning and contributing to curriculum processes in the development of new and existing programmes (formal and continuing education programmes in both contact, distance, and blended mode of delivery). Intensive interactions on the design and approval of all learning programmes, including short learning programmes (SLPs) ensures the same level of quality in SLPs, whether formal credit-bearing or non-credit bearing.

CAPQP works closely with the Central Academic Administration (CAA) which manages the University Programme and Qualifications Mix (PQM). This entails a regular review and updating of the PQM to ensure that all the programme information aligns with what is reflected on the SAQA database.

CAPQP provides a wide range of support across the University in promoting the quality of programmes and processes.

### The role of Programme Working Group

The Programme Working Group (PWG) reviews all applications to offer new programmes at the University. These may be subsidised formal programmes or continuing education programmes (CEPs) such as non-subsidised formal programmes (only in special circumstances) or short learning programmes (SLPs). Amendments to existing programmes that amount to a more than 50% change and which must be submitted externally for approval are also reviewed by the PWG.

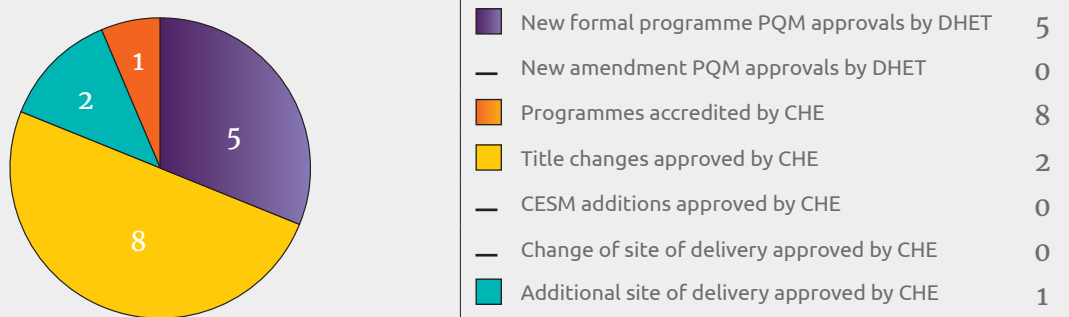
The PWG works to assess the programme applications' compliance with external regulatory requirements set by the DHET, CHE, and SAQA. The PWG also confirms that the University's policies and regulations are adhered to before programmes serve at SENEX and/or Senate. The PWG is a standing consultation and advisory committee, reporting to SENEX. The Director of CAPQP chairs the committee, and membership includes representative from each Faculty, as well as CAA. The PWG makes recommendations to Faculty and SENEX on programmes and policy matters; assesses the quality of all applications for new programmes and external amendments to existing programmes; and evaluates new programmes for coherence and coordination across faculties. Although PWG does not approve amendments to existing qualifications, these are discussed and noted at PWG, and are checked by CAPQP prior to submission to SENEX.

“I value the PWG as a representative of the Humanities faculty because the PWG has a human-centred approach in its feedback and quality control processes. This committee does its job efficiently and with feeling and this makes a positive difference and encourages rigour and creative thought.”

“The PWG is the only body where one could discuss and review new programme development, changes to existing programmes offerings and the development of SLPs. For me this is a critical part of the university system. Like many other systems that are replicated upwards and downwards (FTLC – STLC – Senex), the PWG forms the pivot of what happens in most of those management structures and is not replicated at Faculty Level (not in our faculty, maybe in others).”

