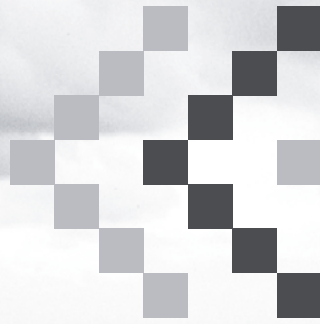




20/20 ANNUAL REPORT

**The Future
Reimagined**



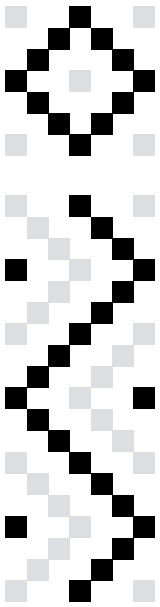
UNIVERSITY
OF
JOHANNESBURG

20/20

ANNUAL REPORT

**The Future
Reimagined**





Scope and Boundary of the Report and Report Content

OVERVIEW, SCOPE AND BOUNDARY OF THE REPORT

The scope and boundary of the University of Johannesburg's Annual Report is reflected in this section and is, firstly, guided by the Department of Higher Education and Training Regulations for Annual Reporting (compliance report) by Public Higher Education Institutions. Secondly, the principles of integrated and sustainability reporting are taken into consideration for the portfolio and divisional sections of this report.

The Annual Report covers the period of 1 January 2020 to 31 December 2020 and highlights development and performance for the calendar year. The report is available at www.uj.ac.za. Any questions, queries and comments regarding this report should be directed to the Registrar, whose contact details are available on the University of Johannesburg's website.

The report is an overview of the core business of the University of Johannesburg (UJ), which is offered on the four campuses in Gauteng: the Auckland Park Kingsway Campus (APK), the Auckland Park Bunting Road Campus (APB), the Doornfontein Campus (DFC), and the Soweto Campus (SWC).

The following processes and guidelines were followed for determining the content of the report:

- The Regulations for Reporting by Public Higher Education Institutions.
- The Institutional Strategic Plan 2025 and predetermined objectives, as approved by Council and reflected in the Annual Performance Plan (APP).
- The Institutional Risk Register approved by Council.

The Annual Report is presented in sections largely determined by the structure of the institution; however, the important cross-over themes of risk management, sustainability, and transformation, as well as the six strategic objectives of the institution, are addressed both in dedicated sections and across the Annual Report. Similarly, UJ's response to the COVID-19 pandemic is thematised strongly in the Vice-Chancellor and Principal Report to Council, and then addressed throughout the report.



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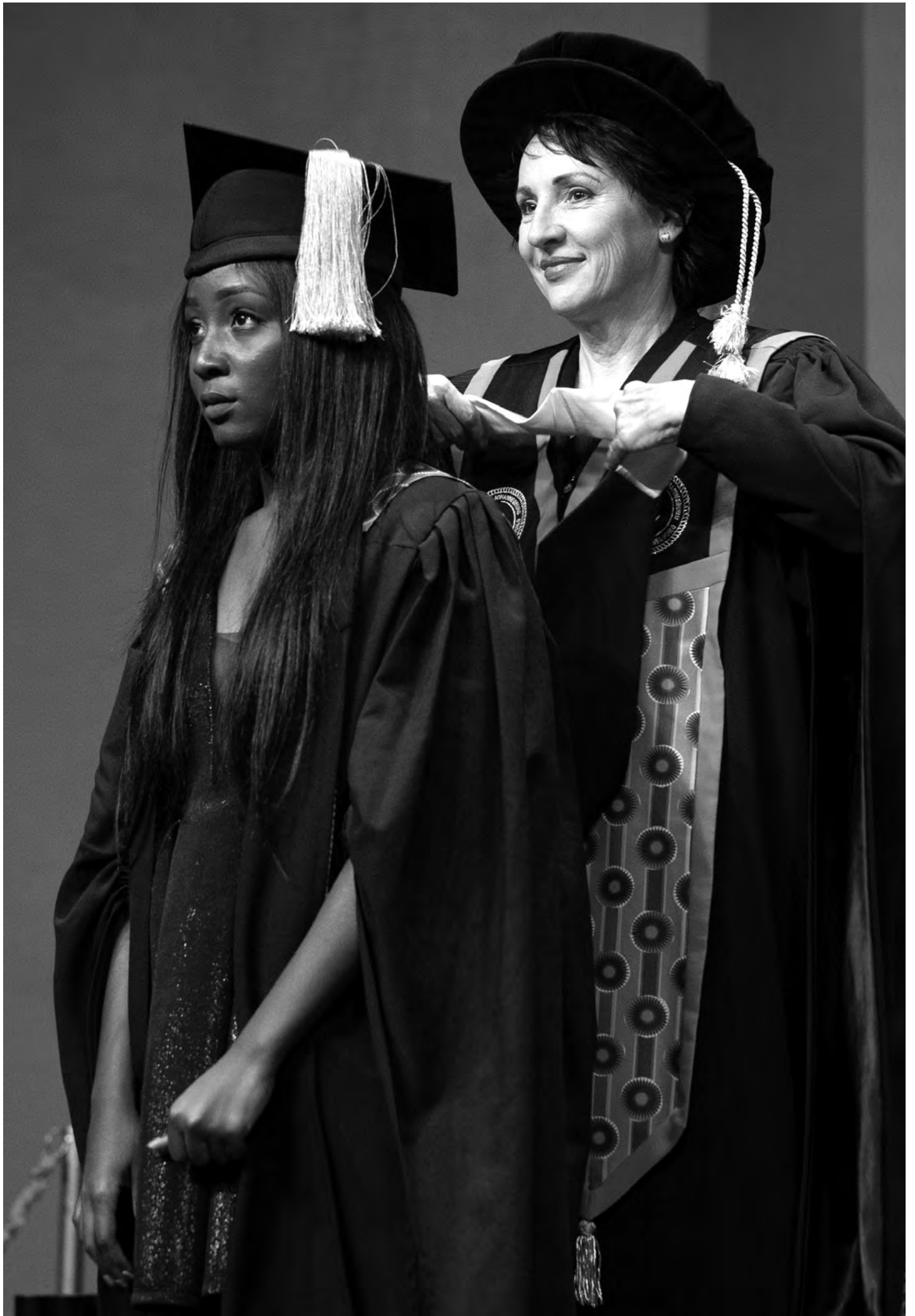
ADDENDUMS



Kinta Burger (Prof)

Registrar





LIST OF ACRONYMS AND INITIALISMS

| | |
|---------------|---|
| 4IR | Fourth Industrial Revolution |
| AAMP | Accelerated Academic Mentorship Programme |
| ABLU | Annual Banking Law Update |
| ACSSE | Academy of Computer Science and Software Engineering |
| ACU | Association of Commonwealth Universities |
| ADC | Academic Development Centre |
| ADI | Academic Development Innovation |
| ADS | Academic Development and Support |
| AIDS | Acquired Immune Deficiency Syndrome |
| AIESEC | International Association of Students in Economic and Commercial Sciences |
| AHPCSA | Allied Health Professionals Council of South Africa |
| AI | artificial intelligence |
| AL | assistant lecturer |
| ALC | African Laser Centre |
| ALD | Academic Literacies Development |
| AP | Academic Partnerships |
| APB | Auckland Park Bunting Road Campus |
| APK | Auckland Park Kingsway Campus |
| APP | Annual Performance Plan |
| APQC | Academic Planning and Quality Committee |
| APRM | African Peer Review Mechanism |
| APS | Admission Point Score |
| APTS | Academic Programme Tracking System |
| ARCC | Audit and Risk Committee of Council |
| ARIPO | African Regional IP Organization |
| ARMSA | Association of Rotomoulders of Southern Africa |
| ARP | Academic Recovery Plan |
| ARS | Application Rating System |
| ART | antiretroviral treatment |
| ARWU | Academic Ranking of World Universities |
| ASIM | Africa Sustainable Infrastructure Mobility |
| ASJC | All Science Journal Classification |
| ASSAf | Academy of Science of South Africa |
| ASRT | Academy of Scientific Research and Technology |
| AU | African Union |



| | |
|------------------|---|
| BA | Bachelor of Arts |
| BA Ed | Bachelor of Arts in Education |
| BASA | Business and Arts South Africa |
| Bb | Blackboard |
| B-BBEE | broad-based black economic empowerment |
| BCM | business continuity management |
| BCP | business continuity planning |
| BCWIP | Business Communications and Writing for Intergovernmental Professionals |
| BEAHT RC | Biomedical Engineering and Healthcare Technology Research Centre |
| BEd | Bachelor of Education |
| BGUR | Best Global Universities Rankings |
| BHS | Bachelor of Health Science |
| BPM | Budget and Project Management |
| BRICS | Brazil, Russia, India, China and South Africa |
| BSc | Bachelor of Science |
| BTech | Bachelor of Technology |
| CA | chartered accountant |
| CAA | Central Academic Administration |
| CAB | Centre for African Business |
| CACS | Centre for Africa/China Studies |
| CADS | Centre for Data Science |
| CAGR | compound annual growth rate |
| CANSA | Cancer Association of South Africa |
| CAPQP | Centre for Academic Planning and Quality Promotion |
| CASD | Centre for Academic Staff Development |
| CASE | Council for the Advancement and Support of Education |
| CALT | Centre for African Languages Teaching |
| CAT | Centre for Academic Technologies |
| CATHSSETA | The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority |
| CBE | College of Business and Economics |
| CBL | Centre for Banking Law |
| CBO | community-based organisation |
| CBR | community-based research |
| CCC | COVID-19 Coordinating Committee |
| CCM | Council for Communication Management |
| CCRED | Centre for Competition Regulation and Economic Development |
| CDC | Centres for Disease Control |



| | |
|-----------------------|---|
| CE | Community Engagement |
| CEAB | Community Engagement Advisory Board |
| CEB | Central Executive Board |
| CEFR | Common European Framework of Reference |
| CENLED | Centre for Local Economic Development |
| CEP | Continuing Education Programme |
| CERT | Centre for Education Rights and Transformation |
| CESM | Classification of Educational Subject Matter |
| CEU | Community Engagement Unit |
| CFA | chartered financial analyst |
| CfAR | Centre for Anthropological Research |
| CFCR | Centre for Constitutional Rights |
| CFMS | Computerised Facilities Management System |
| CGE | Commission for Gender Equality |
| CHE | Council on Higher Education |
| CHET | Centre for Higher Education Transformation |
| CI | Confucius Institute |
| CIC | Commercial Investment Committee |
| CICLASS | Centre for International Comparative Labour and Social Security Law |
| CID | City Improvement District |
| CIDB | Construction Industry Development Board |
| CIEF | Chinese International Education Foundation |
| CIF | Community Innovation Fund |
| CIMA | Chartered Institute of Management Accountants |
| CIS | Council of International Schools |
| CMC | Council Membership Committee |
| CO₂ | carbon dioxide |
| COC | certificate of compliance |
| CORE | Centre for Operations Research and Econometrics |
| COVID | Coronavirus disease |
| CPASD | Centre for Professional Academic Staff Development |
| CPD | continuous professional development |
| CPUT | Cape Peninsula University of Technology |
| CPWD | Committee for People with Disabilities |
| CSDA | Centre for Social Development in Africa |
| CR | Community Research |
| CSIR | Council for Scientific and Industrial Research |



| | |
|-----------------|---|
| CSO | Career Services Online |
| DST | Department of Science and Technology |
| CSRC | Central Student Representative Council |
| CTS | Central Technical Services |
| CUT | Central University of Technology |
| CWUR | Center for World University Rankings |
| DAL | Department of Academic Literacies |
| DAPQPASD | Division of Academic Planning, Quality Promotion and Academic Staff Development |
| DBE | Department of Basic Education |
| DCE | Department of Childhood Education |
| DCES | Developmental, Capable and Ethical State |
| DELM | Department of Education Leadership and Management |
| DESIS | Design for Social Innovation and Sustainability |
| DFC | Doornfontein Campus |
| DHET | Department of Higher Education and Training |
| DHIS | District Health Information System |
| DIPEM | Division for Institutional Planning, Evaluation and Monitoring |
| DOE | Department of Education |
| DOH | Department of Health |
| DQ | data quality |
| DSW | Deutsches Studentenwerk |
| DVC | Deputy Vice-Chancellor |
| EAP | Employee Assistance Programme |
| ECSA | Engineering Council of South Africa |
| ED | executive director |
| EDHE | Entrepreneurship Development in Higher Education |
| EDRMS | Electronic Document and Records Management System |
| EE | employment equity |
| EFFSC | Economic Freedom Front Student Command |
| EFL | English for Law |
| ELG | Executive Leadership Group |
| EMC | Emergency Medical Care |
| EMS | emergency medical services |
| ER | Employment Relations |
| ERA | Excellence in Research for Australia |
| ISEP | International Student Exchange Programme |
| ESPC | Engineering Science Programme Committee |



| | |
|-------------------------|--|
| EU | European Union |
| Exco | Executive Committee |
| FADA | Faculty of Art, Design and Architecture |
| FASSET | Finance and Accounting Services Sector Education and Training Authority |
| FCC | Finance Committee of Council |
| FEBE | Faculty of Engineering and the Built Environment |
| FELMC | Faculty of Education Leadership and Management Committee |
| FERL | Food Evolution Research Laboratory |
| FES | First Year Seminar |
| FET | Further Education and Training |
| FELMC | Faculty of Education Leadership and Management Committee |
| FHDC | Faculty Higher Degrees Committee |
| FINEX | Finance Expenditure |
| FP | family planning |
| FPD | Foundation for Professional Development |
| FPP | Future Professors Programme |
| FREC | Faculty Research Ethics Committee |
| FRC | Faculty Research Committee |
| FSC | Faculty Strategy Committee |
| FSM | Financial Sustainability Model |
| FSCC | Financial Sustainability Committee of Council |
| FTE | full-time equivalent |
| FTLC | Faculty Teaching and Learning Committee |
| FYE | First Year Experience |
| FwCI | field-weighted citation impact |
| GALA | Gay and Lesbian Archives |
| GBV | gender-based violence |
| GDOH | Gauteng Department of Health |
| GEMES | Geography, Environmental Management and Energy Studies |
| GES | Global Excellence and Stature |
| GDID | Gauteng Department of Infrastructure Development |
| GRAS | Global Ranking of Academic Subjects |
| GRT INSPIRED | Gauteng Research Triangle Initiative for the Study of Population, Infrastructure and Regional Economic Development |
| GSA | Graduate School of Architecture |
| GTEA | Global Teaching Excellence Award |
| HACCP | hazard analysis and critical control point |



| | |
|-----------------|--|
| HCT | HIV counselling and testing |
| HEAD | Health Environment and Development |
| HEAIDS | Higher Education HIV and AIDS Programme |
| HEDA | Higher Education Data Analyser |
| HEDSA | Higher Education Disability Services Association |
| HEFMA | Higher Education Facilities Management Association |
| HEI | higher education institution |
| HEMIS | Higher Education Management Information System |
| HEPSA | Higher Education Partners South Africa |
| HEQC | Higher Education Quality Committee |
| HEQSF | Higher Education Qualification Sub-Framework |
| HESA | Higher Education South Africa |
| HFA | Head of Faculty Administration |
| HIV | Human Immunodeficiency Virus |
| HC | house committee |
| HOD | Head of Department |
| HCP | Healthcare professional |
| Hons | Honours |
| HPCC | high performance computing cluster |
| HPCSA | Health Professions Council of South Africa |
| HPLC | High-Performance Liquid Chromatography |
| HR | human resources |
| HR&T | Human Resources and Transformation |
| HRBP | Human Resources Business Partner |
| HRIS | Human Resources Information System |
| HRSEC | Human Resources and Social Ethics Committee of Council |
| HSRC | Human Sciences Research Council |
| HTC | Health Training Centre |
| HVAC | heating, ventilation, and air conditioning system |
| HWSETA | Health and Welfare Sector Education and Training Authority |
| IALS | International Association of Law Schools |
| IAS | Institute for Advanced Study |
| IASAS | International Association of Student Affairs and Services |
| ICS | Information Communication Systems |
| ICAS | Independent Counselling and Advisory Services |
| ICC | Investment Committee of Council |
| ICCC | Investment and Commercialisation Committee of Council |



| | |
|--------------|--|
| ICT | Information and Communication Technology |
| IDEP | Institute for Economic Development and Planning |
| IDP | Independent Development Plan |
| IEDC | International Economic Development Council |
| IEE | Institute of Education |
| IEEE | Institute of Electrical and Electronics Engineers |
| ISEP | International Student Exchange Programme |
| IF | Institutional Forum |
| IFK | Institute for the Future of Knowledge |
| IFRS | International Financial Reporting Standard |
| IIE | Independent Institute of Education |
| IIS | Institute for Intelligent Systems |
| IOHA | Institutional Office for HIV and AIDS |
| IoT | Internet of Things |
| IP | intellectual property |
| IPC | infection prevention and control |
| IPATC | Institute for Pan-African Thought and Conversation |
| IPET | Initial Professional Education of Teachers |
| ITE | initial teacher education |
| IRMSA | Institute of Risk Management South Africa |
| ISS | Institute for Intelligent Systems |
| ISSI | Integrated Student Success Initiative |
| IT | Information Technology |
| ITC | Initial Test of Competence |
| ITE | Initial teacher education |
| ITLS | Institute for Transport and Logistics Studies |
| IUGS | International Union of Geological Sciences |
| ITP | Institutional Transformation Plan |
| IWF | International Women's Forum |
| JBS | Johannesburg Business School |
| JDA | Johannesburg Development Agency |
| JIAS | Johannesburg Institute for Advanced Study |
| JPC | Johannesburg Property Company |
| JRA | Johannesburg Roads Agency |
| JSAA | Journal of Student Affairs in Africa |
| JSE | Johannesburg Stock Exchange |
| JYOC | Johannesburg Youth Orchestra Company |



| | |
|----------------|---|
| KMCPE | Karl Mittermaier Centre for the Study of Philosophy of Economics |
| KPA | key performance area |
| KPI | key performance indicator |
| LDU | Learning Development Unit |
| LES | Language for the Economic Sciences |
| LGBTI | lesbian, gay, bisexual, transsexual and intersex |
| LINK | Student Peer Education Programme |
| LLM | Master of Law |
| LMS | Learning Management System |
| LRC | Laser Research Centre |
| LSS | Language and Skills for Science |
| M and E | monitoring and evaluation |
| MAMS | Management of Assessment of Marks System |
| MANCO | Management Committee |
| MAPS | Mastering Academic and Professional Skills |
| MEC | Management Executive Committee |
| MECA | Management Executive Committee: Academic |
| MECCC | Management Executive Committee: Commercialisation Committee |
| MECO | Management Executive Committee: Operations |
| MECPWD | Management Executive Committee: People with Disabilities |
| MECRM | Management Executive Committee: Risk Management Committee |
| MECTC | Management Executive Committee: Transformation Committee |
| MERSETA | Manufacturing, Engineering and Related Services Sector Education and Training Authority |
| mHealth | mobile health |
| MIM | Microsoft Identity Management |
| MIRS | Medical Imaging and Radiation Sciences |
| MIT | Massachusetts Institute of Technology |
| MOA | memorandum of agreement |
| MOOC | massive online open courses |
| MOP | Medical operational plan |
| MOU | memorandum of understanding |
| MTEF | Medium-term Expenditure Framework |
| NATED | National Accredited Technical Education Diploma |
| NBV | net book value |
| NCD | non-communicable disease |
| NESP | Nurturing Emerging Scholars Programme |
| NDP | National Development Plan |



| | |
|---------------|---|
| NEHAWU | National Education, Health and Allied Workers' Union |
| NEPAD | New Partnership for Africa's Development |
| NESP | Nurturing Emerging Scholars Programme |
| nGAP | New Generation of Academics Programme |
| NGO | non-governmental organisation |
| NICD | National Institute of Communicable Diseases |
| NIOP | National Institute for Occupational Health |
| NMMU | Nelson Mandela Metropolitan University |
| NPO | non-profit organisation |
| NRF | National Research Foundation |
| NSC | National Senior Certificate |
| NSF | National Skills Fund |
| NSFAF | Namibia Students Financial Assistance Fund |
| NSFAS | National Student Financial Aid Scheme |
| NSP | National Strategic Plan |
| NSSA | Nutrition Society of South Africa |
| NSTF | National Science and Technology Programme |
| NTU | Nanyang Technological University |
| NUMSA | National Union of Metalworkers in South Africa |
| NVP | National Ventilator Project |
| NWU | North-West University |
| OAU | Organisation of African Unity |
| OECD | Organisation for Economic Cooperation and Development |
| OGC | Office of the General Counsel |
| OHP | Occupational Health Practice |
| OHS | Occupational Health and Safety |
| OJS | Open Journal System |
| OO | organised outreach |
| op-ed | Opinions and editorials page |
| OROSS | Online Research Output Submission System |
| OSC | Olympic Studies Centre |
| OSD | Occupational Safety Department |
| OTACS | Online Temporary Appointment and Claims System |
| PaaS | platform as a service |
| PASD | Professional Academic Staff Development |
| PCR | polymerase chain reaction |
| PCT | Patent Cooperation Treaty |



| | |
|----------------|--|
| PDP | Professional Development Plan |
| PDRF | Postdoctoral Research Fellowship |
| PEAR | Professional Evaluation and Research |
| PEERC | Public and Environmental Economics Research Centre |
| PEETS | Process, Energy and Environment Technology Station |
| PET | Politics, Economics and Technology |
| PG | postgraduate |
| PGC | Postgraduate Centre |
| PGCE | Postgraduate Certificate in Education |
| PGDipHE | Postgraduate Diploma in Higher Education |
| PGS | Postgraduate School |
| PHC | Primary Healthcare |
| PHCNP | primary healthcare nurse practitioner |
| PMS | Performance Management System |
| POPIA | Protection of Personal Information Act 4 of 2013 |
| POSA | privately owned student accommodation |
| PPE | personal protective equipment |
| PQM | programme qualification mix |
| PRCC | Projects and Resourcing Committee of Council |
| PRI | Palaeo Research Institute |
| PSET | post-school education and training |
| PSIRA | Private Security Industry Regulatory Authority |
| PsyCaD | Centre for Psychological Services and Career Development |
| PTIP | photovoltaic technology intellectual property |
| PURCO | Purchasing Consortium Southern Africa |
| PWD | People with Disabilities |
| PwC | PricewaterhouseCoopers |
| PWG | Programme Working Group |
| QAP | Quality Assurance Framework |
| QCTO | Quality Council for Trades and Occupations |
| QK | Qoboza/Klaaste Building |
| QS WUR | Quacquarelli Symonds World University Rankings |
| QVS | Qualification Verification System |
| RAU | Rand Afrikaans University |
| RC | Resolution Circle |
| RDG | Research Development Grant |
| RDM | Research Data Management |



| | |
|----------------|---|
| RGC | Race, Gender & Class |
| RID | Reading in the Discipline |
| RIMS | Research Information Management System |
| RLP | Research Leadership Programme |
| RMA | Risk Management and Assurance |
| RMC | Risk Management Committee |
| ROU | research output unit |
| RSB | risky student behaviour |
| SA | South Africa |
| SAACHS | South African Association of Campus Health Services |
| SaaS | software as a service |
| SABS | South African Bureau of Standards |
| SAC | Student Advisory Council |
| SACAP | South African Council for the Architectural Profession |
| SACPCMP | South African Council for Project and Construction Management Professions |
| SACPLAN | South African Council for Planners |
| SACQSP | South African Council for the Quantity Surveying Profession |
| SADC | Southern African Development Communities |
| SAGC | South African Geomatics Council |
| SAGEA | South African Graduate Employers Association |
| SAHECEF | South African Higher Education Community Engagement Forum |
| SAHRC | South African Human Rights Commission |
| SAICA | South African Institute of Chartered Accountants |
| SAICE | South African Institution of Civil Engineering |
| SAIDE | South African Institute for Distance Education |
| SAIFAC | South African Institute for Advanced Constitutional, Public, Human Rights and International Law |
| SAIPAR | Southern African Institute for Policy and Research |
| SAJCE | South African Journal of Childhood Education |
| SALTC | South African Law Teachers Conference |
| SAMT | Student Affairs Management Team |
| SANAS | South African National Accreditation System |
| SANAVA | South African National Association for the Visual Arts |
| SANC | South African Nursing Council |
| SANCA | South African National Council on Alcoholism and Drug Dependence |
| SANORD | Southern African-Nordic Centre |
| SANRC | South African National Resource Centre |
| SAPS | South African Police Services |



| | |
|---------------|--|
| SAPSS | Submission of Assessment Papers Secured System |
| SAPTU | South African Parastatal and Tertiary Institutions Union |
| SAQA | South African Qualifications Authority |
| SAQAN | South African Quality Assurance Network |
| SARL | Student Accommodation and Residence Life |
| SARChI | South African Research Chairs Initiative |
| SARS | South African Revenue Services |
| SARSYC | South African Regional Students and Youth Conference |
| SARUA | Southern African Regional Universities Association |
| SASPEN | Southern African Social Protection Experts Network |
| SATLAB | Simulation Assessment Tool to Limit Assessor Bias |
| SAULT | Southern African Universities Learning and Teaching |
| SAWIL | South African Women in Leadership |
| SAWISA | South African Woman in Science Awards |
| SAYAS | South African Young Academy of Science |
| SBC | session border controller |
| SCiIS | School of Consumer Intelligence and Information Systems |
| SDC | Student Disciplinary Committee |
| SDG | sustainable development goal |
| SED | Student Ethics and Discipline |
| SEDA | Small Enterprise Development Agency |
| SEJS | Student Ethics and Judicial Services |
| Senex | Senate Executive Committee |
| SER | Self-Evaluation Report |
| SET | Science, Engineering and Technology |
| SETAs | Sector Education and Training Authorities |
| SFP | Special Financial Projects |
| SHDC | Senate Higher Degrees Committee |
| SL | service learning |
| SLA | service level agreement |
| SLG | Student Life and Governance |
| SLP | short learning programme |
| SMME | small, medium and micro enterprises |
| SNGGT | SNG Grant Thornton |
| SOP | standard operating procedure |
| SoTL | Scholarship of Teaching and Learning |
| SQP | Staff Qualifications Programme |



| | |
|-----------------|---|
| SRC | Student Representative Council |
| SRH | sexual reproductive health |
| SRHR | sexual reproductive health and rights |
| SSC | Soweto Science Centre |
| SSC | Student Services Council |
| SSCI | Social Sciences Citation Index |
| SSD | Sport for Students with Disabilities |
| SSE | Senior Student Experience |
| SSGBV | social, sexual and gender-based violence |
| STAND | Scholarly Teaching and Art, Architecture and Design |
| Statkon | Statistical Consultation Service |
| STH | School of Tourism and Hospitality |
| STI | sexually transmitted infection |
| STLC | Senate Teaching and Learning Committee |
| SU | Stellenbosch University |
| SVCP | Student Volunteer Champion Programme |
| SWC | Soweto Campus |
| SWD | Students with Disabilities |
| SYE | Senior Year Experience |
| TAU | Teaching Advancement at Universities |
| TDG | Teaching Development Grant |
| TETA | Transport Education Training Authority |
| TFST | Thin Film Solar Technologies |
| THE | Times Higher Education |
| THE EEUR | Times Higher Education Emerging Economies University Rankings |
| THE WUR | Times Higher Education World University Rankings |
| THE YUR | Times Higher Education Young University Rankings |
| TIA | Technology Innovation Agency |
| TIF | Teaching Innovation Fund |
| TL&A | teaching, learning and assessment |
| TM | talent management |
| TMS | Time Management System |
| TOP | termination of pregnancy |
| TPC | Technology Programme Committee |
| T&R | Treasury and Reporting |
| TSAR | Tydskrif vir die Suid-Afrikaanse Reg |
| TSG | Transformation Steering Group |



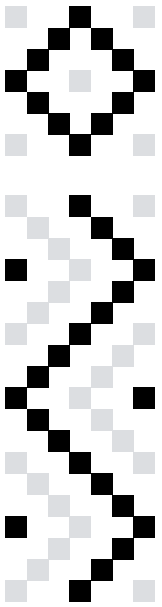
| | |
|-----------------|--|
| TTO | Technology Transfer Office |
| TUT | Tshwane University of Technology |
| TVET | Technical and Vocational Education and Training |
| TWAS | The World Academy of Science |
| TWR | Technikon Witwatersrand |
| U21 | Universitas 21 |
| UCDG | University Capacity Development Grant |
| UCT | University of Cape Town |
| UFS | University of the Free State |
| UG | undergraduate |
| UJ | University of Johannesburg |
| UJCE | UJ Centre for Entrepreneurship |
| UJELP | University of Johannesburg English Learning Programme |
| UJICE | UJ Institute for Childhood Education |
| UJILP | University of Johannesburg International Learning Programme |
| UJISS | University of Johannesburg International Student Society |
| UJPS | University of Johannesburg Postgraduate School |
| UJSRC | University of Johannesburg Student Representative Council |
| UJMA | University of Johannesburg Metropolitan Academy |
| UJWLDP | UJ Women Leadership Development Programme |
| UJWICEEP | UJ Women in Community Engagement Empowerment Programme |
| UJYLDP | UJ Young Leaders Development Programme |
| UKZN | University of KwaZulu-Natal |
| UL | University of Limpopo |
| UMP | University of Mpumalanga |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNIDROIT | International Institute for the Unification of Private Law |
| Unisa | University of South Africa |
| UOFS | University of the Orange Free State |
| UP | University of Pretoria |
| UPS | uninterruptible power supply |
| UQP | Unit for Quality Promotion |
| URAP | University Ranking by Academic Performance |
| URC | University Research Committee |
| US | University of Stellenbosch |
| USAf | Universities South Africa |



| | |
|--------------------|--|
| USL | University and Student Liaison |
| USSA | University Sport South Africa |
| UWC | University of the Western Cape |
| VFS | Visa Facilitation Service |
| VIAD | Visual Identities in Art and Design |
| VSE | very small enterprises |
| WHO | World Health Organization |
| WHRC | Water and Health Research Centre |
| WID | writing in the discipline |
| WIL | work-integrated learning |
| WISA | Women in Science Award |
| Wits | University of the Witwatersrand |
| W&RSETA | Wholesale and Retail Sector Education and Training Authority |
| WRHI | Wits Reproductive Health Institute |
| WRC | Water Research Commission |
| YDISA | Youth Development Institute of South Africa |
| YWSA | Young Women for STEM in Africa |







Chairperson of Council Report

I write this report after an unprecedented year as the world learned to deal with the complications of COVID-19. It was on 27 March 2020 when I prepared my 2019 UJ Chairperson's report, and this was the first day of the hard lockdown for South Africa. This year I am looking back at 2020 and reflecting on the year of the new normal, and today it is 31 March 2021, a day after our State President, the Honourable Cyril Ramaphosa, announced that the country would continue through the Easter weekend at Level 1 with several restrictions, as we continue to grapple with the complications brought about by COVID-19. We all continue to be pensive about this pandemic. At UJ, we completed our academic year successfully and on time, and this is attributed to the strong leadership of the institution, the 'can do' attitude of the academic staff, the willpower and attitude of the students and broadly the cooperation of the entire university community and stakeholders. We had to work together, and I am deeply indebted to all at UJ. As a university, we had two fatalities in 2020 as a result of COVID-19, and our sincere condolences go to the families of Mr Bongani Moloi and Mr Patrick Leqola (both from Protection Services).

Stable and responsive leadership

The impact of COVID-19 affected every part of our lives globally, and the ability of the University of Johannesburg to remain stable played a key role in ensuring continued stability across all sectors of the University. The leadership of the University was called upon to deliver at this crucial time and, undoubtedly, responsiveness was critical when decisions had to be made. The ability to have all critical meetings taking place online, including our strategy workshop, and ending by achieving all that was desired, gives confidence that this is a stable institution that will not rest on its laurels.

I would also like to commend the excellent performance of the Council during this very difficult year. The implementation of online meetings from March 2020 resulted in an improved attendance of meetings when compared to 2019. The overall attendance of Council meetings was very good, reflecting an attendance rate of 91% (82% in 2019). The Council committees' attendance was very good, varying between 83% and 100%. All Council committees performed well during 2020. The end-of-year performance review of Council and its committees yielded the usual high scores, confirming that governance was well maintained.

It is clear that the higher education sector continues to face severe challenges, which have been further exacerbated by the COVID-19 pandemic. I still believe that the Minister of Higher Education and Training (DHET)



should be meeting with chairpersons of all the 26 university councils at least twice a year to understand the differing challenges each university faces, to share best practice and to develop some form of alignment, as we all work towards a South Africa that is enlightened and well educated. As President Xi Jinping reflects in his book, *The Governance of China III* (p. 295), "Rivers and seas are big because they never reject the small streams that flow in". Some of our universities are big in a number of respects and others are small in a number of respects. It is imperative that we jointly infuse best practice into each other to make us a formidable nation in academics, innovation, technology, and future advancement.

The obstinate pandemic, COVID-19

As mentioned above, we all continue to be pensive about this pandemic. The University of Johannesburg took drastic steps to ensure that learning was not disrupted, as we continued to assist our students with hardware and data to attend their classes and lessons online, and through the efforts of all we completed our academic year successfully.

The Independent Institute of Education (IIE) conducted a survey, which looked at qualitative and quantitative views on how public and private universities responded to last year's challenges, as well as the impact of various strategies and approaches on students. The survey tested the sentiment of a demographically representative sample of students from 22 institutions – from eight private and 14 public universities across South Africa – about their lockdown learning experience. The expectation that the survey would find access to data or hardware as the primary struggle for students did not turn out to be true. Instead, more than 40% of the respondents identified missing their peers and adjusting to online learning as key, and this often led to a loss of motivation. By comparison, fewer than 24% cited fees as a barrier experienced under lockdown, and only 29% mentioned data struggles.

Annual Performance Plan (APP) 2020

To be the best and continually improve, UJ must ensure that its Annual Performance Plan is not neglected at all. The 2020 UJ Annual Performance Plan consists of 27 indicators drawn from all six of the objectives framing the Strategic Plan 2025, with three indicators subdivided. Of the 27 indicators measured, the targets have been met or exceeded for the considerable majority, with the following exceptions: KPIs 6, 12, 13 and 20. To avoid repeating what is being reported elsewhere, this slight underperformance will be explicated in the Vice-Chancellor's report in detail.

Deep robust debate (DRD)

Our education system must find a lasting solution to the issues related to the funding of students in higher education. I have noticed that it has become a norm to begin every academic year with some disputes and arguments regarding students who cannot register for first year as they cannot afford the fees, students who are excluded from registering either for second, third or fourth year as they cannot afford this, students who have to deal with the NSFAS process and thereby get delayed, and students who cannot access their academic results to begin their careers due to fees owed to universities. What are we going to do about this as a country? We all are aware of the challenges we faced in 2015 and 2016, while 2020 was a bit quieter. I wish to initiate a process I refer to as the deep robust debate (DRD). This must involve representatives of Councils, VCs (Vice-Chancellors), SRCs (Student Representative Councils), the DHET (Department of Higher Education and Training) and NSFAS. This debate must take up to five days towards the end of each academic year in October to prepare for the following year. The specific agenda to guide the meeting must focus on one goal, which is to find a **solution to the funding of students for the following year**. The ultimate plan is to begin every new academic year with registration and tuition rather than with disputes and arguments relating to student financing and funding, which often end up in unmanageable violence.

Financial stability of the University

The University of Johannesburg continues to drive financial prudence in the management of its financial affairs, and it is critical that this discipline is embedded in every decision that requires finance or financing. At the 2020 Council workshop, which took place on 19 November 2020, it was decided to schedule a separate workshop

on 28 January 2021 to discuss some of the issues Council felt needed more attention, which included a robust investment strategy, commercialisation, and fundraising.

A robust investment strategy deals with ensuring that the funds deployed for investment growth are watched intensely, and that those assigned to identify these investment opportunities are assigned competitive and measurable targets, while minimising the risks associated with great returns. We are cognisant as a Council not to gamble with University funds, as we all know that this is about the future of the African child.

Commercialisation at UJ has always been an area we believe we can expand on to benefit the University through viable commercial ventures that should end up as autonomous, sustainable, and able to reward the University through decent dividend streams and through ownership and control of Intellectual Property (IP) that can benefit society.

Thirdly, fundraising is core to institutions like UJ. While we drive financial prudence and discipline, we continue to seek ideas that assist us to raise funds for the institution. This requires a delicate balance between a 'cap-in-hand approach', pushing around a 'begging bowl' and a 'robust partnership' that benefits our fundraising goals and the development of strong relationships into the future. Any donor must be able to deploy their funds to the University with the understanding that a mutual relationship will evolve to the benefit of everyone.

Health, safety and wellness

"You have power over your mind – not outside events. Realise this, and you will find strength." Marcus Aurelius

I am sure the scholars of history will know Marcus Aurelius as the last of the Good Emperors of the Roman Empire and the author of the philosophical work, *Meditations*.

I continue to look for opportunities to assist every organisation I am associated with, with initiatives that will improve the health, safety, and wellness of all. Firstly, in my full-time role, I am responsible for a mining business, and I drive health, safety and wellness as robustly as possible. This is the same with the University of Johannesburg. My wish is to experience students striving for healthy lifestyles in what they eat, when they eat and how they look after themselves generally.

Secondly, it breaks my heart when I receive a phone call informing me that one of our students, one of us, has been involved in a safety incident and worst of all, when a life is lost. I beseech all our students to try and stay safe as we, the University of Johannesburg, continue to improve our safety initiatives. I hate to be in a room with a family that receives the painful news regarding the passing away of their child on campus, whose life and tutelage have been entrusted to us. Sadly, during 2020, 12 students passed away. Seven due to natural causes, three in car accidents, one due to suicide and one due to fire burns. All incidents happened off campus. May the souls of those students who passed away rest in peace.

Thirdly, each one of us must be responsible for their wellness. While this is linked to health, I differentiate wellness from health as I wish to encourage our students to exercise and drive good living habits like sleeping, work(study)-life balance and relaxation. I hope I will not be castigated as someone promoting boredom.

CONCLUSION

2020 was a different year for everyone in the world!

2020 introduced us to the new normal!

2020 introduced us to new opportunities!

2020 nearly became a wasted year, as there was the temptation to abandon it and consider starting afresh in 2021. But humanity resisted and kept the engine of the world running as normal as possible. The University of Johannesburg kept its engine grinding on and delivered a full academic year on time, which enabled students to progress to the next year of their academic studies.

I am indebted to all at UJ for their relentless efforts to make UJ a better place. The UJ community is special, and Council is balanced as it spends its time and efforts on the critical matters of the future.

You are all great human beings. Let us make UJ great!

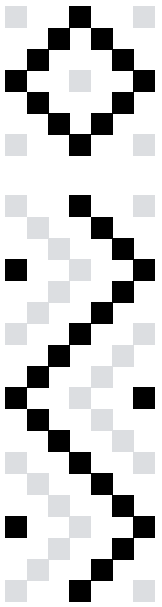


"Our life is brief,
It will be finished shortly.
Death comes quickly
Atrociously, it snatches us away.
No one is spared."
Gaudeamus

A handwritten signature in black ink, appearing to be 'Mike Teke', with a large, stylized loop at the top and a sharp, angular end.

Mike Teke (Mr)
Chairperson of Council





Vice-Chancellor and Principal Report to Council

This report is being written in the context of a nation, and a world, ravaged by the COVID-19 pandemic, which has been described as one of the ten most significant catastrophic threats humanity had had to face. Implementing considered responses to the pandemic over the past twelve months has required higher education, globally, to reflect on the long-term effects of our traditional ways of thinking, running our institutions and especially, facilitating learning. Within the South African context, the past year has seen our higher education institutions respond creatively and with enormous commitment and determination to save the 2020 academic year for our students and ourselves. As a University that is firmly anchored in the community it serves, as well as an international leader in Fourth Industrial Revolution (4IR) catalytic initiatives, UJ's response to local and global needs was immediate and panoptic. Indeed, it was precisely through our years of engagement and experience with 4IR that UJ was immediately equipped to respond so comprehensively to the pandemic. Although COVID-19 has presented a massive series of challenges, the pandemic has also offered considerable scope for further innovation and renewal, and for imagining the university of the future in a world remade by 4IR.

Over the past six years, UJ has positioned itself as a national and international leader in its response to the fundamental shifts of 4IR. In 2015, UJ's Global Excellence and Stature Strategy (GES 1.0) initiated a developmental trajectory, which was highly successful in terms of the University's global academic standing. With the appointment of myself as Vice-Chancellor (VC) in 2018, this strategy was reconceptualised as GES 4.0, in order to further advance and position UJ's strategic intent of attaining global excellence and stature in the context of 4IR. Specifically, UJ would seek to support the African continent in embracing 4IR, as a leading African institution in a globally competitive environment. UJ is now widely recognised, both locally and internationally, as one of the leading institutions in matters relating to 4IR, and specifically in its application to the African continent.

With the sudden advent of the global pandemic, it was immediately apparent that our commitment to 4IR had prepared the institution to respond with some agility to the unanticipated demands, which would indeed push this commitment still further. The development of new technologies was already shaping how we interact with others and with our natural environment, and continuously altering our workspaces; COVID19 undoubtedly accelerated and, to some extent, immediately forced some of these changes. Indeed, UJ was the first South



African university to complete the academic calendar in 2020, after adapting virtually overnight to an exclusively online academic programme.

The following report details our considerable achievements in 2020, both in respect of and beyond COVID-19 and 4IR. During the course of 2020, both of these aspects were crucial to all fields of institutional endeavour, and the challenges of COVID-19 in turn challenged the institution to draw on the 4IR-related knowledge and expertise in developing the 'new normal' workplace and, indeed, institution. The success of our response to COVID-19 cannot be understood without a similar understanding of our engagement with 4IR.

The Executive Management team led UJ's COVID-19 response. Initially, this required almost daily meetings of the Management Executive Committee, firstly to develop our carefully considered strategy and then to consider and approve the adjustments to the response, as national government moved the country from a complete lockdown to a less severe iteration through the series of alert levels. The immediate shift to online teaching and learning was planned and coordinated at regular meetings of the academic leadership team (MECA), under the leadership of the Deputy Vice-Chancellor: Academic and with the involvement of the executive deans and a number of executive directors. A widely representative COVID-19 Coordinating Committee (CCC), including SRC representation, was established to manage detailed issues relating to COVID-19 arrangements and interventions at UJ, including the development of COVID-19 protocols for safe campus reintegration. The CCC also ensured the availability of essential learning support for our students in terms of rollout of devices and data, regulated and monitored access to the residences, and ensured overall safety, security, and wellness.

Staff were supported primarily through the Centre for Academic Technologies and the Centre for Academic Staff Development, with attention also paid to ensuring staff wellness under these stressful circumstances. Regular communication lines utilising a wide range of platforms were set up to keep all well informed, and specifically a VC's newsletter briefed staff and students on a weekly basis. All communiques from the UJ Management/VC to staff and students included reminders of the applicable COVID-19 health protocols and preventive measures; the contact details of the National Hotline and UJ staff members to be contacted if staff and students experienced COVID-19 symptoms; and that only information issued via the University's official communication platforms was legitimate. A UJ Coronavirus portal was set up, where all matters relating to COVID-19 were posted. A COVID-19 discretionary fund was established. And finally, a research and innovation portal was set up, to capture and coordinate the institution's wide-ranging direct and indirect response to COVID-19 in terms of research and innovation.

Over the course of the year, statutory committee meetings continued online as scheduled, either via Zoom or MS Teams. Most of them also dedicated some of their scheduled time to discussing COVID-19 arrangements. Against this background, almost all regular activities, institution-wide, were maintained, as far as this was feasible in terms of COVID-19 protocols. In most cases, activities were smoothly and very successfully transferred online, or supplemented by online engagements. Faculties and divisions achieved the majority of targets that had been set prior to the pandemic. One unanticipated result of this shift to online engagement was the considerably improved staff attendance and participation in meetings and workshops, across the institution – a learning that will undoubtedly be retained as we continue to reimagine our ways of doing things.

The following Annual Report confirms, therefore, that 2020 has been a year where the University has continued to perform extremely well in terms of its Annual Performance Plan and in making good progress in realising the goals of the UJ Strategic Plan 2025, while managing COVID-19 with considerable success.

Institutional performance in terms of the Annual Performance Plan

The University tracks its achievements against two annual performance plans, one of which is required in terms of the reporting regulations of the Department of Higher Education and Training (DHET), and another which is a subset of UJ's full Strategic Plan 2025.

The first of these, the DHET Annual Performance Plan 2020, sets targets for a variety of indicators as required by regulation. A number of these are output indicators, such as research and graduate output, which are measured for the previous year (2019, n1) because the results can only be finalised in the reporting year (2020). There is



also a strong emphasis in other indicators on the size and shape of the institution as derived from the approved enrolment plan for the University.

While most of the indicators presented here are the same as for the 2019 APP, there are some definitional changes, and one addition. The additional indicator, and some changes as noted below, were approved by Council at its November 2019 meeting.

Changes include the following:

- **KPI 1: Definitional change.** This KPI now includes all postgraduate diploma types to align with the Enrolment Plan, as opposed to only including PG Diploma Qualification 69, as it is no longer necessary to monitor the phasing in of the HEQSF postgraduate diploma.
- **KPI 3: Definitional change.** The word 'accredited' is replaced with 'Scopus-listed' publications on 4IR for greater accuracy. In addition, the approximate expected ROUs are noted.
- **KPI 10: Replacement.** This KPI, which refers to 'Number of students completing Artificial Intelligence module' (a new KPI in the Strategic Plan) replaces 'Number of students completing African Insights module' (although **both metrics are retained in the Strategic Plan**).
- **KPIs 22, 23, 24a and 24b: Definitional change.** These metrics will henceforth be expressed in headcount numbers rather than percentages to track growth or decline more clearly, in actual numbers. Percentages may still be referred to in the commentary.

The 2020 UJ Annual Performance Plan therefore consists of 27 indicators drawn from all six of the objectives framing the Strategic Plan 2025, with three indicators subdivided. Of the 27 indicators measured, the targets have been met or exceeded for the considerable majority, with the following exceptions: KPIs 6, 12, and 13. This slight underperformance will be explicated below.

Exceptional year-end results included the following – some of which, given the circumstances of COVID-19, were truly exceptional.

KPI 1: Total postgraduate outputs (n-1)

The outcome for the number of 2019 PG graduates exceeded the achievement of 2018 by 8,2%, and is 2,9% above target.

KPI 2: Percentage permanent and fixed-term academic staff with doctorates

The target for this indicator was set at 50,5%, and the proportion of staff with doctorates at the end of Quarter 4 was 53,9%, which, at 3,4% above target, is a very pleasing result.

KPI 3: Number of Scopus-listed research outputs on 4IR

The baseline from October 2019 was 85 (although the final tally at year-end was 113), and by the end of 2020, the number of published outputs on 4IR had risen substantially to treble the ceiling – a remarkable achievement.

KPI 4a: Number of submitted research units

The number of 2019 publications actually submitted in the first half of 2020, i.e. 2 339 units, is an increase of 292 units or 14% more than the 2018 submission, and 11,3% above target.

KPI 4b: Number of accredited research units (n-1)

The ROUs for 2019 publications as received from DHET in April 2021 stand at 2 276.3 units, a considerable increase from the baseline for accredited 2018 publications, which was 1 691.

KPI 5: Annual citations in Scopus (n-2)

In 2020, the citations accrued for 2018 publications are tracked. The tally of 17 478 at the end of the year was 52% above the ceiling, and a remarkable 4 821 higher than the previous year's level.

KPI 7: Undergraduate output (n-1)

The number of students from undergraduate programmes who completed the requirements for their qualifications in 2019 increased relative to the previous year, and exceeded the baseline of 10 566 by 115, or 1%, the target by 101, and the ceiling by 81.



KPI 8a and 8b: Percentage students completing three-year UG qualifications, and degrees only, in minimum time (n-1)

For the 2017 cohort doing three-year undergraduate qualifications, 40,2% succeeded in completing in minimum time, which is 1,7% above target, and 1,1% above the ceiling.

For three-year degrees only, the outcome at 41,7% was 0,2% above target.

KPI 9: Number of CEPs for 4IR

This indicator measures the cumulative number of CEPs, including whole qualifications and SLPs, on 4IR. The baseline in October 2019 was 25, and at the end of 2020, there was a total of 43, which is above the ceiling.¹

KPI 10: Number of students completing Artificial Intelligence module (cumulative)

This indicator, which is a new one, tracks the number of students completing the *Artificial Intelligence in the 4IR* module, which at year-end was 4 807, above the ceiling of 3 500 by 37,3%.

KPI 11: Number of academic initiatives advancing 4IR

In 2019, this was a new indicator. At the end of 2020, there was a cumulative number of 42, which was two more than the ceiling.

KPI 14: Number of study abroad students (inbound and outbound)

The movement of students on study abroad opportunities in 2020 was heavily affected by the restrictions on international and national travel as a result of the COVID-19 pandemic. There was very limited physical movement of students given the travel restrictions, but virtual 'study abroad' opportunities were captured for the second semester, of which 3 414 were inbound, and 7 949 outbound. The indicator measures physical study abroad opportunities, and in that sense, the target has not been met, but the number of virtual opportunities is of a different order and exceeds the target and ceiling by a substantial margin.

KPI 15a and 15b: Student satisfaction

This indicator tracks the overall responses to the annual UG and PG student satisfaction surveys, which are run in the second semester. The UG satisfaction level at 94,8% was extraordinary and indicates a very high level of student satisfaction with UJ's efforts to secure the completion of the academic programme in 2020 given the impact of the COVID-19 pandemic on teaching and learning. The PG satisfaction level at 82,8% was also above the target of 82,5%.

KPI 16: Number of awards (national and international) and prestigious recognition

By year end, the number of awards received had grown to 68, a very pleasing achievement given that the expectation in terms of the target was 45.

KPI 17: Number of op-eds on 4IR

By year end, 76 op-eds on 4IR had been produced by staff members of the University, overtaking the target and the ceiling (68) and indicating a sustained UJ media presence relating to the strategic focus on 4IR.

KPI 18: Annual operating surplus

The goal for KPI 18 is to achieve a R9.5 million positive outcome at the end of the year, while the surplus at the end of 2019 was R595 million. The audited outcome at the end of Quarter 4 of 2020 was a surplus of R530 million, indicating a healthy financial situation.

KPI 19: Council-controlled reserves

Council-controlled reserves at the end of the year were R2 167 million, against the target of R1 537 million, increasing from R1 492 million in 2019.

KPI 20: Third-stream income (unencumbered)

Unencumbered third-stream income reached R269 million by the end of the year, exceeding the target of R240 million and the R243.1 million achieved in 2019.

¹ Where SLPs are offered in both contact and distance modes, each mode is counted separately.



KPI 21: Third-stream income (externally generated research funding)

Externally generated research funding for the year reached R245.6 million against the target of R200 million and R221.7 million achieved in 2019. In 2020, both the target and the ceiling were exceeded.

KPI 22: Percentage black permanent and fixed-term academic staff

At 629, the number of black permanent and fixed-term academic staff is 10 more than in October 2019, and one above the target. The proportion has increased from 47,1% in October 2019 to 48%, despite the COVID-19 related moratorium on the filling of vacant posts.

KPI 23: Permanent and fixed-term academic staff by rank (associate professors and professors)

This indicator monitors seniority among the academic staff. At the end of 2020, the number of professors and associate professors was above target by 17, or 5%. It is also above the ceiling by 15. The proportion is 26,5%, relative to the 24,5% of 2019.

KPI 24a: Number and percentage of black (SA) associate professors and professors²

The number of black associate professors and professors in 2020 grew by 11 relative to the previous year, and exceeded the target by 10%, and the ceiling by 7,6% – a very pleasing result.

KPI 24b: Number of female associate professors and professors

The gender distribution among associate professors and professors is tracked in this part of the indicator, and here, the Quarter 4 outcome showed considerable improvement in that it was seven higher than the target and five higher than the ceiling. The increase to 130 from the 119 of 2019 is noteworthy. The proportion also increased relative to 2019 from 37% to 37,5%, despite the growth in the professoriate overall.

KPI 25: Number of academic staff recruited who are working in 4IR

The results for Quarter 4 show that the cumulative total of 14 since the beginning of 2019 is above the target and the ceiling.

KPI 26: Reduction in carbon footprint

The outcome for this indicator is only measured at the end of the year. The extraordinary outcome of 21,8% (against a target of 8%) must be seen in the context of campus closures during the COVID-19 pandemic.

KPI 27: Governance review

This metric is only assessed once, at the end of the year. It is based on a survey of governance committees. At 85%, it was right on target.

As indicated above, four APP targets were not met during 2020.

KPI 6: Enrolment profile by CESM category (SET)

At 34,8%, enrolment in Science, Engineering and Technology was below the target of 36,8%, and approximately at the proportion it was at the end of 2018. There were fewer continuing enrolments than anticipated in the BTech qualifications in their last year of offering given the national phasing-out process, while the uptake in the new BEng Tech or advanced diplomas did not fully compensate.

KPI 12: The number of international students registered

The end of year tally was 4 208. Despite being above the previous year's baseline of 4 198, it was below the target by 137. The number was affected by the travel restrictions related to the COVID-19 pandemic.

KPI 13: Percentage international permanent and fixed-term academic staff

At the end of 2020, the percentage of international academic staff was 17,7%, slightly lower than in Quarter 1, and below the target of 18,2%. It is worth noting, however, that the actual number of international academic staff at year-end was slightly higher than in Quarter 1, which indicates that the COVID-19 pandemic did not

² Please note that all indicators relating to staffing will be affected by the COVID-19 related moratorium on the filling of posts.



lead to significant attrition, but may have affected intended growth in the number of international academic staff recruited.

Clearly, UJ's overall performance during 2020, and especially within the context of the pandemic, continues the trajectory of excellence set in previous years and must be considered extraordinary.

Appointment of staff at executive level

Significant recruitment for a number of high-level executive positions culminated in the following appointments and reappointments in 2020:

- Executive Dean: Humanities, appointed from 1 May 2020.
- Executive Dean: Faculty of Art, Design and Architecture, to commence employment in second quarter of 2021.
- Deputy Vice-Chancellor: Academic: Designate, appointed from 1 January 2021.
- Executive Dean: Faculty of Law, appointed from 1 March 2021.
- Dean: Johannesburg Business School, appointed from 1 March 2021.
- Senior Director: Strategic Initiatives and Administration, appointed from 1 January 2021.
- Senior Director: Academic Development Support, appointed from 1 January 2021.
- Senior Director: Postgraduate School, appointed from 1 February 2021.
- Reappointment of the Executive Dean: College of Business and Economics (CBE), with effect from 1 January 2020.
- Reappointment of the Executive Dean: Faculty of Science, with effect from 1 January 2020.

Engaged institutional approach to developing 4IR catalytic initiatives

As indicated above, 4IR has become well embedded in the institution over the past six years and has set UJ on a trajectory as leader and contributor to the developments of 4IR.

Following on enthusiastic endorsement by Senate in late 2018 of the GES 4.0 Strategy and approval by Council of the associated substantial budgetary investment in early 2019, immediate groundwork was laid for GES 4.0 within the institution. The GES 4.0 project was structured in the following key categories: teaching and learning, research and innovation, communication, and infrastructure. Some key themes, which have retained their relevance, are listed below.

Teaching and learning seek the delivery of a digital student experience focusing on the student. Themes include the use of digital tools and resources, such as blended learning, collaborative learning and chatbot; massive open online courses (MOOCs); a module in AI; and broadly, teaching and learning to prepare for the new age.

Research and innovation proposed numerous themes, as follows:

- The continued appointment of visiting academics: distinguished professors, distinguished visiting professors, distinguished visiting academics, and also professors of practice who have continual engagement with industry.
- The development of continuing education programmes, with industry, for industry, for science councils and for government departments, which will seek to seed the 4IR thinking into various industries.
- Scholarships for postgraduate studies in areas relating to 4IR; and funding for postdoctoral research fellows working on 4IR.
- Seed funding for various interdisciplinary projects, some with our Universitas 21 network partners, with a focus on the Pan-African approach to 4IR, and on inclusivity, particularly of women.
- Joint research centre development initiatives, with a priority on partnerships within the BRICS economic cluster.
- Continued support for the flagship research institutes, with special focus on the Institute for Intelligent Systems.
- Seeding start-ups, for valorisation, through our Technology Transfer Office (TTO), for ideation and for incubation: shaping the future of work.
- Library upgrade and implementation of 4IR technologies.

Communication was focused on how best to communicate the UJ vision as well as new ideas around 4IR to all UJ stakeholders. This involved developing an awareness and understanding of the various dimensions associated with 4IR and the connection with UJ's GES 4.0 vision; identifying and utilising communication platforms for



effective communication and dialogue relating to UJ's GES 4.0 vision; facilitating the content development for various communications, as applicable; and positioning UJ as leading the 4IR conversation in Africa.

Infrastructure is a fundamental requirement to compete in the digital/4IR worlds, and a key aspect of the digital age is automation of business processes. With regard to infrastructure, the goal must be Wi-Fi anytime, anywhere, across all UJ campuses and student residences. Automation of business processes will require a university wide customer relationship management tool, the Oracle Enterprise Resource Planning (ERP) Strategy, and server virtualisation and consolidation.

In the various chapters of this Annual Report, regular reference will be made to further achievements of this encompassing GES 4.0 project during 2020, which was taken forward in numerous ways in our response to the COVID-19 pandemic.

COVID-19 providing new impetus in multiple ways

The COVID-19 pandemic brought new impetus to most aspects of UJ business, as will become clear in this report. Here, the focus is on UJ's research community and on the multiple ways in which researchers responded to emerging local and global needs.

These responses included tangible support, such as the development of open-source ventilator prototypes that can be produced through 3D printing, and the 3D printing of face shields, thereby addressing urgent and immediate needs in the healthcare sector. To this end, the UJ Library Makerspace downloaded free 3D printing software and began to print face shields. A new forward-looking research centre, the Biomedical Engineering and Healthcare Technology Research Centre (BEAHT RC), was established to drive basic, applied and strategic research in biomedical engineering, health innovation, healthcare technology and mHealth (mobile health). UJ further developed online screening questionnaires to assist users in decision making around COVID-19 testing, and other mobile apps to remotely monitor COVID-19 patients. Staff also provided, and continue to provide, valuable socioeconomic modelling and tracking information to assist local, provincial, and national governments with evidence-based decision making around health, financial, and planning matters. These were gathered through various questionnaires and COVID-19 impact surveys.

COVID-19 follows on earlier pandemics, with various authors arguing that more devastating global disease outbreaks will ensue. It is therefore imperative that we document our experiences and key research findings to help us prepare for inevitable future events. To this end, UJ staff authored and co-authored approximately 100 publications in peer-reviewed outlets, with an average of five citations per publication. These included publications on health aspects, biochemistry, zoonosis and virology, as well as economic, legal and political critiques of government's responses.

A special edition of *The Thinker* was also published, which included several discussion pieces on Africa's future post-COVID-19, the role that artificial intelligence played in Africa, as well as the impact that COVID-19 had on African economies. Indirect responses are equally important, including from the fields of science, technology, engineering, and mathematics (STEM), the social sciences, and the arts, as these document the impact that COVID-19 had on our mental wellbeing through artistic expression, including the development of a research project around 14 embroidered cloths, and The Pandemic Project series – one example being 'When the Earth Stands Still', a painting based on a poem by Don Macdonald.

UJ as a thought leader on 4IR and the pandemic

Initiatives, such as Cloudebates™, 4IR in Action stories, Beyond Imagining – an interactive 4IR e-zine – as well as the undergraduate *Imagine THAT* campaign, have succeeded in positioning UJ in the 4IR space. These stories are all live on the 4IR website – www.uj.ac.za/4IR – and have been viewed over 240 000 times. As many as 109 UJ experts featured in the global media, while more than 306 op-eds were published across the national media, 72 of whom had a strong 4IR link. Furthermore, 82 opinion articles published in fields such as politics and economics had a strong COVID-19 focus.

The UJ Library continued to provide a stimulating environment for debate and engagement with topical seminars, book launches, workshops, and presentations to students, staff, and external stakeholders on the



Library virtual platform. It hosted over 260 events online, of which 49 focused on COVID-19 and 62 engaged with 4IR, its technologies and impact. The VC's Reading Groups continued with nine sessions during the year, this time largely focusing on decolonisation topics; and were complemented by Reading Groups hosted by Mr Mike Teke, the Chair of Council.

COVID-19 and 4IR combined in the Library's popular Teacher Librarian Seminar series, which seeks to give teacher-librarians practical insights into using 4IR technologies in their libraries. The theme for 2020 was: 'The changing role of teacher-librarians and digital literacy within a COVID-19 world'.

TEDxUniversityofJohannesburg (TEDxUJ, licensed by TED New York) highlights fascinating thinkers and leaders at UJ and in the wider UJ community. This year's fully online TEDxUJ (available at <https://youtu.be/zJzoxTQU-g>) posed the theme: 'In a post-pandemic world, what would be the future of work, travel, tourism, healthcare, education and national economies?'

All this work has been underpinned by a marketing campaign, which has also contributed to embedding and consolidating UJ's 4IR thought leadership position. Launched in mid-2018, this long-term brand repositioning campaign won an Africa Silver Quill Award from the International Association of Business Communicators in November 2020. Market perception research has confirmed that 51% of respondents in the survey now see UJ as a leader in 4IR, and growing agreement in the market that UJ equips students for 4IR (up by 6%).

Research output and impact

UJ submitted research publication outputs worth 2 339 units to DHET for accreditation and subsidy. This represented an increase of 14,3% compared to the previous year's submissions³.

Over the past five years, UJ's accredited research output units have increased by an average of 13,1% year-on-year. Since the inception of the University, the growth in publication units has averaged 14,1%, equating to a compound annual growth rate (CAGR) of 13,5% between 2005 and 2018. These indicators clearly show that UJ has been consistent in its publication output growth, year-on-year, and maintains a steady upward trajectory.

Both the quantity (number of DHET publication units) and the number of citations, or academic impact, of UJ's publications continue to increase. The number of UJ's Scopus-indexed publications has increased from 215 in 2005 to 3 361 in 2020, representing a CAGR of 20,1%. To place this in context, the South African higher education sector achieved a CAGR of 9,2% over the same period.

Another measure of research impact is the so-called field-weighted citation impact (FwCI), which is a metric that indicates how the number of citations received by a researcher's publications compares with the average number of citations received by all other similar publications. In 2005, UJ's publications received 13% fewer citations than the world average for similar publications. By 2020, UJ publications received 25% more citations than world averages. This represents a CAGR in FwCI of 2,4% over the period, compared to the South African higher education sector that achieved a CAGR of just 0,5% over the same period. Indeed, UJ's 2020 submissions to DHET included five publications in two of the most prestigious journals, namely two publications in *Science*⁴ and three in *The Lancet*^{6,7,8}.

³ At the time of writing, the final outcome of the accreditation process for papers that carry 2020 dates has not yet been made available.

⁴ Herries et al., 2020, Contemporaneity of *Australopithecus*, *Paranthropus*, and early *Homo erectus* in South Africa, <http://doi.org/10.1126/science.aaw7293>

⁵ Heard et al., 2020 Triple iron isotope constraints on the role of ocean iron sinks in early atmospheric oxygenation, <https://doi.org/10.1126/science.aaz8821>

⁶ Holman et al., 2020, Transparency and diversity in cystic fibrosis research, [https://doi.org/10.1016/S0140-6736\(20\)30905-3](https://doi.org/10.1016/S0140-6736(20)30905-3)

⁷ Broadbent et al., 2020, Lockdown is not egalitarian: the costs fall on the global poor, [https://doi.org/10.1016/S0140-6736\(20\)31422-7](https://doi.org/10.1016/S0140-6736(20)31422-7)

⁸ Stewart et al., 2020, Evidence synthesis communities in low-income and middle-income countries and the COVID-19 response, [https://doi.org/10.1016/S0140-6736\(20\)32141-3](https://doi.org/10.1016/S0140-6736(20)32141-3)



Prestigious recognition of UJ researchers, including National Research Foundation (NRF) rated researchers

Several scholars and professional staff at UJ were recognised and celebrated nationally and internationally for their expertise and achievements. These are broadly divided along the lines of recognition for contributions over the lifetime of recipients, elections to national and international bodies, boards or research platforms, and research recognition awards.

UJ's top management is leading from the front with Profs Tshilidzi Marwala, Saurabh Sinha, and Ms Nolwazi Mamore recognised. Prof Marwala was a recipient of an Academy of Science of South Africa (ASSAf) Science-for-Society Gold Medal for outstanding achievement in scientific thinking for the benefit of society. Ms Nolwazi Mamore was the winner of the 2020 CFO of the Year in the category Non-Private Sector – the African Women's Chartered Accountant Recognition Award. In November 2020, Prof Saurabh Sinha was awarded the IEEE Fellow (class of 2021) – the highest global IEEE distinction for his technical and educational work in mmWave integrated circuits (microelectronics).

Prof Leila Patel (a SARChI Chair) received the second ASSAf Science-for-Society Gold Medal; given that there are up to only two medals awarded per year, Profs Marwala and Patel made 2020 a clean sweep for UJ. Prof Patel was also awarded the prestigious Katherine A. Kendall Memorial Award by the International Association of Schools of Social Work. Prof Cecile Nieuwenhuizen (a SARChI Chair) was bestowed an Honorary Doctorate by the Cracow University of Economics, Poland. Prof Mouri was elected as one of the Vice-Presidents of the International Union of Geological Sciences; this is the first time a woman was elected as a Chair or Vice-Chair of an International Science Council Union. Ms Boniswa Madikizela (a UJ Council Member) was included as one of 28 top-performing women leaders from different countries in the International Women's Forum Fellows Program. UJ featured four young researchers in the Mail and Guardian's 2020 Top 200 Young South Africans. Five UJ academics were elected as new ASSAf members (out of 31 new members in 2020), with one additional academic, Prof Dustin van der Haar, elected to the South African Young Academy of Science (SAYAS). Prof Daniel Mashao (Executive Dean: Faculty of Engineering and the Built Environment) was elected as a fellow of the South African Academy of Engineering, while Prof David Bilchitz (Faculty of Law) was elected as the Vice-President of the International Association of Constitutional Law.

In recognition of contributions to their respective fields, UJ staff were elected to various advisory boards or bodies. These include appointments to the boards of the International Geoscience Programme, African Institute of Interior Designs Professions, the Agricultural Research Council, Small Enterprise Development Agency, and the Professional Board for Psychology in the Health Professions Council of South Africa. Staff members were also called upon to serve as members of the National Health Research Committee, and the national advisory panel to review the White Paper of 1996 on Tourism (the Director of the Johannesburg Institute for Advanced Study was appointed to chair this review).

UJ researchers: Highly credentialed academic staff

The number of NRF-rated researchers continues its upward trajectory, with 248 UJ researchers currently holding valid ratings. UJ has seven researchers recognised by their peers as global leaders (NRF A-rating); these respective fields are Geology (see Flagship Programme in Earth Sciences), Educational Leadership and Management, Zoology, Intelligent Systems (see Institute for Intelligent Systems), and Mathematics. A number of UJ's younger researchers have successfully made the transition from the young (or NRF Y) category to established researchers (NRF A/B/C categories).

Several new research centres and chairs were established or renewed during 2020. These include the Construction Industry Development Board (CIDB) Centre of Excellence, the City Power Research and Innovation Centre to the GES 4.0 Institute for Intelligent Systems (IIS), the Wholesale and Retail Sector Education and Training Authority Chair, while the NRF renewed six SARChI chairs. An externally funded Nedbank Chair, under Prof Terence van Zyl's research leadership, was established within the IIS to develop advanced artificial intelligence (AI) technologies.



External research income

The funding landscape remains uncertain and the COVID-19 period furthered this risk as bodies, such as the NRF, may be financially constrained for years to come. UJ continued to strengthen its financial position by diversifying external research sponsors and funding streams, with the Development Office assisting this drive.

The external research income received for the 2020 financial year as of 31 December 2020 is R246 273 000, exceeding the UJ annual target of R180 million. The main income sources were national and international contract research, and research funding received from the NRF. The flagship institutes under the GES 1.0 and 4.0 catalytic initiatives excel at securing third-stream income to support their endeavours, while research capacity development of staff was supported through a DHET University Capacity Development Grant (UCDG); the UCDG plan for the 2021-2023 cycle was approved by DHET with R20 896 000 allocated to a number of projects.

Innovation and technology transfer

The UJ Intellectual Property (IP) portfolio has also grown. During 2020, a Patent Cooperation Treaty (PCT) patent was granted by the African Regional IP Organization (ARIPO) for a ligand binding assay for detecting gibberellins, paving the way for national phase applications in several selected countries based on the market for the final product. Two additional patents were registered with the South African Patent Office; these relate to (i) medical diagnostics and medical diagnostic systems⁹, and (ii) a patient transport apparatus¹⁰. A further three PCT applications were registered for inventions that are currently under review.

The UJ Technology Transfer Office (TTO) once again coordinated the Entrepreneurship Development in Higher Education (EDHE) Entrepreneurship Intersvarsity Competition. This is a national competition in which all publicly funded universities participate. The 2020 competition saw an increase in the number of UJ participants from 45 in 2019 to 235 in 2020. The next stage of this competition encompasses TTO training to entrants on how to pitch.

A comprehensive shareholder's blueprint has been finalised for UJ Invnt (Pty) Ltd, the recently incorporated UJ company, facilitating commercialisation of selected UJ IP.

GES flagship institutes and programmes

The GES initiative is an integrated and structured approach to catalyse institution-wide change for enhanced effectiveness and efficiency across the University's missions and administrative support functions. The ultimate goal of the initiative is to support UJ in sustaining academic excellence for global competitiveness and prominence, while remaining relevant and responsive to the Pan-African agenda.

The GES initiative has several interlinked catalytic interventions, whose particular objectives are aligned with, and support the KPIs of the GES Strategic Plan 2025. In particular, these interventions are aimed at strengthening academic and research capacity and leadership within the University, with the ultimate goal of increasing research outputs and impact.

GES catalytic interventions include flagship institutes and programmes, and the Distinguished Professors and Distinguished Visiting Professors Programmes. The Institute for Intelligent Systems (IIS) continued to build on its continuous education programme (CEP) academic offerings. It produced an edited Springer Nature book as well as ~31 units of DHET-accredited publications in conference proceedings and journals. The IIS remains hugely successful in establishing longer-term collaborations, linked to external fund leveraging. Examples include Accenture (R50 million over five years) and City Power (R9.7 million) and Growing Up Africa¹¹ (over R40 million of in-kind infrastructure commitment).

Activities for the Institute for Pan-African Thought and Conversation (IPATC) included public and policy dialogues, and two book launches. Four additional books, a journal article, six book chapters, two essays, and eight media interviews arose from work done by IPATC.

⁹ ZAP2020/02707

¹⁰ SAP2020/04481

¹¹ This is a joint university-wide initiative.

¹² Support staff include the support services that were insourced (approximately 1 100 employees).



The Johannesburg Institute for Advanced Studies (JIAS) hosted several online events during 2020, and advanced discussions around a variety of topics including African Studies and 4IR, Islamophobia, a reconstruction of the Bakopa Nation, as well as whether black economic empowerment matters. One of the JIAS Fellows and 2018 JIAS Writing Fellow, Zukiswa Wanner, received the Goethe Medal in recognition of her outstanding contribution to international cultural exchange.

The Confucius Institute (CI), in conjunction with the University of Johannesburg Centre for Africa/China Studies (CACS), was appointed as one of two South African members (with Stellenbosch University) of the BRICS Studies International Thematic Group. Through a series of engagements, the CI received support from Hanban and the Chinese International Education Foundation (CIEF).

The first doctoral student completed his degree as part of the joint degree offered between the Flagship Programme in International Commercial Law, under the custodianship of the Research Centre for Private International Law in Emerging Countries, and the University of Lucerne. Research associates contributed as general editor, regional editors, and authors to a global research project on The Hague Principles on Choice of Law in International Commercial Contracts; the resulting book of more than 1 000 pages include contributions from 60 countries.

The Flagship Programme in Earth Sciences consists of several independent but collaborating and interacting units (namely the DSI-NRF Centre of Excellence for Integrated Mineral and Energy Resource Analysis, a SARChI Chair in Geometallurgy, and several University of Johannesburg-funded research groups). The Department of Geology (the academic host department for the flagship programme) maintained its positioning among the top 300 universities globally and climbed 27 places in the Shanghai Global Ranking of Academic Subjects in Earth Science. The programme continued its high publication output with 105 peer-reviewed publications.

The Flagship Programme in Childhood Education was absorbed into the Department of Childhood Education. During 2020, a research and development project in robotics and coding for primary school teachers was launched (in collaboration with Resolution Circle and the UJ Technolab), funded in part through a Standard Bank Foundation grant. An NRF Community of Practice grant, to the value of R7.2 million, was jointly awarded to three SARChI Chairs based at the University of Johannesburg (all focused on education and development).

The Flagship Programme in Nanotechnology for Water is intricately linked to a SARChI Chair in Nanotechnology for Water; Prof Philiswa Nomngongo is the youngest female to hold a Tier 1 SARChI Chair. Prof Nomngongo was recognised by the African Academy of Sciences and selected as part of a group of female academics in a pilot research leadership programme. She received the Southern African Women In Leadership (SAWIL) trailblazers Award (Top 10) and was the NSTF-South 32 Award Finalist (Categories: TW Kambule: Emerging Researcher as well as Engineering Research Capacity Development).

During 2020, the Graduate School of Architecture (GSA) offered, for the first time, a Master of Architecture. In addition to the MOU with Ardhi University, partnerships between the GSA and international universities continued to grow with invitations to establish MOUs from Universidad Iberoamericana (Dominican Republic), Kingston School of Art (United Kingdom), and Jindal Global University (India).

Postgraduate studies and postgraduate funding support

For the 2019 academic year, UJ graduated 3 237 postgraduate students, just short of the target of 3 334. The overall UJ postgraduate student enrolment increased by 6,3% to 9 871 students in 2020. These include 1 315 postgraduate diploma students (262 students graduated) and 2 619 honours students (1 575 students graduated, with the average time to completion improving from 1.5 years to 1.3 years).

At master's level, a total of 4 363 students enrolled at UJ, including 2 604 coursework master's (594 graduated) and 1 759 research master's (405 graduated). The time to completion for all master's qualifications improved from 3.2 to 3.1 years, on average. The doctoral headcount increased by 12,1% to 1 571 in 2020 (223 students graduated). The average time to completion for doctoral students improved from 4.9 years to 4.7 years.

The number of South African black graduates is an important postgraduate target given the history and demographics of the country. There were 85 South African black doctoral graduates in 2019, compared to 65 in 2018. Of these 85 graduates, 60 were black, nine were coloured, and 16 were Indian.



The overall financial allocation to UJ postgraduates and postdoctoral fellows increased from R153 144 000 in 2019 to R179 779 000 in 2020; this is an increase of 17,7% year-on-year. The number of students supported at a master's and doctoral level has grown noticeably as a result of a reallocation of funding. The growth in the number of honours students supported is due to the reallocation of unspent funding (R10 million) from the NRF to UJ at the end of 2020.

The number of postdoctoral research fellows administered by the Postgraduate School increased from 126 in 2012 to 344 in 2020 (327 were supported in 2019). The University Research Committee (URC) and GES funding plays a major role in the increase in PDRFs. No less than 67,7% of postdoctoral fellows are partially supported through URC funding (R16.026 million), while 20,9% of postdoctoral fellows are fully funded by GES 1.0 or GES 4.0 (R14.4 million) initiatives.

Enrolment planning to achieve strategic objectives and ensure institutional sustainability

The planned enrolment targets in the six-year enrolment plans that are submitted to the Department of Higher Education and Training (DHET) are used to determine the teaching input subsidy allocations to universities. The current enrolment planning cycle extends from 2020 to 2025, thus 2020 was the first year in the current cycle. A critical component of the income of the University, the teaching input subsidy is key to ensuring institutional sustainability. State funding accounts for 41% of the University's total income, of which the teaching input subsidy accounts for approximately 65%.

Flexibility in the enrolment processes is essential to take account of contextual factors that may influence the actual enrolment as opposed to the planned targets that are set years before, and thus annual enrolment plans are also developed. The University's Strategic Plan 2025 sets the initial overarching direction. The nexus between the DHET approved targets for the six-year period, the contextual factors and the Strategic Plan 2025 is realised through the creation of the annual Senate-approved plans.

The University performed well against the targets set for 2020. An overall headcount of 48 535 was achieved, which was 2% below the DHET approved target of 49 647, still within the permissible range. The majority of the under-enrolment occurred in the continuing undergraduate student category, which is partly explained by accumulating student debt. While the University strives to develop strategies to provide financial support to students in debt, tuition fees account for 40% of the University's income. Careful management of student debt and enrolment was undertaken in 2020 to ensure that academically deserving students were prioritised as far as possible.

The shortfall at the undergraduate level was compensated for by enrolling more postgraduate students. The University thus reached the 80:20 undergraduate to postgraduate target. From a headcount perspective, the University was positioned within the acceptable range, but from a teaching input unit (TIU) perspective, there was a 7% deficit. The disproportionate effect on the TIUs relates to a quicker phasing out of the BTech qualification type than expected, and an under-enrolment in the principal replacement qualification type, the advanced diploma, which carries a lower subsidy value. Certain faculties were unable to gain the growth that was envisaged in the advanced diploma category. The 2021 enrolment plan takes this into account.

The COVID-19 pandemic did not disrupt enrolment management in 2020, as the lockdown periods began after the registration cycle, but it is envisaged that the enrolment process in 2021 will be affected by the context of the pandemic in a variety of ways.

The move to online learning in the time of COVID-19

The Academic Development Centre (ADC), the Centre for Academic Technologies (CAT) and the Centre for Psychological Services and Career Development (PsyCaD) played critical roles in supporting academics and students during the lockdown in 2020. In early March, anticipating that all teaching and learning (T&L) could soon be off-campus, the office of the DVC: Academic sent out a high-level contingency plan for remote teaching and learning to all academics. UJ's blended approach to T&L meant that most undergraduate students already had one or more modules on Blackboard (Bb), the Learning Management System (LMS). What was needed was to ensure online readiness.



In a very few weeks UJ was able to move from offering modules/subjects in-person to offering them online. The academic staff worked diligently during the extended recess period of 21 March to 20 April 2020 to ensure all the applicable subject/modules were available online.

CAT staff viewed over 1 500 undergraduate modules during the third week of March, providing advice and help to academics where needed. In addition, ADC and CAT developed modules and toolkits to guide and support remote teaching and learning. Examples are *The UJ Online Teaching Toolkit*, *20 Things to consider when teaching online* and *Live online lectures for staff and tutors*, and *Continue to learn off-campus, On the Go: SOS (Student Online Success) for undergraduate students*. Using webinars and online discussions, almost 1 800 staff members were trained from April to June. The focus of the training was on how to stay in touch with students and how to set up and mark assessments. Examples of webinars include *Blackboard for beginners*, *How to use Collaborate Ultra*, *How to create groups*, *How to mark online*, *How to create a Turnitin assignment*, *How to record PowerPoint slides* and *How to compress videos*. CAT collaborated with the Division for Academic Planning, Quality Promotion and Academic Staff Development in compiling the *Online Assessment Guidelines*, with input from faculties and CBE. Senior tutors, tutors and assistant lecturers were included in these teaching and learning processes.

ADC and CAT participated in four days (14 to 17 April) of online student orientation before the start of Term 2. Resources for students were developed and distributed. The focus was on finding quick help: *What you need to know for off-campus learning* and a *Checklist for online readiness* – with live links embedded. During orientation week, the CAT Helpdesk answered 900 queries, with 1 700 queries subsequently answered during the first week of Term 2.

Data from the LMS were crucial in tracking Bb activity by academics and students. At the start of Term 2, 85% of students were active on the LMS. After receiving free data, activity increased significantly. By the third week of Term 2, all undergraduates were busy online except for just under 350 students. Arrangements were put in place for students to complete practicals, laboratory work, clinical placements, work-integrated learning (WIL) and all other forms of direct contact sessions.

The Academic Calendar for 2020 was amended to accommodate the academic programme offering via online mode of delivery.

Tablets, data and e-textbooks

To ensure that students could participate in online learning, CAT coordinated the distribution of monthly data to students and the distribution of almost 4 000 Mecer Xpress 2-in-1 devices with removable keyboards, either free or loan devices to students in need. During lockdown, distribution of devices was via courier to students' places of residence. (This was in addition to 1 740 free devices distributed to Quintile 1-3 NSFAS first-year students in March.)

Regarding data, agreements were reached with the cellular network providers – MTN, Cell C, Vodacom and Telkom – to provide all UJ undergraduate and postgraduate students in formal (subsidised) programmes, with 30GB (10GB anytime plus 20GB night owl data) for 30 days. The data was renewable every month. The qualifying students were required to verify their cellphone numbers to receive the data.

The available R10.5 million for free e-textbooks was well used in 2020, with 123 etextbooks made available, with 27 400 downloads.

Student success: the student success strategy

With online learning in place, it was clearly important to further support student success. The Academic Development Centre (ADC) continued to engage actively with the lecturers in 90 modules across the faculties and CBE, which form part of the Integrated Student Success Initiative (ISSI). Engagement with students, mainly via email, also continued. As an example, staff from the Writing Centres conducted 4 407 online consultations. To overcome the limitations of emailed feedback, the Writing Centres produced 27 learning units for the On the Go SOS module, which were available to all UJ students and were also included on the Council on Higher Education's (CHE) nationwide student support website.



Much tutor training for UJ's vibrant tutoring programme, which is an important contributor to student success, had taken place at the start of the year, prior to lockdown. The online Blackboard based tutor community went live in April 2020, and tutors received assistance in shifting tutoring sessions online, as appropriate.

The undergraduate success rate in 2020 was 89,2%, which is the highest since 2011. In particular, the ISSI again demonstrated its value, in that the 45 modules selected to participate in the ISSI performed 7% better when compared to attainment levels in 2019.

Extended curriculum programmes

The extended curriculum programmes, managed by *ADC Access*, were responsible for approximately 665 first-year students registered in FEBE, Humanities and CBE. The module success rates of 12 of the 15 extended curriculum groups were 80% and above, with four performing at above 90%. Moreover, the success rates of extended diploma offerings were at their highest level (88,6%) since 2009; FEBE's extended degree offerings in their first year were 85,7%, the extended diploma offerings in CBE were 79%, and those in Humanities were 89%.

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

UJ received a total of R150 914 336 in University Capacity Development Grant (UCDG) for the three-year period 2018-2020. Of this, R50 987 358 was made available to UJ during 2020. A UJ plan with eight projects for R167 441 798 was created and approved, both internally and by DHET. As part of its COVID-19 response, UJ was allowed to repurpose R8 874 000 of its 2020 UCDG allocation to fund COVID-19 response activities.

Online extension modules for UJ students: *African Insights* and *Artificial Intelligence in the 4IR*

Students have the opportunity to enrol in two free NQF Level 5 (15-credit) modules, *African Insights* and *Artificial Intelligence in the 4IR*. In 2020, almost 8 000 first-time entering students opted to do *African Insights* (a component of UJ's decolonisation strategy). Of these, 45% have completed the module. By the end of 2020, 18 000 UJ students (across two course cohorts) had enrolled in *Artificial Intelligence in the 4IR* with a 30% completion rate. At the end of 2020, UJ alumni members were also provided with the opportunity to complete **Artificial Intelligence in the 4IR** or *African Insights*.

The UJenius Club

The UJenius Club encourages undergraduate students to strive for excellent academic success while offering a variety of intellectual, social, professional and career development opportunities. Since 2012, the UJenius Club has celebrated the best and brightest young minds who achieved an annual average of 75% with no module below 70% in the year preceding their membership. In 2020, 496 senior students were accepted into the UJenius Club, and 633 Orange Carpet students (top-performing first-year entrants) also joined the Club – thus a total number of 1 129.

Despite the adverse effects of COVID-19, the UJenius Club still managed to communicate with its members regularly via email, keeping them informed of any future job prospects, and placing them in direct communication with possible employers. UJenius students are prioritised for company visits and online networking events. Many companies approach UJ in order to recruit our top-achieving students, and these requests are forwarded to our UJenius students. This collaboration between UJenius and the companies is advantageous to both parties as the students are notified of vacancies, and companies benefit by having direct contact with our top achievers.

Quality reviews and new programmes

The Centre for Academic Planning and Quality Promotion (CAPQP) oversees programme and curriculum development and ensures compliance with regulatory structures external to the University. The Programme Working Group (PWG) undertakes this work prior to submission of new academic programmes for internal approval by Senate.

The University submitted 10 new programme accreditation applications to the CHE in 2020, including four multi-/interdisciplinary applications. In terms of approvals, the following can be reported:



- DHET approved 11 PQM applications (eight new and three amendments).
- The HEQC approved amendments as follows: four title changes, two site of delivery changes, eight CESM additions, and four newly accredited programmes.
- The University received five conditional accreditations and three non-accreditation decisions from the CHE, with all of the latter successfully addressed. Five of the nursing postgraduate diplomas (including the three initial non-accreditations) are now all accredited with prior to commencement conditions related to outstanding SANC information. SANC's promulgation of the PGDip requirements had delayed the release of their approval letters required to complete the accreditation process.
- The Master of Philosophy and the Doctor of Philosophy provide for a wide range of multidisciplinary research projects, which were accredited by the CHE.

SAQA's processes were speedier and resulted in registering 16 long-outstanding and three new qualifications for UJ.

Online programmes 2020

There are currently 11 online programmes offered as part of the UJ Higher Education Partners South Africa (HEPSA) agreement – six undergraduate programmes (four advanced diplomas and two bachelor's degrees) and five postgraduate programmes (one honours and four master's). Enrolments continued to grow in 2020, with a total increase of 219 additional module registrations at the end of 2020 (with a total of 969 module registrations) compared to the end of 2019 (with 750 module registrations) – a growth of 22,7%.

Academic staff development

Excellence in teaching and learning is one of the institution's strategic objectives. The Centre for Academic Staff Development (CASD) provides developmental opportunities for academic staff, newly appointed academic heads of departments (HODs) and tutors to enhance their practice as facilitators of learning. Opportunities provided include workshops, seminars, individual consultations, teaching and module reviews, mentorship, tutor training and check-ins, as well as a formal qualification in higher education, the Postgraduate Diploma in Higher Education (PGDipHE).

In 2020, CASD created a variety of pathways to communicate and engage with academic staff remotely. These included the use of WhatsApp groups, telephone and emails and a staff development community on Blackboard. The Academic Preparation Programme for newly appointed staff and assistant lecturers was held in January and July, attended by 49 and 155 academic staff, respectively. As of March 2020, all workshops were offered online and were attended by 446 staff members in the first semester and 372 in the second semester, with the online mode increasing workshop attendance significantly. The Head of Department (HOD) induction programme for 22 new HODs was held early in March 2020. The induction programme includes different topics to provide new HODs with an overview of the role and responsibilities of HODs, with four follow-up workshops: 'Managing your departmental finances'; 'How to manage a department during COVID-19'; 'Update on HR matters'; as well as 'The why and how of short learning programmes'. In 2020, the Teaching Portfolio Assessment Committee reviewed 108 teaching portfolios, as required for promotion applications.

Teaching and module evaluations questions were updated, to reflect the shift to remote learning. A total of 7 183 teaching and module evaluations were processed in 2020 and valuable insights gained into students' experiences of online teaching and learning.

Participation in the Postgraduate Diploma in Higher Education (PgDipHE) has increased over the years, with 22 registered students in 2020. This programme is normally offered through online and face-to-face interactions. All the face-to-face sessions were converted to online sessions, and facilitators communicated with students via WhatsApp groups and email, especially where participants did not have constant Wi-Fi access. Ten students who completed the requirements for the programme graduated in 2020, and eight students will graduate in 2021.

The UJTutor Programme received international accreditation from the College Reading and Learning Association. In line with this, tutor training was offered in a blended manner comprising both face-to-face and online training. Thirty-nine face-to-face training sessions were offered at three levels (Level 1 for new tutors, Level 2 for tutors entering the second year of tutoring and Level 3 for tutors who have tutored for more than two years and senior tutors) from the end of January to the middle of March. A total of 1 063 tutors were trained during this period.



Growing leadership of UJ in the HE sector for teaching and learning

In 2020, the DHET selected UJ as the lead implementer of the national Future Professors Programme (FPP) Phase 2. The FPP is a competitive and selective programme of the DHET to prepare promising early-career academics to become a new cohort of South African professors across disciplines. The programme comprises three cohorts to be trained over five years, with each cohort undergoing an intense two-year developmental programme to achieve the outcomes of the programme. A total of R70 229 574.26 has been allocated for the implementation of the FPP Phase 2. The FPP Project Office has put structures in place to support the implementation of the programme.

Staff from the Division for Academic Planning, Quality Promotion and Academic Staff Development continue to represent UJ on the CHE's Quality Assurance Framework Working Group and on the National Coordinating Committee of the National Framework for the Enhancement of Academics as Teachers. The prestigious national Teaching Advancement at Universities (TAU) Project is also located at UJ, within the Division.

Internationalisation

In line with UJ's vision to expand its Pan-African footprint, a senior delegation from UJ (including Profs Tshilidzi Marwala and Saurabh Sinha) visited the University of Zimbabwe (before the South African lockdown) and signed an MOA. Several Erasmus Plus, bi-lateral, and multilateral agreements were finalised in 2020, including agreements with the universities of Lund (Sweden), Girona (Spain), Politecnico di Torino as well as Pisa (Italy), and Afyon Kocatepe (Turkey); the University of Lund is also a Universitas 21 member. Of note is the International Joint Master Programme in Sustainable Territorial Development (period 2019-2023) signed between the University of Padua (Italy), the Katholieke Universiteit Leuven (Belgium), the Université Paris 1 Panthéon – Sorbonne (France), the Universidade Catolica Dom Bosco (Brazil), the Université Joseph Ki-Zerbo (Burkina Faso), the Association of Local Democracy Agencies, ViaVia Tourism Academy Inter-Institutional, and UJ. A double degree qualification was also awarded, through the Faculty of Law, and in partnership with University of Lucerne (Switzerland).

The Division for Internationalisation maintained their business continuity while successfully reshaping the way they conduct business in the context of a new normal. A renewed emphasis was placed on virtual partnership engagements and events, digital communication in more varied formats, and structured virtual short learning programmes (SLPs).

International students were supported through financial and other contributions from the Botswana High Commission as well as the Namibia Students Financial Assistance Fund (to assist their student nationals at UJ), while the Consulate of Eswatini provided food parcels to support their students. The Chinese Consulate General donated R100 000, which supported missing middle students, while subsidised data were negotiated with MTN Eswatini and Vodacom Lesotho to allow UJ students who returned home to continue with their online learning.

Global recognition and university rankings

The University continues to participate and feature in a number of global and other university ranking systems, despite being well aware of their limitations, as it values the international recognition of its accomplishments that they facilitate. External acknowledgment of the considerable work undertaken at UJ in striving for excellence in research that is nationally relevant and internationally significant, and in providing the best possible teaching and learning opportunities for its students and staff, is important and welcomed.

In 2020, the University performed very well in a variety of global, regional, and subject ranking systems. See Table 1.

Global rankings

- The University retained its global ranking position in the 601-800 band for the fifth consecutive year in the *Times Higher Education (THE) World University Rankings*, placing joint seventh in South Africa.
- For the first time, the University appeared in the top 500 in the world in the *QS (Quacquarelli Symonds) World University Rankings*, climbing 62 places to be ranked at position 439 overall and up into third place in South Africa. In the previous year, the University was ranked globally in the 501-510 band at position 501 and fourth place in South Africa.



Table 1: University rankings

| RANKING SYSTEM | | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------------------|-------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| GLOBAL | THEWUR | – | – | 601-800 SA = 5 | 601-800 SA = 5 | 601-800 SA = 5 | 601-800 SA = 6 | 601-800 SA = 7 |
| | QSWUR | 601-650 SA = 6 | 601-650 SA = 7 | 601-650 SA = 6 | 601-650 SA = 5 | 551-560 SA = 4 | 501-510 SA = 4 | 439 SA = 3 |
| | BGUR | – | 562 SA = 6 | 550 SA = 6 | 457 SA = 6 | 397 SA = 5 | 366 SA = 5 | 378 SA = 5 |
| | URAP | 704 SA = 6 | 676 SA = 6 | 706 SA = 6 | 655 SA = 6 | 627 SA = 6 | 647 SA = 6 | 603 SA = 6 |
| | ARWU | – | – | – | 401-500 SA = 4 | 601-700 SA = 6 | 601-700 SA = 6 | 601-700 SA = 6 |
| | CWUR | – | – | – | 951 SA = 6 | 790 SA = 6 | 761 SA = 6 | 706 SA = 6 |
| | WEBOMETRICS | 1204 SA = 9 | 1136 SA = 7 | 985 SA = 7 | 970 SA = 7 | 850 SA = 6 | 826 SA = 6 | 778 SA = 6 |
| REGIONAL | THE EUR | – | – | – | 141 SA = 7 | 92 SA = 6 | 99 SA = 6 | 118 SA = 7 |
| YOUNG | QS UNDER 50 | – | – | 91-100 SA = 1 | 91-100 SA = 1 | 81-90 SA = 1 | 81-90 SA = 1 | 61-70 SA = 1 |
| | THE YUR | – | – | – | 151-200 SA = 1 | 101-150 SA = 2 | 151-200 SA = 2 | 151-200 SA = 3 |
| GRADUATE EMPLOYABILITY | QS GER | – | – | – | 301-500 SA = 4 | 301-500 SA = 3 | 301-500 SA = 5 | 301-500 SA = 5 |

Where: **WUR** – World University Rankings, **THE** – Times Higher Education, **QS** – Quacquarelli Symonds, **BGUR** – Best Global Universities Rankings, **URAP** – University Ranking by Academic Performance, **ARWU** – Academic Ranking of World Universities, **CWUR** – Center for World University Rankings, **EUR** – Emerging Economies University Rankings, **YUR** – Young University Rankings, and **GER** – Graduate Employability Rankings.

- The University again placed in the top 400 in the world, at position 378, for the third consecutive year in the *US News and World Report's Best Global Universities Rankings (BGUR)*, retaining fifth place in South Africa. The outcome from this global ranking system remains the University's highest global ranking position across all global ranking systems.
- The University climbed 44 places from position 647 to be ranked at its highest position of 603 in the world in the *University Ranking by Academic Performance (URAP)*, retaining sixth place in South Africa.
- The University retained its global ranking position in the 601-700 band for the third consecutive year in the *Academic Ranking of World Universities (ARWU)*, or the Shanghai Ranking, maintaining sixth place in South Africa.
- The University climbed, for the third year running in its fourth appearance, by 55 places from position 761 to be ranked at its highest position of 706 in the world in the *Center for World University Rankings (CWUR)*, retaining sixth place in South Africa.
- The University climbed 48 places from position 826 to be ranked at its highest position of 778 in the world



in the *Ranking Web of Universities*, or the *Webometrics Ranking of World Universities*, retaining sixth place in South Africa. The University has not declined once in this ranking, consistently climbing every year since it first featured.

Subject rankings

- The University placed in ten subjects in the *Times Higher Education (THE) World University Rankings by Subject*, ranked globally as follows:
 - 201+ for Law;
 - 251-300 band for Education (up from 301-400);
 - 301-400 band for Psychology, Arts and Humanities, and Social Sciences;
 - 501-600 band for Business and Economics, Engineering and Technology, and Clinical, Pre-clinical and Health;
 - 601-800 band for Physical Sciences and Computer Science.

Nationally, the University was ranked joint second in South Africa for Psychology and joint third in South Africa for Education and Arts and Humanities.
- The University placed in seven subjects (up from six subjects in the previous year) in the *QS (Quacquarelli Symonds) World University Rankings by Subject*, ranked globally as follows:
 - 201-250 band for English Language and Literature (up from 251-300);
 - 301-350 band for Chemical Engineering;
 - 401-450 band for Economics and Econometrics (up from 451-500) and Mechanical, Aeronautical and Manufacturing Engineering;
 - 451-500 band for Physics and Astronomy;
 - 501-550 band for Chemistry;
 - 51-600 band for Medicine.

Nationally, the University was ranked joint third in South Africa for English Language and Literature. The University featured for the first time in two subjects: Chemical Engineering (301-350) and Medicine (551-600).
- The University placed in seven subjects (up from six subjects in the previous year) in the *US News and World Report's Best Global Universities Subject Rankings*, ranked globally as follows:
 - Top 250 for Geosciences (222, up 12 places from 234);
 - Top 300 for Chemistry (280, up 87 places from 367), Social Sciences and Public Health (287, up 9 places from 296), and Physics (289);
 - Top 400 for Engineering (392, up 12 places from 404);
 - Top 450 for Plant and Animal Science (424);
 - Top 500 for Environment/Ecology (463).

Nationally, the University was ranked first in South Africa for Chemistry, second in South Africa for Geosciences and Engineering, and third in South Africa for Physics. The University featured for the first time in Environment/Ecology (at position 463 in the world).
- The University placed in nine subjects in *Shanghai Ranking's Global Ranking of Academic Subjects (GRAS)*, ranked globally as follows:
 - Top 50 for Hospitality and Tourism Management (20th in the world);
 - 101-150 for Sociology;
 - 201-300 for Education, Chemical Engineering, Political Sciences, Earth Sciences, and Geography;
 - 301-400 for Physics;
 - 401-500 for Ecology.

Nationally, the University was ranked first in South Africa for five subjects: Hospitality and Tourism Management, Sociology, Education, Chemical Engineering, and Political Sciences (joint first). Additionally, the University was ranked second in South Africa for Earth Sciences and Physics (joint second), and third in South Africa for Geography.

Impact rankings

The University was ranked overall, for the first time, at position 75 in the world in the second instalment of the *Times Higher Education (THE) Impact Rankings*, placing first in South Africa (of the four universities in the country that participated). This global ranking of impact and innovation is based on the 17 United Nations' Sustainable



Development Goals (SDGs). Individual ranking tables for each of the 17 SDGs are also produced. The University was ranked globally in the top 100, placing first in South Africa, for a number of specific SDGs, most notably: SDG 1: No Poverty (8), SDG 10: Reduced Inequalities (30), SDG 4: Quality Education (44), SDG 8: Decent Work and Economic Growth (48), SDG 17: Partnerships for the Goals (50), and SDG 5: Gender Equality (75).

Office of the General Counsel

The Office of the General Counsel (OGC) seeks to be a trusted partner of UJ's governance and management structures, its office-bearers, and employees in respect of institutional affairs. The OGC assists its clients to conduct the University's business, where it involves legal dimensions, effectively and in accordance with legal and policy requirements. The members of the OGC are also problem solvers committed to helping resolve issues in a practical, timely and efficient manner and advising on pro-active measures to mitigate problems.

As could be expected, the declaration of a national state of disaster under the DMA on 15 March 2020 introduced a significant amount of work for the OGC. These included: staying abreast of all notices and regulations promulgated in terms of the DMA, advising thereon and drafting University documents to comply with the regulatory framework, including notices, policies, and declarations, giving advice on contracts, particularly in respect of force majeure clauses triggered by the national state of disaster, considering and giving advice on insurance issues in relation to COVID-19, and adapting to new ways of conducting litigation during COVID-19.

Although severely impacted by the measures introduced to curb the spread of COVID19, the courts nevertheless continued to operate to some extent, mostly on an online basis. Seventeen active matters (compared to 20 in 2019 and 13 in 2018) were managed during the year.

Despite the COVID-19 pandemic, there was not a significant drop in the contracts reviewed in terms of the Policy on Contract Development. A vetting certificate is issued for contracts that comply with the provisions of this policy.

A number of online workshops were presented to various divisions of the University to discuss the impact of the Protection of Personal Information Act 4 of 2013 (POPIA), which came into force on 1 July 2020. There is a grace period of 12 months within which the University must take steps to become fully compliant with the Act.

The demands on the OGC for legal advice relating to the Companies Act of 2008 for the commercial entities in which UJ holds shares continued to increase during 2020. Particular attention was given to the activities of UJInvnt (Pty) Limited. The OGC is the University's shareholder representative on the board of the company.

As a public higher education institution, there are several statutes that impose special duties on the University, for example, the Promotion of Access to Information Act 2 of 2000, the Promotion of Administrative Justice Act 3 of 2000, and the Intellectual Property Rights from Publicly Financed Research and Development Act 51 of 2008. The OGC provided advice in respect of this legislation, and applied the provisions of these statutes in a wide range of contexts.

An optimal work environment for all staff

Institutional staffing profile

Table 2: UJ workforce over the past five years¹²

| | 2016 | 2017 | 2018 | 2019 | 2020 |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|
| Academic and research staff | 1 158 | 1 186 | 1 222 | 1 283 | 1 270 |
| Support staff | 2 501 | 3 164 | 3 105 | 3 080 | 3 048 |
| UJ Executive Leadership Group | 25 | 20 | 23 | 23 | 23 |
| TOTAL | 3 684 | 4 370 | 4 350 | 4 386 | 4 342 |

¹² Support staff include the support services that were insourced (approximately 1 100 employees).



The ratio of academic and research staff to support staff

The unfavourable ratio of support staff to academic staff (which was impacted considerably by the insourcing of support staff) was initially addressed by means of a moratorium on the filling of vacant positions in support environments, implemented from August 2018. During 2020, an organisational design and review project sought to review the service delivery models and structures of the support service divisions within the University, to ensure strategic staff allocation in support divisions. At the same time, during the past five years, there has been a strategic focus on making additional academic and research staff appointments, and between 2016 and 2020, the number of academic and research appointees has increased from 1 158 to 1 270.

Staff employment equity

With regard to the important theme of employment equity, UJ remains committed to the transformation of the academic staff profile, with the objective of achieving appropriate representation in terms of population group and gender across all levels within the institution. Demographic representation at all levels is carefully monitored.

The black academic and research staff component has increased from 39,03% in 2016 to 48% in 2020; and female academic and research staff have increased from 47,15% in 2016 to 48,3% in 2020, but with a slight decrease from the 49,03% in 2019. Female associate professors and professors are now at 37,5%, with a total of 130 achieved compared to the target of 123.

Academic and research staff promoted in 2020

Senex approved 70 promotions in 2020 compared to the 50 promotions in 2019. Of the total number of staff promoted, 38 (54,29%) were female and 32 (45,71%) male, including 18 international staff of whom seven were female and 11 male. For the first time, significantly more designated South African staff were promoted: 35 of the 70, as compared to both the 17 non-designated South African staff and the 18 international staff; and of the designated staff who were promoted, 20 were female. It appears that UJ's various interventions seeking to support the development of designated staff and of female staff are now proving successful.

An online performance management system

In line with UJ's 4IR focus, in early 2020, UJ decided to develop an online automated performance management system; this would be customised to UJ and support some of the complexities that had been identified. Following a comprehensive business process review and engagement with stakeholders within HR as well as with the broader UJ community, six months of development began. Application testing was concluded in August 2020 and a user guide was developed. The online performance management system is currently being rolled out across the University.

Transformation initiatives within the staffing domain

Numerous interventions support the development of staff, with a strong focus on transforming the staff profile, especially at senior levels.

Accelerating transformation of the academic staff profile

The Accelerated Academic Mentoring Programme (AAMP)

UJ's Accelerated Academic Mentoring Programme (AAMP) provides career development opportunities and inputs to develop the next cohort of academic leaders. There has been a significant increase in the number of AAMP participants over three years. In Level 1, participation increased from 133 in 2018 to 165 in 2020. In Level 2, participation increased from 97 in 2018 to 184 in 2020. For Level 3, participation increased from 55 in 2018 to 73 in 2020. These increases are an indication of the programme's growing popularity among staff, as well as a positive reflection on the efforts made by the respective units towards ensuring its success. Another positive element about the growing numbers of participants was the noticeable high number of female participants across the three levels, which increased from 58% in 2018 to 67% in 2020. This paints a positive picture of the perceived value of interventions offered by the programme. The success of AAMP is defined in terms of successful promotion applications and improvement of doctoral qualifications. In total, 36 AAMP participants were promoted to senior positions in the 2019/2020 period. The University has made it a priority to strengthen the mentoring aspect of the programme in 2021.



nGAP

The New Generation Academic Programme (nGAP) is an initiative funded by DHET in partnership with universities. Each nGAP scholar is allocated a mentor as well as a reduced teaching workload to allow them to focus on their doctoral research. To date, the University has a total of 29 nGAP posts hosted by different faculties, 24 have been occupied and five are still in progress. Since its inception, the nGAP has produced five doctorates and the majority have made significant progress in their studies.

Assistant Lecturers Development Programme

UJ's Assistant Lecturers (AL) Development Programme is an initiative to add stature to flagship departments, to accelerate the transformation of the academic cohort in terms of race and gender, and to assist in departments with high enrolments and an unfavourable staff/student ratio. The programme budget makes provision for 75 lecturers in an academic year. By the end of 2020, 73 were appointed into the programme. To date, 50 ALs have been appointed into full-time positions and two of these lecturers have occupied nGAP positions.

Future Professors Programme

The University also participates in the FPP Phase 1 implemented by the DHET since 2019, which was coordinated by the University of Stellenbosch. Dr Khumisho Moguerane from the Department of History was selected as part of the first cohort of this programme. UJ has now been selected as the lead implementer of Phase 2 of the programme.

Nurturing Emerging Scholars Programme

The University further participates in the Nurturing Emerging Scholars Programme (NESP), also funded by DHET. The NESP programme 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. UJ has been awarded four scholarships in Phase 1 of the programme in the following fields: Biochemistry, Mechanical Engineering, Podiatry, and Zoology.

Leadership Development Programmes

Since 2016, the Transformation Division has been implementing three leadership development programmes that address transformation imperatives in terms of leadership development.

UJ Young Leaders Development Sessions (UJYLDP)

The third cohort of the UJ Young Leaders Development Programme ran from March until October 2020, in online mode. The programme has three key modules: Leading Yourself, Leading Others, and Leading the World. In total, 51 young leaders were chosen to be part of the programme, largely from the Faculties of Science and of Engineering and the Built Environment, and the College of Business and Economics. Two online Masterclasses were presented by Prof Marwala, Vice-Chancellor and Principal, and by Mr Mike Teke, Chair of Council. A total of 49 students successfully completed the 2020 programme.

Emerging Leaders Development Programme (UJELDP)

Participants were identified by their respective heads of departments as individuals who were consistently achieving high performance and are earmarked for future leadership positions within UJ. In total, 22 participants participated in the programme between September 2019 and February 2020.

UJ Women's Leadership Development Programme (UJWLDP)

The UJWLDP has been offered since 2016, with the fourth cohort completing their final workshop at the end of January 2020. The fifth UJWLDP (2020/2021), now utilising a custom-made programme for UJ, was launched on 23 October 2020, and will be completed in 2021.

Transforming UJ's culture: work always in progress

Several of the themes in the institution's Transformation Strategy address issues relating to the staffing domain. (Other themes have been addressed elsewhere in this Annual Report).



During this time of change, a strong institutional culture is essential to the University's long-term success and to sound stakeholder relationships. The approach to strengthen the University's culture has been multipronged. During 2020, emphasis was placed on the UJ value of 'ethical foundation', by nurturing and actively promoting an ethos of honesty, transparency, accountability and fairness in the institution. As per the approved Ethics Strategy Implementation Plan, a set of ethical values was developed. These values have been communicated on various UJ platforms (monitors on all campuses, Library monitors, etc.) since January 2020. A draft Ethics Charter is now being consulted with internal stakeholder groupings before final approval by the MEC. Ethics training material from the Ethics Institute, in the form of training videos, will be made available to all staff and students in 2021.

The theme of gender-based violence (GBV) was regularly addressed by the Transformation Office in 2020, in terms of the Policy Framework to Address Gender-based Violence in the Post-School Education and Training System, developed by DHET. In total, 26 cases of GBV were reported on campus in 2020, and support and counselling were made available while the cases were managed. A variety of training and educational workshops were run, and GBV was thematised strongly in advocacy work and campaigns (e.g. the #ITISNOTOK campaign, and the #IAMHEREFORYOU campaign). As the national lockdown proceeded, it became clear that GBV incidents were escalating, and some survivors were reported to be trapped at home with perpetrators. The University hosted an online discussion on Facebook under the title 'Gender-based violence (GBV) during lockdown', further exploring issues related to the causes of GBV and where survivors/victims could receive care and support.

A further concerning theme emerged, as the University navigated the shift from face-to-face teaching to online delivery of the academic programme: that of cyberbullying and harassment. This was addressed in an online conversation led by UJ staff.

Maintaining an optimal work environment for staff

Staff health and wellness: Ongoing health and wellness promotion

The safety, health and wellness of staff are supported by two units working in partnership. The Occupational Health Practice is aimed at the prevention of health effects on the *employee* due to occupational exposure. The Occupational Safety Department ensures a safe physical *environment* for persons (staff, students and visitors) in connection with the exposure to hazards and risks associated with their daily activities. A total of 110 staff members were trained on health and safety matters, and 309 staff members on emergency procedures.

HR also offers a UJ Employee Wellness Programme, which focuses on promoting, improving, and optimising the health, wellbeing, and high performance of UJ employees. Some of the services are outsourced to an external service provider, Careways, and other services are rendered internally by the HR Wellness team. In 2020, interventions addressed particularly feelings of uncertainty, fear and panic raised by the COVID-19 lockdown.

UJ's COVID-19 response: staff working from home

With staff required to work from home, arrangements were put in place to ensure that all staff were equipped to continue working towards the necessary outputs. Some devices were purchased for staff who only had desktop computers. In other cases, desktop computers were delivered to the staff members' residence during the lockdown to enable them to continue working remotely.

UJ made provision for staff to recoup their data cost (up to a specific amount), subject to their relevant ELG member's approval. As the lockdown eased and more staff were allowed to return to the campuses, this provision was allowed only in exceptional cases. Where possible, academic staff could utilise their research cost centres for data purposes.

The stresses that resulted from remote working and juggling family and work-life were acknowledged. Tips for online working were provided regularly, and staff were reminded to contact the Centre for Psychological Services and Career Development (PsyCaD) or the Human Resources wellness team should they require further support.

As the lockdown levels were eased, staff were allowed to return to the campuses, with due consideration to those 60 years and older and those with comorbidities.



Campus reintegration processes and protocols

In order to ensure effective and efficient screening services at the various campuses, several support environments (Protection Services, ICS, Campuses, Campus Health Services and Operations) collaborated to design and implement campus control points and related processes for screening purposes.

A comprehensive, professional COVID-19 screening service and health protocols were in place for staff (and students) who returned to the campuses: an app with a daily health questionnaire to be completed, screening at campus entrances, and sanitising, social distancing in work environments and the use of personal protective equipment. Occupational Health and Safety installed 1 927 signs relating to COVID19, 439 foot pedal operated sanitizers and 169 waste boxes. A revised version of the standard UJ safety file documentation was produced, and 74 contractors' safety files, together with 18 tenant safety files, were approved. The effectiveness and the efficiency of these processes were reviewed continuously and adjusted to operational requirements as well as changing lockdown levels. The processes and procedures were also communicated regularly to the UJ community through the COVID-19 Coordinating Committee. From August 2020, all campus clinics were opened and staffed to manage emergencies and COVID-19 related matters.

These processes were evaluated and commended by a delegation from DHET, led by the Deputy Minister prior to the reintegration of staff and students.

According to our knowledge, a total of 122 staff contracted COVID-19; 19 employees contracted the virus at work, with two known COVID-19 deaths.

Maintaining an optimal learning environment and student experience

Enhancements in student life-cycle management to ensure completion of the 2020 academic year

The Central Academic Administration (CAA) Division played a key role in maintaining the integrity of the student life cycle within the broad context of the institutional response to the COVID-19 pandemic, with responses needing to be regularly adjusted in terms of shifting national requirements, as the pandemic developed. Given that CAA is a national leader in the use of technology to support the student life cycle, the Division was able to draw on this strength and to respond to the national lockdown with agility. The disaster recovery plan was activated and remote working initiated for all the CAA departments; every business process continued effectively without interruption (student marketing, applications, registration, management of assessments, graduations and alumni support).

The following necessary key adjustments to processes and systems were implemented, often at very short notice.

- Adjustments to the Academic Calendar, to relocate academic activities for the rest of the year, and to move supplementary examinations to January 2021.
- Amendment of academic regulations, to allow all programmes to be offered, temporarily, online, with concomitant adjustments to timetables where needed.
- System adjustments to accommodate the introduction of online assessments: CAA updated large parts of the calculation criteria database to align with the emergency COVID-19 regulation changes approved by Senate. Online assessments were facilitated at short notice, with three online proctoring (invigilation) systems piloted during the year: Proctorio, Examity and an inhouse developed system called 'the Invigilator'. A central control room was implemented to monitor online assessments and video invigilation surveillance during in-person assessments.
- Introduction of virtual graduation ceremonies for 14 000 graduates.
 - Development of an electronic academic record (with a secure, official digital stamp and Registrar's signature), available to graduates and current students, and at their request to prospective employers, from April.
 - Development of a mobile 'selfie' app with a virtual background of the graduation hall, the Vice-Chancellor (VC) or the Registrar.
 - Creation of an online booking system for drive-through collection of graduation certificates.
- Enhancement of the registration system for 2021, in terms of the later release of the Grade 12 results, to reserve spaces for first years in programmes and quotas for the different student categories.



- Elevated support for online enquiries during applications/registrations: implementation of a virtual assistant or chatbot, MoUji, which integrated with the student management system to assist students with their enquiries personally (e.g. getting their personal results, admission status, balance or timetable for a student).

Student living and learning, adjusted

The Student Affairs Division works according to the Five-Pillar Model, comprising Academic, Leadership, Community Engagement, Sport and Social pillars, with the theme of academic excellence cutting across all elements. These pillars are thematised during the week-long campus-wide orientation (First Year Seminar) and during the First Year Experience programme, which runs through the whole year. However, many initiatives planned for the year were disrupted due to the national lockdown.

In 2020, UJ had the capacity to accommodate 34 340 of the enrolled students on- and off-campus, an improvement compared to the 27 251 in 2019. Monitored privately owned student accommodation (POSA) accounted for 80% (27 587) of the available accommodation. On-campus residences (6 753 beds) were in great demand. During the Level 5 lockdown, 930 students who were unable to return to their homes (including international students) were permitted to remain in residence under strict conditions of social distancing. As the alert levels were adjusted, identified categories of students were permitted to return to the residences. Students were regularly alerted to the COVID-19 protocols in place on the campuses and in the residences.

Living and learning communities in the UJ residences were supported through the Residence Academic Advising Programme. About 180 senior students were identified to help junior students, particularly first-year students in residences, with their academic work. However, the programme was disrupted by the lockdown. Similarly, the lockdown negatively affected participation in the 224 recognised student societies (mainly academic, political, religious and social organisations).

Academic integrity campaigns were aimed at combating dishonesty during tests and the examination periods in May/June and October/November.

At the beginning of the year, 3 547 students were approved for the Student Meal Assistance Programme, which provided two cooked meals a day. During the lockdown, the meal assistance was converted to providing meal packs to deserving students who had remained in residence or were living around the University. Tiger Brands continued to provide meal packs for 500 students.

The elections for the 2021 SRC, which were the first electronic SRC elections at UJ, took place from 7 to 9 October 2020. Elections for the leadership structures of other student organisations and structures, such as house committees, were conducted in October/November 2020. Leadership and development opportunities were facilitated for student leaders in the SRC and house committees.

Further enrichment for students was provided through UJ Sport and UJ Arts and Culture. Sporting activities were seriously impacted, with university sports competitions cancelled. FitCamps were online exercise programmes that were streamed on the UJ Sport Facebook page, which later led to the UJ Gymnasium collaborating with sport clubs to deliver this programme. These were complemented by webinars that focused on engaging with athletes and administrators.

UJ Arts and Culture offers extracurricular activities on all campuses at no cost to students. At the beginning of 2020, 546 students were selected for the UJ Arts Academy; however, following the lockdown, there was a substantial decrease in attendance and participation, with only 199 students qualifying for cultural bursaries at the end of the year. The Division's redesigned extracurricular programme, offered online to students at no cost, included drama, dance, movement and musical theatre classes. Online teaching was augmented by 59 pre-recorded video tutorials across classes and programmes and one-on-one consultations between students, facilitators and coaches. An extensive online poetry programme, comprising weekly sessions, monthly slam competitions and a masterclass series, culminated in an online festival, the Izimbongi Poetry Festival. Additionally, UJ students were given access to free virtual performances and other morale-boosting online content and experiences.

Students are also encouraged to volunteer for involvement in UJ's many Community Engagement initiatives. In 2020, a total of 8 074 Student Volunteer Champions were recruited from all campuses. However, this was considerably lower than the MEC set target of 20 000, which in the preceding year had been easily reached. Training of these champions promotes global responsible citizenship and the sustainable development goals.

Support for student health and wellness

The University's Psychological and Career Development Division's (PsyCaD) role was invaluable in supporting students during the lockdown period. Psychology and psychological interventions are typically associated with face-to-face interventions. The COVID-19 pandemic forced PsyCaD to identify digital alternatives to face-to-face interventions. Students were offered the opportunity to contact their therapists via email, SMS, WhatsApp, Skype or Zoom. In order to assess to what extent students received support during lockdown, the number of consultations for 2020 was compared to those for 2019. During 2020, PsyCaD had 16 040 consultations with students, compared to 14 606 in 2019. Of these, 12 054 were during lockdown (i.e. 26 March to 15 December 2020) compared to 11 263 in the same period in 2019. In addition to the virtual call centre, the 24-hour crisis line was fully operational throughout the lockdown. Students could call the crisis line at any time, and they were phoned back immediately, again to ensure that students did not have to make use of their own airtime for these calls. During the lockdown period, the crisis line received 871 calls, which was significantly higher than in the same period in previous years, e.g. 563 in 2019. Of these, 107 were suicide related calls, again significantly higher than in the past, e.g. 43 in 2019, highlighting the intense challenges faced by students during the COVID-19 period.

Ongoing support was also provided to our students with disabilities to ensure they too were not left behind. When it was announced that UJ would move to online teaching and assessments for the remainder of the semester, the Disability Unit immediately made contact with students living with disabilities to ascertain how they could best support them. The team conducted 762 telephonic consultations with these students. Keeping in mind that the students with disabilities generally receive a lot of support ? such as access to computers with assistive software, assistive devices, and support during assessments ? the lockdown had an impact on their access to this kind of support. Therefore, in addition to the individual consultations, the Disability Unit also had to provide support to these students. The Disability Unit also provided assistance to lecturers to ensure that the study material and assessments were disability friendly and, where necessary, Disability Unit staff members also assisted in adapting course material.

The Primary Healthcare Service, with a clinic on each campus, and the Institutional Office for HIV and Aids (IOHA) maintained their support of student wellness; however, with students away from campus for considerable stretches of time, there were far fewer actual consultations. Health promotion activities were largely moved online, using a range of social media. Most educational activities were based on updates and changes related to the COVID-19 pandemic. In addition, Occupational Health and Primary Healthcare contributed substantially to formulating and implementing the overarching institutional response to the national lockdown and to developing the COVID-19 protocols required for campus reintegration and broader opening of the residences.

Monitoring student experience and employability

The 2020 Undergraduate Experience Survey

The 2020 Undergraduate Experience Survey (UGES) included responses from 8 102 students surveyed during October 2020. The results indicated that students' overall satisfaction level with UJ was an extraordinary 94,8%, up from 86,8% in 2019. This is an exceptional outcome given that this result has consistently been in the 86%-87% range since 2016. That the UG student experience in 2020 was very positive was corroborated by the finding that 91,5% of the students said that they would refer prospective students to UJ.

The detailed questions in the UGES on student learning focused largely on their experience with online learning. Despite the disruption to their learning caused by the COVID-19 pandemic (64,4% of students agreed that it had been disruptive), the questions pertaining to online learning were answered very positively. As examples, 93,3% agreed that lecturers made sure their learning content on Blackboard was up to date; 91,4% that they were directed to available resources; and 81,1% that their programmes were well-organised and running smoothly. Lecturers were agreed to be 'good at explaining things via the online platforms' (83,4%); to work hard to make the subjects interesting (81,2%); and to make an effort to help students to understand their work (85,2%). Slightly less positive were the responses on assessment and feedback, where 78% said lecturers gave helpful feedback on students' study progress, and 72,9% agreed that lecturers' comments on their work were useful.



While 5% of the students confessed to finding the change to online learning difficult, 80% found the methods effective. Asked what mode of offering students would prefer post-COVID-19, it is noteworthy that only 16,9% wanted to return to purely contact teaching and learning, that 16,2% opted for purely online teaching and learning, and that two-thirds (66,9%) expressed a preference for a mixture of contact and online teaching and learning.

The UGES also reveals information about the circumstances in which students experienced teaching and learning in 2020. While roughly two-thirds had initially experienced difficulties with access to data and devices, 90% agreed that the online offering enabled them to complete their 2020 academic programme. The vast majority (87%) found Blackboard easy to navigate and that the systems and processes used to support online learning were effective and efficient. The most preferred platform for learning was Blackboard, followed by WhatsApp. Of importance is that 87% of the undergraduate respondents felt that their education and wellbeing were a priority for UJ.

The 2020 Postgraduate Student Experience Survey

The *Report on the Postgraduate Student Experience Survey 2020* similarly showed positive results, with a slight improvement in levels of satisfaction from 2019. On the question relating to satisfaction with the quality of their research supervision, 82,8% were positive as opposed to 82,4% in 2019.

Despite 82,5% of the 1 738 PG respondents indicating that they were concerned about the impact of COVID-19 on their current and future studies, the responses to questions relating to UJ's support during the pandemic were very positive. Most, i.e. 77,3%, said that they had had adequate resources during the COVID-19 disruption, with the most common problem listed by those who did not (22,7%), being a quiet place to study. The levels of satisfaction with the support UJ provided in terms of services were 84,6%, while 79,4% definitively stated that they would study at UJ again if they could do it over, with 5,9% actively disagreeing on the issue. Similarly, 5% would not refer prospective postgraduates to UJ, with 86,6% definitively agreeing that they would. As a further corroboration of the positive findings above, 81,2% of the respondents said they could identify with the statement that 'UJ strives to ensure that no student is left behind'.

Graduate Employability Survey

The aim of the Graduate Employability Survey is to gather data and investigate UJ students' employability status. Both undergraduate and postgraduate UJ students who were awarded their qualifications in 2017, 2018 and 2019, were identified as the research group for the 2020 survey. Of the 7 782 respondents, 50,1% were employed (as opposed to 58,3% in 2019) and 17,6% were studying. Of the 2017 and 2018 graduates, 25,4% were unemployed. Over 90% of those respondents who found employment did so within 12 months. Additionally, the findings showed that having a job during university studies does add an advantage in shortening the time to find employment. The majority of graduates (71,4%) agreed that their studies had adequately prepared them for their working life.

Infrastructure for excellence in research and teaching and learning

Information Communication Systems (ICS)

The COVID-19 pandemic again highlighted the ever more crucial role of ICS in higher education. Through participation in the COVID-19 Coordination Committee, ICS developed and regularly reviewed plans to ensure continuity on projects. Data were provisioned to staff and students to ensure business continuity; and softphones were deployed to critical personnel, for example, helpdesk agents, procurement personnel and finance personnel. The softphone is a software programme for making telephone calls over the internet using computers and laptops. For online meetings, UJ used the Microsoft Teams tool for continuity. Staff were enabled to work remotely through the deployment of a virtual private network (VPN) client to staff computers. This VPN client allowed secure access to UJ's resources, for example, servers and production systems, over the internet.

Cyber-attacks on UJ infrastructure and systems were at the top of ICS' priority list of risks in 2020. ICS conducted frequent scans on UJ's infrastructure to identify and remediate vulnerabilities with a defined and integrated vulnerability management process, and undertook an upgrade of the network's perimeters.

A cyber-security user awareness programme was defined and approved, although some of the elements could not be implemented due to the COVID-19 pandemic. ICS conducted a user awareness programme for different

UJ departments, including the Library, FEBE, and CAT, since these departments also support the University's IT applications and infrastructure. The awareness programme sensitises UJ system users of prevalent cyber-attacks and creates a cyber-apt community of users.

To improve threat detection, incident management, and management of IT vulnerabilities in UJ, ICS deployed a variety of tools to reduce the information security incidents and vulnerabilities, including

- Vulnerability Management (Qualys)
- Symantec Endpoint Encryption
- Cofense Security Awareness tool.

ICS also entrusted an independent service provider specialising in information security and cyber-security threat management to perform an external security assessment and penetration test to gain visibility of the state of vulnerabilities affecting our external, internet-facing systems applications.

The following ICT governance structures formed in 2020, in line with the UJ IT Governance Framework, will be instrumental in shaping the management and control of IT assets.

- The Enterprise Architecture Committee provides a platform to integrate and evaluate new IT initiatives.
- The IT Audit and Risk Committee is where audit and risk assessment is managed.
- The Information Security Steering Committee deliberates all vulnerability assessment levels in an integrated manner and reports on remediation.

Network security was again upgraded. To further strengthen the institutional IT infrastructure's security, ICS installed an additional firewall for the APK Data Centre. This device prevents any unauthorised access to the University's information. Furthermore, with firewall devices, ICS further segmented and separated network communication by implementing firewalls for computer labs, protection services traffic, voice traffic firewalls and an inter-campus firewall. ICS also initiated more security-related projects, namely perimeter firewall upgrade and firewall assurance projects.

Owing to aging audiovisual infrastructure in the teaching and learning venues on all UJ campuses, ICS embarked on a project to refresh the aged hardware, with funding made available by DHET. The project included installing the latest audiovisual technology (Smart classroom) in 44 teaching and learning venues on SWC, APB and DFC Campuses.

The UJ Library and Information Centre

Library support for both staff and students had been increasingly moving online, and in 2020 successfully went largely online. The year started with extensive training of students in the use of the online systems, at both undergraduate and postgraduate levels. With the lockdown, it became even more imperative that students could still navigate core online library resources, and fortunately much support was already in place. BOTsa, the UJ Library chatbot, was launched in January 2020, to answer Library related queries 24/7. BOTsa means 'ask' in Setswana, and BOTsa is accessible via the Library website and app. In addition, 12 short (two- to three-minute) online tutorial videos were developed and made available on the Library YouTube channel, Facebook, and LinkedIn, providing just-in-time information anytime from anywhere. The Library app (available via IOS Download Link/Google Play) provided hassle-free, easy access to the Library books, guides, information, BOTsa, and online training, and is an excellent example of the Fourth Industrial Revolution in action.

A further innovation came through the purchase of the Lean Library app. Library users download the app onto their computers and then use any search engine, including Google Scholar, to search for resources. If the UJ Library has the resource, a link to the Library will pop up, and the researcher can get the resource within two clicks. If the UJ Library does not have the resource, a form pops up, which the researcher fills in if they would like to have the article/book/manuscript sent to them via interlibrary loan.

For postgraduate support, the Library launched the Research Navigator during the months of hard lockdown. This one-stop service on the Library website offers useful information about the whole research process, including conceptualising a topic, finding funding, writing a proposal, and getting published. There are eight research stages highlighted on the navigator, each with links to podcasts, videos, books, and articles to help students navigate their way through the research process.



In 2020, the Library implemented and rolled out a Research Data Management (RDM) service. The UJ Research Data Repository (<https://repository.uj.ac.za/research-data>) is the University's open access data repository, which catalogues and stores research data/raw data/datasets, collected, observed, generated, created or obtained during the course of a research project. There are currently ten open access datasets accessible on the Library data repository. Over the year, the Library RDM team trained over 800 UJ researchers and postgraduate students. The data repository is a self-submission system with multiple research data support functionalities, which means researchers need to receive training to use the platform effectively. Researchers also need guidance on the FAIR data principles (findable, accessible, interoperable and reusable) before using the site, and the Library provides this training.

Optimal campus facilities

All academic and support facilities need to be readily available, accessible, functional and safe. This encompassing goal involves maintenance and cleaning of buildings, infrastructure, installations, sports fields, and gardens, and the development and upgrading of infrastructure in accordance with the clients' needs, with the objective of supporting teaching, learning, research, and student life.

Several maintenance initiatives of the Operations Division were impacted by the COVID-19 lockdown, and less than 70% of projected project spending was achieved by the end of the year. The process to start the new Campus Master Plan development was also impacted by the COVID-19 pandemic.

For several years, there has been an ongoing process of student residence refurbishments, in terms of the DHET Gazetted Space Norms and Standards with regard to the provision of student accommodation and funded by the DHET IEG grant. During 2020, construction of the fourth student residence on the Soweto Campus commenced, and would have been completed if not for COVID-19 lockdowns. The new completion date is for students to start using the new 503-bed residence in May 2021. On the Doornfontein Campus, the Kopano residence refurbishment project was completed in mid-2020, allowing for significantly improved accommodation for 244 students. Design and development processes for the Robin Crest DFC continue, and the R20 million refurbishment will commence early in 2021. However, the realignment of DHET funds means that some allocated funding will only be available in 2021.

The teaching support portfolio delivered a number of completed projects. These included projects that support the improvement of laboratory facilities, the completion of the DFC Civil Engineering building upgrade, completion of the QK Building BEngTech refurbishment to create additional lecture venues, and the APK and APB Library heating, ventilation and air conditioning (HVAC) projects.

Environmental sustainability

UJ has committed itself to improving on the sustainability of all University stakeholder activities. The development of the Strategic Plan 2025, anchored in the overarching goal of global excellence and stature (GES), has placed a requirement on the institution to improve on its sustainability footprint, and this is being actively pursued.

The second phase 1.4 MWe photovoltaic solar project, worth about R16 million, was completed in October 2020 on the APK, DFC and Soweto Campuses. As a result, the initial performance goals are being achieved, and the Operations Division is planning for a group of third-phase projects that may total another 1.0 MWe solar on the Media24 facility, the SWC residences, and a second project on the DFC Campus. This is part of a series of a further 10 such projects to reduce UJ peak load energy costs across all four campuses. By the completion of the project, more than 20% of UJ's total electrical energy consumption will be generated renewably and more than 15% savings due to high efficiency equipment, such as reverse heat pumps and LED lighting will also be achieved.

Student intercampus bus transport was interrupted for a large part of 2020 but was again operating at year end – even though fewer than 2 000 students and staff were making use of the service every day (down from an average of over 11 000 in 2019). A start has also been made during 2020 to investigate the use of electric buses with the student transport bus support company. The company and UJ are looking at implementing bus charging stations on all the campuses allowing continual recharging of the buses at every stop during the day.

During 2020, more residence geysers were converted to use either gas or other fuels to heat water or were replaced by reverse heat pumps, which are 70% less electricity intensive for the same thermal effect.

Sound financial management and financial sustainability

Sound financial management is integral to ensuring optimal functioning of the University through provision of adequate resources, ensuring adherence to good financial governance practices, while also ensuring the financial sustainability of the University into the future. Highlights for the year under review include the achievement of all financial targets according to the institutional Annual Performance Plan, an increase in the number of NSFAS funded students, the significant amount raised through institutional fundraising as well as improvements in the governance framework for commercialisation.

Financial review

Despite operating in an environment mired with funding constraints, we entered this past financial year with strong momentum. We managed our budgets effectively, well on track to achieve our approved operating budget of a R10 million surplus, until we were then impacted by COVID-19 and the stringent lockdown protocols, which posed a significant risk to our going concern and liquidity. We responded quickly and decisively to the pandemic and realigned our financial plans accordingly, being deliberate about achieving maximum cost savings in the year to cushion the impact of the uncertainty on future income generation. This has resulted in a strong balance sheet, with enhanced liquidity and cash flow profile.

The University has achieved an operating surplus of R530 million against a projected operating surplus of R10 million. The income generated during the year exceeded our budget by 4% (budget: R4.424 billion vs actual R4.613 billion). This is largely due to the inclusion of the gap grant in our block grant; higher than expected earmarked grants; as well as higher than budgeted investment income resulting from improved investment strategies. Our student fees were lower than budget as a result of delayed completion of residences under refurbishment and the discount offered to compensate students for the COVID-19 lockdown.

Our actual expenses for the year were at 92% of budget (budget: R4.415 billion vs actual R4.083 billion). A large component of the saving is from vacant positions not filled during the year. In response to the uncertainties posed by the COVID-19 pandemic, a moratorium was placed on the filling of non-critical vacancies.

Further savings were achieved from other areas like travel and conferencing, utilities, printing and scheduled maintenance of facilities that could not be undertaken. The savings were utilised to fund the unplanned costs associated with the pandemic, such as data bundles and mobile computing devices for staff and students as well as the cost of cleaning and personal protective equipment.

The comprehensive and consolidated operating results of both the budgeted and the non-budgeted cost centres as well as subsidiary entities – after accounting for income from investments, including fair value adjustments on available-for-sale financial assets, and actuarial gains and losses on post-retirement benefits – the actual outcome is a surplus of R767 million (2019: R708 million). The growth is largely as a result of the positive performance of equity markets in the last quarter of 2020.

Our financial position remains strong with consolidated net assets of R7.7 billion (2019: R6.4 billion). The amount spent during the year on infrastructure developments is R226 million.

UJ places a high premium on sound corporate and financial management and does everything in its power to ensure that finances are managed in a transparent and judicious manner. This includes ensuring that a responsible level of reserves is maintained with a view to long-term institutional sustainability, which includes that academic quality and requisite infrastructure be maintained throughout. These reserves take the form of funds intended for various environments to be used only according to specific guidelines and conditions.

Council-controlled reserves at year-end amounted to R2.167 billion (2019: R1.492 billion), which represents 94% of annual permanent remuneration. The growth in Council-controlled reserves is earmarked for infrastructure expansion and GES 4.0 catalytic interventions, to the extent that the level of these funds does not go below 50% of annual permanent remuneration.

Our liquidity position also remains strong with the ratio of our current assets to current liabilities at 1.5 up from 1.4 in 2019.



Student funding

Our fees increased by 5,3% and 7,3% for tuition and residences, respectively. This is in line with the recommendations of the Minister of Higher Education and Training. DHET continued to provide the gap grant funding for qualifying students in the year under review, with this grant now included in the block grant. This amount was applied towards reducing the 2020 student debt for the qualifying students and will be phased out from 2022.

The Minister instituted a task team in 2019 to advise on the framework for future tuition and residence fee increases for universities. The project was put on hold during the year and as such we still await its conclusion and the Minister's announcement in this regard.

UJ received an allocation of R2.2 billion in 2020 covering tuition fees, accommodation, meals, books, and other living allowances for 24 958 students. This is an increase of 29% on the previous year.

Notwithstanding the increased funding allocation, the timing of communication of funding decisions continues to be a challenge administratively and poses a risk to our enrolments and student debt recovery. NSFAS withdrew funding for a considerable number of students in June 2020 due to students not meeting the income threshold, or students exceeding the number of years that can be funded. The timing of these NSFAS verifications poses a significant risk for the University as these students are unlikely to settle their debt once the funding is withdrawn. We continue to engage with and offer assistance to NSFAS to find sustainable solutions to this and other administrative inefficiencies.

Despite the state interventions in place, we still have a significant number of students who struggle to settle their fees. In response to this, and as in the past years, the University designated R20 million of its operating budget for the SRC Trust Fund, which paid for registration fees for 2 434 students who would otherwise not have been able to study in 2020. This amount was further complemented with funds raised through institutional fundraising. Despite the tough economic climate, the University still raised an astounding R269 million (2019: R243 million) for bursaries and other University projects, with a steady increase in funds generated from corporate South Africa and internationally.

Collecting student debt on time remains a challenge with students tending to postpone the settlement of outstanding debt until registration for the next year. The impact of COVID-19 has exacerbated the situation, with our outstanding debt increasing by 17% to R537 million.

The University continues to invest heavily in providing funded access for students from our most vulnerable communities, with 10% of our operating budget allocated to financial assistance to low income and missing middle students. In response to the COVID-19 impact, further funding was made available from our operating budget this year to provide all students with data bundles to ensure they were able to access the online classes and learning material. Funding was also prioritised for electronic learning devices for students who could not secure their own.

Transformation

Finance transformation is critical to enable us to deliver on our mandate. Through the Finance Redesign Project, robust engagement took place focusing on:

- Products and services on offer.
- Manner in which these offerings are provided.
- Whether alternatives could not be considered.
- How do we achieve – Finance of the Next Generation.

Key pillars that were focused on were systems and technology, business processes, people and structure. These were augmented with change management and communication and other pillars. These engagements were further enhanced to become the backbone of our financial sustainability initiatives. Implementation of the Finance Operating Model and the Service Delivery Model became essential to ensure the needed transformation.

The University invests a significant amount of effort in ensuring our procurement practices are aligned to best practices to ensure that the sourcing strategy accurately addresses the UJ context, ensures good value for

money and contributes towards improving our B-BBEE scorecard. While improvement is needed, which we are working hard at ensuring, our B-BBEE scorecard is testament to this.

Our supplier and enterprise development continues on its upward trend with now well over 700 small suppliers graduating from our programmes. We have continued our partnership with the UJ Centre for Entrepreneurship on the Technopreneurship programme, giving our SMMEs the opportunity to enhance their skills in ICT solutions, web designing and technology.

The third cohort enrolled successfully into the programme. Classes were maintained virtually. In total, 120 candidates participated in 2020 and all these candidates are due to graduate during 2021. The Business Turnaround Strategy presentations were completed during November 2020 with a 100% attendance.

Our staff recruitment and development plans ensure that the profile of our staff will in time reflect the transformation ideals of the University.

Commercialisation

Our activities in this area over the past year have been largely focused on establishing UJInvnt as the holding company for commercial activity, winding down of the entities identified for exit by Council and strengthening the overall governance framework. Most of the identified entities have been successfully terminated.

Performance of the commercial entities is closely monitored to ensure they also remain financially sustainable. The entities have yielded positive results, with the exception of Resolution Circle. Resolutions Circle has been severely affected by COVID-19 and the lockdown, and as such, realised a deficit of R9 million for the year. The entity, through the Board of Directors, has put measures in place to reduce costs and drive improvement in revenue generation.

Our revised governance framework has ensured increased transparency and accountability in this area and created opportunities for wider participation by our academics in our commercial activities. We are geared to reclaim our lead role in this area to continue to excel in innovation.

Risk Management

University risk management is an important function of this portfolio. We assist the MEC Risk Management Committee (RMC) in identifying all material risks to which the University is exposed and ensure that the requisite risk management culture, policies and systems are in place and functioning effectively. Risks are assessed on an enterprise-wide level and their individual and combined impact considered and mitigated.

The COVID-19 pandemic has been top-most on our risk radar and activities during this year, impacting a number of the other significant risks. Major risks identified in 2020 were:

- Financial sustainability of the University, influenced by:
 - Poor economic growth, exacerbated by the COVID-19 pandemic and state of the South African economy resulting in a general decline in funding available from the government for subsidies and other grants and increased levels of irrecoverable student debt.
 - Uncertainty about the level of future subsidy allocations as a result of the impact of COVID-19 on University enrolments and research productivity.
 - Decline in externally generated funding for scholarships and contract research.
 - Suboptimal occupancy of University residences as a result of the COVID-19 lockdown.
 - Inadequate funding for the missing middle and increasing demand for free education resulting in an increasing trend of non-payment of fees by this group of students.
 - Continued uncertainty around university fee increases in the future.
 - Increases in staffing costs resulting from the scarcity of and high demand for qualified academic and professional staff, as well as the organised labour demand for salary adjustment.
 - Ageing infrastructure.
- Stringent cost control measures and continuous exploration of alternative sources of income and student funding are in place to mitigate the financial sustainability risk.
- Inefficiencies in NSFAS administration processes, which result in delayed communication of funding



decisions and disbursement of allowances to students, expose the University to the risk of student protest. We continue to engage with NSFAS and the student body to mitigate this risk.

- The COVID-19 pandemic has brought about a number of challenges for the global, national, and university community. These include liquidity and going concern status of universities. We continue to closely monitor these and put in place mitigating controls. The pandemic has also presented an opportunity to test institutional business continuity plans, which have responded very positively to the crisis.

State funding

The state has made additional funding available through the block grant from the Department of Higher Education and Training (DHET). However, this increase is less than the higher education inflation and, coupled with the less than optimal increase in fees, translates into a decline in subsidies in real terms.

The reduction in tax collection due to the poor economic growth poses a significant risk to the level of future state funding allocations. The uncertainty extends to DHET block and earmarked grants, NSFAS bursaries as well as NRF grants and bursaries.

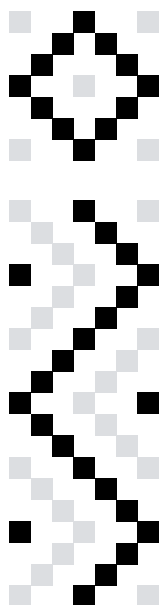
The above uncertainties will affect our ability to fund our activities in the medium to the long term. Several strategies have been put in place to mitigate this risk and reduce the level of reliance on state funds, which include increased external fundraising, increased focus on continued education programme offerings and more stringent cost containment measures.



Tshilidzi Marwala (Prof)

Vice-Chancellor and Principal





Report on the Annual Performance Plan 2020 of the University of Johannesburg¹

INTRODUCTION

The following report analyses the 2020 outcomes against the targets set in the 2020 UJ Annual Performance Plan (APP). Key performance indicators (KPIs) are grouped under the six major objectives that frame the UJ Strategic Plan 2025 and reference is made to the corresponding indicator in the Strategic Plan in brackets. Where appropriate, the results are shown by means of a chart accompanied by a brief narrative explanation. For output indicators (graduate output and research), the complete data are only available for the previous year, which is indicated as (n-1) on the indicator. For these indicators there is often very little change across quarters, and where there is an alteration, it is usually a consequence of corrections. For some indicators, such as citations, the reference year is n-2 to allow time for published articles to be cited. Outcomes for some indicators are only measured once, towards the end of the year, as in the case of survey results.

HEMIS data in this report were originally drawn in February 2021, and updated on 5 April 2021. The differences are marginal. Audited financial data, research output data and HR data were updated on 11 April 2021.

Revision to APP

While most of the indicators presented here are the same as for the 2019 APP, there are some definitional changes, and one addition. The additional indicator, and some changes as noted below, were approved by Council at its November 2019 meeting.

Changes include the following:

- KPI 1: Definitional change. This KPI now includes all PG diploma types to align with the Enrolment Plan, as opposed to only including PG Diploma Qualification 69, as it is no longer necessary to monitor the phasing in of the HEQSF postgraduate diploma.
- KPI 3: Definitional change. The word 'accredited' is replaced with 'Scopus-listed' publications on 4IR for greater accuracy. In addition, the approximate expected ROUs are noted.
- KPI 4: Unchanged, but in the presentation, submitted ROUs and accredited ROUs are displayed in separate graphs for clarity. As accredited publications are only made known once annually, the first quarters will show the graph for submitted publications only.
- KPI 10: Replacement. This KPI, which refers to 'Number of students completing Artificial Intelligence module' (a new KPI in the Strategic Plan) replaces 'Number of students completing African Insights module' (although both metrics are retained in the Strategic Plan).

¹ Based on UJ APP 2020, CL 187.2019(4)



- KPI 22: Definitional change. This metric will henceforth be expressed in headcount numbers rather than percentages to track growth or decline more clearly in actual numbers. Percentages may still be referred to in the commentary.
- KPI 23: Definitional change. This metric will henceforth be expressed in headcount numbers rather than percentages to track growth or decline more clearly, in actual numbers. Percentages may still be referred to in the commentary.
- KPI 24a: Definitional change. This metric will henceforth be expressed in headcount numbers rather than percentages to track growth or decline more clearly, in actual numbers. Percentages may still be referred to in the commentary.
- KPI 24b: Definitional change. This metric will henceforth be expressed in headcount numbers rather than percentages to track growth or decline more clearly in actual numbers. Percentages may still be referred to in the commentary.

All changes to the numbering of indicators in the Strategic Plan 2020-2025 owing to reorganisation, addition and deletion, have been reflected in the corresponding references in this document.

SUMMARY RESULTS – TARGETS MET

KPI 1: Total postgraduate outputs (n-1)

The outcome for the number of 2019 postgraduates exceeded the achievement of 2018 by 8,2%, and is 2,9% above target.

KPI 2: Percentage permanent and fixed-term academic staff with doctorates

The target for this indicator was set at 50,5%, and the proportion of staff with doctorates at the end of Quarter 4 was 53,9%, which, at 3,4% above target, is a very pleasing result.

KPI 3: Number of Scopus-listed research outputs on 4IR

The baseline from October 2019 was 85 (although the final tally at year-end was 113), and by the end of Quarter 4, the number of published outputs on 4IR had risen substantially to treble the ceiling – a remarkable achievement.

KPI 4a: Number of submitted research units (n-1)

The number of 2019 publications actually submitted in the first half of 2020, i.e. 2 339 units, is an increase of 292 units or 14% more than the 2018 submission, and 11,3% above target.

KPI 4b: Number of accredited research units (n-1)

The ROUs for 2019 publications as received from the DHET in April 2021 stand at 2 276.3 units, a considerable increase from the baseline for accredited 2018 publications, which was 1 691.

KPI 5: Annual citations in Scopus (n-2)

In 2020, the citations accrued for 2018 publications are tracked. The tally at the end of the year at 17 478 was 52% above the ceiling, and a remarkable 4 821 higher than the previous year's level.

KPI 7: Undergraduate output (n-1)

The number of students from undergraduate programmes who completed the requirements for their qualifications in 2019 increased relative to the previous year, and exceeded the baseline of 10 566 by 115, or 1%, the target by 101, and the ceiling by 81.

KPI 8a and 8b: Percentage students completing three-year UG qualifications, and degrees only, in minimum time (n-1)

For the 2017 cohort doing three-year undergraduate qualifications, 40,2% succeeded in completing in minimum time, which is 1,7% above target, and 1,1% above the ceiling.

For three-year degrees only, the outcome at 41,7% was 0,2% above target.



KPI 9: Number of CEPs for 4IR

This indicator measures the cumulative number of CEPs, including whole qualifications and SLPs, on 4IR. The baseline in October 2019 was 25, and at the end of 2020, there was a total of 43, which is above the ceiling.²

KPI 10: Number of students completing Artificial Intelligence module (cumulative)

This indicator, which is a new one, tracks the number of students completing the *Artificial Intelligence in the 4IR* module, which at year-end was 4 807, above the ceiling of 3 500 by 37,3%.

KPI 11: Number of academic initiatives advancing 4IR

In 2019, this was a new indicator. At the end of 2020, there was a cumulative number of 42, which was 2 more than the ceiling.

KPI 14: Number of study abroad students (inbound and outbound)

The movement of students on study abroad opportunities in 2020 was heavily affected by the restrictions on international and national travel as a result of the COVID-19 pandemic. There was very limited physical movement of students given the travel restrictions, but virtual 'study abroad' opportunities are captured in Quarters 3 and 4, of which 3 414 were inbound, and 7 949 outbound. The indicator measures physical study abroad opportunities, and in that sense, the target has not been met, but the number of virtual opportunities is of a different order and exceeds the target and ceiling by a substantial margin.

KPI 15a and 15b: Student satisfaction

This indicator tracks the overall responses to the annual UG and PG student satisfaction surveys, which are run in the second semester. The UG satisfaction level at 94,8% was extraordinary and indicates a very high level of student satisfaction with UJ's efforts to secure the completion of the academic programme in 2020 given the impact of the COVID-19 pandemic on teaching and learning. The PG satisfaction level at 82,8% was also above the target of 82,5%.

KPI 16: Number of awards (national and international) and prestigious recognition

By year-end, the number of awards received had grown to 68, a very pleasing achievement given that the expectation in terms of the set target was 45.

KPI 17: Number of op-eds on 4IR

By the end of Quarter 4, 76 op-eds on 4IR had been produced by staff members of the University, overtaking the target and the ceiling (68), and indicating a sustained UJ media presence relating to the strategic focus on 4IR.

KPI 18: Annual operating surplus

The goal for KPI 18 was to achieve a R9.5 million positive outcome at the end of the year, while the surplus at the end of 2019 was R595 million, up from the October 2019 baseline of R291 million. In Quarter 3 of 2020, the projection was R346 million, but the audited outcome at the end of Quarter 4 of 2020 was a surplus of R530 million, indicating a healthy financial situation.

KPI 19: Council-controlled reserves

At the end of Quarter 3, the projected reserves were R1 575 million, higher than the target and ceiling, but the audited outcome for Quarter 4 was much higher still at R2 167 million.

KPI 20: Third-stream income (unencumbered)

Unencumbered third-stream income reached R174 million by the end of Quarter 3, and in Quarter 4, it increased to R269 million, above target by 12%.

KPI 21: Third-stream income (externally generated research funding)

By the end of Quarter 4, externally generated research funding reached R245.6 million against the October 2019 baseline of R163 million. (The final December 2019 total was R221.7 million, but the target of R200

² Where SLPs are offered in both contact and distance modes, each mode is counted separately.



million was set relative to the October figure). In 2020, both the target and the ceiling were exceeded, by 36,4% and 22,8%, respectively.

KPI 22: Percentage black permanent and fixed-term academic staff

At 629, the number of black permanent and fixed-term academic staff is 10 more than in October 2019, and one above the target. The proportion has increased from 47,1% in October 2019 to 48%, despite the COVID-19 related moratorium on the filling of vacant posts.

KPI 23: Permanent and fixed-term academic staff by rank (associate professors and professors)

This indicator monitors seniority among the academic staff. At the end of 2020, the number of professors and associate professors was above target by 17, or 5%. It is also above the ceiling by 15. The proportion is 26,5%, relative to the 24,5% of 2019.

KPI 24a: Number and percentage of black (SA) associate professors and professors³

The number of black associate professors and professors in 2020 grew by 11 relative to the previous year, and exceeded the target by 10%, and the ceiling by 7,6%.

KPI 24b: Number of female associate professors and professors

The gender distribution among associate professors and professors is tracked in this part of the indicator, and here, the Quarter 4 outcome showed considerable improvement in that it was 7 higher than the target and 5 higher than the ceiling. The increase to 130 from the 119 of 2019 is noteworthy. The proportion also increased relative to 2019 from 37% to 37,5%, despite the growth in the professoriate overall.

KPI 25: Number of academic staff recruited who are working in 4IR

The results for Quarter 4 show that the cumulative total of 14 since the beginning of 2019 is above the target and the ceiling.

KPI 26: Reduction in carbon footprint

The outcome for this indicator is only measured at the end of the year. The extraordinary outcome of 21,8% (against a target of 8%) must be seen in the context of campus closures during the COVID-19 pandemic.

KPI 27: Governance review

This metric is only assessed once, at the end of the year. It is based on a survey of governance committees. At 85%, it was right on target.

Targets not met

KPI 6: Enrolment profile by CESM category (SET)

At 34,8%, enrolment in Science, Engineering and Technology was below the target of 36,8%, and approximately at the proportion it was at the end of 2018. There were fewer continuing enrolments than anticipated in the BTech qualifications in their last year of offering given the national phasing-out process, and the uptake in the new BEng Tech or advanced diplomas did not fully compensate.

KPI 12: The number of international students registered

The end of year tally was 4 208. Despite being above the previous year's baseline of 4 198, it was below the target by 137. The number was affected by the travel restrictions related to the COVID-19 pandemic.

KPI 13: Percentage international permanent and fixed-term academic staff

At the end of the 2020 year, the percentage of international academic staff was 17,7%, slightly lower than in Quarter 1, and below the target of 18,2%. It is worth noting, however, that the actual number of international academic staff at year-end was the same as in Quarter 1, which indicates that the COVID-19 pandemic did not

³ Please note that all indicators relating to staffing will be affected by the COVID-19 related moratorium on the filling of posts.

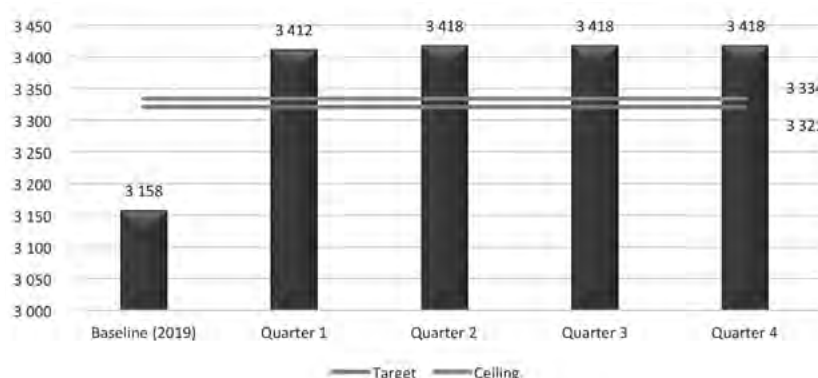
lead to significant attrition, but may have affected intended growth in the number of international academic staff recruited.

STRATEGIC OBJECTIVE ONE:

EXCELLENCE IN RESEARCH AND INNOVATION

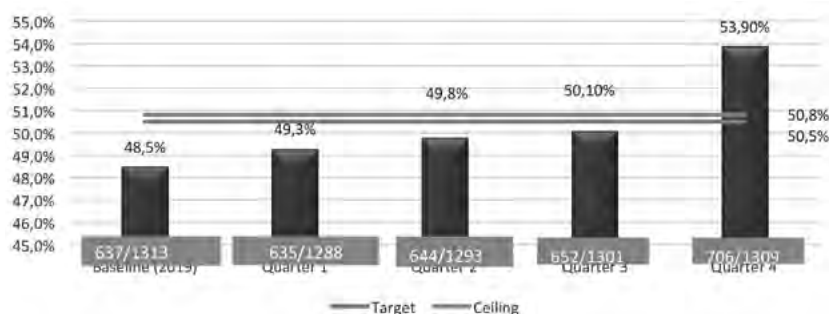
Research and Innovation

1. Total postgraduate outputs n-1 (1)



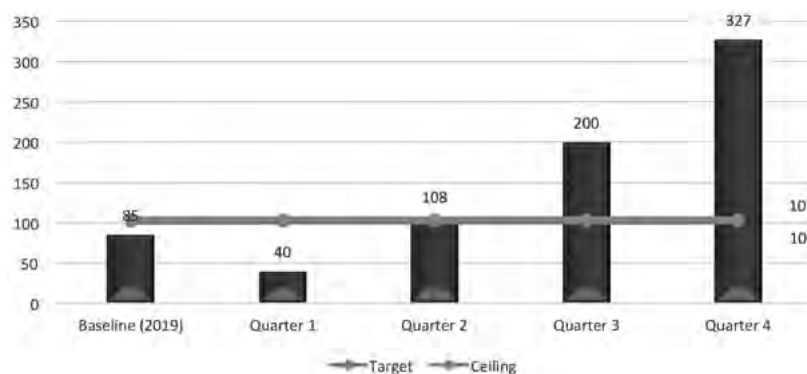
The baseline for this indicator is the 2018 postgraduate output of 3 158 as reflected in 2019, which was well above the previous baseline of 3 035. Given the upward trajectory of postgraduate output, the target for 2020 (the number of 2019 PG graduates) was set at 3 321. The outcome for the number of PG graduates for 2019 (n-1) at 3 418 has exceeded the achievement of 2018 by 8,2%, and is 2,9% above target.

2. Percentage permanent and fixed-term academic staff with doctorates (76)



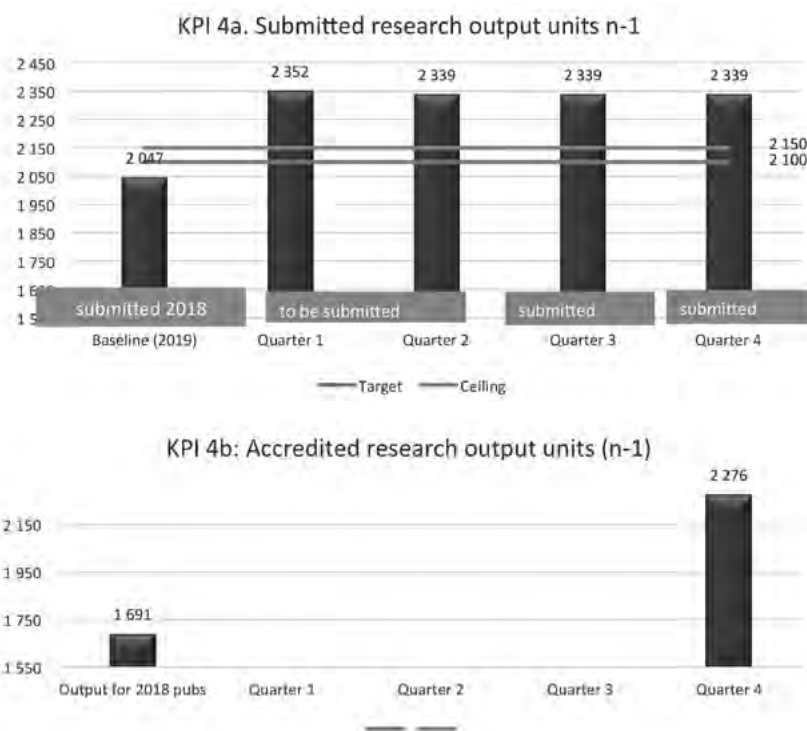
The target for this indicator was set at 50,5%, and the proportion of staff with doctorates at the end of Quarter 4 increased to 53,9% (qualifications awarded late in the year are loaded in Quarter 4), which, at 3,4% above target, is a very pleasing result.

3. Number of (Scopus-listed) publications on 4IR (6)



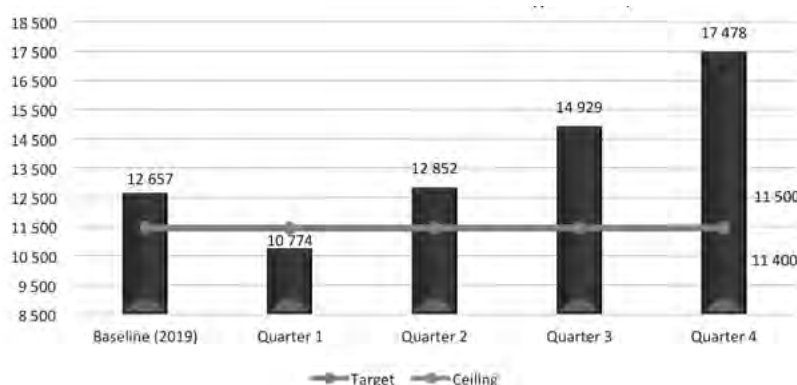
The baseline from October 2019 was 85 (although the final tally at year-end was 113), and by the end of Quarter 4, the number of published outputs on 4IR had risen substantially to treble the ceiling, and almost treble the previous year's year-end output.

4. Accredited research output units n-1 (3)



For this indicator, research output units for 2019 are reported in 2020. The numbers shown in 4a are the submitted units to be assessed by the DHET late in the year, or even early the following year. The number of 2019 publications actually submitted in the first half of 2020, i.e. 2,339 units, was an increase of 292 units or 14% more than the 2018 submission. The actual ROUs awarded as received in April 2021 are shown in KPI 4b. At 2,276.3 ROUs, there is a considerable increase from the baseline for accredited 2018 publications, which was 1,691.

5. Annual citations in SCOPUS n-2 (8)



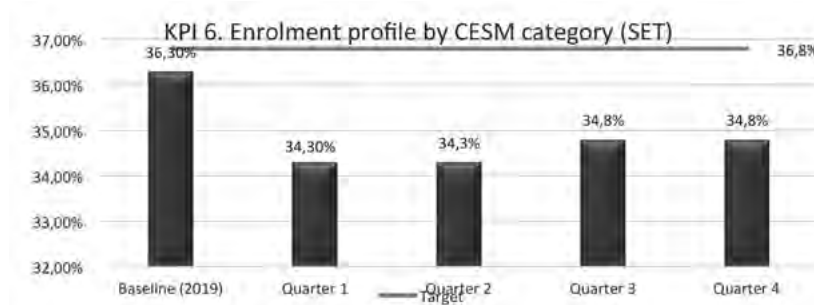
In 2020, the citations accrued for 2018 publications are tracked. The tally at the end of the year at 17,478 was 52% above the ceiling, and a remarkable 4,821 higher than the previous year's level.

STRATEGIC OBJECTIVE TWO:

EXCELLENCE IN TEACHING AND LEARNING

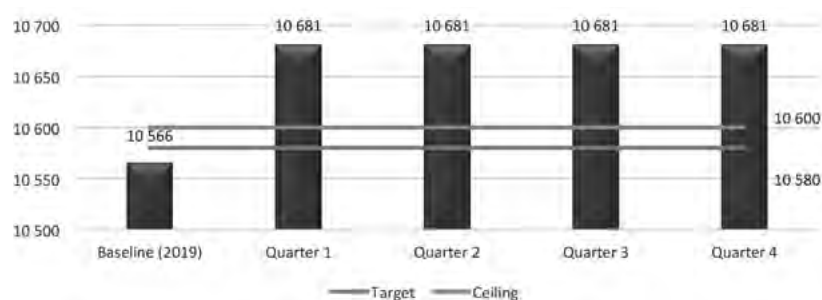
Teaching and Learning

6. Enrolment profile by CESM category (SET) (19)



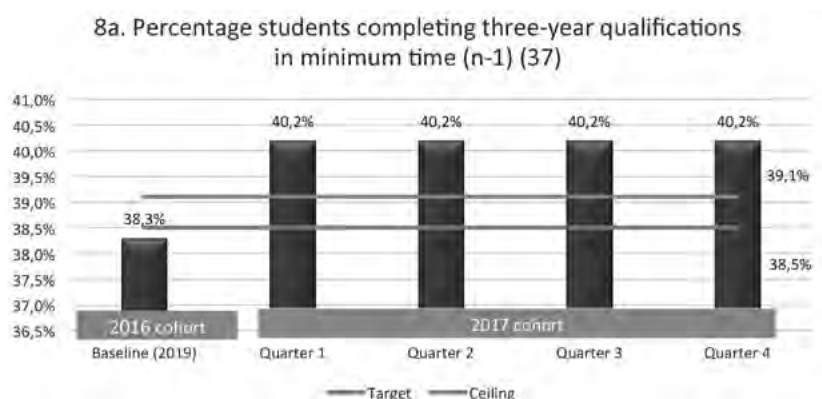
For this indicator, the proportion of students enrolled in science, engineering and technology (SET) programmes is tracked. At 34,8%, it is below the target of 36,8%, and approximately at the proportion it was at the end of 2018. The target reflects the projection anticipated in the 2019 enrolment plan for this category and the aim is to achieve an enrolment proportion as close to the target as possible. However, there were fewer continuing enrolments in the BTech qualifications in their last year of offering than anticipated, and the uptake in the new BEng Tech or advanced diplomas did not fully compensate. There is no ceiling for this indicator.

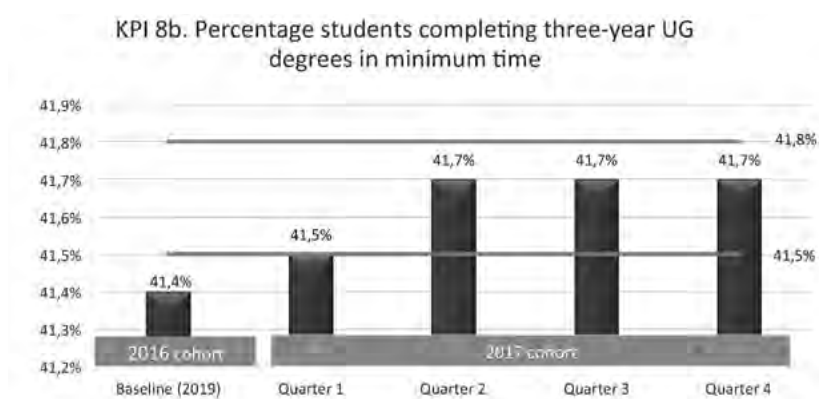
7. Undergraduate output (n-1) (38)



As is the case for postgraduates, the number of students from undergraduate programmes who completed the requirements for their qualifications in 2019 increased relative to the previous year. It exceeded the baseline of 10 566 by 115, or 1%, the target by 101, and the ceiling by 81, which is a very pleasing outcome.

8. Percentage students completing three-year UG degrees and qualifications in minimum time (n-1) (36)

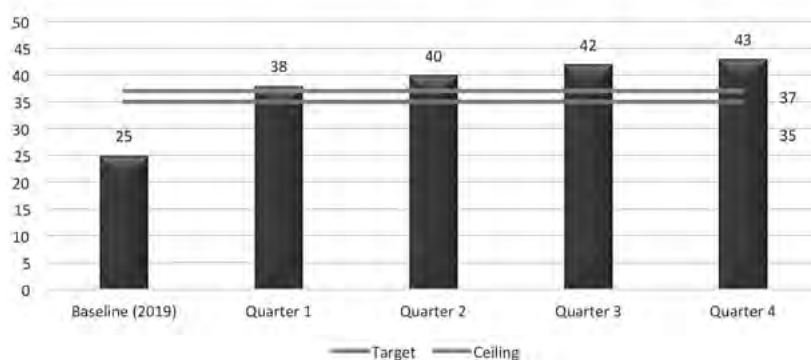




The outcome for this indicator is based on data for the 2017 cohort of students registered for three-year qualifications who completed their studies in 2019. Of this cohort, 40,2% succeeded in completing in minimum time, which is 1,7% above target, and 1,1% above the ceiling. As a point of reference, of the 2014 cohort only 35,3% completed in minimum time. The throughput rates have since been on an upward trajectory.

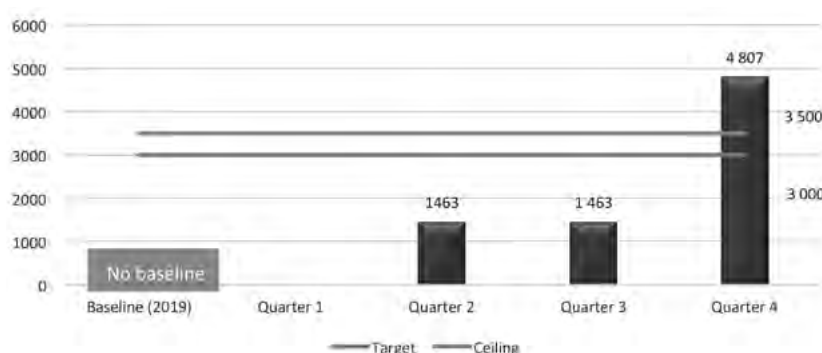
KPI 8b refers to the completion of three-year undergraduate degrees only, and here the outcome is higher than for all three-year undergraduate qualifications. The outcome for the 2017 cohort was 0,3% above the 2016 cohort and exceeded the target by 0,2%.

9. Number of continuing education programmes (CEPs) for 4IR (30)



This indicator measures the cumulative number of CEPs, including whole qualifications and SLPs, on 4IR. The baseline in October 2019 was 25, and at the end of 2020, there was a total of 43, which is above the ceiling.⁴

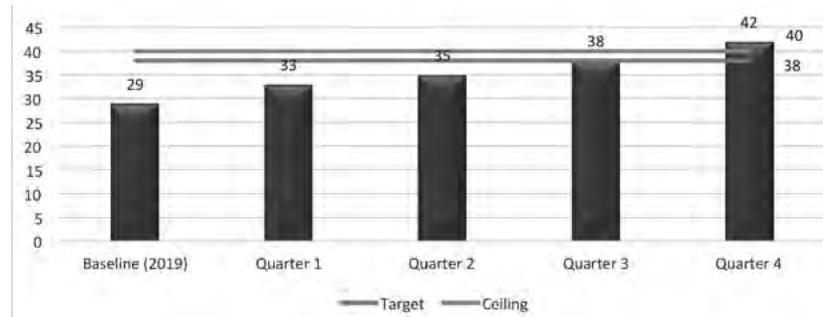
10. Number of students completing Artificial Intelligence module (31b)



⁴ Where SLPs are offered in both contact and distance modes, each mode is counted separately.

This indicator, which is a new one, tracks the number of students completing the *Artificial Intelligence in the 4IR* module, which at year-end was 4 807, above the ceiling of 3 500 by 37,3%.

11. Number of academic initiatives advancing 4IR (29)



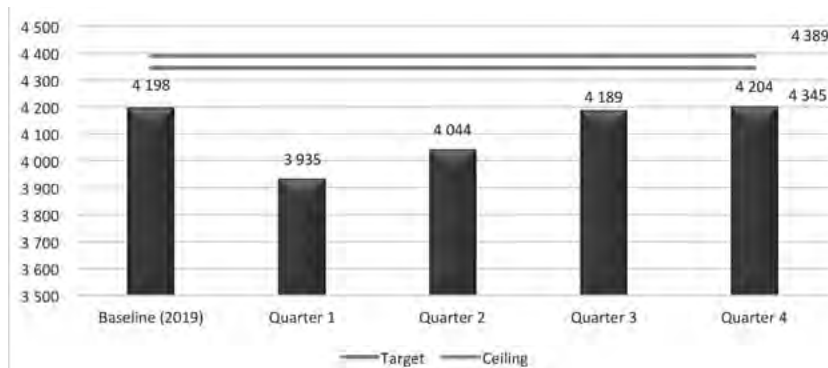
In 2019, this was a new indicator. At the end of 2020, there was a cumulative number of 42, which was 2 more than the ceiling.

STRATEGIC OBJECTIVE THREE:

INTERNATIONAL PROFILE FOR GLOBAL EXCELLENCE AND STATURE

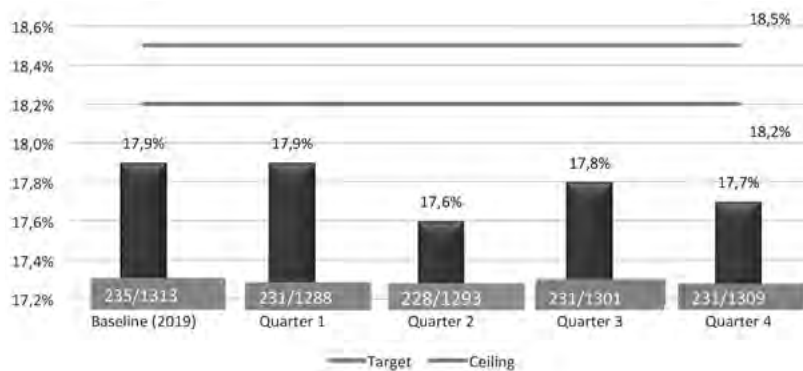
International profile

12. Number of international students (45)



The baseline number of international students at UJ as at October 2019 was 4 198, which is well above the level achieved in 2018 (3 627). The Quarter 4 tally for 2020 is 4 204, which is above the baseline, but below the target by 141. The number will have been affected by the travel restrictions related to the COVID-19 pandemic.

13. Percentage international permanent and fixed-term academic staff (77)

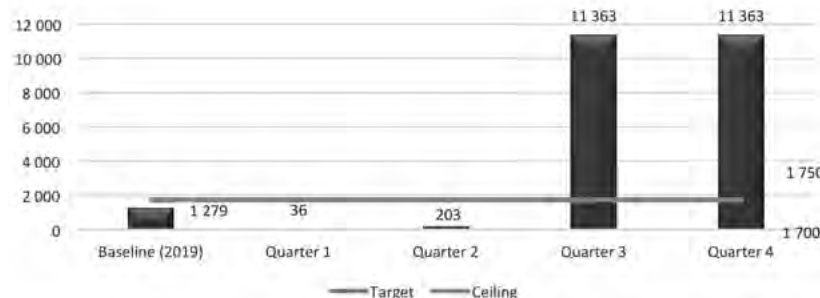


At the end of the 2020 year, the percentage of international academic staff was 17,7%, slightly lower than in Quarter 1, and below the target of 18,2%. It is worth noting, however, that the actual number of international academic staff



was the same as in Quarter 1, which indicates that the COVID-19 pandemic did not lead to significant attrition, but may have affected intended growth in the number of international academic staff recruited.

14. Number of study abroad students (inbound and outbound) (48 & 49)



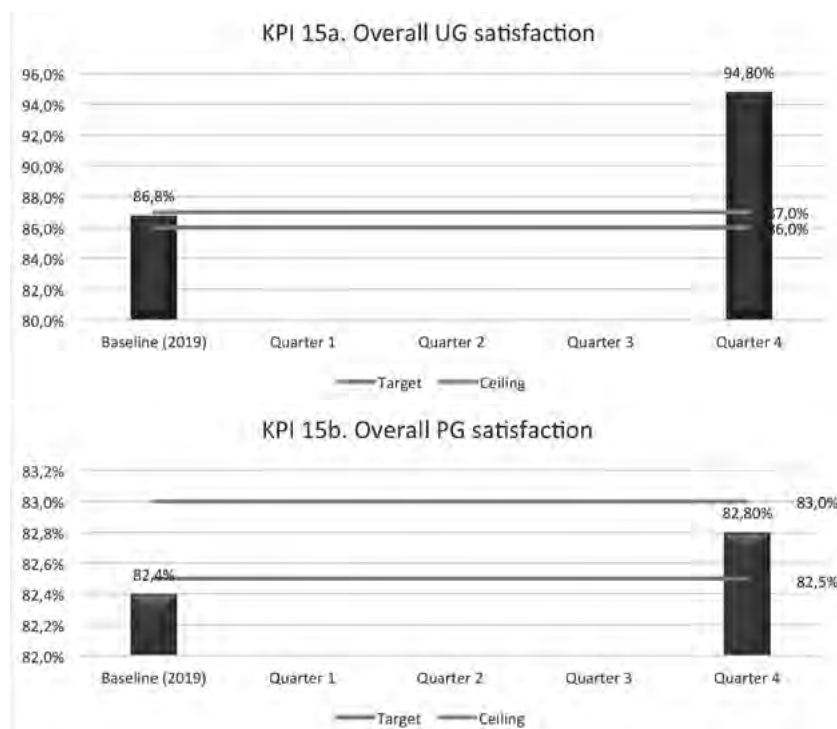
The movement of students on study abroad opportunities in 2020 has been heavily affected by the restrictions on international and national travel as a result of the COVID-19 pandemic. There was very limited physical movement of students given the travel restrictions, but virtual 'study abroad' opportunities are captured in Quarters 3 and 4, of which 3 414 were inbound, and 7 949 outbound.

STRATEGIC OBJECTIVE FOUR:

ENRICHING STUDENT FRIENDLY LEARNING AND LIVING EXPERIENCE

Student experience

15. Overall UG and PG student satisfaction as determined by Student Experience Surveys (51 and 53)



This indicator tracks the overall responses to the annual UG and PG student satisfaction surveys, which are run in the second semester. The UG satisfaction level at 94,8% was extraordinary and indicates a very high level of student satisfaction with UJ's efforts to secure the completion of the academic programme in 2020 given the impact of the COVID-19 pandemic on teaching and learning.

The PG satisfaction level at 82,8% was above target, and very pleasing given the circumstances of the COVID-19 pandemic.

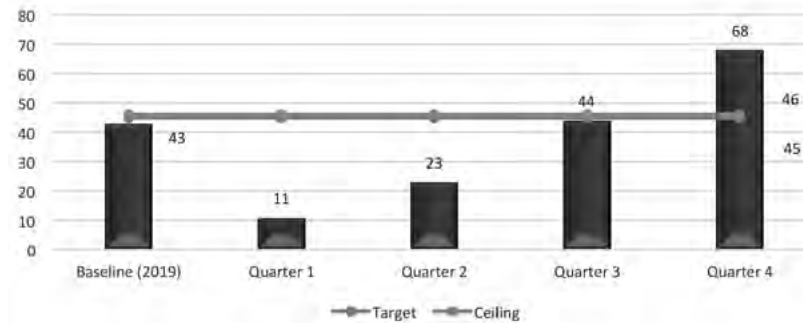


STRATEGIC OBJECTIVE FIVE:

NATIONAL AND GLOBAL REPUTATION MANAGEMENT

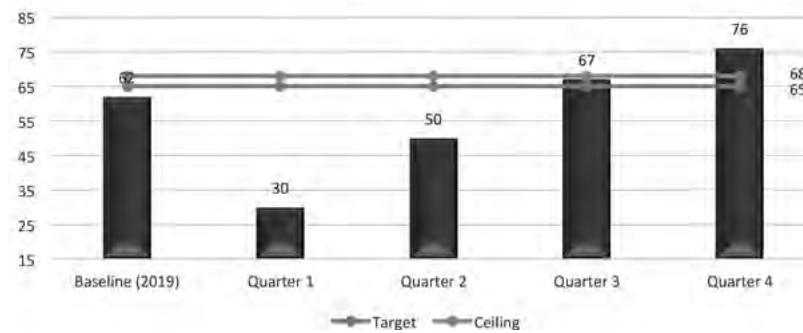
Reputation management

16. Number of awards (national and international) and prestigious recognition (57)



By year-end, the number of awards received had grown to 68, a very pleasing achievement given that the expectation in terms of the set target was 45.

17. Number of op-eds on 4IR (63)



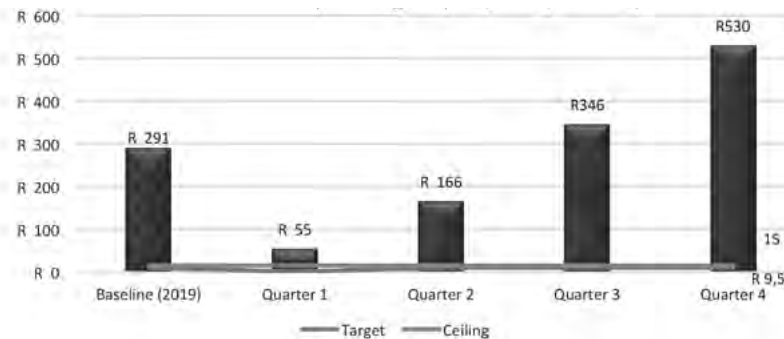
By the end of Quarter 4, 76 op-eds on 4IR had been produced by staff members of the University, overtaking the target and the ceiling, and indicating a sustained UJ media presence relating to the strategic focus on 4IR.

STRATEGIC OBJECTIVE SIX:

FITNESS FOR GLOBAL EXCELLENCE AND STATURE

Fitness for purpose

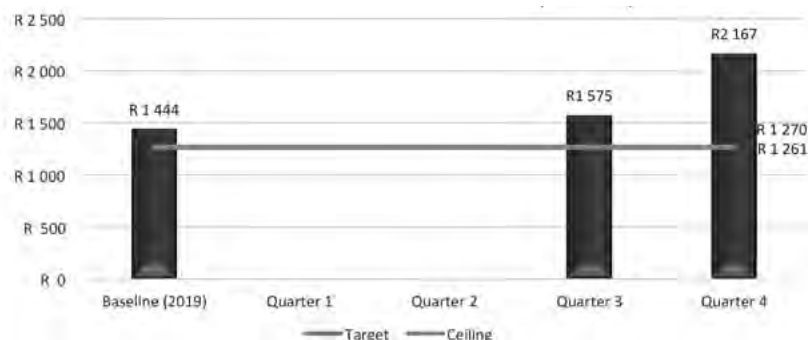
18. Annual operating surplus/loss – millions (65)



The goal for KPI 18 was to achieve a R9.5 million positive outcome at the end of the year, while the surplus at the end of 2019 was R595 million, up from the October 2019 baseline of R291 million. In Quarter 3 of 2020, the projection was R346 million, but the audited outcome at the end of the Quarter 4 was a surplus of R530 million, indicating a healthy financial situation.

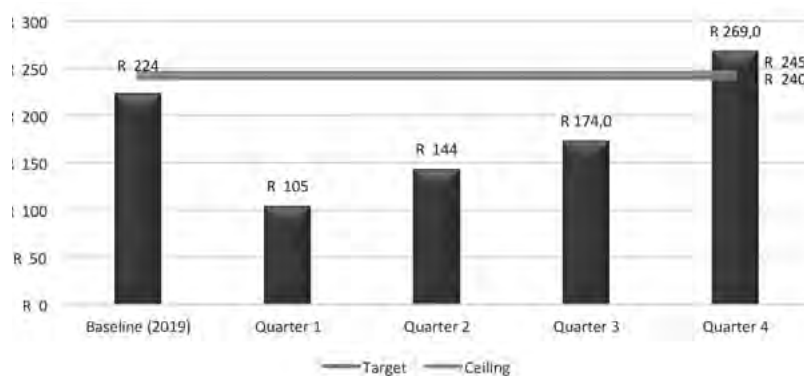


19. Council-controlled reserves – millions (68)



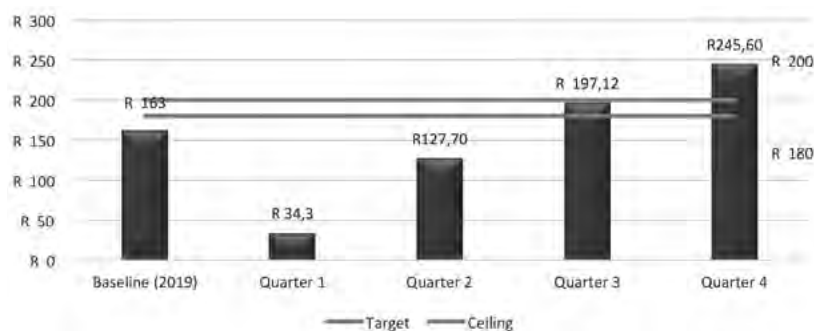
At the end of Quarter 3, the projected reserves were R1 575 million, higher than the target and ceiling, but the audited outcome for Quarter 4 was much higher still at R2 167 million.

20. Third-stream income (unencumbered) – millions (67)



Unencumbered third-stream income reached R174 million by the end of Quarter 3, and in Quarter 4, it increased to R269 million, above target by 12%.

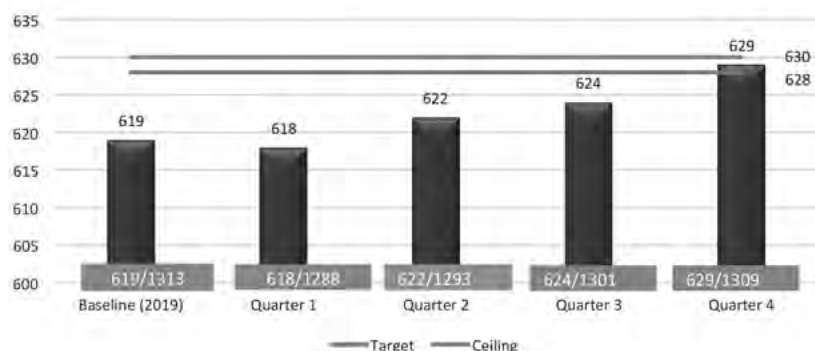
21. Third-stream income (externally generated research funding) – millions (11)



By the end of Quarter 4, externally generated research funding reached R245.6 million against the October 2019 baseline of R163 million. (The final December 2019 total was R221.7 million, but the target of R200 million was set relative to the October figure). In 2020, both the target and the ceiling were exceeded, by 36,4% and 22,8%, respectively.

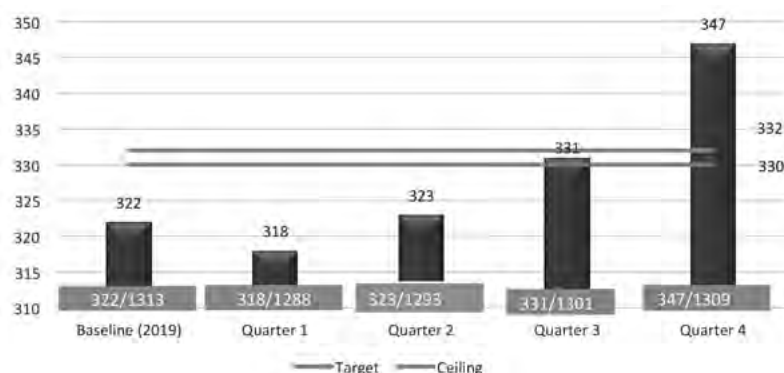


22. Number of black permanent and fixed-term academic staff (77)



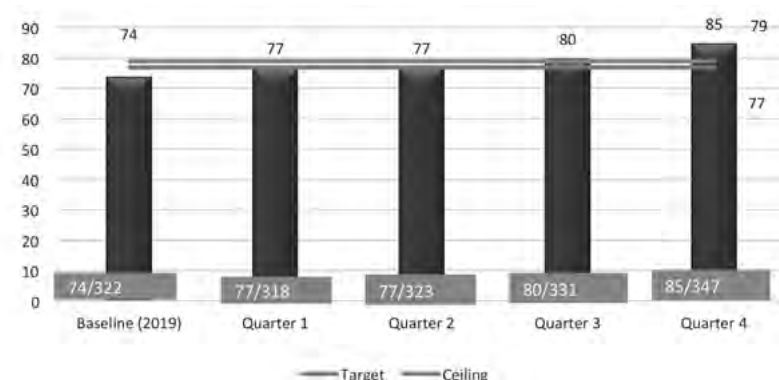
At 629, the number of black permanent and fixed-term academic staff is 10 more than in October 2019, and 1 above the target. The proportion has increased from 47,1% in October 2019 to 48%, despite the COVID-19 related moratorium on the filling of vacant posts.

23. Permanent and fixed-term academic staff by rank (associate professors and professors) (79)



This indicator monitors seniority among the academic staff. At the end of 2020, the number of professors and associate professors was above target by 17, or 5%. It is also above the ceiling by 15. The proportion is 26,5%, relative to the 24,5% of 2019.

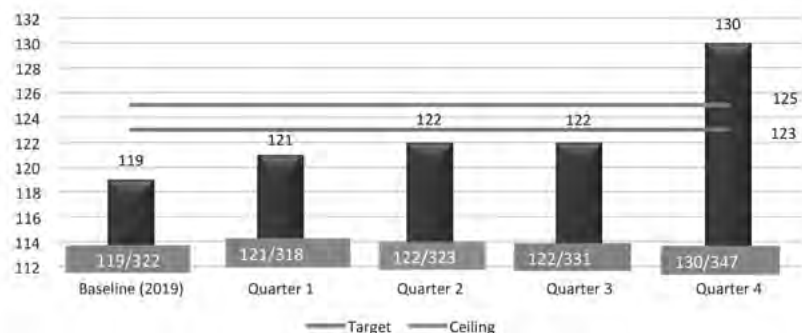
24a. Number of black associate professors and professors (78)



The number of black associate professors and professors in 2020 grew by 11 relative to the previous year, and exceeded the target by 10%, and the ceiling by 7,6%.

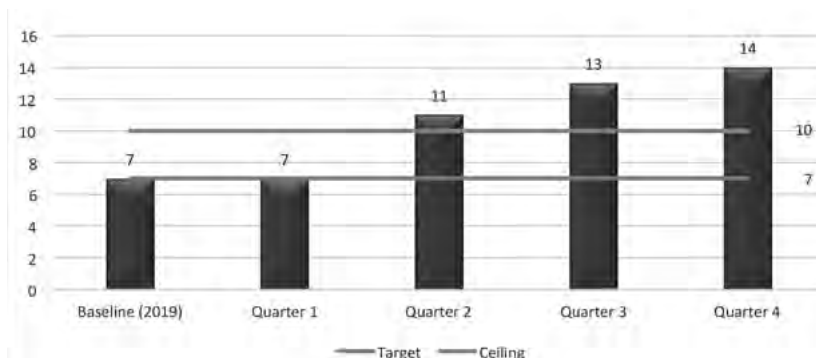


24b. Percentage and number of female associate professors and professors (78)



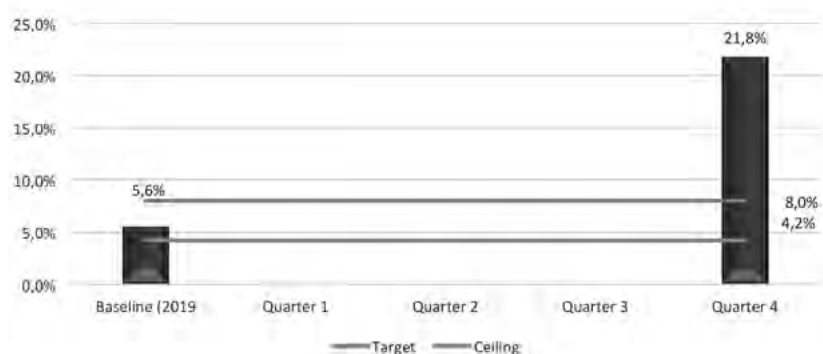
The gender distribution among associate professors and professors is tracked in this part of the indicator, and here, the Quarter 4 outcome showed considerable improvement in that it was 7 higher than the target and 5 higher than the ceiling. The increase to 130 from the 119 of 2019 is noteworthy. The proportion also increased relative to 2019 from 37% to 37,5%, despite the growth in the professoriate overall.

25. Number of academic staff recruited who are working in 4IR (82)



The results for Quarter 4 show that the cumulative total of 14 since the beginning of 2019 is above the target and the ceiling.

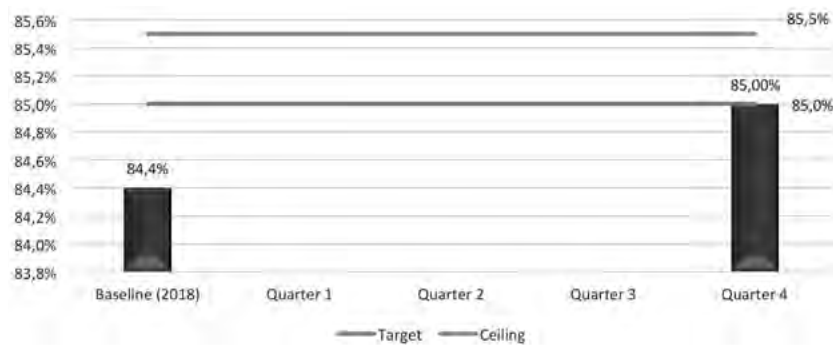
26. Reduction in carbon footprint (83)



The outcome for this indicator is only measured at the end of the year. The extraordinary outcome of 21,8% must be seen in the context of campus closures during the COVID-19 pandemic.



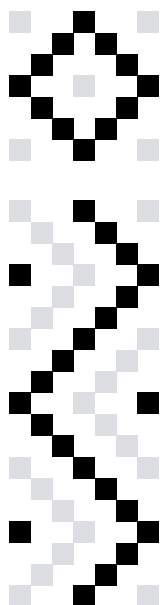
27. Governance review (Council) (85)



This metric is only assessed once, at the end of the year. It is based on a survey of governance committees. At 85%, it was right on target.

Tshilidzi Marwala (Prof)
Vice-Chancellor and Principal

Mike Teke (Mr)
Chairperson of Council



Report on the DHET Annual Performance Plan 2020 of the University of Johannesburg

INTRODUCTION

This year-end report covers achievement measured against the targets set in the University of Johannesburg Annual Performance Plan 2020 as submitted to DHET, and covers the period 1 January to 31 December 2020.

ACHIEVEMENT

The Annual Performance Plan 2020 is informed by three of UJ's six overall strategic objectives, i.e. objectives one, two and six. It covers eight related key performance areas (KPAs), as indicated in the title of each table presented. There are a total of 27 key performance indicators (KPIs) reported on, which relate to these KPAs. Note that *output* indicators refer to achievement in year (n-1) and not the reporting year (n). The baseline is based on the results of the previous year, i.e. as at October 2019. The enrolment data for the 2020 year-end report were originally extracted on 8 March 2021, and updated on 5 April 2021.

Of the 27 KPIs, 18 are within the green range of the target (i.e. within a variation of 2,5% or better) and are considered to be achieved. Nine are within the amber range of target. In some instances, this indicates an improvement in the intended direction relative to 2019, even though specified targets have not been met. This is particularly the case in the enrolment-related KPIs.

Classification of achievement

In considering the data provided, the following classification of achievement level was used, and a traffic light model adopted:

- **Green** (Within 97,5%-100% of target)
— Grayscale colour code: 10% black background with black lettering
- **Amber** (Within 75-97,4% of target)
— Grayscale colour code: 50% black background with white lettering
- **Red** (Less than 75% of target)
— Grayscale colour code: 85% black background with white lettering

Outcomes that exceed 100% of target are shown as green only if this movement is in line with strategic intentions. If they are not far off the target but run counter to intentions, they are shown as amber.



STRATEGIC OBJECTIVE ONE:

EXCELLENCE IN RESEARCH AND INNOVATION

| Research output | | | | |
|--|---|-------------|-----------------------------|----------------------|
| KPI | BASELINE – OCTOBER 2019 | 2020 TARGET | MID-YEAR | YEAR-END |
| Total number of accredited research output units (n-1) | 2 047 (submitted) 1 691 (accredited) | 2 100 | 2 339 (submitted June 2020) | 2 276.3 (accredited) |

Performance against the first indicator has been on a steadily rising trajectory. The number of publications submitted for accreditation in 2020 was 292 (or 14,3%) higher than in the previous year. The outcome of 2 276.3 ROUs is 585.3 units, or nearly 35%, higher than the previous year, but it should be noted that this number also includes the results of appeals and previously withheld units.¹

| Publication units per capita | | | | |
|---|-------------------------|-------------|---|----------|
| KPI | BASELINE – OCTOBER 2019 | 2020 TARGET | MID-YEAR | YEAR-END |
| Publication units per permanent academic staff (n1) | 1.6 | 1.6 | 1.77 (based on submitted units on 30 June 2020) | 1.71 |

This outcome is based on a headcount of 1 330 permanent academic staff employed in 2019. Research productivity at UJ continues to increase and a greater number of UJ academics are engaged in research.

| Academic staff qualifications | | | | |
|--|-------------------------|-------------|-------------------|-------------------|
| KPI | BASELINE – OCTOBER 2019 | 2020 TARGET | MID-YEAR | YEAR-END |
| Academic staff with doctorate | 48,8% 641/1313 | 50,5% | 50% 650/1300 | 53,9% 706/1309 |
| Academic staff with master's | 43,7% 574/1313 | 43% | 42,6% 554/1300 | 38,5% 504/1309 |
| Academic staff with other qualifications | 7,5% 98/1313 | 6,5% 85 | 7,4% 96/1300 | 7,6% 99/1309 |

The year-end outcome shows the proportion of staff with doctorates having increased well beyond the 50,5% target to 53,9%. As staff members have attained their doctoral qualifications, particularly in the second half of the year, the number of staff with a master's degree as their highest qualification has correspondingly decreased. The proportion of those without an M or D qualification has remained relatively steady at 7,6%, while not quite having met the target of 6,5%. Overall, the qualification level of the academic staff complement has risen significantly. This may be attributable to the success of the staff qualifications programme and hiring practices.

¹ For the last two years, the DHET Reports on Research Output Units have not been released in the year of submission, but in the following year. In 2020, the 2019 publications were submitted (n-1), but the outcome was received in April 2021.



STRATEGIC OBJECTIVE TWO:

EXCELLENCE IN TEACHING AND LEARNING

| An enrolment profile across all primary disciplinary areas with growth in Education and SET fields | | | | |
|---|--------------------------------|--------------------|-------------------|-------------------|
| KPI | BASELINE – OCTOBER 2019 | 2020 TARGET | MID-YEAR | YEAR-END |
| BUS/MAN | 37,0% (18 518) | 36% (18 112) | 37,3% (18 020) | 37,2% (18 035) |
| EDU | 7,4% (3 711) | 8% (3 956) | 8,8% (4 264) | 8,8% (4 274) |
| SET | 36,3% (18 146) | 37% (18 339) | 34,6% (16 723) | 34,8% (16 887) |
| OTHER HUMANITIES | 19,2% (9 609) | 19,0% (9 425) | 19,3% (9 326) | 19,2% (9 334) |

Enrolment in 2020 was affected by the COVID-19 pandemic to some extent, particularly with respect to second semester registrations and international students, as well as by the phasing out of the BTech qualification type. This influenced the distribution between the CESM categories as well. The goal of reducing the proportional share of the BUS/MAN category to 36% was not achieved, but at 37,2%, the proportion is relatively close to the previous year's 37%. The intended increase in EDU was achieved and exceeded the target by 0,8%. In SET, the proportion decreased from 36,3% to 34,8%, while HUM remained steady at 19,2%. As has been remarked before, enrolment proportions by CESM are very difficult to manage directly as they are partly determined by student choices within programmes, and external contextual factors.

| Increased enrolment in postgraduate studies | | | | |
|--|--------------------------------|--------------------|-----------------|-----------------|
| KPI | BASELINE – OCTOBER 2019 | 2020 TARGET | MID-YEAR | YEAR-END |
| Proportion of UG:PG | 82,5%:17,5% | 80%:20% | 80%:20% | 80%:20% |

The proportional distribution between undergraduate and postgraduate enrolments improved in line with strategic intentions relative to the previous year, and met the target. The University's strategy of increasing its postgraduate student body is clearly succeeding, with a distinct shift in the distribution from 2019 to 2020.



| Enrolment profile | | | | |
|------------------------------------|----------------------------|-------------|----------|----------|
| KPI | BASELINE – OCTOBER 2019 | 2020 TARGET | MID-YEAR | YEAR-END |
| Total headcount enrolment | 50 516 | 49 832 | 48 333 | 48 529 |
| Unweighted FTE totals | 38 807 | 38 951 | 37 718 | 37 647 |
| First-time entering undergraduates | 10 021 | 10 183 | 9 999 | 9 946 |
| UG: Diplomas and certificates | 11 244 | 10 562 | 10 370 | 10 370 |
| UG: Degrees | 29 993 | 29 325 | 28 303 | 28 290 |
| PG: Below master's | 3 901 | 4 122 | 3 937 | 3 936 |
| Master's | 3 982 | 4 376 | 4 221 | 4 362 |
| Doctoral | 1 396 | 1 447 | 1 502 | 1 571 |
| PG total | 9 279 | 9 945 | 9 660 | 9 869 |

Total headcount enrolment in 2020 was 2,6%, or 1 303, lower than the target, with FTE totals 3,3% below. With respect to first-time entering undergraduates, the total was 237 (or 2,3%) short of the target.

In relation to the distribution of enrolments across qualification types, the outcome at year-end was close to the planned distribution. The mix of degrees to diplomas shifted in the direction intended, with 874 fewer diploma enrolments than in the previous year, thus going beyond the target for this KPI. However, degree enrolments also decreased by 5,7%, or 1 703, from the previous year. Enrolments in the master's and doctoral categories grew in the second semester and increased relative to 2019 by 555. The master's enrolment at year-end was only 14 below target, while the doctoral enrolment was 124 above target.

| Output and success rates | | | | |
|--|----------------------------|-------------------|-------------------|-------------------|
| KPI | BASELINE – OCTOBER 2019 | 2020 TARGET | MID-YEAR | YEAR-END |
| Degree credit success rates UG (n-1) | 85,6% | 85,8% | 85,8% | 85,8% |
| Total graduation rate and output (n-1) | 27,1% (13 724) | 27,6% (13 932) | 27,9% (14 099) | 27,9% (14 099) |
| UG graduation rate and output (n-1) | 25,4% (10 566) | 25,7% (10 598) | 25,9% (10 681) | 25,9% (10 681) |
| PG output | 3 158 | 3 334 | 3 418 | 3 418 |
| PG below master's (n1) | 2 105 | 2 248 | 2 196 | 2 196 |
| Master's (n-1) | 864 | 895 | 999 | 999 |
| Doctoral (n-1) | 189 | 191 | 223 | 223 |



The outcomes for all of these indicators are measured for the year (n-1) preceding the reporting year (n) when data are complete. Student success rates improved and reached the target, while the graduation rates were above target. Where the total headcount is more or less stable, an improved graduation rate indicates greater efficiency in that a greater proportion of the enrolment as a whole is graduating. The postgraduate output was higher by 260 than in the previous year and exceeded the target. While the PG below master's output was higher than in the previous year by 91, it was 2,3% below the set target. Master's outputs increased by 15% and were 11,6% above the target. Doctoral graduates were above the previous year's level by 18%, and 16,8% above the target.

STRATEGIC OBJECTIVE SIX:

FITNESS FOR GLOBAL EXCELLENCE AND STATURE

| Financial sustainability | | | | |
|--|--------------------------------|--------------------|--------------------------|-----------------|
| KPI | BASELINE – OCTOBER 2019 | 2020 TARGET | MID-YEAR | YEAR-END |
| Balanced annual budget and five-year financial plan | R291 million projected surplus | R9.5 million | R166 million (projected) | R530 million |

The indications at mid-year were that the University was on track to exceed its target, and the audited outcome at R530 million demonstrates an achievement way above target.

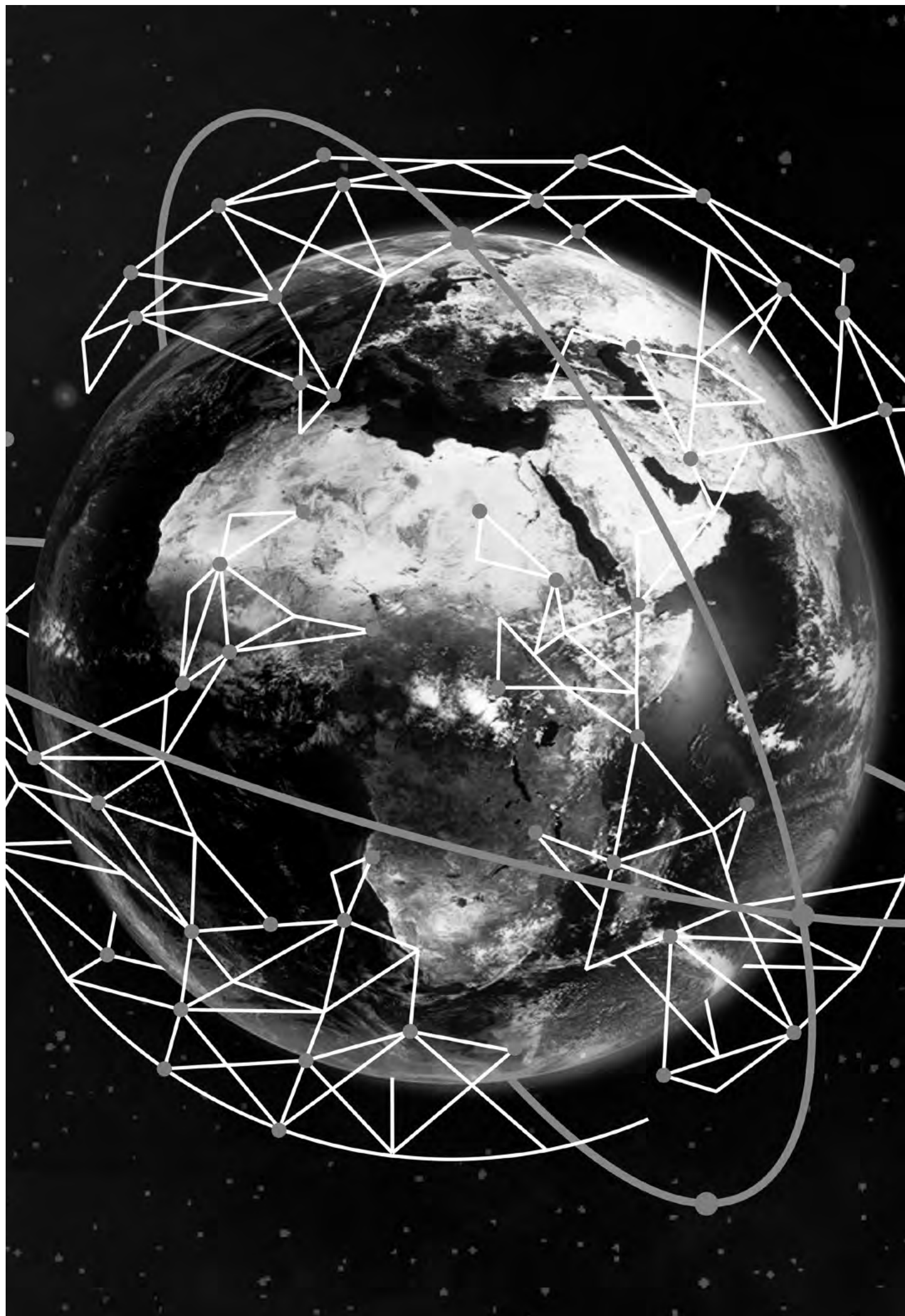


Tshilidzi Marwala (Prof)
Vice-Chancellor and Principal

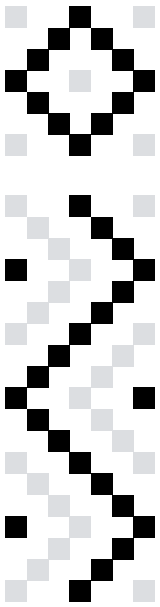


Mike Teke (Mr)
Chairperson of Council









Statement of Governance

OVERVIEW

The Statement on Governance focuses on the following:

- Corporate Governance: pre-determined objective
- Declaration of interests and positions of trust
- Council and Council Committees' Governance Report
- Senate and Senate Committees' Governance Report to Council
- The Vice-Chancellor's report on the governance related to the MEC and its committees
- The Student Representative Council's (SRC) Report to Council
- The Student Services Council's Report to Council
- The Institutional Forum's Report
- The Convocation Report to Council

Corporate Governance: pre-determined objective (UJ Annual Performance Plan)

As far as governance efficiency is concerned, the UJ Annual Performance Plan (APP) for 2020 reflects the following target (excluding financial governance): MEC Corporate Governance Review (conducted in accordance with the guidelines and instrument approved by Council) – a target of 85%, with a ceiling of 85,5%. An average score of 85% was achieved, reflecting an increase when compared with 2019.