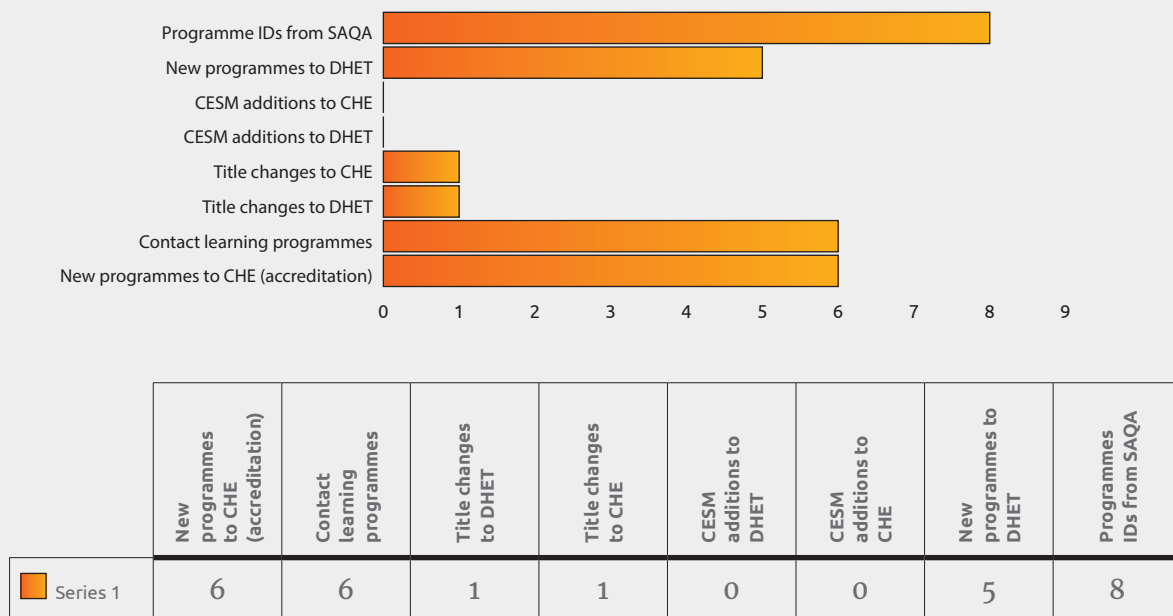
**FIGURE 15.** PWG feedback 2021

## Approvals and accreditations



**FIGURE 16.** Approvals and accreditations, 2021

## Submissions to external bodies



**FIGURE 17.** Submissions to external bodies



**FIGURE 18.** Quality

Overall, the CAPQP ensures that compliance with both internal and external governance, quality, and regulatory requirements is the natural consequence of collegial, academic-led processes driven by consideration of quality. Quality assurance or monitoring are thus tools in overall programme of enhancing and extending the existing quality culture across the University.

In addition, CAPQP undertakes numerous activities relating to quality promotion i.e., programme reviews, which are led by academics based on curriculum and disciplinary considerations.

In addition, CAPQP undertakes numerous activities relating to quality promotion i.e., programme reviews, which are led by academics based on curriculum and disciplinary considerations. In programme review, curriculum design, assessment, and provisioning are assessed with a direct focus on the quality of the programme under review. The review process is flexible and developmental and focused on building quality capacity in a programme team. CAPQP facilitates discussion with the teaching team on the programme across three comprehensive workshops on curriculum and assessment, which forms the basis of the self-evaluation report (SER) development. Student input in the process is essential to the quality review and is solicited by CAPQP staff as part of the consultation process. The SER is then provided to an external panel of expert peers from both academia and industry, who then engage all staff teaching on the programme in a departmental session which is facilitated by a UJ senior staff member from another faculty.



Professional bodies' reviews are supported by CAPQP staff. CAPQP conducts workshops on SER development, self-reflective evaluation, site visit preparation and conduct, and evidence gathering is provided. CAPQP staff provide critical reading for all documentation produced including the SER prior to the dissemination of these to the respective professional board.

As in 2020, the impact of COVID-19 arrangements meant that quality promotion activities, including programme reviews, continued uninterrupted in virtual environments. To an extent, this has made reviews easier, as travel and other logistical demands are unnecessary in the virtual space. In 2021, 27 programme reviews were conducted. Of the 27, eight were completed at the end of 2021 and the remainder carried over to the first semester of 2022. CAPQP reports on completed programme reviews twice a year at Senate Teaching and Learning Committee (STLC). STLC feedback contributes to strengthening the quality assurance mechanisms of faculties in relation to monitoring implementation of quality improvement plans by the programmes that have undergone a programme review.