The ratings of the following three of the ten corporate governance responsibilities have increased when compared with 2019:

- General principles of governance, statutory committees/structures and decision making.
- Information technology governance.
- Compliance with legislation, UJ Statute, codes and standards, regulations (external and internal) and rules (as amended).

The ratings of the following five of the ten corporate governance responsibilities have remained the same as in 2019:

- Strategy development, value creation/impact and execution (mission, vision, indicators, and values).
- Risk governance.
- Combined assurance (internal and external audit function, internal controls, governance structures and performance).
- Core business governance (teaching and learning and research).
- Community engagement and stakeholder relationships.



The ratings of the following two of the ten corporate governance responsibilities have decreased when compared with 2019:

- Transformation.
- Sustainability.

Declaration of interests and positions of trust

The following has reference:

- The principle of declaring interests and positions of trust by members of the Council and members of the MEC has been in place since 2007. The Register reflecting the general interests and positions of trust declared by Council members is compiled by the Registrar and updated annually. The Register serves at the first Council meeting of the year. The MEC Register reflecting the members' declaration of general interests serves at the second MEC meeting.
- The principle of declaring agenda-based interests has also been in place for all structures/committees. A report on agenda-based interests declared by Council members is compiled by the Registrar for submission to the external auditors annually.

CONCLUSION AND WAY FORWARD

The above report confirms that UJ's processes, policies, and procedures comply with good governance principles. Continuous evaluations are done to ensure high standards are maintained, and areas for improvement are identified.



Kinta Burger (Prof)
Registrar

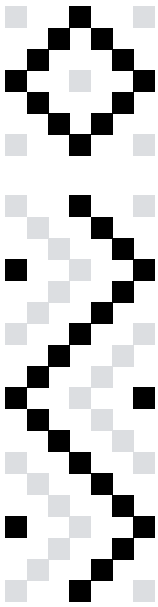


Tshilidzi Marwala (Prof)
Vice-Chancellor and Principal



Mike Teke (Mr)
Chairperson of Council





Council and Council Committees' Governance Report

OVERVIEW

The following has reference:

- Council composition
- Declarations of interests and position of trust
- Attendance of Council and its committees
- Governance performance of Council and its committees
- Matters of significance considered by Council

Council composition

The UJ Council governs the University of Johannesburg, subject to the Higher Education Act 101 of 1997 and the Institutional Statute. The functions and composition of the Council are set out in the UJ Statute. The Council consists of 21 members, of whom 13 are external, as per Table 3 below.

Table 3: Council members

| NAME | TERMS OF OFFICE | QUALIFICATIONS | SKILLS |
|--|--|--|---|
| FIVE EXTERNAL PERSONS APPOINTED BY THE MINISTER OF HIGHER EDUCATION, SCIENCE AND TECHNOLOGY | | | |
| Ms S Dlamini | 1 August 2015 – 31 July 2020 1 August 2020 – 31 July 2025 | Bachelor of Business Science (UCT); Programme in Investment Analysis and Portfolio Management (Unisa) | Strategy formulation and implementation; Investment management; Marketing/branding; Business development; Project management; Presentations/Public speaking. |
| Ms K Gugushe | 1 July 2017 – 30 June 2022 | CA(SA) (SAICA); BCom (Accounting) (RU); Postgraduate Diploma in Accounting (UKZN) | Finance; Investment Analysis; Development Finance; Risk Management. |
| Ms MG Khumalo | 4 September 2019 – 3 September 2024 | CA(SA) (SAICA) | Enterprise Risk Management; Risk Management; Internal Auditing; Compliance; Finance; External Auditing; Governance; Consulting; Independence; Conflict Management; Leadership Training; External audit. |



| NAME | TERMS OF OFFICE | QUALIFICATIONS | SKILLS |
|---------------------------------------|---------------------------------------|--|--|
| Mr G Khosa | 1 July 2017 – 30 June 2022 | BA (Education) (University of the North); Postgraduate Diploma in Public and Development Management (University of the Witwatersrand); BA (Hons) (Geography) (Unisa); Master's in Management (University of the Witwatersrand) | Chief Executive Officer (CEO) of JET Education Services; Programme Manager, JET Education Services; Research Manager, HSRC; Senior Projects Manager, Centre for Education Policy Development; Policy Analyst, CEPD; Policy Intern, Ministerial Task Team on Education Management Development; Nyumbani High School, a schoolteacher; CEO: National Education Development Trust; CEO of NECT. |
| Dr Y Ndema | 1 March 2017 – 28 February 2022 | BProc (Law) (University of Natal); LLB (UKZN); LLM (Tax Law) (UCT); PhD (Law) (UCT) | Various directorships and trustee positions; Chief compliance and ethics officer; Legal and Compliance Executive; Member of various professional affiliations. |
| TWO MEMBERS OF THE CONVOCATION | | | |
| Mr M Khoza | 15 September 2019 – 14 September 2022 | BScEng (Computer) (UKZN); MEng (Electrical) (UJ); NDip (Leadership) (Thabo Mbeki Leadership Institute) | Extensive regional knowledge and experience in financial services across Africa; Detailed knowledge of financial services industry (including history, trends, future development, investment banking, capital raising and providing strategic financial advice); Strong leadership credentials, including leading through change and associated capital and cost management requirements; Ability to lead multi-year strategic planning and strategic execution in large organisations. |
| Ms MC Tshilande | 1 December 2019 – 30 November 2022 | BEng Civil Engineering (UJ); MEng Geotechnical Engineering (UCT) | Professional Geotechnical Engineer, Civil Engineer, Project Manager (Aurecon); Member (UJ Executive Committee of Convocation); Executive Board member of Geotechnical Division South African Institution of Civil Engineering (SAICE); Reviewer of African Young Geotechnical Engineers Conference technical papers; Past Chair for Limelight (Emerging Professionals Forum); Past Vice-Chair for Society for Women in Engineering and Technology; Speaker (UJ, SAICE, Taungana). |



| NAME | TERMS OF OFFICE | QUALIFICATIONS | SKILLS |
|--|-----------------------------------|---|--|
| SIX MEMBERS WHO REPRESENT APPROPRIATE SECTORS AND PROFESSIONS AND WHO COLLECTIVELY REPRESENT A BROAD SPECTRUM OF COMPETENCIES | | | |
| Mr F Baleni | 1 August 2019 – 31 July 2024 | Diploma in Political Science and Trade Unionism (Whitehall College, England); Project and Financing (London Business School); BA (Development Studies) (UJ) | Executive Management: NUM. Involvement in National Union of Mineworker's Development Projects, Training Centre; Management of people; Policy development. Negotiations (i.e. political, CODESA and Collective Bargaining and dispute resolutions). |
| Prof D Hildebrandt | 1 February 2019 – 31 January 2024 | BSc (Chemical Engineering, <i>cum laude</i>), MSc (Chemical Engineering), PhD (Chemical Engineering) (University of the Witwatersrand) | Professional Assistant Chamber of Mines Research Organisation; Environmental Engineering Laboratory. Process Engineer (Sastech, SASOL); Senior Lecturer, Department of Metallurgy (Potchefstroom University). Senior Lecturer (Department of Chemical Engineering) (University of the Witwatersrand); Assistant Professor (Princeton University) (USA); Unilever Professor of Chemical Engineering (School of Process and Materials Engineering) (University of the Witwatersrand); Professor of Process Synthesis (20% appointment) (University of Twente, The Netherlands); Professor and Director of COMPS School of Chemical and Metallurgical Engineering (University of the Witwatersrand); SARChI Professor of Sustainable Process Engineering (University of the Witwatersrand); Director: MaPS (A research unit at Unisa); Director: IPEAS at Unisa; Director HEBEI Bioconverters Lab; HEVEI Institute of Technology China. |
| Ms X Kakana | 1 April 2018 – 31 March 2023 | BSc (Mathematics and Applied Mathematics) (University of Transkei); Master's Degree in Electronics Engineering (FH Giessen-Friedberg University, Germany); MBA (Henley Management College, London); MBA, Technology Management and Innovation (Massachusetts Institute of Technology); Master's in Public Administration (Harvard University) | Chief Executive Officer of ICT-Works; Electronics Engineering and ICT; Development of the Green and White Paper processes; Founder and former Chairperson of Women in ICT; Non-Executive Director at Broadband Infraco and ZA Central Registry. |
| Ms Z Matlala | 1 January 2017 – 31 December 2021 | BCom, BCompt (Hons) (Unisa); CA(SA) (SAICA) | Financial Management; Risk Management; Governance; Leadership. |



| NAME | TERMS OF OFFICE | QUALIFICATIONS | SKILLS |
|--------------------------------------|--|---|---|
| Mr MS Teke | 1 July 2017 – 30 June 2022 | BA (Ed); BEd (University of the North); BA (Hons) (RAU); MBA (Unisa) | Served in various HR roles at Unilever, Bayer, Impala and BHP Billiton; CEO of Optimum Coal; became VP of the Chamber of Mines 2011/2012; became President of the Chamber of Mines 2017; Chairperson of the Richards Bay Coal Terminal in 2012 and 2016, Non-Executive Director of the Board and Chairman of the Remuneration Committee; Non-Executive Chairperson of Rolfes a JSE listed company; Non-Executive Chairperson of Anchor Group, a JSE AltX listed Company; Chairperson of Council at the University of Johannesburg, Executive Chairperson and controlling shareholder of Masimong Group Holdings. |
| Dr WP Rowland | 1 August 2018 – 31 July 2023 | BA, BA (Hons), MA (Unisa); PhD (UCT) | National Executive Director of SA National Council for the Blind until 2005; CEO Thabo Mbeki Development Trust until 2007; Director of various enterprises, companies, universities, and NGOs nationally and internationally; Past President of World Blind Union; Past Chairperson of International Disability Alliance; Various advisory positions held at United Nations, World Bank and World Health Organisation. |
| VICE-CHANCELLOR AND PRINCIPAL | | | |
| Prof TM Marwala | 1 January 2018; membership by virtue of office | BSc (Mechanical Engineering) (Case Western Reserve University, Cleveland); Master's in Mechanical Engineering (UP); PhD (Engineering) (University of Cambridge) | Full Professor of Electrical Engineering; the Carl and Emily Fuchs Chair of Systems and Control Engineering; SARCHI Chair of Systems Engineering at the University of the Witwatersrand. Postdoctoral research associate at the Imperial College (London); registered professional engineer, a Fellow of TWAS, the World Academy of Sciences, the Academy of Science of South Africa, the African Academy of Sciences, and the South African Academy of Engineering; Senior Member of the Institute of Electrical and Electronics Engineering and a distinguished member of the Association for Computing Machinery; Human Capacity Development having supervised 47 master's and 28 doctoral students to completion; Associate editor of the International Journal of Systems Science (Taylor and Francis Publishers); Reviewer for more than 40 ISI journals. |



| NAME | TERMS OF OFFICE | QUALIFICATIONS | SKILLS |
|--|------------------------------|--|---|
| ONE DEPUTY VICE-CHANCELLOR, RECOMMENDED BY THE MEC AND APPOINTED BY COUNCIL | | | |
| Prof A Parekh | 24 June 2016 – 23 June 2021 | BA (Psychology and Philosophy) (UKZN); BA (Hons); MA (Clinical Psychology) (UKZN); MA (Developmental Psychology) (University of Kansas, USA); DPhil (Psychology) (UKZN) | Deputy Vice-Chancellor: Academic (UJ); Former Ministerial Advisor on Higher Education and Head of the Merger Unit, DHET; Chief Director: Academic Transformation and Planning (UDW – now UKZN); Professor and Head of Department of Psychology. |
| TWO MEMBERS OF SENATE WHO ARE NOT OTHERWISE MEMBERS OF COUNCIL, ELECTED BY SENATE | | | |
| Prof H Abrahamse | 1 August 2018 – 31 July 2023 | BSc (Biochemistry and Psychology) (RAU); BSc (Hons) (Biochemistry) (SU); BSc (Hons) (Psychology) (Unisa); MSc (Medical Biochemistry) (SU); PhD (Biochemistry/ Molecular Biology) (University of the Witwatersrand) | Lecturing; Course coordination; Curriculum development; Research; Supervision; Mentoring; Administration; Policy and Governance; Research management; Grant application and review; Editor and reviewer for international journals; Committee representation and chairing. Research and project development; Contract research; Panel/postal grant review; Research feasibility studies; Innovation fund panel; Professorial committees. |
| Prof A Strydom | 1 August 2018 – 31 July 2023 | BSc (Physics, Chemistry, Mathematics), BSc (Hons) (Physics, <i>cum laude</i>), MSc (Physics, <i>cum laude</i>) (RAU); PhD (Physics) (University of the Witwatersrand) | Research Professor; Vice-Dean: Research and Postgraduate Students (Faculty of Science); Experience in higher degrees and research management on Faculty and on Senate level; Experienced panel member across faculties in recruitment, selection and promotion on academic and on support levels; Internationally recognised and NRF-rated researcher; Multiple NRF research grant holder; Former team member of a European Research Council Advanced Research Grant; Former sole grant holder of a German Research Foundation award; Current collaborations and multinational joint research programmes with leading groups and institutions in more than ten countries; Project, programme and research proposal evaluation panel member for science institutions in SA, UK, Poland, and the Czech Republic; Member of international advisory boards of multiple international conference organisations; Postgraduate supervision experience in SA, Germany, and Austria; Experienced Physics lecturer on all levels. |



| NAME | TERMS OF OFFICE | QUALIFICATIONS | SKILLS |
|--|-----------------------------------|--|--|
| ONE PERMANENT, FULL-TIME ACADEMIC EMPLOYEE NOT ON SENATE, ELECTED BY THE PERMANENT ACADEMIC EMPLOYEES | | | |
| Ms B Madikizela | 1 September 2018 – 31 August 2023 | BCom (Accounting) (University of the Witwatersrand); BCom (Accounting Honours) (UJ); MCom in International Accounting (UJ) | Chartered Accountant with over 10 years' post article experience; Senior lecturer in the Department of Accountancy at the University of Johannesburg (UJ); member of management responsible for the Academic Innovation and Benchmarking portfolio within the department; Consultant on Personal Financial literacy of university students for ISASA's teacher intern programme; Head of Finance for the Investor Services division (Standard Bank of South Africa); various board and committee memberships in a range of industries including investment management, medical aid, local government, housing, and transportation. |
| ONE PERMANENT, FULL-TIME NON-ACADEMIC EMPLOYEE, ELECTED BY THE PERMANENT NON-ACADEMIC EMPLOYEES | | | |
| Mr M Mahlasela | 1 September 2018 – 31 August 2023 | Matric | Communication skills; Leadership skills and team building. |
| TWO STUDENTS ELECTED BY THE SRC IN ACCORDANCE WITH THE CONSTITUTION OF THE SRC | | | |
| Vacant | | | |

Declaration of interests and positions of trust

Members of the Council update their general interests on an annual basis, and this list is reflected annually in the agenda of the Council's first meeting. In addition to this, members of the Council declare their interests as per the agenda items of each meeting and update their general interests list when necessary. Each Council structure/committee has an approved charter derived from the UJ Statute and functions in accordance with the Statute and the relevant charter and subsequent scope of authority as delegated to it by Council.

Register declaration of interests and positions of trust

The Register reflecting the declaration of interests and positions of trust by Council members was compiled by the Registrar and submitted to Council at its first meeting in March.

Attendance of Council and its committees

The Council functions according to sections 8 to 18 of the UJ Statute, promulgated on 24 March 2017 until 19 July 2019 and thereafter on the UJ Statute promulgated on 19 July 2019.

Council meetings were held on the following dates in 2020: 19 March 2020, 11 June 2020, 22 September 2020, and 19 November 2020¹.

Council round-robin decisions to approve matters in-between scheduled meetings were taken on the following dates: 14 April 2020, 16 April 2020, 15 May 2020, 25 May 2020, 1 October 2020, and 26 October 2020.

¹ Since the start of the national lockdown in March 2020, all meetings have been held online.



The implementation of online meetings has resulted in an improved attendance of meetings when compared to 2019. The overall attendance of Council meetings was very good, reflecting an attendance rate of 91% (82% in 2019). The Council committees' attendance was very good, varying between 83% and 100% (73% and 90% in 2019).

Governance performance of Council and its committees

The following Council Committees were operational in 2020:

- Audit and Risk Committee of Council (ARCC)
- Executive Committee of Council (Council Exco)
- Financial Sustainability Committee of Council (FSCC)
- Human Resources and Social Ethics Committee of Council (HRSEC)
- Projects and Resourcing Committee of Council (PRCC)
- Remuneration Committee of Council (REMCO)

The UJ Awards Committee is a joint Council and Senate Committee. In addition to the above, the UJ Trust and the Investment Committee (the latter is a joint FSCC and UJ Trust committee) are operational.

The meetings of all structures and committees are reflected in the University Year Programme. Each committee has an approved charter and functions in accordance with this charter and subsequent scope of authority as delegated to it by the Council.

Performance Review: Council and its Committees

The performance review instruments were arranged in the following categories, with the averages obtained listed below:

- Organisation of the committee
- Execution of functions
- Role of members and chairperson
- Administration

The performance review results are as follows:

- Council: Organisation of the committee: 4.0, Execution of functions: 4.0, Role of members and chairperson: 4.0, and Administration: 4.2.
- Executive Committee of Council: Organisation of the committee: 4.8, Execution of functions: 4.6, Role of members and chairperson: 5.0, and Administration: 5.0.
- Audit and Risk Committee of Council: Organisation of the committee: 4.4, Execution of functions: 4.3, Role of members and chairperson: 4.5, and Administration: 4.7.
- Financial Sustainability Committee of Council: Organisation of the committee: 4.1, Execution of functions: 3.8, Role of members and chairperson: 4.7, and Administration: 4.7.
- Human Resources and Social Ethics Committee of Council: Organisation of the committee: 4.8, Execution of functions: 4.4, Role of members and chairperson: 4.9, and Administration: 5.0.
- Projects and Resourcing Committee of Council: Organisation of the committee: 4.9, Execution of functions: 4.5, Role of members and chairperson: 5.0, and Administration: 4.8.

Matters of significance considered by Council

General governance

- Approving the appointment of external Council members on statutory and other applicable committees.
- Approving the following:
 - The revised charters of Council and its committees.
 - The audited 2019 Annual Performance Plan.
 - The 2020 Mid-Year Report on the DHET Annual Performance Plan and the 2020 Mid-Year Financial Progress Report to DHET, for submission to DHET.
 - The 2021 DHET Annual Performance Plan.
 - The UJ Annual Report for 2019 for submission to DHET.



- The 2019 UJ Council Self-Assessment for submission to DHET.
- The updated Delegation of Authority Grid for Council and its committees.
- Discussing and noting the following:
 - The VC's quarterly overviews, including UJ's response to the Coronavirus pandemic (COVID-19).
 - The Declaration of General Interest of Council members.
 - The Register of Qualifications and Skills/Experience of Council members.
 - The quarterly achievements against the UJ APP for 2020.
 - The annual performance plans of the Council committees.
 - The report on the Council Annual Review and Planning Session for 2019.
 - The outcomes of the 2019 Council and committee performance reviews.
 - The report on the attendance of Council and Council committee meetings for 2019.
 - The outcomes of the 2019 review of MEC Corporate Governance Responsibilities.
 - The reports from the Council committees, the Senate, the Institutional Forum and the UJ Trust.

Finance

- Approving the following:
 - The budget for 2021.
 - The CAPEX budget for 2021.
 - The tuition and residence fee increases for 2021.
 - The recommendation to treat the funding provided for the refurbishment of the Habitat and Kopano residences on DFC as a capital contribution from UJ to the commercial entity, A Million Up Investments 76 (Pty) Ltd.
 - The revised Financial Delegation of Authority.

Auditing

- Approving the following:
 - The 2019 Audited Annual Financial Statements.
 - The Going Concern Consideration for 2019.
 - The 2019 Statement on Risk Management.
 - The Institutional Risk Register.
 - The 2020 Risk Management Implementation Plan.
 - The appointment of external auditors for five years.

Physical assets and related matters

- Approving the purchase of the Media24 Building.
- Approving the nominations for the naming/renaming of UJ spaces and buildings.
- Discussing and noting the quarterly security reports.

Human resources

- Approving the following:
 - The following ELG appointments/reappointments:
 - DVC: Academic.
 - Executive Dean: Faculty of Art, Design and Architecture.
 - Executive Dean: Faculty of Humanities.
 - Executive Dean: Faculty of Law.
 - Executive Director: Research and Innovation.
 - General Counsel.
 - The UJ's Employment Equity Report to the Department of Labour.
 - The revised Policy on Retirement.
 - The revised Grievance Procedure.
 - The revised Disciplinary Procedure and Disciplinary Code Guideline.
 - The revised Policy on Resourcing.



Core business and academic support services

- Approving the following:
 - The 2021 Enrolment Plan.
 - The academic restructuring of the Johannesburg Business School.

Awards

- Approving the recommendations to confer Honorary Doctorate Degrees on the following individuals:
 - Mr B Gates
 - Ms M Gates
 - Prof JS Gates
 - Prof M Levitt
 - Ms G Serobe
- Approving the recommendation that the Ellen Kuzwayo Council Award be awarded to the following individual: Ms S Magona.
- Approving the recommendation to award the Alumni Dignitas Award to Ms FZ Montjane and Mr L Wolman.

UJ Trust

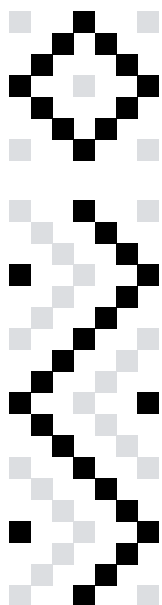
- Supporting the following in terms of the appointment of members of the UJ Trust Board of Trustees:
 - The regularisation/ratification of any formal deficiencies that might exist in the appointment of the persons to whom letters of authority to act as trustees of the UJ Trust had been issued by the Master of the High Court.
 - The nomination of persons to fill vacancies in the composition of the Board of Trustees.
- Approving the appointment of the following nominees to fill the vacancies that arose on the UJ Trust Board of Trustees:
 - Ms R Bopape
 - Advocate E Mokutu SC.

SRC

- Against the background of the COVID-19 pandemic and the lockdown, approving the recommended extension of the term of office of the 2020 Interim SRC until 31 December 2020, in line with the SRC Constitution and the Policy for Election of the SRC.

A handwritten signature in black ink, appearing to be 'Mike Teke', with a large, stylized loop at the top and a horizontal line at the bottom.

Mike Teke (Mr)
Chairperson of Council



Senate and Senate Committees' Governance Report

The Senate functions in accordance with sections 23 to 33 of the UJ Statute and the Charter approved by the Senate. Each committee has an approved charter and functions in accordance with this charter and subsequent scope of authority as delegated to it by the Senate. The following Senate Committees are operational:

- Senate Executive Committee (Senex)
- Senate Higher Degrees Committee (SHDC)
- Senate Teaching and Learning Committee (STLC)
- Senate Research Ethics Committee (SREC)
- University Research Committee (URC)
- Faculty Boards

Declaration of agenda-based interests

The Senate and Senate committees' members declare agenda-based interests before each meeting's commencement, and these are reflected in the minutes.

Attendance of members of Senate and its committees

Four ordinary and two special Senate meetings were held on the following dates in 2020: 12 March 2020, 26 May 2020 (special), 3 June 2020, 27 July 2020 (special), 16 September 2020, and 11 November 2020.

The implementation of online meetings since the start of the national lockdown in March 2020 has resulted in an improved attendance of meetings when compared to 2019. The attendance of the Senate meetings was very good at 75% (50% in 2019). The attendance of Senate Committee meetings was very good, varying between 82% and 96%.

Performance Review: Senate and Senate Committees

The performance review instruments were arranged in the following categories, with the averages obtained listed below:

- Organisation of the committee
- Execution of functions
- Role of members and chairperson
- Administration

The performance review results are as follows:

- Senate: Organisation of the committee: 4.1, Execution of functions: 4.0, Role of members and chairperson: 4.0, and Administration: 4.0.
- Senex: Organisation of the committee: 4.5, Execution of functions: 4.5, Role of members and chairperson: 4.3, and Administration: 5.0.



- Senate Higher Degrees Committee: Organisation of the committee: 5.0, Execution of functions: 5.0, Role of members and chairperson: 5.0, and Administration: 5.0.
- Senate Teaching and Learning Committee: Organisation of the committee: 4.3, Execution of functions: 3.8, Role of members and chairperson: 4.3, and Administration: 4.6.
- Senate Research Ethics Committee: Organisation of the committee: 4.3, Execution of functions: 3.8, Role of members and chairperson: 4.3, and Administration: 4.6
- University Research Committee: Organisation of the committee: 4.0, Execution of functions: 4.0, Role of members and chairperson: 4.0, and Administration: 4.0.

Matters of significance considered by Senate

- The Vice-Chancellor's quarterly reports.
- Recommending the following to Council, for approval:
 - 2021 Enrolment Plan.
 - Conferral of Honorary Doctorates on the following candidates:
 - Mr B Gates
 - Ms M Gates
 - Prof JS Gates
 - Prof M Levitt
 - Mr K Motaung
 - Mr M Nkuna
 - Dr A Oqubay
 - Ms G Serobe
 - Amendments to the Charter of the UJ Awards Committee.
 - Academic restructuring of the Johannesburg Business School (JBS).
 - The delegation of authority for signing-off on JBS Executive Education Programmes.
- Approving the following:
 - Policies in the academic, research, community engagement and academic administration domains.
 - UJ Research Strategy.
 - Conversion of the registration of an MCom (Informatics) qualification to a DCom (Computer Science) qualification.
 - The assessment process for online master's minor dissertation programmes in the Faculty of Education.
 - Revised Senate Delegation of Authority Grid.
 - Charters of Senate and its committees, institutes, and centres.
 - The following name changes of department/school:
 - School of Leadership to the Centre for Public Policy and African Studies in the College of Business and Economics.
 - Department of Social Work to the Department of Social Work and Community Development in the Faculty of Humanities.
 - The merging of the Department: Journalism, Film and Television with the Department: Communication Studies in the Faculty of Humanities.
 - The dissolution of the Policy: Admission of Students via Senate Discretionary Conditional Exemption.
 - The application to replace BCom Honours (Information Technology Management) with a BCom Honours in Information Systems (Contact).
 - The establishment of the Centre for Natural Product Research.
 - The establishment of the Karl Mittermaier Centre for Philosophy of Economics.
 - The establishment of the Centre for Study of Race, Gender and Class.
 - The establishment of the Centre for Ecology Intelligence.
 - The establishment of the Biomedical Engineering and Healthcare Technology Research Centre.
 - The establishment of the Joint Research Centre for Water and Environmental Science and Technology.
 - Amendments to the 2020 Academic Calendar.
 - The 2021 Academic Calendar.

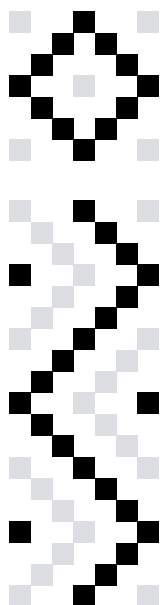


- Amendments to the Academic Regulations 2021.
- The offering of the following subsidised academic programmes (to be submitted for external approval):
 - Postgraduate Diploma in Clinical Simulation.
 - Bachelor of Commerce Honours in Information Systems (Contact) in the College of Business and Economics.
 - Master of Applied Data Science.
 - Master of Artificial Intelligence.
 - BSc Honours in Biotechnology.
 - BSc Honours in Food Technology.
 - Master of Engineering in Electrical and Electronic Engineering (Coursework).
 - Master of Quality Engineering (Research).
 - Advanced Diploma in Education: Foundation Phase Literacy Coaching.
- The offering of the following continuing education programmes, via the Senate VC's Circular:
 - Introduction to Local Economic Development (online).
 - Applied Entrepreneurship (online).
 - Personal and Professional Leadership Mastery (contact).
 - Executive Leadership Coaching (contact).
 - Preparation of Integrated Reports for Accountants (online).
 - Christianity, Gender and Sexuality.
 - Critical Issues in Contemporary Islam.
 - Method and Theory in the Study of Religion.
 - Economic Geography.
 - Introductory Mathematical Analysis.
 - Project Management – Quality and Operations.
 - Advanced Project Management – Quality and Operations.
 - Operations Management.
 - Strategic Marketing Management (online).
 - Marketing Research (online).
- The applications for Senate Discretionary Admission for School of Tomorrow students, via the Senate VC's Circular.
- The applications for Recognition of Prior Learning in the College of Business and Economics, via the Senate's VC's Circular.
- The applications for the amendments to the existing academic programmes/rules/regulations via the Senate's VC's Circular.
- The adoption of changed academic regulations for 2020 via the Senate VC's Circular.
- Considering reports from the Senate committees.



Tshilidzi Marwala (Prof)
Vice-Chancellor and Principal





Report of the Management Executive Committee (MEC)

OVERVIEW

- Composition of the MEC
- Declaration of interests and positions of trust
- MEC committees
- Attendance of MEC and its committees
- Governance performance MEC and its committees
- Matters of significance considered by MEC

Composition of the MEC

- Vice-Chancellor and Principal (Chairperson)
- Chief Financial Officer
- Chief Operating Officer
- Deputy Vice-Chancellor: Academic
- Deputy Vice-Chancellor: Research and Internationalisation
- General Counsel
- Registrar
- Senior Executive Director

Declaration of interests and positions of trust

The members of MEC declare general interests and positions of trust. The Register is compiled by the Registrar and updated annually. The principle of agenda-based declaration of interest is executed at all the MEC Committee meetings and reflected in the meetings' minutes.

MEC Committees

The following MEC Committees were operational in 2020:

- Management Executive Committee Academic (MECA)
- MEC Commercialisation Committee (MECCC)
- MEC Risk Management Committee (MECRMC)
- MEC Transformation Committee (MECTC)

Attendance of MEC and its committees

Ordinary MEC meetings were held on the following dates in 2020: 28 January 2020, 24 February 2020, 17 March 2020, 21 April 2020, 19 May 2020, 9 June 2020, 28 July 2020, 25 August 2020, 28 September 2020, 20 October 2020, and 24 November 2020.

Special MEC meetings were held on the following dates in 2020: 21 February 2020, 9 March 2020, 15 March 2020, 16 March 2020, 19 March 2020, 24 March 2020, 26 March 2020, 27 March 2020, 30 March 2020(a), 30 March



2020(b), 31 March 2020, 1 April 2020, 2 April 2020, 3 April 2020, 6 April 2020, 7 April 2020, 8 April 2020, 9 April 2020, 14 April 2020, 15 April 2020, 16 April 2020, 17 April 2020, 20 April 2020, 22 April 2020, 23 April 2020, 24 April 2020, 28 April 2020, 29 April 2020, 30 April 2020(a), 30 April 2020(b), 4 May 2020, 5 May 2020, 6 May 2020, 7 May 2020, 8 May 2020, 11 May 2020, 13 May 2020, 14 May 2020, 15 May 2020, 18 May 2020, 21 May 2020, 25 May 2020, 27 May 2020, 29 May 2020, 1 June 2020, 3 June 2020, 12 June 2020, 15 June 2020, 17 June 2020, 19 June 2020, 22 June 2020, 24 June 2020, 26 June 2020, 13 July 2020, 15 July 2020, 17 July 2020, 20 July 2020, 24 July 2020, 31 July 2020, 3 August 2020, 7 August 2020, 12 August 2020, 14 August 2020, 17 August 2020, 19 August 2020, 21 August 2020, 28 August 2020, 31 August 2020, 3 September 2020, 7 September 2020, 10 September 2020, 14 September 2020, 1 October 2020, 5 October 2020, 8 October 2020, 12 October 2020, 15 October 2020, 22 October 2020, 26 October 2020, 29 October 2020, 3 November 2020, 12 November 2020, 12 November 2020 (confidential), 19 November 2020, 26 November 2020, and 30 November 2020.

A round-robin decision was taken on the following date to approve/ratify matters in- between scheduled meetings: 10 February 2020.

MEC strategic breakaway sessions took place on the following dates in 2020: 8 to 9 June 2020 and 2 to 4 November 2020.

The overall attendance of the MEC meetings was excellent, reflecting an attendance rate of 95%. The attendance of the MEC committees was satisfactory, and all of the meetings were quorate.

Performance Review: MEC and its committees

The performance review instruments were arranged in the following categories, with the averages obtained listed below:

- Organisation of the committee
- Execution of functions
- Role of members and chairperson
- Administration

The performance review results are as follows:

- MEC: Organisation of the committee: 4.2, Execution of functions: 4.0, Role of members and chairperson: 4.7, and Administration: 4.7.
- MECA: Organisation of the committee: 4.9, Execution of functions: 4.8, Role of members and chairperson: 4.7, and Administration: 5.0.
- MEC CC: Organisation of the committee: 4.2, Execution of functions: 3.3, Role of members and chairperson: 4.6, and Administration: 4.3.
- MEC RMC: Organisation of the committee: 4.6, Execution of functions: 4.1, Role of members and chairperson: 4.7, and Administration: 5.0.
- MEC TC: Organisation of the committee: 4.0, Execution of functions: 3.2, Role of members and chairperson: 4.5, and Administration: 4.7.

Matters of significance considered by the MEC

Special MEC meetings

- Special MEC meetings were held to discuss COVID-19 related issues/arrangements, including teaching and learning, research, campus activities, student-related matters, and communication.

Governance and related matters

- Recommending the following to Council, via the appropriate structures, for consideration and/or noting:
 - Recommendations iro the external membership on Council committees.
 - Amendments to the charters of the Council and its committees.
 - The UJ's 2019 Annual Report.
 - Recommending that, against the background of the COVID-19 lockdown, the 2020 SRC elections should be cancelled, and the term of the interim SRC should be extended until 31 December 2021.
 - Council's Delegation of Authority Grid.



- Approving the following:
 - The charters/revised charters of MEC committees.
 - The 2021 Year Programme.
 - The terms of reference for the COVID-19 Coordinating Committee.
 - UJ Committee Members' Guidance.
- Recommending to the Senate, for consideration, the Senate Delegation of Authority Grid.

Planning related matters

- Recommending the following to Council, via the appropriate structures, for consideration and/or noting:
 - The revised Strategic Plan 2021 to 2025.
 - The UJ and DHET Annual Performance Plans (APP) for 2021.
 - Quarterly progress reports on the implementation of the UJ Annual Performance Plan for 2020.
 - The 2020 mid-year report on the Annual Performance Plan for submission to DHET.
 - The 2020 mid-year Financial Report for submission to DHET.

Policies and processes

- Recommending the following to Council, via the appropriate structures, for consideration:
 - The revised Financial Delegation of Authority.
 - The revised Policy on Retirement.
 - The revised Policy on Resourcing.
- Recommending to Senate, via the appropriate structures, the revised Policy on Nominations and Elections.
- Approving the following policies:
 - The revised Policy on Training and Development.
 - The revised Policy on Brand and Corporate Visual Identity.
 - The revised Policy on Contract Management.
 - The revised Policy on Policy Development.
 - The revised Policy on Records Management.
 - The revised Policy on People with Disabilities.
 - The revised Policy and Strategy on HIV, Tuberculosis and Sexually Transmitted Infections.
 - The revised Policy on Admission and Placement of Students in UJ Residences.
 - The Policy on ICT Asset Management.
 - The revised Policy on Performance Management.
 - The revised Policy and Procedures for Key and Lock.
 - The revised Policy on Firearms and Dangerous Weapons.
 - The revised Policy Management of Lost and Found Property.
 - The revised Policy on Traffic and Parking.

Academic, research, and academic administration-related matters

- Recommending to Council, via the appropriate structures, for consideration, the recommendation to change the reporting structure of the Dean: JBS from College of Business and Economics to the DVC: Academic.
- Recommending to Senate, via the appropriate structure, the following:
 - The revised 2020 Academic Calendar.
 - The 2021 Academic Calendar.
- Recommending agreements with other universities/entities to the FSCC for ratification, in line with the Financial Delegation of Authority.

Finance and risk-related matters

- Recommending the following to Council, via the appropriate structures, for consideration and/or noting:
 - The proposed budget for 2021.
 - The proposed CAPEX budget for 2021.
 - The updated Institutional Risk Register.
 - The 2020 Risk Management Implementation Plan.
 - The deferral of the selection process of new fund managers in 2020.



- Possible candidates for appointment to the UJ Trust Board of Trustees.
- Considering and approving tenders between R15 million and R50 million. Approving and recommending tenders above R50 million to the FSCC and the PRCC for ratification (in line with the Financial Delegation of Authority).

Infrastructure development, ICT, security, and related matters

- Recommending to Council, via the appropriate structures, for consideration, the proposed purchase of the Media24 Building and the recommended funding for the purchase.
- Approving the following:
 - The recommendation to implement the City Improvement District Initiative on DFC in a phased manner starting from 1 November 2020.
 - The guidelines for expediting the maintenance in the residences.
 - The proposed infrastructure upgrades and renovations to the UJ Island.
 - The Smart Zones initiative.

Human resources and related matters

- Recommending the following to Council, via the appropriate structures, for consideration:
 - The Annual Employment Equity Report to the Department of Labour.
 - The proposed mandate for the 2021 salary negotiations.
 - The revised Grievance Procedure.
 - The revised Disciplinary Procedure and Disciplinary Code Guidelines.
- Approving the following:
 - The recommended appointment of staff members, in line with the Policy on Resourcing.
 - The interim arrangement while the recruitment process for the General Counsel was under way.
 - The requests to access emails of staff members/former staff members, as and when required.
 - The process for renewing the contracts of directors of GES institutes.
 - The recommended post-retirement appointments.
 - Recommendations relating to the first phase of the Organisational Structure Review and Design for Specific Support Services Divisions.
 - The recommendation to initiate the second phase of the Organisational Design and Review process for the remaining 12 support/professional support divisions.
 - The proposed working hours for cleaning staff.
 - The Support Divisions' Rewards and Recognition Programme.
 - The updated staff Declaration of Interest form.
- Approving and recommending to Senex, for ratification, the Selection Panel's recommendations regarding the appointment of Distinguished Professors and Distinguished Visiting Professors.
- Reviewing and moderating the 2020 performance review ratings of the executive deans and the executive directors.
- Reviewing the outcomes of 2020 performance reviews for staff below the ELG level.

Student-related matters

- Approving the Safety Protocols and Procedures and the Undertaking for Residence Students.
- The following proposals regarding the accreditation process for privately owned student accommodation establishments, on the understanding that UJ reserved the right to terminate the service providers' contracts if any of them were found to have colluded with any UJ staff member/student:
 - To extend the accreditation status of 539 accredited properties (27 312 beds) from 2020 to 2021, subject to them being subjected to a continuous compliance test, and to de-accredit them if they did not comply.
 - To charge a non-refundable administration fee to be paid for 2021, which would be the same as for 2020 with a discount of 30%. The fee would be used for monitoring, compliance, and evaluation purposes.

Awards

- Approving the following:
 - The Adjudication Panel's nominees for the VC's Distinguished Awards (teaching, research, innovation, and book of the year).
 - The recipient of the VC's Distinguished Award – Beyond the Normal Call of Duty.

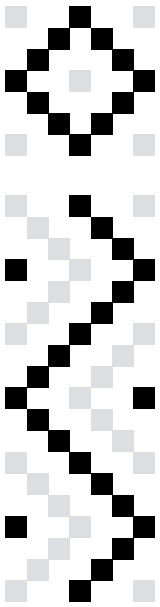
Other matters

- Recommending the following to Council, via the appropriate structures, for consideration, the recommended naming/renaming of buildings, structures, etc.
- Approving the following:
 - The establishment of the UJ Press.
 - The appointment/reappointment of employer trustees on the UJ Defined Benefit Pension Fund, the UJ Pension Fund and the UJ Provident Fund.
 - The name change of the Metlife-Raucall Trust to the UJ Metropolitan Academy (UJMA) Trust.
 - The recommended appointment of trustees to the UJMA Board of Trustees.



Tshilidzi Marwala (Prof)
Vice-Chancellor and Principal





Student Representative Council (SRC) Report

OPERATING CONTEXT

The elections for the 2020 SRC, which would normally have taken place before the end of October 2019, had to be postponed as the University was still amending the SRC Constitution and Electoral Policy to provide for electronic voting, with 100% pass rate of registered modules in the previous academic year as one of the minimum requirements. The amendments to the SRC Constitution and Electoral Policy were approved by the University Council on 22 November 2019.

In light of the above, Council approved the appointment of the interim Student Representative Council for a period starting from 1 January 2020 to 30 April 2020. However, owing to the COVID-19 pandemic and the resultant nationwide lockdown, the term of office of the interim SRC had to be extended to 31 December 2020. The University Statute (section 66(1)) provided for the appointment of an interim Student Representative Council. The role of the interim SRC was to advise the Management Executive Committee in student related matters (section 69).

There were 43 members in total (20 males and 23 females). All the members of the interim Student Representative Council met the requirements, including the pass rate of 100% of registered modules of the previous year, as prescribed in the SRC Electoral Policy. In constituting the interim SRC, a number of stakeholders, including the Management Executive Committee, student societies (with the exception of the EFF Student Command as it later withdrew from participating), RAG, students with disabilities, UJ International Student Society (UJISS), and house committees were consulted. Therefore, the legitimacy of the interim SRC was confirmed in terms of the policies and the process undertaken.

Functionality of the interim SRC

In addition to the interim SRC programme of representing student interests, advising University Management, promoting its activities, organising recreational and cultural activities, constituting the Student Parliament, and participating in institutional meetings and activities, Student Affairs helped the interim Student Representative Council with the process of advocating for online teaching and learning, and with electronic voting for the 2021 SRC.

The interim SRC held weekly meetings with Student Affairs throughout the lockdown to deliberate on matters affecting students with regard to online teaching and learning, appropriate environments for pursuing studies, and mental and physical wellbeing. Student Affairs was joined by Student Finance and the Transformation Division, and in some instances where necessary by Protection Services and Academic Development and Support. Issues discussed included the financial sustainability of the University, student finance, admission and placement of students, and support for students remaining in the University residences and privately owned student accommodation throughout the stages of the lockdown.



Programme of the interim SRC

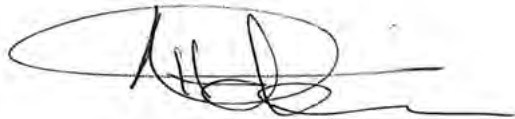
The interim SRC undertook the following programme, which, given the circumstances of facilitating a smooth transition and an enabling environment during the challenging period of COVID-19, was deemed successful:

- Interim SRC Training on 22 January 2020.
- The 2020 Residence Academic Advisors Induction from 23 to 24 January 2020.
- All Residences Song-Battle on 14 February 2020.
- All Residences Concert on 7 March 2020.

Conclusion

Apart from the programmes aimed at enhancing and developing student leaders, the interim SRC, in collaboration with both internal and external stakeholders, worked hard to ensure that all students had a preferred student experience, particularly through the following initiatives:

- 2020 Academic Registration process.
- Allocation of the SRC Trust Fund to deserving students.
- Even though no consensus in terms of the fee increase was reached, the interim SRC amicably participated in the consultation process for the 2021 Academic Year.



Godfrey Helani (Mr)

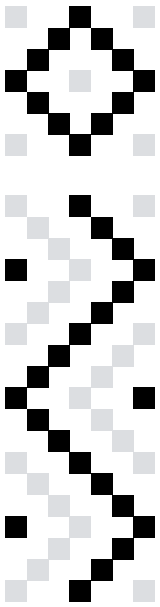
Senior Director: Student Affairs



Nolitha Vukuza (Dr)

Senior Executive Director: VC's Office





Student Services Council (SSC) Report

OVERVIEW

The Charter for the Student Services Council, approved on 20 November 2009, gave rise to the formation and existence of the Student Services Council. The Student Services Council (SSC), an advisory body to the Management Executive Committee and the UJ Student Representative Council, was to operate within and in accordance with the provisions of the Charter. The membership of the SSC was drawn from employees and students from the various student stakeholder bodies. Representatives from Student Affairs, Finance, Revenue and Governance, Operations, Sport, Academic Development and Support, Library and Information Services, Information and Communication Services (ICS), and Campus Directors were required to attend and participate in meetings of the Student Services Council. Student representatives were drawn from house committees, day-houses, student societies, RAG and the SRC.

The SSC was expected to meet at least quarterly. However, due to the COVID-19 pandemic and the resultant lockdown, meetings of the Student Services Council could not be convened. The University maximised the meeting opportunities it had with the interim Student Representative Council and house committees to also address those issues that would have been addressed in the meetings of the Student Services Council. These issues included providing advice to the Management Executive Committee and the University of Johannesburg Student Representative Council on the reviewed SRC Constitution and Electoral Policy, Residence Admission and Placement Policy, the Charter for the Student Wellness Committee, student services, operational matters, student development and support, equity matters and management of risks.

A task team, comprising Student Affairs, Transformation, Student Finance and the interim SRC, was established to look at student development and support during the challenging period of the COVID-19 pandemic, which saw most of the modules delivered through online teaching and learning. The task team attended to challenges related to the provision of devices and data for teaching and learning.

Matters discussed and considered at the meetings

The meetings considered a number of issues, including the SRC election plan, support for students, projects, and operational matters. Evaluation of progress with regard to the interventions aimed at assisting students was also done. Such interventions included enhancing support for students with disabilities, students who could not go home during the nationwide lockdown, allocation of the SRC Trust Fund, student meal packs, and accreditation of privately owned student accommodation. These meetings also attended to issues of safety and security of students on and around the UJ campuses (particularly with regard to compliance with the COVID-19 regulations), and maintenance of the student residences.



Conclusion

In light of developing trends, Student Affairs will review the Charter of the Student Services Council, in order to ensure relevance and revitalisation of the Student Services Council. The process will include a review of its mandatory role and its operations.



Godfrey Helani (Mr)

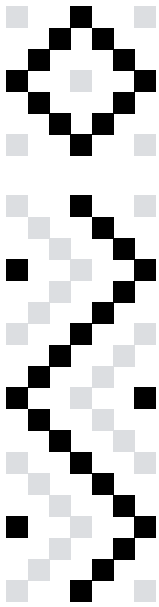
Senior Director: Student Affairs



Nolitha Vukuza (Dr)

Senior Executive Director: VC's Office





Institutional Forum (IF) Report

OVERVIEW

The Institutional Forum (IF) functions in terms of section 31 of the Higher Education Act and in terms of Chapter 5 of the UJ Statute. The IF held four ordinary meetings and two special meetings to consider recommendations from selection committees on senior management appointments to provide advice to Council on such recommended appointments. The meeting dates were as follows: 10 February 2020, 18 May 2020, 10 June 2020 (special meeting), 11 August 2020, 28 October 2020, and 18 November 2020 (special meeting).

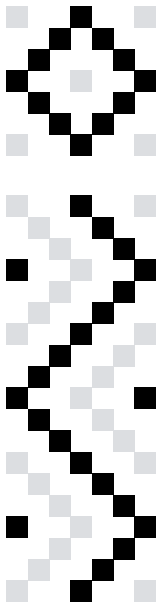
Matters of significance considered by the IF

- Supporting the amended Charter of the IF and recommending it to Council for consideration.
- Supporting the proposed Schedule of Business of the IF.
- Advising Council on the appointment of the following Executive Leadership Group members:
 - Deputy Vice-Chancellor: Academic
 - Executive Dean: Faculty of Art, Design and Architecture
 - Executive Dean: Faculty of Humanities
 - Executive Dean: Faculty of Law
- Advising Council on the reappointment of the following Executive Leadership Group member:
 - General Counsel
- Approving the 2021 Schedule of Business of the IF according to the following themes:
 - First meeting: Transformation.
 - Second meeting: Teaching and learning.
 - Third meeting: Student related matters.
 - Fourth meeting: Human Resources related matters.

Kinta Burger (Prof)

Registrar





Convocation Report

OVERVIEW

Convocation is the official interface between UJ and its alumni and the primary channel for UJ alumni to pass their opinions to the University for consideration. Convocation supports the entire spectrum of activities devoted to consulting, informing, representing, and supporting UJ alumni. Convocation is a part of the University's structure and does not exist outside it. In accordance with the UJ Statute, the composition of the Convocation is as follows:

- Graduates of formal subsidised qualifications from the University of Johannesburg, the former Rand Afrikaans University, and the former Technikon Witwatersrand.
- The Vice-Chancellor and Principal, Deputy Vice-Chancellors, the Registrar, and other members of the Management Executive Committee of the University.
- Permanent academic employees of the University.
- Retired permanent academic employees of the University.

The Convocation is governed by the Constitution of the Convocation.

The composition of the Executive Committee of Convocation is as follows:

Elected members:

- President: Prof Boitumelo Molebogeng Diale
- Deputy President: Mrs Zanele Anathi Modiba
- Member of Exco and Council representative: Mr Msizi Smiso Khoza
- Member of Exco and Council representative: Ms Mukovhe Confidence Tshilande
- Member of Exco: Ms Mandy Wiener²

Ex-officio members:

- The Vice-Chancellor: Prof Tshilidzi Marwala
- The Registrar: Prof Kinta Burger
- The Head of Alumni: Mr Nell Ledwaba

At the start of 2020, the Executive of Convocation was readying itself to actively engage with strategic projects identified during the latter part of 2019, namely:

- Enhancing engagement with the UJ Convocation members via various platforms.
- Being involved in special fundraising projects of UJ (e.g. partnering with the University in building a student residence on the Soweto Campus – with a focus on accommodating female students).

² Please note that at the time of writing this report Ms Mandy Wiener had tendered her resignation as a member of the Executive Committee of Convocation. The post is currently vacant.



- Establishing national and international alumni chapters and affinity groups.
- Having homecoming events for former RAU/TWR alumni.
- Reconnecting with retired academic staff.
- Actively involving current academic staff on Convocation.
- Establishing an Alumni House for Convocants.
- Expanding the current benefits for UJ alumni.

The COVID-19 pandemic resulted in many of the identified initiatives not reaching fruition. In certain instances, where possible, some groundwork was actioned through online platforms, with the aim of creating momentum in these projects in readiness for 2021. Most projects, however, required the human interface, which was not possible due to COVID-19 regulations, and hence they had to be postponed.

Although the pandemic caused major disruptions, the Executive of Convocation continued to meet via the MS Teams online platform. This was done on a quarterly basis to deliberate on readiness for 2021, within the context of COVID-19, in terms of the identified projects. This year also saw for the first time an Annual General Meeting (AGM) of Convocation being hosted online on 12 October 2020 via the MS Teams platform. The participation was significant, and attendees engaged in what was a very fruitful session.

As the Exco, we are fully committed to contributing to the realisation of the UJ vision and to being exemplars of the UJ values. We call on all our fellow convocants to participate in the UJ journey.

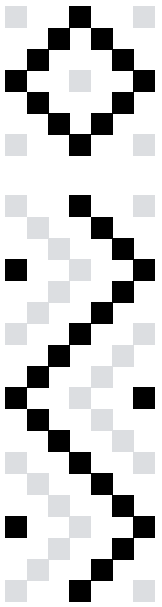


Boitumelo Diale (Prof)
President of the Convocation









Statement on Risk Management

OVERVIEW AND RISK MANAGEMENT GOVERNANCE CONTEXT

The University has adopted a proactive approach to managing both risks and opportunities, with the ultimate accountability for the effective management of risks and opportunities being with Council. In executing this responsibility as it relates to risk, Council has adopted an Enterprise Risk Management (ERM) framework, an approach that ensures that the University takes a holistic view of the risks inherent to UJ's strategy, business, and operations.

Consequently, the management of risk and opportunity is entrenched in all decision-making processes and embedded within our governance processes. Ethical behaviour, legislative compliance and sound practices lay the foundation for internal control processes and ensure effective governance of risk.

This Enterprise Risk Management (ERM) journey is linked to the execution of business strategies by analysing potential risks and their impact on achieving the University's objectives. This is supported by Council approval of Risk Management Policies, Procedures, and the Implementation Plan. The University of Johannesburg has therefore developed robust risk management processes into a sustainable practice, which plays a crucial role in decision making and further aligns with the strategic objectives of the University.

Faculties and non-academic support divisions are required to analyse, assess, evaluate, and rate their operational and strategic risks continuously. Risk registers are maintained and presented to the Risk Management Committee (RMC), which is a subcommittee of the Management Executive Committee (MEC). The applied Risk Management Framework facilitates the process of identifying and reviewing emerging risks, and assessing and monitoring material risks.

The University's risk management process requires members of the Executive Leadership Group to formally consider and evaluate their respective identified risks, related ratings, internal controls and mitigating strategies throughout the year, in order to ensure that the risks remain valid and up to date, and to maintain an effective risk management and internal control environment. Each environment is required to present their risk register on a rotational basis to the RMC, whereby the Committee reviews both the Institutional Risk Register and the Operational Risk Registers, scrutinises key risks facing the University and considers whether those risks are appropriately managed. Emerging risks are consolidated into an Institutional Risk Register for further review and reporting.

The Institutional Risk Register serves at the Management Executive Committee (MEC) for deliberation and consideration, after which the final Risk Register is considered for approval by the Audit and Risk Committee of Council (ARCC), and final approval by the Council.

Principal risk

National state of disaster, namely the global pandemic

The World Health Organization (WHO) declared the Coronavirus to be a global health pandemic and as such urged that the global community should demonstrate solidarity and cooperation in responding to the outbreak. At the time of writing this report, the Coronavirus has infected numerous citizens in South Africa and some in the UJ community. In addition to the health risks, the virus posed various business risks.

In an early response, the University developed a scenario analysis plan, which aligned with the Five-Level Risk Adjusted Strategy as provided by the National COVID-19 Command Council of Government. The purpose of the scenario analysis was to envisage different scenarios as the pandemic unfolded and to identify key operational and strategic dimensions, which would require specific actions from management.

The risk of the national outbreak of COVID-19 has resulted in a continuous review of the emerging nature of the risk and the subsequent risks it poses. Therefore, the Institutional Risk Register is considered a live document, which is continuously updated and presented to key committees.

The scenario analysis considered the following categories:

- The approach to teaching and learning
- The approach to research and postgraduate students
- Requirements for residences on and off campus during the pandemic
- Student transport
- Financial sustainability
- Communication
- External community
- Employees' wellness
- Operations and remote working
- Travel (local and international)

POLICY FRAMEWORK

The Risk Management Policy is under review in order to enhance better alignment with the revised International Organization for Standardization (ISO) 31000 risk management standards. Finalisation and approval by Council are planned for 2021. The Risk Management Plan was approved and implemented during the financial year.

The following methodologies have been developed, considered and adopted:

- Risk management structure and subsequent roles and responsibilities.
- Scope of authority with reference to the RMC, MEC, ARCC, and Council.
- Framework for risk identification.
- Definitions and descriptions of the various risk categories.
- The risk management cycle.

MANAGEMENT OF RISK

Management of academic risks

The management of risks in general is reflected in the relevant sections of the Annual Report. The management of academic risks is reflected in the reports tabled by Senate at Council related to teaching and learning, research and innovation, and the performance of faculties. The Report on Academic Development and Support reflects all the risk mitigation interventions in this regard.

Management of financial risks

In addition to the annual external audits, the Audit and Risk Committee of Council (ARCC) is assisted in its oversight role by internal audit, which undertakes both regular and ad hoc reviews of risk management controls and procedures, the results of which are presented to the ARCC. The Financial Risk Register is also submitted to the Financial Sustainability Committee of Council.

Further information pertaining to financial risks is provided in the final section related to financial sustainability.

Management of operational and other risks

The environment is continuously scanned to identify potential, emerging and opportunity risks. Such risks are documented and reported to the RMC and MEC, in order to highlight any key risk areas. The Risk Register for the Operations Division is also presented to the Projects and Resources Committee of Council (PRCC) for review.

The University maintains systems of internal control over income and expenditure, financial reporting, and safeguarding of assets against unauthorised acquisition and use or disposing of such assets. The process of internal audit monitors the effectiveness of the internal control systems and reports findings and recommendations to the ARCC. Corrective steps are taken to address control deficiencies and other opportunities for improving the systems, where identified.

Ensuring business continuity

To ensure a state of continued, uninterrupted operation of critical functions during an emergency or other disruptive event, the University has implemented a business continuity process, which includes emergency response plans, and a disaster recovery and a crisis management plan.

Business continuity plans for all faculties and departments are incorporated within the Risk Management Framework. The Business Continuity Policy outlines the scope and structure of business continuity management within the University. Suitable and cost-effective business continuity plans have been developed as a result of business impact analyses and strategy workshops and are updated on a regular basis.

The plans are activated for use in the event of a disaster or major disruption to business activities, and include an element of component testing, utilising a hypothetical situation to validate the recovery of individual components of the plans; continuing to ensure that all stakeholders remain prepared and up to date with the process; and ensuring capability and capacity to deal with disasters or major disruption to business activities.

Fraud prevention

The University of Johannesburg acts proactively in addressing unethical behaviour, theft, fraud, or related activity, in order to mitigate fraud and misconduct.

The independently managed UJ Ethics Hotline is in place with the aim of enhancing an honest work ethic and simultaneously providing employees with a mechanism to bring any unethical business practices to the attention of management. The hotline operates 24 hours a day for 365 days a year. To further strengthen the investigation capacity, a panel of forensic investigators was appointed to assist with matters that require further investigation.

The University's Fraud Prevention Strategy has been formalised and documented. The implementation of the Fraud Prevention Strategy, which outlines the University's focus on and commitment to the reduction and possible eradication of the incidence of fraud and misconduct, also confirms UJ's commitment to legal and regulatory compliance.

The Fraud Prevention Strategy includes the implementation of a comprehensive Fraud Risk Register, to assess and report on potential fraud risks, mitigation controls, effectiveness ratings as well as improvement plans. Regular discussions are held with executive directors and heads of departments within the University's support divisions, to ensure that the Fraud Risk Register is up to date and complete. The Fraud Risk Register is presented to the RMC on a quarterly basis.

Insurance

The University manages the insurable risks relating to all aspects of the University by way of a comprehensive insurance policy. This includes the insurance of assets, property, and public liability, to name a few. Insurance cover required, likely exposure and the risk profile are reviewed annually, and the necessary adjustments included in the renewal evaluation.

Quarterly claim reports and statistics are distributed to the RMC and the Executive Leadership Group, where applicable. Insurance guidelines relating to University assets and guidelines pertaining to insurance awareness are regularly communicated to staff.

Internal audit

The internal audit function provides an independent, objective assurance designed to add value and improve the University's operations, by examining the systems, procedures, and controls, and identifying areas considered high risk.

Internal audits are performed throughout the University in accordance with the approved Audit Plan. This is in order to verify the effectiveness of the overall institutional and operational risk mitigation processes and controls and to assist in identifying impending areas of concern.

The ARCC approves the Internal Audit Plan on an annual basis. In addition, the ARCC reviews audit reports as part of the oversight role in terms of evaluating the effectiveness of processes and controls.

External audit

SNG Grant Thornton has been appointed as the University's external auditors for a period of three years. The ARCC approved the client service plan for the year ending 31 December 2020.

Agreed-upon procedures

The University appointed PricewaterhouseCoopers (PwC) to conduct annual reviews of the agreed-upon procedures, as required by various funders. These reviews are performed in accordance with the International Standard on Related Services and Procedures to align with the relevant contractual agreements. The purpose of the engagements is to provide reasonable assurance that the expenditure and allocation thereof are reflected accurately and meet the contractual requirements and obligations.

Internal administrative and operational controls

The system of internal controls at the University of Johannesburg consists of a number of policies, procedures, standard operating procedures (SOP) and approved delegations of authority, as well as automated processes, of which the purpose is to provide reasonable assurances regarding the mitigation of risks and to support the University's vision, mission, core values, strategic goals, and objectives, particularly relating to the following:

- Effectiveness and efficiency of operations.
- The provision of reliable financial information in accordance with financial reporting standards.
- The safeguarding of assets, information, and resources.
- Compliance with relevant laws and regulations.
- Compliance with the various codes of conduct and adherence to University values.

Internal control objectives include measures to ensure completeness, accuracy and proper authorisation in relation to documented organisational structures, setting out the division of responsibilities, as well as established policies and procedures, including a code of conduct and value statement, being communicated throughout the University to foster a strong ethical climate. Delegations of authority and authorisations are automated throughout the UJ systems to ensure compliance.

The ARCC has been made aware of the fact that there are inherent limitations to the effectiveness of any system of internal control, including the possibility of human error and the circumvention or overriding of controls, and accepts that even an effective internal control system can provide only reasonable assurance with respect to financial statement preparation and the safeguarding of assets. Therefore, various risk management, and external and internal audit processes are in place to identify and assist in the mitigation of potential weaknesses in the application of internal controls.

Policies and procedures are documented, reviewed, and regularly updated to ensure relevance and completeness. The Corporate Governance Division is responsible for applying the Policy on Policies to ensure the validity and update of all policies. All policies are approved by the relevant oversight structures and made available on the intranet to employees of the University.

An evaluation of the 2020 internal controls reflected that many areas are only partially effective. However, follow-up and corrective actions are taken to address control deficiencies, and improvements pertaining to systems have been implemented, where identified.

Potential risks and areas of improvement related to internal controls are managed on an ongoing basis in the form of reports and reviews.

Identification and assessment of risk

Effective risk management is fundamental to proper corporate governance. A thorough understanding of the University's strategic objectives, together with those strategies employed to mitigate potential risks, is thus essential for a proper appreciation of the University's affairs by Council and the Executive Leadership Group.

Risk management is ultimately about proactively identifying and understanding the potential threats, actions or events that will adversely or positively affect the organisation's ability to achieve its objectives, and then managing, monitoring, and reporting on these risks and opportunities.

The process for the identification of risk is an objective driven process, which assesses the impact that risks would have on the achievement of the objectives of the University. To achieve and facilitate the above, clearly defined responsibility structures for the risk management process within the University have been established.

By way of regular reviews and reporting, potential risks are identified, rated in terms of likelihood impact prior to, and post, implementation of existing controls, and the anticipated impact is assessed. In addition, opportunities for improvement of processes and controls are identified and aligned with such assessments.

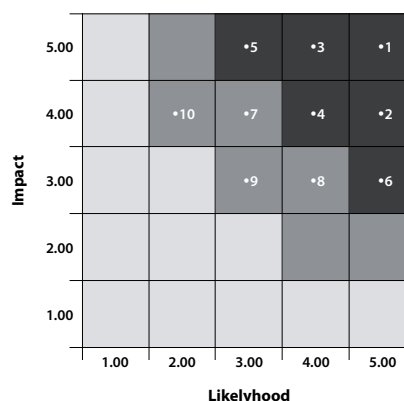


Figure 1: Institutional risks identified

INSTITUTIONAL RISKS

The following institutional risks were listed on the University of Johannesburg's Risk Register for 2020 (with an inherent rating of 16 or above), and the interventions or mitigating strategies are justified and reported on throughout the UJ Annual Report. See Table 4 (page 116-121).

AUDIT AND RISK COMMITTEE STRUCTURE AND DUTIES

Audit and Risk Committee of Council

Mission and goals

The ARCC assists Council in executing its functions in accordance with Section 8 of the UJ Statute and in accordance with the vision, mission, and core values of the University, the approved strategic objectives, and the principles of corporate governance, within the legal and management framework of the University.

The ARCC provides assistance to Council with regard to at least the following:

- Ensuring compliance with applicable legislation and the requirements of regulatory authorities.
- Matters relating to financial and internal control, accounting policies, statutory reporting (inter alia, reporting in the required format to external stakeholders) and disclosure.
- Internal and external audit policies.
- The activities, scope, adequacy and effectiveness of the internal audit function and audit plans.
- The assessment of all areas of financial risk and the management thereof.
- Review/approval of external audit plans, findings, problems, reports and fees.
- Review of the UJ Risk Register, risk management and governance, including risks related to IT.
- Compliance with the Code of Corporate Practices and Conduct.
- Compliance with the institutional Code of Ethics.
- The above is executed with a special emphasis on:
 - Policy
 - Strategy

Table 4: Institutional risks

| No. | Risk | Current controls | Action plan implementation |
|-----|--|--|--|
| 1 | <p>Financial sustainability of the University going forward</p> <p>Contributing factors:</p> <ul style="list-style-type: none"> ■ Decline in subsidy from Department of Higher Education and Training (DHET). ■ Department of Higher Education and Training (DHET) Framework for future tuition and residence fee increases for universities going forward. ■ Impact on UJ's financial sustainability due to the 65th percentile exercise. ■ National Student Financial Aid Scheme (NSFAS) shortfall and the shift in the socioeconomic means of the University's students, which may impact financial sustainability over a long term. ■ Possible financial loss due to unpaid debt. ■ Rise of inflation and the depreciation of the rand. ■ Reduced subsidy pool. ■ The impact of the technical recession not only on the budget, but on the sustainability of the University. ■ Undesirable ratio of support staff to academic staff. | <ul style="list-style-type: none"> ■ Developed various strategies to manage operational cost down such as centralised computer budget and new printing solutions. ■ Considerable effort to increase the third- stream income to supplement the decline in subsidy. ■ Engagement at Universities South Africa (USAf) level between VCs, Department of Higher Education and Training (DHET) and the Presidency. ■ Approved Financial Sustainability Model. ■ Regular benchmarking with other universities. ■ Regular communication to staff and unions, regarding the implementation of the 65th percentile. ■ Continuous engagement between Universities South Africa (USAf) funding strategy group, National Student Financial Aid Scheme (NSFAS) senior management/ board and Department of Higher Education and Training (DHET). ■ Continuous engagement between National Student Financial Aid Scheme (NSFAS) senior management and UJ management. ■ Cancellation Policy on student debt (use of debt collectors and tracing agencies). ■ Enforcement of Credit Control Policy. ■ Incentives for all students on early settlement – write-back of interest on outstanding and overdue accounts. Flexible payment plans for the students who are owing tuition fees. ■ Missing middle fundraising campaign and additional focus on securing external bursary funding. ■ Regular timeous engagement with the student leaders to explain the lack of funding from National Student Financial Aid Scheme (NSFAS). ■ Future annual UJ budgets prepared in line with the Medium Term Expenditure Framework (MTEF) budget allocations. ■ The MEC had placed a moratorium on the filling of vacancies in the support divisions, with exceptional cases to be considered. | <ul style="list-style-type: none"> ■ Continued analysis of computing and printing strategies and contracts to optimise and ensure a real reduction in expenses. ■ Implement the outcome of the Funding Review Committee Report. ■ Explore innovative approach for increasing third-stream income. ■ Constant engagement with funders to secure future funding commitments. ■ Implement the first phase of the investment strategy, and monitor performance. ■ Implement a third-party debt collection tool – pilot phase currently under way. ■ Implementation and official launch of debit order option for students to smooth payment of tuition fees throughout the year. Currently a small number of students are part of the initiative on trial. ■ Full roll-out of revised payment plan – monthly payments instead of bi-annual payments in April to August. ■ Effective expense and contract management to ensure a real reduction in expenses over the next five years. ■ Development of Policy on Import and Foreign Exchange. ■ Redefine the fund-raising strategy to include international initiatives in the scope, for submission to MEC and implementation in 2021. ■ Full roll-out of revised payment plan – monthly payments. ■ Human Resources and Transformation Division was busy with a project to obtain fit-for-purpose staff in identified support divisions. |



| No. | Risk | Current controls | Action plan implementation |
|-----|--|---|--|
| 2 | <p>National state of disaster, namely global pandemic</p> <p>Contributing factors:</p> <ul style="list-style-type: none"> ■ High risk of contraction of the virus by staff and students as a result of COVID-19. ■ Increase in the number of staff and students returning to campuses according to national regulations. ■ Delay in academic programme due to national state of disaster regulations. ■ Possible reduction in Department of Higher Education and Training (DHET) subsidy, increase in defaults of fee payments by cash paying students, reduced bursaries/ scholarships and other contract income and unplanned expenditure related to COVID-19. ■ Delay in infrastructure project plan due to national state of disaster regulations. Inability of contractors to complete work due to economic downturn. ■ Increased reliance on technological infrastructure capacity to continue with business operations. ■ Potential disruption of activities of oversight structures. ■ Non-fulfilment of contractual obligations as a result of delays due to national state of disaster regulations. ■ Disruption in the fulfilment of the demand plan due to national state of disaster regulations and non-compliance with procurement policy due to emergency expenditure as a result of COVID-19. ■ Support staff not adequately equipped to provide support services to the institution during lockdown mode. ■ Ineffective management of employees over the age of 60 and employees with underlying medical conditions. ■ Essential or other non-unionised workers withdrawing their services in fear of contracting the virus. ■ Increased sick leave due to possible recurring COVID-19 related illnesses. ■ Possible liability claims by employees as a result of perceived contraction while on duty. ■ Increased workload burden on staff with the shift to online learning as a result of the outbreak of COVID-19 to save the academic year. | <ul style="list-style-type: none"> ■ Limiting access to campus, provision of Personal Protective Equipment, screening of students and staff, off-campus accommodation venues identified as venues for isolation, adopting and complying with the national state of disaster regulations. ■ COVID-19 dashboard developed to track infections within students and staff. ■ UJ-wide restriction on any travel nationally and/or internationally in compliance with National State of Disaster Regulations. ■ Protection Services conducted daily active monitoring operations from the Central Control Room to detect staff and students not complying with the safety reintegration guidelines. ■ Guidelines, in accordance with the COVID-19 regulations, were developed for staff and visitors to the campuses. ■ Online teaching and learning and research capabilities for staff and students implemented, devices and data provisioning to students, amendment of the academic calendar. ■ Engagement with Department of Higher Education and Training (DHET) on amendment to infrastructure plan and associated funding, deferral of projects that are not a priority. ■ Negotiations with telecoms to zero-rate certain sites, provision of tools of trade to staff and students, engagement with telecommunication company for data provisioning, continued presence of CS staff for technical support. ■ Established COVID-19 task team to ensure compliance with regulations, daily MEC meetings to ensure continued operations. ■ Monitoring of contracts at departmental level and reported at MEC, continued consultation with General Counsel for legal advice. ■ Review and update business continuity plans for staff and student environments, staff working from home, providing staff with the required equipment and support to work remotely. ■ Biweekly meetings with unions/continuous communication. ■ Developed Communication Platform initiated by HR aimed at engaging with staff members to discuss the challenges and opportunities experienced through the COVID-19 pandemic. Outcomes of these sessions communicated to MEC. ■ Employee Wellness Programme delivered by Careways with the aim to promote, improve, and optimise health, wellbeing, and high performance of UJ employees. ■ Training interventions introduced centred on remote learning of employees and remote working using technology. ■ Weekly articles on COVID-19 and other wellness related topics, such as mental health and stress were circulated via email. | <ul style="list-style-type: none"> ■ Continued implementation and monitoring of national COVID-19 regulations, each faculty/departments responsible for ensuring implementation of the reintegration plan in alignment to their respective environments. ■ Online delivery of the first term of the academic year, commitment towards fulfilment of the academic calendar. ■ Targeted engagement with specific funders to secure future funding commitments. ■ Continued expense and contract management to ensure a real reduction in expense over the next five years. ■ Continuous engagement with banks and fund managers to optimise return on investments. ■ Reconfiguration of the budget and five-year financial plan to adapt to economic downturn. ■ Restoring of infrastructure activities in alignment with reprioritisation of the budget. ■ Continued provisioning of data and devices to staff, and continuous identification of sustainable solutions for prolonged remote working. ■ Occupational safety actions to include – Safety Risk Assessments in terms of closures of units; reporting of occupationally acquired COVID-19, waste management, decontamination. |





| No. | Risk | Current controls | Action plan implementation |
|-----|---|--|---|
| 3 | Impact of load shedding Contributing factors: <ul style="list-style-type: none"> ■ Cable theft. ■ Limited generator and UPS service providers. ■ Poor maintenance of substation (UJ/ Eskom/City Power). ■ Service delivery from service provider. | <ul style="list-style-type: none"> ■ Back-up generators and UPS installed at all examination and registration venues, libraries as well as data centres. ■ Identify priority areas of emergency power. Five residences' water pumps coupled to emergency power. ■ Main buildings and residence generators in place. ■ Emergency Power Project Plan. ■ Solar Panel (PV) roll-out on APB and APK. | <ul style="list-style-type: none"> ■ Tender process for additional generators and UPS initiated. ■ Generators for residences and faculty offices. ■ Full implementation of Emergency Power Plan. ■ Surveys have been conducted to identify emergency and common areas to be optimised and used in the event of load shedding. ■ Completion of the APK Solar Panel (PV) Project. |
| 4 | Threat of cyber-attacks – the protection of internet-connected systems, including hardware, software, and data from cyber-attacks Contributing factors: <ul style="list-style-type: none"> ■ Access control to systems and buildings. ■ Current firewall design does not filter certain malicious traffic, only Layer 3 IP addresses and Layer 4 Transmission Control Protocol (TCP) and User Datagram Protocol (UDP). ■ Cyber-attacks. ■ Federated IT (Shadow IT) environment resulting in inconsistent application of IT standards. ■ Human error. ■ Increasing use of cloud storage services. ■ Lack of dedicated Web Application Firewall (WAF). ■ Lack of secure configuration of all systems. ■ Spam, phishing, and human error. | <ul style="list-style-type: none"> ■ User access review on all systems. ■ Regular scanning of the environment using acquired quality vulnerability monitoring tools (QUALYS and WAS) and reporting thereon monthly at IT Exco. ■ User access governance process. ■ Core network has been implemented for all four campuses according to new design. ■ Implementation of firewall has been done. Additional firewalls have been implemented. ■ Network operating centre established to monitor network activity. ■ Enterprise level antivirus solution and perimeter security (Firewall/Proxy). ■ Regular institution wide information security awareness and cyber risk programmes. ■ Adherence to cloud service guideline. ■ Automated back-up facility for selected end- users. Back-up and off-site storage of critical data and systems configurations. ■ Phase 2 implementation of the Web Application Firewall (WAF). ■ Secure configuration standard for all systems. ■ Email security solution Cofense implemented to assist in determining spam and phishing emails. | <ul style="list-style-type: none"> ■ Configure 27 systems on the BI system, 19 in 2020 and the rest to be done before February 2021. ■ Develop and obtain approval for systems user access standard. ■ Provide training and create awareness of the system's user access standard to UJ system owners. ■ Improve and automate the manual UJ identity and access management process for new employees, employees moving between departments and employees exiting the organisation. ■ Create awareness of ICS standards and best practice in ICS as well as other areas where IT services are provided. |

| No. | Risk | Current controls | Action plan implementation |
|-----|--|--|--|
| 5 | Safety and security of life and limb Contributing factors: <ul style="list-style-type: none"> ■ Lack of remedial action tracking. ■ Law enforcement personnel carrying firearms. ■ Misuse and abuse of illegal/banned substances. ■ Political instability. ■ Presence of syndicates on campuses. ■ Socioeconomic conditions (theft etc.). | <ul style="list-style-type: none"> ■ All risks discussed at the monthly safety meetings are recorded in the Occupational Register, updated by the safety practitioners. ■ Awareness material available throughout all campuses, gates, and residences. ■ Student awareness and education through various student forums. ■ Security personnel deployed at all high-risk areas and identified safe routes and patrol of security personnel on all campuses. ■ Data on the Namola app reporting tool analysed. ■ Close partnerships with law enforcement agencies. ■ Dedicated liaison officer appointed to UJ. ■ Electronic and biometric access at all gates. ■ Electronic screening of student and visitor IDs and drivers licences. ■ Monthly meetings with SAPS, Wits, and policing forums. ■ Participation in Community Policing Forums. ■ Electronic surveillance equipment installed off-campus at high risk areas, linked to control room. ■ Implemented approved Safety and Security Plan. | <ul style="list-style-type: none"> ■ Fibre installed to avoid cameras being off due to network constraints. Fibre to be installed on DFC Campus and linked to JMPD control room. Roll-out on APB and APK. ■ The measures put in place are deemed pro-active and effective; however, due to the type of risk some aspects fall outside of the University's control. |
| 6 | Student protest Contributing factors: <ul style="list-style-type: none"> ■ Absence of SRC body in 2020. ■ Dispute between student leaders or organisations and University management or structures. ■ Disruption of UJ clinic services due to protest risks. ■ #FeesMustFall movement ■ Injuries, anxiety disorder and post-traumatic stress disorder following contact with violent protesters. ■ Inaccessibility of online modules to all students. ■ National Student Financial Aid Scheme (NSFAS) no longer funding 400 mainstream qualifications nationally. ■ Political influence. ■ Poor communication. ■ Privately owned student accommodation (POSA) proposing fee increases. ■ Stability of IT infrastructure during registration periods. ■ Increase in student fees. | <ul style="list-style-type: none"> ■ Continuous engagement with students and responsive approach to dispute resolution. ■ Broadened regular consultative forums. ■ Introduction of Namola application to coordinate response to staff and students in respect of medical and crime emergencies. ■ Notification of and contact with ER24 to mediate emergency medical response. ■ Annual activation of risk management strategy, including SAPS/ GMPD, and public order policing. ■ Security vetting for access to campuses during assessments and registrations. ■ Mediation by clinic professionals or psychological debriefing through ICAS (an employee wellness assistance service provider) and PsyCad or external psychologists, UJ occupational doctor and psychiatrists. ■ Mobile devices and free once-off data provided to most needful students. ■ Monitoring of social media. ■ Unblocking of N+1, N+2, Orange Carpet, and National Student Financial Aid Scheme (NSFAS) students in advance to ease the burden on the online payment system. ■ Business Continuity Plan in place as contingency. | <ul style="list-style-type: none"> ■ Training and awareness of Principles and Rules Addressing Gatherings of Students (PARAGOS) and Grievance Procedures. ■ Scheduled SRC elections. ■ Continuous implementation of the current controls. |





| No. | Risk | Current controls | Action plan implementation |
|-----|---|---|---|
| 7 | <p>The impact of COVID-19 on UJ's enrolments for the 2021 academic year</p> <p>Contributing factors:</p> <ul style="list-style-type: none"> ■ Delayed publishing of Grade 12 school results, which could affect registrations. ■ Inadequate Grade 12 for University entry, due to the long absence during the year (2020). ■ Late arrival of international students due to Home Affairs Visa processing delays, local and international travel restrictions. ■ Potential reduction of National Student Financial Aid Scheme (NSFAS) funding may lead to lower enrolment. ■ The socioeconomic impact and health concerns on families due to the economic downturn associated with COVID-19 (inability to pay fees or inability to obtain funding, fear of public spaces, exposure to communicable diseases etc). ■ Unknown effect of online learning on continuing students as well as increase or potential decrease in promotion and throughput rate. | <ul style="list-style-type: none"> ■ Extension of the application date. ■ Senate approved three scenarios where the start of academic activities have been adjusted for 2021 (15 Feb. 2021 for returning under- and postgraduate students, and 8 March 2021 for undergraduate first years). ■ Under- and postgraduate marketing of programmes via online platforms. ■ Slight adjustments to entrance requirements could be considered by faculties and Senate. Intensive revision would then be required to increase the competency levels where lower admission requirements were considered. ■ Conditional online registrations allowed for international students (under- and postgraduate). ■ First Year Experience and Seminar conducted online. ■ Blended learning approach within modules to encourage academic staff to continue to use online platforms. ■ Device and data support for students. ■ Limited internal faculty bursaries to support final-year and postgraduate students to complete programmes. ■ National Research Foundation (NRF) bursaries. | <ul style="list-style-type: none"> ■ The measures put in place are deemed pro-active and effective; however, due to the type of risk some aspects fall outside of the risk owner's control. ■ Ongoing monitoring of controls and implementation of actions plans. |
| 8 | <p>Academic fraud (staff and students)</p> <p>Contributing factors:</p> <ul style="list-style-type: none"> ■ Academic integrity. ■ International students attempting to register using fraudulent certificates. ■ Multiple medical certificates being submitted. ■ Non declaration of interest. ■ Plagiarism. ■ Poor time management, planning and general availability of information. | <ul style="list-style-type: none"> ■ Academic Integrity Campaigns conducted by Student Affairs during tests and examination periods. ■ Approved Assessment Policy. ■ Policy/Code of Conduct on Academic Integrity. ■ UJ Faculty Rules and Regulations ■ All international applicants with high school qualifications achieved outside of the Republic of South Africa require a certificate of exemption from the Matriculation Board of South Africa for admission into undergraduate studies. ■ Faculties actively monitor the misuse of medical certificates submitted by students. Medical practitioners identified are also engaged with or made aware of any misuse to mitigate the risk. ■ Declaration of interest disclosures. ■ Whistleblowing and Eradication of Improper Activities Policy. ■ Information literacy training sessions by LIC, which include information sources, plagiarism, copy right and referencing skills. ■ Student Ethics and Judicial Services (SEJS). ■ Plagiarism detection tools. ■ Disciplinary procedure for students and staff. ■ Student Code of Ethics and UJ Student Regulations. | <ul style="list-style-type: none"> ■ Track the actions of the Senex task team established with the view to having a holistic approach to student conduct and ethics. ■ Continued implementation of existing controls and further establishment of additional controls to mitigate the risk. |

| No. | Risk | Current controls | Action plan implementation |
|-----|--|---|---|
| 9 | Inadequate on-time completion of undergraduate studies Contributing factors: <ul style="list-style-type: none"> Academic and administrative bottlenecks. Dropout rate of students from year one to year two. Lack of financial support for undergraduate students. Student-to-staff ratio too high. Under-preparedness of undergraduate students. | <ul style="list-style-type: none"> Critical review of prerequisites. Offering of online alternatives. Academic staff development to ensure appropriate responses and appropriate attention to students needs. Blackboard Predict and data informed by Integrated Student Success Strategy. English language and literacy development strategy. Integrated Student Success Strategy, which is institutional and data informed. This includes the new Student Success Committee, more involvement by Vice- Deans and priority module and priority qualification intervention. Ongoing integration of tablets and e-resources in learning and teaching. Psycho-social support by PsyCaD and peer buddies. Staff development to ensure appropriate responses and appropriate attention to students needs. Missing middle fundraising campaign. Redirecting faculty financial aid to deserving students to complete their studies. Approval and creation of additional academic appointments. Additional support to students – tutors, language, computer literacy, PsyCaD. | <ul style="list-style-type: none"> The measures put in place are deemed pro-active and effective; however, due to the type of risk some aspects fall outside of the University's control. Create short-term care facility for students in distress. Expand on crisis line by implementing crisis text line. Redefine the fund-raising strategy to include international initiatives in the scope, for submission to MEC and implementation in 2021. |
| 10 | Reputational risk on public platforms Contributing factors: <ul style="list-style-type: none"> Culture of sensationalism. Current political climate. Distribution of false information without the necessary facts. Fraudulent intentions. | <ul style="list-style-type: none"> Once a week a positive and negative sentiment report is run to ascertain the extent/level of reputational damage. The Social Media Operating Procedures, which encase a crisis management strategy that aligns to the Strat Comms risk management document. Daily reports on social media activity or social activity. | <ul style="list-style-type: none"> The measures put in place are deemed pro-active and effective; however, due to the type of risk, some aspects fall outside of the University's control. |
| 11 | Slow time to completion of postgraduate students and high dropout rates from initial postgraduate cohort Contributing factors: <ul style="list-style-type: none"> Lack of financial support. Lack of funding for research. Limited academic staff members with doctorates. Limited supervision capacity. No timeous tracking and monitoring of students. Part-time students. Staff-to-student ratio too high. Under-preparedness of postgraduate students. | <ul style="list-style-type: none"> Comprehensive strategy for supporting students (Postgraduate Fund Management). Financial support centrally and through faculties. SET writing focus in place. Development programmes for staff (AAMP etc). Research capacity development strategy. Regular reporting of time to completion and analysis of high-risk areas to determine interventions. Diversified to various campuses and support sessions offered to students. Programmes offered by Postgraduate School with grant received from Department of Higher Education and Training (DHET) (the University Capacity Development Grant). Provide mentoring and development to inexperienced supervisors by appointing them as co-supervisors together with experienced supervisors. | <ul style="list-style-type: none"> Increase scope reach of Research Capacity Development (RCD) – focusing on all disciplines. Development of postgraduate tracking and monitoring system. Implementing an increased online resource approach for off-campus postgraduate students (developing and acquiring online resources). Development of institutional monitoring tool (reliant on ITS datasets). Enhancement specifications completed. Development of a monitoring tool integrated with Blackboard for those holding capacities as Research Supervisors. |



- Performance
- Risk
- Innovation
- Sustainability
- Transformation

Audit and Risk Committee composition and functions

ARCC members are independent of the University Executive Management and free from any business or other relationship that could materially interfere with exercising their independent/objective judgment as member of the ARCC. The ARCC functions in accordance with the authority delegated to it by Council, to ensure that internal control systems, information systems, accounting practice, external financial reporting, enterprise risk management and corporate governance of the University are continuously adequate and effective.

Risk Management Committee

The RMC is a subcommittee of the MEC and functions in accordance with the authority delegated to it by the MEC. When appropriate, the recommendations made by the RMC and approved by MEC are submitted to the ARCC and finally to Council for approval.

The RMC assists the MEC to facilitate management excellence, efficiency, and effectiveness. The overall goal – in consultation with the relevant line managers and committees – is to identify and mitigate risks, with specific reference to academic risks; financial risks; physical, operational, occupational health and safety risks; human resource risks; technology and information management risks; compliance risks; and reputational risks.

REPORT FROM THE MEC RISK MANAGEMENT COMMITTEE (RMC)

Composition and attendance

The RMC is appointed by the Management Executive Committee (MEC) and consists of the following members:

- Chief Financial Officer (Chairperson)
- Chief Operating Officer (Deputy Chairperson)
- Executive Director: Academic Development and Support
- Registrar
- Senior Executive Director
- General Counsel
- Executive Director: Human Resources
- Chief Information Officer
- Executive Director: Financial Governance and Revenue
- A risk management specialist nominated by the MEC
- Two executive deans nominated by the executive deans
- Two additional executive/senior directors nominated by the MEC
- Co-opted members from divisions/clusters/faculties when necessary
- Invited members: representatives of internal and external auditors and additional invitees as the committee deems fit.

MECRMC meeting dates

RMC meetings were held on the following dates in 2020:

- 2 March 2020
- 28 May 2020
- 26 August 2020
- 16 November 2020



Matters of significance discussed, considered, and approved, noted by the MECRMC

- Supporting and recommending to the MEC, for consideration, the Charter of the RMC; approving the 2020 RMC Schedule of Business.
- Additional risks were reviewed and added to the Institutional Risk Register, for submission to the MEC, for discussion and recommendation to the ARCC and for consideration and recommendation to the Council, for approval, including resolving that the COVID-19 pandemic and its consequent risks should be added to the risk registers of all the domains across the University.
- Supporting the Draft Business Continuity Management Policy, Draft Policy on Admission and Placement of Students in University Residences and Policy on Insurance for submission to the MEC for support and recommendation to the ARCC, for discussion and recommendation to the Council.
- Resolving various initiatives to ensure that business continuity continues during the COVID-19 pandemic, including resources planning, connectivity, staff wellness and safety matters.
- Resolving various matters around the analysis, mitigation and risks pertaining to insurance claims and insurance cover, including cover related to students while engaged in work-integrated learning, and increased incidents pertaining to vehicle damages.
- Conducting an online MECRMC performance review for 2020 and noting the outcome of the 2019 performance review.
- Various reports were presented and several issues were resolved and/or noted for follow up, including issues around insurance matters, internal audit progress reports and areas of importance relating to the Whistleblowing Report and Report on the Ethics Telephone Line.

REPORT FROM THE AUDIT AND RISK COMMITTEE OF COUNCIL (ARCC)

Composition

The Audit and Risk Committee is a Council Committee whose members are independent of the University Executive Management and free from any business or other relationship that could materially interfere with exercising their independent/objective judgment as member of the Audit and Risk Committee. The Committee consists of the following members:

- Chairperson: an external Council member with proven financial expertise is appointed by Council as the Chairperson of the Audit and Risk Committee. When the Chairperson is absent, he/she will, in consultation with the Vice-Chancellor and Principal, appoint an external Council member to act as Chairperson.
- At least two additional external members of Council, with collective expertise in:
 - Financial and sustainability reporting
 - Internal financial controls
 - External and internal audit process
 - Corporate law
 - Information technology
 - Enterprise risk management
- The Vice-Chancellor and Principal.
- An external expert who is not a current member of Council may be co-opted to the Audit and Risk Committee as approved by Council.
- **Invitees:**
 - Chief Financial Officer
 - One additional Deputy Vice-Chancellor nominated by the MEC
 - The Registrar
 - Senior Executive Director
 - Any other member of the Management Executive Committee may be nominated by the MEC (as it deems fit) as an additional invitee, subject to the approval of the ARCC.
 - External auditors
 - Internal auditors
 - Executive Director: Financial Governance and Revenue
 - Executive Director: Expenditure



- Representative from the Office of the Auditor-General of South Africa
- Chief Operating Officer
- General Counsel

Meeting dates

Audit and Risk Committee of Council were held on the following dates in 2020:

- 20 May 2020
- 5 August 2020
- 14 October 2020

The following matters of importance were discussed and recommended to the Council, where appropriate:

- The Charter for the ARCC.
- The Consolidated and Separate Financial Statement for the Year Ended 31 December 2019.
- The Institutional Risk Register.
- The Going Concern Consideration for 2019.
- The Annual Performance Plan 2019 – Year-end Report on Achievement.
- The DHET Academic Performance Plan (2019) Year-end Data.
- The 2019 Risk Management Implementation Plan.
- The Statement on Risk Management.
- The ARCC Annual Performance Plan 2020.

The following matters were approved:

- The 2020 ARCC Schedule of Business.
- The External Audit Plan for the year ending 31 December 2020.
- The proposed SNG audit fees for the UJ Statutory Audit and agreed-upon Procedures for 2020.
- The proposed Audit Plan for the audit of the subsidiary entities and agreed-upon procedures engagements for 2020.
- The proposed PwC audit fees for 2020 for the subsidiary audits and the agreed-upon procedures.
- The Internal Audit Plan for the year ending 31 December 2021.
- The proposed Deloitte audit fees for 2021.

Various reports were presented and several issues were resolved and/or noted for follow up.



Nolwazi Mamorare (Ms)
Chief Financial Officer



Zanele Matlala (Ms)
Chairperson: Council Audit and Risk Committee



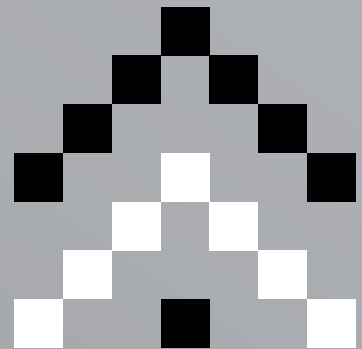
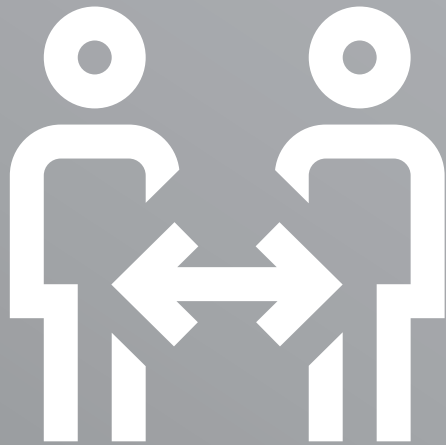
Tshilidzi Marwala (Prof)
Vice-Chancellor and Principal



Mike Teke (Mr)
Chairperson of Council

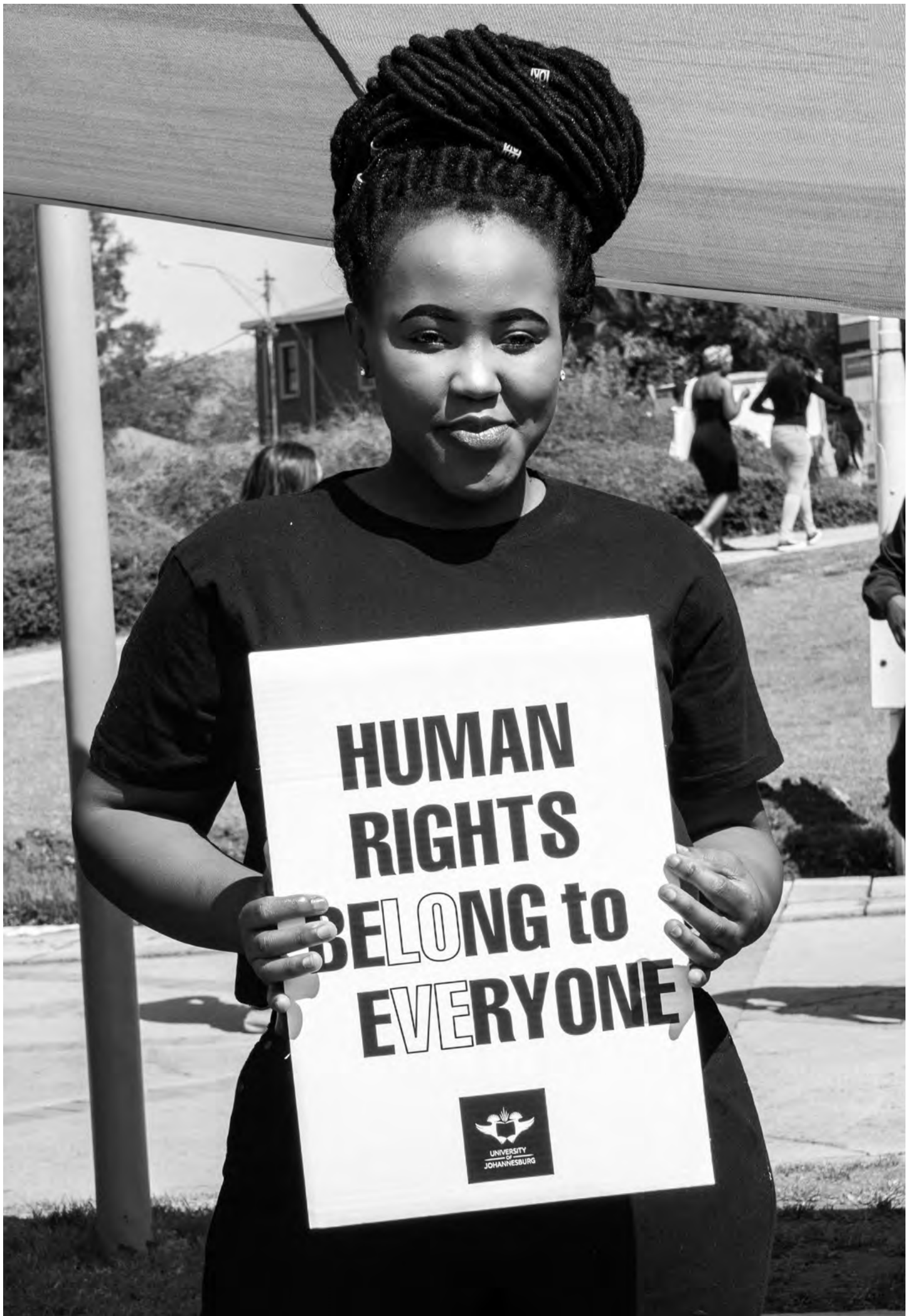


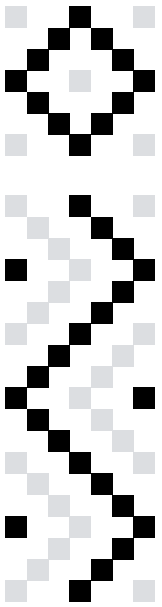
THANK YOU
for complying
with the Covid-19
regulations.



Please note
that non-
compliance
with
Covid-19
regulations
is an offence
that
could lead to
disciplinary
action.

**The Future
Reimagined**





Transformation

OVERVIEW

The vision of the University of Johannesburg emphatically states the commitment of the University not only to transform society, but also to be relevant in the African context – “an international University of choice, anchored in Africa, dynamically shaping the future”.

At the end of 2019, we were fully aware of the challenges we were going to face in 2020 in terms of preparing ourselves for the Fourth Industrial Revolution (4IR). We had no idea how quickly this future would be upon us in 2020, and that, as COVID-19 turned the world upside down, we would be propelled into this era so much sooner than anticipated.

When news of the outbreak of the Coronavirus emerged, it was almost certain that we were not going to be left unscathed. Our fears were confirmed in March when the virus finally hit South Africa, and the state of disaster and the concomitant national lockdowns were declared. The pandemic brought with it a crashing South African economy, massive job losses and financial uncertainty, also for higher education.

As the COVID-19 hit home, decisions had to be taken, no matter how difficult they were. Over a week, we conducted an urgent review of our operations across all domains and campuses to minimise the disruption to institutional business continuity plans, while ensuring containment of on-campus risk. Yet, this was uncharted territory, even for a University that prides itself on the Fourth Industrial Revolution and on being on a constant path towards reimagining the future.

We began by expanding our approach to online education and used Blackboard and affiliated features to support learning, by enabling academics to support students in a holistic manner. We saw great creativity among our academics, who created and distributed short videos, held Zoom calls and communicated through WhatsApp with students. In some modules, podcasts of lectures were uploaded, and students found this beneficial as they could listen to these multiple times.

We had to navigate the enduring challenge of the digital divide, which is a stark reality in South Africa. Limited access to devices and data posed a stark challenge, especially because much of the data allocated by telecommunications companies was in the form of night owl bundles, which could only be used between midnight and 05:00.

Remote teaching spurred creativity, new methods, and new uses of media, and encouraged lecturers to be more reflective, especially in assessments but also in pedagogy. Departments notified students about academic ethics and potential misconduct, giving much thought to the style of assessment questions to minimise malpractice.

UJ embraced the changes brought on by COVID-19 restrictions; its position as a South African leader in the Fourth Industrial Revolution (4IR) assisted greatly in this transition. Indeed, UJ was the first South African university to complete the academic calendar in 2020, after adapting virtually overnight to an exclusively online academic programme.

Despite and through these challenges, we have certainly risen to the occasion. Even under trying conditions, our University continued to make significant strides in the various global university ranking systems. This ensured that our University consolidated its position among the best institutions of higher education in the world.

The Transformation Division is responsible for leading and facilitating transformation at the University. This report presents institutional activities during 2020 and is structured according to the themes contained in the Institutional Transformation Plan.

THE TRANSFORMATION DIVISION

The Transformation Division reports to the Chief Operating Officer and is responsible for addressing transformation challenges in both the employee and student domains. The Division also reports to the MEC Transformation Committee, a committee that assists the MEC with planning, implementing, monitoring, and evaluating the broad transformation agenda.

Purpose

The purpose of the Transformation Division is to facilitate and coordinate institutional transformation processes and related initiatives that contribute towards the creation of a unique culture in support of the UJ vision and strategic objectives and the enhancement of global excellence and stature.

Leadership culture plays a significant role, and therefore, creating an enabling leadership culture is key. To enable a positive leadership culture, the focus is on creating a shared direction, shared values and alignment, and commitment to transforming the institutional culture in support of global excellence and stature (GES).

During 2020, the Division continued to promote the transformation agenda by creating awareness and playing an advocacy role. Given the challenges during lockdown, emphasis was placed on supporting staff and students virtually by hosting a range of webinars, campaigns, and meetings online, using Facebook, Zoom, and Microsoft Teams.

Strategic objectives

In responding to the UJ Strategic Plan 2025, the Division identified the following strategic objectives for its work:

- Facilitate the implementation of the Institutional Transformation Plan, which is aligned to the UJ Strategic Plan 2025.
- Navigate cultural transformation, which is inclusive and adheres to the principle of human rights, and which seeks to create a space where people from all over the world and of diverse cultures, perceptions, convictions, and opinions interact in a spirit of mutual understanding and trust.
- Create an enabling leadership culture that creates a shared direction, shared values and alignment, and commitment to transform the institutional culture in support of global excellence and stature (GES).
- Ensure that the values and principles that promote gender equality are infused and embedded in all aspects of the institutional culture at UJ.
- Focus on ethical foundation by actively promoting an ethos of honesty, transparency, accountability, and fairness within the institution.
- Advance the transformation agenda in all UJ environments through creating awareness and playing an advocacy role.
- Support DHET and USAf projects and significant days/events to promote social cohesion and inclusion and human rights.

Relationship building and collaboration

The Transformation Division met with various faculties and divisions to build relationships and to support them with challenges within their domains. Owing to the need for close collaboration on various projects, the Division regularly meets with Student Affairs, the Institutional Office for HIV and AIDS, Primary Healthcare, Human Resources, Protection Services, and various faculties. Regular meetings and liaison take place with Transformation Units at other universities, and also with external bodies, such as USAf, the Department of Women, Youth and Persons with Disabilities, and the Commission for Gender Equality. The Transformation Division sees value in these partnerships and will continue to build on this approach.

Transformation newsletter

The Transformation Division publishes an annual newsletter at the end of the year. The newsletter is an overview of work done by the Transformation Division, but also reflects work done by the broader UJ community. Many of the articles are written by academics, sharing the work they have done in collaboration with the Division.

INSTITUTIONAL TRANSFORMATION PLAN

The Institutional Transformation Plan (ITP) 2016-2021 has seven major themes that are linked to the UJ Strategic Plan 2025. The themes are:

- **Institutional culture** – Creating an institutional culture that is transforming, Pan-African, diverse, caring and values-driven.
- **Employment equity** – An employment strategy that ensures representivity of the country's population groups, genders and people with disabilities.
- **Staffing and leadership profile** – A talent management strategy that will ensure that the University has the “right people with the right skills in the right jobs at the right time”.
- **Governance and management** – Systems, procedures, and structures – efficiency and effectiveness in terms of people, processes, systems, and technology.
- **Teaching, learning and knowledge production** – Decolonisation, curriculum reform and mode of delivery.
- **Relationships with students** – Improving services to students, effective communication with students and addressing student hunger.
- **Financial sustainability** – Securing the financial sustainability of UJ.

For each theme, a set of objectives has been formulated, as well as a strategy to achieve each of these. The University has made significant progress in achieving these objectives. During 2019, the focus was on ensuring that faculties and divisions give attention to the Institutional Transformation Plan and align their transformation plans accordingly. In the following sections, activities relating to transformation at UJ during 2020 will be presented as aligned to the seven themes from the Institutional Transformation Plan.

THEME ONE: INSTITUTIONAL CULTURE

During this time of change, a strong institutional culture is essential to the University's long-term success and to sound stakeholder relationships. The approach to strengthening the University's culture has been multipronged. In addition to a clear tone from the top, the University has focused on actively engaging employees and students during a very difficult time by providing support in various ways and different formats. Obviously, technology was used to bridge the gap.

During 2020, emphasis was placed on the UJ value of ‘ethical foundation’, by nurturing and actively promoting an ethos of honesty, transparency, accountability, and fairness in the institution. Because of our commitment, UJ is raising its ethics performance to further promote and celebrate our ethical culture.

Ethics project

As per the approved Ethics Strategy Implementation Plan, a set of ethical values was developed. These values have been communicated on various UJ platforms (monitors on all campuses, Library monitors, etc.) since January 2020.

The MEC Ethics Statement of Intent was approved in February 2020. A draft Ethics Charter was developed and submitted to the MEC Transformation Committee. The Charter is now being consulted with internal stakeholder groupings, before being submitted for approval by the MEC and other governance structures.

The University purchased ethics training material from the Ethics Institute. To personalise the training for UJ, with the involvement of the Vice-Chancellor, the following aspects were addressed:

- What is the importance of ethics for tertiary institutions in general?
- What is the importance of ethics for UJ?
- How does the University's ethics relate to the institutional values?
- Why is ethics training important for all employees and student groups?

The training videos will be available to all UJ staff and students in 2021.

Gender equity and the scourge of gender-based violence (GBV)

In response to the statement made by Prof Cyril Ramaphosa, “We have to **empower** every woman in the PSET system to lead a life of dignity and freedom”, the Department of Higher Education and Training has developed the Policy Framework to Address Gender-based Violence in the Post-School Education and Training System,

which serves as a guide to the entire PSET system. The Framework not only addresses GBV occurrences in institutions, but also compels the creation of awareness programmes to prevent the occurrence of GBV and to support survivors.

The University is committed to providing an institutional environment where its staff and students may study and perform their duties and other activities free from all forms of verbal or sexual harassment, rape, intimidation, or exploitation. All reported incidents are dealt with following the UJ policies and procedures.

Gender-based violence (GBV) case management

A total of 26 cases were reported in 2020: 14 cases were for harassment/sexual harassment, four for assault, six rape cases, and two were classified as 'other' (not specified). In total, 24 victims received support and remedial counselling. A total of 11 cases have been completed, 11 are still pending, three cases were withdrawn and one was addressed through alternative dispute resolution.

Breakdown of cases according to race, gender and per campus

In terms of race, 24 victims were black and two were white. In terms of gender, three were males and 23 were females. There were 16 reported cases on APK Campus, six on DFC, two on SWC, and two on the APB Campus.

Gender-based violence response projects

UJ Bullying, Harassment, Sexual Harassment and Rape Policy

A draft UJ Bullying, Harassment, Sexual Harassment and Rape Policy has been compiled. The draft Policy is a consolidation of the Staff Harassment Policy and the current Policy on Prevention and Management of Student Sexual Harassment and Rape. To date, the draft UJ Bullying, Harassment, Sexual Harassment and Rape Policy has served at various forums and governance structures. In 2021, once reviewed, the draft Policy will serve at the MEC.

UJ harassment, sexual harassment and rape incident reporting application

The Transformation Division was granted approval to implement the UJ gender-based violence (GBV) and discrimination reporting application (app), which will allow victims/survivors to report incidents and track the progress of their case. More importantly, the application comes with benefits around executive access to big data, which will continue to inform the University regarding how it can respond to issues around gender-based violence and safety issues. Furthermore, the application profiles individuals and locates individuals who might be repeat offenders. An added feature includes clients/survivors being able to provide feedback to the University and to the practitioners assigned to the cases. The GBV reporting app is envisaged to be fully functional by the time the students return to campus in 2021.

Training and educational workshops

Centre for Psychological Services and Career Development (PsyCaD) Psychology internship training

The Division was invited to train PsyCaD Psychology interns under the theme gender and sexuality (LGBTIQ+). The aim of the training was to expose interns to gender and sexuality content so that they would be able to work with individuals with a diverse sexual orientation without causing any indirect discrimination or harm. The content covered issues around defining gender and sexuality, unpacking the lesbian, gay, bisexual, transgender, intersex, queer (LGBTIQ+) boxes and categories, and concluded with questions often asked by straight people. The training was well received and will be implemented again in 2021 with a new intake of interns.

Faculty of Art, Design and Architecture (FADA)/Institutional Office for HIV & AIDS (IOHA) curriculum integration project

The Transformation Division was invited to provide a gender-based violence (GBV) sensitisation training workshop as part of the FADA/IOHA HIV curriculum integration project. GBV as a topic is seen to be in line with the social drivers that contribute to individuals contracting HIV, and thus the sensitisation workshop becomes critical in understanding how GBV links to HIV. The workshop was further utilised to market the UJ Gender Equity Unit (within the Transformation Division), which deals with all reported GBV cases within the University. Through creating awareness, students now know where they can report or refer their friends, should they become victims or survivors of GBV.

Gender initiatives

Gender-neutral bathroom audits

The Department of Higher Education has communicated that funding has been reserved for UJ to re-work gender-neutral bathrooms. The Transformation Division, in collaboration with Central Technical Services in the Operations Division, is in the process of auditing the bathrooms, in order to present a proposal on the work that needs to be done to bring the current gender-neutral bathrooms in line with required standards.

The gender-neutral bathroom audits, which were to be conducted in March 2020, were interrupted by the COVID-19 pandemic and the precautionary measures that were imposed on civilians to keep a safe social distance. The Transformation Division will seek to proceed with the audits in 2021, as soon as staff are allowed back on campus to resume normal activities.

Implementing UJ childcare facilities

The UJ Transformation Division conducted a needs analysis at the end of 2017 to determine how best the University could meet the needs of the employees requiring day-care facilities for their children, in and around the areas surrounding the University. The analysis indicated that there was a need for both a day-care facility and an after-school facility.

Various options have been explored since then. A full report was submitted to the MEC Transformation Committee. The Committee recommended that a new survey be conducted in 2020, due to the insourcing of staff from the Operations environment and Campus Security, which had not been included in the previous survey. The questionnaire was updated to include more specific questions, which will provide detailed information on the real need on the various campuses, and the cost of providing the service to employees. Owing to COVID-19, this will only be done in 2021. It is important for employees to know and understand that the service will not be free, but that the University will endeavour to keep the cost in line with other facilities.

Transformation Division initiatives and projects

Anti-xenophobia workshop

The Transformation Division was approached by the Institute for Pan-African Thought and Conversation to be a part of a task team, which is assisting the institution to create awareness and improve the management of issues related to xenophobia. The Transformation Division assisted by bringing all relevant stakeholders together for a working meeting on 26 February 2020.

While xenophobia remains a big challenge, participants felt that all the other existing 'isms' also needed to be dealt with in order to deal with xenophobia at an institutional level. (The term 'isms' usually refers to a distinctive doctrine, theory, system, or practice related to politics and economics, art, religion, and philosophy – with today's world being designated the age of isms.) The Division supported this perspective in view of its experience in dealing with many such cases.

UJ Talks in partnership with the UJ Library

Since the start of the partnership with the UJ Library in June 2020, lunchtime conversations, titled UJ Talks, were presented on matters relating to transformation. The Transformation Division contributed a talk on 'Relationships during COVID-19', on the various regulations that have a direct impact on how we as a UJ community interact with one another. The objective of the conversations was to communicate avenues available to help those who may need assistance with regard to issues of diversity, culture, and inclusion. The lunchtime conversations were broadcast live on Facebook and shared on other social media platforms, such as YouTube, Twitter, and Instagram.

Weekly UJ Talks on UJFM

The first UJ Talk took place on 26 June 2020. It focused on a campaign initiated by the Transformation Division under the hashtag #IAMHEREFORYOU, which is structured around a pledge taken by various stakeholders within the University in support of individuals who have survived gender-based violence and other forms of harassment. Two telephonic interviews were conducted in June 2020 focusing on stigma and discrimination.

Advocacy work (campaigns, dialogues)

Several online campaigns were initiated throughout the year with the aim to create awareness concerning numerous issues that were observed during the lockdown, and in response to GBV. The different campaigns

were implemented on various virtual spaces, such as the UJ web page, intranet, and social media pages, and will soon be implemented on uLink. The following campaigns were implemented.

Online campaigns

In commemorating the 16 Days of Activism and other significant days, the Transformation Division implemented numerous online campaigns. Content covered ranged from gender-based violence (GBV), disability, HIV & AIDS to adherence messages during COVID-19. As students and staff prepared to embark on the festive season holidays, contact details for GBV support were shared on our social media.

Queer Literacy Week

Various content from authors, activists and academics who contribute positively to queer literature (e.g. Siya Khumalo, Landa Mabenge, Prof Anthony Brown, Mr Anele Siswana), was shared on social media platforms during Queer Literacy Week/Pride Month.

#ITISNOTOK Campaign

Gender-based violence and femicide (GBVF) are issues that every citizen in our country should feel passionate about. Staff and students were challenged to take a stand and to do something meaningful and life-changing during Women's Month. GBV, in particular violence against women, has spiralled during COVID-19, yet we all seem to take it in our stride and continue with our own lives regardless. This is where we, as South African citizens, have the choice to make a difference. In support of the #ITISNOTOK, a GBV campaign, the University of Johannesburg has shown solidarity by endorsing the movement as we rally together in ending all forms of violence within our society. Different GBV marketing materials were posted on social media and sent directly to students' emails.

#IAMHEREFORYOU Campaign

Victims and survivors of gender-based violence (GBV) are often reluctant to report incidents of harassment, sexual harassment, rape, and other forms of violations. Such unwillingness is usually perpetuated by the fear of being judged, being accused of lying, and experiencing secondary victimisation from people we trust and who ought to help us. Therefore, it is important that we create a safe, non-judgmental, and caring environment for all victims and survivors of GBV.

LGBTQI+, womxn and men matter

A controversial Lives Matter Campaign was borrowed from Black Lives Matter and adapted to respond to GBV issues linked to gender and sexuality.

Stop rape culture

Rape culture is pervasive and embedded in the way we think, speak, and interact in the world. While the contexts may differ, rape culture is always rooted in patriarchal beliefs, power, and control. Rape culture is the social environment that allows sexual violence to be normalised and justified, perpetuated by persistent gender inequalities and attitudes about gender and sexuality (UN Women).

A call to end gender-based violence (GBV) and femicide

It is often human nature that we believe and assume that someone else has to take the responsibility of bringing about positive change. What we often forget is that change begins with 'me' as an individual. Therefore, it is critical that individuals take a stand against and act to end gender-based violence (GBV) and femicide, "starting with the man in the mirror", like the famous song by Michael Jackson.

Surviving harassment, sexual harassment, and rape

Apart from being reluctant to seek support, most individuals are not well informed in terms of what to do or how to respond once a GBV incident has occurred. It is therefore critical that various structures/organs provide comprehensive support, including availing educational information pertaining to how one can deal with a GBV incident.

UJ 365 Days of Activism against GBV Campaign

The Transformation Division initiated a UJ 365 Days of Activism against GBV Campaign. The campaign sought to create awareness regarding harassment and sexual assault. It also provided more information on where the UJ

community can report cases of rape, harassment, and sexual harassment. The project reminded individuals that social spaces should not be used as an excuse to violate the next person. For example, going on a date, sharing the restrooms, lines of reporting and other spaces. This particular campaign was targeted at both students and staff members of the University. Owing to the COVID-19 outbreak, the campaign was rolled out on social media.

Online discussions and webinars

Gender-based violence (GBV) during lockdown

As the national lockdown proceeded, various reports indicated that GBV incidents were escalating, and some survivors were reported to be trapped at home with perpetrators. The University hosted an online discussion on Facebook under the title 'Gender-based violence (GBV) during lockdown', further exploring issues related to the causes of GBV and where survivors/victims could receive care and support.

The conversation was held on 24 April 2020 and led by Prof Shahana Rasool (Head of the Social Work Department, Faculty of Humanities) and Advocate Bernadine Bachar (Saartjie Baartman Centre for Women and Children), from the academic and the non-profit organisation (NPO) sectors, respectively.

Support and challenges for workers during Level 4 of the lockdown

Transformation saw a need to address issues pertaining to the emotional wellbeing of employees and the culture changes that came with lockdown. As part of ensuring a positive culture in the institution, an online discussion was hosted to highlight some of the support interventions that were offered to workers as they conducted their work remotely. The conversation was held on 15 May and was led by Dr Chelma Sliep (Director: Infrastructure and Operations, ICS, University of Johannesburg), Lucille Greeff (Aephoria) and Khosi Jiyani (Consultant and Trainer, The Human Edge).

Cyberbullying and harassment session

As the University navigates the shift from face-to-face teaching to online delivery of the academic programme, this introduces additional dynamics. The shift towards online platforms can create an opportunity for individuals to make themselves guilty of online misconduct in various forms. The session was to create awareness of cyberbullying, harassment, sexual harassment, and intimidation of contemporaries.

The Transformation Division hosted the online conversation on 22 May 2020 via Zoom, titled Cyberbullying and Harassment. The conversation was led by Dr Corne Davis (Senior Lecturer, Department of Strategic Communication within the School of Communication, University of Johannesburg), Jentley Lenong (Lecturer, Faculty of Law, University of Johannesburg), and Amanda Strydom (Crime Investigator, Protection Services, University of Johannesburg).

The workplace reimagined

As the country went into Level 3 of the national lockdown, and plans were in place for partially re-opening the University to both students and staff, the Division hosted an online conversation, which focused on the workplace reimagined. The conversation, held on 29 May, was led by Prof Alban Burke (Director of PsyCaD), Sr Molimi Geya (Manager of Primary Healthcare Service), and Mr André Viljoen (Careways Group).

This dialogue session addressed myths associated with COVID-19, outlined how employees and students would need to conduct themselves in order to minimise the number of infections in the institution and lastly communicated more information on employee wellness and the services available to ensure good health for employees and students.

Men in the face of COVID-19

Men are usually side-lined whenever there are talks around mental health and gender-based violence (GBV). In creating awareness regarding supportive structures for men, the Transformation Division hosted an online conversation that focused on issues around mental wellness, responses to GBV and how men can further be involved in ending GBV during COVID-19 and beyond. The Zoom conversation took place on 5 June 2020 and was led by prominent speakers, Dr Graham Dampier (UJ) and Anele Siswana (UJ).

GBV – is alcohol a contributing factor?

The Institutional Office for HIV and AIDS, together with the Transformation Division and partners Wits Reproductive Health Institute (WRHI) and Department of Health (DOH), hosted an online discussion on 19 June

2020 as part of the sisterhood club. The conversation was hosted via Facebook in response to the escalating GBV cases after the alcohol ban had been lifted. The aim of the discussion was to explore whether alcohol was a huge contributor to GBV and to highlight the various services available to support victims or survivors from a medical, legal, psychological, and psychosocial point of view.

Book discussions

Becoming Men: Black Masculinities in a South African Township

The Transformation Division, in partnership with Wits University Press (WUP), hosted an online book discussion on 17 July with Prof Malose Langa, author of *Becoming Men: Black Masculinities in a South African Township*. *Becoming Men* is the story of 32 boys from Alexandra, one of Johannesburg's largest townships, over a period of twelve seminal years in which they negotiate manhood and masculinity.

Bare III: Ego – Jackie Phamotse

The Transformation Division partnered with the UJ Library to host a book discussion in conclusion of the book series by Jackie Phamotse. The author's books address issues associated with risky student behaviour, particularly the blesser/blessee phenomenon. The book discussion was conducted virtually via Zoom on 17 August 2020.

Commemorating significant days, weeks and months

Human Rights celebration

The Transformation Division, in partnership with the APK Library and the UJ Debating Union, had planned a dialogue session and debate on human rights. The session was to take place at the Library on 17 March 2020. The focus of the debate was going to be on the rights of women in South Africa. However, due to the COVID-19 pandemic this event had to be cancelled.

Freedom Day

The Transformation Division also collaborated with FADA and the Faculty of Humanities in celebrating Freedom Day. The parties were to host a public lecture and conversation on the state of SA, 30 years after the release of icon Mr Nelson Mandela. The event had been scheduled to take place at the APK Arts Theatre on 24 April 2020. This event also had to be cancelled due to the COVID-19 pandemic.

International Day against Homophobia, Transphobia and Biphobia

In commemoration of the International Day against Homophobia, Transphobia and Biphobia, the Transformation Division, together with the Institutional Office for HIV and AIDS (IOHA), in partnership with GALA, hosted an informative online conversation on 19 May 2020 via Zoom, which focused on addressing stigma, stereotypes and myths pertaining to the LGBTIQ+ community. The conversation was led by Prof Anthony Brown (UJ), Genevieve Louw (GALA), and Happy Mahlaba (UJ).

Youth Month (June 2020)

Conscious reflections between the youth of 1976 and the youth of 2020

In celebrating Youth Day, commemorated annually on 16 June, the Transformation Division facilitated an online conversation via Facebook on 12 June. As the topic suggested, we consciously reflected on various youth related struggles (and triumphs) by engaging with speakers from different generations. The conversation was led by two UJ students, Comfort Matoti (Secretary of the UJ APK Interim SRC 2020 and Political Commissar of Youth Communist League at UJ APK) and Ruth Zanele Madlazi (Bachelor of Education final-year student at UJ APK and former President of the UJ Debating Union for the term 2018/19).

Pride Month initiatives (June 2020)

Every year in June, the world commemorates the LGBTIQ+ Pride Month with activities that seek to recognise the struggles and influences that queer people have around the world. Furthermore, Pride Month provides the community with an opportunity to peacefully protest and raise political awareness regarding current issues, such as discrimination, access to opportunity, enjoying basic human rights, and many other issues that affect the queer community negatively.

In 2020, the University of Johannesburg hosted various online activities to celebrate the queer community pride, further embracing diversity and creating an inclusive community for all. In addition, the activities sought to empower queer individuals to take up spaces and feel free to be themselves, thus the hashtag is #TAKEPRIDEANDBEYOU. Below is an outline of activities that took place during June.

Empowerment through experiences: my coming out story

Queer individuals are usually pushed to come out and tell their communities about their sexuality. This online conversation was facilitated on 24 June 2020 via Facebook. It explored whether one should come out or not and the risks that come with having to announce one's gender identity or sexual orientation to family and friends. Furthermore, the session focused on communicating the various structures that exist to support the LGBTQ+ community. The conversation was led by prominent speakers, Prof Anthony Brown (UJ), Dr Dulcy Rakumakoe (Queerwell), Deon Temoso Magabane (UJ Alumni), and Ditshego (The Thami Dish Foundation).

Empowerment through experiences: LGBTQ+ online dating platforms and GBV

Online dating platforms are common within the LGBTQ+ community as individuals seek to connect with other community members for various needs, such as looking for friends and relationships. Although the space is meant to connect individuals, the challenging aspect regarding the platform is that some individuals get exposed to GBV and crime. The aim of the session was to provide awareness and remind the community to be aware of the dangers that come with online dating platforms. This Facebook conversation was held on 30 June and led by Prof Anthony Brown (UJ), Aphiwe Somabhele (UJ), Fhatuwani Ligege (UJ), Kavel Harie (GALA), and Adivhaho Maruli (UJ)

Pride Month Memorial

In concluding Pride Month, the University hosted an online memorial on Facebook in loving memory of all queer individuals who had lost their lives due to gender-based violence (GBV), HIV/AIDS related illnesses, COVID-19, and other natural causes. The memorial was further used to honour and appreciate the contributions that were made by our late brothers, sisters, friends and colleagues.

Women's Month (August 2020)

Each year on 9 August, Women's Day is commemorated in South Africa. The month provides the country with an opportunity to celebrate women's achievements and the significant role that women from all walks of life have played and continue to play in South Africa. On 9 August 1956, more than 20 000 women from all walks of life united in a mass demonstration at the Union Buildings in Pretoria. They protested against the unjust pass laws enforced on women in South Africa.

In 2020, UJ encouraged various faculties, divisions, and departments to create a consolidated Women's Month calendar, which reflected a united front in response to Women's Month. This platform gave various departments an opportunity to address various burning issues within the gender/womanism/feminism space, such as empowerment for women, gender-based violence (GBV), and leadership. As part of celebrating Women's Month, the University featured women from the Executive Leadership Group (ELG) on the various social media pages with inspirational messages to inspire women within and beyond the University community. In addition, the UJ social media platforms featured international and national human rights activists, influential within their various spaces. Apart from featuring such inspirational quotations, various GBV social media posters were shared throughout the month of August.

The following webinars were conducted during Women's Month:

- Opportunities for women in Africa: looking beyond COVID-19.
- Exposing women to economic and political empowerment platforms
- UJ Forum womanism and feminism: Gender, privilege, and power (GBV)
- Diverse Femininities Dialogue in partnership with IOHA
- UJ APK SRC Women's Day Panel – 31 August 2020

September – Heritage Month and UJ Diversity Month

September marks the annual Heritage Month in South Africa. During Heritage Month, UJ as a collective continues to reflect on our heritage and legacy since becoming the University of Johannesburg in 2005. The

University was launched with high hopes of creating an institution that would be a home and workplace for its staff and students, bonded together through our common values and our vision for creating a student-centred environment that reflects the dignity and value of all people.

For the past eleven years, the University of Johannesburg has celebrated Diversity Week during Heritage Month to promote social inclusion and cohesion in the institution. This past year, as we fought against the devastating COVID-19 pandemic, we took advantage of the various new ways of interacting with the UJ community to coordinate a month-long diversity programme, which was mostly run via virtual platforms, such as Microsoft Teams, Zoom, Facebook, and YouTube. The Transformation Division undertook to promote ethical values throughout the institution, challenging staff and students on the current status quo and the various issues brought about by our diversity as a University community.

The following webinars were conducted during Heritage Month:

- Diversity Webinar – Part I: Religion, Culture & Disability – 1 September 2020
- Diversity Webinar – Part II – Mental Wellbeing & Politics of Skin – 9 September 2020
- Uncovering and Unmasking the Proverbs 31 Woman – 16 September 2020

Naming and renaming of UJ buildings, facilities and spaces

The UJ Council approved the naming and renaming various facilities at their meeting on 11 June 2020.

Table 5: Renamed spaces

| Campus | Venue/Space | MEC recommended names |
|---------------------|------------------------------------|--|
| APK | Madibeng VC Dining Room | Malingani |
| | Madibeng Bridge (5th Floor) | Leetong |
| | A Ring 4 Library Bridge | Allan Cormack |
| | UJ Arts Centre, theatre | Prof Keorapetse Kgotsile Theatre (KKT) |
| | UJ Arts Centre, large studio | Tunkie Dance Studio |
| | UJ Arts Centre, small studio | Khulani Drama Studio |
| | UJ Arts Centre, Choir Room | Overtones Choir Room |
| | Akanya Building, training room | Akanya Training Room |
| | Akanya Building, boardroom | Akanya Boardroom |
| InnUvation Junction | Boardroom 1 | Aweza |
| | Boardroom 2 | Nimuno |
| | Pre-incubator space 1 | Quagga |
| | Pre-incubator space 2 | AFRI-CAN |
| | Pre-incubator space 3 | Rooibos |
| | Start-up House | Dolos |
| APB | UJ Arts Centre, Con Cowan Building | Bunting Theatre |
| | UJ Arts Theatre, Dance Studio | Reashoma Dance Studio |
| | UJ Arts Theatre, Drama Studio | Broadway Studio |
| SWC | New SWC residence | Imbewu |

Faculty and divisional transformation committees

The formation of transformation committees within faculties and divisions was initiated. These committees support the work of the Transformation Division by acting as a consultative structure on all matters relating to transformation in their respective faculties and divisions.

A meeting of these transformation committees was held on 28 February 2020. The purpose of the meeting was to train the committee members on the Employment Equity Act. Committee members were given a copy of the Employment Equity Act (EEA), nomination forms and an electronic summary of the EEA. It was requested that the faculty deans and HRBPs be included in the Transformation Committees in order for the committee members to be able to work effectively in their role.

Publications

The annual newsletter was printed and was distributed to both staff members and students. Staff members also received a calendar, which promotes the UJ values, with special emphasis on ethics. Many of the newsletters were distributed at the First Year Seminar and first-year culture and diversity workshops, which took place between January and February 2020.

Social media

The Transformation Division relies on social media to broaden its reach. This became even more important in 2020 during the lockdown period. Various platforms were utilised to reach staff and students during this period.

Social media total reach

Owing to the national lockdown, social media and other virtual platforms became resourceful in terms of sharing various information. A total of 32 662 individuals were reached through the UJ Transformation Division social media platforms in 2020. More online discussions and campaigns will continue to be implemented in 2021.

THEME TWO: EMPLOYMENT EQUITY

The advancement of employment equity and of women and people with disabilities remains a key focus. UJ's objectives are to achieve equal representation across all levels within the institution.

Workforce analysis and employment equity (EE) statistics

UJ overall workforce as of 31 December 2020

The statistics on the UJ workforce showed an increase in staff over the past five years. As in the past, this is a result of a deliberate strategy of creating more positions in the academic and research environments. This focus on increasing the academic workforce yielded good results, with the academic and research headcount increasing from 1 158 in 2016 to 1 270 in 2020.

The academic and research headcount increased by 8,82 % from 1 158 in 2016 to 1 270 in 2020, but decreased slightly from 2019 to 2020. The vacant position count for academic and research positions in 2020 reflects 1 270 filled positions and 199 vacant positions, of which some were filled by temporary staff.

Based on the categories used when reporting annually to the Department of Employment and Labour on the UJ employment equity status, the total academic and research staff complement at the end of 2020 was 1 270, of which 615 were female and 655 male. For ease of reference, international staff were included in these two figures.

When focusing on South Africans, there were 313 black females, 294 black males, 239 white females, and 197 white males. Of the 227 international staff, 63 were female and 164 male. The black academic and research staff component increased from 39,03% in 2016 to 48% in 2020. The number of female academic and research staff increased from 47,15% in 2016 to 48,3% in 2020, but showed a slight decrease from 2019 to 2020, with 49,03% in 2019. Female associate professors and professors are now at 37,5%: a total of 130 was achieved, against the target of 123.

The increase in the support staff headcount in 2017 was related to the insourcing of Protection Services staff, cleaning staff and a few grounds staff members; but over the past three years, the support workforce contracted from 3 164 in 2017 to 3 048 (excluding the 23 ELG members of staff) in 2020, which equates to 116 fewer positions filled. This decrease can be attributed to the moratorium on the filling of vacant positions in support environments implemented in August 2018, and to the latest organisational redesign process. The position count for support staff positions for 2020 reflects 3 048 filled positions and 258 vacant positions, of which some were filled by temporary staff.

Based on the categories used when reporting annually to the Department of Employment and Labour on the UJ employment equity status, the total support staff complement was 3 071 of which 1 594 were female and 1 477 male. (For ease of reference international staff were included in these two figures.)

When focusing on South Africans, there were 1 321 black females, 1 329 black males, 261 white females, and 124 white males. The total number of international staff was 36 of whom 12 were female and 24 male.

The UJ Annual Performance Plan

The UJ Annual Performance Plan (APP) is revised on an annual basis to promote, inter alia, employment equity and transformation. The COVID-19 pandemic has had an impact on achieving targets regarding the appointment of academics during 2020.

The number of academic and research staff with doctoral degrees increased by 21, year-on-year, and the target of 50,5% was surpassed in 2020 with an increase to 50,7%. Over the past five years, the percentage has increased from 42,2% to the current pleasing 50,7%. The University encourages and supports staff at lecturer level to obtain a doctorate, to ensure that the senior lecturer level is well developed for progression to associate professor and professor. The number of academic and research staff with a master's degree has also increased from 40,07% to 41,8% over the past five years.

Targets not achieved in 2020

- *Percentage international permanent and fixed-term academic staff*
The underachievement on this indicator could be attributed to the ban on international travel due to COVID-19.
- *Percentage permanent and fixed-term academic staff with master's degrees*
The underachievement could be attributed to the non-filling of vacancies due to COVID-19 as well as to the increase in the number of staff with a doctorate.
- *Number of female academic staff*
The target was set at 650 and 633 was recorded.
- *People with disabilities*

The target set for academic and research staff with a disability was 16, and the total recorded was 15. The total number of staff with disabilities in the institution is 45, representing 1,04% of the total staff complement. This number is still below the economically active population target of 3% drawn from the Gauteng statistics, against which the institution benchmarks.

Academic and research staff promoted in 2020

In terms of academic and research staff promotions, Senex approved 70 promotions in 2020 compared to the 50 promotions in 2019. Of the total number of staff promoted, 38 (54,29%) were female and 32 (45,71%) male, including 18 international staff of whom seven were female and 11 male. For the first time, significantly more designated South African staff were promoted: 35 of the 70, as compared to both the 17 non-designated South African staff and the 18 international staff; and of the designated staff who were promoted, 20 were female. It appears that UJ's various interventions seeking to support the development of designated staff and of female staff are now proving successful.

The Executive Leadership Group employment equity profile in 2020

The number of the Executive Leadership Group has remained constant over the past three years. At the end of 2020, the headcount was 23 with one vacancy. The ELG black gender profile has shifted notably from 2017 to 2019. Black female representation was 32% in 2017, 43,48% in 2019, and 47,8% in 2020. Of the 23 ELG members, there were 11 black females, four black males, three white females, and five white males.

Global excellence and stature (GES)

At the core of UJ's vision and mission of global excellence and stature lies the ability to attract and retain accomplished academic and research staff. In line with the GES Strategy 1.0 and GES 4.0, the number of international scholars appointed has continued to rise since inception in 2014. The University has introduced a multidisciplinary catalytic initiative for the Fourth Industrial Revolution (4IR). In addition to the existing GES 1.0

drive, positions were created to directly develop UJ's 4IR agenda. The GES appointment details are as follows:

- Distinguished Visiting Professors (DVPs) – 59 (of the 59 appointed DVPs, 15 are contributing to the 4IR agenda).
- Distinguished Professors – 3.
- Directors of Institutes – 4.

The following appointments are directly linked to the 4IR strategy:

- Professors of Practice – 5.
- Visiting Professors – 4.
- Visiting Associate Professors – 5.
- Senior Research Associates – 2.

Employment equity monitoring and evaluation

The USAf Employment Equity Forum meeting took place in June. Representatives from all universities in SA attended the meeting. It was highlighted that institutions had not made much progress in ensuring that persons with disabilities were represented in positions in the institutions. A concern was also raised that many foreigners were being appointed in institutions. This raised the question of the skills gap in South Africa and how this problem would be addressed.

Major strides have been made in addressing employment equity and eradicating the legacies of colonial apartheid. Through the focus on decolonisation and the Africanisation of the curriculum, racial aspects have been largely addressed, but the gender agenda has not yet received the attention needed to address this aspect of social injustice in our society.

THEME THREE: STAFFING AND LEADERSHIP PROFILE

Talent management is an imperative business objective within any institution to foster employee growth and development, encourage ongoing feedback on performance, and promote leadership at all levels. The Transformation Division and the Organisational Development Unit in the Human Resources Division collaborate closely to address this very important imperative.

Within the talent management sphere, the focus is also on succession planning. The purpose of succession planning is not only to replace staff who exit UJ, but also to develop, motivate and encourage the engagement of existing staff. Staff must also be able to visualise their career growth within the University.

Leadership development programmes

Since 2016, the Transformation Division has implemented three leadership development programmes that address transformation imperatives in terms of leadership development.

UJ Young Leaders Development Programme (UJYLDP)

The third cohort of the UJ Young Leaders Development Programme ran from March until October 2020. The programme has three key modules: Leading Yourself, Leading Others, and Leading the World. These modules have been broken into five online units and debriefing sessions. The information session was held on 13 February 2020. During this session, members of the Transformation Division together with the Department of Industrial Psychology and People Management (IPPM) shared more information on what young leaders should expect from the programme.

Fifty-one young leaders were chosen to be part of the programme; participants were mostly from the Faculties of Science, Engineering and the Built Environment, and the College of Business and Economics. This is in line with 4IR and seeks to ensure that students who are not in humanities still have access to soft/emotion-based skills that make them better leaders in their respective fields of study. The first contact session and orientation for the third cohort took place on 13 March 2020.

However, the Transformation Division had to revise the strategy for implementing the UJYLDP for 2020. The lockdown affected participation and all contact sessions had to be rescheduled to virtual masterclasses. Prominent figures were invited to present the masterclasses and share their leadership insights with participants of the programme.

The following masterclasses were presented in May and June 2020:

- Mr Vusi Thembekwayo (Entrepreneur, Founding CEO of MyGrowthFund and IC Knowledge Bureau) about Leading Self, Thursday 21 May 2020 via Zoom.
- Prof Tshilidzi Marwala (Vice-Chancellor) about Leading Others, 18 June via Zoom.
- Mr Mike Teke (Chairman: UJ Council) about Leading in the World, 30 June 2020 via Zoom.

A total of 49 students successfully completed the 2020 programme and were awarded certificates.

Emerging Leaders Programme

The programme was delivered through a series of six one-day study schools, four weeks apart, covering the respective competency domains that make up the competency model. Overall, the programme ran for six months from September 2019 to February 2020.

The learning group consisted of 22 students drawn from across UJ. Participants were identified by their respective heads of departments as individuals who were consistently achieving high performance and were earmarked for future leadership positions in UJ.

This programme aims to complement existing leadership development initiatives. The Department of Industrial Psychology and People Management facilitated the programme. In addition to the six study schools, the participants were assigned to a syndicate group to complete a focused, work-integrated assignment (submitted via Turnitin) as well as preparing a presentation that was presented to a panel, consisting of internal UJ leaders as well as invited assessors.

UJ Women's Leadership Development Programme (UJWLDP)

The UJWLDP has been offered since 2016. The fourth cohort completed their final workshop at the end of January 2020. This brought to an end the collaboration with a Cape Town based company, Aephoria, which had provided the service to the University since 2016. During 2020, the Transformation Division worked closely with the Johannesburg Business School (JBS) in the College of Business and Economics (CBE) to develop a custom-made programme for UJ. The aim is to improve the programme by infusing it with more practices of international standard and a wider variety of presenters who can be provided by the JBS.

The fifth UJWLDP (2020/2021) was launched on 23 October 2020 and the first workshop took place from 26-27 October 2020. The second three-day study block took place on 30 November, 2 and 4 December 2020. The programme will be completed in 2021.

THEME FOUR: GOVERNANCE AND MANAGEMENT

In order for the University of Johannesburg to achieve its Strategic Plan 2025, it is important to develop and maintain relationships with significant stakeholder groups to ensure efficiency and effectiveness in terms of people, processes and systems, and technology.

The development of new technologies shapes how we interact with others, within our natural environment, and how we continuously alter our workspaces. COVID-19 has undoubtedly accelerated and, to some extent, forced some of these changes. UJ set up a research and innovation portal to capture and coordinate the direct and indirect responses to COVID-19.

Central Academic Administration

UJ Central Academic Administration responded with agility to the national lockdown, brought about by the Coronavirus pandemic, by activating the disaster recovery plan and initiating remote working for all the departments. Every business process continued effectively without interruption. Even the call centre received calls remotely on their computers, and replacement certificates were printed remotely and couriered to alumni.

During registration, a chatbot was implemented with great success to assist with general enquiries. This chatbot was enhanced by integrating the student administration systems to offer applicants and students a new self-service option.

In July, an intelligent digital assistant, called MoUJi, was launched. MoUJi simulates human conversation using concepts of artificial intelligence. It is designed to assist prospective students, registered students, alumni, and guests who may be interested in UJ with all the enquiries related to the University.

This initial chatbot offered assistance in the form of standard answers to general questions related to applications and registrations. The enhanced chatbot or digital assistant can now provide applicants or students with personal details, assist in amending contact details, view academic and residence admission statuses, and access class timetables, examination results, and financial statements. MoUJi was also integrated into Facebook (social media platform) to assist with enquiries in real time through the personal chat option.

Corporate Governance

Within the corporate governance domain, new technologies were implemented to streamline internal processes. The Corporate Governance Division's utilisation of the automated alert notifications regarding policies within Perceptive Content Server presented as an opportune tool in a context where digital operations took precedence. This tool proved to be beneficial in providing reminders at set intervals to policy owners as a means of tracking the review and approval process. This tool was coupled with emails sent to policy owners to cater for a more human touch and the response of recipients was noteworthy.

Corporate Governance was also involved in the execution of the first online SRC elections. The online voting system was reviewed and enhanced to accommodate the special needs of SRC elections. The system set-up and the elections were executed successfully.

The Hive system, which was developed as an order platform for the Qualification and Verification Unit, went live in 2020. This system provided communication and reporting tools required by the Unit for monitoring orders as well as evaluating trends and gaps, which could inform future refinements to the system. The second phase of customisation will ensue during the course of 2021. The Unit noted the active client engagement on the platform.

The migration of records to the new Perceptive Content Server was successfully completed without any lapse in service delivery or downtime of the system.

Automated Performance Management System

Automating the Performance Management process was one of the most important priorities for UJ in 2020. HR was assigned to automate the current performance management system from the paper-based process to an online system. This entailed migrating the current process without altering the performance management policy and framework.

The UJ staff members followed the normal performance management process in 2020 to contract and review performance. In parallel to this process, HR commenced with the design, development and testing of the online performance management system for implementation in 2021. The online system was developed internally by HR; it is a web-based application and supported by the University's ICS infrastructure.

THEME FIVE: TEACHING, LEARNING AND KNOWLEDGE PRODUCTION

In its Strategic Plan 2025, the University of Johannesburg highlights the importance of achieving academic excellence. This theme is obviously addressed by all faculties and divisions that support the academic project; however, two divisions offer overall coordination.

The Division for Academic Planning, Quality Promotion and Academic Staff Development

The Division for Academic Planning, Quality Promotion and Academic Staff Development (DAPQPSD) is responsible for the overall coordination of projects and activities in support of the achievement of academic excellence. The Division also actively participates in the project of transforming existing curricula, in line with the directive of decolonisation of the curriculum and responding to the demands of the 4IR, both of which are key to the University.

The initiatives coordinated by the Division seek to give impetus to the transformation of the academic staff profile, in terms of race and gender. The first of these, the Accelerated Academic Mentoring Programme (AAMP), provides career development opportunities and inputs with the goal of developing the next cohort of academic leaders. There has been a significant increase in the number of AAMP participants over the 3 years. In Level 1, participation increased from 133 in 2018 to 165 in 2020. In Level 2, participation increased from 97 in 2018 to 184 in 2020. For Level 3, participation increased from 55 in 2018 to 73 in 2020. These increases are an indication

of the programme's growing popularity among staff as well as a positive reflection on the efforts made by the respective units towards ensuring its success. Another positive element about the growing numbers of participants is the noticeable high number of female participants across the three levels, increased from 58% in 2018 to 67% in 2020. This paints a positive picture about the perceived value of interventions offered by the programme. The success of AAMP is defined in terms of successful promotion applications and improvement of doctoral qualifications. In total, 36 AAMP participants were promoted to senior positions in the 2019/2020 period. Additional participants have been joining the programme since the beginning of 2021. The Division has made it a priority to strengthen the mentoring aspect of the programme in 2021.

A second project, the New Generation Academic Programme (nGAP), is an initiative funded by DHET in partnership with universities. The programme provides universities the opportunity to grow a new cohort of academics, with focus on transformation in terms of race and gender. The nGAP funding provides for full remuneration costs and research and teaching development support for the first three years. In the last three years, partial funding for remuneration and development costs had been provided, after which the position was 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 doctoral research. To date, the University has a total of 29 nGAP posts hosted by different faculties, 24 have been occupied and five are still in progress. Since its inception, the nGAP has produced five doctoral students and the majority have made significant progress in their studies. This initiative is significant for UJ's commitment to growing a new generation of academics. We have planned specialised workshops for the nGAP lecturers in 2021 as part of our support towards their academic development.

The Division also coordinates and manages the Assistant Lecturers (AL) Programme. The AL programme is an initiative to add stature to flagship departments, to accelerate the transformation of the academic cohort in terms of race, and to assist in departments with high enrolments and an unfavourable staff/student ratio. The goal of the Assistant Lecturer Programme is to migrate the assistant lecturers into permanent posts as these become available because of retirements and resignations. The programme budget makes provision for 75 ALs in an academic year. By the end of 2020, 73 had been appointed into the programme. Since the beginning of 2021, the Division has been receiving applications for AL positions, which are being processed for approval. To date, 50 ALs have been appointed into full-time positions and two of these lecturers have occupied nGAP positions. Assistant lecturers are encouraged to attend all academic training workshops. In addition, a special workshop for assistant lecturers was held with a view to assessing if there were specific needs and areas for intervention.

In 2020, the Department of Higher Education and Training (DHET) selected the University of Johannesburg as the lead implementer of the national Future Professors (FPP) Phase 2 Programme. The FPP is a competitive and selective programme of the DHET to prepare promising early career academics to become a new cohort of South African professors across disciplines. The programme 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 three cohorts to be trained over a period of five years, with each cohort undergoing an intense two-year developmental programme to achieve the outcomes of the programme. A total of R70 229 574.26 has been allocated for the implementation of the FPP Phase 2. On 26 January 2021, a call was issued, inviting universities to submit applications for candidates to participate in the first cohort of FPP Phase 2. UJ will be submitting five nominations to be considered for participation in the programme. The University has also participated in the FPP Phase 1 implemented by the DHET since 2019 and coordinated by the University of Stellenbosch. Dr Khumisho Moguerane from the Department of History was selected as part of the first cohort of this programme. Dr Moguerane is a well-respected academic in her field, both nationally and internationally. Her research focuses on *Social histories of empire and colonialism in Southern Africa during the 19th and early 20th centuries*: biography and family history; the sociology of race and social stratification; social theory; and research methodology.

The University further participates in the Nurturing Emerging Scholars Programme (NESP), also funded by the DHET. The NESP programme 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. UJ has been awarded four

scholarships in Phase 1 of the programme in the following fields: Biochemistry, Mechanical Engineering, Podiatry, and Zoology. The four candidates are in the process of finalising registrations for their master's degrees at UJ. On 11 January 2021, DHET issued another call for universities to submit applications to participate in the second phase of the programme and UJ submitted four applications (Humanities (2); Engineering and the Built Environment (1), and Science (1)) to DHET.

In addition to the above, the Division's Centre for Academic Staff Development (CASD) offers a range of professional development activities, which foster excellence in teaching and learning for both academics and tutors. 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 framework and this has been a key feature of academic staff development at UJ. The first Academic Preparation Programme in 2020 was held on 8-9 February. There were 41 participants on the first day and 38 on the second. The CASD planned 11 follow-up workshops this semester on various teaching and learning topics. Given the pandemic and the shift to remote learning, the focus was on supporting and providing development opportunities for staff in online teaching, learning and assessment. CASD actively collaborated with the Centre for Academic Technologies (CAT) in these initiatives.

In addition to working with academic staff, CASD also provided development opportunities for newly appointed heads of departments (HODs). The induction programme for HODs took place in early March and was attended by 22 HODs. This half-day programme was complemented by a series of follow-up workshops related to the complexities of the role of the HOD, namely managing departmental finances, managing teaching, learning remotely, and managing staff who are working remotely.

Peer, teaching, and module evaluations are integral to ensuring that our practice is informed by data and that we respond to the identified needs of the staff in faculties and departments, and individually. Reports based on the evaluations provide insights into teaching and learning and highlight the strengths and areas that need development at the various levels. For this reason, CASD and other university stakeholders take teaching and module evaluations seriously and continue to explore different strategies to gain more insights to best evaluate teaching and learning at UJ. CASD offers support for and helps conduct peer evaluations.

For the first time in the history of teaching and module evaluations at UJ, in Term 2 and Term 3 of 2020, all taught modules were successfully evaluated using the Explorance Blue online platform. A total of 7 183 evaluations were conducted and 6 496 successful reports were generated; 790 evaluations did not achieve the minimum threshold of responses needed to generate reports. CASD will explore with faculties how to target staff and students to increase response rates.

The UJ Tutor Programme received international accreditation from the College Reading and Learning Association. In line with this, tutor training was offered in a blended manner, which comprised both face-to-face and online training. From the end of January to the middle of March, 39 face-to-face training sessions were offered at three levels (Level 1 for new tutors, Level 2 for tutors entering the second year of tutoring, and Level 3 for tutors who have tutored for more than two years, and for senior tutors). A total of 1 063 tutors were trained during this period.

Staff in CASD also coordinate and teach the Postgraduate Diploma in Higher Education (PGDipHE). Enrolment in the programme has steadily increased, and 22 students registered in 2020. PGDipHE graduates play an important role in enhancing teaching and learning and as a result they are included in staff workshops and training engagements. While these may be considered as 'giving back' engagements, they are also testimony to the innovative ways in which staff implement lessons learnt in the workshops and in the PGDipHE in their own practices.

The Centre for Academic Planning and Quality Promotion (CAPQP) is active in both programme planning and design, and programme review, and also focuses on curriculum transformation and the integration of 4IR into curricula. Programme planning and review focus on course content and curriculum design. Working with the academic staff, the CAPQP works with all proposed new academic programmes to ensure their quality, relevance, and appropriateness, as well as to direct these through the relevant internal and external governance and regulatory bodies. Existing programmes are reviewed in a cycle by a panel of internal and external experts

to ensure ongoing fitness for purpose. Programme planning and review provide opportunities to bring new and existing programmes into the contemporary multidisciplinary spaces to ensure that decolonisation and 4IR initiatives are contiguous with the demands of the University's varied disciplines. All faculties report on these activities regularly, which enable the University to monitor progress.

Logically, across all faculties, research remains the primary mechanism through which decolonisation and the 4IR project are expressed, whether by staff or postgraduate students. Research projects at master's and doctoral level are indicated by faculties in their reporting as focusing on decolonisation or the 4IR in their discipline areas. Across the board, as is evident in the committee structures addressing programme matters, the promotion of the 4IR and decolonisation projects remains a high priority. Where it engages with programme planning and review, the CAPQP encourages academics to take these into their suggested engagements to programmes. Of course, and in unexpected ways, the COVID-19 transition to emergency remote teaching (ERT) catalysed new initiatives in online support and delivery, and sped up the development of projects in the early stages. Students and staff alike developed a range of skills needed to operate in an online mode. New pedagogies were sought and applied, including the use of social media and other online platforms. A review of the ERT was conducted, and a symposium hosted by the Division allowed staff to share good practice and mechanisms used, engage with one another in a supportive and collegial environment, and to showcase the unique and innovative responses of staff and students as they rose to the challenges of the lockdown.

Several new programmes have been submitted for accreditation and are expressly designed to meet the 4IR challenges. For example, a Master of Artificial Intelligence is currently in process although the narrowness of the existing CESM categories constrains the understanding of the knowledge areas needed in this programme. Short learning programmes (SLPs) in the areas of 4IR application continue to fill a gap in the market, especially for employed persons wishing to advance their careers and develop their knowledge in these areas. In addition to the 25 SLPs developed in 2019, a further nine were approved in 2020. An interdisciplinary MPhil and DPhil were accredited and registered on the NQF in 2020. Prospective students for both these programmes have already been registered in the 2021 academic year, indicating that the programmes are addressing a needed. Both programmes allow for expressly multi- and interdisciplinary research theses and dissertations. Amendments to the BA and BCom also enhance curriculum possibilities at undergraduate level for students with interests spanning traditional faculty/disciplinary boundaries.

The Division for Academic Development and Support

The Division for Academic Development and Support (ADS) comprises multiple initiatives with the overall purpose of providing the best possible academic experience for undergraduate students in South Africa, and consequently of maximising retention, success, and throughput. The focus is on contributing substantially to the reduction of dropouts, and on improving the module pass rate and the degree throughput rate.

Student success and support

The Academic Development Centre (ADC), the Centre for Academic Technologies (CAT) and the Centre for Psychological Services and Career Development (PsyCaD) played critical roles in supporting academics and students during lockdown in 2020. These combined efforts to support teaching and learning certainly contributed to the increase in student success. The undergraduate degree credit success rate, the principal barometer of overall undergraduate achievement, has steadily increased since 2014 (see Table 6). However, there was a 3,3% jump in the success rate from 2019 to 2020. This increase can be explained in a number of ways: (a) During lockdown and with everything online, there was a complete focus on students and their teaching and learning needs; (b) Students spent more dedicated time during lockdown on learning activities (in spite of many challenges); (c) The 2020 Academic Regulations underwent several changes: exam entry requirements were lowered from 40% to 30%; weightings in the semester mark (SM) and examination mark (EM) were changed; some semester modules were converted to couplet modules or to year modules; assessments changed from the traditional examination model to a continuous assessment model; prerequisites for progress from Semester 1 to Semester 2 were waived, where academically possible.

Undergraduate degree credit success rate

The Integrated Student Success Initiative (ISSI) is an institutional and data-informed student success initiative aiming to improve student success in selected priority modules. Faculties select modules for inclusion. The

Table 6: Undergraduate degree credit success rate

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

Academic Development Centre (ADC) worked closely with the Centre for Academic Technologies (CAT) and other support services, in conjunction with the various Vice-Deans: Teaching and Learning in each faculty as well as the module lecturers to develop and implement agreed interventions.

Despite the limitations of studying remotely, the ISSI continued to find innovative solutions to the problems students encountered in 2020. The ISSI aims to impact student success at UJ, in terms of module pass rate, degree completion rate and the dropout rate, with a data-informed process that focuses UJ resources where they can have the greatest impact on student success. The strength of ISSI is the collaborative participation of all eight Vice-Deans: Teaching and Learning. The ISSI interventions were once again focused on the UJ Priority Module Index, which identifies the 20% of modules where most funded credits were lost during the previous academic year. The interventions involved active engagement with the lecturers of 90 modules, consisting of five each per semester from each faculty and 10 per semester from the College of Business and Economics (CBE). Faculty representatives completed an initial analysis, after which ADC staff, with representatives from CAT and other support services, met with the academics responsible for the various priority modules, to refine and finalise intervention plans. Additional UJ resources – in the form of the strategic tutor fund, the UJ funded e-books and ADS seed funding for ISSI implementation – were made available to stimulate the growth of ISSI. It is envisioned that the work conducted in ISSI will continue to grow and that it will lead to research publications on an institutional, data-informed approach to enhance student success.

The ultimate measure of ISSI lies in student success. The dedicated, collaborative efforts of ADC staff and academics resulted in very satisfying improvements in the success rates of the selected ISSI modules. During 2020, the 45 modules selected to participate in the ISSI performed on average 7% better, when compared to attainment levels in 2019.

Online and blended learning and teaching

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

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

UJ's blended approach to teaching and learning meant that the vast majority of undergraduate students already had one or more modules on Bb. In March 2020, the focus was on departmental interventions to create modules that were not on the LMS and get them ready for online delivery, using a flexible structure that could easily be modified. CAT staff viewed over 1 500 undergraduate modules during the third week of March to check for online readiness in terms of the presence of (a) a structure that students can easily follow; (b) a learning guide; (c) evidence of activities in Week 6 of Term 1; (d) presence of assignments; and (e) presence of online assessments. Using this evidence, and with the support of faculties/college vice-deans and T&L committee members, CAT focused on departments and on modules that needed assistance. A series of webinars and conversations, using Collaborate or Zoom, were used in faculties and the college to support academics with specific aspects of module design and online delivery. In April, more than 944 staff were trained; in May, 647, and in June, fewer workshops took place with 177 attendees. The focus was on using Bb Collaborate to stay in touch with students and to set up and mark assessments. Examples include an overview of *Blackboard for beginners*, *How to use Collaborate Ultra*, *How to create groups*, *How to mark online*, *How to create a Turnitin assignment*, *How to record PowerPoint slides* and *How to compress videos*. CAT collaborated with the Division for Academic Planning, Quality Promotion and Academic Staff Development in compiling the *Online Assessment Guidelines* with input from faculties and the college. Before the start of Term 2, during four days of online student orientation (14 to 17 April), the CAT Helpdesk answered 900 queries, with 1 700 queries subsequently answered during the first week of Term 2. Many students needed technical help, e.g. how to reset passwords, but most questions were more general, about data, devices, and online learning. Additional resources for students were developed and distributed. The focus was on finding quick help: *What you need to know for off-campus learning* and a *Checklist for online readiness* – with live links embedded.

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

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

THEME SIX: **RELATIONSHIPS WITH STUDENTS**

This theme is addressed at various levels within the institution; the overarching aim is to provide the right opportunities for students to have a distinctive UJ experience that will prepare them for life beyond their studies and will encourage a positive lifelong relationship with the University. The student experience at UJ encompasses many aspects of academic and intellectual development, social and emotional life, and the growth and refinement of cultural, political, sporting, and artistic interests. By constantly transforming systems, processes, and spaces, UJ endeavours to provide the preferred student experience.

The work of a number of divisions that make a substantial contribution to the broad student experience, including and beyond academia, is reported below.

Contributions by the Transformation Division

First-year residence change management programme (training)

On 14 January 2020, the Transformation Division was invited to a meeting with all house wardens. The house wardens were made aware of the current challenges faced by the institution due to the culture of initiation and risky student behaviour at residences. The Transformation Division sought to address these challenges

through a series of change management workshops. All wardens were asked to play a role in ensuring that students attended the change management workshops; however, some residences did not adhere to the call. A consequence of some residences not attending and the message only reaching some, meant that these residences continued to perpetuate a culture that was not in line with the values of the institution.

The Transformation Division facilitated change management workshops from 3 to 17 February 2020. A total of 779 students attended the eight sessions, which were held on all the campuses. The sessions were targeted at first-year students staying in UJ residences, to assist them to transition smoothly from high school to university, by equipping them with the necessary life skills and tools while ensuring they are fully aligned with the culture of the institution. Some of the topics covered during the workshop included risky behaviour, alcohol and drug abuse, LGBTI+ awareness, gender-based violence, sexual consent, rape culture, human rights, initiation culture, and harassment.

Student Wellness Programme (risky student behaviour)

Risky student behaviour is a portfolio led by representatives from the Transformation Division, Student Affairs, Protection Services, IOHA, Campus Health and PsyCaD. The focus is on issues such as sexual harassment on campus, rape culture, substance abuse, mental health, suicide, and gender-based violence.

In February 2020, a workshop was held with house committees (HCs). The workshop unpacked the dangers associated with the culture of initiation at UJ. The session created awareness of how some of the initiation and culture practices came about in residences. During the workshop, consideration was given to the history of the former RAU during the apartheid years and how certain of these practices are still visible at UJ today.

First Year Experience (seminar presentations)

The first 100 days for all first-year students are crucial since these determine whether students will drop out or will continue to complete their qualifications. Therefore, it is critical that the University provides students with tools to help equip them for their first year. In preparing the students, the Transformation Division formed part of the University First Year Seminar (FYS) programme.

The FYS presentation was structured in an edutainment form, which is friendly to students and the youth. The presentation consisted of videos that covered content, such as the Transformation Division's scope, date rape and consent, GBV, gender and sexuality, and discrimination based on race, gender, and sexual orientation. The presentation was concluded with support information for students, including how they can get in touch with the office in case they would like to report any form of harassment or discrimination.

Transformation Division and stakeholder collaboration

The Transformation Division, in partnership with Student Affairs and other stakeholders, held weekly meetings from the beginning of April 2020, to tackle various social ills faced by students due to the COVID-19 pandemic. During the meetings, the Transformation Division created awareness of gender-based violence, unfair discrimination, and stigma, and shared contact details that could be used by students when they experience such issues. This came after concerns were highlighted by the Student Representative Council (SRC) that some students could not participate in online learning because of poverty, gender-based violence, and having no access to the internet.

The biggest challenge faced by the University was ensuring that students who did not have access to devices for online learning were identified and were allocated devices timeously, so that learning could continue and the semester be saved. These weekly meetings also served as think tanks and a safe space for suggestions in order to resolve some of the current problems faced by students.

Student Representative Council (SRC) elections

The 2020 SRC elections were a success, and it was pleasing that the outcome produced equal gender parity among the 48 SRC members, with 24 female representatives. The term of the newly elected SRC will commence on 1 January 2021. The Transformation Division played a role in the 2021 SRC elections. The following recommendations were made in the SRC Election Report:

- It is imperative that the values of UJ are instilled and communicated to the 2021 SRC. When there is buy-in on the values of UJ, the behaviour of leaders will also be in line with the values of the institution.

- More effort has to be made to encourage students with disabilities to participate in elections and stand a chance to lead as the voice for people living with disabilities.
- The 2021 SRC should undergo an extensive workshop on diversity and inclusion. This workshop should create awareness of issues of transformation, gender equity, and the vision for the UJ we want to see.

COVID-19 preparedness workshop: UJ internal and privately owned student accommodation

In June 2020, Student Affairs arranged four virtual COVID-19 preparedness workshops compulsory for all returning students, all returning residence students and for members of the Student Representative Council (SRC). The Transformation Division, along with Campus Health and the Institutional Office for HIV & AIDS (IOHA), was invited to share presentations in line with the theme of the workshop. The Transformation Division presented on issues that addressed stigma, gender-based violence, risky behaviour, and student conduct in line with the UJ values.

Student societies training and development workshops

The Transformation Division was invited to participate in various training awareness workshops as arranged by Student Affairs for student leadership and students returning to campus. The focus of the workshops was on women's issues, gender-based violence (GBV) and the overall services provided by the Transformation Division as mandated by the University. In addition, the training workshops outlined tools on how to lead effectively amidst the global pandemic, which has had a direct effect on how the University renders its services to its clients and community. More training workshops will be hosted in 2021 for SRC and house committee members.

House committee training and residence academic advisors (RAA) training

As new house committee members and residence academic advisors (RAAs) take on their leadership roles, there is a need to provide them with induction sessions. The Division was invited to form part of the induction-training workshop, which provided information regarding the role of the Transformation Division, the Gender Equity Unit and how residences and the Division could work together to address various transformation issues within the University community. The training was well received, although the time was not sufficient to cover all the content. In total, 140 house committee members and 180 RAAs attended the workshop. House committees raised the following points during the workshop:

- House committees expressed a concern that they did not have the skills to handle or assist with some of the issues that were brought to their attention by first-year students, such as rape, suicide, pregnancy, and mental health issues. They further expressed that they too had a primary focus on their studies, rather than resolving such heavy issues.
- House committees also showed resistance towards gender-neutral bathrooms, mainly because of reasons related to safety.

Recommendations by the Transformation Division

- The Transformation Division recommended that house committees should attend tailor-made workshops for their residents. This would ensure that each resident receives training relevant to the culture of that residence. The workshop would focus on giving them tools to assist them with social issues reported by students. The house committees should also get training on using available resources, such as the GBV app and the Namola app.
- House committees should also be taken through a detailed diversity and inclusion workshop. The workshop will assist them in recognising unfair discrimination and isms as they happen.
- It is further recommended that young leaders be identified early enough to ensure that they are trained properly to take up leadership roles in the student environments.

First Year Experience marshal training

The Transformation Division participated in the training programme that was scheduled for 58 marshals who were selected to assist the University during the First Year Seminar. The training took place on 23 January 2020, and the various stakeholders who presented shared with the marshals their scope of work, focus areas as well as interventions that are available to students.

Contributions by the Student Affairs Division

Student Affairs continued with support for students throughout the student life cycle by providing an enriching student-friendly support environment. Interventions included establishing learning and living communities,

mitigating student hunger, and providing financial assistance through the SRC Trust Fund and the Student Funeral Assistance Programme. However, interventions and programmes addressing issues of risky student behaviour, safety and security, diversity and tolerance, good conduct and citizenship were largely transitioned to online from April onwards.

Living and learning communities

The Five-Pillar Model (comprising the Academic, Leadership, Community Engagement, Sport and Social Pillars) continued to be promoted in 2020. Academic excellence cut across all the elements of the 5-Pillar Model.

Living and learning communities in the UJ residences were supported through the Residence Academic Advising Programme. About 180 senior students were identified to help junior students, particularly first-year students in residences, with their academic work. However, the programme was disrupted by the lockdown.

Orientation of first-year students

Student Affairs participated in the institutional orientation programme of first-year students (known as the First Year Seminar at UJ). The Student Affairs calendar and pamphlet containing tips, rules and regulations, which had hitherto been distributed in hard copies during orientation, were this year uploaded onto the student portal (uLink).

Extracurricular activities

Student Affairs, together with the SRC, house committees, IOHA, Protection Services and the Campus Clinic, coordinated several extracurricular activities and programmes on topics of safety and security and the prevention of risky student behaviour (RSB). To this end, the University approved the Charter for the Student Wellness Committee on 9 November 2020.

Student leadership development and training

Student Affairs, in partnership with other stakeholders, facilitated a number of student leadership and development opportunities for student leaders. The student leadership ranged from the elected positions in the interim Student Representative Council (SRC), to the executive leadership positions in recognised student organisations.

The training and development opportunities available to student leaders were as follows:

- The induction of the 2020 house committees.
- The induction programme for the interim Student Representative Council.
- The UJ Young Leaders Development Programme facilitated by the Transformation Division.

In addition, Student Affairs staff members continued to provide one-on-one coaching to a number of students. Members of the interim SRC were provided with guidance, advice on challenges in their respective academic and leadership roles, and with fee discussions. The SRC was assisted in writing reports for the University Council.

Academic integrity campaigns during examinations

Academic integrity campaigns were aimed at combating dishonesty during tests and the examination periods in May/June and October/November. The campaigns took the form of banners and media campaigns, with messages on academic honesty and integrity aired on the uLink platform during the June and November examinations. The campaign sent clear, yet stern, messages about academic honesty and integrity in examinations.

Ethical and responsible student behaviour

With the programmes aimed at combating risky student behaviour now coordinated by the Transformation Division, Student Affairs participated in all the initiatives, including the transformative initiatives. Student Affairs further collaborated with IOHA, Campus Health and PsyCaD in dealing with matters of risky student behaviour.

Furthermore, Student Affairs provided support to the Student Committee for Students with Disabilities around the coordination of support for student with disabilities, particularly for the students in residences (e.g. the Caregiver Programme with two caregivers for four students), the establishment of the Students with Disabilities Council, etc. The support also included assisting the Office for Students living with Disabilities with administrative and managerial responsibilities and preparation for institutional meetings. Major areas for which the Division advocated were paths for blind students and those on wheelchairs.

Student discipline

Student Affairs promoted the ethos of responsible and accountable student behaviour through the management of the student discipline process. Only 22 student disciplinary cases in relation to academic dishonesty were received and managed for the first semester; however, in the second semester, the cases of academic dishonesty rose to 304. The majority of these cases related to infringements in online assessments.

Student welfare and support

In the beginning of the year, before the nationwide lockdown due to COVID-19, 3 547 students were approved for the Student Meal Assistance Programme. These students received two cooked meals a day until the start of the nationwide lockdown. Most of the students went home during the lockdown, and the meal assistance was converted to providing meal packs to deserving students who had remained in residence or were living around the University. Tiger Brands continued to provide meal packs for 500 students.

Student Affairs coordinated the University's response to psychosocial and personal issues affecting students. The issues that were handled included student deaths; assisting students who had been mugged and robbed in and around UJ campuses; students who had experienced trauma; students in distress (financial and emotional); students without accommodation; and students who had attempted suicide.

Student Affairs provided support to the affected students and their friends on campus and to families of the students, where necessary. Most of the incidents were resolved in collaboration with Protection Services, Campus Health, and PsyCaD.

Cultural activities

A number of student organisations, assisted by Student Affairs, organised student cultural activities, such as the traditional First Years Concert, Residence Song Battle and Sing-It-Out competitions.

Student governance

The elections for the 2021 SRC, which were the first electronic SRC elections at UJ, took place from 7 to 9 October 2020. The elections of the leadership structures of other student organisations and structures, such as house committees, were conducted in October/November 2020 under the leadership and coordination of Student Affairs.

Contributions by UJ Arts and Culture

UJ Arts and Culture produces and presents world-class student and professional arts programmes aligned to the University of Johannesburg's vision of an international university of choice, anchored in Africa, dynamically shaping the future. A number of arts platforms are offered to UJ students from across the University at no cost. Students, staff, alumni, and the general public experience and engage with emerging and established Pan-African and international artists drawn from the full spectrum of the arts.

UJ Arts and Culture makes meaningful contributions to an enriching student-friendly learning and living experience through its UJ Arts Academy, which impacts transformation in a dynamic fashion. Some examples include the advancement of discourse on various key subjects that dominate the conscience of South Africans, including gender-based violence, equality, decolonisation, and land ownership. The country is also facing extreme levels of poverty. UJ acknowledges the transformational power of access to the arts and cultural activities and responds to this reality with a robust arts and culture programme presented at no or heavily subsidised costs.

At the beginning of 2020, 4,7% more students were selected for the UJ Arts Academy than the year before. However, of the 546 students whose auditions were successful, only 199 students qualified for cultural bursaries at the end of the year, as this is dependent on strict attendance and participation criteria. The steep decrease of 49% in students who did not complete programmes, normally around 20%, can be attributed to the advent of the COVID-19 pandemic, which necessitated the redesign of programme offerings and which challenged students mentally, emotionally, and financially.

The Division's re-designed free extracurricular programme included drama, dance, movement and musical theatre classes, which presented online. Online teaching was augmented by 59 pre-recorded video tutorials

across classes and programmes and one-on-one consultations between students, facilitators, and coaches. An extensive online poetry programme, comprising weekly sessions, monthly slam competitions and a masterclass series, culminated in an online festival. Online group drama classes made room for a more personalised one-on-one approach. Dance opportunities included ballet, hip hop, Afro-fusion, contemporary, Latin and ballroom. The practical nature of these specialisations made these classes challenging for students and instructors alike. Through a series of ten tutorials, a movement course focusing on fitness and flexibility for performance, was offered to all students from across the UJ Arts Academy, and musical theatre training was facilitated through a collaborative online process between UJ Arts Academy students and professionals from 'The Prodigal Man Returns' cast. Produced by Lungile Michael Themba Productions, the rehearsal process for this musical revue has given 13 UJ Arts Academy students an opportunity to learn from industry professionals.

Presented annually since 2009, the 'Izimbongi Poetry Festival' is a showcase of UJ talent and an opportunity for students to collaborate with and learn from professional wordsmiths. In 2020, these opportunities were created through online poetry writing, publishing and performance masterclasses presented by Xabiso Villi, Vangile Gantshe and Flow Wellington. In addition to the final round of the year-long slam competition, a series of video projects, 'Black Lives Matter', 'These Hands', and 'The Pandemic' were filmed and released online.

UJ Choir's much anticipated new album, 'When the Earth Stands Still', was released in 2020 and is available together with previous albums on Spotify, Amazon Music, Google Play, Apple Music and Deezer. After development auditions, the 63 members who were selected for the UJ Choir received six video tutorials on vocal technique for choristers with live demonstration of the exercises to continue their development during the time the choir was unable to rehearse due to the COVID-19 pandemic.

UJ students were given access to free virtual performances and other morale boosting online content and experiences, for example, to performances by world-class performers such as South African poet, Lebo Mashile, and stand-up comedian, Nicholas Goliath. Online content produced by the Division, including its interdisciplinary lockdown projects 'The Pandemic' and 'CURE', were also made available to students. Additionally, a 3D virtual exhibition, 'Conversing the Land' and docuseries on Willem Boshoff's 'Blind Alphabet', were accessible to UJ students on the UJ Art Gallery's online platform, 'Moving Cube'.

In addition to striving to offer platforms for and to engage with issues of transformation through its creative programme, UJ Arts and Culture's partnership with MTN Foundation has seen the Division offering three BTEch students from the Faculty of Art, Design and Architecture (FADA) first-hand professional curatorial practice skills transfer through the UJ & MTN Mentorship Programme and masterclasses. The Division also offered two recent UJ graduates paid arts administration and marketing internships.

Contributions by the Health and Wellness portfolio

The Primary Healthcare Service (PHC) and clinics

The level of utilisation of the Health Clinic services declined substantially due to the COVID-19 pandemic, and the fact that for much of the year, very few or only limited numbers of students were on campus. As a result, the annual utilisation of the health clinic services was at 6 529, a decrease from the 27 644 consultations in 2019, with client satisfaction at 93,4% across all clinics.

Family planning, which is a service rendered to both staff and students across the University, was provided to 1 827 clients in 2020, again a decrease from a total number of 8 774 clients in 2019, representing a drop by 79,18%. An emerging challenge is the shortage of injectable contraceptives supplied by the Department of Health. This is mitigated by offering oral and subdermal contraceptives as alternatives. The morning after pill was given to 164 patients, a decrease of 48% compared to 2018. In total, 356 patients were tested for pregnancy with 87 students testing positive. Of these, 33 were referred for termination of pregnancy, including psychological counselling at PsyCaD. There has been a 70% decrease in the demand for pregnancy tests from the year 2016 to the year 2020.

In 2019, the number of cases for the treatment of sexually transmitted infections (STIs) was at 1 254, signalling a 7% drop from 1 354 patients treated in 2018. In 2020, the number of cases for the treatment of STIs decreased to 357 clients, representing a decrease to 28% in comparison with 2019. To mitigate the danger of patients

developing resistance to certain drugs, new technology is being introduced to determine the exact STI and the specific medication required. The unavailability of certain drugs from the Department of Health central pharmacy has been leading to delays in treatment.

The cervical cancer campaign as funded by Higher Health aimed at improving early identification of the disease among young women. Only 48 tests could be performed, leading to underutilisation of the grant, again due to unavailability of students on campus and the COVID-19 infection prevention protocols in place.

Gender-based violence alerts were kept in place, and referrals to the Gender Equity Unit were made and attended to accordingly. Owing to students being off-campus most of the year, no reports of sexual assault cases were received for referral to Netcare. A support group remains in place on DFC, coordinated by a nurse and a psychologist. It is aimed at supporting students who have experienced gender-based violence or who have a history of experiencing sexual violence.

Healthcare provision was adjusted to meet the needs of patients within the context of COVID-19. This included a telephonic health advisory provided with appropriate referral systems in place. This ensured that we kept contact with patients and provided for their health needs as far as possible.

Contributions by the Institutional Office for HIV and AIDS (IOHA)

Health promotion and HIV prevention

- The February testing campaign, #Healthy is the new sexy, was an interesting one as the testing consent forms were conducted online. Even though there were some challenges with Wi-Fi in some areas, most of the consent forms were completed online. Overall, students and staff had a positive response as the process minimised waiting time and manual statistics counting.
- In the first quarter testing campaign, the number of 2 734 tested compared to 3 892 in 2019 represents a 30% decrease. This is attributed to the Coronavirus pandemic, which led to the cancellation of mass events.
- Online health screening tools for TB, HIV, STIs, substance abuse, gender-based violence, safe sex, unplanned pregnancy and contraception and mental health were compiled for students to do self-screening if they felt that they were at risk on any of these health promotion issues and to assist in avoiding unnecessary burdening of primary healthcare services.
- Campus reintegration: HIV testing services resumed on Alert Level 1, based on a risk-adjusted strategy. In response to this, the team went to the different residences per campus to provide continued HIV Testing Services (HTS).

HIV care and support

- Considering the COVID-19 epidemic, arrangements were made with Helen Joseph Hospital to facilitate students receiving treatment from their local clinics or pharmacies to ensure continued treatment adherence. The students responded well, and their feedback stated that the process worked well and was efficient.
- The UJ Care and Support Programme also had to transition when the SA lockdown was instituted; since then, social media (a WhatsApp group), individual chats and phone calls were used to engage with the students. The group has 40 members.

Peer education

- Recruitment of the 2020 peer educators commenced in February. The database grew from 181 during the first quarter to 235 in the second quarter, with 54 peer educators recruited into peer education. There was also a spike with 11 gender non-conforming peer educators joining the programme in the second quarter.
- On 7 to 9 July 2020, IOHA conducted its first annual virtual peer education training session with more than 300 students attending training over the three days. The topics included gender sensitisation and leadership empowerment.

Social media and awareness campaigns

- A growing body of evidence supports the incorporation of social media into health promotion. In proving ourselves as a centre of excellence in HIV and AIDS management, we are increasingly utilising social media websites, such as Facebook, and Twitter to promote our initiatives and projects.

HIV curriculum integration

- HIV curriculum integration is implemented through innovative and participatory approaches to produce AIDS competent graduates and to strengthen prevention messages of HIV and AIDS. This is done through internships, training workshops and project-based learning.

Leadership

- IOHA alumni: The LINK Alumni as of May 2020 have grown to 1 580. This is due to ongoing recruitment during lockdown via various WhatsApp groups and referral. DFC Campus remains the highest in terms of recruitment.
- Virtual events: Owing to the COVID-19 pandemic, IOHA engaged in various online webinars engaging with the UJ community.
- IOHA hosted the sixth edition of its Annual High Tea and Phenomenal Women Awards in August 2020. The event forms part of its 'Cover-Up' campaign to empower young girls to make responsible choices and rise above the pressures and difficulties put out in society.
- Diverse femininities: True diversity for women means more than just embracing women; it is beyond race and gender. A virtual discussion was facilitated between women who are dominating their fields and are living on their terms. The discussion was relevant, engaging, and similar discussions need to be planned in future.
- The University of Johannesburg, in partnership with Student Affairs, hosted the first Annual UJ Men's Conference. Following the success of the previous two Student Youth Conferences held in 2017 and 2018, which focused on health promotion and responsible lifestyle among students in higher education, the 2020 conference specifically aimed to address health-related topics relevant to men in HEIs, masculinity and sexual diversity. The conference total reach was 11 788.
- The Pride Afrique virtual pride took place in August, with the safe zone team forming an integral part of the festivities. The Afrique virtual pride celebration of LGBTIQ pride seeks to promote and celebrate LGBTIQ people and groups across the African continent and the Diaspora.
- Virtual Poster Exhibition: This Women's Month, as part of the FADA/IOHA curriculum integration initiative, in collaboration with the University of Johannesburg's Sisterhood Programme, students were required to research, ideate, develop and deliver a set of informative posters for a social awareness campaign advocating for gender equality linked with the 2020 theme of 'Celebrating Diversity in Women'. The posters were shared on our social media pages, and our students and followers voted based on each poster interaction.
- Innovation: The COVID-19 pandemic has brought about change, both good and bad. On the events front, the limitation of face-to-face contact and gatherings has forced a new normal, which IOHA has embraced through online interventions.
- In commemoration of World AIDS Day, IOHA was invited to a panel discussion by UNICEF Student Teams at Tilburg University (Netherlands). The aim was to share experiences from the context of South Africa about destigmatizing HIV/AIDS. The University received positive feedback regarding the strides it has made towards the HIV programme to ensure inclusivity and stigma eradication.

Contributions by the Disability Unit

In general, there has been an increasing demand for support for students with disabilities. There were some adjustments in 2020, with online assessments able to accommodate some of the necessary accommodations. In total, 44 new applications for concessions were approved by the Disability Unit, and in addition, the Unit provided support to 48 students for assessments. The rest of the students completed their assessments online, with their lecturers loading extra time.

In addition to supporting students with assessments, ongoing psychosocial support is offered to these students. There are dedicated case workers for students with disabilities on each campus, and in total there were 549 PWD counselling sessions and 102 PWD advisory sessions with these students.

The Disability Unit also organised a career fair and industry talks for students with disabilities. This was done online via platforms such as Zoom and Microsoft Teams. Companies looking specifically at recruiting people with disabilities were invited to the fair, to conduct talks with the students. This initiative proved to be a success and will be developed further in 2021.

Contributions by UJ Sport

The year 2020 has been a challenging one; it forced us to be agile, adaptable, and fluid. UJ Sport continues to lead the transformation agenda among universities in South Africa. Technology became the centre of our operations, and this opened a new window of opportunities for our athletes and staff.

With most national competitions cancelled, the UJ Rugby Club was the only club that actively competed in a university competition during 2020. The UJ Club was branded as the most transformed club in 2020 by both competing universities and commentators on SuperSport.

The highlight for the year was hosting the first virtual Sports Awards, which achieved more than 1 800 views with numbers still increasing. Our sports clubs have been able to surpass their transformation targets over the years. Despite the challenges experienced in the year, virtual programmes assisted us in keeping in touch with athletes. It is important to note that two black UJ athletes made the selection to the Netball Baby Proteas team: Boitumelo Mahloko and Nobuhle Sibisi.

THEME SEVEN: FINANCIAL SUSTAINABILITY

COVID-19 has imposed massive financial restrictions on the South African (and global) economy. Notwithstanding these, UJ continues to grow external funding resources, with funds received in 2020 exceeding those received during 2019. UJ submitted research publication outputs worth 2 339.24 units to DHET for accreditation and subsidy. This represented an increase of 14,3% compared to the previous year's submissions.

Owing to the strain on the economy, largely resultant from COVID-19, we anticipate that our impairment of student debt will be significantly higher this year. The number of continuing students who have struggled to settle their previous year's debt also indicates this.

The increase in the surplus can be directly attributed to the impact of reprioritisation of the expenditure budget, with savings ringfenced early on during the initial lockdown period, to ensure financial stability over the course of the year and into the near future. This resulted in underspending in a number of expenditure categories. Further to this, subsidy allocation above budget and the positive investment income contributed to the favourable variance of income to budget.

Despite this good news on our 2020 financial outcomes and 2021 subsidies, we remain greatly uncertain as to the extent of subsidy allocation from 2022 onwards, as the economy continues to struggle. Recovery from the impact of COVID-19 is expected to take a few years and this directly affects the level of funding available in the fiscus. As already indicated, the level of student debt is anticipated to continue to increase at levels much higher than ever before.

To this end, our ability to spend in the next two to three years is going to be extremely limited, and it is important to manage this well, with a view to ensuring our future financial sustainability while we still achieve our mandate. We rely on the University community to ensure that we collectively achieve this.

CONCLUSION

In a year when the national economic outlook remained largely bleak, UJ consistently remained a beacon of hope. Incidents of gender-based violence and attacks on foreign migrants were also a blight on our country's image. In such times, our University was at the forefront of initiatives aimed at fostering the spirit of unity in diversity, Ubuntu, and social cohesion.

The University of Johannesburg, like many other universities in the country, has embraced transformation. The institutional Transformation Report has reflected on the seven themes in UJ's Transformation Plan that provide an overview of the scope of transformation activities at UJ – ranging from a very active focus on institutional culture, through transformational leadership and employment equity, to promoting academic excellence and a student-centred and caring institution. The breadth of this understanding of transformation offers opportunities to all members of staff at UJ to engage with transformation from their particular perspective.

We are grateful to the UJ community for their resilience, commitment, and innovation in addressing the challenges presented by the pandemic and ensuring that we successfully completed the 2020 academic year.

As we approach the 2021 academic year, we should continue to rethink, reimagine, and redefine our operations, because we are really on the precipice of change where adaptability is the norm.

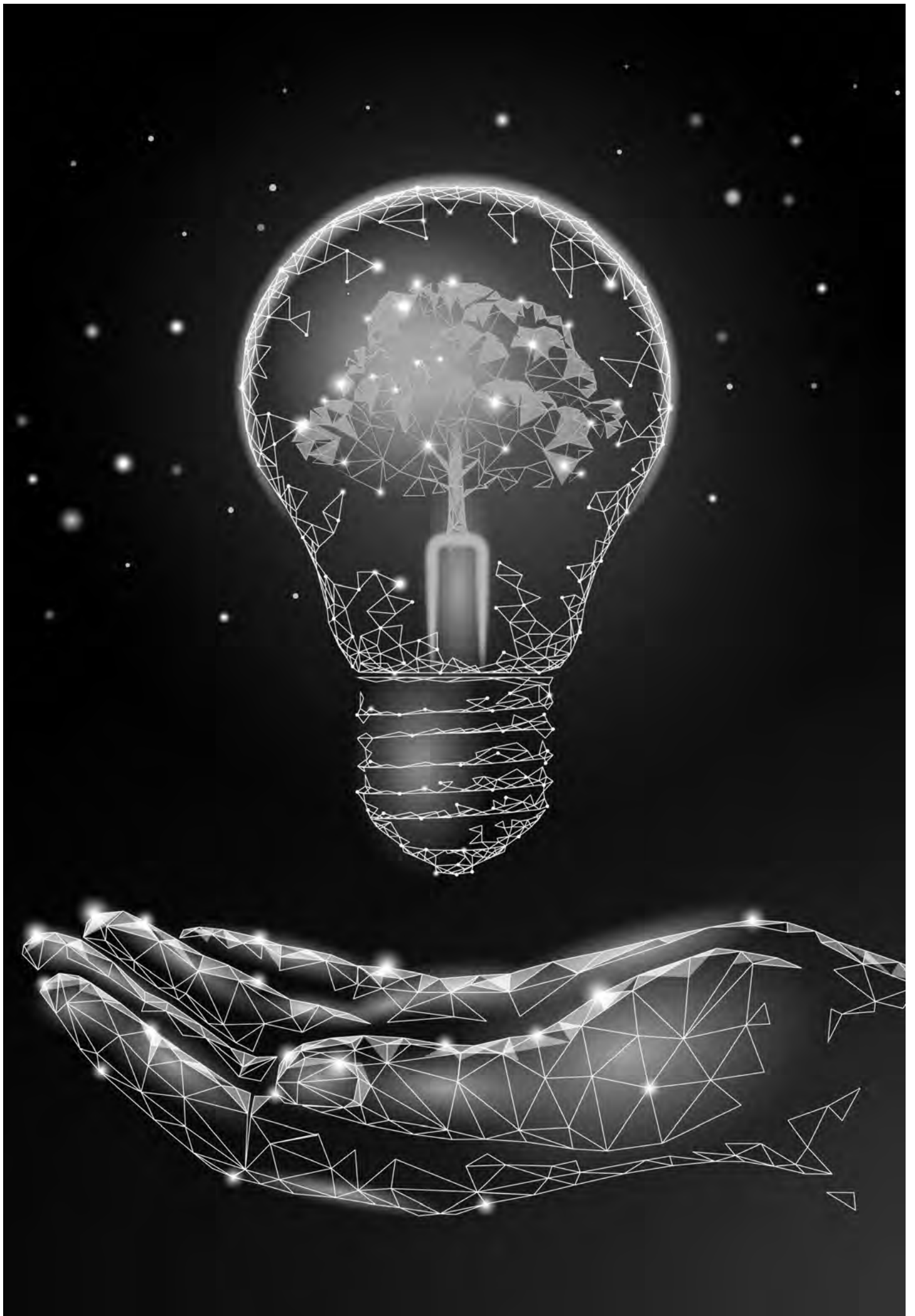


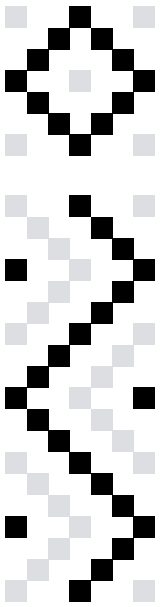
Tshilidzi Marwala (Prof)
Vice-Chancellor and Principal



Mike Teke (Mr)
Chairperson of Council







Statement on Environmental Sustainability

OVERVIEW

UJ has committed itself to improving on the sustainability of all University stakeholder activities. The development of the UJ Strategic Plan 2025, anchored in the overarching goal of global excellence and stature (GES), has placed a requirement on the institution to improve on its sustainability footprint, and this is being actively prosecuted.

Strategic Objective Six

Strategic Objective Six, fitness for global excellence and stature, states that “We will also minimise harmful impact on our environment through managing our carbon footprint, reducing energy and water wastage, encouraging paperless communication, and overall fostering of a culture of responsible stewardship”.

UJ has seen a growing commitment towards the goal of being a sustainable institution, which strives to implement improvements and actions across all spheres of its campus activities. UJ firmly believes that sustainable development is a long-term commitment and aims to contribute to sustainability by reducing its total environmental footprint, while maintaining and further enhancing its contributions to the social and economic development of South Africa as required by the Sustainable Development Goals.

This report highlights some of the specific focus areas and related improvements achieved during 2020. It should, however, be noted at the start of this summary that 2020, with its mandatory lockdowns due to the COVID-19 pandemic, was hardly a ‘normal’ year and that many of the targets for sustainability and resource usage were easily met – and in many cases the reported performance is so different from the expected performance that this cannot be seen in any way as a trend for the future.

For instance, electricity consumption was down dramatically because of the reduced number of students in residences and the reduction in lecture venue usage (implying reduced lighting and heating, ventilation and air conditioning (HVAC) needs) for most of the 2020 calendar year. At the same time, certain goals could also not be met, simply because there were so few persons on the various campuses, and so waste production was down simply because of the lockdown and the relatively few feet on the campuses.

ENERGY MANAGEMENT

Carbon footprint

UJ’s carbon footprint analysis was based on its actual 2020 energy consumption. The total carbon footprint for 2020, based on energy consumption from various sources, is approximately 42 405 tons of CO₂ compared to the 54 156 tons reported during 2019 (refer to Tables 7 and 8, respectively). This indicates a total carbon generation reduction of 21,7%.

In considering this figure, the following should be noted:

- In 2020, UJ further increased its built area footprint and it is now 10,9% bigger than in 2013. (With the finalisation of the fourth SWC residence in 2021 this footprint will grow further.)
- The Auckland Park Kingsway Campus continues to contribute significantly to the overall carbon footprint with 22 243 tons of CO₂, compared to the overall University footprint of 42 405 tons.

- Infrastructure operational carbon generation on the campuses is included in the consumption figures, but at present there is no attempt to measure carbon generation due to new infrastructure development projects. This will be required when UJ makes full use of the Global Reporting Initiative G4 (GRI G4) reporting standard.
- The methodology of measuring the carbon footprint is based on absolute consumption on main campus areas, excluding UJ-owned properties, which are not designated as part of the campuses. Total off-campus areas constitute about 58 070 m², and if these on average generate carbon at the same rate as the main campuses in terms of under roof areas, then this may add an additional 4 284 tons CO₂ generation or 10,13%.
- 2020 was the first year that the carbon content of paper used was factored into the UJ CO₂ generation, using tonnes of paper used for printing, copying and study guides – but excluding student purchases of textbooks and paper from on-campus vendors. This added 1 519 tons of CO₂, based on the approximately 65 million A4 equivalent pages used, of which approximately 25% was recycled and 75% was first time paper. It can be noted that this adds about 3,58% to the total carbon generation. (In 2019, it was estimated that UJ used about 145 million A4 equivalent pages, and that UJ thus underestimated that year's carbon generation by about 8%.)

Table 7: Carbon footprint based on 2020 actual consumption

| Emission Source | Kingsway Campus (APK) | Bunting Road Campus (APB) | Doornfontein Campus (DFC) | Soweto Campus (SWC) | Total CO ₂ | Total tons of CO ₂ |
|---|-----------------------|---------------------------|---------------------------|---------------------|-------------------------------|-------------------------------|
| Electricity (kWh) | 20 708 411 | 5 845 577 | 7 988 701 | 3 457 593 | 38 000 280 | 38 000 |
| Natural gas (GJ) | 1 763 193 | 357 354 | 295 886 | 0 | 2 416 433 | 2 416 |
| Catbot | 38 581 | 0 | 0 | 0 | 38 581 | 39 |
| Petrol (fleet) | 163 373 | 30 746 | 71 159 | 61 342 | 326 620 | 327 |
| Diesel (fleet) | 229 424 | 23 325 | 54 062 | 51 435 | 358 246 | 358 |
| Diesel generators | 62 102 | 0 | 2 353 | 47 565 | 112 020 | 112 |
| Intercampus bus and staff flights | 329 816 | 93 344 | 130 682 | 68 452 | 622 294 | 622 |
| Paper used by UJ/KMSA sites | 831 905 | 162 085 | 356 499 | 168 182 | 1 518 671 | 1 519 |
| Total kg of CO ₂ | 24 126 805 | 6 512 431 | 8 899 342 | 3 854 568 | 43 393 146 | 43 393 |
| Total tons of CO ₂ | 24 127 | 6 512 | 8 899 | 3 855 | 43 393 | reduction 2,28% |
| Solar PV generation (tons CO ₂) | 271 | 506 | 123 | 88 | 988 | |
| | | | | | Total tons of CO ₂ | 42 405 |

This highlights a decrease of 22,39% as compared to the usage in 2019, shown in Table 8. Note also that 2020 was the first time that UJ was offsetting carbon savings due to solar photovoltaic (PV) electricity generation – creating a 2,28% CO₂ savings.

Table 8: Carbon footprint based on 2019 actual consumption

| Emission Source | Kingsway Campus (APK) | Bunting Road Campus (APB) | Doornfontein Campus (DFC) | Soweto Campus (SWC) | Total CO ₂ | Total tons of CO ₂ |
|-----------------------------------|-----------------------|---------------------------|---------------------------|---------------------|-----------------------|-------------------------------|
| Electricity (kWh) | 28 004 770 | 8 001 556 | 10 004 478 | 4 321 222 | 50 332 025 | 50 332 |
| Natural gas (GJ) | 1 025 816 | 472 707 | 341 656 | 0 | 1 840 179 | 1 840 |
| Catbot | 246 665 | 0 | 0 | 0 | 246 665 | 247 |
| Petrol (fleet) | 117 274 | 18 200 | 34 723 | 19 342 | 189 539 | 190 |
| Diesel (fleet) | 55 755 | 5 399 | 18 759 | 9 338 | 89 250 | 89 |
| Diesel generators | 49 115 | 4 754 | 2 586 | 7 557 | 64 012 | 64 |
| Intercampus bus and staff flights | 738 873 | 209 115 | 292 761 | 153 351 | 1 394 100 | 1 394 |
| Total kg of CO ₂ | 30 238 269 | 8 711 732 | 10 694 962 | 4 510 809 | 54 155 772 | 54 156 |
| Total tons of CO ₂ | 30 238 | 8 712 | 10 695 | 4 511 | 54 156 | |

In this 2020 report, for the first time, we will report on area- and person-based CO₂ generation and start to use this as a reporting basis going forward.

Table 9: Carbon footprint per campus and per person in 2020

| Campus | m ² | % of total formal areas | CO ₂ kg/m ² /annum | CO ₂ kg/person/annum |
|--------|----------------|-------------------------|--|---------------------------------|
| APK | 267 339 | 46,51% | 90.25 | 724.7 |
| APB | 114 985 | 20,00% | 56.64 | 1 003.9 |
| DFC | 130 967 | 22,78% | 67.95 | 623.7 |
| SWC | 61 511 | 10,70% | 62.66 | 572.7 |

The 2020 carbon footprint breakdown is as per Figures 2 and 3 depicted below.

Electricity

For January to December 2020, the University of Johannesburg achieved an electrical energy saving of 34,25%, compared to the 2015 baseline (which is the initial value against which we are required to report going forward) for all properties, based on an absolute measurement methodology. The measurement methodology makes no allowance for infrastructure changes, or fluctuations in student or staff numbers. This saving was achieved against an adjusted additional saving target from 2019 of 4,75% set for the 2020 year (therefore, the actual absolute 2015 target would be a compounded saving of 7,22% year-on-year). This targeted saving was exceeded by the actual saving of 34,25%. It is again important to note that the 2020 usage cannot be considered outside the reality of the pandemic and its impact on infrastructure usage.

Notwithstanding the pandemic related reduction in usage, various energy saving initiatives were implemented and have started showing positive results, as follows:



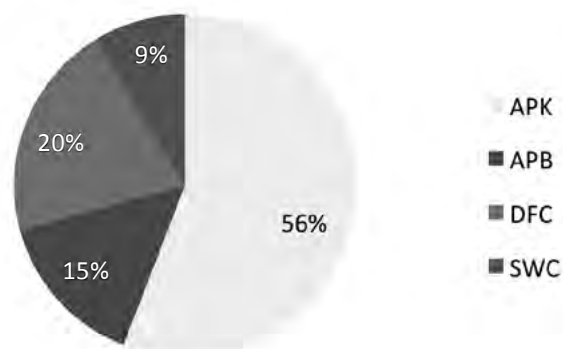


Figure 2: CO₂ production per campus

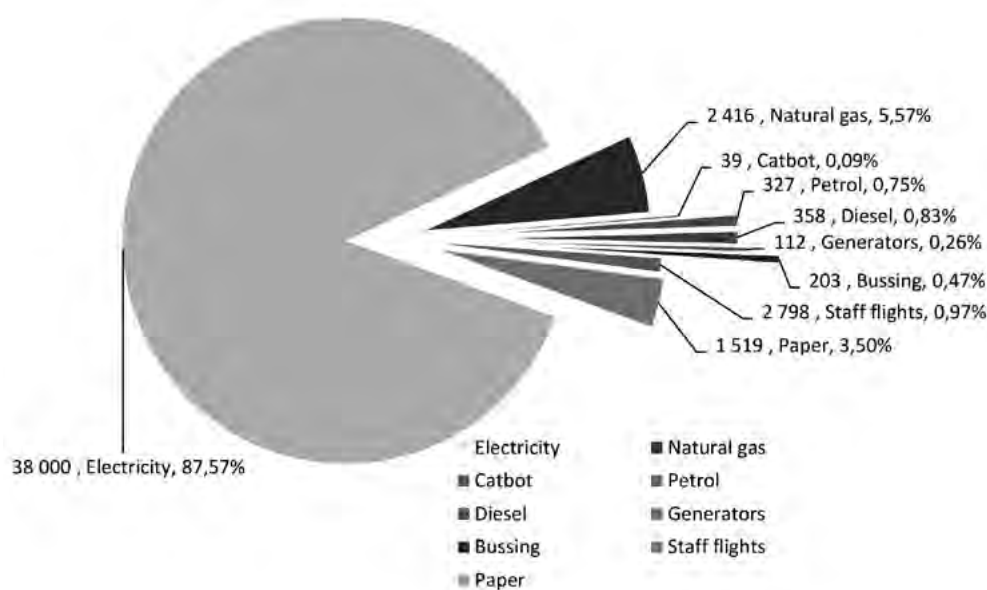


Figure 3: January to December 2020 tons of CO₂ per emission source

- The completed installation of the additional three solar PV plants on APK, DFC and SWC Campuses – this resulted in a saving of at least 2,28% of the total carbon generation.
- The implementation of energy saving lights (LEDs).
- Occupancy sensors (implementation still ongoing).
- The further installation of heat pumps, especially in new and refurbished residences.
- The installation of energy efficient shower heads.
- The installation of load control ripple relays.

Continuing with these types of initiatives, including the further deployment of photovoltaic (PV) systems, together with awareness campaigns, will further improve on saving. Since 2015, saving has been least on APK, due to increased HVAC and the growth in specialist research equipment on the campus. Table 10 identifies the 2020 energy saving expressed as a percentage. As can be seen, the months of the hard lockdown (April through August) show very large reductions, while even the less hard lockdown months display the clear impact of the work/study from home that was in place.

The 2020 total electricity consumption is highlighted in Table 11.

Table 10: Electrical energy saving (2020) based on 2019 consumption

| Month | APK | APB | DFC | SWC | Total |
|-----------|---------|---------|---------|---------|---------|
| January | -0,35% | -17,25% | -0,28% | -2,22% | -3,06% |
| February | 2,97% | -5,69% | 5,43% | 12,86% | 2,87% |
| March | -7,84% | -10,22% | -3,92% | -35,21% | -10,32% |
| April | -47,65% | -44,43% | -43,20% | -51,14% | -46,65% |
| May | -44,46% | -45,07% | -46,14% | -54,78% | -45,98% |
| June | -28,51% | -26,61% | -36,08% | -40,49% | -30,99% |
| July | -27,44% | -29,74% | -31,45% | -33,63% | -29,28% |
| August | -29,37% | -31,30% | -30,58% | -34,65% | -30,50% |
| September | -28,55% | -28,14% | -26,56% | -31,01% | -28,32% |
| October | -26,91% | -25,59% | -29,16% | -26,72% | -27,15% |
| November | -35,80% | -25,88% | -26,73% | -28,18% | -24,51% |
| December | -27,67% | -19,84% | -18,77% | -23,56% | -16,21% |
| Totals | -26,05% | -26,94% | -25,96% | -31,35% | -26,70% |

Table 11: 2020 total electricity consumption

| Month | APK | APB | DFC | SWC | Total |
|-----------|------------|-----------|-----------|-----------|------------|
| January | 1 976 002 | 428 621 | 618 062 | 295 150 | 3 317 835 |
| February | 2 171 366 | 572 442 | 708 194 | 366 682 | 3 818 684 |
| March | 2 070 569 | 582 047 | 692 425 | 266 989 | 3 612 030 |
| April | 1 343 621 | 414 129 | 490 533 | 221 577 | 2 469 860 |
| May | 1 408 775 | 424 642 | 501 887 | 226 820 | 2 562 124 |
| June | 1 572 323 | 490 219 | 565 672 | 243 758 | 2 871 972 |
| July | 1 776 371 | 533 174 | 677 264 | 306 048 | 3 292 857 |
| August | 1 680 480 | 508 762 | 661 373 | 314 990 | 3 165 605 |
| September | 1 586 862 | 471 933 | 646 342 | 289 527 | 2 994 664 |
| October | 1 793 709 | 514 644 | 643 723 | 314 306 | 3 266 382 |
| November | 1 587 522 | 440 521 | 578 789 | 304 743 | 2 911 575 |
| December | 1 137 653 | 294 183 | 406 949 | 206 296 | 2 045 081 |
| Totals | 20 105 253 | 5 675 317 | 7 191 214 | 3 356 886 | 36 328 670 |

Electricity generated by the four solar photovoltaic installations on the campuses – even though not all were as yet in operation for the full year – accounted for the generation of more than 987 000 kWh – or about 2,68% of electricity purchased from Eskom. In a normal meteorological year, it can be expected that as much as 7,85% of the electrical power required by UJ will be generated from the present solar installations.

Natural gas

Sasol natural gas (Egoli Gas) now contributes only 5,69% to UJ's total carbon footprint. Natural gas is used mainly in student centres for the purposes of food preparation, as well as in residences for the generation of hot

water, and to a small extent at the laboratories for experiments. The saving achieved on gas reduction for 2020 compared to 2015 is 18,1% (again reiterating that the baseline is the 2015 figure for gas consumption before the introduction of the many gas fired boilers for residence water heating).

Egoli natural gas has a lower CO₂ footprint per gigajoule (GJ) of energy when compared to coal and is therefore a cleaner source of energy. Egoli natural gas will in future be used at a number of residences for heating water and cooking. During 2020, Kopano residence on DFC was taken into partial service, so that its full consumption figures will only be seen during 2021, but these were still better than the electrical carbon generation figures for the same calorific heating. From 2021 onwards, the diversification of energy sources will result in a small but measurable continual reduction in carbon footprint, especially at the residences and student centres.

Petrol, diesel and travel related usage

Petrol and diesel fuels are primarily consumed as fuel sources for UJ's vehicle fleet as well as for diesel generators across its main campuses. There are currently 84 generators installed at various points within the UJ infrastructure. Petrol and diesel for fleet use contribute a small but growing amount of the total carbon footprint, namely 1,615%. It must be noted that increasing occurrence of Eskom load shedding has already produced an increase in diesel for backup power generation, and this may result in further substantial CO₂ generation in future, since liquid fuels have a higher CO₂ generation per GJ of energy consumed. For 2020, backup power generation added 0,27% to the carbon generation. Note that because of the use of rental vehicles, rather than the previous Innovent fleet pool of vehicles, the carbon generation for vehicle usage by individuals on UJ business cannot at present be tracked accurately and has as a result not been factored into the UJ carbon generation footprint. In 2021, the aim is to include this factor in the carbon calculation as well, by requesting detailed carbon statements from all rental agencies supplying vehicles to UJ payees on a monthly basis.

Since 2018, UJ has also started reporting energy consumption and CO₂ generation resulting from the extensive student bus service operated between campuses, as well as the effective CO₂ generation due to staff related national and international flights. The effect of these two additional reported elements in 2020 was to increase UJ's CO₂ generation by a further 1,467% – a quite dramatic reduction from 2019, due to international and national flights being prohibited/cancelled for a large part of 2020.

Catbot fuel

Catbot fuel is used for the purposes of generating hot water during the five winter months for the central air conditioning plant on APK. The catbot fuel is used to run two generators for the generation of hot water, which is distributed and circulated through the air conditioning system of APK. Catbot fuel makes a relatively small contribution to the total carbon footprint, and even less than normal during 2020 since the campus was barely functioning during the winter. Given the extensive water heating contribution of catbot fuelled generators – less than 0,09% of UJ's carbon generation – this is a way of reducing the generation by electrical sources using an alternative liquid fuel.

WATER MANAGEMENT

Using water sparingly has become a necessity at UJ. Only marginal water savings were achieved for 2020 (a reduction of 8,4% compared to 2019), while compared to 2015 there has been an overall decrease of 11,33%. This was primarily due to the COVID-19 lockdown reducing some consumption, but there were also a further two large water supply pipe failures on campuses in 2020 due to ageing infrastructure. A longer-term complete upgrade of water reticulation equipment and piping is envisaged, and a request for a proposal in this regard will be run in 2021. As far as possible, borehole water is now used on all campuses for redundancy and supplementation – the four new boreholes on the various campuses are now all in use and allow for various types of water supply subvention.

The key focus areas in the reduction of water consumption for 2020 are as follows:

- Ensuring that the design of all new student residences make use of push taps at kitchen hand basins and bathrooms, and trialling push taps in shower cubicles to reduce water loss due to inadvertent open tap losses after water supply cuts.
- Completing the drilling programmes for an additional new borehole on each of the campuses, for the purpose of using the water for irrigation.

- Benchmarking water usage against other universities and using this as an incentive to increase savings at UJ.
- Conducting further awareness campaigns on campuses and in residences to achieve water savings.
- Continuing with the ongoing installation of water restricting showerheads and extending the installation of push taps in residences and ablution facilities as funds permit.
- Halting the process of trialling the use of waterless urinals to reduce water consumption and investigating a waste concentration system on the APK Campus to reduce sewage costs, due to an investigation of requirements put in place by the City of Johannesburg (CoJ) in terms of black and grey water reuse.