The programme review process that began in 2018 continues to be positively received by academics given its fundamental respect for the importance of the individual academic in review. The process is designed to promote the development of academics and crucial support staff. As a result of the overwhelming buy-in to this process, CAPQP has been able to identify programme coordinators who were mentored to facilitate other programme reviews. These capacity-building initiatives are conducted regularly to increase the pool of potential facilitators for programme reviews. To this end, two programme coordinators are now fully-fledged facilitators of programme reviews in other faculties of the UJ. The facilitators also contribute to the ongoing reflections about the effectiveness of the programme review process. Conversations on curriculum and teaching and learning issues continue to take place in departments after review and CAPQP regularly receives informal feedback in this regard, as well as invitations to present the review process at Faculty Boards, or similar sessions. Finally, the programme review process has eradicated the perception that this process is punitive or entails policing activities. Instead, it has entrenched in the participants that quality resides with academics who are the experts in their fields and whose input enhances the overarching quality framework. The process embeds quality practices in the day-to-day management of programmes and curricula.

As in 2020, the impact of COVID-19 arrangements meant that quality promotion activities, including programme reviews, continued uninterrupted in virtual environments.

27

programme reviews were conducted

As a result of the overwhelming buy-in to this process, CAPQP has been able to identify programme coordinators who were mentored to facilitate other programme reviews.

**TABLE 18.** Programme reviews completed in 2021

FACULTY	DEPARTMENT	PROGRAMME NAME
CBE	Department of Industrial Psychology and People Management	❖ BCom in industrial Psychology
	Department of Commercial Accounting	❖ Diploma in Accountancy
	Department of Accountancy	❖ Advanced Diploma in Financial Management ❖ Bridging in Financial Management
	Department of Marketing Management	❖ Diploma in Retail Business Management ❖ Diploma in Marketing ❖ BCom Honours in Marketing Management ❖ Advanced Diploma in Retailing
	School of Economics	MCom in Local Economic Development

**TABLE 19.** Programmes reviews in process in 2021

FACULTY	DEPARTMENT	PROGRAMME NAME
CBE	Department of Marketing Management	❖ BCom in Marketing Management
	Department of Transport and Supply Chain Management	❖ BCom in Transport and Logistics Management
	Department of Applied Information Systems	❖ Advanced Diploma in Business Information Technology ❖ Diploma in Business Information Technology
	Department of Finance and Investment Management	❖ Advanced Diploma in Financial Market ❖ BCom Honours in Investment Management
	Department of Information and Knowledge Management	❖ BA in Information Management ❖ BA Honours in Information Management
FADA	Department of Multimedia	❖ BA in Digital Media Design ❖ BA Honours in Design Digital Media)
	Department of Graphic Design	❖ BA Honours in Design (Graphic Design)
	Department of Fashion	❖ Diploma in Fashion Production ❖ BA in Fashion Design ❖ BA Honours in Design (Fashion)
	Department of Industrial Design	❖ BA Honours in Industrial Design
	Department of Jewellery and Manufacture	❖ Diploma in Jewellery Design and Manufacture ❖ BA Honours in Design (Jewellery)
FEBE	Department of Quality and Operations	❖ Diploma in Operations Management ❖ Diploma in Management Services
HUMANITIES	Department of Social Work	❖ MA in Clinical Social Work ❖ MA in Community Development

### Consultations and workshops conducted

CAPQP conducted 48 workshops and held around 35 consultations with the departments listed above and whose programmes were in the process of an internal review, or an accreditation visit by professional bodies.

### Support for accreditation visits

The support for the accreditation of programmes by professional bodies remains one of the key and crucial roles of CAPQP at the University of Johannesburg. In 2021, CAPQP provided support in the faculties of Health Sciences as well as Engineering and the Built Environment, in which 12 departments had accreditation visits by the Engineering Council of South Africa (ECSA) and by the South African Council for planners (SACPLAN), the South African Council for the Project and Construction Management Professions (SACPCMP) and the SA Council for the Quantity Surveying Profession (SACQSP).

Reviews of the UJ Research Entities requested by the University Research Committee, commenced in 2020 and five of these have been completed in 2021 and eight are in progress.

### Review of the Research Centres and Institutes

At the request of the University Research Committee (URC), CAPQP worked with the **Executive Director: Research and Innovation** to develop the review mechanisms, tools, and process, and assists with the facilitation of reviews of the individual centers and institutes. A key principle underlying these reviews is that the work of the University remains abreast, if not ahead of, the changing external environment and its demands. A fully developed understanding of the needs of the external environment is not straightforward although essential to its obligation to society. Contemporary considerations include the need for alignment to the Fourth Industrial Revolution, the decolonisation of curriculum and pedagogy, and importance of the Centers and Institutes to the work of the University.

Reviews enhance the positive aspects of the research entity and identify areas for improvement or enhancement through the engagement with the Centre / Institute and the recommendations of an expert, peer panel. These reports are then provided to University management who reach a determination based on the University's requirements. Critical self-reflection is core to the process and informs the production of the SER, the selection of the expert panel members, the identification of themes of enquiry, and the production of the final report. As part of the process, bench-marking activities, external input, and feedback obtained, consultation processes, and other sources of input are shared in the workshops with all participants. The process is from beginning to end transparent, consultative, and developmental.

# 48

CAPOP workshops  
conducted



Reviews enhance the positive aspects of the research entity and identify areas for improvement or enhancement through the engagement with the Centre / Institute and the recommendations of an expert, peer panel.

The purpose of the reviews is to:

- ❖ Provide national and international peer assessment of the performance of the entity.
- ❖ Allow for self-assessment/evaluation and reflection of the performance in the review period.
- ❖ Identify opportunities for improving the entity's impact and expanding its footprint; and
- ❖ Provide substantive input into the University's considerations on the continuation of the entity.

**TABLE 20.** List of completed reviews of the Research Entities

NAME OF RESEARCH CENTRE/ ENTITY	SITE VISIT
Institute for Pan African Thought and Conversation (IPATC)	18 May 2021
Paleoproterozoic Mineralization Research Centre (PPM)	10–11 August 2021
Institute for Intelligent Systems (including former Centre for Telecommunications)	28–29 October 2021
African Centre for DNA Barcoding (ACDB)	9–10 November 2021
Palaeo-Research Institute	17–18 November 2021

**TABLE 21.** List of reviews initiated in 2021 for completion in 2022

NAME OF RESEARCH CENTRE/ ENTITY	SITE VISIT
Confucius Institute	February 2022
Johannesburg Institute for Advanced Studies (JIAS)	May 2022
Visual Identities in Art and Design	July 2022
Centre for Education Rights and Transformation	July 2022
Mineral Processing and Technology Research Centre	May 2022
Laser Research Centre	March 2022
Water and Health Research Centre	March 2022
Centre for Social Development in Africa	April 2022

## Curriculum transformation

Decolonisation and 4IR are at the core of the University's activities. From relatively minor adjustments to course content, to broader and more substantive curriculum and assessment amendments, each Faculty has responded to decolonisation and the 4IR initiatives in ways that align to the varied disciplines represented. All eight faculties reported on activities in a standard template which enables monitoring of progress in this regard. In co-ordinating the reports on activities, other divisions and centres within the University were requested to complete the reporting template.

'The University's active contributions to the popular discourse on the issues continues across a variety of forums, including national and international webinars and conferences, Artificial Intelligence (AI) and its applications in a variety of areas, data science, women in engineering and science, etc. It is clear that the University community continues the development of decolonial scholarship and its inclusion in teaching and learning and research practices. The same can be said for the 4IR, which continues to inform curriculum enhancements. The professional bodies with which the University engages, and the Council on Higher Education, have begun to see the value of these initiatives for curriculum. The CHE institutional audits of universities focus on the internal quality assurance mechanisms but also on transformation, social impact, and social justice. The role of technology, the Fourth Industrial Revolution (4IR) in society, and data analytic capability are key to the Audit. Likewise, the CHE's new accreditation framework (2020/1) foregrounds the 4IR and decolonisation transformation in the processes outlined, as do the accreditation instruments of several regulatory bodies such as ECSA and the HPCSA.

Approximately 24 SLPs in the 4IR arena have been developed across the faculties. It must be noted that various support staff units are actively engaging the 4IR imperative in addressing the interdisciplinary drive across the University's programme mix.



It is clear that the University community continues the development of decolonial scholarship and its inclusion in teaching and learning and research practices.