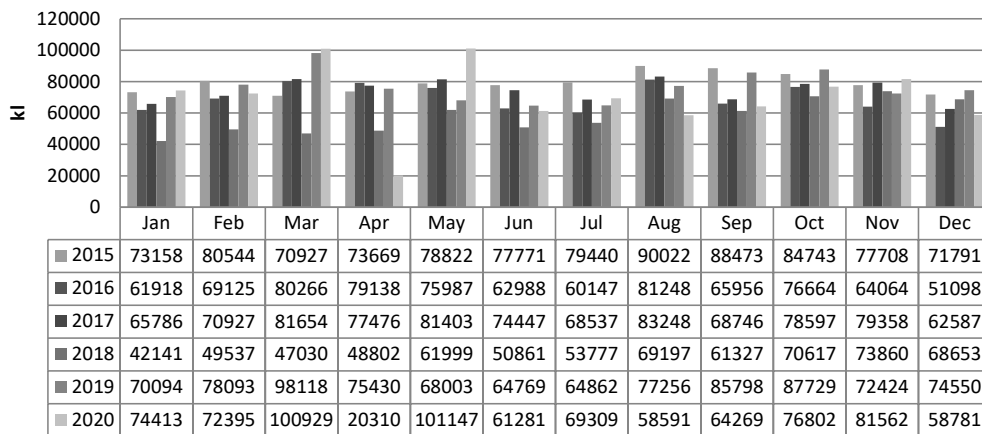


Figure 4: UJ total water consumption comparison (kl) from 2015 to 2020

For future reporting, we would also report the water usage per campus. Since this is the first year in which this was done, there are no comparative numbers.

Table 12: Water consumption per campus per person in 2020

| Campus | Persons per campus | % of total feet on campuses | Water litre/person/working day |
|--------|--------------------|-----------------------------|--------------------------------|
| APK | 33 294 | 54,78% | 61.7 |
| APB | 6 487 | 10,67% | 76.5 |
| DFC | 14 268 | 23,47% | 48.0 |
| SWC | 6 731 | 11,07% | 14.5 |

WASTE MANAGEMENT

An analysis of the different types of waste generated in the reporting year is depicted below in Table 13, while Table 14 provides an overview of total waste generation compared to recycled waste.

PAPER USAGE

UJ will for the first time actively measure and report on total white paper usage, as this is also part of the overall sustainability drive. White paper, especially virgin – first time use – paper has a significant CO₂ production effect, as reported in various journal articles. As a result, UJ now attempts to transition to recycled paper (as paper and cardboard can be reused up to seven times) with its much lower carbon generation impact. For 2020 – even with the clear reduction in paper use because of the hard lockdown – UJ used more than 65 million A4 equivalent pages of white bond paper, of which presently only 25% is recycled paper.

The impact of the 65 million A4 equivalent pages increases the total UJ CO₂ generation by 3,58%. It can therefore be expected that in a more normal year, if there is no significant effort to reduce paper usage, this could accelerate to beyond 7,5%.

Table 13: Different types of waste recycled from January 2011 to December 2020

| Month | Com paper | White paper | Plastic | Cans | E- waste | F-tubes | Card boxes | Glass | Scrap metal | Wet waste/ fat | Garden refuse | TOTAL | % |
|------------|-----------|-------------|---------|---------|----------|---------|------------|---------|-------------|----------------|---------------|---------|--------|
| Total 2011 | 22.452T | 26.934T | 26.689T | 13.742T | 0.14T | 0 | 37.427T | 28.740T | 29.803T | 0 | 0 | 188.71T | 3,90% |
| Total 2012 | 42.385T | 41.505T | 18.797T | 9.450T | 1.70T | 0 | 56.417T | 30.380T | 11.108T | 7.67T | 0 | 288.27T | 8,10% |
| Total 2013 | 39.460T | 40.142T | 18.028T | 10.005T | 1.21T | 0 | 37.805T | 18.793T | 7.364T | 14.20T | 136.50T | 416.63T | 17,64% |
| Total 2014 | 40.088T | 36.855T | 19.615T | 9.964T | 1.44T | 0 | 48.274T | 13.930T | 6.768T | 36.22T | 325.50T | 538.70T | 34,75% |
| Total 2015 | 31.579T | 51.725T | 20.335T | 7.117T | 0.17T | 0 | 63.932T | 31.521T | 4.071T | 15.16T | 329.14T | 506.51T | 28,55% |
| Total 2016 | 53.681T | 21.877T | 34.056T | 6.347T | 0.11T | 0 | 52.574T | 16.218T | 17.048T | 18.687T | 293.00T | 513.60T | 28,89% |
| Total 2017 | 40.667T | 17.526T | 42.149T | 8.189T | 0.18T | 5.9T | 59.824T | 27.062T | 0.552T | 2.126T | 250.98T | 456.66T | 19,56% |
| Total 2018 | 37.016T | 45.997T | 44.592T | 5.5515T | 0.25T | 1.670T | 40.346T | 5.102T | 1.340T | 8.885T | 263.14T | 521.48T | 22,54% |
| Total 2019 | 32.614T | 43.121T | 25.062T | 5.908T | 0.31T | 3.075T | 41.160T | 47.057T | 4.051T | 15.173T | 407.0T | 625.33T | 33,65% |
| Total 2020 | 21.630T | 17.981T | 12.684T | 2.575T | 0.0T | 2.717T | 31.582T | 19.771T | 10.262T | 30.66T | 524.0T | 673.86T | 47,81% |

Table 14: Waste generated versus waste recycled – 2011 to 2020

| Year | Waste generated (t) | Waste recycled (t) | Recycled percentage (%) |
|------|---------------------|--------------------|-------------------------|
| 2011 | 4 838.48 | 188.71 | 3,90% |
| 2012 | 3 559.19 | 288.27 | 8,10% |
| 2013 | 2 361.88 | 416.64 | 17,64% |
| 2014 | 1 551.27 | 539.71 | 34,79% |
| 2015 | 1 773.81 | 506.52 | 28,56% |
| 2016 | 1 818.89 | 513.60 | 28,24% |
| 2017 | 2 333.52 | 456.66 | 19,57% |
| 2018 | 2 312.87 | 521.48 | 22,55% |
| 2019 | 1 858.48 | 625.33 | 33,65% |
| 2020 | 1 409.30 | 673.86 | 47,82% |

SDGS AND GRI G4 REPORTING

From the 2021 reporting period, it is expected that UJ will report on the full range of the Sustainable Development Goals (SDGs), making use of the Global Reporting Initiative's (GRI) G4 reporting standard for sustainability – an open source reporting standard that is becoming the gold standard of sustainability reporting.

CONCLUSION AND WAY FORWARD

As mentioned at the outset of this report, the development of the Strategic Plan 2025, anchored in the single strategic goal of global excellence and stature (GES), has placed a requirement on the institution to improve on its sustainability footprint and to meet goals that require substantial effort in the near future. The possibility of becoming carbon neutral – as expected by many international peers – is still at this point not reachable by 2025.

The expanding nature of the campuses, the increasing student numbers as well as cost containment pressures will continue to create a challenging environment for the institution to meet its increasingly aggressive sustainability goals. 2020 was an exceptional year, but one which may give a false impression of actual performance in meeting sustainability goals.

During 2021, the approved reporting methodology for environmental reporting (specifically the G4 sustainability reporting guidelines of the Global Reporting Initiative) will be fully implemented, which will allow a more complete review of environmental impacts of areas sometimes invisible to sustainability reporting (such as excessive paper usage – which has already been reported on for the first time in 2020). In terms of the revised building energy requirements for reporting to the National Government, UJ Operations has already started a process to comply with these new requirements.

The focus areas for 2021 will be to expedite further sustainability projects, such as a possible third wave of solar photovoltaic installations on the proposed Media24 site as well as secondary installations on residence roofs on DFC and SWC Campuses if funds allow. The replacement of geysers with more efficient reverse heat pump solutions in the larger residences is also continuing apace. Specific additional areas of focus will also include stakeholder engagement, especially with students, the diversification of energy sources with emphasis on renewables, including solar and natural gas, further technology advancements within sustainability in terms of the new building programmes, and the possible trial of an electric vehicle fleet for Operations' use on campuses.



André Nel (Prof)
Executive Director: Operations



André Swart (Prof)
Chief Operating Officer



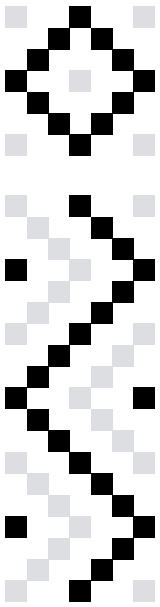
Tshilidzi Marwala (Prof)
Vice-Chancellor and Principal



Mike Teke (Mr)
Chairperson of Council







Occupational Health and Occupational Safety

PURPOSE AND STRUCTURE OF THIS REPORT

The purpose of this integrated Occupational Health and Occupational Safety report is to provide a thematic synthesis of risk and compliance roles executed by both the Occupational Safety Department (OSD) and the Occupational Health Practice (OHP) at UJ during 2020. The report is prepared in fulfilment of the UJ Compliance Report intended for submission to the Department of Higher Education and Training.

OVERVIEW: FUNDAMENTALS AND FOUNDATIONS

The UJ Health and Safety Model

A unique health and safety model has been created at UJ, according to which the disciplines of Occupational Health and Occupational Safety are independently managed. Justification for this decision was derived from the clear distinction between the two. The Occupational Health role consists of professional, clinical nursing and medical practice aimed at the prevention of health effects on the *employee* due to occupational exposure. In comparison, Occupational Safety ensures a safe physical *environment* for persons (staff, students, and visitors) in connection with the exposure to hazards and risks associated with their daily activities.

Structures at UJ responsible for Occupational Health and Safety

At UJ, the Head: Occupational Health Practice reports to the Registrar. The Head: Occupational Safety Department reports to the Executive Director: Operations.

Nature and scope of collaboration between OSD and OHP

The independent management of the two divisions at UJ allows for specialised assessment and analysis of risk. The further potential value lies in risk mitigation or elimination from both perspectives. Collaboration between the two divisions in addressing joint themes, however, is entrenched practice.

ETHICAL-LEGAL UNIVERSE

Occupational Health Practice

Professional registrations

The South African Nursing Council governs nursing qualifications, registrations, and scopes of practice of professional nurses. Relevant Codes of Good Practice and National Standards are followed. The Health Professions Council of South Africa and the South African Society for Occupational Medicine govern the practice of the occupational physician. Membership of professional bodies is closely observed to ensure professional accountability, competence, and ethics.



Ethical framework

The international ethical framework includes the Code of Ethics for Occupational Health Services of the International Commission on Occupational Health. The pertinent conventions, ratifications and recommendations of the International Labour Organization are followed. Nationally, the Bill of Rights, and institutionally, the UJ values further guide practice.

Legal framework

The legal universe governing the OHP includes legislation and standards on occupational health and safety, medicine/nursing, injuries on duty, public health, food safety, emergency medical services, mental health, disability/incapacity management, absenteeism, hazardous substances, event medical risk, disaster management, radiation, worker health, and tobacco control.

COVID-19 pandemic

The OHP is managing and updating reports submitted to the National Institute for Occupational Health (NIOH). NIOH requires a register detailing those in the UJ community who have tested positive, vulnerable employees, those in recovery and those who have been screened.

Occupational Safety Department

Ethical framework

Ethical requirements are to provide and maintain, as far as reasonably practicable, a workplace that is safe and without risk to the health and safety of employees, visitors, and students on the premises of the University of Johannesburg – no harm should befall any person entering our premises.

Legal framework

The legal universe governing occupational safety includes legislation and standards and regulations on occupational health and safety, injuries on duty, waste management, hazardous chemicals, event safety, disaster management, emergency planning and evacuation control, contractor safety, asbestos and radiation control, and legal training.

Occupational safety risks requiring certification

Certification is required for the disposal of hazardous waste, fire reticulation, gas installations, fuel and hazardous chemical storage facilities, lifts, lifting tackle, pressure equipment and electrical installations.

UJ HEALTH AND SAFETY PROGRAMMES

Programmes resulting from legal mandates and audit findings are managed by the OHP and the OSD as in Figure 5. Risk assessment, disaster risk and event risk appear in both fields, because they are evaluated for risk from both the OSD and OHP, given different roles. This methodology allows for dual exploration of the focus areas.

AUDIT TYPES AND CYCLES

Occupational Health Practice

Occupational health risk is identified either through the planned programme of two-yearly outsourced quantitative occupational hygiene surveillance and qualitative health risk assessments by the UJ OHP team, or through emerging risk. Health risk assessments are reflected in health risk profiles that have been developed for each campus and for UJ as an entity. Relevant quantitative surveys on general ventilation rates, ergonomics, nature and scope of chemical/biological hazards, illumination, noise, and extraction ventilation are included as indicated per environmental exposure potential. Audit reports provide substantiated risk rankings, advisories on training, signage, personal protective equipment and suggested medical surveillance for vulnerable (exposed) groups. Such reports are shared with stakeholders in Operations, Occupational Safety and with the relevant HOD for implementing.

The audit intervals occur in accordance with the Occupational Health and Safety Act 85 of 1993, as amended, and its regulations.



Figure 5: UJ health and safety programmes

Occupational Safety Department

Occupational safety risks are identified and actioned by the Safety Management Programme, which consists of 16 elements as well as safety meetings, and by the risk registers of Operations and the Occupational Safety Department. The Safety Management Programme consists of safety policy, legal appointments, safety meetings, safety training, safety audits, safety awareness, premises and housekeeping, mechanical, electrical and personal safeguarding, fire protection and prevention, waste management, incident management, safety inspections, statutory maintenance, contractor safety, radiation, and asbestos management. The Safety Management Programme is updated when risk is reported, or when risks are eliminated or mitigated. Yearly audits are conducted on all portable electrical equipment in the workshops and on first aid boxes issued to first aiders. A fire water pressure and flow tests audit is conducted annually. Ad hoc audits are conducted as risks are identified.

OVERARCHING RISK THEMES AND RISK MITIGATION

Key occupational health and safety risk themes identified and addressed by processes/programmes at UJ

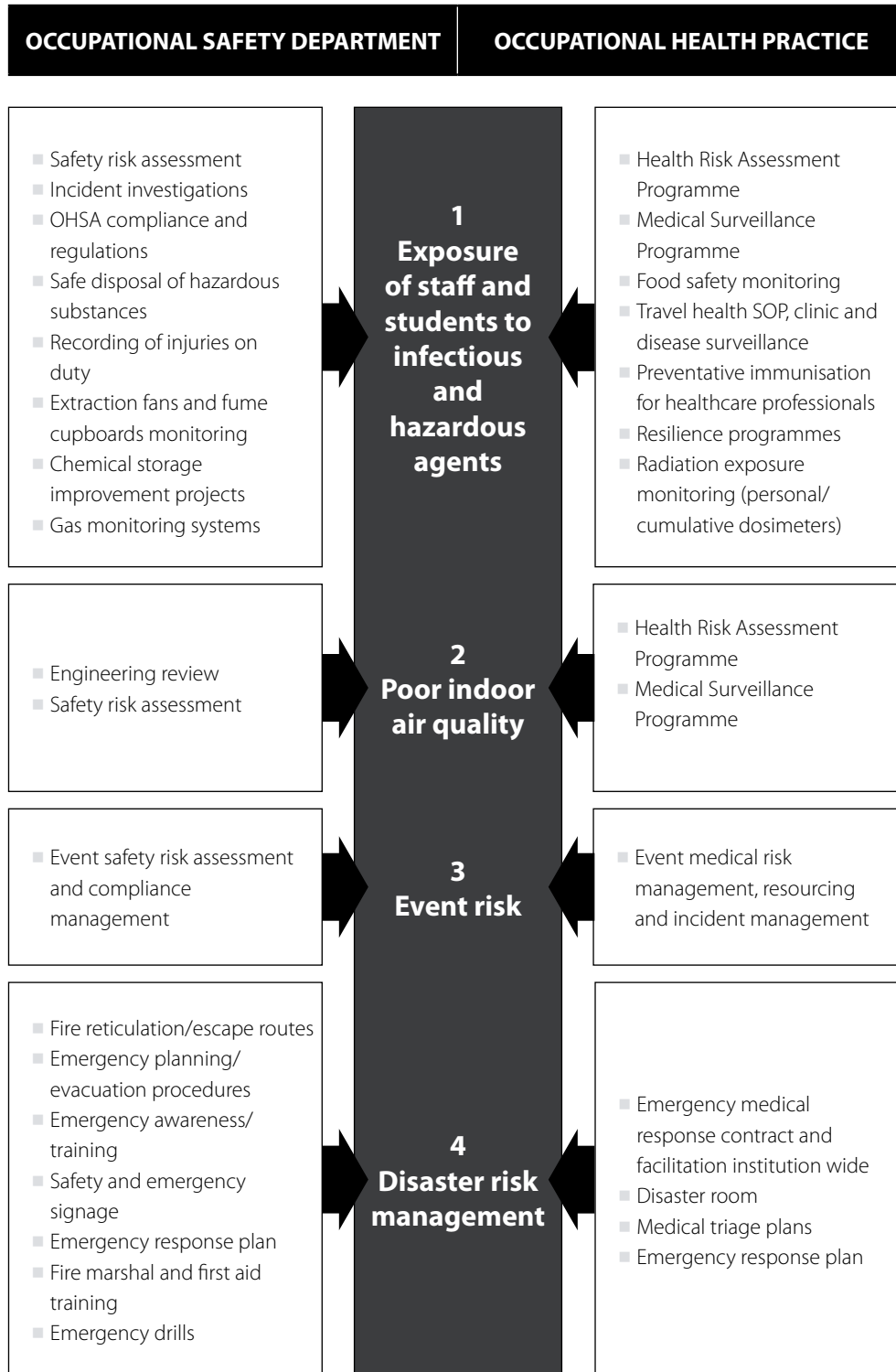


Figure 5: Key occupational health and safety risk themes identified and addressed at UJ

Key risks addressed at the Occupational Safety Department

- All radio links at SWC updated.
- Fire panel at Hector Petersen reprogrammed.
- Core drilled 74nr 50 mm holes at the basement to lower the water level on the floors above. As a result, the Civil Water Lab and the Resolution Circle storeroom on the lower level are completely dry.
- Certificate of Compliance (COC) received for the fire reticulation in the QK Building.
- Major water leak at APK Library repaired.
- Glass panel repaired at Zoology Department.
- New emergency door installed at the 24-hour Library study area DFC.
- Firewater leakage at APK tunnel access area repaired.
- Booster gauge repaired at Moshate residence.
- Major firewater leak at Sophiatown repaired. Additional shut off valves installed.
- Gas leak at the boilers of Gauta residence repaired.
- Chemical storage cabinets installed at Zoology.
- Bird netting installed at A Ring 2.
- Bird netting installed on DFC 5th Floor.
- Water leak at Ulwazi repaired. Fire water line rerouted.
- Egoli gas line emergency alarm repaired on APB.
- Booster pumps at Mayine residence replaced.
- Hydrant gauges at Mayine, Ndlovukazi and Horison replaced.
- Sprinkler pumps at JBS replaced.
- COC certification for CI Lab (227, 221) C2 Lab (115), C2 Lab (120,122,123, 124).
- COC certification for new installation at C2 Lab.
- COC for backup generator room DFC received.
- Kitchen canopies cleaned at Madibeng kitchen, Design Café, UJ Island, main kitchen STH and skills kitchen.
- New pumps installed at the booster tank of Mayine residence.

Table 15: Occupational safety risk stratification and controls

| OCCUPATIONAL SAFETY | |
|--|--|
| RISK TITLE | |
| LOW RISKS | CONTROL PROCEDURES |
| 1. Fire alarm system at the JOB, reports not in line with numbering of call points. | <ul style="list-style-type: none"> ■ Process 90% complete. |
| 2. QK pump room flooding. | <ul style="list-style-type: none"> ■ Starter motor installed. ■ Hydrant pump upgrade fixed. ■ Two valves installed inside the tank and two ball valves installed on the outside of the tank. ■ Pipe work from the tank to the pumps completed. ■ Inlet valve inside the pump room to be serviced. |
| 3. Ulwazi residence room D203 roof leakage, which has damaged smoke detection. | <ul style="list-style-type: none"> ■ Roof needs to be repaired before the smoke detectors can be replaced. Order number received. |
| MEDIUM RISKS | CONTROL PROCEDURES |
| 4. Low water pressure at Funda UJabule School. | <ul style="list-style-type: none"> ■ Flow test conducted by Tempest Fire. ■ Tempest Fire and UJ plumber in discussion, awaiting report. |
| 5. Damage to fire escape doors at Robert Sobukwe and Bram Fischer. | <ul style="list-style-type: none"> ■ Order number received for the replacement of the fire doors. |



| HIGH RISKS | CONTROL PROCEDURES |
|---|--|
| 6. Installation of addressable fire alarms at all residences. Of the 29 residences, only six have fire alarms installed. | <ul style="list-style-type: none"> Recommended that fire alarm systems be installed over four years starting with the high-rise residences. The following high-rise residences have been identified: Kilimanjaro, Ndlovukasi, Horison, Robin Crest, Gauta, Phumlani with an estimated value of R8 639 653.00 |
| 7. Fire water tanks not in operation due to old fire water lines; major water leak at APK Library. | <ul style="list-style-type: none"> Ongoing repairs on fire water lines. |
| 8. Inert gases, oxidisers, flammable gases. CO₂ gases are installed inside the labs. | <ul style="list-style-type: none"> Specifications completed and quotations forwarded to end- user to obtain funds. |
| 9. Storage of chemicals in the John Orr Building Doornfontein Campus. <ul style="list-style-type: none"> Applied Chemistry Applied Physics Biomedical Technology Biotechnology and Food Technology Chemical Engineering Emergency Medical Care Extraction Metallurgy HAP Lab Homoeopathy Department Laser Research Centre Water and Health Research | <ul style="list-style-type: none"> Occupational Safety Department met with all end-users. Following action plans are in place: <ul style="list-style-type: none"> The following recommendations were made: <ul style="list-style-type: none"> Bulk storage facilities. Free standing chemical storage cabinets. Free standing chemical storage cabinets with extraction. Combination of bulk chemical storage facilities and chemical storage cabinets. Based on the recommendations, the OSD provided a detailed cost report with recommendations to the project leader. Estimated cost R4 020 459. |
| 10. Fire retardant for the DB boards on the SWC Ukhamba Building. | <ul style="list-style-type: none"> Quotation received, awaiting order number. |

Key risks addressed at the Occupational Health Practice in 2020

The UJ qualitative Occupational Health risk profile was updated to reflect the 2020 status, based on all health risk assessments conducted on all campuses.

Medical surveillance

The medical surveillance target for 2020, for all four campuses combined, was 1 086, according to the health risk assessment findings. However, the combined number of medicals achievable, in terms of available personnel, stood at 656; this left a total of 430 medicals outstanding. The highest difference was on APK, with 284 outstanding medicals. For this reason, a locum Occupational Health nursing professional was appointed early in January to assist with the outstanding medicals. With her immediate engagement, there was early completion of 167 medical assessments on APK; and finally, a total of 199 medicals were completed on all four campuses, prior to lockdown.

Radiation

Radiation dosimetry results displayed no deviations beyond reference ranges – thus there was no occupational overexposure of radiation to workers at UJ.

Food safety monitoring

Food safety results *outperformed* the international norm. An average total food safety score of 94% was attained in Quarter 1 in comparison to the global norm of 85%. The Quarter 2 and Quarter 3 rounds were cancelled because no food providers remained open on site. During the Quarter 4 round conducted during October, surface swabs for COVID-19 were taken, and all results were negative. An average total food safety score of 84% was attained for Quarter 4, with an annual score of 89%.

Event medical risk assessment and resourcing

Twelve events were managed on all campuses, and no incidents were reported.

Medical response to disaster and ER24 rollout

The ER24 Emergency Medical Care contract was activated in April 2018, and comprehensive induction, orientation and awareness interventions have been completed, resulting in a stable and effective system of work. The Trigger number (010 205 3050) appears on intranet banners and is available to all staff and students. Control rooms and requesting departments/faculties have received posters. Event medical standby services are operational and effective. This Practice enabled a comprehensive, professional COVID-19 screening service at UJ access points during the first return of staff and students to campuses.

Travel medicine

In total, 15 staff members were assessed pre- and post-travel, and travel bags were issued. Vaccines were administered to 17 permanent employees. The annual Influenza Campaign in April and May – free of charge on all campuses – had to be cancelled due to the reprioritisation of available vaccines nationally to healthcare sectors.

Contact sessions

Contact sessions with Occupational Health clients across all campuses totalled 674, excluding COVID-19 related cases. Owing to further face-to-face clinical work and given a hybrid plan to allocate staff from both the Occupational Health Practice and the Primary Healthcare Service to resource clinics as from August, no further dedicated contact sessions were reflected. The contact with clientele was reported in daily clinic visit reports.

HEDA repository for all UJ health risk assessments since 2005

The OHP dashboard on the HEDA system has been developed in collaboration with DIPEM and is far advanced. The entire repository of health risk assessments since 2005 and quarterly reports are further accommodated on the site and are accessible to internal stakeholders. Graphics reflect performance on legally required medical surveillance targets. Health risk assessments and medical surveillance answer to the legal mandates of this portfolio. Refinements towards the five remaining key areas in the portfolio are currently under way.

UJ Occupational Health risk profile

The composition of a qualitative UJ Occupational Health risk profile, based on a control banding approach, has resulted in a global UJ view on risk types and their ratings. The profile is updated as new health risk assessments become available and can be viewed on HEDA.

Outliers health risk assessment

The Occupational Health risk profile was refined in December 2019 after three years of data collection. The proportion of high risks decreased from 37% in 2018 to 16%. Moderate risks rose slightly, and low risks increased significantly from 31% to 45%. The overall health risk trend therefore was towards lower risk. The relatively higher number of moderate and especially of low risks could be ascribed to unceasing risk identification, reporting and mitigating efforts. DFC remained the campus with the largest number of high risks, followed by APK.

The total number of planned health risk assessments across all campuses was 131 units, with 29 units completed. The outstanding 102 units were carried over to 2021-2023.

Digital transformation

Digital transformation and the impacts of 4IR on future healthcare are being followed on various platforms.

RISK REPORTING

The OHP places identified risks on the OHP Risk Register and implements mitigation strategies. The Registrar is notified of emerging risks. A decision is made whether to escalate risks to the Registrar's Portfolio Risk Register and/or the UJ Institutional Risk Register. All risks are ranked and included in quarterly reports and on the UJ Health Risk Profile.

Risks are reported to the OSD via emails, inspections and check sheets from Health and Safety representatives, surveys, audits, and safety meetings. Action plans are put in place for all identified risks. All high risks are recorded

on the monthly safety meeting report and Occupational Safety Risk Register. High risks are also identified on the Operations Risk Register.

STRATEGIC FOCUS AND TARGETS

Occupational Safety Department

Fitness for global excellence and stature

- Overall safety compliance rate 85,58%.
- Trained 110 staff members on health and safety matters.
- Inducted 309 staff members on safety related matters.
- Trained and appointed seven health and safety representatives, 71 first aiders and 36 fire marshals.
- Inducted 95 new staff members on emergency procedures and safety matters.
- Reported 10 fire incidents and 24 injuries.
- Conducted 12 emergency drills.
- Attended eight Health and Safety representative meetings.
- Total waste generated 1409.30T. Total waste recycled 673.860T (47,81%). Total hazardous waste generated (16.05T medical and chemical waste, fluorescent tubes 2.717T and 13.00T fat waste) 31.767T. Total hazardous waste recycled 15.714T. (49,46%) (fat waste, wet waste, cartridges, and fluorescent tubes).

2021 targets

- Ensure overall occupational safety compliance rate 86%.
- Ensure recycling figures – target 35%.
- Upgrade outdated evacuation alarms, gas monitoring alarms, gas suppression alarms and fire alarms.
- Train all Protection staff on first aid and firefighting.
- Train 500 staff members annually on safety related matters.

2025 targets

- Overall occupational safety compliance rate 88%.
- Recycling figures – target 36%.

Occupational Health Practice

Short- and medium-term initiatives

Compliance with two legal mandates (when safe)

- Health surveillance of UJ staff is undertaken to prevent impacts of occupational stressors, such as chemicals, biological agents, physical stress, noise, and radiation, on health. We conduct lung function tests, blood tests, hearing tests and medical assessments on all staff potentially exposed. The UJ Medical Surveillance Programme is formatted on annual/bi-annual cycles.
- Occupational Health Risk Assessments and Occupational Hygiene surveys: an annual Health Risk Audit Plan is followed to accommodate the prescribed intervals. For acute/emerging risk, additional surveys are designed and arranged.

Surveillance and preparation for global/local emerging communicable disease such as Coronavirus-related disease, Malaria, Influenza, Polio, Ebola Viral disease, and Measles.

Long-term initiatives

- Strong bilateral collaboration with equivalent peers in Occupational Health, the Medichem Scientific Committee, legislative reviews for Technical Committee 7 in the Department of Labour, and consistent contact with the International Commission for Occupational Health.
- Innovative introduction of digital health technologies in the UJ Occupational Health Practice's system of governance and reporting, as well as operational digitisation, where possible.
- Trendsetting in OHP governance at a higher education institution.
- Evidence-based practice, research, and epidemiological studies.



COVID-19 INTERVENTIONS

Occupational Health Practice

Response to pandemic

The pandemic has prompted unique and rapid responses from OHP, which included daily capturing, follow-up contact with all positive cases and those in isolation, comprehensive consultancy with line managers on clinical management in their domains, briefings at the COVID-19 Coordinating Committee, development of the UJ COVID-19 dashboard on uLink, maintaining a travel register and assessment of risks to each traveller, development of an online self-disclosure facility and deep involvement in setting up screening services at access points, in collaboration with stakeholders. Intense research was undertaken to stay abreast of scientific evidence for practice during the pandemic. Legal developments were followed and implemented as they emerged. Administrative duties included reporting to NIOH, DHET, the City of Johannesburg's Public Health and Environmental Health Departments, the Department of Employment and Labour and the Workman's Compensation Commissioner.

From August 2020, all campus clinics were opened and staffed to manage emergencies and COVID-19 related matters. This approach matched the levels of returning students and staff. The total number of staff who contracted COVID-19 amounted to 122; 19 employees contracted the virus at work, with two known COVID-19 deaths.

Occupational Safety Department

Response to the pandemic

Table 16: Response to pandemic

| COVID- 19 signage installed | Foot operated hand sanitizers installed | Waste boxes placed | COVID19 waste removed | Contract-ors safety files approved | Tenants safety files approved | Risk assessments completed |
|------------------------------------|--|---------------------------|------------------------------|---|--------------------------------------|-----------------------------------|
| 1 927 | 439 | 169 | 175 kg | 74 | 18 | 23 |

Fourteen COVID-19 cases were reported to the Compensation Commissioner.

CONCLUSION

Integrated Health and Safety reporting was embarked upon for the first time at UJ in 2015. It has resulted in a merged synopsis on Occupational Health and Safety at UJ for the past five years. In addition, the record of achievement of close to zero per cent preventable risk is evidence of effective systems of surveillance and risk reduction.

The Occupational Health Practice and the Occupational Safety Department are mature divisions with unique roles and responsibilities. The nature of surveillance and documenting is cyclic or risk based and is comprehensive. It covers health and safety risks and hazards at UJ from both perspectives. At a minimum, the two divisions assume legal compliance roles under the Occupational Health and Safety Act, as amended, on behalf of the Vice-Chancellor. The value, however, extends beyond compliance to comprehensive surveillance of all environments and processes and health of persons entering the premises to detect risk early and to institute mitigators. This has proven especially effective in the institutional response to the COVID-19 pandemic, and will doubtless continue to be of significance as the pandemic develops further.

Significant occupational risk is treated in a combined, collaborative manner, often involving a further network of stakeholders. Risk ratings and decisions are therefore evidence based and informed. UJ, given the chosen Occupational Health and Safety Model, is maintaining a position of leadership among peers in higher education.



Kobus de Bruyn (Mr)
Head: Occupational Safety



Elana Venter (Sr)
Head: Occupational Health Practice



André Swart (Prof)
Chief Operating Officer

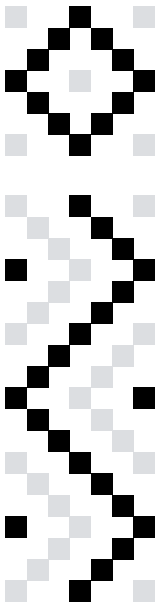


Kinta Burger (Prof)
Registrar









Academic Teaching and Learning

OVERVIEW & STRATEGIC FOCUS

The University of Johannesburg is a comprehensive university that offers academic programmes from undergraduate diplomas to doctoral qualifications. The strategic objectives related to teaching and learning are to provide an outstanding student experience and global excellence in teaching and learning. The Strategy Plan 2025 of the University is to achieve global stature and to lead in the Fourth Industrial Revolution (4IR). In terms of teaching and learning, this will involve attaining and maintaining:

- Intellectually rigorous curricula that respond innovatively to the challenges and opportunities of the 21st century.
- Pre-eminence as a teaching-focused institution, leading by means of effective innovation, including the appropriate and widespread use of technology in the learning process.
- Outstanding achievements across our diverse student body.
- An enrolment profile with growth in Education and SET, with an increase in international students and a significant proportion of students from schools in the lowest two quintiles.
- A continuous and intense focus on reducing dropout and increasing the programme completion rate.

The cornerstone of our teaching and learning approach is captured in the Teaching and Learning Strategy 2014-2020. In this report, the data for 2019 reflect audited figures, while the 2020 data were accessed on 16 March 2021 and are still provisional.

Strategic focus

Indicators related to teaching and learning in the UJ Annual Performance Plan and the Strategic Plan 2025 reflect the following targets for 2020:

- Honours, PGDip, master's and doctoral enrolments: 9 945
- Total postgraduate output: 3 334
- Undergraduate output: 10 598
- Percentage first-time entering UG students with APS \geq 35: 3 800



TEACHING AND LEARNING STRATEGY AND POLICIES

The following strategies, policies and regulations related to teaching and learning are implemented at the University:

- Admission and Selection Policy, including related placement tests
- Academic Regulations
- Faculty Rules and Regulations
- UJ Teaching and Learning Strategy
- Teaching and Learning Policy
- Academic Programme Policy and Guidelines for the Development of Academic Programmes
- Recognition of Prior Learning Policy
- Assessment Policy
- Policy on Work-integrated Learning
- Policy on Learning Material
- Certification Policy
- Enrolment Management Plan and UJ Enrolment Management Model

ORGANISATIONAL RESPONSIBILITIES AND GOVERNANCE

Overview

The Deputy Vice-Chancellor (DVC): Academic is responsible for the core business related to teaching and learning. The Executive Director: Academic Development and Support reports to the DVC: Academic. The Executive Director: Library and Information Centre, the Executive Director: Research, and the Executive Director: Internationalisation report to the Deputy Vice-Chancellor: Research and Internationalisation.

Senate and Senate Committees are responsible for the governance related to academic programme delivery.

The Registrar is responsible for the governance and quality of academic administration relating to the academic life cycle of the student, from application to graduation. The following governance related to teaching and learning is reflected in this Annual Report:

- Academic architecture
- Distinctive campus programmes
- Enrolment Plan 2020
- Senate and Senate Committees
- Teaching and learning support governance:
 - Academic Development and Support
 - Internationalisation
 - Library and Information Centre

Academic architecture

The following college and seven faculties are operational:

- College of Business and Economics (CBE)
- Faculty of Art, Design and Architecture (FADA)
- Faculty of Education
- Faculty of Engineering and the Built Environment (FEBE)
- Faculty of Health Sciences
- Faculty of Humanities
- Faculty of Law
- Faculty of Science

The academic programmes are offered across four campuses: the Auckland Park Kingsway Campus (APK), the Auckland Park Bunting Road Campus (APB), the Doornfontein Campus (DFC), and the Soweto Campus (SWC).

Enrolment Plan 2020

The UJ Enrolment Plan for 2020 was approved with due regard to the Department of Higher Education and Training's Medium-term Strategic Framework, and made provision for the following:

- Total contact headcount enrolments of 49 121.
- The total target of first-time entering undergraduates of 10 183.
- Percentage of headcounts per qualification type (contact and distance):
 - Undergraduate diplomas: 21%
 - Undergraduate degrees: 59%
 - Undergraduate total: 80%
 - Postgraduate below master's: 8%
 - Master's and doctoral enrolments: 12%
 - Doctoral enrolments: 3%
 - Postgraduate total: 20%
- Percentage of headcounts per aggregate classification of educational subject matter (CESM) category for contact enrolments:
 - Business and management: 36%
 - Education: 8%
 - Science, engineering and technology: 37%
 - Other humanities: 19%

The Enrolment Plan was refined per faculty. The planned enrolment figures were approved according to the above institutional specifications. In addition to this, each faculty calculated the planned enrolment figures per qualification for planning and monitoring purposes.

Senate and Senate Committees

Senate consists of the members of the Management Executive Committee, executive deans, vice-deans, executive directors responsible for academic portfolios, professors (permanent full-time), heads of academic schools (who are not otherwise professors), heads of academic departments (who are not otherwise professors), two members of the Student Representative Council and invited members as determined by Senate. The Vice-Chancellor and Principal is the Chairperson of Senate.

The following Senate Committees are operational:

- Senate Executive Committee
- Senate Higher Degrees Committee
- Senate Teaching and Learning Committee
- Senate Research Committee (known as the University Research Committee)
- Senate Academic Freedom Committee

The governance performance of the above structures/committees is reflected in Section Three (Statement on Governance) of this Annual Report.

INSTITUTIONAL ACADEMIC PERFORMANCE

Student enrolment profile, performance and graduate output

The planned undergraduate and postgraduate contact headcount for 2020 was 49 121, and the achieved headcount for contact enrolments (excluding distance and occasional) was 47 686, which is 3% below the planned target.

Table 17: Enrolment figures per campus, 2011 to 2020*

| Campus | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| APB | 9 201 | 7 674 | 6 287 | 5 474 | 5 096 | 5 412 | 5 336 | 5 284 | 5 382 | 5 185 |
| APK | 27 723 | 26 685 | 26 725 | 26 665 | 26 648 | 27 638 | 26 691 | 26 623 | 25 939 | 25 700 |
| DFC | 8 287 | 8 972 | 9 825 | 11 332 | 11 665 | 12 267 | 12 061 | 12 441 | 13 124 | 11 400 |
| SWC | 5 317 | 5 438 | 5 450 | 6 219 | 5 946 | 6 381 | 6 346 | 6 034 | 5 578 | 5 379 |
| Off-campus | – | – | – | – | – | – | 13 | 404 | 526 | 902 |
| Total | 50 528 | 48 769 | 48 287 | 49 690 | 49 355 | 51 698 | 50 447 | 50 786 | 50 549 | 48 566 |

* Figures include distance and occasional.

Faculty enrolments were also close to target, as follows:

Table 18: Headcount enrolment figures per faculty, 2011 to 2019

| Faculty | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Art, Design and Architecture | 1 197 | 1 207 | 1 257 | 1 310 | 1 370 | 1 358 | 1 366 | 1 363 | 1 408 | 1 317 |
| College of Business and Economics | 21 525 | 20 902 | 20 206 | 20 406 | 19 609 | 20 625 | 19 755 | 19 100 | 18 173 | 17 739 |
| Education | 5 051 | 3 886 | 3 515 | 3 880 | 3 957 | 3 951 | 3 903 | 4 052 | 4 043 | 4 294 |
| Engineering and the Built Environment | 8 368 | 8 323 | 8 352 | 8 677 | 9 122 | 9 625 | 9 409 | 9 841 | 10 183 | 8 938 |
| Health Sciences | 3 433 | 3 609 | 3 662 | 3 725 | 3 738 | 3 954 | 3 972 | 4 184 | 4 460 | 4 134 |
| Humanities | 5 781 | 5 738 | 5 847 | 5 988 | 5 666 | 6 143 | 6 145 | 6 141 | 5 852 | 5 561 |
| Law | 1 623 | 1 580 | 1 699 | 1 709 | 1 733 | 1 777 | 1 656 | 1 671 | 1 746 | 1 739 |
| Science | 3 550 | 3 524 | 3 749 | 3 995 | 4 160 | 4 265 | 4 241 | 4 434 | 4 684 | 4 844 |
| Total | 50 528 | 48 769 | 48 287 | 49 690 | 49 355 | 51 698 | 50 447 | 50 786 | 50 549 | 48 566 |

** Figures include distance and occasional.*

The table below shows that the University has had a lower ratio of full-time equivalent students to headcounts in 2020. This is an indication of the average load carried by students, and this load declined from 0.777 to 0.775.

Table 19: Headcount, FTE and ratio*

| Year | Headcount | FTE | Ratio |
|------|-----------|------------|-------|
| 2020 | 48 566 | 37 616.898 | 0.775 |
| 2019 | 50 549 | 39 295.042 | 0.777 |
| 2018 | 50 786 | 38 798.728 | 0.764 |
| 2017 | 50 447 | 38 800.962 | 0.769 |
| 2016 | 51 698 | 39 850.603 | 0.771 |
| 2015 | 49 355 | 37 985.215 | 0.770 |
| 2014 | 49 690 | 38 156.047 | 0.768 |
| 2013 | 48 287 | 36 656.076 | 0.759 |
| 2012 | 48 769 | 37 348.712 | 0.766 |
| 2011 | 50 528 | 38 556.638 | 0.763 |
| 2010 | 48 315 | 37 270.580 | 0.771 |

** Figures include distance and occasional.*

UJ was very successful in attracting postgraduate students in 2020. In the preceding nine years, the University has managed to increase the postgraduate numbers from under 13,6% to 20,3%.

Table 20: Undergraduate and postgraduate headcount percentage of enrolment figures

| Enrolment Type | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Undergraduate | 86,9% | 86,1% | 85,7% | 85,6% | 84,9% | 84,1% | 84,1% | 82,0% | 81,5% | 79,6% |
| Postgraduate | 12,8% | 13,6% | 14,0% | 14,1% | 14,9% | 15,6% | 15,8% | 17,9% | 18,4% | 20,3% |
| Occasional | 0,4% | 0,3% | 0,3% | 0,3% | 0,2% | 0,3% | 0,2% | 0,2% | 0,1% | 0,1% |

The enrolment of international students, which is a priority for the University, has increased substantially since 2009 and currently constitutes 8,7% of total headcount enrolments, compared to 4% in 2009. Faculties are closely monitored in this regard.

Table 21: International enrolments and percentage of total enrolments*

| 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 950 | 2 216 | 2 351 | 2 417 | 2 308 | 2 342 | 2 797 | 3 216 | 3 379 | 4 204 | 4 273 | 4 221 |
| 4,0% | 4,6% | 4,7% | 5,0% | 4,8% | 4,7% | 5,7% | 6,2% | 6,7% | 8,3% | 8,5% | 8,7% |

* Figures include distance and occasional.

In relation to the CESM mix, the SET target for 2020 was 37%. The achievement of 34,8% for contact enrolments in the SET field is 2,2% below target.

Table 22: CESM mix*

| CESM Category | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Business and Management | 40,9% | 40,3% | 39,4% | 38,7% | 39,1% | 40,6% | 40,1% | 38,5% | 36,6% | 37,2% |
| Education | 8,3% | 6,7% | 6,2% | 6,3% | 7,5% | 7,2% | 7,5% | 7,8% | 7,9% | 8,8% |
| Humanities/Law | 20,9% | 22,6% | 23,5% | 23,3% | 20,4% | 19,3% | 19,3% | 19,2% | 19,1% | 19,3% |
| SET | 29,9% | 30,4% | 30,8% | 31,7% | 33,0% | 32,8% | 33,2% | 34,5% | 36,4% | 34,8% |

* Figures include distance and occasional.

The University seeks to maintain a student profile that reflects the diversity of the South African population and, for this reason, carefully monitors trends in population group distribution in the student body. Black enrolment increased by 0,5% in 2020, and white enrolment is still showing a declining trend, indicating that the demographic shift in enrolment pattern has not yet stabilised.

Table 23: Student profile: Population group distribution*

| Race | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Black | 76,3% | 77,9% | 79,1% | 81,1% | 82,1% | 83,6% | 84,5% | 85,4% | 86,6% | 87,1% |
| Coloured | 3,3% | 3,1% | 3,2% | 3,2% | 3,3% | 3,3% | 3,2% | 3,2% | 3,1% | 3,0% |
| Indian | 4,7% | 4,6% | 4,7% | 4,6% | 4,7% | 4,5% | 4,4% | 4,2% | 3,9% | 3,9% |
| White | 15,8% | 14,4% | 13,0% | 11,1% | 9,9% | 8,7% | 7,9% | 7,1% | 6,4% | 5,9% |

* International students excluded.

The undergraduate success rate in 2020 was 89,2%, which is the highest since 2011. This is a good achievement, and our collective task is to ensure that this high module success rate translates into an improved graduate throughput rate.

Table 24: Undergraduate success rates

| Undergraduate Type | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Undergraduate diploma and certificate | 80,9% | 81,6% | 84,1% | 85,0% | 85,6% | 85,5% | 85,2% | 85,1% | 85,3% | 90,2% |
| Undergraduate degree | 78,4% | 82,4% | 82,8% | 84,3% | 85,4% | 85,4% | 85,9% | 85,8% | 86,0% | 88,9% |
| Average undergraduate | 79,4% | 82,1% | 83,3% | 84,5% | 85,5% | 85,4% | 85,7% | 85,6% | 85,8% | 89,2% |

In terms of graduate outputs, the 2020 results are provisional, and are likely to rise, especially in the master's and doctoral category.

Table 25: Graduate output subsidised qualifications

| | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Undergraduate three years and less | 7 515 | 8 145 | 8 202 | 8 067 | 8 496 | 8 458 | 8 709 | 8 719 | 9 330 | 9 299 | 7 989 |
| Undergraduate four years | 519 | 639 | 683 | 851 | 1 078 | 1 094 | 1 082 | 1 250 | 1 236 | 1 382 | 1 375 |
| Undergraduate Total | 8 034 | 8 784 | 8 885 | 8 918 | 9 574 | 9 552 | 9 791 | 9 969 | 10 566 | 10 681 | 9 364 |
| PG (pre-master's) | 1 830 | 1 983 | 1 986 | 2 066 | 2 127 | 1 991 | 2 178 | 2 230 | 2 105 | 2 265 | 2 265 |
| Master's | 369 | 394 | 430 | 514 | 527 | 501 | 682 | 679 | 864 | 998 | 710 |
| Doctoral | 51 | 68 | 109 | 78 | 106 | 105 | 119 | 126 | 189 | 223 | 173 |
| Postgraduate Total | 2 250 | 2 445 | 2 525 | 2 658 | 2 760 | 2 597 | 2 979 | 3 035 | 3 158 | 3 417 | 3 120 |
| Total (UG and PG) | 10 284 | 11 229 | 11 410 | 11 576 | 12 334 | 12 149 | 12 770 | 13 004 | 13 724 | 14 098 | 12 395 |

Undergraduate applications and admissions

Table 26: Number of new applicants at undergraduate level (including BTech)

| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|---------------------------------------|---------|---------|---------|---------|---------|---------|---------|
| Art, Design and Architecture | 5 488 | 4 293 | 4 684 | 4 862 | 6 693 | 9 204 | 11 969 |
| College of Business and Economics | 44 285 | 39 782 | 41 683 | 41 222 | 43 517 | 53 096 | 65 315 |
| Education | 17 678 | 14 417 | 18 249 | 19 731 | 24 484 | 36 695 | 44 798 |
| Engineering and the Built Environment | 27 631 | 23 519 | 23 176 | 22 293 | 23 549 | 22 639 | 21 839 |
| Health Sciences | 16 362 | 13 610 | 17 317 | 19 668 | 24 595 | 25 684 | 34 179 |
| Humanities | 23 350 | 21 056 | 20 835 | 22 791 | 28 876 | 33 562 | 39 374 |
| Law | 14 225 | 9 390 | 11 776 | 12 282 | 15 841 | 20 601 | 24 934 |
| Science | 12 474 | 9 740 | 9 993 | 10 461 | 12 133 | 15 682 | 15 957 |
| Grand Total | 161 493 | 135 807 | 147 713 | 153 310 | 179 688 | 217 163 | 258 365 |



When processing the applications for undergraduate first years, the following categories in relation to admission status were utilised:

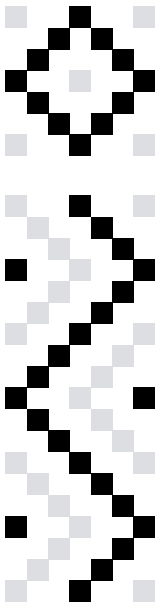
- **Full Admission Admitted:** These are applicants who are in possession of a National Certificate or National Senior Certificate and fully comply with the admission criteria of the relevant qualification.
- **Conditional Admission:** The admission is based on the applicant's Grade 11 results, reflecting good academic performance and therefore exceeding the minimum admission criteria, thus reflecting low risk for final selection based on Grade 12 results. This admission status, however, is still subject to the final Grade 12 results, including the endorsement requirement.
- **Provisional Admission:** This is subject to space. The applicant complies with the minimum admission criteria based on Grade 11 results, but the academic performance reflects a degree of risk, or the enrolment target for a specific academic programme has been exceeded or may be exceeded in accordance with the final selection and admission process.
- **Admission Declined:** This implies non-compliance with the admission criteria.

A handwritten signature in black ink, appearing to read 'Angina Parekh', with a horizontal line underneath.

Angina Parekh (Prof)

Deputy Vice-Chancellor: Academic





Academic Development and Support

OVERVIEW

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

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

The combined effort from ADC and CAT to support teaching and learning undoubtedly contributed to student success. The undergraduate degree credit success rate, the principal barometer of overall undergraduate achievement, has steadily increased since 2014 (see Table 27). However, there was a 3,3% jump in the success rate from 2019 to 2020. This increase can be explained in a number of ways: (a) During lockdown and with everything online, there was a complete focus on students and their teaching and learning needs; (b) Students spent more dedicated time during the lockdown on learning activities (despite many challenges); (c) The 2020 Academic Regulations underwent several changes: exam entry requirements were lowered from 40% to 30%; weightings in the semester mark (SM) and examination mark (EM) were changed; some semester modules were converted to couplet modules or to year modules; assessments changed from the traditional examination model to a continuous assessment model; pre-requisites for progress from Semester 1 to Semester 2 were waived, where academically possible.

Table 27: Undergraduate degree credit success rate

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



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

ACADEMIC DEVELOPMENT CENTRE (ADC)

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

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

Targeted efforts aimed at ensuring student success during the UJ COVID-19 response

The ISSI integrated online teaching support project

In addition to the normal implementation of the Integrated Student Success Initiative (ISSI), a pilot project led by ADC staff focused on an intensified and coordinated way on 10 selected modules to enhance student success while learning remotely. ADC partnered with the Centre for Academic Technologies (CAT) and the Centre for Academic Staff Development (CASD) to deliver a four-step intervention during Semester 2 of 2020. The four-step strategy focused on (i) raising awareness of support offered at UJ; (ii) collaborative (ADC, CAT, CASD) delivery of workshops and seminars on pedagogies and technologies for effective teaching and learning; (iii) implementation and support to participants in the pilot project; and (iv) reflecting collaboratively on challenges that could enable better support.

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

The UJ FYS traditionally takes place face-to-face, and this will remain an important way of engaging with newly arriving students in the future. For 2021, however, the FYS will take place almost totally online. ADC collaborated with CAT, support services at UJ, faculties and Eiffel Corp. The project created a fully populated UJ FYS 'shell' Blackboard module. The 'shell' was copied and will be customised for the seven faculties and the College of Business and Economics. This will result in eight customised, fully online, and interactive modules available to all first-year students for the duration of their first year.

Find Your Way

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

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

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

The UJ Integrated Student Success Initiative (ISSI)

The ISSI is an institutional and data-informed student success initiative aiming to improve student success in selected priority modules. Faculties select modules for inclusion. The Academic Development Centre (ADC) worked closely with the Centre for Academic Technologies (CAT) and other support services, in conjunction with the various Vice-Deans: Teaching and Learning in each faculty as well as the module lecturers to develop and implement agreed interventions.

Despite the limitations of studying remotely, the Integrated Student Success Initiative (ISSI) continued to find innovative solutions to students' problems in 2020. The ISSI aims to impact student success at UJ, in terms of module pass rate, degree completion rate and the dropout rate, with a data-informed process that focuses UJ resources where they can have the greatest impact on student success. The strength of ISSI is the collaborative participation of all eight Vice-Deans: Teaching and Learning. The ISSI interventions were once again focused on the UJ Priority Module Index, which identifies the 20% of modules where most funded credits were lost during the previous academic year. The interventions involved active engagement with the lecturers of 90 modules, consisting of five each per semester from each faculty and 10 from the College of Business and Economics (CBE). Faculty representatives completed an initial analysis, after which ADC staff, with representatives from CAT and other support services, met with the academics responsible for the various priority modules, to refine and finalise intervention plans. Additional UJ resources – in the form of the strategic tutor fund, the UJ funded e-books and ADS seed funding for ISSI implementation – were made available to stimulate the ISSI's growth. It is envisioned that the work conducted in ISSI will continue to grow and that it will lead to research publications on an institutional, data-informed approach to enhance student success.

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

ADC Access

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

Academic Development and Innovation (ADI)

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

In addition to teaching and learning, ADI led several innovative programmes and interventions contributing towards the reduction of student dropout, the strengthening of both First Year (FYE) and Senior Student (SSE) Experience, as well as the Student Success Initiative (SSI). ADI continued with coordinating the student mentoring programme at UJ through continual engagements with UJ stakeholders, mainly in faculties and

residences. During 2020, a total of 10 607 students attended either a mentor training session, individual consultation, group consultation, a focus group, a study skills workshop, residence training or ISSI interventions delivered by ADI staff members.

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

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

Department of Academic Literacies

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

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

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

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

The South African National Resource Centre for the First Year Experience and Students in Transition (SANRC) is a DHET-funded national centre housed within the Academic Development Centre. Despite the challenges posed by the advent of the COVID-19 pandemic, the SANRC made some notable gains in pursuit of its three-fold agenda of (i) setting a scholarly agenda for South Africa's First Year Experience community; (ii) providing resources for South Africa's First Year Experience community; and (iii) creating and developing South Africa's First Year Experience community through national and international collaboration and networking.

The year began on a high note for the SANRC, with participation in selected universities' orientation programmes. A further highlight was a joint keynote by Dr Annsilla Nyar, SANRC Director, and Dr Jennifer Keup, Director of the SANRC's sister organisation, the National Resource Center (NRC) for the First Year Experience and Students in Transition (based at the University of South Carolina) at the NRC's 39th Annual Conference on the First Year Experience, in Washington DC on 21 to 24 February 2020. The joint keynote was entitled 'Finding the humanity in first-year experience: Critical reflections on the globalisation of a movement'. The SANRC actively participated in global First Year Experience networks in 2020. Dr Annsilla Nyar helped plan and participated in two panel sessions for the Biennial International Forum on the First Year Experience, in Washington DC on 20 February 2020.

The Annual SANRC FYE Conference scheduled to take place in Cape Town on 20 to 22 May 2020 had to be cancelled because of the national lockdown. The SANRC is currently well advanced to host a fully online national conference in 2021. Despite not having its annual conference, the SANRC still accomplished a number of gains

in the area of scholarship during 2020. Dr Annsilla Nyar contributed an article 'The First Year Experience' for the book *Student affairs and services in higher education: Global foundations, issues, and best practices*, 3rd edition, published by the International Association of Student Affairs and Services (IASAS) in cooperation with the Deutsches Studentenwerk (DSW) Publishers in Berlin, Germany. The SANRC also released a third special edition of the *Journal of Student Affairs in Africa (JSAA)* at the end of 2020, entitled *Deepening scholarship on the first-year experience*. Lastly, Dr Nyar also presented a paper, the 'Double transition for first-year students: Understanding the impact of COVID-19 on South Africa's first-year students' at the 27th fully online National Students in Transition Conference, hosted by the NRC. This paper serves as an overview article on the effect of the COVID-19 pandemic on South Africa's First Year Experience.

CENTRE FOR ACADEMIC TECHNOLOGIES (CAT)

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

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

UJ's blended approach to T&L meant that the vast majority of undergraduate students already had one or more modules on Bb. In March 2020, the focus was on departmental interventions to create modules that were not on the LMS and to get them ready for online teaching, using a flexible structure that could easily be modified. CAT staff viewed over 1 500 undergraduate modules during the third week of March to check for 'online readiness' in terms of the presence of (a) a structure that students can easily follow; (b) a learning guide; (c) evidence of activities in Week 6 of Term 1; (d) presence of assignments; and (e) presence of online assessments. Using this evidence, and with Faculty/CBE Vice-Deans and T&L committee members' support, CAT focused on departments and modules that needed assistance. A series of webinars and conversations, using Collaborate or Zoom, were used in faculties and CBE to support academics with specific aspects of module design and online delivery. In April, more than 944 staff were trained; in May, 647, and in June, fewer workshops took place with 177 attendees. The focus was on using Bb Collaborate to stay in touch with students and set up and mark assessments. Examples include an overview of *Blackboard for beginners*, *How to use Collaborate Ultra*, *How to create groups*, *How to mark online*, *How to create a Turnitin assignment*, *How to record PowerPoint slides* and *How to compress videos*. CAT collaborated with the Division for Academic Planning, Quality Promotion and Academic Staff Development in compiling the *Online Assessment Guidelines* with input from faculties and CBE.

Before the start of Term 2, during four days of online student orientation (14 to 17 April), the CAT Helpdesk answered 900 queries, with 1 700 queries subsequently answered during the first week of Term 2. Many

students needed technical help, e.g. how to reset passwords, but most questions were more general, about data, devices, and online learning. Additional resources for students were developed and distributed. The focus was on finding quick help: *What you need to know for off-campus learning and a Checklist for online readiness* – with live links embedded.

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

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

In addition to supporting UJ staff and students, CAT hosted the annual UP2U virtual conference, *Optimising the Online Experience*, for learning designers in South Africa. The three-hour event was attended by 205 people from 19 higher education institutions and four industry-related entities (the Independent Institute of Education (IEE), Blackboard, the South African Institute for Distance Education (SAIDE) and Higher Education Partners South Africa (HEPSA)). CAT colleagues also hosted an annual meeting of the Southern African Universities Learning and Teaching (SAULT) forum in February, attended by 12 academics from across the SADC region.

CENTRE FOR PSYCHOLOGICAL SERVICES AND CAREER DEVELOPMENT (PsyCaD)

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

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

Given this background and the expected psychological impact of COVID-19, it was important for PsyCaD to continue offering services and interventions despite the challenges of offering services remotely. Psychology and psychological interventions are typically associated with face-to-face interventions, and although there

had been attempts to digitalise some interventions, these had never really gained momentum. The COVID-19 pandemic gave impetus to a re-evaluation of the interventions, methods, and techniques typically used in the profession. Psychology as a profession, and PsyCaD in particular, was forced to identify scientifically-based digital alternatives to face-to-face interventions.

PsyCaD has in the recent past made steady progress towards digitalising its services. Some of these were developed a while ago, some recently and others are in either a development or planning phase. The announcement of the lockdown implied that PsyCaD not only had to create support for its existing clients, but also needed to create a support mechanism for those students who were going to experience psychosocial challenges during the lockdown. The initial response was to contact all existing clients to establish some form of communication platform and to ensure that these clients were not abandoned. Students were offered the opportunity to contact their therapists via email, SMS, WhatsApp, Skype or Zoom. There was an initial delay in operationalising this, as there were some ethical challenges regarding telephone and online counselling. Once the HPCSA gave the necessary guidelines, PsyCaD adapted its processes accordingly and could offer students continuous support throughout the lockdown.

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

In order to assess to what extent students received support during lockdown, the number of consultations for 2020 was compared to those for 2019. During 2020, PsyCaD had 16 040 consultations with students, compared to 14 606 in 2019. Of these, 12 054 were during lockdown (i.e. 26 March to 15 December 2020) compared to 11 263 in the same period in 2019. This would seem to indicate that the PsyCaD support to students continued successfully during the lockdown period.

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

The above measures provided support for individuals. However, PsyCaD was also cognisant that there were students who needed some form of support, advice or information that did not necessarily require individual consultations. In order to cater for these students, a number of online support initiatives were put into place. During 2020, PsyCaD launched an app that provides students with important contact numbers, e.g. the crisis line number, as well as information on GBV and other self-help video clips. The psychological services team also launched a Monday Mental Health series, which included talks on a range of topics, such as depression and anxiety. PsyCaD had a module on Blackboard, which also provided students with a wide range of self-help video clips and tip sheets.

In addition to the challenges and problems that students face, students with disabilities have added challenges. When it was announced that UJ would move to online teaching and assessments for the remainder of the semester, the Disability Unit immediately made contact with their students to ascertain how they could best support them. The team conducted 762 telephonic consultations with these students. Keeping in mind that the students with disabilities generally receive a lot of support ? such as access to computers with assistive

software, assistive devices, and support during assessments ? the lockdown impacted on their access to this kind of support. Therefore, in addition to the individual consultations, the Disability Unit also had to look at ways of providing support to these students. In addition to support for students, the Disability Unit also provided assistance to lecturers to ensure that the study material and assessments were disability friendly and, where necessary, they assisted to adapt course material.

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

Out of necessity, graduate recruitment had to adapt to the new circumstances. In addition to the Law and Commerce Career Fairs that were hosted on campus in March 2020, the Career Services team had planned three Career Fairs for the second half of the year, i.e. Engineering, Government and General Career Fairs. Owing to the lockdown, alternatives had to be found in order to afford students the opportunity to engage with companies for job opportunities, and an on-campus Law Career Fair was hosted, as well as a Virtual Career Fair in collaboration with the South African Graduate Employers Association (SAGEA). In addition to the SAGEA Career Fair in which 91 companies and 6 125 UJ students participated, the Career Services team hosted their own Virtual Career Fair, which hosted 23 employers and reached 1 691 UJ students. A new initiative in 2020 was the virtual annual Government and Actors of the State Career Day, which was attended by 14 government departments and 1 400 students.

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

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

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

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

SPECIAL PROJECTS

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

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

During 2020, the University Capacity Development Grant (UCDG) implementation continued with great effect. ADC played a leading and coordinating role in implementing and reporting on the UJ UCDG plan. Of the total of R150 914 336 approved for the three-year period 2018-2020, R50 987 358 was made available to UJ during 2020. ADC once again represented UJ at the Centre for Research on Evaluation, Science and Technology's monitoring and evaluation (M and E) development workshops to develop an M and E framework for the UCDG. UJ also participated in the planning for the second round of UCDG funding (for 2021 to 2023). A UJ plan with eight

projects for a total of R167 441 798 was created and approved, both internally and by DHET. The implementation of the UJ UCDG plan spans across ADS, faculties, the Research Office, and the Postgraduate Centre. As part of its COVID-19 response, UJ was allowed to repurpose R8 874 000 of its 2020 UCDG allocation to fund COVID-19 response activities.

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

African Insights

African Insights, a fully online module, was launched in April 2017. From 2020, students have been given the opportunity to enrol for this NQF Level 5 (15-credit) module or for an equivalent module called Artificial Intelligence in the 4IR (see below). The purpose of African Insights is to expose students to the great works of African novelists and statesmen and the progressive democratic ideals of the Freedom Charter and the South African Constitution. The module explores the South African contribution to the struggle for LGBTIQ+ rights and the crucial work done by African women in literature and art. The module ends with a discussion of the history of African slavery and political exile and explores the way forward by interrogating the African Renaissance.

To date, over 38 000 students from four different student cohorts have been enrolled for the module. Of the 10 000+ students who were enrolled in 2017, 65% have completed the module thus far. Again, in 2018, over 10 000 students were enrolled for the module, and 61% of these have completed it. Similarly, 10 000+ students were enrolled for the module in 2019, and 64% have completed it. In 2020, almost 8 000 first-time entering students opted to do African Insights. Of these, 45% have completed the module. In total, 22 000 students have completed the module, which represents 57% of the total enrolment for this module over the past four years.

Coursera pilot project

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

Artificial Intelligence in the 4IR

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

UJenius Club

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

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

In 2020, 496 senior students were accepted into the UJenius Club, and 633 Orange Carpet (first-year) students also joined the Club – thus a total number of 1 129 UJenius Club members, the highest number to date. A total of 71,7% of the senior 2020 members were enrolled for degrees, and 28,3% were enrolled for diplomas.

The year began on a high note for the UJenius Club. One of the highlights was the successful Welcome Event held on 26 February 2020, where UJ welcomed the the Orange Carpet students. These students are entering first-year students who qualified as Orange Carpet students based on their outstanding matric results. Furthermore, the event also acknowledged the Top Three UJenius Senior Club Members from the seven faculties and the college with a gift.

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

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

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

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

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

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

Online programmes portfolio 2020

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

- During 2018, another two master's programmes were rolled out in the first quarter of the year, namely the Master in Educational Management, and the Master of Public Management and Governance.
- The following three undergraduate programmes were rolled out in the second half of 2018: Bachelor of

Commerce in International Accounting, Bachelor in Human Resource Management, and the Advanced Diploma in Financial Markets.

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

As indicated in Table 28, 2020 has shown a continued growth in module registration numbers across these online programmes, except for two programmes:

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

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

UJ Online Programmes – Module registrations increase from 2019 to 2020

Table 28: Module registrations

| Online programme | Launch date | Module registrations D6: 2019 intake | Module registrations D6: 2020 intake | Module registrations increase from 2019 to 2020 |
|---|---------------------|--------------------------------------|---|---|
| Master in Public Health | 23 October 2017 | 155 | 188 | 33 |
| Master of Education in Information & Communication Technology | 23 October 2017 | 121 | 86 (enrolment management due to high interest) | -35 |
| Master of Public Management & Governance (<i>teach-out plan completed/ phased out: D1-2020</i>) | D1: 15 January 2018 | 6 | (phased out) | -6 |
| Master of Education in Educational Management | D2: 12 March 2018 | 106 | 146 | 40 |
| Bachelor of Commerce in International Accounting | D4: 01 July 2018 | 67 | 157 | 90 |
| Bachelor in Human Resource Management | D4: 1 July 2018 | 64 | 92 | 28 |
| Advanced Diploma in Financial Markets | D4: 1 July 2018 | 126 | 133 | 7 |
| Advanced Diploma in Logistics | D2: 11 March 2019 | 44 | 67 | 23 |
| Advanced Diploma in Transportation Management | D2: 11 March 2019 | 43 | 57 | 14 |
| Advanced Diploma in People Performance Management | D2: 11 March 2019 | 18 | 43 | 25 |
| Total module registrations | | 750 | 969 | 219 |



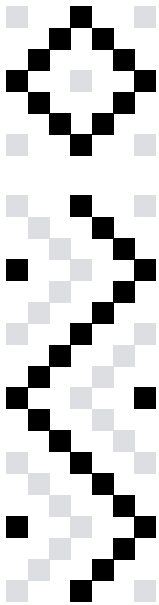
By the end of 2020, after three full years of running online programmes, processes and procedures have been effectively embedded in the online student life cycle. This resulted in further improvements, such as the 2019-2020 rollover of non-expired applications, which seamlessly integrated from the HEPSA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



Rory Ryan (Prof)
Executive Director:
Academic Development and Support







Research and Innovation, Internationalisation, and the Library and Information Centre

OVERVIEW & GOVERNANCE

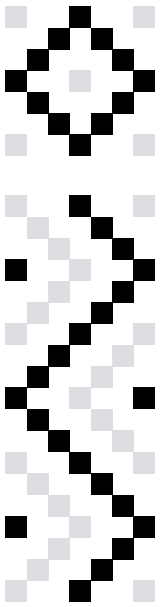
The review reports on the activities of the three major divisions: Research and Innovation, including Strategic Initiatives and Administration; the Internationalisation Division; and the Library and Information Centre. Together, these represent the fulcrum of research excellence at the University of Johannesburg.

These divisions have their own governance and committee structures, which interface with institutional governance structures, including Senate, Faculty Boards, the University Research Committee, Senate Higher Degrees Committee, and Central Academic Administration.

Saurabh Sinha (Prof)

Deputy Vice-Chancellor: Research and Internationalisation





Research and Postgraduate Studies

The development of new technologies shapes how we interact with others and with our natural environment, and continuously alters our workspaces; COVID-19 has undoubtedly accelerated and, to some extent, forced some of these changes. The University of Johannesburg (UJ) set up a research and innovation portal to capture and coordinate the direct and indirect responses to COVID-19.

UJ embraced the change brought on by COVID-19 restrictions; its position as a South African leader in the Fourth Industrial Revolution (4IR) assisted greatly in its transition. Indeed, UJ was the first South African university to complete the academic calendar in 2020, after adapting virtually overnight to an exclusively online academic programme.

COVID-19 restrictions impacted our international and even national student registrations during 2020. Notwithstanding, a large number of inbound and outbound students attended courses or webinars offered through the Library and the Division for Internationalisation, while the Postgraduate School (PGS) continued to support a large number of students. Although the number of registered students decreased marginally during 2020, the time taken to complete postgraduate degrees reduced, and is now closer to the national targets.

Within the context of 4IR, UJ actively drives the fusion of research fields, initiatives that directly speak to the GES 4.0 Catalytic Initiative Proposal (as approved by UJ Council, March 2019). The University continues to strengthen its position as a research-intensive tertiary institution, with the number of research outputs submitted to the Department of Higher Education and Training (DHET) exceeding the annual targets. Notably, the impact of the work is above global averages, driven by the stellar performance on the part of UJ academics.

COVID-19 has imposed massive financial restrictions on the South African (and global) economy. Notwithstanding these, UJ continues to grow external funding resources, with funds received in 2020 exceeding those received during 2019.

UJ continues to invest heavily in staff development and training. The DHET University Capacity Development Grant (UCDG) supported several initiatives and projects during 2020. Financial support from the Association of Commonwealth Universities Gender Grant, the DHET UCDG, and UJ Strategic Funds resulted in a bespoke Research Leadership Programme (RLP), specifically aimed at developing research leadership skills for outstanding female academic researchers; this programme will continue at UJ into 2021 with a new cohort of women, while also including woman research leaders from the University of the Western Cape (UWC) in some of the activities.

UJ'S RESEARCH AND INNOVATION RESPONSE TO THE COVID-19 PANDEMIC

The COVID-19 pandemic is one of the ten most significant catastrophic threats that humanity had to face. As a university that is firmly anchored in the community it serves, as well as an international leader in 4IR catalytic initiatives, UJ's response to local and global needs was immediate and panoptic.

These included tangible support, such as the development of open-source ventilator prototypes, which could be produced through 3D printing, and the 3D printing of face shields, thereby addressing urgent and immediate

needs in the healthcare sector, as well as the establishment of the new, forward-looking Biomedical Engineering and Healthcare Technology Research Centre (BEAHT RC) to drive basic, applied, and strategic research in biomedical engineering, health innovation, healthcare technology and health. UJ further developed online screening questionnaires to assist users in decision making around COVID-19 testing, and other mobile apps to remotely monitor COVID-19 patients. Staff also provided, and continue to provide, valuable socioeconomic, modelling and tracking information to assist local, provincial, and national governments with evidence-based decision making around health, financial, and planning matters. These were gathered through various questionnaires and COVID-19 impact surveys.

COVID-19 follows earlier pandemics, with various authors arguing that more devastating global disease outbreaks will follow. It is therefore imperative that we document our experiences and key research findings to help us prepare for inevitable future events. To this end, UJ staff (co-)authored approximately 80 publications in peer-reviewed outlets, with an average of 4.5 citations per publication. These included publications on health aspects, biochemistry, zoonosis and virology, as well as economic, legal and political critiques of government's actions and responses. A special edition of *The Thinker* was published, which included several discussion pieces on the role that artificial intelligence played, the impact that COVID-19 had on African economies, as well as Africa's future post COVID-19. Indirect responses are equally important, as they document the impact that COVID-19 had on our mental wellbeing through artistic expression, including the development of a research project around 14 embroidered cloths, and The Pandemic Project series, for example, *'When the Earth Stands Still'*, based on a poem by Don Macdonald.

DHET-ACCREDITED RESEARCH OUTPUT AND IMPACT OVER A MULTI-YEAR PERIOD

UJ submitted research publication outputs worth 2 339.24 units to DHET for accreditation and subsidy. This represented an increase of 14,3% compared to the previous year's submissions. Of these, DHET approved 2 276.33 units.

Over the past five years, UJ's accredited research output units have increased by an average of 13,1% year-on-year. Since the inception of the University, the growth in publication units has averaged 14,1%, equating to a compound annual growth rate (CAGR) of 13,5% between 2005 and 2018. These indicators clearly show that UJ has been consistent in its publication output growth, year-on-year, and maintains a steady upward trajectory.

Both the quantity (number of DHET publication units) and the number of citations, or academic impact, of UJ's publications continue to increase. The number of UJ's Scopus-indexed publications has increased from 215 in 2005 to 3 361 in 2020, representing a CAGR of 20,1%. To place this in context, the South African higher education sector achieved a CAGR of 9,2% over the same period.

Another measure of research impact is the so-called field-weighted citation impact (FwCI), which is a metric that indicates how the number of citations received by a researcher's publications compares with the average number of citations received by all other similar publications. In 2005, UJ's publications received 13% fewer citations than the world average for similar publications. By 2020, UJ publications received 25% more citations than world averages. This represents a CAGR in FwCI of 2,4% over the period, compared to the South African higher education sector that achieved a CAGR of just 0,5% over the same period. Indeed, UJ's 2020 submissions to DHET included five publications in two of the most prestigious journals, namely two publications in *Science*¹² and three in *The Lancet*³⁴⁵.

¹ Herries et al. 2020. Contemporaneity of *Australopithecus*, *Paranthropus*, and early *Homo erectus* in South Africa, <http://doi.org/10.1126/science.aaw7293>

² Heard et al. 2020. Triple iron isotope constraints on the role of ocean iron sinks in early atmospheric oxygenation, <https://doi.org/10.1126/science.aaz8821>

³ Holman et al. 2020. Transparency and diversity in cystic fibrosis research, [https://doi.org/10.1016/S0140-6736\(20\)30905-3](https://doi.org/10.1016/S0140-6736(20)30905-3)

⁴ Broadbent et al. 2020. Lockdown is not egalitarian: the costs fall on the global poor, [https://doi.org/10.1016/S0140-6736\(20\)31422-7](https://doi.org/10.1016/S0140-6736(20)31422-7)

⁵ Stewart et al. 2020. Evidence synthesis communities in low-income and middle-income countries and the COVID-19 response, [https://doi.org/10.1016/S0140-6736\(20\)32141-3](https://doi.org/10.1016/S0140-6736(20)32141-3)

Prestigious recognition of UJ researchers

Several scholars and professional staff at UJ were recognised and celebrated nationally and internationally for their expertise and achievements. Such recognition is broadly divided along the lines of recognition for contributions over recipients' lifetimes, elections to national and international bodies, boards or research platforms, and research recognition awards.

UJ's top management is leading from the front with Profs Tshilidzi Marwala, Saurabh Sinha, and Ms Nolwazi Mamorare recognised. Prof Marwala was a recipient of an Academy of Science of South Africa (ASSAf) Science-for-Society Gold Medal for outstanding achievement in scientific thinking for the benefit of society. Ms Nolwazi Mamorare was the winner of the 2020 CFO of the Year in the category Non-Private Sector – the African Women's Chartered Accountant Recognition Award. In November 2020, Prof Saurabh Sinha was awarded the Institute of Electrical and Electronics Engineers IEEE Fellow (class of 2021) – the highest global IEEE distinction for his technical and educational work in millimetre-wave integrated circuits (microelectronics).

Prof Leila Patel (a SARChI Chair) received the second ASSAf Science-for-Society Gold Medal; given that there are up to only two medals awarded per year, Profs Marwala and Patel made 2020 a clean sweep for UJ. Prof Patel was also awarded the prestigious Katherine A. Kendall Memorial Award by the International Association of Schools of Social Work.

Prof Cecile Nieuwenhuizen (a SARChI Chair) was bestowed an Honorary Doctorate by the Cracow University of Economics, Poland.

Prof Hassina Mouri was elected as one of the Vice-Presidents of the International Union of Geological Sciences; this is the first time a woman has been elected as a Chair or Vice-Chair of the International Science Council Union.

Ms Boniswa Madikizela (a UJ Council member) was included as one of 28 top-performing women leaders from different countries in the International Women's Forum Fellows Programme.

UJ featured four young researchers in the Mail and Guardian's 2020 Top 200 Young South Africans. Five UJ academics were elected as new ASSAf members (out of 31 new members in 2020), with one additional academic, Prof Dustin van der Haar, elected to the South African Young Academy of Science (SAYAS). Prof Daniel Mashao (Executive Dean: Faculty of Engineering and the Built Environment) was elected as a fellow of the South African Academy of Engineering, while Prof David Bilchitz (Faculty of Law) was elected as the Vice-President of the International Association of Constitutional Law.

In recognition of contributions to their respective fields, UJ staff were elected to various advisory boards or bodies. These include appointments to the boards of the International Geoscience Programme, the African Institute of Interior Design Professions, the Agricultural Research Council, the Small Enterprise Development Agency, and the Professional Board for Psychology in the Health Professions Council of South Africa. Staff members were also called upon to serve as members of the National Health Research Committee, and of the national advisory panel to review the White Paper of 1996 on Tourism (the Director of the Johannesburg Institute for Advanced Study was appointed to chair this review).

Several new research centres and chairs were established or renewed during 2020. These include the Construction Industry Development Board (CIDB) Centre of Excellence, the City Power Research and Innovation Centre within the GES 4.0 Institute for Intelligent Systems (ISS), the Wholesale and Retail Sector Education and Training Authority Chair, while the NRF renewed six SARChI chairs. An externally funded Nedbank Chair, under Prof Terence van Zyl's research leadership, was established within the ISS to develop advanced artificial intelligence (AI) technologies.

The number of NRF-rated researchers continues its upward trajectory, with 249 UJ researchers currently holding valid ratings. UJ has seven researchers whom their peers recognise as global leaders (NRF A-rating); these respective fields are Geology (see Flagship Programme in Earth Sciences), Educational Leadership and Management, Zoology, Intelligent Systems (see Institute for Intelligent Systems), and Mathematics. A number of UJ's younger researchers have successfully made the transition from the young (or NRF Y) category to established researchers (NRF A/B/C categories).

INNOVATION

The UJ Intellectual Property (IP) portfolio is growing. During 2020, a Patent Cooperation Treaty (PCT) patent was granted by the African Regional IP Organization (ARIPO) for a ligand binding assay for detecting gibberellins, paving the way for national phase applications in several selected countries based on the market for the final product. Two additional patents were registered with the South African Patent Office; these relate to (i) medical diagnostics and medical diagnostic systems⁶, and (ii) a patient transport apparatus⁷. A further three PCT applications were registered for inventions that are currently under review.

The UJ Technology Transfer Office (TTO) once again coordinated the Entrepreneurship Development in Higher Education Entrepreneurship Intervarsity Competition. This is a national competition with all publicly funded universities participating. The 2020 competition saw an increase in the number of UJ participants from 45 in 2019 to 235 in 2020. The next stage of this competition encompasses training for entrants in the delivery of submissions by the TTO.

A comprehensive shareholder's blueprint has been finalised for UJ Invnt (Pty) Ltd, the recently incorporated UJ company, facilitating the commercialisation of selected UJ IP.

POSTGRADUATE OUTPUT AND SUPPORT

For the 2019 academic year, UJ graduated 3 418 postgraduate students, against the target of 3 334. The overall UJ postgraduate student enrolment increased by 6,3% to 9 871 students in 2020. These include 1 315 postgraduate diploma students (262 students graduated) and 2 619 honours students (1 575 students graduated; the average time to completion improved from 1.5 years to 1.3 years).

At master's level, a total of 4 363 students enrolled at UJ, which includes 2 604 coursework master's (594 graduated) and 1 759 research master's (405 graduated). The time to completion for all master's qualifications improved from 3.2 to 3.1 years, on average. The doctoral headcount increased by 12,1% to 1 571 in 2020 (223 students graduated). The average time to completion for doctoral students improved from 4.9 years to 4.7 years.

The number of South African black graduates remains an important postgraduate target; there were 85 South African black doctoral graduates in 2019, compared to 65 in 2018. Of these 85 graduates, 60 were black, nine were coloured, and 16 were Indian.

The overall financial allocation to UJ postgraduates and postdoctoral fellows increased from R153.1 million in 2019 to R179.8 million in 2020; this is an increase of 17,7% year-on-year. The number of students supported at a master's and doctoral level has grown noticeably due to a reallocation of funding. The growth in the number of honours students supported is due to the reallocation of unspent funding (R10 million) from the NRF to UJ at the end of 2020.

The number of postdoctoral research fellows (PDRFs) administered by the PGS increased from 126 in 2012 to 344 in 2020 (327 were supported in 2019). The University Research Committee (URC) and GES funding play a significant role in increasing PDRFs. No less than 67,7% of postdoctoral fellows are partially supported through URC funding (R16.026 million), while 20,9% of postdoctoral fellows are fully funded by GES 1 or GES 4.0 (R14.4 million) initiatives.

External research income

The funding landscape remains uncertain and the COVID-19 period furthered this risk as bodies, such as the NRF, may be financially constrained for years to come. UJ continued to strengthen its financial position by diversifying external research sponsors and funding streams, with the Development Office assisting this drive.

The external research income received for the 2020 financial year as of 31 December 2020 is R246.3 million, exceeding the UJ annual target of R180 million. The main income sources were national and international contract research, and research funding received from the NRF. The flagship institutes under the GES 1 and 4.0 Catalytic Initiatives excel at securing third-stream income to support their endeavours, while capacity development of staff was supported through a DHET University Capacity Development Grant (UCDG); the

⁶ ZAP2020/02707

⁷ SAP2020/04481

UCDG plan for the 2021-2023 cycle was approved by DHET with R20.9 million allocated to a number of projects (see below for more detail).

Capacity development

The overarching aim of the DHET UCDG is to support the academic research activities and capacity development of staff, primarily directed towards staff completing higher degrees. In addition, the mobility grant provides opportunities for international travel to establish and support new and existing research collaborations and partnerships.

Overall, six projects continued to be supported in 2020, with a total annual budget of R7.2 million allocated to these. The six projects were:

- Project 1: Improvement of staff qualifications
- Project 2: Research career development of emerging and mid-career researchers
- Project 3: Improving staff research productivity, innovation and quality
- Project 4: Supervision development
- Project 5: Mobility grant for UJ academic staff
- Project 6: Promoting postgraduate quality.

The UCDG plan for the 2021-2023 cycle was approved by DHET with R20.9 million allocated to seven projects. These are:

- Project 1: Improvement of staff qualifications
- Project 2: Research career development of emerging and mid-career researchers
- Project 3: Professionalisation of academic and research staff
- Project 4: Supervision development
- Project 5: International collaboration and networking
- Project 6: Women leadership development programme
- Project 7: Providing integrated student support and development to postgraduate students.

A bespoke Research Leadership Programme (RLP) was developed, funded in part through the Association of Commonwealth Universities Gender Grant, the DHET UCDG, and UJ Strategic Grant funding.

The key objectives of the Research Leadership Programme include:

- To support and develop mid-career female academics to advance their research programmes and ultimately grow their academic profiles towards being world-renowned researchers/scholars.
- To galvanise already ambitious research-active mid-career academics towards higher levels of achievement.
- To offer relevant training for leading and managing large research programmes.
- To encourage multidisciplinary and strategic collaborations and partnerships, while building a cohort of RLP participants.
- To offer training on how to successfully source and manage large research grants.

This programme will continue in 2021 with a new cohort of women, including all who identify as women. As part of a larger collaboration with the University of the Western Cape, the RLP reached out to UWC researchers, with shared activities during 2021.

THE GES 4.0 INITIATIVE

The GES 4.0 Initiative is an integrated and structured approach to catalyse institution-wide change for enhanced effectiveness and efficiency across the University's missions and administrative support functions. The ultimate goal of the initiative is to support UJ in sustaining academic excellence for global competitiveness and prominence, while remaining relevant and responsive to the Pan-African agenda.

The GES Initiative has several interlinked catalytic interventions, whose particular objectives are aligned with, and support, the KPIs of the University GES Strategic Plan 2025. In particular, these interventions aim to strengthen academic and research capacity and leadership within the University, with an ultimate goal of increasing research outputs and impact.

GES catalytic interventions include flagship institutes and programmes, and the distinguished professors and distinguished visiting professors programmes. The Institute for Intelligent Systems (IIS) continued to build on its Continuous Education Programme (CEP) academic offerings. It produced an edited Springer Nature book

and ~31 units of DHET accredited publications in conference proceedings and journals. The ISS remains hugely successful in establishing longer-term collaborations, linked to external fund leveraging. Examples include Accenture (R50 million over 5 years) and City Power (R9.7 million) and Growing Up Africa⁸ (over R40 million of in-kind infrastructure commitment). Activities for the Institute for Pan-African Thought and Conversation (IPATC) included public and policy dialogues, and two book launches. Four additional books, a journal article, six book chapters, two essays, and eight media interviews arose from work done by IPATC.

The Johannesburg Institute for Advanced Studies (JIAS) hosted several events online during 2020, and advanced discussions around a variety of topics, including African Studies and 4IR, Islamophobia, a reconstruction of the Bakopa Nation, as well as whether black economic empowerment matters. One of the JIAS Fellows and 2018 JIAS Writing Fellow, Zukiswa Wanner, received the Goethe Medal in recognition of her outstanding contribution to international cultural exchange.

The Confucius Institute (CI), in conjunction with the University of Johannesburg Centre for Africa/China Studies (CACS), was appointed as one of two South African members (with Stellenbosch University) of the BRICS Studies International Thematic Group. Through a series of engagements, the CI received support from Hanban and the Chinese International Education Foundation (CIEF).

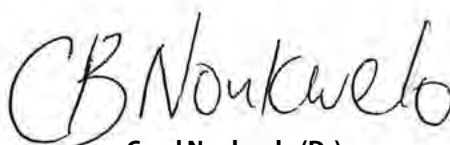
The first doctoral student completed his degree as part of the joint degree offered between the Flagship Programme in International Commercial Law, under the custodianship of the Research Centre for Private International Law in Emerging Countries, and the University of Lucerne. Research associates contributed as general editors, regional editors and authors to a global research project on the Hague Principles on Choice of Law in International Commercial Contracts; the resulting book of more than 1 000 pages includes contributions from 60 countries.

The Flagship Programme in Earth Sciences consists of several independent but collaborating and interacting units (namely the DSI-NRF Centre of Excellence for Integrated Mineral and Energy Resource Analysis, a SARCHI Chair in Geometallurgy, and several UJ-funded research groups). The Department of Geology (the academic host department for the flagship programme) maintained its positioning among the top 300 universities globally and climbed 27 places in the Shanghai Global Ranking of Academic Subjects in Earth Science. The programme continued its high publication output with 105 peer-reviewed publications.

The Flagship Programme in Childhood Education was absorbed into the Department of Childhood Education. During 2020, a research and development project in robotics and coding for primary school teachers was launched (in collaboration with Resolution Circle and the UJ Technolab), funded in part through a Standard Bank Foundation Grant. An NRF Community of Practice Grant, to the value of R7.2 million, was jointly awarded to three SARCHI Chairs based at the University of Johannesburg (all focused on education and development).

The Flagship Programme in Nanotechnology for Water is intricately linked to a SARCHI Chair in nanotechnology for water; Prof Philiswa Nomngongo is the youngest female to hold a Tier 1 SARCHI Chair. Prof Nomngongo was recognised by the African Academy of Science Affiliate and selected as part of a group of female academics in a Pilot Research Leadership Programme (RLP), received the Southern African Women in Leadership (SAWIL) Trailblazers Award (Top 10), and was an NSTF-South 32 Award Finalist (Categories: TW Kambule: Emerging Researcher as well as Engineering Research Capacity Development).

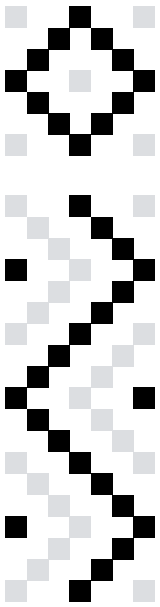
During 2020, the Graduate School of Architecture (GSA) offered, for the first time, a Master of Architecture. In addition to the MOU with Ardhi University, partnerships between the GSA and international universities continued to grow with invitations to establish MOUs from Universidad Iberoamericana (Dominican Republic), Kingston School of Art (United Kingdom), and Jindal Global University (India).



Carol Nonkwelo (Dr)

Executive Director: Research and Innovation

⁸ This is a joint university-wide initiative.



Internationalisation

OVERVIEW

Through internationalisation, the University of Johannesburg (UJ) continues to enhance its scholarly engagement and impact on national, regional, and continental transformation agendas, and reaffirms the University's position on the global higher education landscape.

The work undertaken by the Division for Internationalisation is central to UJ's vision of *'an international university of choice, anchored in Africa, dynamically shaping the future'*.

Internationalisation at UJ entails the cultivation of an international environment on campus, where students and staff from around the globe are recruited and fully integrated into UJ life; internationalisation of the academic curriculum, including through dialogue with the international community about issues of national-global importance; as well as the development of international partnerships and implementation of international collaboration involving research, student and staff mobility. At UJ, internationalisation is deliberately applied with the objective of enriching the student's experience at home and abroad; the University's research and innovation; teaching and learning towards excellence in scholarship; as well as enhancing UJ's international profile.

The 2020 academic year proved to be an extremely challenging year due to the COVID-19 pandemic. Globally, no sector of society was left unscathed, including higher education. As we grappled with various challenges due to the pandemic, the Division focused mainly on reimagining internationalisation both in the current and in a post COVID-19 context. Our emphasis focused on remote work and virtual engagements, developing processes for online admissions and recruitment for both our degree programmes and short-term mobility programmes, and on virtual mobility opportunities for UJ students and students from partner universities.

Regardless of the challenges, the reporting year proved to be another successful year for internationalisation at UJ. The pandemic forced us to think creatively and innovatively with regard to our marketing strategy to attract international students, to provide an increased number of virtual mobility programmes in consultation with our internal and external partners, and to continue engaging with the global community by hosting virtual events and maintaining open lines of communication with our international students who were and still are anxious and unsure about the academic year ahead. From the aforementioned, attracting new international students and retaining existing international students posed the greatest challenge because of the specific issues related to funding, visa issues and accommodation encountered by these students.

Virtual programmes allow greater access for students to participate in mobility programmes at substantially reduced cost, and this is reflected in the mobility numbers reported below. Our current number of valid joint programmes indicates that our engagements with international partners is proving to be fruitful, with numbers in line with the University's target. Particularly significant to 2020 was the continued work with Times Higher Education (THE), U21 and BRICS networks to elevate UJ's global reputation, while ensuring the University's leadership position in influencing the development and governance of global higher education, with special



reference to the Pan-African agenda. Also significant in 2020 was the continued upward trajectory of UJ in various ranking bodies, as reflected by significant jumps in the QS World University Rankings, Best Global Universities Rankings (BGUR) and the Centre for World University Rankings (CWUR). Significantly, the 2020 THE University Impact Rankings, which are shaped around the United Nations (UN) Sustainable Development Goals (SDGs), also ranked UJ first in Africa and in South Africa.

Firmly positioned in the University's GES Strategic Plan 2025, the work of the Division is also informed by the University's mission of inspiring transformation through the collaborative pursuit of knowledge. Such collaboration is both intra-university and with international partners.

OPERATING CONTEXT

In 2020, the Division was made up of the following directorates and units:

- Study Abroad and International Student Services
- Academic Services
- Fundraising and Administration (previously Corporate Services)
- International Student Recruitment and Admissions

The drivers of any strategic initiative are the people. The UJ Division for Internationalisation has grown from a team of three in 2011 to a team of 14 permanent and two temporary staff members in 2020.

Towards the latter part of March, the country went into lockdown Level 5 due to the global COVID-19 pandemic, and this presented a different set of challenges for both staff and students. Within the Division for Internationalisation, too, staff had to adapt to working from home virtually. The Division provided staff with data for a fixed period of time and like the rest of the University community, we conducted divisional meetings virtually. All our events, stakeholder engagements, recruitment activities and mobility programmes were conducted virtually using different platforms. The Division for Internationalisation, through engagements with various stakeholders, sought to provide as much assistance as possible to international students during this period in the form of subsidised data allowances, food parcels, etc.

Study Abroad and International Student Services

The Study Abroad and International Student Services Directorate is responsible for providing inbound and outbound study abroad opportunities. The Directorate also coordinates the welfare needs of international students to assist them to adjust to their environment at UJ.

Prior to the lockdown, the Directorate was still able to continue with our highly successful partnership with Cornell Law School. The two-week programme in January entailed hosting a group of Cornell students in a structured academic programme at UJ.

The pandemic then prompted the Directorate to focus on virtual mobility programmes, which included offering a suite of three repackaged UJ short learning programmes to an international student audience. Engagements with Study Abroad partners further ensured that a variety of opportunities were available, and students participated well.

In addition, the Directorate developed a UJ 3D virtual tour to assist new and prospective students to navigate the Auckland Park Kingsway (APK) Campus.

Virtual mobility engagements

In September, the Directorate launched the first in a series of conversations under the banner 'World Café'. The series of conversations, directed mainly at students, was intended to highlight the importance of study abroad and international mobility. Six conversations in total were hosted in 2020.

Further virtual engagements included organising and facilitating a webinar for alumni and pre-alumni on the 'Effective use of LinkedIn as a communication and networking tool' with the Netherlands Universities Foundation for International Cooperation, represented by the Country Director of the Netherlands Education Support Office, Ms Huba Boschhoff. This engagement took place in October. A webinar focusing on the visa application administration process for new and returning students, in collaboration with the Visa Facilitation Service (VFS) Centre, took place in October.

The Directorate also hosted two Town Hall meetings with students to update them on the latest developments related to the COVID-19 pandemic and to address their concerns. The Directorate also hosted a separate virtual engagement in July, which focused specifically on 'Virtual mobility' and targeted colleagues within departments, faculties and centres at UJ.

Physical and virtual mobility figures

- Inbound students – 3 414
- Outbound students – 7 949

The majority of the above mobility was conducted virtually and included students attending conferences, Coursera, exchange students undertaking their semester abroad virtually, short learning programmes, World Café, as well as the International Design Studio, a joint virtual programme between FADA at UJ and Nanyang Technological University (NTU), Singapore.

Academic Services: Partnerships

The Directorate is responsible for facilitating international partnerships, which include joint/co-badged degrees, and for engaging with UJ stakeholders to provide support in the development of short learning programmes (SLPs).

A senior delegation from the University of Johannesburg, which included Prof Tshilidzi Marwala, Vice-Chancellor and Principal, and Prof Saurabh Sinha, Deputy Vice-Chancellor: Research and Internationalisation, visited the University of Zimbabwe (UZ) in February. The visit was aligned with UJ's vision to expand the University's Pan-African footprint, to drive innovation on the continent by being the leaders in 4IR, and to strategically partner with institutions on the continent to build capacity in critical areas. The visit included the signing of a memorandum of agreement between both universities.

The Directorate hosted two webinars, the first webinar focusing on information sharing related to joint and co-badged degrees. The second webinar was a workshop facilitated in partnership with the Office of the General Counsel to share information on the POPI Act.

Several Erasmus+ and partnership agreements were finalised in 2020. Some of the key strategic agreements are:

- Linnaeus Palme Partnership (mobility for students and staff), Inter-institutional Agreement 2020-2021 between Lund University and University of Johannesburg (Erasmus+ agreement).
- University of Girona, Spain, Inter-institutional Agreement (mobility for students and staff) 2020-2022 (Erasmus+ agreement).
- Politecnico di Torino, Italy (Inter-institutional Agreement for Student and Staff mobility) 2020-2023.
- University of Pisa (EU Student and Staff mobility).
- Afyon Kocatepe University (Erasmus+ agreement).
- The University of Padua, the Katholieke Universiteit Leuven, the Université Paris 1 Panthéon – Sorbonne, the Universidade Catolica Dom Bosco, the Université Joseph KI-ZERBO, the Association of Local Democracy Agencies, ViaVia Tourism Academy Inter-institutional Agreement for Student and Staff Mobility (International Joint Master Programme in 'Sustainable Territorial Development') 2019-2023.

Partnership agreements were concluded with the following institutions:

- Far East Federal University – MOU
- Ladoko Akintola University of Technology – MOU
- Appalachian State University – MOU renewal
- University of Maryland – MOU
- Chandigarh University – MOU
- Rajagiri College of Social Sciences – MOU
- Vrije University Amsterdam – MOU
- Vrije University Amsterdam – Student Exchange Agreement
- Shanghai University – MOU
- Shanghai University – Student Exchange Agreement



Fundraising and Administration

The Directorate for Fundraising and Administration is responsible for coordinating and managing international funding initiatives to support student and staff mobility; this includes management of administration and governance within the Division. The new Director joined the Directorate at the beginning of 2020, which was an extremely difficult year, with the COVID-19 pandemic dominating each day's news headlines. Most of our international students travelled back to their home countries during the lockdown, and this meant that some had no access to the internet. To ensure that our students abroad could continue with their online learning, we negotiated with international telecoms to subsidise data. Negotiations were concluded with MTN Eswatini and Vodacom Lesotho.

In helping to alleviate the impact of the COVID-19 pandemic, the international community extended a generous hand to support those international students who had remained behind in South Africa. The Botswana High Commission and Namibia Students Financial Assistance Fund (NSFAF) created a relief fund to support their students. The Consulate of Eswatini provided food parcels for their students.

The Chinese Consulate General in South Africa donated R100 000 towards bursaries; this generous contribution supported the missing middle students.

A grant of R24 million was received from the Intra-Africa Academic Mobility Scheme, a joint initiative of the African Union and the European Union. UJ is the lead partner in a project named Africa Sustainable Infrastructure Mobility (ASIM); other partners include the University of Malawi, Ardhi University, Covenant University, and as EU technical partner, Leeds Beckett University. The project aims to develop education, training and research capacity for African professionals to enhance the delivery of Africa's sustainable infrastructure. This is a four-year grant to support student and staff mobility.

International Student Recruitment and Admissions

The International Student Recruitment and Admissions Unit is responsible for global student recruitment and for providing assistance for all international student queries.

As a member of the Council of International Schools (CIS), the University has automatic access to illustrious international schools across the globe. UJ also enjoys association with regional international school bodies, such as the Council of International Schools – East Asia Regional Council of Schools (CIS-EARCOS), which holds annual workshops and conferences with career guidance teachers at schools. CIS also provides a search and information database for member institutions and all learners from international schools. During the pandemic, we leveraged our relationship with the Council of International Schools (CIS) by sharing information on their social media platforms and their international schools database.

In keeping with thinking and working innovatively due to the COVID-19 pandemic, all recruitment activities were undertaken digitally/virtually. The *Internationalisation Application Cycle 2020* booklet was finalised and distributed electronically to Council of International Schools (CIS) counsellors and prospective students, partner schools in the SADC region (Botswana, Lesotho, Eswatini, Namibia, Zambia), to undergraduate leads from Keystone and 2020 career fairs and information session prospect lists, funding agencies and embassy Education attachés. The brochure was also sent to East and West African schools, which were visited via CIS.

Keystone is the Division's targeted digital marketing platform, which generates leads for all of our qualifications and courses. The Keystone platform was utilised to advertise all undergraduate and postgraduate programmes, and follow-ups were undertaken with prospective applicants by email. Colleagues also kept in touch with guidance teachers from schools in SADC, and East and West Africa for leads and information on applications and admissions.

The team participated in an online recruitment drive and ran a web/mobile banner advertising campaign together with radio 'live reads'. The web/mobile banner campaign targeted Botswana, Eswatini, Kenya, Lesotho, Namibia, and Zambia. The 'live reads' took place on radio stations in Botswana, Eswatini, Lesotho, Namibia, and Zambia.

The impact of the COVID-19 pandemic will undoubtedly be felt for at least two to three years. Recruitment and retention of international students will require a focused, innovative and collective effort. In the absence of onsite recruitment for the foreseeable future, participating in virtual recruitment events and information

sessions will be pivotal in growing our international student numbers. Recruitment efforts will be supported by digital marketing platforms like Keystone, social media platforms and other electronic communication.

2020 headcount – formal degree/diploma programmes

The following number of international students were admitted to do formal degrees or diplomas in 2020: undergraduate – 2 357, and postgraduate – 1 739.

GLOBAL REPUTATION (MARKETING, EVENTS AND VISITS)

Global advertising for 2020 included both print and digital advertising. The Division for Internationalisation advertised in the annual *Study SA* publication, ran a social media campaign through Facebook and Instagram to advertise a suite of short learning programmes (SLPs), and finalised a recruitment campaign through web/mobile banner advertising together with radio 'live reads'.

UJ maintained its strength in global rankings:

- UJ ranked first in Africa and first in South Africa in the Times Higher Education (THE) University Impact Rankings.
- The Centre for World University Rankings (CWUR) ranked UJ in the top 3,6% of universities worldwide.
- UJ ranked in the top 400 in Best Global Universities Rankings (BGUR).
- UJ surged ahead with phenomenal gains in Quacquarelli Symonds (QS) World University Rankings – debuted in the Top 500 and third in South Africa.

Owing to the COVID-19 pandemic, most of our engagements were hosted virtually. Prior to the lockdown, we hosted two important onsite delegations. A US higher education delegation representing community colleges visited UJ in February. The discussions focused on identifying potential areas of collaboration between UJ and the various community colleges.

A senior delegation, consisting of Vice-Chancellors, Deputy Vice-Chancellors, and Registrars from German universities, visited UJ in March. The meeting focused on acquiring a better understanding of the South African higher education system (university administration, university funding, staff and quality management, student admissions), the strategic orientation of partner universities (with regard to research and teaching, internationalisation, cooperation with companies and technology transfer) and to identify possible areas for collaboration.

The following engagements were hosted virtually:

- In partnership with Knight-Hennessy Scholars, Stanford University hosted an information session to present a funding opportunity to pursue postgraduate studies at Stanford University. The virtual session took place in May.
- In partnership with the British High Commission, the Chevening Scholarships for master's study in the UK were discussed. The virtual session took place in October.
- Prof Ylva Rodny-Gumede, Mr Lebethe Malefo, and Ms Ntombise Mangqase participated in a panel at the World 100 virtual conference, which took place in November. The topic for discussion was 'African Challenge: Reimagining global reputation at the University of Johannesburg'. UJ was the only university from the continent that was represented.

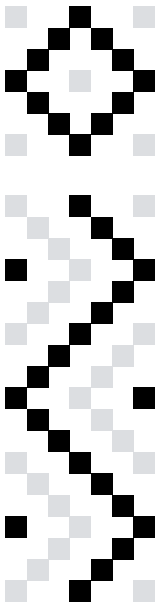
Prof Ylva Rodny-Gumede facilitated the following UJ Cloudebates, aimed at debating topics aligned to the University's 4IR focus.

- Evolution as revolution – COVID-19 in the time of the Fourth Industrial Revolution.
- An equal byte of the apple – fairness, opportunity and the role of women in the Fourth Industrial Revolution.

The work within the Division focused mainly on reimagining internationalisation in our current and a post COVID-19 context. Our emphasis on remote work and virtual engagements has continued and we have developed processes for online admissions and recruitment for both our degree programmes and our short-term mobility programmes. The last few months have seen the Division reaching out to our faculties to discuss strategies for cooperation, marketing and student recruitment aligned to the post COVID-19 context and the increased emphasis on a virtual environment.

Ylva Rodny-Gumede (Prof)
Senior Director: Internationalisation





Library and Information Centre

At the end of 2020, the Library Executive Director and Library Directors held a series of 'Reflective Conversations' with all the different Library divisions to hear what their experiences of and challenges had been during COVID-19. Two themes came out strongly: growth and gratitude. Staff expressed gratitude that they still had jobs and that despite the many challenges of COVID-19, everyone felt they had grown as they had learnt new skills and adjusted to offering all the Library services in new or different ways. For the Library, 2020 became the year of 'growth and gratitude' during which the Library realised a variety of significant achievements.

In 2020, the Library changed its mission statement to: 'Empowering users to find the most relevant information easily'. This has guided the work of all the divisions and staff in the Library. In the Library, there are nine different divisions and during lockdown nine of these continued to work. The divisions are:

- **Library systems management** team who manage the platforms on which all the library systems and databases work.
- **Technical services** who find, buy and catalogue resources.
- **Librarians** who help clients with searches, give training sessions on finding information, analysing information, avoiding plagiarism, and using effective referencing tools.
- **Circulation staff** who issue books and process returned books. Some members from this group received special permission to return to campus in Level 5 and 4 to make copies of sections of the 400 prescribed textbooks that were not available electronically on any platform. Those staff not on campus doing the scanning were securing copyright approval, cataloguing the texts, and then uploading texts onto the database. Once this was completed, they began an extensive project to ensure that every academic and postdoctoral research fellow at UJ had an ORCID ID. This project is ongoing.
- **Shelving staff** who all received permission to return to campus and helped in the scanning project. The staff then went through an extensive online training programme learning how the Library app works and how to find information in the Library catalogue. They will now be able to help students use the app.
- **Bindery** is made up of six staff members who during lockdown were not able to do work in the Bindery. In 2021, three of these staff members will be re-deployed to other environments as there is no longer a need for a large bindery service.
- **Archives and special collections** staff worked remotely to redesign the online archive and special collection platform and to catalogue and upload digital archival material during lockdown.
- **Makerspace** staff were kept very busy making almost 8 000 face shields.
- **Operations and administration** used the time to set up a new online filing system housed in the cloud. This will revolutionise the auditing process because all documents will be easily found on the system. During lockdown, the staff all attended online training to use the system and then set it up.

SUPPORT FOR TEACHING AND LEARNING

During 2020, librarians learnt how to run online training sessions for students at the undergraduate and postgraduate level on information literacy, plagiarism, referencing and how to find resources in the library catalogue and on other database platforms. In April and May, they trained over 9 000 students each month. Just over 30 000 students were trained in 2020, compared with 18 413 in 2019. The online training enabled them to teach over 150% more postgraduate students than in any previous year, because these students could log onto the online training sessions at times that were convenient for them.

At the end of March, the Library made 12 short online tutorial videos. These short, two- to three-minute videos helped students navigate various core online library resources. These are available on the Library YouTube channel, Facebook, and LinkedIn, providing just-in-time information anytime from anywhere.

Overall, the Library enquiries went up 3%, showing how engaged the students were in the process of their learning during this year. These enquiries did not include basic questions about fines, library hours, and using library resources, because these were dealt with by BOTsa, the UJ Library chatbot. The Library officially launched the chatbot on 29 January 2020 to answer Library related queries 24/7. 'Botsa' means 'ask' in Setswana, and BOTsa is accessible via the Library website and app.

In 2018, the UJ Library developed its slogan 'For the love of learning'. In January 2020, they finalised a new mission statement: 'To empower all users to find the most relevant information easily'. In line with this mission, the Library app has provided hassle-free, easy access to library books, guides, information, BOTsa, and online training during 2020. The app is available via IOS Download Link/Google Play and is an example of the Fourth Industrial Revolution in action.

A further innovation to make finding resources as easy as possible is the Lean Library app, which the Library bought. Library users download the app onto their computers and then use any search engine, including Google Scholar, to search for resources. If the UJ Library has the resource, a link to the Library will pop up, and the researcher can get the resource within two clicks. If the UJ Library does not have the resource, a form pops up, which the researcher fills in if they would like to have the article/book/ manuscript sent to them via interlibrary loan.

RESEARCH SUPPORT

The usage of electronic resources was the highest to date in 2020. The database usage was up 37% from last year, and the e-book usage was up 77% from 2019. During 2020, the institutional repository views were also the highest to date, up by 21% from 2019.

With the ever-increasing volume of information, many postgraduate students find it challenging to navigate the different research sources available. The Library launched the Research Navigator during the months of hard lockdown. This one-stop service on the Library website offers useful information about the whole research process, including conceptualising a topic, finding funding, writing a proposal, and getting published. There are eight research stages highlighted on the navigator, each with links to podcasts, videos, books, and articles to help students navigate their way through the research process.

In 2020, the Library implemented and rolled out a Research Data Management (RDM) service. The UJ Research Data Repository (<https://repository.uj.ac.za/research-data>) is the University's open access data repository, which catalogues and stores research data, raw data or datasets, collected, observed, generated, created or obtained during the course of a research project. There are currently ten open access datasets accessible on the Library data repository. Over the year, the Library RDM team trained over 800 UJ researchers and postgraduate students. The data repository is a self-submission system with multiple research data support functionalities, which means researchers need to receive training to use the platform effectively. Researchers also need guidance on the FAIR (findable, accessible, interoperable and reusable) data principles before using the site, and the Library provides this training.

UJ Online Press

Towards the end of 2020, UJ announced its online press. The first component of the UJ Online Press is the Open Journal System (OJS) used to publish online academic journals. The OJS covers all aspects of online journal

publishing, from establishing a journal website to operational tasks, such as author submissions, peer review, editing, publication, archiving, and journal indexing. Each journal on the platform has a unique URL as well as a distinctive look and feel. Through the OJS, the UJ Online Press supports the principle of extending and/or opening access to information. The system assists with the administration of journal publishing and reduces journal publishing costs. This cost reduction is intended to reduce the cost of article processing fees charged by many open access journals, thus making open access scholarship a more affordable reality for journals published by the UJ Online Press.

Makerspace

When South Africa went into lockdown on 27 March 2020, it soon became apparent that essential services staff, like pharmacists, police personnel, and medical staff, needed personal protective equipment. At the time, there were very few companies making face shields and facemasks. Led by our innovative Deputy Vice-Chancellor for Research and Innovation, Prof Saurabh Sinha, the University of Johannesburg's Library Makerspace downloaded free 3D printing software and began to print face shields for UJ security staff, pharmacists, and some schools. In June, the Makerspace collaborated with the FABLAB in the Faculty of Art, Design and Architecture, and with sponsorships by Investec Property and Investec Property Fund, 7 000 face shields were produced for the City of Johannesburg police personnel, medical staff, and community workers in Johannesburg.

Conference and events

The Library was proud to collaborate with the Association of Commonwealth Universities (ACU) for their first virtual international conference: 'From zero to hero: Rising to the challenge in a time of crisis', held from 14 to 15 September 2020. This two-day international conference focused on the changing roles of librarians in a time of global disruption. In various ways, librarians have had to go from knowing zero or very little about a variety of technologies to mastering new technologies, trends, and techniques in teaching, research, and information support to assist the digital initiatives of their institutions. Librarians have become heroes, helping users to navigate their way in this new world. The conference attracted speakers from Australia, Canada, Ghana, Hong Kong, Kenya, Nigeria, Trinidad and Tobago, and the United Kingdom. The Executive Director, Prof Maria Frahm-Arp, who gave seven papers and keynote addresses at international conferences in 2020, was elected to the Research Support Committee for the Association for Commonwealth Universities, further establishing the global presence of the UJ Library.

The UJ Library continued to provide a stimulating environment for debate and engagement with topical seminars, book launches, workshops, and presentations to students, staff, and external stakeholders on the Library virtual platform. It hosted over 260 events online, of which 49 focused on COVID-19 and 62 engaged with 4IR, its technologies, and impact.

As part of the Library's community engagement initiative, the Library hosted its first Teacher Librarian Seminar in May 2019. This initiative was aimed at teacher-librarians, giving them practical insights into using 4IR technologies in their libraries. This workshop was free for teacher-librarians from Quintile 1, 2, and 3 schools. Following this seminar's enormous success, there was considerable demand for the Library to host another seminar in 2020. The second Teacher Librarian Seminar was held on 7 and 8 September, with the theme 'The changing role of teacher-librarians and digital literacy within a COVID-19 world'. The keynote speaker was Prof Jonathan Jansen, Distinguished Professor, Stellenbosch University.

In the spirit of ideas worth spreading, TEDxUniversityofJohannesburg (TEDxUJ) is designed to serve the University community as a high-octane, community-driven, independently organised TED Talk, licensed by TED New York. The vision of TEDxUJ is to highlight fascinating thinkers and leaders at UJ and in the wider UJ community. This year's TEDxUJ was fully online, and the talks are available at <https://youtu.be/zJzoxTQU-g>.

Another highlight of 2020 was the eight VC Reading Groups hosted by the Library, of which seven were virtual. The theme for 2020 was decolonial literature, and Prof Marwala discussed works by a variety of acclaimed African authors, including Chinua Achebe, Tsitsi Dangarembga, and Chimamanda Ngozi Adichie. For many of the students, a key highlight of the VC Reading Group is hearing how Prof Marwala unpacks the challenging issues raised in the books he selects. In various ways, these reading groups are a space of mentoring where Prof Marwala helps students grapple with complex societal issues. In June and August, Mr Mike Teke, the UJ Chair of

Council, led two reading groups. Mr Teke brought a personal touch to his reading groups offering students and staff encouragement, guidance and at times challenging their thinking on topics as important as gender-based violence, contemporary masculinities, and global politics in the time of COVID-19. All the sessions are available on the Library YouTube channel.

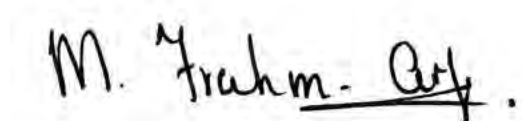
CHANGE MANAGEMENT

During lockdown, the Circulation and Shelving staff ran an intense staff development reading programme in which staff read a wide variety of articles on cutting-edge library developments and the Horizon 2019 report. The staff had a series of questions to complete at the end of each article or report and they worked collaboratively in WhatsApp groups to complete each assignment. At the end of the programme, the staff compiled a five-page report in which they detailed the changes they propose for the Circulation and Shelving space. A key aspect of this change is that by using the Library app students are able to pay fines and check out books themselves. The work of the Circulation staff is therefore going to move towards teaching students how to use the app, answering questions about finding information and supporting students in completing assignments, rather than issuing books. The Circulation staff have reimaged their roles, and in future they will be working on the floor of the various campus libraries engaging with students rather than behind a circulation desk.

ONGOING CHALLENGES AND AREAS OF DEVELOPMENT

An ongoing challenge for the Library is the continued maintenance of the Library space. On SWC, the Library roof continues to periodically leak when it rains. At the exit to all the campus libraries, there are 3M gates that read the magnetic strips in books and alert staff if a book is being removed from a library without having been checked out correctly. Many of the 3M gates are 15 years old and need to be replaced as they can no longer be repaired.

An area of development to look forward to in 2021 is the completion of the DFC coffee shop, as the lift will be installed early in 2021 and the coffee shop should be open to staff and students at the beginning of the second semester.



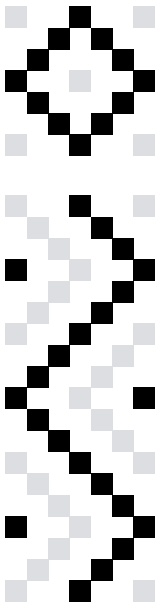
Maria Frahm-Arp (Prof)

Executive Director: Library and Information Centre









Faculty Performance

OVERVIEW & GOVERNANCE

The review reports of the one College and seven Faculties are reflected in this section, listed in alphabetical order.

During 2017, the Faculty of Management, and the Faculty of Economic and Financial Sciences were merged to create the College of Business and Economics (CBE). The College came into being on 1 July 2017. In terms of governance, during 2018, the College completed the full process of merging policies, governance structures and procedures, and in 2019, the College has thus followed the same rules that apply to the seven faculties.

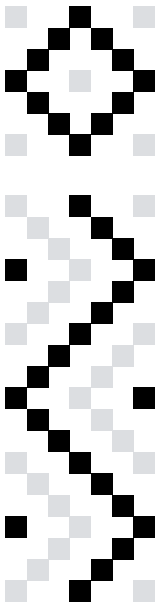
In the following, use of the term faculty also includes the College.

The Faculty Board of each faculty is the statutory governing structure. The Charter for Faculty Boards, aligned with the UJ Statute, was approved by Senate in 2010. In addition to the institutional academic strategies, policies, procedures and regulations, the Faculty Rules and Regulations (approved by Senate) serve as the faculty-based governance for the academic core business. Each faculty has faculty board committees, as approved by the Faculty Board and the relevant Senate Committee. Each faculty develops its strategic plan and focus in accordance with the institutional model, policy, strategy and material risks reflected in the Institutional Risk Register.

Angina Parekh (Prof)

Deputy Vice-Chancellor: Academic





College of Business and Economics (CBE)

OVERVIEW

The year 2020 provided ample opportunity to deepen knowledge and practice of the art of agility – in short, to respond to CBE stakeholders' changing expectations, while maintaining a solid good governance and operations backbone. The wisdom of Martin Luther King Jr features among the jewels of change leadership, saying: "If you can't fly, then run. If you can't run, then walk. If you can't walk, then crawl. But whatever you do, you have to keep moving forward".

At a global level, COVID-19 forced global economies into reverse gear. The GDP growth of the Russian economy (buffered by energy exports) contracted by some 3%, followed by the USA (-4%), Brazil (-5%), the eurozone (-5%) and India (almost -7%). China was the only exception (+2,3% GDP growth) as a result of having gripped the pandemic in its early phases. The economy of our beloved country was devastated by a drop of 7%. In comparison, a scenario 5% worse than the impact of the 2008/2009 global financial crisis.

South Africa's high state of inequality fuels the contestation of resources (e.g. taxation, expropriation, corruption, crime), which in turn discourages the investment necessary to accelerate job creation and reduce inequality. Fiscal redistribution through social assistance has redressed the rise in inequality since 1994; however, it is now constrained by a tight fiscal space. GDP per capita is now at a level last seen in 2005.

The UJ College of Business and Economics (CBE) has its purpose cut out: "The CBE develops critical thinkers and problem solvers who address business, economic and societal challenges", monitored and evaluated against the UJ Strategic Plan 2025.

Of particular importance to the CBE is how COVID-19 accelerated the impact of technology on the world of work. The past two years saw the CBE community investing much thought into reimagining the profile of future graduates, flourishing in the field of economics and business.

We focused on the intertwined impact of technology advances and COVID-19 on various economic sectors. For example, the disruption of health services, personal care, on-site customer service (e.g. retail, banks, restaurants), global tourism (airlines, airports, business, and leisure travel), outdoor production and maintenance (a sector that dropped by about 20%), and rail and road freight operations (affected by restricted production and movement of goods and services – notably the drop in global demand for commodities).

Insight was gained into the behavioural shifts observed in e-commerce and digital transacting. Moreover, as seen across universities globally, teaching, learning, research, academic governance, and operations in the CBE simply had to shift in a matter of weeks from campus-based to mostly online@home.ac.za. A journey marked by a high intensity of unlearning, learning, and relearning. Little did we know to what extent human interaction would become moderated.

Being confined to a restricted living environment soon emphasised the physical and psychological wellbeing of the CBE community. We soon gained insight into the taxing nature of multitasking the pedagogy of care to both students and loved ones. Later, we were deeply affected as job losses and the passing of those close to us started to raise their ugly head.



Regardless of these challenges, the CBE functioned at an unimaginable pace in 2020. The 2020 Annual Report testifies to much resilience and innovation, yielding improvement in 18 key performance indicators of at least 5% when compared to 2019 (Table xx). As expected, we did not succeed in research, master's, and doctoral output, where we observed a drop of at least 5%. These challenges are receiving much attention by the deanery. Highlights and key trends from the College's activities during 2020 are summarised in Table 29.

Table 29: CBE 2020 strengths and weaknesses

| Strengths (5% better than in 2019) | Weaknesses (5% weaker than 2019) |
|--|--|
| <ol style="list-style-type: none"> 1. Total international enrolment increased to 1 440 students in 2020 (+2%). 2. Postgraduate output below master's increased to 1 181(+6%). 3. CEP enrolment has remained stable at 6 604 students showing about 1% growth, when compared to at least 15% growth in previous years. On the other end, enrolment in non-subsidised online programmes has grown from 1 308 students in 2019 to 2 463 students in 2020 (88% growth). In 2020, CBE total undergraduate enrolment (subsidised and non-subsidised) has grown by 3% to 23 875 students. 4. The number of NSFAS grant holders has grown from 4 600 in 2019 to 5 473 in 2020 (+18%) to 7 955 in 2021 (+45%). Since 2019, an increase of 3 355 grant holders (+73%), that is, 52% of the CBE undergraduate portfolio being NSFAS supported. 5. Research output units (DHET accredited) increased from 440 in 2019 to 454 in 2020 (+3%). 6. The number of NRF-rated researchers has grown from 19 to 27 (+42%). 7. External research funding has increased to R24 million (+126%). 8. The number of visiting scholars has grown to 272 (+29%). 9. Some 18 new continuous education programmes (CEPs) were implemented (+16%) of which 15 focused on 4IR. 10. 55 CEPs now present a strong techno-enablement and empowerment focus as a result of either being designed or redesigned. 11. Three of five CBE fully online undergraduate programmes were implemented in 2020. 12. All of the 2 231 CBE modules have now transitioned to blended learning as the mode of delivery. 13. Module success rates have increased to 90% (+5%) as a result of improved communication with and care for students, and an increase of 25% in the number of senior tutors, tutors and mentors appointed to enhance online support. 14. Since 2019, the undergraduate graduation rate has increased to 28% (+2%). 15. The number of professors has increased through promotions and new appointments to 78 (+23%). 16. The number of senior lecturers has increased through promotions and new appointments to 120 (+5%). 17. The number of academic staff holding doctorates has increased from 114 to 121 (+8%). 18. From 2017 to 2020, the percentage of designated academic staff remained consistent at 46%, while international academic staff have increased from 12% to 17%. Non-designated groups decreased from 42% to 37%. | <ol style="list-style-type: none"> 1. Master's degree output has dropped from a peak of 224 in 2019 (as a result of urging long-enrolled master's students to complete their studies), to 180 (-20%). 2. Doctoral degree output has dropped from a peak of 37 in 2019 to 33 in 2020 (83% of target). The number of black doctorands has dropped from a peak of 16 in 2019 to 12 in 2020 (71% of target). Consequently, the percentage of doctorands completing in four years dropped by 10% from 51% in 2019 to 41% in 2020. Closer examination revealed the impact of the pandemic on professional and personal demands since the majority of our master's and doctoral cohorts are in full-time senior management and leadership public and private sector positions. 3. Even though the number of publications exceeded those in 2019, the changing rules of DHET accreditation for subsidy did not count in our favour. |

FITNESS FOR PURPOSE

The CBE 2020 Annual Report reflects a counter-disruptive strategy built on the strengths of its School of Accounting, the Johannesburg Business School (JBS), the School of Consumer Intelligence and Information Systems, the School of Economics, the School of Management, the School of Public Management, Governance and Public Policy, the School of Tourism and Hospitality, and an agile academic governance force directed by the deanery.

An exciting new development is that the JBS has gained the status of a UJ faculty. This strategic move repositions and differentiates the JBS globally in the Fourth Industrial Revolution (4IR), with redesigned modules and learning material and an exciting MBA programme, which is offered in both contact and online modes. In a major win for students and faculty, UJ has appointed Dr Randall Carolissen as Dean of the JBS. A former group executive at the South African Revenue Services (SARS) and administrator of the National Student Financial Aid Scheme (NSFAS), he assumes his new position on 1 March 2021.

A further exciting development is that the four departments previously residing in the JBS has now been positioned under the newly established School of Management (SOM). UJ has appointed Prof Adri Drotskie as Director: SOM. She brings to UJ an avalanche of experience, following her successful stints at Henley Business School, gaining international exposure as MBA Director and Head of Research and Faculty Development. As an academic, she specialises in Strategy, International Business and Strategic Marketing. She also has years of experience in the corporate world in management and leadership in the areas of Strategy and Marketing. She assumed duty on 1 October 2020.

The CBE community progresses by using technology to educate more people than ever before in business and economics. We impact by generating knowledge, adding value to learning, and teaching how to be better informed, to be healthier, to be safer, to behave better, to connect, and to learn faster. In so doing, we ensure that the 'black box,' accelerated by COVID-19, serves as an enabler in the emerging new world of work.

The past year saw the CBE substantially extending its global scholarly network and concentrating investments into Greenfield projects capable of expanding the economy and creating more jobs for unemployed South Africans, of whom a staggering 60% are unemployed youths. We integrate the 4IR into our teaching, learning and research agenda to equip our graduates with a working knowledge of the future of manufacturing, geopolitics, and economic trade wars, as well as the ability to navigate systems for growth spots that can assist with growing national wealth.

In the following, while taking a closer look at how the College staff rose to the challenges faced during 2020, we also focus on how these challenges provided opportunities for rethinking traditional approaches to our core business of generating knowledge and educating our students for the post-COVID world.

Teaching and learning

Academics in the College faced severe challenges in 2020 with the sudden shift to online learning, but rose to the occasion. Indeed, the sudden requirement to move to online learning, while creating considerable uncertainty and stress, also gave great impetus to the need to ensure that students would be able to complete the academic year.

A number of modules had already introduced blended learning in previous years; while staff who were not yet familiar with online learning were aided by the various institutional support structures such as CAT, ICS, ADS, and the Academic Planning Division. Staff primarily used Blackboard, but also drew on other common platforms, such as Zoom, MS Teams, WhatsApp, and Google Classroom.

In a major boost for accountants of the future, the UJ CBE School of Accounting has become the first tertiary education institution in South Africa to adopt Xero Learn. Says Prof Amanda Dempsey, Senior Director: SOA, "We're proud to be the first South African university to introduce Xero to our teaching syllabus. Our vision is to educate a generation of accountants that embrace the Fourth Industrial Revolution (4IR). The partnership is a first for education in the accounting industry and will give our graduates the necessary tools to be well skilled, agile, and ahead of the game".

Clearly, the move to online learning required some adjustments in terms of pedagogies – with online learning, appropriately developed, typically being more able to cater for student-centred learning and pedagogies, such

as collaborative learning, constructivism, and inquiry-based learning. Hence, there was a broad shift from using Blackboard simply as a communication and repository system, to one of active engagement with students in the learning process. The majority of staff adopted asynchronous modes of presentation, in the form of video recordings, audio recordings and written materials uploaded to Blackboard. This more student-centred approach will allow students to better accommodate their engagement with learning materials within their full-time schedules.

A particular challenge was faced by those programmes that included a WIL component, which is required for graduation. This was addressed creatively by use of online games and simulation components in collaboration with professional accreditation agencies, which allowed all modules in the relevant departments to be completed.

The College has a strong tradition of supporting students in their efforts to achieve optimally. Our concerns about student access to online learning were addressed at institutional level, through the provision of data and, where necessary, of devices on loan. A further challenge was to ensure that the extensive tutoring programme could continue online and remain effective. There was an increase of 25% in the number of senior tutors, tutors and mentors appointed to enhance online support. WhatsApp seemed to become the preferred means for tutors to engage with their tutoring groups, or with individual students.

Maintaining the integrity of assessment in the online environment was obviously crucial. At an initial College meeting, a contingency plan involving a College-wide shift to continuous assessment was set up, which gradually evolved into detailed module assessment plans. A range of models of continuous assessment emerged, both with and without a final assessment opportunity, as best appropriate to individual disciplines.

Moderation practices were also adjusted due to time constraints and logistical issues. An internal proctoring system was developed by the School of Accounting, which was able to confirm who was actually taking the assessment; however, it was still not able to fully eliminate collusion. Some use was also made of artificial intelligence approaches to compare scripts where collusion might be suspected. In all, the College felt assured that adequate checks and balances were in place and that the integrity of assessment had been maintained.

Student performance showed that our approaches had indeed been successful. Module success rates increased overall to 90%, an increase of 5% against performance in 2019. Student dropout rate had increased from 11% in 2019 to 11,8% in 2020, but was well in line with the five-year trend.

Governance of the changed approaches to course delivery was well managed, under the leadership of the deanery, directors of schools and HODs. Teaching, learning, and assessment plans developed at College level guided schools and departments in the development of their own plans. Monitoring of progress took the form of periodic reports to the deanery.

Blackboard module activity reports played an important role in monitoring student activity. These reports often tended to indicate lower student activity than expected, but it became clear that this was because students were downloading all the material at once and then working offline in their own time. However, student activity picked up significantly during times of assessments, when students had to be on Blackboard.

In order to gain understanding of students' perceptions and expectations relating to online teaching and learning, the College conducted a student survey in May 2020 with 5 861 respondents (29% response rate, 50% first years, 40% senior undergraduates, 10% postgraduates, 46% NSFAS grant holders, and 24% supported by their families).

Of interest was that students connected to UJ learning and teaching by phone (63%) and/or laptop (32%) with 61% reliant on UJ-sponsored data. About 18% were always connected to the internet, whereas 85% were able to connect in the course of 12 hours. Students mostly connected with UJ between midday and midnight (62%), as many students had to attend to chores in the morning. Some 65% of respondents were negatively affected by study conditions, among whom 38% severely, drawing attention to the relevance of UJ residences as an enabling study environment. Despite several challenges, 78% of students considered their lecturers as 'very good' in online support during lockdown. There remained, however, a significant number of students who indicated concerns in certain key areas, which the College then sought to address during the second half of the year.

Residences created a platform for access to success and security, serving as a 69% strategically relevant driver in longer-term UJ CBE success. The second driver (36% relevant) was the attitude of lecturers towards their

students conveyed in email and WhatsApp messaging. Finally, students described their experience of a great university in five themes. An outstanding university was depicted as 1) student-orientated and caring; 2) the academic project is facilitated, researched, taught, and managed by highly competent staff; 3) sensitive to specific student needs as opposed to one size fits all; 4) provides a techno-enabled, techno-empowered, and safe campus environment (e.g. residences); and finally, 5) charges reasonable tuition fees.

With online teaching and learning continuing in 2021, the College will be looking to address a number of challenges that emerged. A key issue is continuing to ensure the quality of delivery of online learning, and to enable this to become increasingly student-centred in terms of innovative pedagogies. A further key issue is to maintain the integrity of online assessments. Staff workloads were a major concern during 2020; it is hoped that, with all classes now already online, staff will be able to devote additional time to pedagogies and curriculum innovation.

At the same time, the impetus given to teaching and learning through these sudden changes should not be overlooked, and the College intends to derive major benefits from this impetus going forward. The disruptive effects of the pandemic and associated lockdown restrictions served as a catalyst for innovation and advancement in the teaching and learning environment. There is now need for critical reflection on teaching pedagogies and how they can be optimally given effect in a blended, or online learning environment, taking into consideration the learning profile of students in an environment of rapid technological change. Critical reflection is also needed in the area of assessments, in order to develop strategies that would more meaningfully evaluate the attainment of expected learning outcomes.

Undergraduate enrichment modules

UJ hosts two undergraduate online enrichment modules (African Insights, and Artificial Intelligence in 4IR) of which students need to complete one module. From 2017 to 2019, some 2 300 CBE students completed African Insights. A remarkable change was observed in 2020 with about 2 200 CBE students opting to complete AI in 4IR, compared to 350 students completing African Insights.

Online programmes

The CBE hosts six non-subsidised online programmes, namely Advanced Diplomas in Financial Markets, Logistics, People Performance Management, Transportation Management, a BCom (Accountancy) and a Bachelor (Human Resource Management). Online enrolments have grown from 75 students in 2018 to 2 463 students in 2020.

Continuing education

The delivery of continuing education programmes (CEPs) has again been a growth area in the College during 2020 with 18 new programmes launched, of which 15 focused on the 4IR (4IR Ethics for Accountants, 4IR Ethics for Professionals in Business, 4IR Perspectives for Accounting, 4IR Perspectives for Professionals in Business, Advanced Technology Systems in Quality Management 4.0, An Introduction to Blockchain Technology for Accountants, An Introduction to Blockchain Technology for Professionals in Business, Artificial Intelligence: Perspectives for Accountants, Artificial Intelligence: Perspectives for Professionals in Business, Computational Intelligence for industry, Innovation Series: Industry 4IR, Intelligent System Development, Operational Excellence Strategy with Digital Transformation, Policy Governance of 4IR in Africa, Principles and Applications of 4IR in the Power and Energy Industry). Overall, CEP enrolment remained stable at 6 604 students (+1%).

Research and innovation

The year 2020 has been both encouraging and somewhat disappointing from the perspective of research and innovation. The number of published journal articles grew from 404 to 568 papers (+41%), conference proceedings dropped from 179 to 61 papers (-66%), and book chapters increased from 44 to 52 (+18%). In total, the CBE submitted around 686 individual publications in 2020, compared to the 633 submitted in 2019.

The reduction in the number of conference publications conforms with the CBE strategy to steer the College away from overreliance on conferences. The increase in the number of journal articles submitted in 2020 is pleasing, and points to a continuous increase in quality of our research outputs. However, although the number of submitted book chapters increased, a change in the calculation of research output units (ROUs) prescribed by the DHET resulted in a decreased number of ROUs awarded to the College.

In 2020, ROUs increased to 454 (+3%) when compared to 440 ROUs in 2019. The College's research output has nevertheless seen a very pleasing growth trajectory since 2017, with a year-on-year increment of 66 ROUs.

Factors impacting on our 2020 output doubtless included the imperative to transfer all modules at very short notice to online teaching – an immensely time-consuming endeavour for academic staff. In addition, the pandemic resulted in publication delays, for instance, in obtaining feedback from reviewers, and in obtaining the mandatory documentation required for the submission of book publications.

CBE researchers have sought to contribute to our knowledge on the impact of COVID-19 on the socioeconomic fibre of South Africa, given the prolonged lockdown. Key among these has been the School of Economics (SOE), which has developed a highly visible research-based 'Happiness Index', in collaboration with researchers in Europe and Australia. Other centres in the SOE have focused on the impact of COVID-19 on livelihoods. The School of Tourism and Hospitality has focused on understanding the changing dimensions of the tourism industry under the impact of COVID-19.

Research capacity

Numerous researchers have engaged with the Fourth Industrial Revolution, with some 120 titles contributing to the evolving field of 4IR. To further deepen research in the Fourth Industrial Revolution, the CBE is in the process of establishing the Centre for Data Science (CADS), which will lead research in applied data science, and offer specialist training and postgraduate qualifications in the field.

On a more practical note, the Centre for Technopreneurship, School of Consumer Intelligence and Information Systems, has held a series of hackathons to encourage technological innovation.

Other impressive developments in the research and innovation portfolio is that during 2020, the College further grew its list of NRF-rated researchers from 19 in 2019 to 27. CBE NRF-rated researchers include Prof CM Rogerson (B), Prof RN Nunkoo (B), Prof JW Muteba Mwamba (C), Prof H Twinomurinzi (C), Prof KJ Bwalya (C), Prof G Verhoef (C), Prof LG White (C), Prof JH Eita (C), Prof C Marnewick (C), Prof F Adekambi (C), Prof I Botha (C), Prof GA Goldman (C), Prof C Hill (C), Prof N Ngepah (C), Prof KN Njenga (C), Prof S Roberts (C), Prof JM Rogerson (C), Prof A Thomas (C), Prof TJ Tselepis (C), Prof DE Uwizeyimana (C), Prof AO Ade-ibijola (Y), Dr JK Giddy (Y), Prof L Leonard (Y), Prof N Meyer (Y), Prof D Nel (Y), Dr MI Raborife (Y), and Prof BD Simo Kengne (Y).

The CBE has continued to advance the affiliation of global scholars to increase the depth of our scholarly networks, which, coupled with the 18 members of staff who achieved their doctorates in 2020, have augmented research and supervision capacity. By the end of 2020, the College has 272 affiliated visiting scholars, 50 more than by end 2019. The number of PDRFs, too, has grown from 38 to 44.

The CBE hosts 11 distinguished visiting professors, who on average, present Scopus field-weighted citation indices of 2.64, meaning that their publications have been cited 2.64 time more than the world average for similar publications. These esteemed scholars include Prof Angustin Fosu (University of Ghana), Prof Arnold Bakker (Erasmus University of Rotterdam), Prof Edward Lorenz (University of Notre Dame), Prof Eva Demerouti (Eindhoven University of Technology), Prof Frank Riedel (Bielefeld University), Prof Jarkko Saarinen (University Oulu), Prof Naresh Malhotra (Georgia Institute of Technology, USA), Prof Robin Nunkoo (University of Mauritius), Prof Stefano Ponte (Copenhagen Business School), Prof Thomas Baum (University of Strathclyde), and Prof Ulrich Schmidt (University of Kiel).

The South African Research Chairs Initiative (SARChI) was established in 2006 by the Department of Science and Technology (DST) and the National Research Foundation (NRF). It is designed to attract and retain excellence in research and innovation at South African public universities through the establishment of research chairs at public universities in South Africa with a long-term investment trajectory of up to fifteen years. The College takes pride in hosting three SARChI Research Chairs: Prof Cecile Nieuwenhuizen, SARChI Research Chair in Entrepreneurship Education; Prof Erika Kraemer Mabula, SARChI Research Chair in Transformative Innovation, 4IR and Sustainable Development; and Prof Fiona Tregenna, SARChI Research Chair in Industrial Development.

In 2020, CBE's total external research funding has grown to R24.4 million from R10.8 million in 2019 (+126%), of which R16.5 million was sourced nationally, while external international research funding grew from R2.08 million to R7.9 million.

Postgraduate profile

Enrolments for both master's and doctorates grew in 2020 to 833 (2019: 753) and 260 (2019: 230) enrolments, respectively. International enrolments at postgraduate level grew substantially (2019: 1 049; 2020: 1 475).

While postgraduate output below master's grew by 6%, the 2020 postgraduate outputs at both the master's and doctoral level have dropped considerably, by at least 20%. This is undoubtedly due to the societal, professional, economic, and personal impacts of the COVID-19 pandemic since the majority of our students at this level are in full-time employment. Because of the pandemic, the plans to establish a dedicated mentoring space for postgraduate students in the CBE, dubbed the 'CBE Postgraduate Research Space', have been hampered and will probably only be concluded in a year or so.

The CBE is well on schedule on its trajectory to improve higher degrees administration processes. In 2020, the College Higher Degrees Committee started migrating many of its processes online. The migration is being done on a phased approach and will eventually culminate in increased automation and available information in the higher degrees administration processes, in line with the aspirations of the Fourth Industrial Revolution.

CBE research structures

The CBE houses an institute and nine centres dedicated to research and community development.

Centre for Competition, Regulation and Economic Development (CCRED)

The Centre for Competition, Regulation and Economic Development (CCRED) specialises in industrial development, competition and barriers to entry, and regional value chains. CCRED draws leading global experts, such as Dr Antonio Andreoni (SOAS, University of London, UK); Dr Rashmi Banga (United Nations Conference on Trade and Development); Parminder Jeet Singh (IT for Change, India); Prof David Kupfer (Federal University of Rio de Janeiro, Brazil); Prof Stefano Ponte (Copenhagen Business School, Denmark); Dr Tim Sturgeon (MIT Industrial Performance Centre, USA); and Dr Jinkeun Yu (Senior Research Fellow, Korea Institute for Industrial Economics and Trade).

Centre for Public Management and Governance

The Centre for Public Management and Governance offers two flagship CEPs. These programmes are integrated academic and professional distance education programmes designed for students, working professionals, and elected local political leaders offered through online technology-enhanced distance learning.

Centre for Public Policy and African Studies

The Centre for Public Policy and African Studies is a hub of teaching and learning targeted primarily at recruiting public spirited students who are involved or aspire to be involved in policy making, policy implementation or policy research.

Centre for Local Economic Development (CENLED)

The Centre for Local Economic Development (CENLED) partnered in an international research study on strengthening urban engagement of universities in Asia and Africa, funded by the British Academy. The project includes six other international partners from Iran, Iraq, the Philippines, Scotland, Tanzania, and Zimbabwe. CENLED entered a three-year capacity building programme for Gauteng Department of Economic Development officials.

Food Evolution Research Laboratory (FERL)

The Food Evolution Research Laboratory (FERL) contributes to combat the impact of COVID-19 and the subsequent lockdown on dietary habits and food choices. FERL conducted a study on the dietary habits and possible health outcomes in Sub-Saharan Africa during the COVID-19 lockdown. FERL and the Nutrition Society of South Africa (NSSA) hosted a virtual symposium to commemorate World Food Day.

Institute for Transport and Logistics Studies (Africa)

The Institute for Transport and Logistics Studies (ITLS) (Africa), located within the Department of Transport and Supply Chain Management, responds to industry needs for independent, unbiased, relevant, and up-to-date research. Its international partner institution is the Institute of Transport and Logistics Studies at the University of Sydney. In 2020, the contribution of ITLS (Africa) ranged from surveys on trends in transport, logistics and supply chain management to once-off specialist research projects, such as the skills gaps in Kenya, Namibia, and Zimbabwe.

Centre for African Business

The Johannesburg Business School (JBS) Centre for African Business (CAB) acts as an interface between business and the Johannesburg Business School. The CAB aims to contribute towards making JBS recognised

for excellence in management and leadership capacity building in Africa and internationally, and is committed to the decolonisation of teaching, learning and the broader curriculum – using Africa-specific examples and outputs. The Centre runs various events (seminars, workshops, and short courses) linked to its research outputs and geared towards driving the Pan-African agenda and strategy of the Johannesburg Business School, and the University of Johannesburg at large. The CAB's principal activity is to develop and publish contextually relevant case studies using Africa-specific examples and outputs, as well as conducting research, and publishing opinion editorials and white papers.

Centre for Entrepreneurship

The Johannesburg Business School (JBS) Centre for Entrepreneurship (UJCE) aims to be an internationally recognised centre of excellence in discovering, developing, and implementing innovative and value-adding small and medium enterprises development programmes, targeting primarily the Soweto and Greater Johannesburg regions, but also further afield where appropriate. Recognising the UJCE's role as a key player in the entrepreneurship ecosystem, the UJCE is also committed to developing strategic programmes, which facilitate the graduation of existing very small enterprises (VSE) to full SME status with higher levels of operational efficiency and effectiveness, as well as profitability.

Public and Environmental Economic Research Centre (PEERC)

The Public and Environmental Economic Research Centre (PEERC) is dedicated to basic, applied, and strategic research in environmental economics. Governments and development agencies have now recognised the key role of environmental assets for sustainable development. This increased focus on the healthy environment has clearly shifted the fiscal debates around the world to policies that promote effective incorporation of environmental concerns into development decision making.

Technopreneurship Centre

The Technopreneurship Centre is an ideation and innovation hub where industries' most pressing unresolved challenges can be addressed, researched, and solved by our students, supported by exceptional academics. The Centre fosters collaboration among students and industry partners with regard to building technologies, by involving students in structuring real-life innovative solutions in the form of intelligent software systems, video games, mobile applications (apps), and other forms of technological solutions that address business, economical and societal challenges, required by industries, local communities, and the government.

CBE staff profile

There have been significant shifts in the staff profile during 2020, in terms of staff gaining their doctoral qualifications and through promotions. With regard to doctorates, there has been steady progress since 2017, when 98 staff held a doctorate; the total had moved to 121 in 2019 and in this year reached a very pleasing 139, with 18 more staff graduating.

Similarly, there was a very pleasing total of 18 staff promoted, across the various ranks. Three colleagues were promoted to full professor, Profs Beatrice Simo-Kenge, Nicolas Ngepah, and Tembi Tichaawa. Profs Marius Wait, Marius Venter, Noleen Pisa, and Diane Abrahams were all promoted to associate professor. And finally, the following colleagues were promoted to senior lecturer: Dr Bulelwa Maphela, Dr Magda Wilson, Dr Nazeer Joseph, Dr Cashandra Mara, Dr Nelesh Dhanpat, Dr Wikus Erasmus, Dr Chioma Okoro, Dr Jeremy Mitonga-Monga, Dr Letiwe Nzama, Dr Roelien Brink, and Dr Chuma Diniso.

It is clear that the College's commitment to the development of younger staff, not least through their participation in UJ's Accelerated Academic Mentoring Programme (with approximately 70 CBE participants), is having considerable impact.

Staff accomplishments

The accomplishments of CBE staff on the international and national stage are too numerous to mention in detail. Staff have been elected to the boards of learned societies, have been appointed as visiting professors at global universities, have given keynote presentations at international conferences, have secured notable

international conferences for South Africa, and have hosted conferences that brought leading experts together for dialogue and networking.

- Prof Linda de Beer was appointed as Chair: Public Interest Oversight Board.
- The Cracow University of Economics (Poland) bestowed on Prof Cecile Nieuwenhuizen (DHET-NRF SARChI Chair in Entrepreneurship Education), an Honorary Doctorate in recognition of her contribution to entrepreneurship education in Poland.
- Dr Nelesh Dhanpat was appointed as Assistant Editor of the South African *Journal for Human Resource Management*.
- Dr Thando Vilakazi (Director: CCRED) secured a DTI grant of R15 million (2020 to 2023).
- Prof Mercy Mpinganjira secured an agreement with Wholesale and Retail Sector Education and Training Authority (W&RSETA) to the value of R7.86 million (2020 to 2023) to establish a Gauteng-based W&RSETA Wholesale and Retail Chair in the School of Consumer Intelligence and Information Systems.
- Dr Ebes Esho has received the Academy of Management International Management Division Best Reviewer Award. The accolade is based on numerous reviews for the renowned international Association of Management Sciences.
- President Cyril Ramaphosa has appointed Dr Sydney Mufamadi (Director: CBE Centre for Public Policy and African Studies, and Minister in the cabinets of Presidents Nelson Mandela and Thabo Mbeki) and Baleka Mbete (former Deputy President and speaker of the National Assembly) as his Special Envoys to Zimbabwe, following difficulties that the Republic of Zimbabwe experienced.
- Prof Fiona Tregenna's SARChI Chair was renewed following a rigorous peer review by the NRF.
- Dr Stella Bvuma (HOD: Applied Information Systems) was appointed as Non-Executive Director on the board of the Small Enterprise Development Agency (SEDA).
- Prof Diane Abrahams (Director: STH) was appointed to the Minister of Tourism's advisory panel for the review of the White Paper on Tourism.
- Ms Boniswa Madikizela was selected as one of the 28 top-performing women leaders to form part of the International Women's Forum (IWF) 2020-2021 Fellows Class.
- Prof Mornay Roberts-Lombard was elected Board Member to the Chartered Institute of Customer Management.

Academic governance

The College would not function without its 127 committed, hardworking professional administrators and 41 operational staff members who take a broad view of the University, the College, and our students' best interests.

The CBE administration renders a one-stop service to some 27 000 registered students on three different campuses, ranging from certificate up to doctorate level, which represent 43% of the University's student population.

This foremost responsibility is divided among Prof Sivan Chetty (Vice-Dean: Teaching and Learning), Prof Kelvin Bwalya (Vice-Dean: Research and Internationalisation), Prof Marita Pietersen (Head: CBE Quality Assurance), Ms Maria Motaung and Ms Elmarie Vermeulen (the two CBE Heads of College Administration), Ms Delia Arends (Head: Dean's Administration), and Ms Yasmiena Sally-Joyce (Executive Secretary to the Dean).

LOOKING FORWARD

Overall, the CBE has progressed well in 2020. Underpinning the mindset of all the staff in the College is the theme of connectedness, of productive and active interdisciplinary connections within the College, as well as a vast set of continental and international connections, to ensure that globally, the UJ College of Business and Economics is top of mind and top of class.

The CBE leader team is confident that the CBE, with the collaboration of all role-players across the private and public sectors, as well as civil society, will help to turn business into a powerful engine that drives our economy forward.

We express our deep appreciation for individual and collective commitment to our future impact.

Table 30: Highlights and key trends from the College's activities during 2020

| UJ Strategic Objective | 2017 | 2018 | 2019 | 2020 | 2021 | 2020, compared to 2019 | Year-on-year trend since 2017 |
|--|-------|-------|-------|--------------|--------------|------------------------|-------------------------------|
| SO1 (Excellence in research and innovation) and SO5 (National and global reputation management) | | | | | | | |
| Postgraduate programme qualification mix | | | | | | | |
| Number of PG diploma programmes | 2 | 3 | 3 | 4 | 4 | 1 (33%) | 1 |
| Number of honours programmes | 24 | 22 | 22 | 22 | 22 | 0 | -1 |
| Number of master's programmes | 51 | 46 | 45 | 45 | 45 | 0 | -2 |
| Number of doctorate programmes | 30 | 28 | 26 | 26 | 26 | 0 | -1 |
| Enrolment | | | | | | | |
| Subsidised enrolment – postgraduate diploma (2021 target = 730) | 713 | 926 | 770 | 644 | 754 (103%) | -126 (-16%) | -36 |
| Subsidised enrolment – honours (2021 target = 1 031) | 1 259 | 1 070 | 1 103 | 1 179 | 1 308 (101%) | 76 (7%) | -21 |
| Subsidised enrolment – postgraduate diploma and Honours (2021 target = 2 031) | 1 972 | 1 996 | 1 873 | 1 823 | 2 062 (102%) | -50 (-3%) | -57 |
| Subsidised enrolment – master's (2021 target = 1 019) | 735 | 731 | 753 | 833 | 1 019 (100%) | 80 (11%) | 32 |
| Subsidised enrolment – doctorate (2021 target = 268) | 169 | 201 | 230 | 260 | 258 (96%) | 30 (13%) | 30 |
| Subsidised enrolment – total postgraduate (2021 target = 3 318) | 2 876 | 2 928 | 2 856 | 2 916 | 3 339 (101%) | 60 (2%) | 5 |
| International enrolment – undergraduate (2021 target = 1 061) | 906 | 1 046 | 1 062 | 1 061 | 998 (94%) | -1 (%) | 48 |
| International enrolment – postgraduate (2021 target = 333) | 236 | 358 | 355 | 379 | 370 (111%) | 24 (7%) | 43 |
| International enrolment – total | 1 142 | 1 404 | 1 417 | 1 440 | 1 368 (98%) | 23 (2%) | 91 |
| Graduates | | | | | | | |
| Postgraduate output – honours (2020 target = 795) | 830 | 706 | 714 | 850 (107%) | | 136 (19%) | -58 |
| Postgraduate output – postgraduate diploma (2020 target = 333) | 370 | 460 | 395 | 331 (99%) | | -64 (-16%) | 13 |
| Postgraduate output – HEQF Level 8 (2020 target = 1 128) | 1 200 | 1 166 | 1 109 | 1 181 (105%) | | 72 (6%) | -46 |
| Postgraduate output – master's (2020 target = 190) | 163 | 160 | 224 | 190 (100%) | | -34 (-15%) | 31 |



| UJ Strategic Objective | 2017 | 2018 | 2019 | 2020 | 2021 | 2020, compared to 2019 | Year-on-year trend since 2017 |
|---|-------|-------|-------|-----------------|------|------------------------------|-------------------------------------|
| Postgraduate output – doctorate (2020 target = 40) | 23 | 31 | 37 | 33 (83%) | | -4 (-11%) | 7 |
| Postgraduate output – SA black doctorands (2020 target = 17) | 8 | 8 | 16 | 12 (71%) | | -4 (-25%) | 4 |
| Postgraduate output – total | 1 386 | 1 357 | 1 370 | 1 404 (103%) | | 34 (2%) | -8 |
| % Honours students completing in one year | 57% | 64% | 65% | 69% | | 4% | 4% |
| % Master's students completing in two years | 28% | 18% | 23% | 23% | | 0% | -1% |
| % Doctorate students completing in four years | 30% | 55% | 51% | 41% | | -10% | 3% |
| Research output and capacity development | | | | | | | |
| Research output units (DHET accredited) (target for 2021 = 441) | 285 | 286 | 440 | 454 | | 14 (3%) | 66 |
| Number of NRF-rated researchers | 14 | 19 | 19 | 27 | | 8 (42%) | 4 |
| External research funding – national (ZAR million) | 6.62 | 8.83 | 8.71 | 16.52 | | 8 (90%) | 2.96 |
| External research funding – international (ZAR million) | 1.55 | 1.94 | 2.08 | 7.88 | | 6 (279%) | 1.91 |
| External research funding – total (ZAR million) | 8.17 | 10.77 | 10.79 | 24.40 | | 14 (126%) | 4.87 |
| Visiting scholars – number of PDRFs | 12 | 27 | 38 | 44 | | 6 (16%) | 11 |
| Visiting scholars – number of distinguished visiting professors | 5 | 7 | 9 | 11 | | 2 (22%) | 2 |
| Visiting scholars – number of visiting professors | 5 | 8 | 11 | 16 | | 5 (45%) | 4 |
| Visiting scholars – number of visiting associate professors | 4 | 9 | 11 | 12 | | 1 (9%) | 3 |
| Visiting scholars – number of professors of practice | 2 | 8 | 15 | 17 | | 2 (13%) | 5 |
| Visiting scholars – number of associate professors of practice | 4 | 4 | 4 | 4 | | (%) | 0 |
| Visiting scholars – number of senior fellows/senior research associates | 41 | 52 | 63 | 79 | | 16 (25%) | 13 |
| Visiting scholars – number of fellows/research associates | 43 | 56 | 71 | 89 | | 18 (25%) | 15 |
| Visiting scholars – total | 116 | 171 | 222 | 272 | | 50 (23%) | 52 |



| UJ Strategic Objective | 2017 | 2018 | 2019 | 2020 | 2021 | 2020, compared to 2019 | Year-on-year trend since 2017 |
|--|--------|--------|--------|--------|-----------------|------------------------------|-------------------------------------|
| SO2 (Excellence in teaching and learning), SO3 (An international profile for global excellence and stature) and SO4 (An enriching student-friendly learning and living experience) | | | | | | | |
| Undergraduate programme qualification mix, collaboration, and delivery mode | | | | | | | |
| Number of undergraduate subsidised programmes | 65 | 59 | 58 | 52 | | -6 (-10%) | -4 |
| Number of continuing education programmes (cumulative) – whole programmes | 10 | 10 | 13 | 13 | 13 | 0 | 1 |
| Number of continuing education programmes (cumulative) – bridging programmes | 6 | 7 | 7 | 7 | 8 | 0 | 0 |
| Number of continuing education programmes (cumulative) – short learning programmes | 88 | 91 | 96 | 114 | 115 | 18 (19%) | 8 |
| Number of continuing education programmes (cumulative) – total | 104 | 108 | 116 | 134 | 134 | 18 (16%) | 10 |
| Number of continuing education programmes on 4IR (cumulative) | 4 | 7 | 18 | 33 | 35 | 15 (83%) | 10 |
| Number of joint, interdisciplinary programmes with international institutions (cumulative) | 9 | 10 | 12 | 13 | | 1 (8%) | 1 |
| Number of academic initiatives advancing 4IR (cumulative) | 4 | 11 | 14 | 18 | | 4 (29%) | 5 |
| Number of full online programmes | 2 | 6 | 6 | 9 | | 3 (50%) | 2 |
| Number of blended learning modules offered in contact programmes | 772 | 1 088 | 1 364 | 2231 | | 867 (64%) | 465 |
| Number of UG completion of the module African Insights | 2 308 | 2 547 | 2 233 | 349 | | -1 884 (-84%) | -619 |
| Number of UG completion of the module AI in 4IR | | | | 2 164 | | | |
| Number of UG completion of either of the enrichment modules | 2 308 | 2 547 | 2 233 | 2 513 | | 280 (13%) | 30 |
| Enrolment | | | | | | | |
| Subsidised enrolment – undergraduate diplomas (2021 target = 6 367) | 6 773 | 6 399 | 6 109 | 6 065 | 6 251 (98%) | -44 (-1%) | -241 |
| Subsidised enrolment – undergraduate degrees (2021 target = 9 035) | 10 088 | 9 756 | 9 205 | 8 743 | 8 894 (98%) | -462 (-5%) | -459 |
| Subsidised enrolment – undergraduate total (2021 target = 15 412) | 16 861 | 16 155 | 15 314 | 14 808 | 15 259 (99%) | -506 (-3%) | -700 |



| UJ Strategic Objective | 2017 | 2018 | 2019 | 2020 | 2021 | 2020, compared to 2019 | Year-on-year trend since 2017 |
|--|--------|--------|--------|-------------|----------------|------------------------------|-------------------------------------|
| FTEs (students) | 14 820 | 14 333 | 13 872 | 13 832 | 14 763 | -40 (%) | -343 |
| FTEs (academic staff) | 613 | 637 | 667 | 645 | 647 | -22 (-3%) | 13 |
| Ration: FTEs (Students) per FTEs (staff members) | 24 | 23 | 21 | 21 | 23 | 1 (3%) | -1 |
| Enrolment in continuing education programmes (2021 target = 7 000) | 6 041 | 6 122 | 6 547 | 6 604 | 6 898 (99%) | 57 (1%) | 211 |
| Enrolment in online programmes – AdvDip (Financial Markets) | 0 | 54 | 599 | 890 | 328 | 291 (49%) | 322 |
| Enrolment in online programmes – AdvDip (Logistics) | 0 | 0 | 151 | 388 | 159 | 237 (157%) | 132 |
| Enrolment in online programmes – AdvDip (People Performance Management) | 0 | 0 | 57 | 231 | 76 | 174 (305%) | 75 |
| Enrolment in online programmes – AdvDip (Transportation Management) | 0 | 0 | 177 | 398 | 163 | 221 (125%) | 137 |
| Enrolment in online programmes – BCom (Accountancy) | | | | | 127 | | |
| Enrolment in online programmes – Bachelor (Human Resource Management) | 0 | 21 | 324 | 556 | 228 | 232 (72%) | 197 |
| Total enrolment in CBE online programmes (2021 enrolment end February 2021) | 0 | 75 | 1 308 | 2 463 | 1 081 | 1 155 (88%) | 862 |
| Total enrolment in CBE online programmes as % of total undergraduate subsidised enrolment | 0% | 0% | 9% | 17% | 7% | 8% | 6% |
| CBE overall undergraduate enrolment | 22 902 | 22 352 | 23 169 | 23 875 | 23 238 | 706 (3%) | 374 |
| CBE overall under- and postgraduate enrolment | 25 778 | 25 280 | 26 025 | 26 791 | 26 577 | 766 (3%) | 378 |
| Student profile | | | | | | | |
| % of first years with an APS ≥ 35 (without Life Orientation) (2020 target = 15%) | 15,4% | 16,0% | 15,0% | 16% (1%) | 22% (6%) | 0,5% | 0 |
| % of first years from Quintile 1 and 2 schools (under-resourced) | 23,1% | 24,6% | 26,5% | 27,8% | 26% (-2%) | 1,3% | 2% |
| % of first years from Quintile 5 schools (well-resourced) | 38,4% | 35,1% | 34,2% | 34,5% | 36% (1%) | 0,3% | -1% |
| Number of NSFAS bursary holders | 2 089 | 4 588 | 4 600 | 5 473 | 7 955 (45%) | 873 (19%) | 1 016 |



| UJ Strategic Objective | 2017 | 2018 | 2019 | 2020 | 2021 | 2020, compared to 2019 | Year-on-year trend since 2017 |
|--|--------|--------|--------|--------------|--------|------------------------------|-------------------------------------|
| Student progress | | | | | | | |
| UG module success rates (2020 target = 87%) | 84,9% | 84,7% | 85,2% | 90,1% | | 4,9% | 2% |
| UG dropout rate by end Year 1 (2020 target = 11,5%) | 12,8% | 11,7% | 11,0% | 11,8% | | 0,8% | 0% |
| Graduate output – diplomas and degrees | 3 865 | 4 030 | 3 991 | 4 184 | | 193 (5%) | 92 |
| Graduate output – PG diplomas, honours, master's, and doctorate | 1 386 | 1 357 | 1 370 | 1 404 (103%) | | 28 (102%) | -8 |
| Graduate output – total | 5 251 | 5 387 | 5 361 | 5 546 | | 185 (3%) | 86 |
| Undergraduate graduation rate (%) | 22,9% | 25,0% | 26,1% | 28,3% | | 2,2% | 2% |
| Postgraduate graduation rate (%) | 45,1% | 46,6% | 48,5% | 47,8% | | -0,7% | 1% |
| % BTech and advanced diploma students graduating in minimum time | 47,9% | 59,2% | 58,7% | 62,5% | | 3,8% | 4% |
| % 3-year diploma students graduating in minimum time | 34,8% | 32,7% | 36,1% | 41,5% | | 5,4% | 2% |
| % 3-year degree students graduating in minimum time | 41,3% | 38,3% | 42,8% | 45,6% | | 2,8% | 2% |
| Number of senior tutors, tutors, and mentors | 245 | 273 | 340 | 424 | | 84 (25%) | 60 |
| SO6 (Fitness for global excellence and stature) | | | | | | | |
| Student enrolment full-time equivalents (FTEs) | 14 816 | 14 331 | 13 872 | 13 810 | 13 698 | -62 (-2%) | -348 |
| Staff full-time equivalents (FTEs) | 315 | 321 | 328 | 334 | 334 | 6 (2%) | 6 |
| Student FTEs/staff FTEs (ideal = 1:28) | 47 | 45 | 42 | 41 | 41 | -1 (-2%) | -2 |
| Student FTEs/ROUs (ideal = 1:00) | 0.90 | 0.89 | 1.34 | 1.36 | | (1%) | 0.18 |
| Full-time and fixed-term staff members | | | | | | | |
| Academic staff members | 329 | 350 | 369 | 375 | | 6 (2%) | 16 |
| ■ Professors | 29 | 27 | 28 | 34 | | 6 (21%) | 2 |
| ■ Associate professors | 30 | 35 | 44 | 44 | | (%) | 5 |
| ■ Black professors and associate professors | 5 | 6 | 8 | 11 | | 3 (38%) | 2 |
| ■ Senior lecturers | 110 | 115 | 114 | 120 | | 6 (5%) | 3 |
| ■ Lecturers | 145 | 146 | 149 | 140 | | -9 -6%) | -1 |
| ■ Assistant lecturers | 10 | 21 | 26 | 26 | | (%) | 5 |



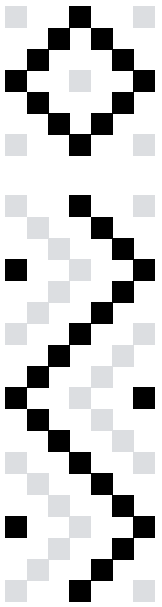
| UJ Strategic Objective | 2017 | 2018 | 2019 | 2020 | 2021 | 2020, compared to 2019 | Year-on-year trend since 2017 |
|--|-------|-------|-------|-------|------|------------------------------|-------------------------------------|
| Administrators | 94 | 125 | 125 | 127 | | 2 (2%) | 10 |
| Operations | 51 | 52 | 43 | 41 | | -2 (-5%) | -4 |
| Staff talent profile | | | | | | | |
| Women academics (2020 target = 50%) | 51% | 50% | 52% | 50% | | -2% | 0% |
| Professoriate | 17% | 16% | 20% | 21% | | 1% | 1% |
| Women in the professoriate | 5% | 6% | 8% | 9% | | 1% | 1% |
| Academics (designated) | 45% | 46% | 46% | 46% | | 0% | 0% |
| Academics (non-designated) | 42% | 40% | 38% | 38% | | 0% | -1% |
| Academics (international) | 12% | 14% | 16% | 17% | | 1% | 2% |
| Academics with a doctorate (n) | 98 | 114 | 121 | 139 | | 18 (15%) | 13 |
| Academics with a doctorate (%) | 30% | 33% | 33% | 37% | | 4% | 2% |
| Academics with a master's (n) | 170 | 150 | 150 | 132 | | -18 (-12%) | -11 |
| Academics with a master's (%) | 52% | 43% | 41% | 35% | | -5% | -5% |
| Academics who are CAs (n) | 66 | 66 | 66 | 67 | | 1 (2%) | 0 |
| Academics who are CAs (%) | 20,1% | 18,9% | 17,9% | 17,9% | | 0,0% | -1% |



Daneel van Lill (Prof)

Executive Dean: College of Business and Economics





Faculty of Art, Design and Architecture

In 2020, the Faculty of Art, Design and Architecture (FADA) aimed to deliver the performance targets that are aligned with the University's Strategic Plan 2025, amidst the radical changes that were enforced by the national lockdown restrictions. Throughout the various lockdown levels, which had a severe impact on access to studios, workshops, computer labs and other essential resources, administrative and academic staff remained responsive to the strategic imperatives of the University. This executive summary presents an outline of the key areas that were addressed within the Faculty's academic departments, research centres and UJ Arts and Culture during 2020.

STUDENT ENROLMENT PROFILE AND PERFORMANCE

The Faculty enrolment for 2020 shows a total headcount of 1 317 students, a decrease from the 2019 headcount of 1 404. Given that the Faculty's programme qualification mix (PQM) has shifted over the past ten years to a majority of degree programmes, there was a continued increase in the number of enrolments in undergraduate degrees until 2019 (250 in 2012 to 883 in 2019). In 2020, the total headcount for undergraduate degrees showed a slight decrease to 840, and a decrease is also evident in the undergraduate diploma headcount of 229 (down from 276 in 2019). The total undergraduate headcount in 2020 was 1 069 (a decrease from 1 159 in 2019).

The decrease in undergraduate numbers was balanced against the rapid increase in honours numbers in 2019. At postgraduate level, the honours enrolment stabilised with a slight headcount increase to 121 in 2020 (112 in 2019). The drastic decrease in the Graduate School of Architecture master's intake in 2019 resulted in a revised enrolment target for this division, and an overall Faculty master's headcount of 108 in 2020 (116 in 2019). The doctoral headcount continued to increase from 17 in 2019 to 19 in 2020. Hence, there was an overall increase in postgraduate student registrations with a total headcount of 248 in 2020 (245 in 2019, and 199 in 2018).

The Faculty's undergraduate and postgraduate international enrolments decreased in 2020 and this drastic decrease is evident in the first-time entering headcount from 36 in 2019 to 14 in 2020. The 2019 first-time entering headcount, however, had shown a significant spike from previous years (18 in 2018 and 14 in 2017). The undergraduate enrolment decreased from 71 in 2019 to 53 in 2020, while the postgraduate numbers decreased from 27 in 2019 to 21 in 2020. The total overall decrease in international enrolment shows the numbers dropping from 98 in 2019 to 74 in 2020.

The academic performance of students in the Faculty displays a slight decrease from 87,4% in 2019 to 86,9% in 2020. The overall dropout rates (from an institutional perspective) have been an ongoing source of concern. The rate improved in 2019 to 14,5% and increased again to 18,3% in 2020, which will require

renewed attention in 2021. Total graduation output decreased from 478 in 2019 to 403 in 2020. The drastic drop in graduation numbers is mostly evident in the undergraduate programmes, where the Department of Architecture decreased from 97 in 2019 to 58 in 2020, Fashion Design decreased from 47 in 2019 to 36 in 2020, Interior Design decreased from 26 to 19, and Jewellery and Manufacture decreased from 26 in 2019 to 12 in 2020. The 2020 drop in undergraduate graduation rates, from 27,6% in 2019 to 23,4% in 2020, should take into consideration the final phasing out of Bachelor of Technology programmes in 2018 and the immediate increase in honours graduation numbers in 2019. The graduation rate of master's students has been stable over a three-year period, showing a result of 56 in 2019 and 52 in 2020. These outputs equate to an overall graduation rate of 30,6% in 2020 (compared with 34% in 2019). The postgraduate graduation rate was 64,5% in 2019 with a slight decrease to 61,7% in 2020.

In the first term of 2020, the Faculty continued to provide support to its students through ongoing initiatives, such as the First Year Seminar; an extended system of tutors for first-year students; special assistance to at-risk students; the student success monitoring process; and on-site writing tutors. Additional tutor support was funded by the MEC strategic fund, as well as by the continued deployment of assistant lecturers in the Departments of Architecture, Industrial Design, and Graphic Design. The implementation of Level 5 lockdown restrictions required a sudden and drastic shift in teaching and learning strategy, from contact classes to online offering. This shift forced lecturers and tutors to move their class offerings, facilitation, and support to the online Blackboard platform in their entirety. The transition had to take place rapidly to ensure that the Faculty and University would meet the targets aligned to the national vision of "saving the academic year". Full-time and part-time lecturers invested many additional hours and worked ceaselessly to keep students on track with their academic projects. The following national and international achievements and awards are a testimony to the successes that were achieved during a period that brought many challenges.

In the Department of Graphic Design, two honours students achieved exceptional awards. Dominic Hobbs was awarded the Financial Mail Adfocus Top Student Portfolio in South Africa. This is an exceptional achievement, which places the Department of Graphic Design at the forefront of communication design training in Southern Africa. Weronika Lukasiak had her SNUGG project (conceptual product name) accepted for the Global Grad Show in Dubai; Ms Lukasiak was one of 100 exhibitors selected from 1 600 entries submitted from 270 universities worldwide. The Department had 30 finalists at the Loeries Awards in the Digital Craft, Illustration, Branding, Packaging, User-Interface Design, General Design, Publication Design, and Social Media Marketing categories. Overall, the Department took a Silver for Publication Design and a Bronze Award for the Zoo Buddies Campaign. UJ Graphic Design was rated in the top five design institutions nationally.

Furthermore, a Gold Assegai Student Award was made to Tyra Peter, second-year Graphic Design student. This is the Graphic Design Department's eighth consecutive year of winning a Gold Award in this prestigious event. In the 2020 National Student Gold Pack Awards, the Department of Graphic Design had the following achievements: Jauhara Allee won a first place in Category 3, and placed third overall in the national competition; Given Dube achieved second place in Category 1; and Shriya Baboolal took third place in Category 2. UJ FADA Department of Graphic Design had five finalists nationally in the 2020 Wild Bean Café design competition, with Galya Raff's design awarded second place. All leading design and advertising schools in South Africa participated in the competition.

The Industrial Design students continued to perform exceptionally well in a range of national competitions. In the HOMEMAKERS Industrial Design Challenge 2020, three BA Honours Industrial Design students were awarded tool and equipment prizes from Vermont Sales and cash prizes from HOMEMAKERS Expo, with first place going to Katlego Madumo, second place to Loubser Meyer, and third place to Natalie Selibas. Nathan Prah-Andresen placed third in the 2020 Association of Rotomoulders of Southern Africa (ARMSA) student design award for his Social Distancing Bench.

The multidisciplinary theatre project, *Metamorphosis*, completed in 2019, was entered for the prestigious Naledi Theatre Award in 2020. The Award for Best Set Design was awarded to the student cohort who designed the '*Metamorphosis*' set, and the production also won the award for Best Lighting and Animation.

A third-year Interior Design student, Nathon Ehrke, was selected as a top 10 finalist in the prestigious PG Bison national student competition. Lorein Siguake, who had received Best Fourth Year Design Award in Interior Design in 2019, was one of two global winners of the 2020 Helen Green Design Foundation Bursary. After receiving input from her fourth-year lecturer, Ms Sadiyah Geyer, Lorein entered the competition and won the bursary.

In the Department of Visual Art, Dahlia Maubane (master's student) was awarded an Ampersand Foundation Fellowship to New York in January 2020. Her exposure to New York based photographers, artists, writers, and exhibitions has furthered her career and academic opportunities. Master's student, Yannis John Generalis, graduated and received the Chancellor's Medal for Meritorious Postgraduate Research.

ACADEMIC PROGRAMME OFFERING AND CURRICULUM DEVELOPMENTS

January 2020 commenced with the introduction of a new Bachelor of Arts Honours in Art Therapy. Nine students were enrolled in the programme, and an international partnership was negotiated between UJ and the University of Hertfordshire (UK) to assist in programme delivery and to have access to six international lecturers and advisors on the programme offering. The MA in Art Therapy awaits a professional evaluation by the Health Professions Council of South Africa (HPCSA), to be conducted in 2021.

The national lockdown required a sudden conversion in the mode of programme delivering. Although a blended learning approach had been progressively introduced since the incorporation of Blackboard, the lockdown period required a rapid increase in an advanced utilisation of Blackboard as a tool to allow students to gain access to resources and to attend online classes. Functions, such as Blackboard Collaborate (online class presentation and discussion sessions), lecture recordings and online assessments, had seldom been used before the lockdown period. When faced with this challenge, FADA academics successfully navigated the complexities of online learning and managed to incorporate innovative teaching strategies, which enabled the offering of studio modules through online platforms.

Given the nature of the design and art disciplines offered in the Faculty, practical modules require the application of specialised machinery, equipment, software packages and demonstrative teaching methodologies. Completion of the majority of practical and studio modules required students to return to campus from Level 3 onwards in July 2020. A phased-in approach, aligned to UJ requirements and protocols, was implemented. Postgraduate and third-year students were granted permission to return during Level 3, followed by first-year students at Level 2 and second-year students at Level 1.

Valuable lessons were learnt during the lockdown, which could result in long-term changes in future curriculum development and rollout. Traditional classroom teaching and learning strategies were adjusted to assist students in managing their individual time, learning pace, environmental circumstances, and individual needs. Blended learning continued to the end of 2020 and a critical evaluation of the lessons learnt in 2020 was discussed at the Faculty strategic breakaway in November 2020.

Although implementation of many projects was severely impacted by the lockdown, Denver Hendricks managed to continue the implementation of the Faculty collaborative research and experimentation-focused fabrication lab positioned within the framework of Industry 4.0. The FabLab will go a long way to mitigate the problems caused by the lack of universal workshop access in the Faculty, as well as encouraging inter- and cross-disciplinary engagement among students, focused on learning through making, and engaging with new technologies of making. The FabLab will encourage a positive change in curriculum development towards innovative practices, collaborative interaction, and creative technological applications.

RESEARCH AND CREATIVE PRODUCTION

Preliminary (unaudited) figures indicate that the Faculty will exceed the research output target set at a total of 60 DHET subsidy units for 2020. The Faculty produced 53 DHET textual output subsidy units (target 45 output units). In total, 15 creative output subsidy units were presented, as per the target, but the 2020 creative units have not yet been submitted. Overall, it can be predicted that the Faculty could show an overall increase in Faculty research output for 2020.

Table 31: FADA research units submitted to DHET for accreditation 2014-2020, showing the percentage of contributions to international journals

| Year | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------------------|-------|-------|-------|-------|------|------|------|
| Total outputs | 34.02 | 50.75 | 35.08 | 75 | 79 | 33 | 53 |
| % International articles | 26% | 70% | 45,9% | 60,6% | 66% | 89% | 100% |

The 2020 submissions comprised 34.58 units from journal articles (9.00 in 2019) and 7.15 conference proceeding units (5.0 in 2019), book chapters 8.75 units (9.0 units in 2019) and 10 units for a book submitted by Jennifer Bajorek. Publication in international journals increased to 100% in 2020 from 89% in 2019. The number of Scopus-listed publications was 22 in comparison to the 10 achieved in 2019.

Visual Identities in Art and Design (VIAD) is a significant contributor in delivering Faculty research targets. In 2020, VIAD submitted 31 textual research outputs and three creative research outputs in 2020. The textual outputs included one solo-authored book worth 10 DHET units. The Centre also published the e-volume, *Standing Items: Critical pedagogies in South African Art, Design and Architecture*, which was produced in collaboration with STAND (Scholarship for Teaching and Learning in Design). It was edited by Brendan Grey, Shashi Cullinan-Cook, Tariq Toffa and Amie Soudien. The volume contained chapters by three FADA staff members. With a foreword by renowned scholar and UJ Honorary Professor, Antonia Darder, the book marks an important milestone in local critical pedagogies scholarship. VIAD Director, Leora Farber, and research associate, Renee Mussai, guest-edited a special edition of the subsidy-generating journal, *Critical Arts*, which was also published in 2020. Titled *Ecologies of Care: Curatorial Re-Positionings, Speculative Photographies*, the articles were drawn from papers delivered at the Curatorial Care conference hosted by VIAD in 2018. The edition features articles by five VIAD research associates.

The number of NRF-rated staff remained stable at nine. The rated researchers in the Faculty are Prof Kim Berman (C2), Prof Leora Farber (C2), Prof Federico Freschi (C1), Prof Caroline Kihato (C2), Prof Anitra Nettleton (B1), Mr Alexander Oppen (C2), Prof Brenda Schmähmann (B3), Prof Karen von Veh (C2), and Dr Irene Bronner (Y1).

In 2020, the Faculty of Art, Design and Architecture focused on increasing creative work output submission. Artists and designers in FADA participated in the DHET creative output submissions and await feedback for work produced from 2017 to 2019.

NRF SARCHI CHAIR IN SOUTH AFRICAN ART AND VISUAL CULTURE

2020 was the final year of the first cycle of the SARCHI Chair in South African Art and Visual Culture; we received the excellent news that the Chair had been renewed for a second cycle from 2021. The Faculty and the University rejoiced in this achievement and the excellent work that was achieved by Prof Schmähmann during the first cycle.

While the impact of COVID-19 meant postponing a conference timed for April 2020 to the following year, the period was nevertheless a productive one. One achievement was the publication of *Troubling Images: Visual Culture and the Politics of Afrikaner Nationalism* (Wits University Press), which Prof Brenda Schmähmann co-edited with Prof Federico Freschi (now a Senior Research Associate with the Chair) and Prof Lize van Robbroeck at Stellenbosch University. Also significant was a themed edition of the journal *Image & Text* (University of Pretoria) on *Material Narratives: Public and Private Histories in Cloth*. Guest-edited by Prof Schmähmann, and emanating from a conference in 2019 of the same name, it included journal articles by the Chair, Dr Irene Bronner (senior lecturer with the Chair) and Dr Philippa Hobbs (postdoctoral research fellow with the Chair) as well as Prof Karen von Veh (Visual Art Department) and international and local authors. Additional journal articles were also published by Philippa Hobbs, postdoctoral research fellow, Mathodi Motsamayi, research associate, Malcolm Corrigan, graduated doctoral candidate, Jayne Crawshaw Hall, and doctoral candidate, Delene Human.

Roxy Do Rego submitted her PhD in Art History (supervised by Prof Schmähmann) at the end of January 2020 and was awarded the degree after its successful examination. In November, Kate'Lyn Chetty submitted her

MTech (Visual Art) dissertation and exhibition for examination, and Alexa Pienaar (MTech Fine Art) submitted her work and exhibition in February/March 2021. Tabang Monoa (PhD in Art History) submitted his PhD early 2020, which will count towards the 2020 academic year graduation output.

The SARChI Chair arranged some public online events during the year. Prof Elizabeth Rankin (Emeritus, University of Auckland) delivered a guest lecture titled *From Memory to Marble: The historical frieze of the Voortrekker Monument* on 16 September 2020. A series of seminars titled Artists' Talks were hosted, which included presentations by Paul Emmanuel (8 September), Usha Seejarim (29 September), Christine Dixie and Helene van Aswegen (6 October), Senzeni Marasela (13 October), Ilene Bothma (20 October), and Paul Weinberg (27 October).

Significant achievements included Dr Irene Bronner receiving a Y1 rating from the National Research Foundation, Philippa Hobbs receiving an award for excellence as a postdoctoral research fellow, and doctoral candidate, Sinthemba Twalo, being on the Mail & Guardian's list of young people to watch.

THE VISUAL IDENTITIES IN ART AND DESIGN (VIAD) RESEARCH CENTRE

Through a series of online public programme events, interdisciplinary platforms, panel discussions and publications, in 2020 VIAD deepened work that was initiated and has been developing since 2017. Building on its established strategic focus area of '*Personal addresses, creative agencies and political resistances in the post-colony*', projects supported in 2020 contributed towards a critical rethinking of history-making and future-imagining within the historical paradigm (and contemporary afterlives) of racial slavery, colonial modernity, and apartheid. Central to this focal area is how cultural and aesthetic practices are enacted as 'living histories' and 'imaginings of the new' within contexts of racialised, gendered and sexualised violence, and how such practices open new ways of thinking about freedom, community and what it means to be human.

VIAD adapted swiftly and strategically to the limitations of remote working due to COVID-19 restrictions. All VIAD's programming was converted from physical events to online platforms. This conversion was exceptionally productive, as it opened up new ways of presenting and disseminating research with a global reach. Financially, working online also proved to be more cost-effective, as it enabled us to work with a range of international scholars and research associates without having the expenses of bringing people to Johannesburg.

In addition to VIAD's ongoing public programme of book launches, panel discussions and public lectures, working digitally enabled the research centre to reinforce and grow its public presence through the introduction of new programmes and initiatives. All of VIAD's online public programme events were successful in that they were well attended; drew in a new, wider range of participants; elicited positive feedback from attendees and participants; comprised a broad range of international and national presenters from Art and Design disciplines, as well as from disciplines across the Humanities; included contributions not only from academics, but also from visual/cultural practitioners; gave rise to conceptually strong, dynamic and relevant presentations; and elicited challenging, vibrant, and, at times, robust, conversation and debate.

Ongoing, long-term collaborative projects that VIAD worked on in 2020 included:

- *The Imagined New project*, which is a three-year project (2019-2021) and partnership between VIAD and the Centre for the Study of Slavery and Justice, Brown University.
- *The Sojourner project: Dialogues on Black Precarity, Fungibility, Futurity*. This is a partnership between Practising Refusal Collective, the Art for Humanity Research Centre (DUT) and VIAD. It comprises a set of online workshops and discussions around the politics of the refusal of antiblackness in the 21st century.
- *The Lesser Violence Reading Group*: between September and November 2020, VIAD and GALA Queer Archive presented a third iteration of The Lesser Violence Reading Group. Over five sessions, the group considered the possibilities of creative practices of community care and of more liveable alternatives to the normative violence of rape culture in South Africa.

INTERNATIONALISATION

The closure of national borders impacted on international travelling and the continuation of international projects. Students and staff were, however, presented with opportunities to engage online with international institutions and guest lecture presentations. The following projects outline prominent international initiatives that took place online in 2020:

Kimberly Bediako (Department of Fashion Design), Ashley Moseley and Angus Campbell (Department of Industrial Design) continued work on an international collaborative project focused on Gender in Design. The research project with Falmouth University is funded by the Global Challenges Research Fund (£20 000 for 2020). The multidisciplinary project included students from Fashion Design, Graphic Design and Industrial Design who focused on gender and its effects within each respective discipline. The Department of Industrial Design staff played a leading role as co-investigators in this international project. In 2020, a curriculum intervention toolkit was developed to provide insight into issues of gender inequality in design. In response, towards the end of 2020, students from Falmouth University developed a range of speculative design interventions.

Martin Bolton (Department of Industrial Design) and eight third-year Industrial Design students participated in the *GloWD 2020 GEL-Lab Design Studio* from 8 October until 20 November 2020. The design studio included students and lecturers from Berlin University of the Arts (Germany), Holon Institute of Technology (Israel), California College of the Arts (USA), National Autonomous University of Mexico/Universidad Nacional Autónoma de México (UNAM, Mexico), University of Guelph (Canada), University of North Carolina Greensboro (USA), and the Royal Melbourne Institute of Technology (Australia). The outcomes will be presented online and exhibited at the GloWD ReDesignEd Educators Forum, which will take place in Mexico City in 2021.

In the second semester, the Visual Art Department hosted a week-long international online postgraduate seminar on art and activism, resonating with the Department's focus on art and social action. Vedant Nanackchand coordinated the seminar in association with academics from tertiary departments of Fine Art at the Zurich Hochschule der Künste (University of Zurich), Facultad de Artes y Diseño (UNAM, Mexico), Shiv Nadar University (Delhi), Akita University (Japan), and the Pontifical Catholic University of Quito (Ecuador). Master's and doctoral Art and Design students engaged online with the theme of Human Rights titled, 'Wronging Rights: Challenging Human Rights through Culture'.

Ms Kimberly Bediako managed the Department of Fashion's participation in the Windhoek Fashion Week through a virtual fashion show. The Sustained Memory collection by third-year BA Fashion Design students was showcased at the Windhoek Fashion Week in December 2020. In September 2020, Prof Desiree Smal attended an international webinar around Multilogue in Fashion Education. In the same light, Dr Neshane Harvey participated in a panel discussion around African Diaspora Fashion with African fashion designers in collaboration with the V&A Museum.

Farieda Nazier (Department of Jewellery Design and Manufacture), via the African Contemporary Jewellery Association (ACJA) in collaboration with Melbourne based Garland Magazine, hosted an online seminar comprising UJ staff and students Khanya Mthethwa, Oscar Zondi and Taryn Joseph. They presented alongside other contributors from the African continent. This initiative was preceded by the AFRICA Edition entitled *Africa is Coming*, produced in consultation with ACJA, published in June of the same year. Ms Nazier is also co-editor for the book *Politics of Design: Privilege and prejudice Aotearoa New Zealand, Australia, Canada, and South Africa*, co-edited with Federico Freschi and Jane Venis from Otago Polytechnic. The book is due for publication in 2021. Khanya Mthethwa and Thato Radebe's SA Jewellery Week initiative featured at the prestigious New York City Jewellery Week in November 2020.

COMMUNITY ENGAGEMENT

Working with communities is core to understanding the complexity of our local contexts. The principles of community service and good citizenship thus remain an integral part of the Faculty's teaching programmes. In 2020, these initiatives were impacted by COVID-19 lockdown restrictions. The following two projects were completed.

The launch of the Zoo Buddies in 2020, a range of printed educational toys to be sold by the Johannesburg Zoo, was a significant community engagement success. The Zoo Buddies project realises the practical outcomes from a collaborative project, which commenced in 2015 between third-year Industrial Design and Graphic Design students in partnership with the Johannesburg Zoo. The project has been running for a number of years, and in 2020, the project continued, with Interior Design students joining the project to assist in the design of the exhibition, which was presented at the Johannesburg Zoo.

In 2018, third-year students from the Department of Architecture (DoA) at FADA were tasked with designing, documenting, and ultimately building a soup kitchen in Kanana Park (a settlement not far from Orange Farm, south of Johannesburg). This project continues a long and proud tradition of high-level and intense commitment by the DoA to UJ's mandate of Community Engagement. The Kanana Park Community and Design/Build project was completed and launched in 2020. The soup kitchen can serve 150 meals a day to children and needy members of the community.

UJ ARTS AND CULTURE

UJ Arts and Culture made tangible contributions to the University's international profile and its national and global reputation in 2020. Various programmes and projects presented by the Division attracted local and international attention, and several team members were invited to participate in local and international virtual industry forums and workshops. Through the support of research, interdisciplinary collaborations and the development of new African content, the Division supported the University's strategic objective of research and innovation. The Division also made meaningful contributions to an enriching student-friendly learning and living experience through the UJ Arts Academy, which offers opportunities to students from across the University.

At the beginning of 2020, 4,7% more students were selected for the Arts Academy than the year before. Of the 546 students whose auditions were successful, however, only 199 students qualified for cultural bursaries at the end of the year, as this is dependent on strict attendance and participation criteria. The steep increase in the 49% of students who did not complete their programmes, normally around 20%, can be attributed to the advent of the COVID-19 pandemic, which necessitated the redesign of programme offerings and which challenged students mentally, emotionally, and financially. The Division's redesigned extracurricular programme, offered to students at no cost, included online classes and an extensive online poetry programme with virtual slams and a festival. Drama, dance, choral singing, and musical theatre classes were presented online, supported by video tutorials, and one-on-one engagements. The Division also offered UJ students access to free virtual performances and other morale boosting online content and experiences.

The COVID-19 pandemic had a severe impact on the Division's ability to utilise and lease out UJ Arts and Culture facilities, including the UJ Arts Centre, UJ Art Gallery, Experimental Theatre, and the Con Cowan Theatre. A re-articulation and repositioning of services have seen the Division utilising facilities for different purposes than the large-scale events it is used to hosting.

The Division's reinvented arts and culture programme found its way onto the global virtual stage with interdisciplinary projects, such as 'The Pandemic' and 'CURE' gaining international traction. In 2020, the Division launched the UJ Art Gallery's online platform, 'Moving Cube'. One of the most innovative visual art platforms in South Africa, it offers an array of 3D and 2D virtual exhibitions, video interviews with artists, curators, and specialists as well as educational programmes, competitions, and fun educational quizzes. The platform attracted more than 8 000 unique website visits within the first three months of being launched.

Activities presented by Arts and Culture attracted publicity to the advertising value equivalent (AVE) of R9 935 624, as tracked by the University's media monitoring service, PEAR. The Division's digital footprint has seen an increase of 8,7% with a total of 33 787 followers across its Facebook, Twitter, and Instagram profiles.

RESOURCE MANAGEMENT AND ACHIEVEMENTS

In 2020, the Faculty had a total of 85 permanent and full-time contract members of staff. This comprised 59 academic staff and 26 administrative and support staff. The academic staff comprised three assistant lecturers, 27 lecturers, 16 senior lecturers, six associate professors and two professors (excluding Prof Freschi's visiting professor position). The Faculty had nine resignations in 2020 of which six were from designated groups, and one international academic. Prof Karen von Veh and Vedant Nanackandt went on retirement in December 2020 and are included in these resignations. The composition of Faculty academic staff comprises 42,5% from designated groups, and 70% of the administrative and support staff members were from designated groups. The Faculty Management Committee comprised 50% designated and 50% non-designated members.

Two new Heads of Department were appointed in 2020. Dr Lizé Groenewald was appointed as Head of Department of Graphic Design in January 2020 and Dr Neshane Harvey as Head of Department of Fashion Design in March 2020.

Faculty members reached outstanding achievements through promotions, delivering exhibitions, collaborating with internationally recognised institutions, and successful completion of qualifications. These included the following.

Prof Desiree Smal (Vice-Dean: Teaching and Learning) and Prof David Paton (Department of Visual Art) were promoted to Associate Professors. Amukelani Muthambi graduated with an MBA from Regents College and Thato Radebe with an MA in Design. Dr Irene Bronner received a Y1-rating from the National Research Foundation.

Owing to the lockdown, most art exhibitions went online or were cancelled for the year. Gordon Froud, however, was still able to show on 35 exhibitions across the country, including a solo show at Art@Africa Gallery, Cape Town. Gordon Froud was also re-elected to the National Executive of the Arts Association as Deputy Vice-Chairperson and the Executive of Arts Association Pretoria.

Eugene Hön and Prof Leora Faber showcased solo exhibitions in the second semester in the Faculty Gallery; showcasing two solo exhibitions by full-time academic staff members was an outstanding achievement for FADA. Farieda Nazier launched *The Posterity Project* at the Castle of Good Hope on 24 November 2020 and produced an online version of the same exhibition, which launched via the Castle of Good Hope platform on 2 January 2021. The online iteration includes an exhibition video and extensive e-catalogue.

Prof Kim Berman was one of three co-founders of The Lockdown Collection (TLC), established to respond to the first 21 days of the lockdown in March/April 2020. As a result of a successful art-activism campaign, The Lockdown Collection raised over R3 million and established the Vulnerable Artist Fund. This fund has thus far awarded 500 grants (of R 3000 each) to art students and artists in need over the lockdown period. The TLC produced two artists collections, with the first curated by Prof Berman and the second by Gordon Froud, as well as three student collections featuring UJ and Artist Proof students.

Towards the end of the year, Angus Campbell (Head of Department of Industrial Design) was invited to present a Studia Generalia lecture and workshop at the Finnish Design Academy, a cooperative network of nine Finnish design universities. His lecture was focused on designing for the underserved, by exploring the complexities of design in South Africa linked to the sustainable development goals.

Prof Karen von Veh was an invited speaker to the October School International Symposium convened under the aegis of In October 2020, an international consortium of contemporary tertiary art departments. The theme of the symposium was 'Art and Human Rights', and the title of her presentation was 'Feminism as Activism in Diane Victor's *No Country for Old Women*'.

GOVERNANCE AND QUALITY ASSURANCE

All departments continued to have a variety of well-functioning quality assurance mechanisms in place. The Academic Planning and Quality Committee (APQC) was restructured to include the Faculty Teaching and Learning Committee (FTLC). The committee monitored the approval and progress of new programmes, revision of academic rules and regulations, approval of external examiners and revision of faculty policies. The Faculty Re-admissions and F7 Exclusion Committee managed student readmission and monitored return and F7 students.

Student and academic data continued to be well managed, and Academic Administration maintained its excellent record under the headship of Ms Neeradevi Chinnah and her team of administrators. Key performance indicators in all functions were highly rated in the audits conducted regularly by Central Academic Administration.

LOOKING FORWARD

The Faculty continues to prepare for the new executive leadership position after the resignation of the Executive Dean, Prof Freschi, in July 2019. A new Executive Dean, Prof Stephane Laurent, was appointed, but due to international travel restrictions he could not relocate to South Africa in 2020. Amanda Breytenbach

is temporarily managing the position. In the Graduate School of Architecture, Dr Finzi Saidi continued to manage as Acting Director, as the School awaited Mark Raymond who will take over as Director.

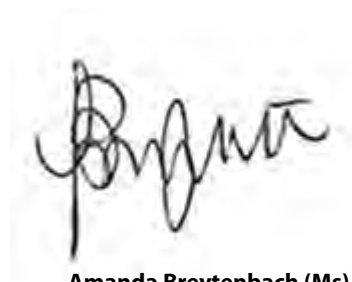
The COVID-19 pandemic had a massive impact on Faculty activities and will continue to do so, looking ahead. Faculty staff and students were removed from physical resources for over three months during the highly restricted lockdown levels. Physical spaces and resources were replaced with digital and virtual spaces. Innovative Faculty projects were required to replace activities associated with physical spaces with activities presented on online platforms. During the lockdown, the Faculty marketing office commenced with a Virtual Tour project. The project commissioned virtual videos of the Faculty studio spaces to give website visitors the opportunity to view facilities online. The end-of-year student exhibition was replaced with a FADA online show and increased access to student work. The first-year selection assessments were reconsidered and converted to online assessments, which include online interviews and portfolio submission. The transformation from physical to online platforms assisted the Faculty to radically transform long-standing traditions and embrace marketing, administrative and teaching and learning practices that are responsive to a Fourth Industrial Revolution paradigm.

FADA remains committed to maintaining its strategic momentum in terms of curriculum development, research development, internationalisation, an enhanced student experience, community engagement, transformation, and a significant public profile. Going forward, we will be looking for ways to increase inter- and multidisciplinary engagement across the Faculty and the University, while remaining responsive to the imperatives both of decolonisation and the Fourth Industrial Revolution.

CONCLUSION

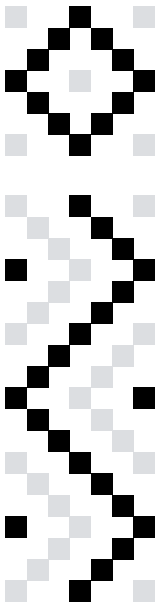
The COVID-19 lockdown restrictions have impacted on our annual academic cycle, teaching and learning strategies, international partnerships, research activities, financial sustainability, and human resources. The changes implemented in 2020 will have a ripple effect on the 2021 programme offerings, and blended learning will have a longer-term impact on teaching and learning strategies in the Faculty.

In the final analysis, our 2020 performance shows a slight decrease in undergraduate enrolment followed by the increase in honours enrolment in 2019. The substantial decrease in research output in 2019 was rectified in 2020. International projects and partnerships continued through online platforms, which could well initiate a new strategy for strengthening international partnerships and networks. Staffing presented concerns in terms of staff retention and finding suitably qualified and experienced replacement appointments. Transformation, improving staff qualifications and the provision of studio and workshop space for the growing demands of the Faculty will require continued focus in 2021, as FADA increasingly realises its vision of becoming a leading centre of excellence in tertiary art and design education in Johannesburg and beyond. It remains a dynamic and active contributor to the University's global excellence strategy.



Amanda Breytenbach (Ms)

Executive Dean: Faculty of Art, Design and Architecture (Acting)



Faculty of Education

STRATEGIC DIRECTION

The Faculty of Education strives towards dynamic knowledge making for the 21st century. This implies future-oriented and globally significant teaching and research that are simultaneously contextually grounded. The Faculty contends that teacher education and development should be steeped in local challenges and provide pre-service and in-service teachers and other educational practitioners with the tools to deal with the demands of a fast-changing world, which is increasingly driven by technology. This is in line with the Fourth Industrial Revolution (4IR) focus of UJ.

2020 was, of course, an unusual year. Much that had been planned could not materialise due to the pandemic, and the pandemic and its ramifications shaped much that did happen.

THE FACULTY OF EDUCATION (FE) AT A GLANCE

- The FE is housed on three campuses: Soweto Campus (SWC), Auckland Park Kingsway (APK) Campus and the research village on the Auckland Park Bunting (APB) Road Campus.
- In 2020, the FE consisted of five academic departments and two research centres. It also housed four National Research Foundation (SARChI) Chairs.
- The academic departments: Educational Psychology, Education Leadership and Management, Childhood Education, Education and Curriculum Studies, and Science and Technology Education.
- The National Research Foundation (SARChI) Chairs: Education and Care in Childhood (Chairholder: Prof Jace Pillay); Integrated Studies of Learning Language, Science and Mathematics in the Primary School (Chairholder: Prof Elizabeth Henning); Teaching and Learning in Post-school Education and Training (this chair was vacant for the first part of 2020, Chairholder: Prof Shireen Motala); and Community, Adult and Worker Education (Chairholder: Prof Salim Vally).
- The research centres: Ali Mazrui Centre for Higher Education Studies (Director: Prof Michael Cross) and the Centre for Education Rights and Transformation (CERT) (Director: Prof Salim Vally).
- Types of qualifications offered: Initial teacher education (ITE) qualifications: Bachelor of Education (BEd) and Postgraduate Certificate in Education (PGCE); qualifications for continuous professional development: Advanced Diploma in Education (AdvDip in Ed) and Postgraduate Diploma in Education (PGDip in Ed); and postgraduate programmes at honours, master's and doctoral level.
- Flagship programme area, per UJ criteria: Childhood Education (Soweto Campus).
- Three strongest postgraduate programme areas: Educational Psychology, Educational Leadership and Management, and Information and Communication Technology (ICT) in Education.
- Total number of students: 4 295.
- Total number of undergraduate students: 3 096.
- Total number of master's students: 596. The large number of master's students is because of the two online



master's programmes, namely the Master in Information and Communication Technology (ICT), and the Master in Education Management. These programmes attracted students from around the globe.

- Total number of doctoral students: 148.
- Module (course) completion rate for the initial teacher education degree (BEd): 92,5%.
- Total number of full-time academic and fixed-term contract staff: 90 (including the executive dean).
- Total number of administration and support staff: 23.
- Research output submitted to the Department of Higher Education and Training for accreditation: 178 research units.
- Number of NRF-rated researchers: 23.
- Number of postdoctoral research fellows: 25.
- Two schools associated with the Faculty: UJ Metropolitan Academy (secondary school) and Funda UJabule School (primary school).
- Research journals hosted by the Faculty: *Education as Change* and the *South African Journal of Childhood Education*.

FACULTY GOVERNANCE AND QUALITY ASSURANCE

The Faculty of Education Leadership and Management Committee (FELMC), consisting of the executive dean, vice-deans, heads of departments and head of faculty administration, met initially every three weeks during 2020. The primary purpose of the FELMC is to provide leadership and management regarding the execution of the Faculty's strategic intent and values, as well as to oversee quality assurance measures. Owing to the challenges related to the COVID-19 pandemic, the FELMC then met weekly to enable pro-active planning and timely addressing of challenges.

The members of the FELMC in 2020 were Prof Sarah Gravett (Executive Dean), Prof Mdu Ndlovu (Vice-Dean: Research and Postgraduate Studies), Prof Nadine Petersen (Vice-Dean: Teaching and Learning), Dr Tumi Diale (Head of Department: Educational Psychology), Dr Suraiya Naicker (Head of Department: Education Leadership and Management), Dr Sarita Ramsaroop (Head of Department: Childhood Education), Dr David Robinson (Head of Department: Education and Curriculum Studies), Prof Umesh Ramnarain (Head of Department: Science and Technology Education), and Dr Gadija Petker (Head of Faculty Administration).

The heads of department managed activities and quality assurance within departments. However, the integrated nature of the Faculty's core activities requires cross-functional coordination of activities and tasks. Consequently, Faculty focus groups and committees play an essential role. The focus groups' purpose is to oversee quality enhancement in matters related to teaching and learning and particularly regarding the Faculty's initial teacher education (ITE) programmes. These programmes are offered cross-departmentally. The focus groups report to the Teaching and Learning Committee. In addition, the following committees were functional in 2020: Research Ethics Committee, Research Committee, Higher Degrees Committee, and Transformation Committee.

STAFF PROFILE

In 2020, the Faculty had 90 full-time permanent academic staff members (including the executive dean) and 66% (n=59) of academic staff held doctoral degrees. The number of administrative and support staff was at 24 in 2020 (23 in 2019).

The profile in terms of the level of appointment was as follows: 11 assistant lecturers (12%); 33 lecturers (37%); 19 senior lecturers (21%); 14 associate professors (16%); and 13 professors (14%).

The profile in terms of equity reporting for academic staff was 70% (n=63) designated (excluding white women) and 30% (n=27) non-designated, including international staff (n=10). The gender profile in 2020 was male 42% (n=38) and female 58% (n=52).

The profile in terms of equity reporting for administration and support staff was 71% (n=17) designated (excluding white women) and 29% (n=7) non-designated. The gender profile in 2019 was male 13% (n=3) and female 88% (n=21).

STUDENT PROFILE

Student profile

A total of 4 295 students were enrolled in 2020, of whom 3 096 were undergraduates (72%) and 1 199 postgraduate students (28%).

Enrolments in the master's degree increased from 492 in 2019 to 596 in 2020. This increase was because of the two online master's qualifications. Doctoral degree numbers in 2020 were 148.

First-time entering undergraduate degree enrolments were 761. Enrolments in the ITE programmes, namely the BEd and the PGCE, totalled 3 096.

In 2020, the student profile in terms of demographics was: black 80% (n=3 423); coloured 5% (n=220); Indian 4% (n=171); white 8% (n=323); and international 3% (n=144), and no information (n=14).

TEACHING AND LEARNING

Emergency remote online teaching

From the onset of the pandemic, the ITE manager (Dr Jacqueline Batchelor) and the Vice-Dean: Teaching and Learning (Prof Nadine Petersen) worked closely with staff to ensure readiness in the event of a cessation of face-to-face classes. This included the development of numerous guidance documents for staff on the affordances of the learning management system Blackboard (Bb) and how to maintain lecturer presence/connection with students.

The work that had been done since 2016, using a team of learning design consultants (Faculty students who specialise in ICT in Education who worked under the guidance of Dr Batchelor) to offer individualised training and support to academic staff paid off. When the lockdown ensued in March 2020, Faculty staff were reasonably well-prepared to pivot to online emergency remote teaching. Despite this, the ICT programme manager, Vice-Dean: Teaching and Learning, and the Dean met regularly (virtually) with departments to get a sense of the challenges they were experiencing and the type of support required. The working relationship with the Centre for Academic Technologies was also strengthened.

A significant innovation in the Faculty was the rollout of the Flexible Design Template for online teaching. The pre-set design was created to customise the look and feel for all ITE modules in the Faculty (but the template was also adopted widely at the postgraduate level). It was also meant to create a seamless transition for students between modules. The template was refined in the latter part of the year to roll out as Flexible Design Template 2.0 in 2021.

Assessment practices had to be reconsidered for the online environment. Continuous assessment (vs traditional) assessment became the preferred way of assessment. It became evident that there were a variety of interpretations of the notion of continuous assessment. This resulted in the development of guidelines for staff. These guidelines were subsequently adopted by the University and published within the institution in Circular 2020 - 4534.

Tutors

A programme to capacitate tutors was run throughout 2020 to enable them to provide support to students working remotely. Tutors are at the coalface of support. Their input was invaluable to support students optimally and create a sense of structure for them, particularly for those who experienced challenging home circumstances. They assisted with regular supportive communication with students, monitored student performance through the Blackboard Grade and Retention Centers, and offered general support for online activities.

Teaching practice in schools (work-integrated learning)

The mandated teaching practice periods in schools were severely affected during the pandemic. The frequent school closures and the uncertainty about student, learner and school teacher safety meant that work-integrated learning (WIL) plans had to be adapted several times. The directorate of teacher education in the Department of Higher Education and Training provided some guidance. It allowed for either a postponement of WIL to other years of the BEd programme (years 1, 2 and 3) and for up to a 50% reduction in time in schools for final-year or PGCE students.

The Faculty established task teams to discuss proposed/adapted plans. Alternative activities targeting the development of learning *from* practice (instead of learning *in* practice), such as case studies and video analyses, were adopted, as was the submission and assessment of lessons on the Blackboard platform. Also, three staff from the Faculty, namely Prof Nadine Petersen, Drs Jacqueline Batchelor and Sarita Ramsaroop, contributed to developing a sector-wide response in the form of an online teaching practice module (Teacher's Choices in Action) (<https://teachingprac.co.za>). In total, 99% of the final-year/PGCE students who registered for this module completed it successfully, thereby meeting the practicum requirements to graduate on time.