**±24**

SLPs in the 4IR arena have been developed across the faculties.

# STAKEHOLDER ENGAGEMENT

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## National Involvement

National engagement includes attendance of/visits to:

- ❖ Inter-institutional quality discussion forum (the Garmin Group)
- ❖ Inter-institutional Academic Planning Forum
- ❖ CHE workshop.
- ❖ CHE Joint IQAF Working Group
- ❖ DHET workshops
- ❖ SAAIR Forum
- ❖ HELTASA Special Interest Groups (Professional and Tutoring and Mentoring)
- ❖ SoTL
- ❖ Southern African Learning and Teaching (SAULT) Forum
- ❖ ESRC/NRF Funded Southern African Rurality in Higher Education (SARiHE) Research Project
- ❖ Teaching Advancement at University (TAU) Fellowships
- ❖ Continuous engagement with the DHET, CHE and SAQA.
- ❖ National Coordinating Committee of the National Framework for the Enhancement of Academics as Teachers
- ❖ Editorial board to the SoTL in the South Journal

## Internal Engagement

In its various functions, the Division engages with many stakeholders in the University community and provides support to many divisions. Within UJ, staff members of the Division were involved in a number of structures and activities. Staff members serve on a variety of UJ committees, task teams, and working groups, including:

- ❖ Covid Coordinating Committee
- ❖ Programme Working Group
- ❖ Faculty Review Management Committees
- ❖ Steering Committee Online Programmes (SOP)
- ❖ Steering Committee for Enhancing Academics as Teachers
- ❖ Senate Teaching and Learning Committee
- ❖ Senate

# LEADERSHIP FOOTPRINT

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The Division's activities are aimed at aligning the teaching and learning activities with the University and faculty strategies. The Division also endeavours to align its work with the National Framework for Enhancing Academics as University Teachers. In all aspects of its work, the Division interacts with and supports the various academic endeavours covering all faculties and campuses.

## CONCLUSION AND THE WAY FORWARD

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The pandemic gave us pause to reimagine our work. Some of the innovative features highlighted in this report will be moulded into the future. In 2021, the Division continued to contribute to the University's response to, and management of, the COVID-19 crisis. Enhanced communication on teaching and learning in a pandemic was encouraged and forums provided for academics to debrief on their experiences. Symposiums on essential areas of practice were successfully held and academics and administrative staff alike were actively engaged in contributing to and attending these sessions. The Division contributed to the achievement of the University's strategic objectives in all its work. Staff across the two centres worked collaboratively to find new ways of supporting academics in the development of teaching and learning and programmes. Active engagements with academics and support staff on providing assistance for ERT were particularly noteworthy and will continue into the 2022 academic year.

# REMEMBERING VANESSA

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Vanessa Merkel worked in CASD and had just received the results of her PhD when she lost the battle to the pandemic. Her thesis entitled 'Contemplating the Heart of Social Justice in a Teacher Education Service Learning (TESL) Module: A Case Study for Using Troubling Dialogues to Teaching Social Justice' makes a valuable contribution to the area of socially just pedagogies in higher education and emphasises the role of teachers as activists. Her external examiner commented that her dissertation 'potentially can help us make a difference in the world'. The work of our division continued despite the immense loss of our colleague.

Vanessa was a valued colleague, well-loved and a passionate teacher who modelled what it means to embrace and practice socially just pedagogies. She worked with enthusiasm with academics as they embarked on journeys to articulate their teaching and learning philosophies and achievements. An activist for all her life, she treasured above all the values of our democracy and pursued social justice in all aspects of her life. She actively engaged with multiple voices, encouraged rich debates and was forthright in all her engagements. Louder than life, Vanessa had the uncanny ability to make fun of everyone including herself, and everything, without ever being 'rude'. She gave real meaning to speaking 'truth to power'. She believed strongly that the key to fostering deep, engaged learning was rooted in an epistemology of love which was the subject of her doctoral thesis. It was her dream to walk the stage in her red gown. Her contributions to the scholarship of teaching and learning extend beyond UJ as she played an active role nationally. Vanessa created a definitive footprint in the realm of teaching and learning.



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