International student exchange

A first international student exchange with Artevelde College in Belgium, with a focus on community service-learning, was planned for 2020, with students due to arrive in May to spend two weeks at UJ. This could not take place due to the COVID-19 situation. Instead, the Belgian students and their lecturer participated in an online virtual exchange programme with the Department of Childhood Education lecturer and students. Nine final-year students from Artevelde and 30 UJ foundation and intermediate phase students were engaged in the programme via Edmodo. The community service-learning programme included eight themes, and the Belgian students developed key questions used for an educational dialogue with the UJ students. The Belgian students then completed an assignment to develop learning material based on their course goals and interactions with the South African students – these materials were shared with the UJ students.

Innovation during challenging conditions

Despite, and paradoxically also, because of the challenges stemming from the pandemic, teaching innovations happened. Some examples are:

- A new course for final-year Bachelor of Education student teachers in the Foundation Phase and Intermediate Phase teacher education programmes was piloted. The course focused on designing lessons that are informed by principles derived from the literature on the science of learning, in tandem with infusing competencies for a fast-changing world (4IR-related) in lesson design. The implementation was also researched.
- In the Senior and FET Phase programmes, attention was paid to curriculum alignment that stayed true to the University priorities of decolonisation and 4IR, but with clearer alignment across the Education Studies modules.
- The COVID-19 pandemic brought with it many disruptions and a need to prepare future teachers for online classrooms. Many platforms are designed for teachers to use, like Google Classroom, but rarely does one find teachers developing their own online platforms – they use what is available. Using a living systems module design, Prof Kat Yassim developed a module for final-year BEd Senior and FET phase students, which accommodated app development. In the first part of the module, the students participated in research. Through various engagements, like discussion boards, film reviews, debate, blogging, reflections and Zoom interviews, students engaged with the Organisation for Economic Cooperation and Development (OECD) conceptions of an innovative learning environment for 21st-century skills development. Through the assessments linked to these activities, a thematic analysis enabled the co-creation of 12 principles of an ideal innovative learning environment. These principles formed the research base for the next stage in this module, namely the app creation. A small group of tech-inclined students developed a community of practice online to support their less able peers by creating process shortcuts (“cheats”), which made the work easier. At the end of the module, 402 apps were successfully developed. An unexpected outcome of the module was that when students demonstrated their apps in job interviews, it seemed to increase employment success. Forty-six students indicated that they believed that they secured employment through this assignment.
- Though not part of the formal teacher education programmes, another innovation was the piloting of a Scratch Coding Club for final-year BEd and PGCE students. Scratch is an open-source, block-based graphical programming language that allows for a wide range of creative expressions, including creating stories, games, and animations that could incorporate photos, music, and sounds. Scratch was developed by the Lifelong Kindergarten research group Massachusetts Institute of Technology (MIT) (<https://scratch.mit.edu/>). The UJ Scratch Coding Club started informally, initiated by a lecturer in Childhood Education, Mr Linford Molaodi. Later in the year, the Scratch Coding Club was formalised as a research project. It was also formalised to allow participating students to earn a certificate based on a portfolio that they submit.

The aim of the UJ Scratch Coding Club was to enrich students' preparation for teaching by involving them in a planned creative learning experience. Participation in the club activities enabled them to experience Scratch's affordances for teaching curriculum themes, and they learned how to teach Scratch to others. This work was done in collaboration with the Lifelong Kindergarten group at MIT and will continue in 2021.

RESEARCH

Research productivity and output

The Faculty's research output, comprising articles in accredited journals, research-based books and conference proceedings, increased again in 2020. The research output units generated in 2019 amounted to 138 units and in 2020 to 178.35 units, which is an increase of 29%. In total, 90% of the output was through journal article units.

It is pleasing that more of the permanent academic staff members contributed to research output in 2020. In 2020, the number of research-active academics increased to 60, from 51 in 2019.

NRF-rated researchers

In 2020, the following academics were NRF-rated researchers in the field of education: C-rated (established researchers): Profs Jace Pillay, Chris Myburgh, Raj Mestry, Umesh Ramnarain, Shireen Motala, Juliet Perumal, Gert van der Westhuizen, Nadine Petersen, Piet Ankiewicz, Elizabeth Henning, Yu Ke, Caroline Long, Leila Kajee, Amasa Ndofirepi, Salim Vally and Dr P Moorosi.

B-rated (internationally acclaimed researchers): Prof Linda Chisholm, Distinguished Visiting Professor (DVP) Kerry Kennedy, DVP Elias Mpofu and DVP Carmel McNaught.

A-rated researchers (leading international researchers): DVP Tony Onwuegbuzie and DVP Philip Hallinger.

Postdoctoral research fellows

In 2020, 25 postdoctoral research fellows were involved in the Faculty – 12 renewals and 13 newly appointed. They contributed 29.58 research units in 2020.

Research funding

In 2020, research funding amounted to R17 374 350. The bulk of the funding was from the National Research Foundation.

Distinguished visiting professors

The following eminent scholars were distinguished visiting professors in the Faculty.

Table 32: Distinguished visiting professors

| Name | Institution | Area/department |
|---------------------------|------------------------------|---|
| Annamarie-Fritz Stratman | University of Duisberg-Essen | Childhood Education/SARCHI Chair: Integrated Studies of Learning Language, Science and Mathematics in the Primary School |
| Catherine Snow | Harvard University | Childhood Education/ SARCHI Chair: Integrated Studies of Learning Language, Science and Mathematics in the Primary School |
| Bruce MacFarlane | University of Bristol | Ali Mazrui Centre for Higher Education Studies |
| N'Dri Assie Assie-Lumumba | Cornel University | Ali Mazrui Centre for Higher Education Studies |
| Elias Mpofu | University of North Texas | Educational Psychology |
| Jari Lavonen | University of Helsinki | Childhood Education/CEPR |
| Phillip Hallinger | Mahidol University | Education Leadership and Management |



| Name | Institution | Area/department |
|------------------|--|---|
| Hsin-Kai Wu | National Taiwan Normal University | Science Education |
| Kerry Kennedy | Hong Kong Institute of Education | Education and Curriculum Studies |
| Carmel McNaught | Chinese University of Hong Kong | ICT in Education |
| Tony Onwuegbuzie | Sam Houston University/ University of Cambridge | Education Leadership and Management |
| Jane Knight | University of Toronto | Ali Mazrui Centre for Higher Education Studies |
| Imanol Ordorika | Instituto de Investigaciones Económicas, Universidad Nacional Autónoma de México | Ali Mazrui Centre for Higher Education Studies |
| Antonia Darder | Loyol Marymount University | Education Leadership and Management and CERT |

COMMUNITY OUTREACH AND PUBLIC ENGAGEMENTS

Main community outreach: UJ associated schools

The Faculty is the guardian of the UJ Metropolitan Academy (UJMA). The school is designated as one of the 'Mathematics, Science and ICT Schools of Specialisation with focus on High Tech and Innovation'.

The Funda UJabule School on the Soweto Campus is a teaching school and serves the surrounding community in terms of childhood education.

Public engagements, seminars, symposia and conferences

Numerous public lectures, seminars and workshops were hosted by the Faculty, departments, centres and chairs (mainly online). The majority of these had a COVID-19 focus. Here a few are highlighted.

The Faculty hosted a series of public engagements in collaboration with the Kagiso Trust and Bridge to stimulate public dialogue and high-level debates around various education system issues. Schooling during COVID-19 was an important focus.

The Department of Educational Leadership and Management (DELM) hosted an African Leadership Roundtable for the fifth consecutive year. The DELM partnered with PricewaterhouseCoopers to host the 5th Africa Roundtable in December 2020. The event was attended virtually by 100 participants from 13 African countries and from Canada, Thailand, UK, and USA. The theme 'Education leadership and management in the time of COVID-19' was well explored by various speakers from the countries represented. Three DVPs, namely, Profs Hallinger, Darder and Onwuegbuzie, delivered keynote addresses.

CONCLUSION AND WAY FORWARD

2020 was a challenging yet successful year for the Faculty. Much was achieved despite the COVID-19 related complications.

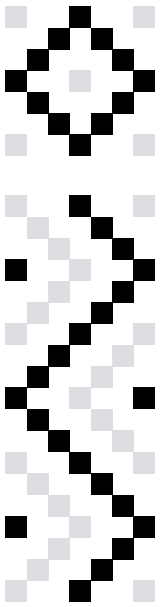
The following are priorities going forward: The Faculty has many staff members busy with doctoral studies. Supporting them in reaching the significant milestone of attaining a doctoral degree is a priority. Also, even though progress is evident, more still needs to be done to establish a commitment to research among all staff members and to increase the research funding net to be less dependent on the NRF. More also remains to be done to increase the throughput of master's and doctoral students. Though the Faculty is often acknowledged as a trailblazer in meaningful education innovation, momentum needs to be maintained.



Sarah Gravett (Prof)

Executive Dean:
Faculty of Education





Faculty of Engineering and the Built Environment

OPERATING CONTEXT, GOVERNANCE & RISK MANAGEMENT

Operating context

The 2020 academic year was one associated with great challenges, disruption, and opportunity. This was largely due to the global COVID-19 pandemic, which called for ingenuity, adaptability and out of the box approaches. The Faculty of Engineering and the Built Environment (FEBE) has proved to be just that, by being operationally adaptable and innovative enough to complete the 2020 academic programme as scheduled.

In addition to the pandemic, the Faculty experienced a number of substantial changes. The shift from diploma offerings to degrees has now fully taken place, with the majority of national diplomas phased out. However, 2020 also saw the impact of this change play out in the 2020 enrolment trends. With non-aligned programmes reaching the conclusion of their phase-out cycle, the Faculty saw a decrease in total headcount enrolments, from 10 183 in 2019, to 8 939 in 2020, (HEDA, 26 Feb 2021). This anticipated decrease has largely been due to the phasing out of all national diplomas and Bachelor of Technology programmes, both at the University of Johannesburg and nationally across the country. The expiration of professional accreditation also encouraged students to finish all programmes more timeously than anticipated.

The 2020 academic year was therefore characterised by both a phasing-out process and the phasing in of a large number of new programmes that were meant to compensate for the phase-out. Implementing a wide range of new programmes, 14 in total, mostly at the advanced diploma and honours level, proved challenging and uncharted. However, because of the success of this process, from early programme development to successful programme approval to timely programme implementation, FEBE now houses all aligned programmes, which offer complete articulation from the undergraduate to doctoral level.

In this way, FEBE has completed the national alignment project from the old higher education framework to the new higher education qualifications sub-framework (HEQSF) quite successfully. This was accomplished with a hundred per cent of the programmes submitted for the alignment being accredited by the Council on Higher Education (CHE).

Operating in the context of the COVID-19 pandemic

The 2020 academic year, disrupted by the COVID-19 pandemic, saw national lockdowns of varying levels (5 to 1) imposed, to prevent the disease's propagation. In response to the COVID-19 pandemic, FEBE, together with the rest of the University of Johannesburg (UJ), adopted an online or blended teaching and learning strategy to save the 2020 academic year. To this end, all teaching and learning materials (learning guides, lecture slides and notes and assessment question papers) were uploaded to the Blackboard Learning Management System (LMS). The Blackboard Communicate Ultra feature of the LMS was used for synchronous teaching of

students, following the Faculty's regular lecture timetables. Students engaged with the learning materials asynchronously by remotely accessing the LMS. All the academic activities through the LMS were recorded and closely monitored by the Centre for Academic Technology (CAT). Given this, it was found that FEBE proved to be adept in making the transition from contact to online, thus ensuring the successful completion of the 2020 academic year.

Governance structures

FEBE governance structures have maintained stability in the past year, ensuring academic oversight and programme quality as the year progressed. These committees comprise the Technology Programme Committee (TPC), which governs the operational and academic quality of undergraduate technology programmes and built environment and management programmes. The Engineering Science Programme Committee (ESPC) governs undergraduate engineering science related programmes.

Further to this, the Faculty Higher Degrees Committee (FHDC) governs postgraduate programmes, while the Faculty Research Committee (FRC) governs all research related items. Supporting these Faculty-level structures, the School Research Committees support strategic postgraduate initiatives.

FEBE's robust and well-functioning governance structures ensured the academic integrity of the key decision-making processes undertaken in 2020, specifically given the disruptiveness of the pandemic and its impact on the academic endeavour. The decisiveness and oversight offered by such committees have proved to be an invaluable resource, which steered the Faculty in the right direction, towards successful completion of the academic year.

Quality management

In addition to FEBE's sound governance structures, there are five professional bodies associated with undergraduate programme accreditation, which enhance and maintain programme quality management in FEBE. These bodies are the Engineering Council of South Africa (ECSA); the South African Council for Planners (SACPLAN); the South African Geomatics Council (SAGC); the South African Council for Project and Construction Management Professions (SACPCMP); and the South African Council for the Quantity Surveying Profession (SACQSP). Professional body visits and programme accreditation have been proven to elevate the quality of FEBE's undergraduate programme offerings, confirming the academic integrity and global competitiveness of FEBE programmes.

Following the successful provisional ECSA accreditation visit in 2018, the Faculty undertook preparations towards the regular ECSA visit in 2020. However, given the sudden impact of the COVID-19 pandemic, all accreditation visits scheduled for 2020 were postponed to 2021 or beyond. Nonetheless, the planning and the preparation that were possible continued during the 2020 academic year.

Faculty risk management

FEBE actively monitors various risks included in the Faculty's Risk Register, which appears as a standing item on the Faculty Executive Committee agenda. The major risk identified in 2020 related largely to the potential loss of professional accreditation for the majority of FEBE programmes. Professional body accreditation of FEBE undergraduate programmes has featured and continues to feature as a major risk for the Faculty and is therefore monitored and supported by the executive management committee of the Faculty. Although no accreditation visits occurred in 2020, FEBE continued with its accreditation planning and preparation, anticipating the visits in 2021 or beyond.

In addition to the risk of loss of programme accreditation, FEBE also successfully managed the risk associated with the transition from contact learning to the blended approach to teaching and learning. Close monitoring of student progress, departmental engagement and feedback aided the process effectively, ensuring a relatively smooth transition from contact to fully online learning.

Another risk featuring prominently in 2020 centred on FEBE's enrolment deficit, due to the final phasing out of non-HEQSF aligned programmes. The Faculty enlisted the assistance of both UJ marketing and an external marketing agency to help re-brand FEBE, given its shift in programme offerings and programmes, most of which were new. In addition to this, given that some new programmes had seen their first cohort

of graduates in 2020, the Faculty undertook a review of programme entrance requirements, benchmarking against peer institutions. This process is ongoing, as consultations with other faculties invested in these changes continue into 2021.

STRATEGIC FOCUS AND TARGETS

The strategic objectives of FEBE are aligned to the six strategic objectives of UJ. Despite the disruptive nature of the pandemic, FEBE's contributions towards the strategic objectives of the institution have been significant during the 2020 academic year.

Objective 1: Excellence in research and innovation

The Faculty actively promotes a culture of excellence in research and innovation. FEBE's drive towards increasing its research footprint can be illustrated by the vast number of publications FEBE has produced annually. FEBE academics have continued to actively participate in various research-driven projects, despite the restrictions associated with managing the pandemic. These restrictions included travel restrictions and limited access to campus.

FEBE's research output status stands at 485.7 publications, contributing towards a target of 650 units (OROSS Submission as at 20 January 2021). In addition to this, FEBE is also home to 45 NRF-rated researchers (1 A-, 5 B-, 25 C-, and 14 Y-rated), with six newly awarded in 2020.

FEBE's postgraduate enrolments also significantly contributed towards the Faculty's pursuit of research excellence. Postgraduate headcounts increased from 1 598 in 2019 to 2 038 in 2020. While these high student enrolment numbers may present a challenge for supervision, the Faculty has been able to successfully supervise and graduate a high number of students in postgraduate programmes. Specifically, FEBE graduated 394 postgraduate students in 2020, the highest number of graduates in the past four years (HEDA HEMIS Data, 26 February 2021).

Focused attention on an increase in the Faculty's intellectual proprietary portfolio produced an additional three new patents in the Faculty. The Faculty was also able to secure external research income in the amount of R44 015 191 as at November 2020.

Despite the challenges of the increased teaching workload, given the phasing out and phasing in of new programmes, FEBE has successfully contributed towards the research objectives of the University. The Faculty also remains committed to the strategy that research-led teaching proves more beneficial towards both research and innovation and teaching and learning.

Objective 2: Excellence in teaching and learning

Teaching and learning in 2020 called for innovative blended approaches, in response to the impact of COVID-19 on normal contact teaching and learning. To assist with this undertaking, in addition to University guidelines, FEBE followed the *Guiding Principles to Online Teaching and Learning during COVID-19*, as prescribed by the Engineering Council of South Africa (ECSA), disseminated at the beginning of June 2020. FEBE ensured that the recommended total number of notional hours of programmes was not reduced, and that all the graduate attributes were assessed as per the ECSA policies. In the context of online teaching and learning, the Faculty adopted continuous assessment for most modules. Tutoring also moved to the online mode of delivery.

FEBE academic departments implemented alternative methods in order to continue with practical and laboratory work. These methods, which were aligned to the ECSA document, *Guiding Principles to Online Teaching and Learning during COVID-19*, included practical demonstrations, simulations, and videos. During the second semester of 2020, which started in July, students were progressively allowed to return to the University to perform in-person practical work in the laboratories. Final-year students were given priority to begin and catch up with their capstone projects.

The impact of the COVID-19 pandemic was adequately addressed in FEBE. The Faculty's business continuity plan for academic activities ensured that the academic year 2020 ended on time, at the end of November 2020. FEBE has worked towards excellence in tailoring the Faculty's intellectually rigorous curricula in response

to the key strategic objectives of the University and the country at large. Given the current national response towards aligning programmes to the Higher Education and Qualifications Sub-framework (HEQSF), teaching and learning initiatives have needed to be responsive, adaptable, and flexible, while still maintaining a strong hold on academic integrity. FEBE's Teaching and Learning Strategy therefore includes a number of cohesive initiatives, which holistically support and guide both students and academics.

FEBE and the Fourth Industrial Revolution (4IR)

In line with the University's vision to position itself as the University of the 4IR in South Africa, FEBE has conducted various 4IR activities in the realm of teaching and learning. A thorough effort was made to integrate appropriate 4IR concepts in academic modules offered in the Faculty. Online webinars and public lectures were also organised by FEBE, which included the participation of international experts addressing FEBE students in particular, and UJ students in general. The 4IR also permeated FEBE pedagogy with the use of innovative teaching and learning technologies, such as virtual reality and artificial intelligence in the Mining and the Electrical Engineering programmes, respectively.

FEBE also delivered a number of short learning programmes (SLPs) related to 4IR via online tools such as Blackboard. In this way, the Faculty has continued its efforts towards the Fourth Industrial Revolution.

Objective 3: International profile for GES

FEBE has remained committed towards the internationalisation of its student population, staff, and academic collaborations. FEBE significantly contributes to the University's vision to be an international university of choice. In 2020, of FEBE's total headcount of 8 939, 1 165 were international students. In comparison with other faculties, FEBE attracts a larger contingent of international students, offering the Faculty the academic rigour associated with a diverse student population.

As a result of some international students being restricted from returning to the country, FEBE's smooth transition to online teaching ensured students were able to complete the academic year, despite their physical location at the time.

The geographical confinement associated with dealing with the pandemic provided an opportunity for FEBE to seek, explore and make use of ample opportunities for global engagement via numerous webinars, online public lectures, and expert talks. These events included collaboration with a number of international universities, offering talks by experts in the field of the Fourth Industrial Revolution, COVID-19, and its impact on the changing higher education environment.

As a result of this, FEBE was able to diversify and broaden its international networks, in its pursuit of global excellence.

Objective 4: Student-friendly living and learning environment

FEBE consistently evaluates the learning environment of its students, in order to enhance the delivery of programme offerings. As a result, FEBE sought to evaluate the optimisation of its facilities and equipment, to better serve the needs of students. Following scrutiny and review of all facilities, FEBE chose to return most of its computer laboratories to Central Academic Administration (CAA). These laboratories are now shared throughout the Faculty as required, and administered using the centralised timetable, with the benefit that upgrades of these venues are undertaken at institutional level.

As part of its annual preparation towards future programme accreditation visits, where possible, the Faculty undertook an audit of its laboratory and computer facilities. Sizeable investments were made into ensuring the safety, maintenance, and proper storage of FEBE materials and equipment. In this way, the Faculty has made significant progress towards the improvement and safety of the learning environment of our students, in anticipation of their return to campus for contact learning.

Objective 5: National and global reputation management

FEBE strives to be a Pan-African centre of critical intellectual inquiry through extensive scholarship and balanced participation in knowledge networks, both within and external to the continent. FEBE's global reach and impact are made evident by the number of international staff and students the Faculty attracts.

Despite the pandemic, FEBE maintained its relationships with both local and international communities, schools, and industry. Industry engagements took place online, fostering an interactive online approach towards relationship management.

FEBE's Department of Urban and Regional Planning also undertook to engage with the University of Zimbabwe, giving rise to the joint delivery of one of its master's programmes. This model of joint programme delivery, which is supported by a collaborative agreement, paves the way for future such collaborations with shared programme delivery, shared resources, and enhanced academic rigour.

Objective 6: Fitness for global excellence and stature (GES)

In 2020, FEBE also engaged the support of an external marketing agency to assist with the development of a faculty marketing strategy that would ensure the Faculty's new suite of programmes was adequately marketed to the correct target audience. Engaging the expertise of marketing professionals has helped the Faculty elevate the fitness of its response to global competitiveness. These measures will aid the Faculty in extending its reach and impact, through effective marketing of academic programmes that are globally relevant and internationally excellent.

Given the pandemic in 2020, the Faculty geared up its efforts to enthusiastically adopt and utilise social media platforms to market its new suite of programme offerings and online engagements. All social media activity undertaken complies with the institution's social media guidelines. Impact studies indicate increased engagement levels with a niche user profile ranging from varying engineering disciplines, industry practitioners, sponsors, partners, to students and staff. These avenues have proved critical towards growing FEBE's fitness for global competition, faculty awareness and branding.

Anticipating that the pandemic might well continue into 2021, as is the case, FEBE used the opportunity to explore innovative methods of facilitating the accreditation process beyond 2020. From gathering programme related evidence from Blackboard to the virtual storage of evidence material, the Faculty took steps in 2020 to effectively plan for such initiatives, with the intention of implementing them in 2021. These initiatives have paved the way for virtual accreditation visits to occur as may well be required. In this way, the Faculty has ensured that the accreditation process will not be delayed any further, by finding appropriate methods to ensure it does take place, confirming the integrity of its programmes against national and global standards of excellence.

EMPLOYEE PROFILE

As at 31 December 2020, the Faculty employed 292 academic and 213 support staff members. This count includes both permanent and temporary appointments. The Faculty's complement of permanent and fixed-term employees consists of 156 academic staff members and 93 support staff members. The Faculty's academic staff complement has significantly decreased from the 175 academic staff employed in 2019 (HRIS, as at 31 December 2020).

Serious efforts have been made to fill the critical vacancies resulting from a number of key senior academic resignations. Staff retention therefore remains a critical feature on the Faculty's risk register, which is monitored at the level of the Faculty Executive. However, staff-student ratios have also simultaneously decreased from 1:54 in 2019, to 1:48 in 2020. This is largely as a result of the rapid phase-out process, which took place at a faster pace than expected. The integral balance of support and academic staff ensures a functioning faculty that supports and encourages staff development at all levels.

STUDENT PROFILE, STUDENT SUCCESS AND EXPERIENCE

Student profile in subsidised academic programmes

FEBE's 2020 student enrolment profile consisted of 8 939 students (HEDA, 26 February 2021). The student population included 31% female students, which has been maintained since 2019. Efforts to attract female learners are actively encouraged and pursued in the Faculty.

Student success and experience

Feedback from students indicated that they had adapted well to the online delivery of the 2020 academic year. The Faculty achieved an overall undergraduate success rate of 85,7% during the academic year 2020, an increase of 1,7% from the previous academic year.

Overall, the Faculty graduated a total of 1 869 students, a decrease from 2019 when 2 890 students graduated (HEDA, 26 February 2021). This can largely be attributed to the phasing-out of non-aligned programmes, which saw the majority of students completing these programmes in 2019. In addition, the new programmes that have recently been implemented, have started to graduate students from 2019. An increase in the number of graduates is anticipated once all new programmes have seen the first cohort complete.

FEBE implemented the last stages of the phase-out plan of non-aligned programmes. Given the pandemic, national diploma students lacking only the experiential learning component required for completion were unable to source employment experience during the various stages of lockdown. The economic downturn also impeded these efforts. As a result, the Faculty has formulated a plan to assist these students towards accessing training that would result in the completion of their studies.

Relevancy and impact of academic programmes

FEBE is now fully aligned to the HEQSF, offering full articulation from undergraduate to postgraduate studies. In 2020, FEBE commenced 12 of its 13 honours programmes, and the final one in 2021. Owing to delays regarding the timeous approval of these programmes, the new suite of programmes was not sufficiently marketed as intended; however, the Faculty managed to successfully implement all programmes timeously. In addition, most new programmes provide for critical articulation at NQF Level 8, which is required for progression into master's and doctoral programmes.

The relevance and the impact of the successful accreditation process are substantial, as FEBE has managed to facilitate a challenging transition between non-aligned to fully aligned programmes. During what has been a challenging period of transition nationally, the FEBE suite of new programmes offers seamless articulation pathways all the way up to the doctoral level. This has helped the Faculty maintain stability with regard to its significant contribution towards University enrolment targets in the Science, Engineering and Technology (SET) sector. It has also ensured the steady production of engineering and built environment graduates into the employment sector.

Non-subsidised academic programmes

FEBE undertook to offer a number of non-subsidised short learning programmes (SLPs) online, as a result of contact learning not being feasible during the pandemic. In this way, the Faculty was able to ensure the continuity of these programmes, providing much needed skills to students, industry, and the public.

In particular, a number of SLPs developed by UJ's Process, Energy and Environment Technology Station (UJ-PEETS), which is housed in FEBE, centre on critical green solutions and technologies. These programmes not only enhance and elevate the UJ brand, but provide much needed knowledge and development in this key area.

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT AND REPUTATION MANAGEMENT

Although the Faculty was inhibited by the restrictions associated with dealing with the pandemic, FEBE was able to reach out to its communities and stakeholders, thereby nurturing crucial relationships. A number of SLP programmes, such as those offered by PEETS, helped FEBE engage with varying communities directly, upskilling community members with green technologies and solutions, which will impact their daily lives, and benefit the communities around them.

FEBE Marketing participated in a number of Career and Science Expos, reaching out to secondary school learners. In this way, information regarding FEBE's new degree offerings was communicated to approximately 77 schools in the greater Gauteng region. Social media platforms were also extensively used to inform and guide Grade 12 learners. In addition to this, the Executive Dean also hosted a Grade 12 Top Achievers webinar aimed at attracting top achieving students to the Faculty.

The ECSA Student Chapter was launched in February 2020, enhancing the relationship between the Faculty, FEBE students and professional bodies. Given the Faculty's strong affiliation with five professional bodies, this launch paves the way for greater transparency, knowledge dissemination and student engagement regarding professional registration.

Despite the pandemic, FEBE was still able to maintain relationships with a large constituency of stakeholders. Online platforms were extensively used to promote, nurture, and build collaborative initiatives both locally and abroad. The pandemic has offered FEBE insight into the use of online technologies, which can be leveraged and benefit the Faculty for years to come. Alternate communication methods, virtual engagements and effective online programme delivery have helped the Faculty elevate its reputation.

RESOURCE MANAGEMENT AND SUSTAINABILITY

FEBE aims towards having a close relationship with its finance business partner. To ensure effective and transparent dialogue, the finance business partner is invited to all Faculty executive committee meetings. As a result, the critical focus areas of the Faculty executive are communicated and known, allowing the Faculty to ascertain and explore possible financial support.

FEBE's operational expenditure budget decreased from 2019. However, as a result of the pandemic, the Faculty spent only 49% of this budget. This occurred as a direct result of non-contact learning, with staff and students not being physically present on campus since March 2020.

In addition to this, FEBE departments audited laboratories and investigated the financial resources needed to maintain safe and productive learning environments. The Faculty, as a whole, committed to these projects in order to fully prepare for students returning to campus and for the efficient delivery of its programmes.

LEADERSHIP

FEBE leadership was elevated and tested during the 2020 academic year. As the Faculty traversed uncharted territory associated with the repercussions of the pandemic, the Executive Dean of the Faculty, Prof Daniel Mashao, Vice-Dean: Teaching and Learning, Prof Didier Nyembwe, and Acting Vice-Dean of Postgraduate Studies, Research and Innovation, Prof Yanxia Sun, ensured stability, progress and encouragement.

In addition to crucial academic guidance and support, FEBE leadership was able to offer support where needed, as it related to the personal, mental, and physical hardships being experienced by both staff and students during the pandemic.

The challenging circumstances of 2020 called for nuanced leadership, with an adaptable and flexible approach towards problem solving and relationship management. FEBE staff and students, having successfully completed the 2020 academic year with notable student success, are a testament to the way in which FEBE leadership, on all fronts, was able to direct the Faculty towards successful completion of the academic year.

CONCLUSION AND WAY FORWARD

FEBE's strategic transformation is nearly complete, as staff and academics gear up for the improved implementation of fully articulated undergraduate programmes and a niche suite of postgraduate offerings. With this new trajectory, the Faculty remains committed towards growth and fit-for-purpose contributions towards the Science, Engineering and Technology (SET) sector.

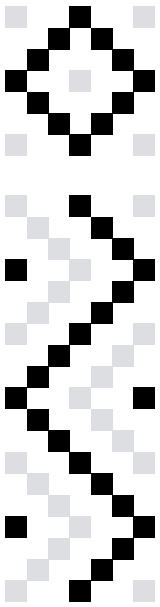
FEBE has therefore taken active measures to rebrand and repurpose itself as a key contributor towards the growth of SET programmes. In addition, FEBE has remained committed to recognising and welcoming the critical role that industry and professional bodies will holistically play towards achieving the intended growth, impact, and sustainability of its programmes.

As FEBE ventures forward, it does so armed with a wide variety of robust and competitive engineering and built environment programmes. Cutting-edge programmes, such as the Master of Sustainable Energy and the Master of Micro and Nano-electronics, are helping FEBE lead the way towards an uncharted but innovative and promising future.



Daniel Mashao (Prof)

Executive Dean: Faculty of Engineering and the Built Environment



Faculty of Health Sciences

OVERVIEW

The University of Johannesburg's (UJ's) mission of *"inspiring its community to transform and serve humanity through innovation and the collaborative pursuit of knowledge"* has served as the anchor for the Faculty of Health Sciences' strategic focus and has guided the identification and implementation of activities to further the goals of the institution and the Faculty.

The impact of the COVID-19 pandemic has been pervasive and profound, impacting all activities within the Faculty to a significant degree in 2020. This impact is not unique to the Faculty, with higher education institutions across the globe affected by the pandemic, and comparable responses implemented to mitigate it. This report illustrates how the Faculty has worked to be responsive and resilient in the face of COVID-19, as well as the ways in which the pandemic has negatively impacted the achievement of targets and interrupted positive trends observed over the past five years.

EXCELLENCE IN RESEARCH AND INNOVATION

Over the past five years, the Faculty has taken significant strides in increasing its stature and reputation by focusing on the quality, integrity and impact of its research through creating an enabling environment for researchers; attracting and investing in high-quality staff; inviting outstanding national and international academics to collaborate as visiting professors and research fellows; attracting a diverse, talented pool of postgraduate (PG) students and postdoctoral fellows (PDFs); increasing external research income; and promoting a culture of innovation by conducting applied research with the potential to lead to commercialisation.

Strategies to enhance research outputs have yielded returns. The Faculty not only met but significantly exceeded its 2020 research output target (88 accredited units), submitting 114 units for auditing purposes (audited figures available April 2021). This is a significant increase in the number of accredited outputs compared to the final audited figure of 87 units in 2019. In 2020, many departments either increased their number of outputs, increased the number of staff publishing, or outperformed their publication targets for the year. Four staff members published for the first time in 2020. The Laser Research Centre (LRC) was a top achiever, publishing 67 international accredited articles, two peer-reviewed conference proceedings, and 16 book chapters.

Staff from the Department of Emergency Medical Care (EMC) led the launch of a South African journal dedicated entirely to emergency care. Although not yet accredited, it is a vital step in developing emergency care research in South Africa and Africa. The Department of Chiropractic released the second edition of its *The Chiropractic Clinician* journal, which included international research submissions. The Department of Nursing continues to manage the *Health SA Gesondheid (HSAG)* journal, which is an accredited online health sciences interdisciplinary research journal.

Intra-faculty research between departments and the Faculty's four research centres was further strengthened, increasing opportunities for leading trans- and interdisciplinary research, and creating significant opportunities for increased publications. One example was the launch of the Biomedical Engineering and Healthcare



Technology (BEAHT) Virtual Research Centre (RC), which is a cross-faculty initiative between the Faculties of Health Sciences and Engineering and the Built Environment. The BEAHT RC will conduct basic, applied, and strategic research in biomedical engineering, health innovation, healthcare technology and mHealth (mobile health), as well as embark on delivering services through consultancy, education, and training (i.e. short learning programmes), and contract research in the 4IR.

Researchers in the Faculty made 49 presentations at national and international conferences during 2020.

There were six rated researchers in the Faculty in 2020 (two C1, three C2 and one Y1), an increase of one from 2019. Prof Abrahamse's Laser Research Centre (LRC) NRF SARChI Chair was renewed (2021-2025) and upgraded to a Tier 1 Chair. In July 2020, Prof Annie Temane was appointed Vice-Dean: Research and Innovation.

The Faculty appointed 10 postdoctoral fellows, concentrated mainly in its research centres, who contributed to 17 publications. The first doctoral graduate in the history of Biomedical Sciences staff, Dr Pienaar, graduated with her DTech in 2020, and the first students registered for the newly introduced doctorate in Health Sciences across various domains.

The number of visiting professors and research fellows increased to 33 in 2020 (from 22 in 2019 and 27 in 2018 after a sharp increase from 13 in 2015). Nineteen new visiting academic appointments were made in 2020. These appointees have contributed to collaborative research projects, PG student supervision, and to increasing the Faculty's research outputs through publications and mentoring early career researchers.

The Faculty's research was acknowledged for its excellence on external and internal platforms. Prof Abrahamse (LRC) received the National Laser Centre Rental Pool Programme Excellence Award for 2019 (Project Progress Award) and received the UJ Vice-Chancellor Outstanding Researcher of the Year 2020 award. Several researchers were recognised within UJ for their achievements, including Dr Crous and Dr Montaseri (LRC) who received 2020 UJ Postdoctoral Fellowship Research Excellence Awards.

The Faculty received external funding for research amounting to R3 101 848.88 from the NRF and the Cancer Association of South Africa (CANSA).

Researchers in the Faculty undertook 40 collaborative research projects and activities with national and international partners. Three departments in the Faculty were engaged in conducting research related to the COVID-19 pandemic – focusing on the impact of the pandemic on teaching and learning/clinical training, on adherence to guidelines by practitioners and on the ethics of health research in a pandemic.

The Departments of Podiatry and of Medical Imaging and Radiation Sciences (MIRS) acquired equipment that opens new pathways for innovative health research in the 4IR domain, related to 3D orthotics and the measurement of radiation. This equipment will enable cutting-edge research in the respective fields, which can have significant implications for future practice.

From an innovative perspective, the Water and Health Research Centre (WHRC) worked with the Department of Complementary Medicine to test the effects of various homoeopathic tinctures on bacteria. The Centre is currently investigating the possibility of commercialising the compounds produced by bacterial strains. The Department of EMC worked with UJ's Technology Transfer Office on a 'Stretchy-chair Project', which intends offering cost-effective stretchers or stair chairs to ambulance services and clinics in South Africa.

The Faculty has identified various risks related to research excellence and innovation and has implemented strategic initiatives to mitigate these:

- Impact of COVID-19: The pandemic had a significant impact on the ability of some researchers – particularly those requiring laboratory access or contact with participants – to conduct their research. These delays pose a risk to postgraduate study completion. Measures to manage the pandemic have restricted international travel and placed new demands on staff in delivering on their core responsibilities. The situation remains uncertain, and it is expected that the impact will continue to influence all aspects of research in the foreseeable future.
- Capacity to increase research output: For some departments, the small pool of staff with doctoral qualifications constrains efforts to increase publication outputs. Over time increasing the number of staff with a doctoral qualification (see section on Fitness for Global Excellence and Stature) will create a larger pool of research

active staff who, with appropriate mentoring, can develop into strong academics. Collaboration, including with visiting professors, is a strategy the Faculty actively uses to bolster productivity and provide mentoring to early career researchers to help mitigate this.

- Translation of PG research into publications: Redressing the current failure to translate postgraduate research into published outputs was identified as a strategic opportunity within the Faculty to improve its research output. Carefully planned and coordinated collaboration between departments and the research centres has been identified as a strategy to increase research activity and the translation of postgraduate research into publications, coupled with the appointment of visiting researchers and professors to support this process.

EXCELLENCE IN TEACHING AND LEARNING

In April 2020, due to the national lockdown, all teaching and learning, as well as assessment, moved online. Although the Faculty had been increasing its use of technology in teaching over the past years, this rapid acceleration of adoption required significant adjustments, flexibility, and time investments by staff. Faculty-wide training was rolled out on the use of Blackboard for teaching and assessments. Some academic staff members provided mentorship to those who were experiencing problems with the transition to online teaching.

Despite the significant challenges related to moving all teaching and learning online, the Faculty continued to advance excellence in teaching and learning through multiple initiatives, including maintaining an appropriate enrolment profile; enrolling outstanding students from diverse backgrounds; maintaining excellent success and retention rates; offering curricula that are current, internationally aligned and quality reviewed; encouraging innovations in teaching and learning; contributing to the scholarship of teaching and learning; and delivering students who are prepared for the world of work.

The enrolment target set for the Faculty was 4 258 students, and 4 111 students were registered (a slight under enrolment). Table 33 shows the enrolment profile for the Faculty in the period 2017-2020. Total undergraduate (UG) enrolments decreased in 2020 to 2 867, but the proportion of first-time entering students with an AP score of 35 or higher increased to 58% of all first-time entering students. An increase was noted in registered Orange Carpet students, from 43 in 2019 to 61 in 2020. Total PG enrolments decreased in 2020 to 1 244 due to the decrease in postgraduate diploma enrolments. At master's level, enrolments significantly increased to 598 in 2020, while doctorate registrations increased to 81.

Table 33: Enrolment profile 2017-2020

| | 2017 | 2018 | 2019 | 2020 |
|--|--------------|--------------|--------------|--------------|
| Total UG enrolments | 2 810 | 2 881 | 3 029 | 2 867 |
| First-time entering students with AP Score >35 | 243 | 270 | 277 | 374 |
| Total PG enrolments | 1 160 | 1 299 | 1 430 | 1 244 |
| Master's | 284 | 429 | 508 | 598 |
| Doctoral | 73 | 74 | 73 | 81 |

The proportion of students enrolled from designated groups increased marginally from 2019. The total non-designated enrolment was 545 (14%) compared to 622 (15%) in 2019, 638 (16%) in 2018, 677 (18%) in 2017, and 714 (19%) in 2016. In terms of designated students, 2 823 black students were enrolled compared to 3 062 in 2019, 2 825 in 2018, 2 643 in 2017, and 2 583 in 2016. There were 153 coloured students enrolled in 2020 compared to 178 in 2019, 165 in 2018, 158 in 2017, and 50 in 2016. In total, 258 Indian students enrolled in 2020 compared to 273 in 2019, 267 in 2018, 284 in 2017, and 265 in 2016.

Short learning programmes (SLP) were significantly impacted by the national lockdown, since most SLPs are offered as contact programmes. The SLP Office registered 196 students in 2020 as opposed to 582 students in 2019. Only 10 SLPs were offered during 2020, compared to 49 in 2019. The SLP Office, as a Health Professions Council of South Africa (HPCSA) affiliated service provider and accreditor for continuous professional

development (CPD) activities, approved 54 CPD activities (compared to 107 in 2019) from service providers across South Africa.

The phasing out of old qualifications and the introduction of new qualifications pose some challenges and risks to managing the enrolment profile of the Faculty. For example, the Department of Nursing could not meet the enrolment target for 2020, as a circular by the Minister of Higher Education (December 2019) stipulated that the end date for admission into legacy qualifications was 31 December 2019. This led to the Department's inability to enrol new students into any of the post basic nursing qualifications. Introducing the BHSc Chiropractic, BHSc Complementary Medicine and BHSc Podiatry for the 2020 intake significantly increased the number of enrolments, resulting in a selection process change: new students were enrolled and students from the old qualification were migrated into the new qualifications. Over time, the new qualifications are expected to help attract more, and more high-quality students, and to increase the profile of the Faculty. Other enrolment challenges experienced included: (i) the decision by Charlotte Maxeke Johannesburg Academic Hospital Radiotherapy Department and other accredited training centres not to take new placements in 2020, and (ii) difficulties in ensuring attendance at interviews and physical fitness assessments to convert EMC applicants to full registrations. Innovative options, such as the use of video tutorials to explain the selection process, are being considered to overcome this ongoing challenge.

The use of technology in teaching is now universal within the Faculty. The primary modality for moving teaching online was the Blackboard Learning Management System (LMS). Course content was placed online in various formats including notes, pre-recorded lectures, and narrated PowerPoint presentations. This enabled students to access materials at any time and enabled repeated access for revision. Discussion boards and live discussions on the LMS were integrated into course delivery to promote peer learning. The transition to online teaching was not without challenges. Connectivity problems were encountered for international students and students in rural areas. Intermittent load shedding exacerbated these challenges. Many students could only access materials on mobile devices (which may not have the required software) and not on computers. Some staff only had access to outdated computing hardware and software, which hindered their ability to move teaching online.

Several workarounds were adopted to overcome these challenges. The University of Johannesburg provided students with data and in some cases devices, to enable them to continue learning remotely. Multiple channels of communication were used to enable all students to access materials, such as sending of scanned notes, and the use of WhatsApp and YouTube. Online assessment, in particular, presented challenges. Innovative models, such as open book assessments for senior students with application questions, were piloted with success. UJ also supported certain on-site assessments to overcome these issues.

The success of Health Sciences students is closely linked to the clinical practice gained by students in the Faculty's Health Training Centre (HTC), which provides a wide range of opportunities to participate in work-integrated learning (WIL). The number of patients seen (excluding free patient screening) at these approved sites by students under the supervision of qualified practitioners decreased by more than half in 2020 because of COVID-19 restrictions (28 779 in 2019 to 13 339 in 2020). All the clinics were closed for four months and when some activities resumed (middle of July 2020), there were restrictions as to the number of people allowed within a building or clinic, which impacted the exposure of students to patients. WIL activities outside of the HTC were also significantly impacted, with limited exposure to clinical practice, meaning some students did not have the opportunity to develop all the required clinical skills, and many will need to catch up in coming years.

Creative solutions for delivering practical clinical components were required. Some departments replaced practicals with detailed case studies. Others adopted the use of videos – created by both staff and students – which were uploaded to Blackboard and shared via WhatsApp and YouTube. Off-site clinicians used Zoom and other platforms to demonstrate clinical procedures to teach from remote locations. The Department of Biomedical Sciences adopted an American-based virtual MediaLab programme, which allowed students to conduct online practicals (normally done in diagnostic laboratories) and meet outcomes for their WIL. One lecturer in the Department of MIRS identified the need for a virtual simulation-based educational tool to replicate the clinical environment. The lecturer designed and constructed a simulation of the X-ray tube as an alternative to tutorials within the X-ray clinic.

Other departments, such as EMC, identified alternative software solutions, which empower students to engage in simulation learning online. In 2020, the *HumanSim: Sedation and Airway* software was used, with the production company waiving annual licensing fees for healthcare workers. When onsite practicals resumed, the simulation laboratory served as a core area to deliver practical demonstrations via streaming in multiple locations, to enable social distancing and recording for students who could not attend. The dedication, flexibility, and resilience of staff in the Faculty enabled the majority of challenges around WIL and clinical practice to be overcome. A good example was that the Department of EMC was the only department in South Africa to graduate emergency care students at the end of 2020 after having met all the clinical requirements.

Rising above the obstacles of the year, staff in the Faculty excelled in the teaching and learning domain and Mr Makkink, Department of EMC, was awarded the Vice-Chancellor's Distinguished Award for Teacher Excellence in 2020.

Despite the challenges, the Faculty has maintained an overall success rate above 85% since 2013, achieving a 94,4% success rate for 2020 and exceeding the target of 90%. This is the highest overall success rate achieved in the Faculty since 2011. Retention at UG level was high, with 80,5% of first-year students returning in 2020 to the Faculty – although a drop from 85,2% in 2019. The Faculty has until the end of March to finalise the Faculty UG and PG graduation numbers. Thereafter, an accurate comparison to previous years can be provided.

In 2020, several new programmes were submitted to the Department of Higher Education and Training (DHET) and/or Council on Higher Education (CHE) for consideration and approval. The following programmes were approved: Advanced Certificate in Medical Rescue, PG Diploma in Acupuncture, and PG Diploma in Phytotherapy. The PG Diploma in Clinical Simulation received DHET approval and is awaiting CHE approval. Several PG diploma programmes have been submitted and are awaiting accreditation by the CHE and the South African Nursing Council (SANC): Critical Care Nursing, Midwifery, Occupational Health Nursing, Nursing Education, Health Service Management, and Primary Care Nursing.

The Department of Biomedical Sciences is developing an Advanced Diploma and PG Diploma for submission in 2021, and the Department of Sports and Movement Studies, together with the BEAHT RC, is finalising an MPhil in Healthcare Innovation and Technology. The Department of Nursing is developing PG Diplomas in Community Nursing and in Mental Health.

The Faculty is committed to embedding decolonisation into the curriculum of all programmes. The Social Determinants of Health concepts have been incorporated into most professional practice modules, and decolonisation is promoted by using locally relevant case studies as applicable to each programme and integrating these into assessments (where plausible). A concerted effort is made by departments to incorporate context, content, and discussions around indigenous African knowledge as appropriate. A staff member from the Department of MIRS received funding from the Teaching Innovation Grant to produce videos to foster decolonisation. Basic radiographic terminology videos in isiZulu, Venda, English, and Tswana were created through a professional videographer and were made available on Blackboard.

The Faculty continues to increase its focus on the Scholarship of Teaching and Learning (SoTL). Several master's students in various domains are engaged in studies, and SoTL in the basic sciences of Anatomy and Physiology is a growing priority in the Department. A study entitled *Students' Perception of Multilingual Basic Radiographic Terminology Videos* received ethical clearance and is being undertaken to evaluate the impact of the multilingual radiographic terminology videos (see above).

In addition to the enrolment related risks, the Faculty has identified the placement of students for WIL as a risk due to the ongoing pandemic, which is limiting the number of placements, particularly within the private sector and industry. Although some departments successfully applied to their respective professional bodies for a reduction of hours required for exit level students, this may not be the case going forward, and completion of clinical training requirements may pose an ongoing challenge.

ENRICHING STUDENT-FRIENDLY LEARNING AND LIVING EXPERIENCE

An enriching student-friendly learning environment, which is conducive to learning, is a strategic imperative for both UJ and the Faculty. 2020 required the Faculty to think differently about what defines an enriching student-friendly learning experience in an online reality.

During 2020, the Faculty aimed to provide holistic support to students, insofar as feasible. Staff made themselves available on Blackboard or via WhatsApp for students' queries and to support the transition to online learning. Senior students were identified as mentors in some priority modules, and provided support over WhatsApp and through videos and tutorials. Students were made aware of the psychological support available as well as the sustenance programme, with many taking up the opportunity for support. The faculty administration created a dedicated email address for students to submit queries to the administration office while studying remotely.

On return to campus, the Faculty and UJ contributed significant resources to making sure the teaching, learning and assessment of on-site clinical activities took place safely. Extensive personal protective gear was purchased utilising a central UJ COVID-19 cost centre, which allowed students to access hand sanitiser, face shields, and surgical masks.

Research performed by the staff in the Department of MIRS assisted in understanding the lived experiences of students in lockdown regarding their teaching and learning. The data collected will inform strategies to assist students as online teaching and learning continue.

Students across South Africa – not only at UJ – faced acute financial challenges in 2020. Several initiatives in the Faculty aimed to help students in financial need. In 2020, Philips committed to sponsoring ten students from disadvantaged backgrounds from the Department of MIRS in 2021 (with the amount varying dependent on student need). The Department of EMC received approval via DHET to include uniform and related costs within the fee structure in 2021. This will allow the Department to purchase and issue the uniform, ensuring all students who qualify for tuition fee funding can access the same uniform without having to raise additional funds. In 2020, BTech Podiatry students were excluded by NSFAS. This meant that more than 100 students were at risk of dropping out due to lack of funding. The Department explored avenues for funding, including approaching the Health and Welfare Sector Education and Training Authority (HWSETA), who agreed to fund podiatry students to the value of R14 million. The funds covered tuition, accommodation, books, travel, and a monthly stipend.

Students in the Faculty have access to dedicated venues equipped with state-of-the-art modern equipment that are the envy of many other institutions. Examples include the clinical simulation laboratory, and a Human Anatomy and Physiology complex. The Department of MIRS received funding to purchase the VERT system for virtual reality training. The system provides a 3D, life size, virtual treatment room where students can immerse themselves in a simulated environment. The system enables the lecturers to reduce the time the students need to spend on clinical training and can reduce pressures around clinical placements. The equipment will be installed for use in 2021. The construction (currently under way) of the first integrated on-campus rescue simulation centre on the African continent will position the Faculty as a regional and global centre of excellence for medical rescue education. The centre has been designed to cater for teaching, learning, assessment, and research in specialised rescue disciplines. The four-storey structure will include a five-metre-deep pool for aquatic rescue and survival training, helicopter underwater escape training, and dive rescue. The Department of Podiatry acquired a CAD-CAM machine to produce 3D orthotics. The acquisition of this piece of equipment means that the Department can now manufacture orthotics instantly using the 3D scanner and the Zebris gait system. The Department is looking at using this technology particularly to drive specialist clinics in diabetics, sports injuries, and paediatrics. Students will be taught to manufacture orthotics using the old hand made techniques and the new 3D technology.

INTERNATIONAL PROFILE FOR GLOBAL EXCELLENCE AND STATURE

The Faculty had several achievements in terms of enhancing its international profile for global excellence and stature, including increasing the proportion of international students; recruiting international academics of stature including visiting professors, postdoctoral and research fellows; and increasing the number of partnerships with international universities and African countries to secure funding and to enhance collaboration.

After increasing for the past five years, the number of international UG students decreased from 157 in 2019 to 142 in 2020, while international PG numbers continued to increase from 168 in 2019 to 202 in 2020.

The Faculty appointed 15 international visiting professors and research fellows from Europe (five from the United Kingdom, one each from Switzerland, Denmark, and Germany), Northern America (three from the United States of America), Oceania (two from Australia) and Africa (one each from Botswana and Zimbabwe). Within this

group, scholars of significant stature continued their work with the Faculty, for example, Prof Hamblin from Harvard Medical School who has a Google Scholar H index of 113, and a Scopus H index of 92.

Nine Memoranda of Understanding (MOUs) and/or Memoranda of Agreement (MOAs) are in place between departments and centres in the Faculty and international partners. These agreements span a diverse geography, including Asia (India), Africa (Namibia, Sudan, Zambia), and Europe (Ireland, Sweden). Collaborative activities under these agreements include research, exchange visits as well as teaching and learning related activities. Collaboration with international partners also takes place outside the formal agreements. More than 20 research collaborations and activities with international partners were undertaken in 2020 through formal and informal partnerships.

Despite the restriction on international travel, researchers from the Faculty made 34 presentations at international conferences. However, this is a significant decrease from 2019, where staff presented 87 research papers at international conferences.

From 2021 onwards, the Faculty will offer one joint international programme – the Global Master's Programme within the UJ Olympic Studies Centre (OSC) [collaboration between the Universities of Utrecht (the Netherlands) and Tsukuba (Japan) and the UJ Department of Sport and Movement Studies]. The PG Diploma in Clinical Simulation, which is currently awaiting approval from the CHE, may be offered jointly online with other U21 Health Sciences Group partners.

International inbound and outbound student and staff mobility was limited in 2020. The Department of EMC hosted three students from the Western Sydney University, through an MOU, in a Clinical Learning block in January 2020 for four weeks. The Department of Chiropractic hosted the World Congress of Chiropractic Students African Regional Event as an online conference in the Department. Regrettably, the 2020 Africa-by-Bus multidisciplinary outreach programme was cancelled due to international travel restrictions.

Although restricted travel posed several challenges to international engagement, it created the opportunity for more widespread participation in online workshops, seminars, and conferences at a fraction of the cost of international travel. The Faculty will continue to capitalise on these and other opportunities that exist in the current environment and seek innovative ways to continue growing UJ's international profile for global excellence.

NATIONAL AND GLOBAL REPUTATION MANAGEMENT

Global reputation management

All the achievements reported under the Strategic Objective Global Excellence and Stature, have contributed to building a strong global reputation for the Faculty.

In addition to these activities, senior academics play leading roles on international boards, hold influential positions in international science associations and serve on editorial boards of leading international journals, further enhancing global reputation. Staff from several departments serve as moderators and external examiners for international universities. A few notable examples are listed below.

Prof Abrahamse (LRC) is on the international advisory board for the World Association of Laser Therapy, and is an honorary member of the board of directors for the World Academy of Laser Applications, the European Medical Laser Association, Indian Association of Laser Therapy, and the African Laser Centre. She serves as co-editor-in-chief for the international journal, *Photobiomodulation, Photomedicine, and Laser Surgery*, while serving on the editorial boards of eight additional international journals.

Dr Gower (Complementary Medicine) continued in his appointed role with the World Health Organization as a Steering Group Member of the International Regulatory Cooperative of Herbal Medicine.

Dr Morris-Eyton (Sports and Movement Studies) was appointed to the International Lifesaving Sport Education Committee and is a member of the global work group for the International Council of Coaching Excellence.

National reputation management

The Faculty Marketing Coordinator actively worked towards maintaining a dynamic brand for the Faculty throughout the lockdown. The Coordinator, as part of the UJ student marketing drive, participated in two online

student recruitment webinars. Weekly virtual school visits were held via video calls with Quantile 1-4 schools. A WhatsApp business account was created to ensure continuous communication with prospective and current students. Several departments and research centres maintained an active social media and online presence to promote their activities, re-curriculated programmes and research. Marketing was undertaken by a few departments through healthcare magazines and professional bodies. A comprehensive marketing plan was developed by members of the HTC Committee to increase awareness, understanding and appropriate utilisation of the HTC services. Owing to the pandemic, only certain aspects of the plan could be implemented.

Staff from across departments and the research centres have continued to serve and lead within the broader scientific community in South Africa, in their respective professional bodies and associations and in the public sphere through a range of engagement activities. Many staff are guest lecturers, examiners or moderators at other South African universities and staff regularly serve as reviewers for journals or conference abstracts.

Collaboration with other higher education institutions, particularly in the Gauteng province, is ongoing. The Faculty is collaborating on the GRT INSPIRED project (Gauteng Research Triangle Initiative for the Study of Population, Infrastructure and Regional Economic Development) with the Universities of the Witwatersrand and Pretoria. Prof Barnard (WHRC) is a principal investigator on the project. In 2020, Prof Ngunyulu was appointed to serve on the Interim College Council of the newly established Gauteng College of Nursing.

Agreements and collaborations with several science councils – including the Water Research Commission, the Medical Research Council and the Council for Scientific and Industrial Research – increase the uptake and translation of the Faculty's research in applied settings.

Numerous staff serve on professional boards, societies, and associations in South Africa. For example, Dr Yelverton (Chiropractic) was re-elected as Chairperson of the Allied Health Professions Council of South Africa (AHPCSA); Mr Van Nugteren (EMC) was reappointed to serve on the Professional Board for Emergency Care at the HPCSA; and Ms Mthombeni (Biomedical Sciences) is a member of the HPCSA Board of Medical Technology and a member of the Education, Training, Quality and Assurance Committee. Ms Mahlaola (MIRS) was reappointed to the Radiography and Clinical Technology Board at the HPCSA and Ms De la Rey (Optometry) was appointed as a member of the HPCSA Professional Board of Optometry and Dispensing Opticians.

Prof Abrahamse (LRC) was appointed by the Minister of Health to serve on the National Health Research Committee (2020-2023) and was appointed to serve on the NRF Reviews and Evaluations Standing Panel (2020-2023). Dr Stein (EMC) served on the Gauteng Provincial Government Health Research Committee.

Several MOUs/MOAs with national partners in government (local and provincial), the private sector and the not-for-profit sector have been signed. These increase the reach and impact of the Faculty's research and engagement activities, but also create opportunities for WIL.

Staff provided expert inputs into the national COVID-19 response. Dr Gower (Complementary Medicine) was involved with the COVID-19 national imperatives associated with South African Health Products Regulatory Authority's advisory, and with drafting the revised policy, strategy, and regulatory/exclusion notices. Prof Barnard (WHRC) contributed to several COVID-19 standard operating procedures, including one for the Allied Health Professions Council. Prof Khan, Executive Dean of the Faculty, was nominated to serve on the Premier of Gauteng's COVID-19 Advisory Committee.

Nine public lectures were held during 2020. There was also potential in 2020 to attend and present conferences, seminars, and webinars for the development of staff as they were mostly held virtually. Several staff were invited as panellists or guest presenters in webinars, and the Faculty also hosted several webinars. The Department of Sports and Movement Studies hosted the first UJ virtual sports conference in conjunction with UJ Sport and the Library – *Athlete support from school to the elite level* (October 2020). The conference attracted world-renowned presenters addressing numerous facets of sports performance.

Mrs Ntshingila (Nursing) was interviewed by the Citizen newspaper on how people were coping with COVID-19 and was a panellist at a City of Johannesburg virtual discussion on Mental Health and COVID-19. Prof Noorbhai (Sports and Movement Studies) was featured on Newzroom Africa (live on DSTV 405) to discuss the socioeconomic challenges of boys' cricket in South Africa. Prof Khan co-published two op-eds related to COVID-19 and conducted numerous radio interviews to address questions related to the pandemic.

Many of the Faculty's planned community engagement activities were cancelled in 2020 due to the COVID-19 restrictions. The Faculty's engagement with the Riverlea community was very limited in 2020, and services were put on hold for the year in March 2020. Only three departments had the opportunity to conduct activities in Riverlea. MIRS and Optometry both conducted five clinics each, while Podiatry conducted six clinics. For 2020 there were 149 beneficiaries at Riverlea, compared to 1 602 in 2019. With little opportunity to engage face-to-face, WHRC undertook to engage on social media platforms through sharing practical tips and videos on how to make a mask, water dispensers for hand washing, face shields etc. To increase reach, videos were made in English, Afrikaans, Zulu, and Sesotho.

WeCare at Victoria Yards played a critical role in the clinical training of Complementary Medicine students during COVID-19 restrictions. This is a joint precinct project with the Nando's restaurant chain (for community upliftment) and the AHPCSA (for internship). This clinical training site is primarily intended to enhance the students' learning and clinical experience and seeks to provide a professional environment in which students are exposed to various clinical situations and scenarios, to prepare them for practice as healthcare providers in South Africa, and to contribute to the improvement of the general health status in the surrounding community.

FITNESS FOR GLOBAL EXCELLENCE AND STATURE

Fitness for global excellence and stature requires the Faculty to be financially stable, generate external income and increase third-stream income; ensure the Faculty is representative of the South African population; retain and attract well-qualified staff; be conscious of the environment; and manage and mitigate risks as applicable.

As noted earlier, a total of R3 101 848.88 external funding was raised for research. As a result of lockdown, income generated by the HTCs decreased by 46% from R3 782 719 in 2019 to R1 931 658 in 2020. The Faculty's gross third-stream income from SLPs was R756 868 (decrease from R1 040 000 in 2019), and from CPD it was R61 158 (decrease from R141 994 in 2019). Total income from SLP and CPD for 2020 of R818 026 was lower than R1 181 994 for 2019.

Only four departments offered SLPs in 2019, although it is a requirement to offer at least one per department. More SLPs need to be offered (and be available online) and inactive SLPs reactivated to increase income significantly. More SLPs related to 4IR and developed in collaboration with industry are needed. Towards this goal, two 4IR SLPs were developed and approved (to be offered from 2021): Healthcare 4.0 – Introduction to Healthcare Technology in the 4IR, and Bioethics 4.0 – Introduction to the Bioethical implications of 4IR in Healthcare. Improved planning around CPD activities is needed to ensure that approval as Accredited Service Provider is granted, and activities can be delivered.

The Faculty had a complement of 124 academic staff members in 2020 – including eight professors (two of whom were on post-retirement contracts), 10 associate professors, 17 senior lecturers, 72 lecturers, two clinical facilitators, eight assistant lecturers, three programme managers and four researchers/research associates. The academic staff were supported by 62 support staff (clinic staff, faculty administration staff, administrative assistants, secretaries, and laboratory technicians). South African academic staff from designated groups represented 58,8% of the Faculty's appointments in 2020. This is higher than the target of 55%. The proportion of staff from designated groups has been increasing since 2014 when the proportion was 44,55%. Designated staff in the academic support complement increased slightly from 74,5% in 2019 to 77,4% in 2020.

To address the national call for the promotion of designated candidates, 28 female and seven male designated academic staff are participating in the Accelerated Academic Mentorship Programme (AAMP) of the University, an increase of six from the 29 in 2019. A further 15 colleagues (non-designated) are participating in AAMP.

The number of academic staff holding a doctoral qualification increased, with five staff obtaining their doctoral qualifications in 2020. Another obtained a master's qualification. More than 90% of academic staff in the Faculty's departments and research centres now hold either a master's (54%) or doctoral (37%) qualification. This proportion will increase, with 14 academic staff currently enrolled for a master's and 41 for a doctoral qualification.

Five academics were promoted in 2020 (two to senior lecturer, two to associate professor and one to professor) compared to four in 2019, three in 2018, four in 2017 and four in 2016. There were three retirements in 2020 (one effective in 2021), compared to two in 2019, four in 2018, four in 2017 and two in 2016. The Faculty had

five resignations in 2020 compared to eight in 2019, six in 2018, two in 2015, and two in 2016. The loss of seasoned and specialist staff poses a risk to the Faculty – with several factors contributing, such as competitive remuneration packages at other institutions, emigration and skills shortages in small specialist fields that may lead to expert staff being headhunted.

The risks associated with a loss of seasoned staff as a result of resignation or retirement is mitigated through careful succession planning at the departmental level, offering competitive packages and filling vacant posts as efficiently as feasible, working in collaboration with human resources to avoid unnecessarily protracted processes. When positions cannot be filled with senior or experienced staff, the Faculty plans to capitalise on the opportunity to invest in the capacities of younger academics to become productive researchers.

Contributions are ongoing to minimise our carbon footprint with specific reference to energy saving, recycling, and waste management.

Risks linked to exposure to infection or injury in clinical settings are managed through appropriate policies, protocols, and standard operating procedures applicable to students and staff. For the safety of clinic staff members, only card payments were accepted from patients in 2020. A risk register serves on the agendas of the Faculty Board, the Faculty Management Committee, and of departmental and support structure committee meetings, and is regularly reviewed, updated, and assessed. The specific challenges, initiatives, and risks discussed under each strategic objective in this report, provide an overview of the key risks identified.

MOVING FORWARD

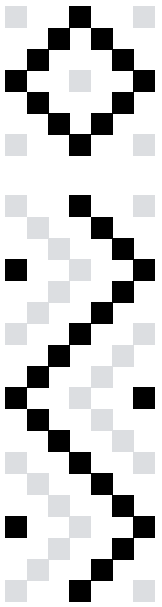
The Faculty will continue in its efforts to advance the University's six strategic goals, building on the Faculty's successes over the past five years and proactively working towards addressing challenges and gaps. The Faculty will continue to pursue and build strategic partnerships with collaborators within and beyond academia at all levels – nationally, in Africa and beyond the continent – as a mechanism to further research excellence, ensure relevance and expand resources available for research, teaching and community engagement. Support for the professional development of staff as it relates to research, teaching and engagement remains a priority for the Faculty. In particular, the Faculty will continue to support and encourage staff who are enrolled for postgraduate qualifications to enable completion. This will make an important contribution to raising further the research profile and output within the Faculty, and will make a major contribution to mitigating some of the risks around staff retention and retirement noted in this report. This will also enable the Faculty to expand and responsibly manage enrolments at the postgraduate level. In 2021, the Faculty will prioritise the curricularisation of a medical programme. This will be done in collaboration with the University of Illinois, since the Faculty is eager to incorporate their teaching and learning principles, like engineering and innovation, into the curricula.



Sehaam Khan (Prof)

Executive Dean: Faculty of Health Sciences





Faculty of Humanities

INTRODUCTION

The Faculty of Humanities started 2020 optimistically. It was our view that our greatest challenge would be the close monitoring of the 'new' BA, and the shift to embracing blended learning methods and techniques. In 2019, the staff had attended numerous workshops to prepare them for transitioning towards more critical and innovative pedagogical approaches and a re-thinking of traditional lecturer-student classroom contexts. However, we did not at all anticipate the abrupt shift into a fully online mode of teaching. While many staff found the adaptation difficult, the Faculty was partly prepared, given that lecturers had at the start of 2020 integrated videos, online material, and assessments facilitating self-directed learning as central to all courses. This included a strong focus on mixing contact with online, addressing over-assessment, and building tangible skills and critical thinking in preparation for the new world of work.

In general, the first three months of the year bore a stark contrast to the remaining nine. Term 1 was an exciting time with the introduction of blended learning. It was also the period in which we marketed yet another new BA undergraduate programme, Politics, Economics and Technology (PET), claiming it as an innovative 4IR project. We held welcoming events for our Orange Carpet and UJenius students, promoting our drive towards interdisciplinary approaches and future-orientated training and career development. Receptiveness to a changing 4IR environment, one that embeds critical thinking, problem solving, creativity and social skills, was emphasised.

There was also active international engagement on campus. We were visited in January by an enthusiastic Shanghai Education delegation seeking to build relations with our Faculty. In February, Prof Ramarao Indira of Mysore University (India) and Prof Martin Middeke of Augsburg University (Germany) were invited and arrived to work with various departments. In March, we hosted the Georgian ambassador, Mr Beka Dvali. We also firmed up a partnership with the University of Cincinnati (USA) and were set to leave for the USA in April. However, this was cancelled due to the national lockdown announced on 23 March 2020. On 20 March 2020, having served as Acting Dean since November 2019, Prof Kammila Naidoo was interviewed for the position of Executive Dean, and became Executive 'COVID'-Dean during lockdown Level 5, functioning in a 100% remote fashion.

KEY ATTAINMENTS IN 2020: TEACHING AND RESEARCH

Enrolments, teaching and the wellbeing of lecturers

In early 2020, we were informed that our enrolments had been steadily dropping and that we needed to stabilise numbers at both the undergraduate and postgraduate levels. We did improve at the undergraduate



level from 5 074 (2018) and 4 838 (2019) to 5 083 in 2020. There was noticeable growth at the postgraduate level, to 1 196 students, exceeding our 2018 (1 037) and 2019 (991) numbers. What was pleasing in 2020 was observing the sharp increase in top-performing students selecting the Faculty of Humanities as a first choice. We exceeded our 2020 target for first-year undergraduate students with APS higher than 35 by 12,2%. Our new flexible BA, the PET degree, and a revival in appreciation for the Humanities, Communication and Social Sciences are part of the reason for higher-achieving students choosing the Faculty. Undergraduate module success rates improved, and went up from 87,3% in 2018 to 88,6% in 2020. The undergraduate dropout rate showed a steady downward trend, from 13,6% in 2018 to 9,7% in 2019 (still to be calculated for 2020). Upon closer scrutiny, it is apparent that the overall success rate has been positively enhanced by some departments (e.g. in the School of Communication) and negatively set back by a few. Discussions were held in 2020 with departments with lower than desired success rates, and this will continue in 2021.

A special note should be offered on the extended degree programmes. Humanities is one of four faculties that offers extended degree programmes (Humanities, Engineering and the Built Environment, Science, and the College of Business and Economics). In 2020, the graduation rate for the BA extended programme was 18,8%, compared to the 18,7% of 2019. There was an increase of 2,3% in the overall extended module success rate from 78,9% in 2019 to 81,2% in 2020. In the mainstream degrees, 63,7% of students completed their degree in the minimum time, while 83,6% of extended programme students completed their degree in minimum time. The average time to completion for the BA mainstream degree is 3.5 years, while the average time to completion for the extended degree is 4.1 years (NB the extended degree is structured as a four-year degree). The intensive hands-on approach of the dedicated team offering curriculum advice and support to students in the extended programme contributes to the success of the BA extended degree in Humanities. In December 2020, we celebrated the success of our 2020 first-year cohort (mainstream and extended), and illustrated this on Facebook through the exemplary performance of a first-year student, Sarah Opperman, who chose a flexible BA with Mathematics and English as majors. She attained distinctions in all her subjects.

On the postgraduate side, the Faculty expects to exceed its target for 2020 of 275 honours, 100 master's, and 37 doctoral graduates. Generally, we spend a lot of time considering the ways in which support can be offered to postgraduate students. Our numbers can in the long term be boosted, should enhanced support and bursary schemes be provided. Graduations at the UG level increased by a small margin between 2018 and 2019 (24% and 25,7%). PG graduation rates remained constant at approximately 46%. In 2020, our postgraduate students did well, in part due to our responsiveness to lockdown restrictions. In addition to University interventions, such as data access, the Faculty of Humanities accelerated support for supervisors, enabling online supervision through online platform training. Importantly, we encouraged postgraduate students to change to online data collection methods. To support the online move, departments were encouraged to promote and train students in discipline-specific online methods. The Faculty Higher Degrees Committee (FHDC) and Faculty Research Ethics Committee (FREC) fast-tracked applications for changes from face-to-face to virtual methodologies. During the early lockdown period, we temporarily suspended viva voce to accommodate doctoral students with limited connectivity. We reintroduced online viva voce once connectivity issues were resolved. Throughout the year, we involved postgraduate students in departmental webinars and online skills training through the Postgraduate School. Through efforts on the part of the staff and the deanery, satisfaction levels remained strong. Specifically, undergraduate student (South African and international) satisfaction levels in the Faculty of Humanities moved up from 85,9% to 94,3%. Postgraduate student satisfaction levels also went up – from 85% to 88,3%.

Keeping student satisfaction levels high required immense sacrifices on the part of staff. Their work hours became longer, and students engaged them throughout the day. Many staff members had to deal with their own work-family balance issues, while intervening in family problems and learning environments of students. In 2019, the Faculty had devoted considerable energy and resources to improving organisational climate, clarifying roles, workflow and expectations (e.g. among its administrative core) and supporting heads of departments in their duties. A consultant held workshops with staff (in all departments), helping them to address their issues and their changing contexts to become better at what they do. By mid- to late 2020, we felt the counterproductive effects of working remotely, with disrupted roles, and disabled support structures. A number of lecturers fell ill and contingency plans took effect. The UJ Staff Wellness Committee's Reports show that the Faculty of Humanities

had the highest number of reported cases among the faculties on stress, depression, conflict and family issues. We will need to build in some further and more effective interventions to improve socio-psychological wellbeing of staff. Notwithstanding the indications that staff took a lot of strain, our enrolments and teaching successes improved.

The top three interventions with regard to teaching and learning will be:

- Continue with training to enhance blended learning and online capabilities.
- Work to sustain strong success rates and reduce dropouts.
- Devise interventions to improve physical and psychological wellbeing of staff.

RESEARCH OUTPUTS, COVID-19 RESEARCH AND PUBLIC INTELLECTUAL WORK

At the time of writing, the Faculty of Humanities had captured 413 research output units. This is lower than planned, but we are hopeful that the books produced by staff and associates – as well as the creative outputs captured – will bring us closer to the target of 440. Although the staff were extremely research-active in 2020, a lot of our work is still online (not yet in print) as journal reviewing processes were slower, given the problems associated locally and internationally with COVID-19: break in work rhythm, illness, lockdowns, inaccessibility of workplaces, and connectivity issues.

Some slight improvements were noted on creative outputs. In 2019, creative outputs were collated for the first time. Six submissions were made to DHET covering creative outputs produced in 2016 (n-3) and 2017 (n-2). In 2020, 15 creative outputs were submitted. We await the verdict on these submissions. In general, the Faculty recognises this as a starting point and has held multiple meetings with DHET to discuss and re-discuss the relevant policy. Prof Ronit Frenkel of the English Department was appointed by DHET to the Creative Outputs Subfield Panel for Literary Arts.

In 2020, the Faculty of Humanities had 43 NRF-rated researchers. Our numbers dropped due to a few resignations of NRF-rated scholars (including Prof Thad Metz, our only Arated scholar in the Faculty of Humanities). Fourteen new NRF rating applications were submitted by the end of 2020, and so we are hopeful that we will have at least 57 NRF-rated scholars by the end of 2021. Significantly, we now have more designated staff applying, whereas this was not the case prior to 2020. A number of NRF workshops were held for staff in 2020, particularly for those planning on applying for promotion.

While our accredited publication units in 2020 remained similar to those produced in 2019, what was noteworthy was a very high quantity of published public intellectual work. In particular, Prof Kate Alexander, Prof Carin Runciman, Dr Varosh Nadesan, Prof Ben Smart, Prof Alex Broadbent, Prof Leila Patel, Prof Lauren Graham, Mr Anele Siswana and Dr Sibusiso Mkwanzani offered insights on poverty, inequality, the impact of the lockdown, violence against women, gender empowerment, natural healing methods, alcohol consumption and cigarette smoking, and receptiveness to the vaccines.

In December 2020, the *Conversation Africa 2020 Impact Report* was released. The most read article of the year was from Humanities colleague, Prof Ben Smart, and the Institute for the Future of Knowledge (IFK) Director, Prof Alex Broadbent, on 'South Africa's COVID-19 lockdown: Cigarettes and outdoor exercise could ease the tension'. It was pleasing to note that 12 of the top 20 most read authors of the year were from UJ Humanities, suggesting that the Faculty was active and central to critical debates on matters related to the COVID-19 crisis and social responses. Given the strenuous time that staff endured in 2020, the following research efforts on COVID-19 in this period are commended.

Prof Leila Patel was involved in the National Income Dynamics Study – Coronavirus Rapid Mobile (NIDS-CRAM) survey, which collected data at several points in the past year, to understand the labour market, education, poverty, hunger, and welfare experiences of people during the pandemic. Prof Patel worked closely with collaborators at various other institutions to produce papers on hunger experiences and welfare responses. Her work with these collaborators highlighted how hunger was a central concern for policymaking. This work was among those that influenced decisions to extend grant payments to households as a means of alleviating hunger.

The Centre for Social Development in Africa's (CSDA's) expertise in family and social policy was recognised when they were approached by University College London researchers to participate in a multi-country study on the effects of COVID-19 on families, the Families and Communities Transitions (FACT) under COVID study. The study sought to understand how family relationships were shifting during COVID-19. Dr Sadiyya Haffeejee assisted in leading this research. The FACT-COVID study brought the CSDA into collaboration with colleagues at the University of California, Los Angeles, New York University, Universidad de Santiago, and the National University of Singapore, among others.

Profs Kate Alexander and Carin Runciman of the Centre for Social Change were drivers behind the UJ/HSRC COVID-19 democracy survey. The Centre for Social Change, in partnership with the Developmental, Capable and Ethical State (DCES) research division of the Human Sciences Research Council (HSRC), conducted an ongoing cross-sectional online survey of South African adults to determine the social and economic impacts of the Coronavirus pandemic, with a particular emphasis on lockdown experiences and attitudes. To date, three rounds have been conducted since April 2020, and over 30 000 fully completed survey responses had been received. The data have been weighted against Statistics South Africa data to make them broadly nationally representative. The findings have been shared in several webinars, briefings, and op-eds in a national online newspaper as well as on social media platforms. The findings have been discussed and used by the Ministerial Advisory Committee on COVID-19 and the Ministerial Advisory Committee on the COVID-19 vaccine.

Keyan Tomaselli, Bill Harris and Warren Parker carried out research and facilitated information-sharing at the Darrenwood Village retirement complex in Linden. Data were collected from more than 300 residents concerning their interpretations of medical and health safety information. Information disseminated to this potentially very vulnerable population was via a weekly Village newsletter and daily emailed briefings. The information was shared by Harris and was drawn from medical journals, state documents, analysis of statistics, and safety measures issued by the World Health Organization and other facilities. Parker published COVID-19 guidance in briefing reports and medical journals. The elderly residents of the Village largely adapted to the hyper-lockdown imposed by the Village, with seven infections, three hospitalisations, and zero deaths.

Benjamin Smart, Alex Broadbent, and Herklaas Combrink published on 'COVID-19 in South Africa' in *Global Epidemiology*. Their data addressed South Africa's unique social structures and tracked the initial implementation of the lockdown in the country. Demonstrating the detrimental effects of the lockdown, the article outlined issues of public health and politics. Link: https://www.researchgate.net/profile/Herklaas-Combrink/publication/344428387_COVID-19_in_South_Africa/links/5f744ccca6fdcc0086488775/COVID-19-in-South-Africa.pdf.

Additionally, Benjamin Smart produced a chapter entitled: 'South Africa' in *State Responses to COVID-19: A Snapshot at 1 June 2020*, published by Western Sydney University. The research report covers case studies that detail COVID19 in particular states and territories in the world. Each state represented in the collection discusses specific ways in which government authorities have attempted to deal with the COVID-19 pandemic. Smart details a case study on South Africa. Link: <https://doi.org/10.26183/5ed5a2079cabd>

David Moore produced work on 'Zimbabwe Now: Post-Coup, Mid-COVID; Continuing Crises, Corruption, and Confusion'. The article forms part of a five-part series co-edited by David Moore and Brian Raftopoulos. Covering COVID-19 in Zimbabwe, the author unpacks politics of class and nation-making in Zimbabwe in a careful study. Published by African Arguments, the article also serves to publicise Moore's forthcoming book on Mugabe's legacy. Link: <https://africanarguments.org/2020/11/24/zimbabwe-now-post-coup-mid-covid-continuing-crises-corruption-and-confusion/>

Lauren Graham wrote on 'Pandemic underscores gross inequalities in South Africa, and the need to fix them'. Published in *The Conversation Africa*, the article investigates how the pandemic highlights the gross inequalities in South Africa. The article highlights five areas where inequality is starkest and provides solutions on what can be done to address inequality. The piece led to an interview on eNCA where Prof Graham discussed how the Coronavirus outbreak and lockdown have exposed the depth of SA's inequalities. Link: <https://theconversation.com/pandemic-underscores-gross-inequalities-in-south-africa-and-the-need-to-fix-them-135070>.

Similarly, focusing on inequality and the intense levels of human suffering, Ernest Mabuza published in *Herald Live* 'COVID-19 studies paint horrifying picture of jobs, food crisis'. The article lays bare the severity of unemployment

and hunger in South Africa as established through the NIDS-CRAM survey. Mabuza brings light to the hardships experienced in food security during the COVID-19 lockdown. Link: <https://www.heraldlive.co.za/news/2020-07-16-covid-19-studies-paint-horrifying-picture-of-jobs-food-crisis/>

Issues around care and wellbeing were central to the concerns of the social scientists. Shahana Rasool wrote about 'Social workers are an untapped resource to address the psychosocial effects of COVID-19'. Published by *The Mail & Guardian*, the article covered the work done by civil society organisations during the COVID-19 pandemic. Rasool emphasised the role of social workers as part of the response team in providing relief through food parcels, hygiene, and medication supplies to vulnerable people. Link: <https://mg.co.za/article/2020-04-13-social-workers-are-an-untapped-resource-to-address-the-psychosocial-effects-of-covid-19/>

Anele Siswana, our Clinical Psychology lecturer, wrote articles on the impact of COVID19 on our mental health, tackling psychological issues in a more accessible, digestible and conversational way. He used popular ways to engage the youth on a subject that they usually deem to be 'too deep', 'too heavy', or too complex to fully understand. These features are a way of reaching out to the black youth to start opening up about mental health and also imparting more education about what mental health truly is. All articles were published in *BlackLight Media*. 'The COVID-19 melancholia: Death & grief'. Link: <https://blacklightmag.co.za/the-covid-19-melancholia-death-grief/>

The top three interventions with regard to research and development will be:

- Encourage and increase the number of NRF-rated scholars.
- Put in mechanisms to drive research and creative output units more substantially.
- Promote high-impact public intellectual work on socially relevant topics.

AREAS OF ENGAGEMENT, EVENTS AND AWARDS

Student mobility and looking ahead

One of the key areas of engagement and places of growth in recent years in the Faculty of Humanities has been that of internationalisation. Early in the year, nine in-bound students arrived in South Africa for semester-long stays: from Universidad Autonoma del Estado de Hidalgo (Mexico), Freiburg University (Germany), University of Utrecht (Netherlands), Loyola University New Orleans (USA), University of Brandfort (UK), Sciences PO (France), and Universidade Santa Ursula (Brazil). By April 2020, no more in-bound students were able to arrive. All out-bound trips were stopped. The few in-bound students who were in the country then stayed until travel was permissible months later. As a substitute for travelling to other countries, we held numerous webinars across the Faculty often with international collaboration, and in this way can estimate that our numbers of virtual out-bound students were quite significant.

We were really pleased about Prof Brett Bennett's launching of a three-part international seminar series, '*The Humanities in the Time of COVID: Responses, Challenges & Opportunities*' on 21 September 2020. The first seminar was entitled: 'How was your research or planning changed due to COVID?' Two further seminars were held, bringing together students from various parts of the world. The series is a partnership between UJ Humanities, Shanghai University and Western Sydney University.

Another interesting international project is that of the Faculty of Humanities student exchange programme with Palacky University (PU) in Olomouc, Czech Republic. A programme bringing together Development Studies undergraduate and fourth-year students from both universities (supported by Erasmus+ funding and the European Union) was celebrated in 2020. Palacky University's Department of Development and Environmental Studies is the first department from a former Eastern bloc university to offer Development Studies. Development Studies is relevant to the study of transitions and it is well placed to understand changes in the former Eastern bloc and in post-colonial countries. We believe that students will greatly benefit from this new exchange.

One of our big disappointments was our inability to sustain our Africa-by-Bus venture for students. In 2017, 60 students from Humanities visited Lusaka and were hosted by the Southern African Institute for Policy and Research (SAIPAR). In 2018, 60 students were hosted at the University of Namibia by the Multidisciplinary Research Centre. In 2019, we went even further north to Uganda, where we were hosted by the Makerere Institute for Social Research. We had hoped for a trip to Botswana, and to educate our students on the history, and the social

and communication dynamics and educational systems of Botswana. However, no bus trip of this nature was possible in 2020, given the restrictions due to the Coronavirus pandemic. Going forward, we aim to have a virtual bus trip in 2021 to a part of Africa that we have not taken students to before.

Events and launching research entities

Some of our regular lectures were cancelled in 2020 – for example, the annual Helen Joseph Memorial Lecture. In addition, a high-profile, Ford Foundation-funded conference to be hosted by the Department of Politics and International Relations on ‘*Good governance, participatory democracy, and social justice: Civil society as agent of change and innovation in Africa*’, was postponed due to the travel restrictions. Notwithstanding the constraints, an exceptionally large number of webinars were held, implying that most staff attended more than they would normally have attended.

In 2020, two new research centres were launched. The *Race, Gender & Class (RGC) Centre* was launched on Heritage Day. American lawyer and author, Bakari Sellers, talked about race, gender and class and the implications of #BlackLivesMatter. The new Centre Director is Prof Victoria Collis-Buthelezi. The other centre to be acknowledged is the Karl Mittermaier Centre for the Study of Philosophy of Economics (KMCPE), which will be located at JIAS. Dr Michael Stettler, a one-time mentee of the late Karl Mittermaier, has been appointed as the new Director.

Our Palaeo-Research Institute (PRI) celebrated a decade of progress in 2020. Palaeo sciences at UJ has transformed from the Micro-TrACKS (Tracing Ancient Cognition and Knowledge Systems through Microscopy) research programme directed by Prof Marlize Lombard since June 2010 to the Palaeo-Research Institute now under the direction of Dr Dipuo Winnie Kgotleng. The first URC funds were received by the end of 2010 for the purchase of two microscopes for the Micro-TrACKS Laboratory, which kick-started Palaeo-Research at UJ. Palaeo at UJ has grown from a one-person research project with students and post-docs to an Institute with an emergent body of six research staff and international research associates of high stature. Investigations with increasing impact on global Palaeo research became more evident during the period between 2017 and 2020, with 17 papers published in high-impact journals such as *Science*, *Nature* (and *Nature* affiliated journals) and Proceedings of the National Academy of Sciences (PNAS) of the United States of America. Noteworthy are two seminal publications produced by the Palaeo-Research Institute, which have changed the way we think about the journey to becoming human. The first publication demonstrated that human divergence took place around 300 000 years ago in South Africa. A more recent publication led by one of our research associates at the La Trobe University, Australia, in association with the PRI team member, has established that at least three hominin species were living alongside each other in the South African landscape around 2 million years ago. The Palaeo-Research Institute team looks forward to another 10 years of research and training excellence at UJ.

Overall, in 2020, our events led us to reflect deeply on the role and strengths of Humanities in society, within the University and in relation to key issues such as the Fourth Industrial Revolution (4IR), decolonisation and social asymmetries. We have deliberated on our future and on areas in which we need further development.

Achievements and awards

A number of Faculty subjects were highly ranked by the different ranking agencies: Sociology, Psychology, English and Literature, Development Studies and Philosophy. Of special mention is the Times Higher Education (THE) Subject Rankings released in 2020 in which our Faculty did very well. *Arts & Humanities*: UJ retained its ranking position in the 301-400 band in the world and remained joint third in South Africa, along with UP, SU and UWC. *Social Sciences*: UJ retained its ranking position in the 301-400 band in the world and was ranked fourth in South Africa. *Psychology*: UJ retained its ranking position in the 301-400 band in the world and was ranked joint second in South Africa.

Our colleagues attained a number of awards in 2020. Prof Catherine Botha received the Vice-Chancellor's Award for Teaching Excellence and Prof Liz Gunner the VC's Award for the Best Book of the Year. Prof Leila Patel received a Gold Medal from the Academy of Science of South Africa (ASSAf) at the virtual 2020 ASSAf Annual Awards Ceremony. Earlier in 2020, Prof Patel received the Katherine A Kendall Memorial Award. The medal and the memorial award were for exceptional scholars whose research has benefitted society in a significant way. Prof Grace Khunou was part of a team that won the NIHSS Award for an edited book entitled, *Black Academic Voices: The South African Experience*. We were also extremely pleased when Dr Naude Malan was appointed to

the Board of the Agricultural Research Council (ARC). We should also note that two of our young colleagues, Ms Stephanie Baker and Dr Thando Maseti, were listed by the *Mail & Guardian* as part of the Top 200 Young South Africans to watch.

The School of Communication tended to dominate when it came to student awards. Strategic Communication student, Payal Maharaj, was a winner in the 2020 New Generation Social and Digital Media Awards with her rendition, 'She is King'.

The top three interventions with regard to areas of engagement, events and awards will be:

- Build a systematic plan for virtual student mobility, using the UJ-Shanghai-Western Sydney webinars as an illustration of best practice.
- Develop more high-impact online events utilising 4IR and alternative approaches.
- Strategise to encourage staff and students to apply for key awards, both internal and external to UJ.

STAFFING MATTERS

Transformation, growth and training

Transformation was a consistent topic of discussion in Humanities, particularly in the aftermath of the Ministerial Report showing the slow growth in terms of doctoral graduates from designated groups. Conversations were frequent on this topic during the establishment of the Centre for Race, Gender and Class. The Faculty also mandated the Management Committee to move ahead with projects and programmes to facilitate recruitment, transformation and improvements in climate and culture. In 2019, the Faculty initiated a transformation task team to analyse and make recommendations concerning staff transformation. The task team produced a working database of designated associate professors and full professors for headhunting from other universities. The team also produced a database of academics with disabilities. In 2020, the Faculty focused on female professors and also provided support for departments to develop transformation and succession plans. The Faculty looked at the ringfencing of posts of retiring professors.

The Faculty improved the diversity of its staff profile progressively over time. By the end of 2019, 97 of 199 (48,7%) academic staff were black/from designated groups (which was getting close to the 2025 target of 50%). In 2020, we met this target as we had 100 of 194 (51,5%) of black/designated staff. We had 36 of 194 (18,6%) international staff. In total, 72 of 194 staff (37,1%) were associate professors and professors. In 2019, we had only 66 staff in this category. This upward shift is largely due to the emphasis placed on promotions and staff development. A general moratorium was placed on the filling of posts in 2020, slowing down the filling of vacancies and consequently recruitment of new staff. Of the 72 associate professors and professors in Humanities, 19 (26,4%) were from the black/designated group. We hope to expand this group in 2021.

The Faculty has dedicated notable effort and resources to mentorship. We are also pleased to have increasing numbers of staff participating in women development initiatives and in the Accelerated Academic Mentorship Programme (AAMP). The Faculty increased staff membership in AAMP in 2019 and 2020. There is currently a great appreciation for AAMP and the role that mentors play. In the middle of 2020, unspent budget was invested in coaching, staff development, career development and conflict management. Heads of departments showed great appreciation for such investment.

The terms of various committees came to an end in 2019, thus new and energetic colleagues became active members in 2020 in our Faculty Research Committee (FRC), Faculty Teaching and Learning Committee (FTLC), Faculty Higher Degrees Committee and Faculty HR and Finance Committee.

STRATEGIC INITIATIVES 2021

15 priorities for 2021

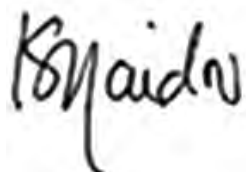
- Build a meaningful 2025 Strategic Humanities Plan.
- Relook postgraduate programmes with a view to initiating discussions on online interdisciplinary and joint programmes.
- Sustain and augment work on 4IR and the role of Humanities in a 4IR era.

- Interrogate research data to construct meaningful analysis of non-productivity and interventions to address this.
- Encourage NRF-rating applications, particularly among women, designated and younger staff.
- Bring together a task team to think through strategies for soliciting grants and doing fundraising.
- Build solid relationships with high-impact international partners.
- Create a virtual Africa-by-Bus initiative to more than one African country.
- Work to improve the Faculty climate to enhance collegiality and a stress-free workplace.
- Work to improve administrative structures and systems.
- Make further gains with regard to employment equity: specifically, a particular focus on hiring black female professors and people with disabilities.
- Drive promotions with a focus on excellence and equity.
- Rectify staffing imbalances: build capacity in understaffed departments.
- Boost finances: through short learning programmes and increasing third-stream income.

CONCLUSION

The Faculty of Humanities experienced a difficult 2020. We were fortunate to have credible undergraduate and postgraduate success rates and research outputs. We kept up with internationalisation initiatives, invested in staff, facilitated transformation, built active committees and encouraged public intellectual work on COVID-19 and other topics. We celebrated exemplary performances of staff and students achieving awards and commendations. At a structural level, we stabilised enrolments and launched new undergraduate programmes. Our relevance as a Faculty of the future was assured.

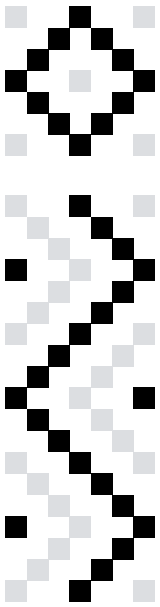
Simultaneously, we encountered new problems that we will work with conscientiously going forward: we need programmes to cater for the social and psychological wellbeing of staff and students who were severely affected during periods of the lockdown. We also need strategies to equip students in online methodologies and self-directed learning. We need to improve and develop further our scholarly research outputs and keep up the momentum to transform the Faculty and its climate and culture.



Kammila Naidoo (Prof)

Executive Dean: Faculty of Humanities (Acting)





Faculty of Law

NATIONAL & INSTITUTIONAL CONTEXT

The academic year 2020 was a challenging year due to the outbreak of the COVID-19 pandemic. Despite its size as the second smallest Faculty at the University of Johannesburg (UJ), the Faculty of Law did not only survive 2020, but as shown in this summary, it thrived. Its output is substantial. This is particularly discernible when, for example, considering the total number of non-law students registered for service modules offered by the Faculty. The Faculty of Law is one of the largest law schools or faculties at residential universities in terms of the number of students it teaches. Furthermore, the Faculty's ranking speaks for itself. For example, the Faculty of Law at UJ is one of the eight South African faculties of law ranked by the 2021 Times Higher Education (THE) World University Rankings by Subject: Law. The UJ Faculty of Law was ranked in the 201+ band of this ranking.

As will become clear below, the Faculty has reason to be proud of its achievements in 2020.

STAFF PROFILE

Academic members of staff

At the close of the academic year on 31 December 2020, the Faculty had 52 full-time academic members of staff (including the Dean), who were appointed permanently or on fixed-term contracts exceeding one year. We had at that date 12 professors, four associate professors, 14 senior lecturers, 18 lecturers and four assistant lecturers. All professors, associate professors, twelve of the senior lecturers and three of the lecturers of the Faculty had doctorates. The remaining full-time academic members of staff all held master's degrees. In total, 31 (60%) of the full-time academic members of staff were female and 21 (40%) black, 12 had National Research Foundation (NRF) ratings. In 2020, one professor and two assistant lecturers resigned, and the Faculty appointed one lecturer, two senior lecturers and two assistant lecturers.

Non-academic members of staff

The Faculty has 26 budgeted posts available to appoint members of staff (excluding the Executive Dean) on non-academic conditions of service to render support services within structures of the Faculty. They are required to perform activities relating to academic projects that generate state subsidies. Five of the 26 positions were filled by the Director of the Law Clinic (an admitted attorney), and two principals plus two clinic attorneys rendering professional services at the Clinic. Of the remaining 20 positions, three were filled by members who render support services in the true sense of the word in the Law Clinic, leaving 17 positions for the Head of Faculty Administration, the Faculty's marketing coordinator, faculty officers, executive secretary, and departmental secretaries. One non-academic member of staff was appointed on contract from external funds to render support



services in the South African Institute for Advanced Constitutional, Public, Human Rights and International Law (SAIFAC), while eight were appointed (four permanently) in the Faculty's division administering non-subsidised programmes and paid from this income. Of the 32 full-time members of staff who were employed on non-academic conditions of service, 28 (87,5%) were female and 20 (62,5%) black. One of the members of staff passed away and another one's fixed-term contract of employment expired.

TEACHING AND LEARNING

Student profile

A total of 1 739 students were registered in 2020 for the Faculty's undergraduate and postgraduate programmes. For several years now, a majority of students in the Faculty have been female (941). The percentage of female students remained constant in 2020 at 54%. The profile (by race) of law students in 2020 was as follows:

Table 34: Student profile (race)

| Race | Number | Percentage |
|--------------|--------------|-------------|
| Black | 1 516 | 87% |
| Coloured | 64 | 4% |
| Indian | 68 | 4% |
| White | 91 | 5% |
| Total | 1 739 | 100% |

A total of 85,8% of the first-time entering law students who registered in 2020 had an Admission Point Score (APS) of 35 or higher (calculated according to the UJ formula, for which the score in Life Orientation is excluded). A total of 15,3% of the first-time entering law students were from Quintile 5 schools, while 35,9% were from schools finding themselves in the lowest two quintiles (Quintiles 1 and 2).

Teaching in the Faculty is split between teaching in the traditional law modules to law students and teaching in the service modules offered to non-law students registered for diploma and degree programmes in other faculties. During 2020, the module registration in the traditional undergraduate law modules amounted to 9 427, and to 5 541 in the undergraduate service modules. Furthermore, the registration for modules in the master's programmes in law by coursework, excluding minor dissertation modules, was at 281.

Success rates

Based on the Higher Education Management Information System (HEMIS) reporting on course registrations, the success rate concerning the undergraduate service modules was 86% (2019: 83,4%). The success rate in the traditional undergraduate law modules in the Faculty was 86,2% (2019: 86,2%). Senior students were employed as senior tutors and tutors to mentor their junior counterparts, which contributed positively to the success rates in these modules.

Degrees conferred

The Faculty conferred 344 undergraduate (2019: 332) and 76 postgraduate (2019: 91) degrees. The number of graduates per programme is as follows:

Table 35: Number of undergraduate degrees conferred

| Degree | 2018 | 2019 | 2020 |
|------------|------|------|------|
| BA (Law) | 294 | 332 | 344 |
| BCom (Law) | | | |
| LLB | | | |



Table 36: Number of postgraduate degrees conferred

| Degree | 2018 | 2019 | 2020 |
|--------------------|-----------|-----------|-----------|
| LLM (Coursework) | 77 | 85 | 70 |
| LLM (Dissertation) | 1 | 4 | 2 |
| LLD | 2 | 1 | 4 |
| Total | 80 | 90 | 76 |

First Year Experience

At UJ, the First Year Experience (FYE) is built on the premise that every first-year student will be treated with the appropriate respect due to all citizens in South Africa. The FYE has been conceptualised as a holistic programme that encompasses all aspects of the first-year student experience in the context of an invitational and equitable institution. It comprises both curricular and extracurricular initiatives. It attempts to establish an ethos and a way of life through which all first-year students will experience the transition into university life.

The Faculty's first-year programme includes an integrated tutor system. Tutors play a key role in assisting with teaching and learning at the Faculty and are introduced to first-year students during the First Year Seminar (FYS). The tutors form an integral link between the lecturers and the first-year law students, often reporting to the lecturer in meetings, in monthly reports or informally on the variety of challenges that the students face and engaging with lecturers on plausible solutions to these problems. The tutors play an important role in identifying at-risk students and addressing the challenges, together with first-year lecturers. The tutors also play a fundamental role in mobilising community engagement initiatives among the students.

In 2020, special measures were implemented to ensure the continuity of the tutoring programme after contact lectures were suspended to curb the spread of COVID-19. These special measures included tutors becoming available to assist students on various platforms, including WhatsApp, Zoom and Blackboard. Tutors accepted assignments from students across these platforms to assist those who had experienced challenges with internet connectivity. Students also used class WhatsApp groups to engage in discussions and debates facilitated by their tutors on current legal developments. These included debates on the legality of various COVID-19 related restrictions and police action taken in the enforcement thereof. These discussions and debates contributed to the overall development of students' critical thinking skills.

All first-year students take part in Moot Court activities during the year. During the FYS, students are also introduced to several esteemed members of the profession during a session in the programme called *My Career in Law*. Attorneys, senior advocates, researchers, and judges of the highest courts engage with students during this part of the programme. The keynote speaker for 2020 was the renowned constitutional lawyer and author of the book, *The Land is Ours: South Africa's First Black Lawyers and the Birth of Constitutionalism*, Adv Tembeka Ngcukaitobi.

Teaching innovation and quality control

The Faculty relies on several approaches and procedures to supplement its student retention and monitoring strategies. This includes adopting a cohesive method of teaching and learning, for example, through Blackboard Predict and its retention centre. The method promotes the use of available technologies (e.g. Blackboard or uLink) to foster a healthy culture of excellence in teaching and learning. During the 2020 academic year, all the undergraduate and postgraduate programmes used Blackboard or uLink. This use enabled online access to the content of the various programmes offered in the Faculty. Specifically, Blackboard technology provided lecturers, tutors, heads of departments and Faculty administrative staff with real-time, understandable, actionable early alerts. In this way, lecturers and heads of departments were able to reach out or respond to the students categorised as at-risk students more effectively and efficiently. This intervention contributed positively to addressing overall student success or throughput. For example, it provided lecturers, tutors, heads of departments and Faculty administrative staff with a framework to identify at-risk students in a holistic and intelligible manner.



Moot court participation

Owing to the onset of COVID-19, several moot court competitions in which the Faculty participates annually did not proceed. However, where these competitions proceeded virtually, students in the Faculty continued to participate both locally and internationally.

CCMA Youth in Labour Debate: The inaugural CCMA Youth in Labour debate was held at the Tshwane University of Technology on 25 February 2020. The team comprised Tinotenda Mparutsa, Melissa Dlamini, Thabang Mothapo and Nyiko Chauke. The UJ team was declared the overall winner of this competition.

Jessup Moot Court: The Jessup Moot Court team comprised Sidrah Suliman, Bongumusa Xaba, Muhammad Khamisa, Waseem Moosa, Tsolo Kabane and Anees Crawley. The South African rounds of the Phillip C. Jessup International Law Moot were hosted at the Protea Hotel by Marriott Balalaika, Sandton, on 27-28 February 2020.

Competition Commission's Moot Court Competition: The Competition Commission's Moot Court Competition did not proceed beyond the submission of Heads of Argument, given the ongoing measures to curb the spread of COVID-19. The UJ team, comprising Nyiko Chauke and Adaoliswa Obiekwe, submitted their Heads of Argument on 17 April 2020.

IALS After Jessup Moot Court: The outbreak of COVID-19 resulted in the cancellation of the international rounds of the Jessup Moot Court competition. The International Association of Laws Schools (IALS) then subsequently made a virtual after-Jessup moot available to member universities. The competition was hosted virtually by the IALS on 9 September 2020. The UJ team, comprising Sidrah Suliman, Bongumusa Xaba, Muhammad Khamisa and Nyiko Chauke, advanced to the semi-finals.

Kate O'Regan Moot Court: The Kate O'Regan Moot Court was hosted virtually by the University of Cape Town on 17 October 2020. The University of Johannesburg sent two teams, comprising Rethabile Segone and Amogelang Ntsoko, and Nadine Meintjes and Sanele Mntambo. The UJ teams performed well, but unfortunately did not advance to the next round.

Centre for Applied Legal Studies Public Interest Law Moot: The Centre for Applied Legal Studies Public Interest Law Moot court competition is an ongoing competition. The first rounds concluded on 10 December 2020 where two UJ teams, comprising Moyisi Machi, Monique Gosai and Gideon Van Wyk, and Samantha Smit, Thabo Mathule and Winnie George, advanced to the quarter-finals. The UJ team won the competition (February 2021). In addition, Winnie George was awarded the overall best speaker prize.

Non-subsidised (CEP) programmes

During 2020, 11 non-subsidised comprehensive programmes were presented online using Blackboard and other online learning management tools, to continue enhancing the student experience amidst the COVID-19 pandemic. The profiles of those registering for the non-subsidised programmes include members of the public, postgraduate students, civil servants, legal practitioners, and alumni. The CEP programmes cover a variety of relevant legal disciplines, which range from Certificates to Postgraduate Diplomas in Law and Industry 4.0, Business Rescue, Labour Law, Tax Law, Criminal Justice and Forensic Investigations, Money Laundering Control, Compliance, a National Diploma in Paralegal Studies and the Drafting and Interpretation of Contracts, to name a few.

In 2020, a total of 2 017 students were enrolled across these programmes. Of these, students, 1 441 students completed either the modules or the full programmes for which they were registered. The programmes continue to attract a diverse range of students, and in 2020 drew students from numerous African countries, mostly from the Southern African Development Community region. During the year under review, the turnover grew marginally to R26.6 million as compared to the previous year. The programmes realised a profit of R11.3 million for the Faculty. More than R1 million thereof is utilised to fund the operations of the Law Clinic.

Recognition of top achievers

The Annual Prestige Event is a formal prizegiving function that has become an established event on the Faculty's calendar. The event has always been attended and supported by a range of stakeholders, including most of the top law firms in the country, members of the judiciary, bar, sidebar, and business world. Considering the risks involved in hosting a physical event, the decision was taken to host the 2020 Prestige Event online during

October 2020. The ceremony was pre-recorded, professionally edited, and loaded on to numerous online platforms. Awards, prizes, and bursaries were awarded in more than 60 categories. It is important to note that students are recognised not only for academic achievements but also for their involvement in community engagement projects and moot court competitions. Even though the event was hosted online in 2020, it continued to provide an ongoing positive and healthy link between the Faculty and its sponsors, alumni, student prize-winners and their parents.

Bursaries and meal vouchers

In 2020, the Faculty granted 17 internal bursaries to a total amount of R397 000, to assist in paying tuition fees for academically deserving indigent students. Cliffe Dekker Hofmeyr (CDH) attorneys provided bursaries, which were granted to 22 students, including first-year law students, to a total amount of R667 000. EM Papenfus and Goldsmith attorneys provided bursaries for 13 students, to a total amount of R480 000. Hningiza/Horner attorneys provided bursaries for four students in the amount of R40 000 each. The bursary amounts granted to the qualifying students varied from R3 000 to R40 000. Students who receive bursaries at the Faculty form part of a mentor group. They must regularly consult with a lecturer concerning their academic performance as well as discuss challenges they experience and provide reports on their progress. Between them, these students obtained 79 distinctions. In 2020, the Faculty did not grant meal bursaries, because students were not on campus as a result of COVID-19.

PARTNERSHIPS

Local

The Faculty's partnerships with local firms of attorneys and auditors resulted in several practising attorneys, advocates and auditors lecturing online, particularly, in the Faculty's non-subsidised programmes. The Faculty's relationship with the profession enables it to work closely with various law firms, for example, in securing vacation work, job shadowing opportunities, bursaries and articles of clerkship for top achievers. Prominent South African law firms, like Webber Wentzel and Tselanyane Attorneys, formed part of the Faculty's First Year Experience programme and gave aspiring lawyers a sense of what they can expect when they enter the legal fraternity. Representatives from the Johannesburg Bar and the Constitutional Court also addressed the 2020 first-year students during their orientation.

Large law firms and other organisations within the legal industry attend the annual UJ Law Career Fair. The Faculty and PsyCaD host this event jointly. The Faculty's relationship with relevant stakeholders in the industry has marked benefits for not only the Faculty and academic staff members, but ultimately also for its students. In 2020, both the Law Career Fair and the general career fair were hosted online. Students could register electronically to join the event and engage with companies virtually.

International

Exchange agreements

The Faculty has active exchange agreements with the 32 foreign universities as shown in Table 37.

Table 37: Exchange agreements with foreign universities

| | |
|---|---|
| Beijing Normal University | Symbiosis International (Deemed University) |
| Cornell University | Universidad Externado de Colombia |
| Erfurt University of Applied Sciences | Universidad Pontificia Comillas |
| Free University of Amsterdam | Universidade Agostinho Neto |
| Friedrich-Schiller-University of Jena | University of Antwerp |
| Gujarat National Law University | University of Augsburg |
| International University of Business Agriculture and Technology | University of Bielefeld |



| | |
|--|--------------------------|
| Masaryk University | University of Bologna |
| National Law University (Delhi) | University of Cape Coast |
| National Law University (Jodhpur) | University of Ljubljana |
| Nirma University | University of Lucerne |
| Palacky University Olomouc | University of Malawi |
| Pontificia Universidad Catolica de Chile | University of Tyumen |
| Reykjavik University | University of Zurich |
| Saarland University | Yeditepe University |
| Strathmore University | Zanzibar University |

The Faculty also has cooperation agreements with the Graduate School of the Public Prosecution Service of Brazil, The Hague Conference on Private International Law (Netherlands) and the International Institute for the Unification of Private Law (UNIDROIT) (Italy). In addition, the Faculty and its members have strong international relationships. These partnerships and agreements ensure great opportunities for both academics and students within the Faculty.

International Association of Law Schools

The Faculty is a member of the International Association of Law Schools (IALS). It actively participates in the activities of the IALS, which include the African Leadership Forum and the IALS Global Meeting. One of its staff members serves on the Board of Governors of the IALS.

RESEARCH FOOTPRINT AND IMPACT

Publications, conferences, and seminars

Publications

The Faculty anticipates that by the time the University's research claims are submitted to the Department of Higher Education and Training, it will submit a claim of over 90 subsidy-generating publication units in respect of articles, books, chapters, and conference proceedings published by members of the Faculty. Faculty members were also involved in editing several books and contributed chapters to non-subsidy-generating books. Members of the Faculty have also been responsible for several other publications, which include articles in non-accredited journals and several book reviews.

Conferences, seminars, and workshops

Under normal circumstances, Faculty members present approximately 100 research papers at conferences, symposia, workshops, and the like. In January 2020, the Faculty hosted the South African Law Teachers Conference (SALTC) in Skukuza (Kruger National Park). To enhance the publication and research output of staff members, the Faculty organised five departmental webinars with the broad topic of Law and COVID-19 (replacing the Annual Faculty of Law Indaba that usually takes place internally), where 18 research papers were presented. The focus is specifically on the development of the research capacity of junior staff members. Staff members present papers on research projects in progress, on completed research before its submission for publication and, sometimes, for the benefit of all Faculty members, papers that have already been presented at national or international conferences.

Fourth Industrial Revolution (4IR)

Following the Research Indaba held by the Faculty to promote the scholarship of teaching and learning in 4IR during August 2019, work continued during 2020, and a book was published on Law and Industry 4.0: *Selected Perspectives on a New Scholarship of Teaching and Learning*. The book consists of some of the research papers on teaching, learning and 4IR that were presented at the Research Indaba, after a double-blind peer review.

Public events

The Faculty values the support of its sponsors tremendously. A week before the country went into lockdown it hosted a sponsors' breakfast at the Johannesburg Country Club, thanking its loyal sponsors for their support. From March 2020, all public events had to take place online. Kgomotso Mokoena, a lecturer within the Department of Public Law, facilitated two high-profile online events on behalf of the Faculty of Law, in partnership with the UJ Library. The first was a conversation with Justice Edwin Cameron, former Justice of the Constitutional Court. The second was a book launch with Former Deputy Chief Justice Dikgang Moseneke for the launch of his book, *All Rise*. Judge Moseneke spoke at length about his book, the inception and growth of the Constitutional Court, and his service to the country and activism, and he made comments about key political issues of the day. He took a moment to encourage the youth to find and conquer their struggle using all the tools the democratic dispensation has afforded us.

Research structures

The Faculty has four active research centres, namely the Centre for Banking Law (CBL), the Centre for International and Comparative Labour and Social Security Law (CICLASS), the Centre for Private International Law in Emerging Economies, and the South African Institute for Advanced Constitutional, Public, Human Rights and International Law (SAIFAC). In addition, the Faculty hosts the Research Chair in International Law under NRF South African Research Chairs Initiative. The research centres and the Research Chair in International Law produce publications, arrange seminars, and submit reports to national and international bodies.

Centre for Banking Law

The Centre's normal flagship event, the Annual Banking Law Update (ABLU) conference, was planned to take place in October 2020 with the support of First Rand Bank. Considering the pandemic, it was decided that the conference would not take place, but that the book, *Annual Banking Law Update 2020 – Recent Developments of Special Interest to Banks*, would be published, as in the past, by Juta. The book appeared in December 2020. All contributions were subjected to a double-blind peer review. It was edited by Profs Charl Hugo and Sarel du Toit. Four of the contributions were by authors affiliated with the University of Johannesburg (and should attract research subsidy). Three of the contributions were from foreign academics (one from France, one from England, and one from Israel). The book is available both in printed version and electronically. The Centre is distributing a limited number of printed copies, free of charge, to institutions that have supported ABLU loyally over the years. The planning of ABLU 2021 is in its initial stages. One contribution to the book is already in and edited. Again, however, there is a large question mark over the holding of a proper conference. It seems likely that ABLU 2021 will be held online, for the first time.

Centre for International and Comparative Labour and Social Security Law (CICLASS)

In 2020, the Centre for International and Comparative Labour and Social Security Law (CICLASS) celebrated its 26th year of existence. CICLASS has maintained several collaborative relationships with colleagues and institutions locally (e.g. with the Southern Africa Trust) and overseas (e.g. with the International Labour Organisation and Max Planck Institute for Social Law and Policy, Munich, Germany). In addition, CICLASS regularly participates in the activities of the Southern African Social Protection Experts Network (SASPEN). The Director co-edited two books and edited one book. CICLASS staff presented papers at several local and international conferences.

Research Centre for Private International Law in Emerging Countries

The Research Centre's strategic focus areas are International Commercial Law and Private International Law (there is a large area of overlap between these fields). The targets are in the areas of teaching and learning (including the flagship LLM programme in International Commercial Law and a joint doctoral programme with the University of Lucerne), capacity building, research, social impact (with a focus on regional and international impact), contact with regional and international organisations and arranging conferences, seminars, and workshops.

The relationship with UNIDROIT remains strong. The Deputy Director of the Centre, Prof Eesa Fredericks, continues as the sole member from Africa in the Governing Council of UNIDROIT in Rome. He also forms part of an expert committee on international civil and commercial jurisdiction of The Hague Conference on Private

International Law. The Law Library is an official repository library of UNIDROIT and The Hague Conference on Private International Law.

South African Institute for Advanced Constitutional, Public, Human Rights and International Law (SAIFAC)

As part of its strategic goal of advancing cutting-edge discussions in its areas of focus, SAIFAC started the year with in-person events, including an excellent panel in its Africa-focused series, which addressed the new Refugees Amendment Act from an interdisciplinary perspective. However, with the lockdown, it became clear that to continue with its activities during the year, everything would need to move online. It was also recognised that this provided an opportunity to draw in high-profile presenters internationally without the cost and difficulties of international travel. The first major panel SAIFAC held during lockdown included the former Chief Justice of Colombia, Prof Manuel Cepeda, and two well-known professors from South Africa and India (Prof Sandra Liebenberg and Prof Amita Dhanda). SAIFAC followed this seminar with international panels on, for instance, the Malawian elections, the role of regional bodies in dealing with violence in Mali and Zimbabwe, and Black Lives Matter and policing. SAIFAC also held a half-day discussion on the 2nd Revised Draft of the Business and Human Rights Treaty, for civil society organisations to build a joint position on the draft.

The Sexual and Gender-based Violence Unit also continued engaging with its focus area. On 6 August, in honour of Women's Day, the SAIFAC Unit hosted a webinar on 'COVID-19 and Gender-based Violence – What are the Obligations of Businesses and Universities?'. The Unit also made a written submission to parliament on new legislation dealing with gender-based violence, namely the Criminal Law (Sexual Offences and Related Matters) Amendment Act Amendment Bill, the Criminal and Related Matters Amendment Bill, and the Domestic Violence Amendment Bill.

Research Chair in International Law

Three doctoral students completed their theses in 2020 and are expected to graduate in 2021. The Chair hosted Prof Jonathan Black-Branch, Dean of the Faculty of Law, University of Manitoba, who held a seminar on nuclear disarmament. Two postdoctoral research fellows were honoured by UJ with research excellence awards, namely Drs Linda Mushoriwa and Yolandi Meyer. An associate researcher, Dr Aniel de Beer, received the American Society of International Law prize for her book on *The Prohibition of Terrorism as a Peremptory Norm* (2018, Brill). A total of five chapters in books were published by researchers at the Chair as well as seven articles in accredited journals.

Law Library

The Law Library appointments in 2020 consisted of ten law library assistants, nine undergraduate students and one postgraduate student, for 10 hours per week, as well as the law library mentor, a postgraduate student who has been appointed for 20 hours per week. The law library mentor plays an important role by assisting the law librarians in coordinating the various tasks performed by the law library assistants. As in the past, these assistants continued to deliver a very important service to staff and students alike, especially since the COVID-19 lockdown, while working remotely from home. These assistants form an integral part of the services offered by the Law Library when training undergraduate students.

Before lockdown, the Law Library staff managed to conduct the following training sessions face-to-face for undergraduate students in the following modules:

- Legal Skills (law library orientation): 39 sessions of one hour each (365 students).
- Legal Skills (legal research training): 16 sessions of one hour each (380 students).
- English for Law (database training in preparation for the required essay): 4 sessions of 45 minutes each (78 students).

In the two undergraduate modules mentioned above, a total number of 823 students were trained in 59 training sessions. This would not have been possible without the valuable assistance of the law library assistants.

Journal of South African Law

Since its launch in 1976, a symbolic year in our country's history, the *Journal of South African Law/Tydskrif vir die Suid-Afrikaanse Reg (TSAR)* has grown into one which has been included since 2009 on an internationally acknowledged leading list of accredited journals (in the Social Sciences Citation Index – SSCI – under the auspices of Thomson-Reuters in the United States of America). It is also fully indexed and covered by SCOPUS under the auspices of Elsevier in Europe, included in the Excellence in Research for Australia (ERA) recognised list of the scientific journals for Australia, and has been available on HeinOnline electronically for more than three decades, albeit with a hold-back condition to safeguard the subscription base.

During the reporting year (2020), a total of 870 pages were published on time notwithstanding COVID-19. These contained 47 academic contributions that met the stringent double-blind peer-vetting requirements, including 32 from non-UJ affiliated contributors. *TSAR* also managed to publish book reviews by some of the foremost leaders on the respective disciplines internationally. The editor was inundated by contributions offered for consideration from foreign authors from almost every African country, including the Arabian league and many from as far afield as Russia, Ukraine, India, and China. *TSAR* remains the only African legal journal where all content is micro disseminated for purposes of the world-renowned German index known as the *KJB*.

COMMUNITY SERVICE

Law Clinic

In many ways, 2020 was a watershed year for the UJ Law Clinic. The UJ Law Clinic uses clinical legal education to train final-year law students on live clients and real cases. As in the recent past, the UJ Law Clinic operated at three offices, namely the Soweto Campus Law Clinic (with two attorneys), the Doornfontein Campus Law Clinic (with one attorney) and the Auckland Park Kingsway Campus Law Clinic (with two attorneys). In total, 282 final-year LLB students were initially registered for the module Applied Legal Studies of which the Law Clinic forms part, and of these, 232 students performed clinical work in the Law Clinic, which entails a combination of community engagement and service learning. As law teachers living through an unprecedented crisis, the Law Clinic had to grapple with the unexpected requirement of rapidly adjusting its practice to continue to meet the needs of both the students and clients.

FACULTY GOVERNANCE

The Executive Dean's Committee, which operates within the policies of UJ, is the management committee of the Faculty. The Committee normally meets twice a month during the academic year. The standing points on its agenda include quality, research, ethics, higher degrees, marketing, staff matters, financial matters, Faculty administration, academic matters, community service and transformation. This system has worked well in the past, since the Executive Dean, Vice-Deans, Head of Faculty Administration and all the Heads of Department are members of the Executive Dean's Committee.

The Faculty's finances are sound. Reserve funds, which have been built up primarily from third-stream income over the years, are utilised for causes including supporting research, the appointment of additional staff, bursaries for students, improvement of infrastructure and equipment, the building of international relations, marketing of the Faculty, and the continuous improvement of the Law Library.

THE WAY AHEAD

It is foreseen that the Faculty, as it transitions into a new era under the leadership of a new Executive Dean in 2021, will continue to support the development of its junior members of staff through a variety of interventions, which include a structured mentorship programme, developmental programmes in research and postgraduate supervisory capacity and teaching relief to complete doctoral studies. It will continue to collaborate with the relevant University structures to improve the success, throughput, and on-time completion of its undergraduate, postgraduate, and continuing education programmes students. The Faculty will build on existing relations with local and international partners in its quest to be a Faculty of Law of choice on the African continent. As regards research, the Faculty is determined to continue producing innovative research focusing on a variety of contemporary areas of law and 4IR, decolonisation of knowledge and COVID-19.

CONCLUSION

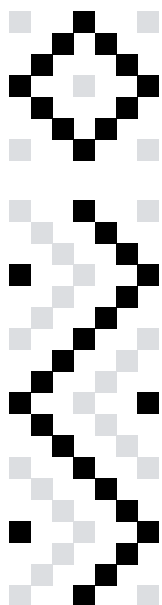
The Faculty of Law at UJ has grown in the last few years in stature both locally and abroad. This is attributable to, inter alia, the hard work and dedication of the members of the Executive Dean's Committee, academic and support staff members of the Faculty as well as the alumni, friends, and partners of the Faculty. Furthermore, all the successes reported in this summary would not have been possible without the support of the Management Executive Committee (MEC) and the Executive Leadership Group (ELG) of the University. We thank them all from the bottom of our hearts.

A handwritten signature in black ink, appearing to read 'Mpedi', with a stylized flourish above the 'i'.

Letlhokwa George Mpedi (Prof)

Executive Dean: Faculty of Law





Faculty of Science

The Faculty of Science creates, applies and disseminates new knowledge for the advancement of pure and applied sciences. In so doing, key objectives to further our ideals of global excellence and stature were again met in 2020, despite the constraints of the global pandemic caused by the new Coronavirus identified in Wuhan (China) near the end of 2019.

Pursuing the vision of a dynamic faculty where new knowledge, leading scientists and technologists are developed through innovation, in 2020, the Faculty of Science deployed the scientifically adept human resources at its disposal, together with the advances of the Fourth Industrial Revolution (4IR), in order to excel amidst the challenges posed by the COVID-19 pandemic in bringing the increasingly hyperconnected world of the future into the present.

In demonstrating the Faculty of Science's deep commitment to the University of Johannesburg's overarching goal of excellence and stature, the following objectives in key areas of performance were achieved:

- Fostering an enabling environment conducive to excellence in teaching (exemplified by immediately converting to online teaching and learning), research (99% international publications and joint postgraduate programmes with some of the world's top 100 universities) and innovation (registered patents and agreements with relevant industries).
- Being accessible to a wide range of students (e.g. during online teaching and learning, students with a wide variety of devices/access options were catered for).
- Continuing the presentation of high-quality joint programmes (with Nanjing Tech University, the Université Claude Bernard, Lyon, and Tohoku University in Japan), and of relevant programmes (involvement in the SteDe programme in Sustainable Territorial Development with Università di Padova, KU Leuven, and Université Paris 1 Pantheon-Sorbonne).
- Continuously emphasising the increasing high-impact research (exemplified by publishing in Science and the *Nature* group of publications).
- Productively utilising our highly competent, qualified, and motivated staff (e.g. improved or first-time NRF ratings of several staff members, as well as national and international recognition detailed later in this report).
- Fostering collaborative activities with other institutions, relevant industries, and the community (e.g. recognition of our academic staff by international and national science councils, universities and organisations, such as the Institute of Food Technologists, the World Economic Forum).
- Enhancing the impact of the Faculty in terms of its public and community engagement (e.g. online and offline short learning programmes (SLPs), two of which serve government departments, namely an offering to the Education SETA by Geography, Environmental Management and Energy Studies (GEMES), along with an offering by the Academy of Computer Science and Software Engineering (ACSSE) of the Certificate in Cyber Security Awareness to the State Security Agency. Furthermore, the planned online SLP in the Introduction of Cyber Security for the National School of Government was advanced in 2020, together with new SLPs, such as the use of TensorFlow for the development of Intelligent Systems by ACSSE).



- Ensuring successful involvement with Science Education for learners and teachers (primarily through online teaching and learning during the pandemic, with the Soweto Science Centre (SSC) and teachers training through a GEMES SLP funded by the EDTP-SETA).

The University of Johannesburg (UJ) was ranked highly by the top international university rankings agencies in 2020, with the Faculty of Science making a significant contribution to the institution's global impact by extending their footprint in the top international rankings as illustrated in Table 38.

Table 38: International rankings

(unless otherwise indicated these are rankings of the disciplines' positions in South Africa)

| GRAS ¹ | QS ² | THE ³ | BGUR ⁴ | URAP ⁵ |
|-----------------------------|----------------------------------|--------------------------------|--|---------------------------------------|
| Earth Sciences 2nd in SA | Physics & Astronomy 4th in SA | Computer Science 4th in SA | Chemistry 1st in SA | Chemical Sciences 2nd in SA |
| Physics Joint 2nd in SA | Chemistry Joint 5th in SA | Physical Sciences 6th in SA | Geosciences 2nd in SA | Geology 3rd in SA |
| Geography 3rd in SA | | | Physics 3rd in SA | Earth Sciences 3rd in SA |
| Ecology 7th in SA | | | Plant & Animal Science 9th in SA | Physical Sciences 5th in SA |
| | | | Environment/ Ecology 9th in SA | Mathematical Sciences 6th in SA |
| | | | | Biological Sciences 9th in SA |

Demonstrating our fitness for purpose is the fact that 76% of our academics have a doctoral qualification. Additionally, the Faculty's competitiveness is exemplified by the fact that in 2020, according to Google Scholar, 26 out of the top 50 most cited researchers from UJ were from the Faculty, and five of these academics were in the top 10.

Furthermore, the Faculty's national relevance is illustrated by its employment equity profile in that 47% (153/326) of our whole staff complement (i.e. academic, technical, and administrative) come from South African designated groups.

INTERNATIONAL PROFILE FOR GLOBAL EXCELLENCE AND STATURE

Notable events in 2020 that confirm an international profile for global excellence and stature were:

International

- In October, Prof Hassina Mouri became the first black female elected as the Vice President for the International Union of Geological Sciences (IUGS), one of the world's largest scientific organisations. Prof Mouri's appointment resulted in features on News24, Independent Online (IOL), Engineering News and an eNCA interview. She was also nominated as Geodynamic theme Council member of the International Geoscience Programme Scientific Board by UNESCO.
- Prof Bettine van Vuuren (UJ Zoology) was invited to be part of the external panel monitoring BRAIN-be 2.0 (Belgian Research Action through Interdisciplinary Networks Phase 2) grants and projects.

¹ Global Ranking of Academic Subjects (GRAS) – The Shanghai's Subject Rankings

² Quacquarelli Symonds (QS) Subject Rankings

³ Times Higher Education (THE) Subject Rankings

⁴ US News & World Report's Best Global Universities Rankings (BGUR) – Subject Rankings

⁵ University Ranking by Academic Performance (URAP) Field Based Ranking

- Prof Prabhugouda Patil (Visiting Professor Department of Mathematics and Applied Mathematics) was elected as a fellow of the National Academy of Science India (NASI) for his outstanding contributions to the field of the mathematical modelling of fluid flow problems.
- Prof Matt Warren (Visiting Professor, ACSSE) received the Australian Information Security Association's Award for 'The Cyber Security Researcher of the Year'. This award recognises an individual or team whose work will greatly improve cyber security for the community, organisations, or individuals.
- Mr Thomas Brendler (a doctoral student under Prof Ben-Erik van Wyk) received the American Botanical Council 2019 Champion award in California, on 4 March.
- Prof Mike Henning (UJ Mathematics & Applied Mathematics) recently co-authored a book published by Springer Nature (co-author: Prof Anders Yeo, from the University of Southern Denmark and Visiting Professor at UJ).
- Three MSc students (Heinrich Dahms, Donovan Grant and Jabulani Ndaba) were selected to take part in the BRICS internship programme at the Far Eastern Federal University in Vladivostok, Russia. The students completed a four-month course in the Aquatic Biological Research stream. Only 25 South African students were selected to take part in the programme. Heinrich Dahms and Donovan Grant received the top achiever awards for the Aquatic Biological Research stream of the BRICS internship.
- Prof S Karataglidis was awarded the Japan Society for the Promotion of Science Invitational Fellowship.
- Prof Alan Cornell visited the University of Lyon (France) as a visiting professor from December 2019 to January 2020.
- Dr Leah Matsinha, a postdoctoral fellow, was UJ's only recipient of the 2020 Future Leaders African Independent Research (FLAIR) Fellowship, awarded by the African Academy of Sciences and the Royal Society. She was selected from a competitive pool of more than 400 applicants, with only 30 fellowships being awarded.
- Postdoctoral fellow, Dr Audace Dossou Olory, is one of two winners of the Ibni Prize 2020, a research travel grant for young mathematicians from French- speaking African countries. It is awarded every two years by the Mathematical Society of France and the Centre International de Mathématiques Pures et Appliquées, among others.
- Dr Banothile Makhubela (UJ Chemical Sciences) received a 'Chemical Research Addressing World Needs', Green Chemistry Award 2020 from the International Union of Pure and Applied Chemistry.
- Prof SG Tesfamichael was appointed Secretary-General of the African Association of Remote Sensing of the Environment.
- Dr Fidele Tugizimana (UJ Biochemistry) was elected to the Metabolomics Society's Board of Directors for a two-year term.
- Dr Fidele Tugizimana and Mrs Nombuso Buthelezi (UJ Biochemistry) published, as co-authors, in *Nature*, protocols on the use of molecular networking in mining untargeted spectral data (using the GNPS e-infrastructure).
- The African Centre for DNA Barcoding's Lab-In-A-Box Official Launch took place on the APK Campus on 28 February.

A further 22 staff members received national recognition, while Khesa Piso was awarded the Chancellor's Medal for receiving 93% for her master's dissertation focusing on the effects of anti-retroviral drugs on the environment.

Eight staff members were featured in COVID-19 related media engagements, while 12 reported on significant media engagements on subject specific topics.

STAFF PROFILE

This section provides information on the human resource pool available to perform the activities required to achieve the goals of the Faculty of Science. Given the nature of the Faculty's business, the largest grouping is, understandably, permanent academic staff.

- In 2020, the staff of the Faculty were mainly distributed over the DFC and APK Campuses. Table 40 depicts the staff distribution per campus in 2020.
- The academic staff represented 72% of the total staff of the Faculty. Support staff comprising research, technical and administrative staff represented 28% of all staff. Table 41 shows the shift in proportion from 2016 to 2020.

Table 39: Other international awards and recognition

| Department Staff Member | Award |
|---|---|
| Academy of Computer Science and Software Engineering (ACSSE) | |
| Sithungu, SP | Best Oral Presentation at the 3rd International Conference on Computational Intelligence and Intelligent Systems |
| Botany and Plant Biotechnology | |
| Fawole, OA | Co-chair, 3rd All African Postharvest Congress and Exhibition, African Union Commission, Addis Abba, Ethiopia |
| Fawole, OA | Taskforce member on Food and Nutrition Security, African Union and African Science Research and Innovation Council (AU-ASRIC), Ethiopia |
| Fawole, OA | Convener, V International Symposium on Pomegranate and Minor Mediterranean Fruits, International Society for Horticultural Science, Leuven, Belgium |
| Fawole, OA | Extraordinary Associate Professor |
| Chemical Sciences | |
| Arotiba, OA | Fellow of the Chemical Society of Nigeria |
| Oluwafemi, SO | Visiting Research appointment Sao Paulo Research Foundation (FADESP), Brazil |
| Oluwafemi, SO | Fellow Royal Society of Chemistry, London |
| Oluwafemi, SO | Plenary speaker, 43rd Annual International Conference, workshop and Exhibition of the Society |
| Oluwafemi, SO | Fellow Chemical Society of Nigeria |
| Oluwafemi, SO | Part-time lecturer, Tohoku University, Japan |
| Oluwafemi, SO | Invited speaker, the Mineral and Material Society (TMS), 149th Annual Meeting and Exhibition, San Diego, California. |

Table 40: Staff distribution per campus in 2020

| Category | | APK | DFC | SWC | TOTAL |
|---|-----------|------------|-----------|----------|------------|
| Academic 72% | Permanent | 136 | 57 | 0 | 193 |
| | Contract | 24 | 7 | 0 | 31 |
| | Temporary | 9 | 0 | 0 | 9 |
| Administrative 14% | Permanent | 31 | 7 | 0 | 38 |
| | Contract | 2 | 0 | 0 | 2 |
| | Temporary | 6 | 0 | 1 | 7 |
| Workshop and Technical 14% | Permanent | 27 | 13 | 0 | 40 |
| | Contract | 4 | 0 | 0 | 4 |
| | Temporary | 1 | 1 | 0 | 2 |
| TOTAL | | 240 | 85 | 1 | 326 |

Table 41: Proportion of academic staff vs support staff

| | 2016 | 2017 | 2018 | 2019 | 2020 |
|-----------------|------|------|------|------|------|
| Academic | 72% | 67% | 66% | 68% | 72% |
| Support | 28% | 33% | 34% | 32% | 28% |



- Currently, 98,45% of the Faculty's permanent academic staff have either master's or doctoral degrees. This has remained stable in terms of the figures from 2016 to 2020. Eleven full-time (permanent, contract and temporary) staff members registered for master's degrees, and 40 for doctorates in 2020 (only three of the 193 permanent academic staff members are not yet in possession of master's degrees; two of these have professional actuarial qualifications).

Table 42: Qualification profile of permanent academic staff

| Qualification | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------------|--------|--------|--------|--------|--------|
| D degree | 75% | 72,51% | 73,6% | 77,42% | 76,17% |
| M degree | 23,17% | 26,16% | 24,71% | 21,51% | 22,28% |
| Total | 98,17% | 98,67% | 98,31% | 98,93% | 98,45% |

Table 43: Demographic breakdown of permanent and fixed-term academic staff including international staff

| | Designated groups international and South African (permanent staff) | Designated South African (permanent staff) | Designated groups international and South African (including fixed-term contracts) | Designated groups South African (including fixed-term contracts) |
|-------|---|--|--|--|
| 2018 | 51,12% | 35,39% | 51,49% | 35,15% |
| 2019* | 57,52% | 36,56% | 59,06% | 37,21% |
| 2020* | 118/193 = 61,39% | 81/193 = 41,97% | 132/224 = 58,92% | 91/224 = 40,63% |

* As of 2019, country of birth information is also used to determine designated status.

- Table 43 considers the demographic proportion of permanent and fixed-term contract academic staff members, according to population group, for designated groups, South African only, including international staff. The year under review saw a 5% improvement in designated, permanent, South African staff.
- Of the seven permanent academic appointments made in 2020, six were from designated groups (South African only). Owing to the pandemic, in the latter half of the year, a moratorium was put in place against the advertising of new posts and new appointments were made only under special circumstances.
- Tables 44a and 44b show an overview of the racial profile of all permanent academic staff (44a) and permanent and fixed-term contract staff (44b), also including all international staff.
- The gender profile has remained fairly constant, with only slight variations over the last few years. In 2018, 37% of the permanent academic staff were female. In 2019, this fell to 34,94%. In 2020, it has dropped further to 65/193 = 33,68%. The decline in 2020 may be ascribed to six of seven new permanent academic appointments being male, and the moratorium on filling posts posing a barrier to the recruitment of additional female permanent staff members.

Table 44a: Overview of permanent academic staff*

| | Lecturer | | Senior Lecturer | | Associate Professor | | Professor | | TOTAL |
|----------|----------|----|-----------------|----|---------------------|---|-----------|----|-------|
| RACE** | M | F | M | F | M | F | M | F | |
| Black | 33 | 14 | 12 | 8 | 10 | 0 | 8 | 3 | 88 |
| Coloured | 6 | 2 | 0 | 2 | 1 | 0 | 3 | 0 | 14 |
| Indian | 4 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 16 |
| White | 9 | 11 | 9 | 6 | 15 | 4 | 13 | 8 | 75 |
| TOTAL | 52 | 30 | 23 | 17 | 27 | 5 | 26 | 13 | 193 |

* See Table 45 for South African born South Africans at SL level and above.

** Table 44a includes information on all permanent staff; both South African and international.



Table 44b: Overview of academic staff (both permanent and fixed-term contract)

| | Assistant Lecturer | | Lecturer | | Senior Lecturer | | Associate Professor | | Professor | | TO-TAL |
|----------|--------------------|---|----------|----|-----------------|----|---------------------|---|-----------|----|--------|
| RACE* | M | F | M | F | M | F | M | F | M | F | |
| Black | 5 | 3 | 35 | 15 | 12 | 8 | 10 | 0 | 9 | 3 | 100 |
| Coloured | 0 | 0 | 6 | 2 | 0 | 2 | 1 | 0 | 3 | 0 | 14 |
| Indian | 0 | 1 | 5 | 3 | 2 | 1 | 1 | 1 | 2 | 2 | 18 |
| White | 0 | 1 | 12 | 15 | 10 | 6 | 16 | 4 | 18 | 10 | 92 |
| TOTAL | 5 | 5 | 58 | 35 | 24 | 17 | 28 | 5 | 32 | 15 | 224 |

* Table 44b includes information on all permanent staff both South African and international.

- Table 45 indicates the percentage of designated (South African born, South African nationality) and female permanent staff on senior lecturer, associate professor and professor level. The number of designated senior lecturers improved from 26% to 42,5% in 2020, while the professors improved from 9% to 17,95%, and in the case of designated female full professors for the first time this has moved from 0% to 7,69%, due to the promotions of Prof PP Govender, Prof K Pillay, and Prof PN Nomngongo. Plans are in place to further improve staff seniority.

Table 45: Percentage designated (South African born, South African nationality) and female permanent academic staff

| | Senior Lecturer | Associate Professor | Professor | Total |
|-------------------|-----------------|---------------------|----------------|-----------------|
| Female | 17/40 = 42,5% | 5/32 = 15,63% | 13/39 = 33,33% | 35/111 = 31,53% |
| Designated | 17/40 = 42,5% | 7/32 = 21,88% | 7/39 = 17,95% | 31/111 = 27,93% |
| Designated Female | 9/40 = 22,5% | 1/32 = 3,13% | 3/39 = 7,69% | 13/111 = 11,71% |

This table does not include the position of Executive Dean. The pipeline of designated female lecturer, and senior lecturer staff looks promising.

- In 2017, the percentage of permanent professors was 12% of the permanent staff, whereas in 2019, it increased to 17,2%. In 2020, this percentage further improved to 20,2%, which indicates sustained growth (primarily through promotions) in the seniority of the permanent academic staff.
- For especially our research output, we also make use of fixed-term contract staff, who include (distinguished) visiting professors. Visiting academic staff are not included in the staff numbers reflected here.
- Build your own timber initiatives, like the New Generation of Academics Programme (nGAP), assistant lecturers (AL), and the Accelerated Academic Mentoring Programme (AAMP), contributed to the increased numbers and seniority of designated academic staff in 2020.

EXCELLENCE IN TEACHING AND LEARNING

- 2020 saw online teaching and learning become a reality, as this was absolutely necessitated by the pandemic with the March 2020 lockdown requiring 100% online teaching and learning. Workshops about online teaching and learning at both faculty and institutional level were held almost simultaneously with the implementation of what was learned from the workshops by lecturers. As with the rest of the University, the 2020 academic year was completed successfully because of the committed staff who performed above the call of duty in respect of teaching and learning.
- The Faculty subscribes to various initiatives to ensure success of its students in their pursuit of higher education. Students in their first year are required to attend the First Year Seminar, easing them into their

role as citizens with access to the various support facilities of the University of Johannesburg. Interventions are in place for modules considered at risk (as determined by the priority modules list), with academic staff introducing additional support resources online, which included additional online content, intensive revision, extra tutors and additional or weekend classes (lockdown rules permitting and with implementation of COVID-19 guidelines).

- In order to encourage discourse on the Fourth Industrial Revolution (4IR) and the possible consequences thereof within the Faculty, the Dean recommended that the staff (both support and academic) read *A World Without Work: Technology, Automation, and How We Should Respond* by Daniel Susskind, and organised an online book discussion session, which was held on Friday 21 August 2020.
- Furthermore, seven open lectures took place in spite of the pandemic via an online platform showcasing research in the Faculty.
- Dr Cerene Rathilal created a YouTube channel for Grade 10 to 12 Mathematics learners to assist high school learners in general and/or those associated with the Soweto Science Centre.

Enrolment

- Undergraduate diploma students increased by 1% in 2020, while the number of students enrolled in the extended degree and diploma programmes increased by 5,23%.
- We had 4 845 students enrolled in 2020, of whom 1 000 were postgraduate students.
- The proportion of postgraduate enrolments (of the total enrolment) has remained stable at 20,6%, as shown in Table 46.

Table 46: Headcount proportions

| | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------------------------|-------|-------|-------|-------|-------|
| Undergraduate Total | 77,9% | 78,1% | 78,6% | 79,4% | 79,3% |
| Postgraduate Total | 21,8% | 21,7% | 21,3% | 20,5% | 20,6% |
| Occasional Total | 0,3% | 0,2% | 0,1% | 0,0% | 0,1% |

- The proportion of master's and doctoral students in the total number of postgraduate students (including honours degree students) was 69,9% in 2020 increasing by 1% from 2019.
- International student enrolments decreased to 430 in 2020 from a historical high of 440 in 2019. This represents 8,88% of the total enrolments, as seen in Table 47.

Table 47: Enrolment figures – All nationalities except RSA

| | 2016 | 2017 | 2018 | 2019 | 2020 |
|-----------------------------|------------|------------|------------|------------|------------|
| Undergraduate | 169 | 186 | 169 | 225 | 229 |
| Postgraduate | 190 | 207 | 189 | 214 | 200 |
| Occasional | 4 | 8 | 2 | 1 | 1 |
| Total | 363 | 401 | 360 | 440 | 430 |
| % of total enrolment | 8,54% | 9,42% | 8,13% | 9,39% | 8,88% |

- In 2020, $(3297/3613) = 91,25\%$ of our South African undergraduate students were black, $(56/3613) 1,55\%$ were coloured, with $(128/3613) 3,54\%$ Indian, giving a total of 96,34% from designated groups (South African only).
- Students from designated groups (South African only) in 2020 represented $(703/1000) 70,3\%$ of all postgraduate students, which is up 4% from the previous year, while the inclusion of international designated groups gives a figure of 89,4% (in 2019 this was 86,9%). The percentages of South African only designated postgraduate students have increased by 4% in 2020.
- In 2020, 2 107 of 4 845 students in the Faculty of Science (43,48%) were female, which is a slight decrease from the value of 44% in 2019; however, the trend over the last five years remains positive.



- The proportion of first-time entering students with an Admission Point Score (APS) of at least 35 was at 55,5% in 2020, up from 49,2% (in 2019). If Life Orientation results are ignored, the proportion of such students is 29,4%.

Success rate

- After the stabilisation in the undergraduate success rate during successive years from 2015 to 2019 (79,6% in 2019, 79,7% in 2017), in 2020, the success rate increased to 84,3%. The success rates over the last five years are the result of a more rigorous selection of entering students and the increasingly successful interventions referred to previously.
- In 2020, the success rate of all undergraduate mainstream programmes was 82,8%, while that of first-time entering students in the extended programmes improved to 86,3% from 82,8%.
- The success rate for international students was 92,6% for all undergraduate qualifications.
- The increase in success rates may be explained by the conversion to continuous assessment (due to COVID-19 initiated online learning) as well as the fact that students could focus on their studies due to limitations on the other activities available to them, in contrast to normal times.
- The average time to completion for undergraduate students over all programmes was at 4.5 years in 2020, and for postgraduates was 2.2 years for 2020.

Quality assurance

- Four departments in the Faculty now have programmes that are internationally accredited, namely the Academy of Computer Science and Software Engineering, Biotechnology and Food Technology, Geology, and Statistics.
- A number of departments in the Faculty of Science regularly contribute to maintaining the successful Engineering Council of South Africa accreditation for the Faculty of Engineering and the Built Environment.
- A number of programmes and modules were also amended during 2020, to improve and maintain the high levels of quality and relevance of those programmes.
- In 2020, the three previously merged departments each functioned as one, with a single HOD being appointed to oversee the combined operations of each of those departments. The merged departments in question are Chemical Sciences, Physics, and the Department of Mathematics and Applied Mathematics.
- Programme reviews and departmental reviews did not take place in 2020 as efforts were concentrated towards the 2020 national doctoral review managed by the Council on Higher Education (CHE).
- During 2020, the Faculty of Science focused its efforts on preparing and completing documentation and information for the DHET doctoral review (managed by the CHE), which took place in October 2020.
- During 2020, the Department of Biotechnology and Food Technology worked on two new planned programmes, namely an Honours in Food Technology, and an Honours in Biotechnology. The Department's new PhD in Food Technology and PhD in Biotechnology are now ready to be implemented.
- The Academy of Computer Science and Software Engineering finalised three new curricular programmes for implementation in 2021, namely the BSc in Computer Science and Informatics with specialisation in AI, the BSc Honours (Computer Science) with specialisation in AI, and the BSc Honours (Computer Science) with specialisation in Cyber Security.
- The Faculty's non-subsidised academic programmes are offered mainly in the Academy of Computer Science and Software Engineering, Biochemistry (Shimadzu Innovation Centre), Geography, Environmental Management and Energy Studies, Mathematics and Applied Mathematics, and Zoology. The Department of Chemical Sciences has a new Short Learning Programme in Forensic Chemistry, which is ready to be implemented in 2021. A 4IR-related Short Learning Programme in Developing Intelligence Systems in TensorFlow was offered for the first time in late 2020.
- The Faculty of Science has an online short learning programme (in the form of its Cyber Security Certificate) offered by the Academy of Computer Science and Software Engineering's Centre for Cyber Security. This Centre, established in 2012, is a capacity building teaching centre to enhance cyber security awareness and to significantly add to the cyber security skill pool. A new online short learning programme, namely 'An Introduction to Cyber Security' was developed during 2020/2021 and is planned for implementation in 2021 and will be offered mainly for the National School of Government. GEMES reported on two new short learning programmes on Geoinformatics.



EXCELLENCE IN RESEARCH AND INNOVATION

- The Faculty has submitted a subsidy claim to the Department of Higher Education and Training (DHET) for a total of 391.70 research units from more than 709 Scopus publications.
- See Table 48 for year-on-year increases.
- In 2020, the per capita output of permanent academic staff was 2.03 units.
- According to data from the Research Office, as at 3 March 2021, 94,4% of the units in 2020 were from accredited journals.
- The units for 2020, according to the subsidy categories, are as follows: A total output of 391.7 (3 March 2021).
 - Journal articles: 370.41
 - Proceedings: 1
 - Books: 18.67
 - Chapters in books: 1.62

Table 48: Accredited publication units 2016-2020

| Year | Journals | Total | % change yoy | Units per permanent academic staff member | Three-year average* (Total units) |
|------|----------|--------|--------------|---|-----------------------------------|
| 2016 | 315.43 | 368.51 | 36% | 2.2 | 302.65 |
| 2017 | 333.36 | 391.47 | 6% | 2.3 | 342.07 |
| 2018 | 340.07 | 394.88 | 0,9% | 2.2 | 384.95 |
| 2019 | 379 | 428.67 | 8,56% | 2.3 | 405.00 |
| 2020 | 370.41 | 391.7 | -8,62% | 2.03 | 405.08 |

* Based on the units for that year and the previous two years. 2020 figures as at 2021-03-03.

Research activities of the Faculty are also illustrated by the following measurable outputs:

- The following staff have retained or improved their NRF ratings during 2021: Prof Mike Henning (A1 rating), Prof IA Dubery (B1 rating), Prof KS Viljoen (B2 rating), Prof LR Motadi (C2 rating), and Dr F Chirove (C2 rating).

Table 49: NRF ratings

| NRF Ratings | 2017 ¹ | 2018 ^{1,2} | 2019 ¹ | 2020 ¹ |
|-------------|-------------------|---------------------|-------------------|-------------------|
| A | 4 | 4 | 4 | 4 |
| B | 15 | 17 | 21 | 22 |
| C | 30 | 38 | 35 | 44 |
| Y | 10 | 11 | 12 | 9 |
| Total | 59 | 70 | 72 | 79 |

¹ Includes DVPs and VPs.

² As per the Dean's KPIs as at end January 2018.

- Out of 106 projects reported on in the departmental reports during 2020, 55 projects reported on external funding, 11 reported on international funding, while 42 reported funding from South African sources external to the University. Furthermore, seven reported funding from within the institution.
- According to Corporate Governance, only three contracts were captured for the Faculty of Science in 2020. These contracts were as follows: The Claude Bernard University CON14147, Food Masters CON14697, and Anglo Gold Ashanti CON15817.
- Quality research is at the forefront of the Faculty's contribution to scholarship, as illustrated by the 99% of articles being published in international journals. Once again, the focus has remained on high-impact factor publications.



- In 2020, Prof Suprakas Sinha Ray (Visiting Professor – UJ Chemical Sciences) co-authored three books and co-edited one book and Prof Mike Henning (UJ Mathematics and Applied Mathematics) co-authored a book published by Springer (co-author: Prof Anders Yeo from the University of Southern Denmark and Visiting Professor University of Johannesburg).
- On 11 September, the Faculty's deanery (executive dean and vice-deans) hosted an interactive discussion on accredited academic publications.

Table 50: Patents and pending patents

| Applicant | Date of application | Reference number (if registered) | Project from which it was developed | Countries of registration | Department |
|--------------|---------------------|--|---|---------------------------|--------------|
| Dr Makhubele | 2020-11-12 | Provisional Patent Application No. 2020/06848. | Acid Free Process for the Selective Preparation of Products from Furfural | South Africa | Chemistry |
| Simelane MBC | 2020-07-24 | 2020/04559 | Phytoconstituent for treating diabetes | South Africa | Biochemistry |

- In 2020, more than 83 addresses were delivered at international conferences and seminars. This is considerably fewer than in normal years, but this is because many conferences were cancelled due to the COVID-19 pandemic, while others were able to continue online. Of these addresses, 61 were at events outside of Africa, seven were at events in Africa but outside of South Africa, and 15 were at international events held within the borders of South Africa.
- More than 42 addresses were delivered at national congresses and seminars and 13 at institutional level.
- Within the Faculty, academic staff members availed themselves to be of service to a multitude of professional societies, editorial panels, organising committees of congresses, organisations, and forums external to the University.
- In 2019, there were 15 professional visits with more than 28 delegates from abroad to the departments of the Faculty; of these, seven visits were at least two weeks long. These are far fewer than in normal years, as the pandemic made international travel impossible for most of the year. A total of 18 research visits were undertaken by faculty staff members to other institutions for research purposes, of which four involved visits for periods in excess of two weeks.
- In 2020, the Faculty hosted five inbound postgraduate students and 25 outbound postgraduates. The outbound students included those attending online conferences in South Africa. These figures are much lower than in previous years, but this may be attributed to the global pandemic.
- Visiting professors appointed in the Faculty were ten distinguished visiting professors, 43 visiting professors, seven visiting associate professors, two professors of practice, 22 senior research associates, and 32 research associates and one distinguished research associate. The total number of visiting staff, therefore, comes to 117, excluding the four emeritus professors and one senior scientist.
- For 2020, the departments reported on 56 registered PDRFs. The publication output delivered by 31 of these registered students was 29.99 units.

Table 51: Research funding

| Funding source | 2018 | 2019 | 2020* | % |
|------------------------|-----------------------|--------------------|-----------------------|-------------|
| NRF funding | R42 478 631.00 | R40 508 700 | R38 045 925.89 | 53% |
| URC funding | R15 913 859.63 | R22 997 425 | R15 660 410.20 | 22% |
| Other external funding | R9 454 587.53 | R15 514 511 | R18 522 064.75 | 25% |
| Total | R67 847 078.16 | R79 020 636 | R72 228 400.84 | 100% |

* Provisional (unaudited) data obtained from Deborah Letseka on 2021-02-17.

- The total Faculty Research Funds for 2020 stood at R72 228 400.84, with external funding from sources other than the NRF increasing against 2019. Both the URC and NRF funding has decreased. These figures may change as they are based on the provisional results available in March 2021.
- A number of research groups in the Faculty are dependent on the central analytical facility (Spectrum) for access to instrumentation, and on the analytical expertise of instrument scientists. Recent equipment upgrades include the addition of the High-Performance Liquid Chromatography (HPLC) Unit to our Inductively coupled Plasma Mass Spectrometer (ICP-MS), automation of our 500 MHz Nuclear Magnetic Resonance (NMR) spectrometer and the acquisition of tomography for our Transmission Electron Microscope (TEM). Data from Spectrum have contributed to an average of 96 published papers, 65 conference papers and 103 research projects per annum over the past five years. In 2020, Spectrum assisted with the publication of 113 journal articles, seven conference papers, as well as 82 research projects. Staff and postdoctoral associates of the Facility contributed to research outputs via co-authorship to three conference papers and nine published papers in 2020. Spectrum provided advice, assistance, and analysis to 398 staff and their students and accumulated a total of 7 932 hours of analysis and 21 485 datasets. The facility also provided a paid service to other tertiary institutions (UP, Wits, UFS, NWU, TUT) and to the private sector, which contributed to income. Bursaries were awarded to Dr Bharati (Physics) and Dr Gilbert (Zoology) in 2020. It is worth mentioning that Dr P Mohanty, sponsored in 2019, was awarded the UJ PDRF Excellence Award in that year; and that Dr Gilbert was awarded the UJ PDRF Excellence Award in 2020.

SOCIAL IMPACT

The Faculty's community engagement committee, consisting of representatives from each department, the faculty office and the Soweto Science Centre, are responsible for initiating and monitoring Faculty contributions to social impact and community support projects. The committee facilitated the Faculty's participation in Mandela Day, which took on a different form to normal years due to the global pandemic; a food drive through partnership with FoodForwardSA was successfully completed. The Faculty collected 453 food items on 3 August, which were delivered by the organisation on 19 August.

The Faculty has a long-standing and ongoing commitment to the Eldorado Park Primary School to which it has previously donated a library structure as well as a collection of reading material. In 2020, the reading programme continued until the onset of the global pandemic.

The Soweto Science Centre is the flagship programme of the Faculty of Science with 147 registered Grade 10 to 12 learners in 2020 from 105 schools primarily located in Soweto and neighbouring areas such as Eldorado Park and Lenasia. The programme from January to March started with an open day attended by 300 parents and learners who participated in hands-on science exhibits. In addition to the Saturday classes, the SSC also hosted a UJ-SSC 4IR robotics and coding workshop. Following the global pandemic and national lockdown, no activities were presented at the SSC. In July, the SSC piloted online teaching and learning for the Grade 12 learners and continued with the Grade 11 and 12 learners in August using the uLink Blackboard Learning Management System. During 2020, the SSC registered learners could register free with Siyavula, an online tool for high school learners in Mathematics, Chemistry and Physics. In addition to the support from the Faculty of Science, the SSC is also supported by the SASTA, industries (Eskom, Mintek) and donors who contribute through the Johannesburg Institute for Advanced Study (JIAS).

A number of departments have alumni groups that are well supported by industry partners. In 2020, alumni participation contributed significantly to the success of ACSSE's virtual projects day. The event started with the launch of the projects day website where the third year, honours as well as master's and doctoral projects were showcased. There were 46 judges (alumni from companies such as Entelect, BBD, Discovery, Microsoft, and Standard Bank) judging 'live' presentations of the projects on 34-day long MS Teams meetings. For the first time, international judges were able to participate, and six judges, all alumni of the Department, participated from as far afield as Australia, Canada, Germany, the Netherlands and the UK.

For Heritage Day/Month this year, the Faculty Transformation Committee successfully organised the Faculty's heritage month digital poster/video initiative. The posters are still displayed on the Faculty website. The Dean reiterated the Jerusalema Challenge put forward by the President of South Africa, which was taken up with great enthusiasm by several departments (both staff and postgraduate students).

NATIONAL AND GLOBAL REPUTATION MANAGEMENT

Globally

The Faculty entrenched its global reputation by featuring prominently in international rankings by QS, Times Higher Education, US News Best Global Universities, and Shanghai ranking agencies and others. The strong rankings of eight of the Faculty of Science's subjects by these bodies, as well as international accreditation of programmes by four of the Faculty's departments, confirm the Faculty's international visibility and reputation.

The global reputation of the Faculty was reinforced by establishing a relationship with Shimadzu, a Japanese company specialising in precision measurement. Following a visit by Dr Ueda, the president of Shimadzu, UJ and Shimadzu came to the agreement that a Shimadzu Innovation Centre would be established. This is the only Innovation Centre in Africa and the sixth Innovation Centre worldwide. During 2019, the physical site was built in the C1 Lab Kelder of the Auckland Park Kingsway Campus and, as of February 2020, Shimadzu started installing equipment on site, which was interrupted by the COVID-19 national lockdown in March 2020. Following the lifting of COVID-19 restrictions late last year, progress in instrument installation has been slow. Because the Shimadzu Innovation Centre is coupled to the UJ-Shimadzu School, instruments will be used to train students on instrumental analysis and operating the equipment, with the idea of better equipping them for employment in especially the pharmaceutical industry for which Shimadzu supplies instruments. It is envisioned that our first training sessions will start in 2021.

Nationally

The Faculty continued with its focused strategy to recruit top performing students from schools (in especially the surrounding areas) and to entrench its presence and profile in the media, in addition to introducing new competitions and initiatives aimed at enhancing effective two-way communication with its internal and external stakeholders.

Marketing and communication activities included successful participation in UJ Open Day online events, online Top Achievers Events (institutional and department-specific), online Orange Carpet Events, the annual Winter School in online mode, as well as online departmental seminars and workshops. The Faculty additionally maintains a mini-billboard at a high school in a Johannesburg suburb. The Faculty maintained the Facebook page launched in 2016. 2020 saw the public lecture series moving online because of the pandemic, thus enhancing the impact of the Faculty in the academic and public arenas. The quarterly pamphlet, called Snippets, which highlights everyday news and achievements and is made available electronically before Faculty board meetings, received a more professional look in 2020 and is now also online. As usual, staff members and postgraduate students from the Faculty participated in a large number of radio and TV interviews. Academics also communicated their expertise to the public through one-on-one discourse, magazine and newspaper articles (including articles in *The Conversation-Africa*, which are sometimes taken up by local and global news services) and interviews.

CHALLENGES AND RISKS

The nature of the business of conducting research in the sciences is that challenges and risks are fluid. In addition, some are within our own powers to address, while others require dedicated institutional support.

A number of risks and challenges affecting the Faculty are included in the risk register along with actions that could and do mitigate circumstances. Some of the risks that remain concerning, and/or were successfully mitigated, are mentioned below:

- The Faculty has a relatively high proportion of staff members with doctorates and master's degrees; however, the more mature academics are the ones with the research reputation and high NRF ratings. Younger academics are encouraged to identify mentors and to accelerate their research reputations through Thuthuka, URC/FRC and other funding applications. The Faculty provides start-up financial support to new and young researchers. Established researchers are also supported, provided they successfully mentor increasing numbers of up-and-coming academics. The Faculty has benefitted greatly from the nGAP programme, having in this way already appointed six designated South Africans in this role according to departmental reports. These colleagues still require mentoring but add to our pool of up-and-coming



academics. Dr Makhubela was the first nGAP candidate to successfully complete his programme and started employment as a fully-fledged academic in 2020.

- Retention and recruitment of good academic staff members are becoming more challenging every year in the wake of incentive-rich salary packages offered by the corporate world and other universities. Especially younger academics in Mathematics, Statistics and Computer Science are easily recruited by relevant industries. Though the Faculty has attempted, by judicious and justified promotions, to reduce the loss of its staff members to other universities and the private sector, this issue remains a concern.
- The student-staff ratio is not ideal for contact teaching and learning. This is exacerbated by the annual increase in student enrolments, which also impacts negatively on infrastructure, especially laboratory space. In previous years, our increased enrolments made it difficult to find lecture halls to fit all the students, forcing the duplication not only of practical sessions, but of lectures as well, which of course impacts on quality and increases our temporary-lecturer pool. In 2020, the COVID-19 lockdowns drastically changed our approach to teaching and provided some relief with reference to infrastructure, but did not alleviate the stress on academics who still have large classes to teach, online. The very large classes had to still duplicate lectures because the video conferencing platforms presented with limitations in terms of how many people could be online simultaneously. In addition, lecturers had to contend with load shedding and data costs as experienced by students.
- The DHET agreed to fund a new building providing undergraduate laboratory space for use by both the Faculty of Science and FEBE. This building's construction started in late 2020 and is still in progress. Upon completion, this building should alleviate some of the problems associated with the limited undergraduate laboratory space for Biochemistry and Chemistry on DFC.
- The high numbers of non-returning senior students as well as the high dropout rate of students remain a matter of serious concern. School-leavers who are generally inadequately equipped to cope with the demands of Mathematics and Science at tertiary level, impact heavily on our pool of potential students as well as on our throughput and retention rates. In view of the national imperatives to increase the number of Science graduates, the Faculty offers extended programmes, and has implemented a number of initiatives (such as vacation boot camps and Saturday lectures in some departments, the effective use of tutors and assistant lecturers, and since 2020 e-tutors, video content to support live online lectures etc.) to provide additional support to students, and has established the Science Centre on the Soweto Campus to contribute to a larger pool of better prepared potential students.
- Maintenance of equipment, infrastructure and facilities remains an important institutional risk. Spectrum serves as one example of the positive effect of centralising the usage and maintenance of some instruments.
- Mathematics and Applied Mathematics have lecturers sharing offices, while Chemical Sciences (DFC), Physical Sciences (DFC) and Biotech-Food Technology lost office, lecture, and laboratory space to other faculties, which severely impacts on their ability to grow and provide services to students. Chemical Sciences is one of the top producers of research publications in the Faculty, and the shortage of especially laboratory and office space experienced by this Department holds serious risk for the Faculty's future research subsidy submission.
- Nationally, the number of designated South African doctoral candidates is on the decline. Given the large number of designated candidates we have enrolled in master's degrees, we have the potential to substantially increase the number of South Africans registering and completing a doctoral qualification. One of the reasons cited for non-application for a doctoral degree is limited funds. In general, access to bursaries for postgraduate (and undergraduate) studies influences our ability to attract and retain postgraduate students. Lack of funds is one of the issues that initiates constant brainstorming, discussions, workshops, and strategy sessions to identify new ways of fundraising for research running costs, equipment, and student support.

CONCLUSION AND WAY FORWARD

The Faculty produced over 700 Scopus publications in 2020. We still lead the institution when it comes to the highest percentage of internationally peer-reviewed journal publications as well as citations generated by those publications (26 out of 50 of UJ's top cited researchers reside in the Faculty of Science). In last year's report, we

mentioned that we would focus on increasing the number of published books. Professors Henning and Sinha Ray contributed to five books in 2020. In 2021, we will continue to improve upon strategies to get more academics to contribute to research output and to substantially increase the number of designated South African doctoral degree students. We have a large number of postdoctoral candidates who did not contribute significantly to our research output in 2020. Another focus area for 2021 will therefore be stricter measures for postdoctoral candidate productivity. We have again successfully promoted several colleagues in 2020 to contribute to increasing the seniority of academic staff, and will continue to address the low number of designated South African professors. In 2020, we did succeed in promoting three designated females to the ranks of full professor, which was a first for the Faculty.

Quality promotion and good governance were ensured in 2020 through the activities of various Faculty committees for the quality monitoring of functions related to teaching and learning, research, higher degrees, community engagement, and health and safety. All of these committees report to the Dean's Committee and are subcommittees of the Faculty Board.

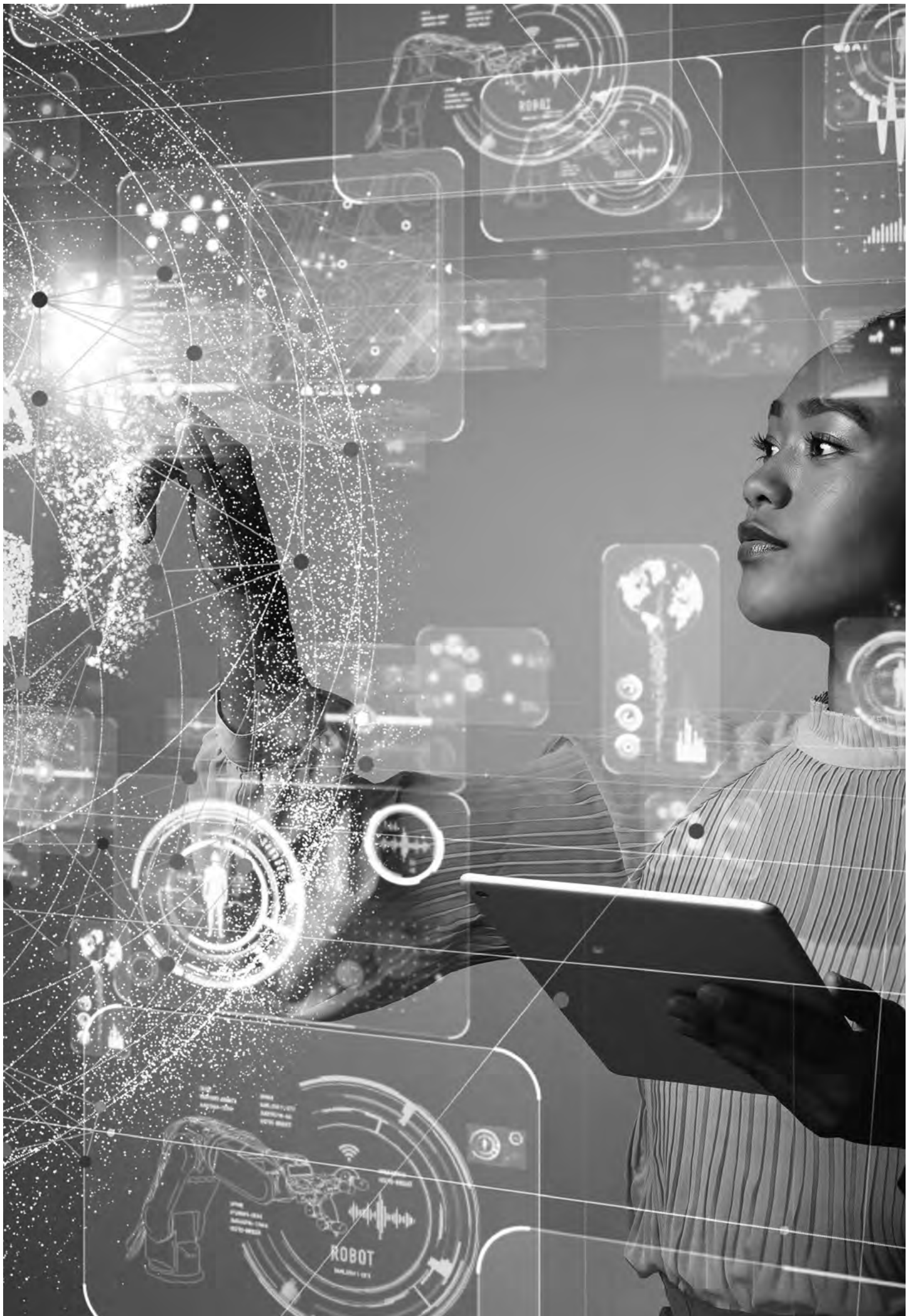
We did well in marketing groundbreaking research, both nationally and internationally in 2020, thus ensuring that the quality of what we deliver is widely recognised. Excellent research and its successful marketing have become evident in the improved rankings of many of our Science disciplines by numerous international ranking agencies. We are energised by this recognition and plan to reach higher heights in research and innovation, teaching and learning and social impact in 2021.

A handwritten signature in black ink, appearing to read 'D. Meyer', with a stylized, flowing script.

Debra Meyer (Prof)

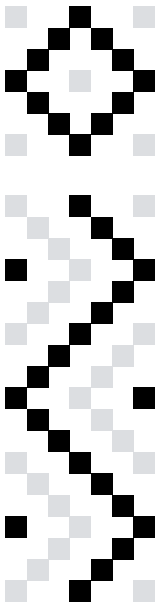
Executive Dean: Faculty of Science





SUSTAINABLE DEVELOPMENT GOALS





Community Engagement

OVERVIEW

The University of Johannesburg (UJ) is an African university, which draws inspiration from its environment by bridging the gap between itself and its immediate communities and larger society with motivated and engaged employees (Community Engagement specialists).

The vision of the UJ Community Engagement (CE) Unit is to infuse community engagement into teaching, learning and research within the University and to establish and foster strategic partnerships with its communities. To achieve this vision, the CE Unit is focused on three strategic thrusts, namely:

- The infusion of CE into teaching is reflected as service learning (SL), with 70 programmes currently active in this space at UJ.
- CE is integrated into research, where it is known as community-based research (CBR), of which there are 39 active projects.
- As a non-academic component, CE is active in 271 organised outreach (OO) projects.

INSTITUTIONAL COMMUNITY ENGAGEMENT INITIATIVES

The year 2020 proved challenging for the CE Unit, because of the COVID-19 national restrictions. As the CE function is closely linked to faculties and the availability of students on campus, most projects could not be implemented, especially in the second term (April to June 2020). Projects that were adversely affected were mainly organised outreach projects, service learning, and community-based research.

Nevertheless, even when operating in a constrained environment, the Unit managed to implement some of the identified projects using innovative means by drawing on the digital technologies deriving from the University's Fourth Industrial Revolution (4IR) strategy. The Unit ensured ongoing engagement with faculties, divisions/departments, and units to ensure student participation in various institutional projects. Below are the implemented projects.

- Assisted faculties with the first-year orientation programme for students and showcasing the CE initiatives to students.
- Recruited a total of 8 074 registered Student Volunteer Champions across four campuses (against the MEC target of 21 000 students), who were trained and developed around the themes of promoting responsible global citizenship and the sustainable development goals.
- Successfully trained students at the Student Affairs orientation sessions for residence house committees, SRC, societies, structures and RAG; assisted in minimising the exposure to and spread of the virus.
- Successfully hosted the UJ Mandela Day 2020 (virtual and physical participation) on 17 July 2020. The UJ Mandela Day official video was published on 18 July 2020.
- Rolled out the CE online tutoring programme for high school learners in disadvantaged communities, to build quality education by assisting the Grade 12 learners with their online curriculum during the COVID-19 pandemic.

- Hosted the UJ CE Women in Community Engagement Empowerment Programme webinar on 21 August 2020, under the theme 'The role of women leadership in the COVID-19 era and beyond'. Almost 100 participants, including UJ students, representatives from community-based organisations (CBOs) and NGOs, participated in the event.
- Hosted the CE Imbizo Awards webinar in October 2020, under the theme 'Maximising digital opportunities in the COVID-19 era for community engagement'.
- In partnership with AUDA-NEPAD, hosted a webinar in October 2020, under the theme of 'Role of the African Union Development Agency-NEPAD in Africa's Youth Skills Development'.
- Maintained the CE weekly slot on UJFM, which provides thought-provoking knowledge and profiles change agents and activists passionate about community engagement, development, education, and social justice issues.
- CBO Stakeholder Engagement: Ensured that important partnership agreements with the City of Johannesburg on specific projects aimed at strengthening partnerships on community-based projects were ongoing. This includes the 'Scholarship of engagement through digital storytelling for the common good' Symposium at the University of the Free State, which was hosted by the South African Higher Education Community Engagement Forum (SAHECEF).

Student Volunteer Champion Programme

The institutional CE flagship is the UJ Student Volunteer Champion Programme, which is multidisciplinary, interfaculty, and transformational in engaging higher education priorities, the Sustainable Development Goals, the National Development Plan (NDP), the City of Johannesburg Independent Development Plan (IDP), as well as the Nelson Mandela Foundation Pillars.

The institutional Student Volunteer Champion Programme in 2020 was aimed at promoting greater awareness about responsible global citizenship and the sustainable development goals (SDGs).

In total, 8 074 student volunteers registered for the weekly organised outreach projects. Volunteers were from the four campuses as follows:

- Auckland Park Kingsway Campus (APK): 3 558
- Auckland Park Bunting Road Campus (APB): 1 284
- Doornfontein (DFC): 2 263
- Soweto Campus (SWC): 968

Table 53: Faculty breakdown of student volunteers

| FACULTIES | APK | APB | DFC | SWC | TOTAL |
|--|--------------|--------------|--------------|--------------|---------------|
| Faculty of Art, Design and Architecture | 7 | 75 | 4 | 1 | 10 |
| Faculty of Education | 297 | 5 | 8 | 110 | 420 |
| Faculty of Engineering and the Built Environment | 322 | 10 | 1 523 | 11 | 1 866 |
| Faculty of Health Sciences | 19 | 13 | 435 | 0 | 467 |
| Faculty of Humanities | 708 | 285 | 34 | 87 | 1 114 |
| Faculty of Law | 276 | 6 | 6 | 5 | 293 |
| Faculty of Science | 430 | 15 | 178 | 4 | 627 |
| College of Business and Economics | 1 499 | 875 | 76 | 751 | 3 201 |
| TOTAL SIGN UP | 3 558 | 1 284 | 2 263 | 969 | 8 074 |
| MEC AGREED TOTALS 2020 | 6 500 | 5 500 | 5 500 | 3 500 | 21 000 |

UJ CE FACULTY FLAGSHIP PROJECTS

The CE Unit works closely with faculties in the rollout of faculty-specific CE projects and recognises these flagship projects at the annual CE awards event. The faculty flagship projects for 2020 were as follows:

- Faculty of Art, Design and Architecture – Night of 1 000 drawings: Sustained Memory 2020
- College of Business and Economics – STH Cares Live Sessions
- Faculty of Education – Lethabo la di papadi (The joy of sports)
- Faculty of Engineering and the Built Environment – Gwawkwani Village in Limpopo
- Faculty of Health Sciences – EMC Departmental Emergency Response Vehicle
- Faculty of Humanities – Izindaba Zokudla
- Faculty of Law – Law Clinic
- Faculty of Science – Soweto Science Centre

These flagship faculty engagement projects are briefly presented, together with selected projects of some of the support divisions.

Faculty of Art, Design and Architecture

Department: Fashion Design and Clothing

Project Title: Night of 1 000 drawings: Sustained Memory 2020

Project Coordinator: Dr Neshane Harvey

Project Type: Organised outreach

Project Description: Night of 1 000 drawings is an inner-city, A5 art exhibition event using art expressions created by members of the public with the aim of supporting South Africa's youth. In 2020, Night of 1 000 drawings collaborated with professional designers and the University of Johannesburg (UJ) in the capacity of official supporter, to host a fashion event as part of the exhibition. As such, UJ third-year fashion design students engaged with a teaching and learning project entitled 'Sustained Memory', with the aim of integrating social design, creativity and self-identify to communicate self-memories from art expressions into a fashion-related product through a process of design exploration and technology. 'Sustained Memory' culminated in two social aspects, namely an interactive fashion exhibition at the Night of 1 000 drawings event as well as student donations of art expressions for sale at the event. The proceeds are donated to non-profit organisations.

College of Business and Economics

Department: School of Tourism and Hospitality

Project Leader: Dr Hema Kesa

Title of Project: STH Cares Live Sessions

Project Type: Organised outreach

Project Description: The School of Tourism and Hospitality started an initiative, titled STH Cares, during the lockdown period, with the purpose of reaching out to its student community and showing them care and encouragement in the current environment. For this project, the STH facilitated several Instagram live sessions with staff, current and prospective STH students and alumni. Each session targeted discussions around coping with stress and anxiety, conveying a message of hope to students that they could still succeed in their academic studies and have prospects of a career in the Tourism and Hospitality industry.

Faculty of Education

Project Name: Lethabo la di papadi (The joy of sports)

Project Type: Service learning

Project Coordinator: Mr K Nthimbane

Project Description: Students registered in the module, Teaching Studies 1, completed their service-learning project by creating online games in which learners could participate. This group of students also collaborated

with students from Ghent University in Belgium. Students from UJ and peers from Belgium followed a link – <https://edmo.do/j/mis4vt> – to join a virtual classroom, and participated in several interactive virtual classroom activities.

Faculty of Engineering and the Built Environment (FEBE)

Project Name: DIY FACE SHIELD (Additive Manufacturing (3D printing) used to develop Mechanical Ventilation Proof of Concept)

Project Type: Mechanical Ventilation using BVM (Bag Valve Mask)

Project Leaders: N Janse van Rensburg, Dr S Masebinu, Dr T Makonese, Katharina Gihring and Pieter Erasmus

Project Description: Purposes included reducing waste; reducing carbon footprint; upskilling community; educating on how to reduce waste; and contributing to greater African region in terms of carbon footprint reduction, and recycling upcycling.

The SEED Community, Nectar Farm and the Green Business College have collaborated around the Ubuntu Project COVID-19 with the mandate of supplying food to impoverished dwellers in the Orange Farm community. The project focuses on providing vegetables grown by local farmers in the region and supplying them to those in need. The workers were exposed to infection while performing food parcel distribution. UJ-PEETS saw the need to not only provide the team with face shields for protection and so assist with curbing the spread of the Coronavirus, but also to educate the residents to make their own face shields through upcycling waste material. The team produced a YouTube video and printed brochures for a DIY face shield using waste material as well as donating face shields to workers distributing food parcels.

Faculty of Health Sciences

Department: Emergency Medical Care

Project Leader: Abrie Senekal

Title of Project: EMC Departmental Emergency Response Vehicle

Project Type: Community based research, organised outreach

Project Description: The Department's Emergency Response Vehicle continues to operate in the greater Johannesburg area, assisting the City of Johannesburg Emergency Medical Services (CoJEMS) and the Gauteng Provincial Government Emergency Services (GPG EMS) with emergency calls they receive. All calls and patients seen are part of a community service offered by the Department. This resource is available for CoJEMS and GPG EMS if assistance is requested.

This vehicle is also used to provide a valuable clinical learning platform for the Bachelor of Health Science (BHS) EMC students during their years of study, where they are provided with opportunities for guidance on patient approach and patient treatment.

The Department has re-signed an MOU with Wits University, where Emergency Medicine Registrars accompany staff members during the shifts on the response vehicle. Alumni from this Department are also regularly asked to accompany department staff on shifts with students to assist with clinical guidance, but it is also a way for the Department to keep in contact with the alumni and introduce the students to them. This project is ongoing and currently no end date is envisaged.

During the COVID-19 pandemic, a request for the design and manufacture of low-cost, locally manufactured medical ventilators came from the medical fraternity. UJ answered the call and began the design of a low-cost ventilator. The EMC Department was approached to provide technical medical guidance and advice during the design process, to assist with the medical operational application and ensure patient safety during operation.

Through the collaboration with PEETS and other academic institutions (TUT, CUT and NWU), the Department remained involved in the further development of a BiPAP ventilator as part of the National Ventilator Project (NVP) through a merSETA approved grant. The NVP focuses not only on the development of a BiPAP ventilator, but also on the development of technical clinical skills that will enable the refurbishment of old ventilators at hospitals for repurposing in medical units.

Faculty of Humanities

Department: Anthropology and Development Studies

Project Leader: Dr Naudé Malan

Title of Project: iZindaba Zokudla

Project Type: Community based research

Explain the Activities: Multi-stakeholder engagement

Project Description: iZindaba Zokudla (an isiZulu phrase for 'conversations about food') is a multi-stakeholder engagement research project, which aims to create opportunities for urban agriculture in a sustainable food system. It links academics, stakeholders and communities to develop service learning and applied research projects relevant to a sustainable food system. iZindaba Zokudla organises a series of engagement events, which establish an action research cycle wherein research projects and community action plans can be developed and implemented and reflected upon. The engagement events include the Farmers' School and Innovation Lab. iZindaba Zokudla conducted two open-access workshops in 2020. These included Grobank and the MyTox South groups. The MyTox South workshop was a collaboration of the University of Johannesburg with universities of Nairobi, Ghent and Liege. This took place on 15 February 2020.

The Grobank workshop in the iZindaba Zokudla Farmers' Lab, 14 March 2020, refined the product offering of Grobank, and was intended to create critical mass for cooperation. However, COVID-19 regulations terminated open access organising, and iZindaba Zokudla withdrew from public engagement activities. The rest of 2020 was used to develop the izindabazokudla.com website and Facebook page (<https://www.facebook.com/IzindabaZokudla>) to create communities of practice among emerging entrepreneurs.

Faculty of Law

Department: Procedural Law

Project Leader: Mrs N Naidoo

Title of Project: UJ Law Clinic

Project Type: Service learning

Project Description: The UJ Law Clinic, which formally opened its doors to the public in February 1981 with 18 students, consists of three individual clinics, each aiming to serve a specific community with specific needs in terms of the type of access to justice required. They render free legal services, and the clinical training of law students dealing with live clients is one of its main points of focus. Final-year LLB students attend to clients and cases under the supervision of five attorneys. Service at the clinic constitutes practical work, and the law students participate in service learning, dealing with live clients and real cases.

The project outcomes are:

- Clinical legal education and transfer of skills and applied competencies to final-year LLB students with the emphasis on the development of an ability to think analytically, and instilling an awareness of the practical consequences of applying theoretical knowledge.
- Delivery of free legal services to needy members of the public in line with the guidelines of the Law Society of South Africa.

During 2020, however, as a result of the COVID-19 lockdown, our students were not able to carry out the additional 10 hours of community service at an NGO or NPO. The Law Clinic did not render online legal services with clients during the hard lockdown. However, when the regulations became more relaxed and they could return to the office, they held telephonic consultations with existing clients, but not with new clients. The attorneys also finalised a number of existing clients' court cases during this time.

Faculty of Science

Project: Soweto Science Centre

Department: Various departments within the Faculty

Project Leader: Faculty initiative

Project Type: Organised outreach

Project Description: 2020 outreach events

- **Environmental Career Awareness Day and Wetland Awareness:** On 29 February 2020, the SSC, in partnership with the Johannesburg Zoo, Botanical Gardens and Johannesburg Water, held a workshop for 70

Grade 10 learners who attended the SSC Learner Enrichment Programme. The purpose of the workshop was to help the learners acquire knowledge of pollution and environmental degradation, and to assist learners to acquire knowledge beyond the immediate environment, including distant environments.

- **Science Expo Camp and Workshop:** On 5 March 2020, the SSC, in partnership with Eskom and the Department of Basic Education, hosted a Science Expo Camp on SWC Campus. About 80 Grade 8 and 9 learners from various township schools in Gauteng attended the Science Camp. The purpose of the camp was to expose learners from underprivileged schools to different scientific disciplines. This was done by inviting partners within the scientific realm (research, industry, or education) to engage with learners in order to stimulate and excite them to develop projects that are impactful, realistic, and achievable and that can be entered into the Eskom Expo for Young Scientists competition.
- **Robotics and coding workshop:** On 7 March 2020, the SSC held a workshop to introduce Grade 10 learners to basic principles in the Fourth Industrial Revolution (4IR) at the Great Poroza Sports and Development Academy, Protea North.
- **National Science Week** (6-9 October 2020): Learners of the SSC Learner Enrichment Programme participated in online activities of the annual National Science Week (NSW) celebrations for 2020, hosted by Botswana International University of Science and Technology. The theme of the 2020 National Science Week was Digital Innovation as a Gateway to Prosperity for STEM.
- **STEMI Community of Practice Pre-Conference Webinar** (8-29 September 2020): The NRF-SAASTA planning committee scheduled a series of webinars to engage with various stakeholders. SSC participated in the webinars and was represented by Ms Gabolwelwe Mosina.

ACHIEVEMENTS OF UJ DIVISIONS

Academic Development and Support

Project Type: Organised outreach

Project Description: The Learning Development Unit (LDU) in the Academic Development Centre was involved in community projects by conducting virtual workshops.

- Time management virtual – Live Zoom Session, 8 July
- Exam taking skills virtual – Live Zoom Session, 22 July

UJ Sport

Netball: The UJ Netball Club collaborated with Diskinine9 in implementing a development programme in Protea Glen, Soweto. The Greater Protea Netball League aims to develop players in Soweto, specifically in the greater Protea community. The league was launched in 2020 with five divisions, namely U13, U17, U19, U21 and Open. The leagues have 21 clubs affiliated in the different divisions. UJ coordinates the development of players and technical officials. The programme is sustainable, with an educational programme that will be implemented in 2021 for the participants. The full programme could not be completed due to the pandemic.

In August, during lockdown, the netball club requested and received gift packs from Spar. The club visited club members who are not UJ students and handed them gift packs with female essentials, goodies and a UJ Netball T-shirt. The gifts were dropped off at their houses as a gesture of hope during the pandemic. Sixteen members benefitted from this drive.

Rowing: The UJ Rowing team embarked on an initiative to raise awareness towards GBV and domestic violence by raising funds for victims of these scourges. The project received a lot of support and was covered by eNCA. The club also collaborated with the Wykes Foundation, providing meals, blankets, clothing, masks, and hygiene products to communities across Gauteng.

Student Life and Governance

This is an annual project, whereby the Magnolia, Karibu Jamii and Oppierif residences visit Tshwaraganang Children's Home in Temba, Hammanskraal. The home houses around 60 children, from 2 to 18 years old. Usually, the day is filled with different activities for the children, which also teach them some skills. The day is intended as a mixture of education and fun activities, thus addressing the SGD 4: Equal Education, and SGD 5:

Gender Equality. The students' aim is to address inequality and ensure equal education opportunities for the children. Owing to COVID-19, however, there were no contact activities last year. However, messages were sent to the home.

CONCLUSION AND WAY FORWARD

In the year under review, the CE Unit experienced several challenges. Our major challenge was the failure to replace the CE manager who left UJ in 2018, despite our being short staffed. Furthermore, there is currently no CE specialist for the Soweto Campus.

As a Unit within the Division of University Relations, we remain focused on promoting and protecting the reputation of the University's brand, guided by the University's Strategic Plan 2025, by engaging its students in social citizenry through CE.

In 2021, Community Engagement will continue to function with internal and external stakeholders, upholding the UJ values of imagination, conversation, regeneration and ethical foundation. We will continue to engage stakeholders regularly for the benefit of UJ and the communities we work with, with the longer-term purpose of repositioning Community Engagement within the Fourth Industrial Revolution strategy.

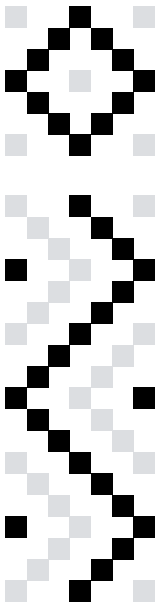


Nolitha Vukuza (Dr)

Senior Executive Director: VC's Office







University and Stakeholder Relations

OVERVIEW

Interventions in 2020 sought to manage the challenges presented by the COVID-19 pandemic while continuing to showcase UJ's leading role in the Fourth Industrial Revolution (4IR) and associated initiatives both across the institution, and among a broad groups of stakeholders. Developing and maintaining relationships with significant stakeholder groups is key for the University of Johannesburg to achieve its Strategic Plan 2025.

Stakeholder engagement affects UJ's reputation both nationally and internationally. The stakeholder groups include staff, students and prospective students, parents and fee-payers, schools and learners, alumni, donors and prospective donors, bursars, local and international foundations/trusts, sponsoring companies, corporates, municipalities, government, peer institutions, local and international media, as well as communities around UJ's campuses.

This report will highlight how UJ successfully engaged stakeholders during 2020, highlighting non-academic stakeholder engagement, most of which is managed through the Division of University Relations, which deals directly or indirectly with a wide range of University stakeholders as part of its core business.

CONTRIBUTIONS BY THE DIVISION OF UNIVERSITY RELATIONS

University Relations

The Division of University Relations rolls out a strategically focused programme annually to foster understanding of and support for the University of Johannesburg with its various stakeholder groupings. Programmes align with the University's Strategic Plan 2025, emphasising national and international reputation management and further elevating UJ's positioning as an institution of global excellence and stature.

The purpose and drive of the Division of University Relations and its multiple operating sections are to ensure active stakeholder engagement to advance the profile and reputation of the University. This drive has a wide scope and is achieved through integrating the functions of the various operating sections of University Relations:

- Strategic Communications, which safeguards and advances UJ's reputation.
- Marketing and Brand Management, which builds and protects UJ's corporate brand.
- Government and Stakeholder Relations, which facilitates and sustains relations with government, agencies, and parastatals.
- UJFM, which drives strategic communication with current students.
- Community Engagement, which creates active interaction between UJ and its communities.
- Student Affairs, which coordinates student development activities, provides support to student structures and manages student accommodation in both university residences and privately owned student accommodation.



The Division of University Relations at the University of Johannesburg played a vital role during the year in review to promote public understanding and recognition of UJ as a global leader in higher education and its significant and growing objective to become a University of choice across the globe.

Strategic Communications

The Strategic Communications Unit manages internal and external messaging in protection and defence of the University's reputation and in support of growing a dynamic UJ brand. A special area of focus is the elevation of academic and institutional excellence through a strong media presence. From that perspective, two independent monitoring agencies, *Professional Evaluation and Research (PEAR)* and *Meltwater*, monitor all traditional media reflecting UJ. The examined mass media include global and South African online news, South African print, and broadcast.

In the period under review, UJ ended the year on a high note, outperforming most of the competitor universities in South Africa. The University maintained its position among the top three leading South African universities with extensive media coverage, in terms of traditional media (print, broadcast, and online).

This feat was achieved despite the media focus being largely on universities with medical schools, because of the COVID-19 pandemic. Although UJ featured in second position behind the University of Cape Town and Wits University, it managed to generate more media interest than Stellenbosch University, which like UCT and Wits has a medical school. Notably, UJ achieved a stronger audience reach than the two or three universities that were listed ahead of it in terms of media coverage.

UJ also maintained its leading position in thought leadership articles and expert commentary, remaining the preferred choice for the leading and most influential online and print publications such as *The Sunday Times*, *Mail & Guardian*, *Daily Maverick*, and the various independent media titles. As many as 109 UJ experts featured in the global media, while more 306 op-eds were published across the national media, 72 of which had a strong 4IR link. Overall, in the period under review, UJ generated the most press clippings headline mentions with a positive association, according to the two media monitoring agencies reports. Around 2.3 billion readers, listeners, and viewers (including repeats) were reached during this period. In the process, the University achieved an advertising value equivalence (AVE) of approximately R173 162 068.00 (the amount the University could have spent for advertised article placement).

All of these show that UJ not only continued to dominate the media space, but that the University also set the news agenda and influenced public debate, thereby contributing to possible solutions on societal issues through impactful research and knowledge sharing.

When the University's normal functioning and contact face-to-face delivery of the academic programme was threatened by the COVID-19 pandemic, the Strategic Communications Unit was quick to develop a proactive, rapid response and crisis communications strategy. This helped safeguard UJ's brand reputation.

Not only was this important in protecting the UJ reputation, but it also helped foster relationships within the University, based on positive and constructive staff and student engagement and trust. This internal communications strategy helped improve the webometrics rankings, with UJ maintaining its 822 position globally and sixth position in South Africa.

Marketing and Brand Management

Marketing and Brand Management's strategic objective is to position UJ as a leader in the Fourth Industrial Revolution (4IR), nationally, on the African continent and internationally. This is done through a carefully planned marketing campaign to embed and consolidate UJ's 4IR thought leadership position through building awareness and understanding of 4IR. In order to achieve this strategic objective, a long-term brand repositioning campaign was launched in mid-2018 and continues to be rolled out. The campaign won an Africa Silver Quill Award from the International Association of Business Communicators in November 2020.

The Marketing and Brand Management Unit ended 2020 on a very high note, achieving and exceeding all objectives. Research done in October 2020 confirms that UJ saw a significant increase in key overall target market perceptions from 2019 to 2020. Of notable mention is the sentiment that UJ equips students for 4IR (up by 6%); has a technology focus (+3%); is a reputable institution (+3%); and has positive media coverage (+5%).

Awareness levels have increased by 7%, with 51% of respondents in the survey seeing UJ as a leader in 4IR. We were also able to reach 80 million people through our media marketing campaign and a further 1.2 billion with social media during 2020. Since the inception of the campaign in 2018, we have reached a total of 447 million people with print, radio, TV and digital, together with an added social media reach of 4 billion. There was a significant 5% growth from 2019 to 2020 in recall of UJ advertising nationally.

Initiatives such as Cloudebates™, 4IR in Action stories, Beyond Imagining – an interactive 4IR e-zine – as well as the undergraduate *Imagine THAT* campaign, are used in the multi-channel marketing media campaign to position UJ in the 4IR space. These stories – and more – all live on the 4IR website – www.uj.ac.za/4IR – which has been viewed over 240 000 times: 179 000 views from South Africa, 26 000 from the UK, 3 000 from the USA, and a spread across various African countries, with Botswana, Eswatini and Kenya with views of just over 600 each.

In order to grow the UJ Online Brand Shop reach, vending machines were procured for each of the campuses where staff and students could purchase select UJ branded merchandise. This initiative has been well-received and will be further developed in 2021.

As always, social media were widely used to get all of the campaign and other UJ messages out to UJ audiences. These platforms became an even more used commodity during 2020 with increased online activity. An awareness campaign on the responsible use of social media was rolled out, which trained staff and students on the risks and benefits associated with these media. A COVID-19 awareness campaign was also driven on the social media platforms to encourage responsible behaviour and the sharing of relevant information.

A Facebook chatbot was introduced during 2020 to assist students and potential students with the myriad of questions they pose on a day-to-day basis. An Orange Carpet WhatsApp chatbot was also developed to create an effective communication channel with these high-achieving prospective students.

Growth was seen on all the UJ social media platforms.

Table 54: Social media fan base (growth from 2019 to 2020)

| | End 2019 | End 2020 | Growth |
|--------------|----------|----------|--------------|
| Facebook | 423 734 | 520 439 | +96 705 |
| 4IR Facebook | – | 7 024 | New platform |
| LinkedIn | 237 257 | 266 081 | +28 824 |
| Twitter | 47 086 | 64 461 | +17 375 |
| Instagram | 23 400 | 28 200 | +4 800 |
| YouTube | 6 670 | 10 400 | +3 730 |

Government and Stakeholder Relations

During the year under review, the Unit for Government and Stakeholder Relations made progress towards attaining the University's ambitions for global excellence and stature through implementation of mutually beneficial and sustainable stakeholder relations with various levels of government, and other key stakeholders, through continually strengthening the University's reach and engagements.

Agreements and partnerships were refined and delineated into the following focus areas: local government and agencies; provincial government and national government; and parastatals (state-owned enterprises).

Government and Stakeholder Relations coordinated a successful high-level meeting between the Vice-Chancellor and the City of Johannesburg (CoJ) on 28 July 2020 to discuss potential collaboration in providing solutions for food security. Emanating from this successful engagement, UJ Council approved the establishment of the Centre for Ecological Intelligence in September 2020, providing a substantive illustration of UJ at the forefront of providing solutions to societal problems.

Government and Stakeholder Relations facilitated an initiative with the School of Tourism and Hospitality (STH) and Gauteng Tourism, which provided experiential learning opportunities for UJ students at a Tourism and Hospitality Indaba on 24-25 February 2020.

Government and Stakeholder Relations organised UJ academics who provided academic input into the City of Johannesburg Climate Change Policy on 19 June 2020.

Government and Stakeholder Relations created awareness on national productivity issues, especially during COVID-19, and invited relevant UJ colleagues to the Productivity SA World Competitiveness Report Launch on 19 June 2020. CEO of Productivity SA, Mr Mothunye Mothiba, was part of the audience for the UJ Stakeholder Report Launch on 26 August 2020.

In collaboration with the Centre for Psychological Services and Career Development (PsyCaD), Government and Stakeholder Relations hosted a successful annual Government Career Day on 30 September 2020, which was held virtually for the first time. In attendance were 15 exhibitors from various national, provincial, and local government departments as well as government agencies and Sector Education Training Authorities (SETAs).

UJFM – UJ's radio station

2020 saw a sharp fall in revenue among many media houses, and UJFM was not immune to these developments. In 2020, UJFM generated R400 000 towards the University's third-stream income, which is 40% of its expected revenue target.

However, on a positive note, UJFM further retained its position in the top three campus radio stations in South Africa and continued its upward trajectory at the 2020 South African Radio Awards. The station made it to the finals in eight categories and received the South African Radio Award: Best Imaged Radio Station, a combined category for community and small commercial radio stations.

In the year under review, UJFM made a significant contribution towards the wellbeing of fellow campus broadcasters by offering support at various levels, i.e. to the University of Free State's Kopsie FM, Sefako Makgatho University's SMU FM, Vaal University of Technology's VUT FM, and North-West University's NWU FM.

In 2020, UJFM further made history by being the first campus broadcaster to simulcast its drive-time show, UJFM DRIVE, in five provinces.

During 2020, UJFM made a significant contribution towards communication and information dissemination in collaboration with its stakeholders. UJ news stories highlighting 4IR and institutional successes made headlines on UJFM along with COVID-19 public service announcements, which were broadcast in partnership with the Government Communications Information System.

High-profile interviews with UJ MEC and ELG members with special focus on GES 4.0 catalytic initiatives were broadcast, and live radio interviews were conducted with the Vice-Chancellor, Prof Tshilidzi Marwala, promoting the institutional vision and 4IR. Owing to the COVID-19 pandemic, special attention was given to the Vice-Chancellor's campus engagements, with an intention of meeting the urgent information needs of the UJ community. Four campus engagements were covered by the UJFM news team.

In 2020, Phase 1 of the UJFM digitisation project was launched with a mobile streaming app and refurbishment of the UJFM social media accounts.

UJFM maintains active collaboration with various faculties and support divisions, given the radio station's presence on all UJ campuses and surrounding communities. In 2020, UJFM provided full support to UJ Community Engagement initiatives on Mandela Day. Additionally, UJFM contributes to enriching the student-friendly learning and living experience through various initiatives and projects, such as on-campus activations, which include different types of entertainment.

CONTRIBUTIONS BY OTHER DIVISIONS AND UNITS

Student Marketing

The student marketing function plays a critical role in the University's marketing strategy by creating the required awareness among high school learners of the different qualifications offered by UJ. Learners can then make more informed decisions regarding their career and study choices.

A wide-ranging programme was planned, but due to COVID-19 restrictions, specific campaigns had to be cancelled, while others were very successfully converted into virtual interactions:

- Orange Carpet Campaign – continued on a virtual platform. The Orange Carpet (top achiever) category of applications increased from 2 160 in 2019 to 2 653 in 2020.
- UJ Open Days – all on-campus functions had to be cancelled due to COVID-19.
- About 20 virtual seminars/webinars took place for Grade 9s, Grade 11s and Grade 12s, with online attendees having opportunities to interact with presenters by asking questions. On several occasions, specific faculty marketers were also involved in virtual discussions.
- Four monthly newsletters to Grade 11 and 12 learners, with specific topics and links, were sent to schools and learners from August to November.
- Apply-on-time and No walk-ins marketing campaigns continued and were supported virtually.
- Hamlet and Othello productions (generally hosted at the UJ Arts Centre on campus) had to be presented virtually to schools with a UJ marketing video to encourage learners to make UJ their choice of university for further studies.
- 2 000 UJ branded virtual reality headsets, cloth face masks and marketing material were distributed to the top 50 feeder schools of UJ.

In 2019, CAA introduced new digital marketing and virtual engagement strategies for student marketing. This past year, the strategy was accelerated by COVID-19 and had to be expanded with virtual engagements through social media channels. The VR (virtual reality) headsets designed last year were handed out to learners to do virtual campus tours of UJ. CAA is investigating the possibility of creating an augmented reality virtual assistant in the VR tour.

Alumni Office

The Alumni Office's primary focus is to facilitate and maintain effective contact with its worldwide alumni community, to keep them informed of University activities. The involvement of alumni is crucial to the University's sustainability and growth and provides essential ties between the past and the present. The alumni network helps serve alumni needs and encourages their involvement and support in preserving the brand and stature of the University. Regular communication on UJ activities or events is shared with 80 000 active email subscribers from our 200 000 alumni worldwide (from UJ and founding institutions). Because of these efforts, many alumni have updated their communication details and opted in for regular communication campaigns from UJ.

The fifth edition of the digital Alumni *Impumelelo* magazine was delivered in July 2020, which shared success stories of illustrious alumni and also valuable insights into the pandemic and how the University has successfully moved to online teaching and learning while managing the risks.

In May 2020, the ITS iEnabler alumni database system was launched. This is a new internal centralised system, integrated with the student management system, which assists the office with alumni data management. The system manages the subsidised alumni and convocation records, allows alumni themselves to update personal details online, and also manages affinity groups.

Alumni Connect is an online platform, which facilitates the virtual interaction and engagement of alumni. This year, the system was also expanded for use by pre-alumni. Pre-alumni are final-year students who will be graduating in the next few months. The system also promotes affinity groups and chapters, allows alumni to re-connect with classmates (locally and abroad), receive news and event updates, and makes available ongoing educational opportunities and employment offerings. Alumni were also given special access (at no cost) to register for two online modules (Artificial Intelligence and African Insights).

The USA Chapter launch was planned for 22 April 2020, to establish a USA Alumni Affinity group. Unfortunately, this in-person event also had to be cancelled at the last minute due to the national lockdown. However, this event was rescheduled and successfully hosted on 17 September 2020, virtually, with several influential speakers from the University and illustrious alumni in the corporate industry based in the USA. The main objective of this event was for the Vice-Chancellor and Principal to engage USA alumni and create awareness of different platforms, opportunities, and benefits of being actively involved with UJ.

The AGM of the UJ Convocation was held on 12 October. This virtual event had the largest number of attendees attending an AGM meeting to date. The VC, President of Convocation, members of the Executive Committee of Convocation, and the Registrar participated in the virtual live event.

The Alumni Office also hosted a virtual mining affinity group event in collaboration with the Department of Mining within the Faculty of Engineering and the Built Environment. The event's objective was to bring alumni together and introduce them to the Chair of Council, Mr Mike Teke, who has been extremely successful in the mining industry. This event was very informative and well attended, with a high level of participant engagement.

Other institutional stakeholders

Student Affairs

Student Affairs plays a crucial role in building and maintaining sound relationships with our student body, and their efforts continue each year, adjusted to the changing student body. UJ Arts and Culture and UJ Sport have also contributed substantially to building relationships with a wide range of stakeholders, both on and off campus, in 2020. For further detail, see the reports of these three entities in Section Thirteen of the Annual Report.

Division for Internationalisation

The Division for Internationalisation plays a pivotal role in enhancing UJ's scholarly engagement and impact on national, regional, and continental transformation agendas, as well as in positioning the University on the global higher education landscape. The Division's full report is found in Section Nine of this Annual Report.

Operations, Protections Services and Campuses

Sound relationships with communities on the several UJ campuses are also important, and the Operations, Protection Services, and Campuses Divisions ensure that relationships remain strong through ongoing liaison, which is important to the sound operation of our campuses and the safety and security of our students. Further detail is to be found in Section Fifteen of this Annual Report.

Fundraising and Development

The contribution of the Fundraising and Development Unit to stakeholder relations is to be found in Section Sixteen (under Revenue Administration) of this Annual Report.

CONCLUSION AND WAY FORWARD

Guided by UJ's Strategic Plan 2025, the various functions that constitute University Relations remain focused on promoting and protecting the reputation of the UJ Brand. In 2021, all areas within University Relations will continue to engage stakeholders promptly and regularly with a unified voice to the benefit of UJ and the communities it works with.



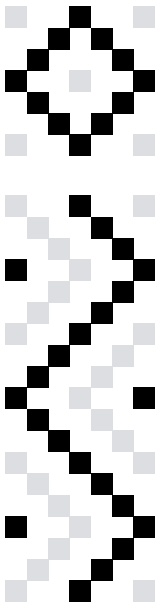
Nolitha Vukuza (Dr)

Senior Executive Director: VC's Office









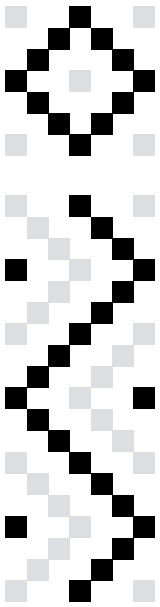
Student Life

OVERVIEW

This section focuses on student life at the University of Johannesburg with reference to Student Affairs, Sport, and Arts and Culture. Both Student Affairs and Sport are headed by Senior Directors; and Arts and Culture forms part of the portfolio of the Executive Dean in the Faculty of Art, Design and Architecture (FADA). These portfolio leaders are responsible for leadership and governance and report to a member of the Management Executive Committee (MEC).

Tshilidzi Marwala (Prof)
Vice-Chancellor and Principal





Student Affairs

OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

Operating context

During 2020, the Student Affairs Division continued to prioritise student stability and relations as key pillars for creating a conducive and student-friendly learning and living environment – while coming to understand the COVID-19 pandemic both as posing huge challenges, but at the same time as catalysing the transition from manual ways of doing business to automation and online. In conjunction with other internal support stakeholders and academic faculties, the Division advocated and promoted student safety and security while supporting the initiatives of the University to ensure that transiting from contact classes to online teaching and learning did not leave a single student behind. The cooperation of stakeholders, including the student leadership structures such as the 2020 Interim SRC, house committees and student societies, made it possible for the University to continue to respond consistently to student needs. Continuous reflection on the balance between available resources, the demands of students and the ambitions of the University made it possible for Student Affairs to rise to the occasion.

Student Affairs comprises two subdivisions, namely Student Accommodation and Residence Life (SARL) and Student Life and Governance (SLG), and two units called Student Ethics and Discipline (SED), and University and Student Liaison (USL). The primary function of SARL was to provide student accommodation in both residences and privately owned student accommodation, while also providing a platform for outstanding student life programmes. Components of the provision of student accommodation entail admission and placement of students in residences; student life in residence; residence operations; and accredited privately owned student accommodation (POSA). Understandably, the contact student life programmes in residences and POSA were affected by the several alert levels of nationwide lockdown due to the COVID-19 pandemic. Similarly, vacation accommodation, which would normally be provided to external organisations, was suspended due to the pandemic. At the same time, residence students who could not go home or to their respective places of dwelling during the lockdown were allowed to remain in residence.

In its responsibility of providing opportunities for a preferred student experience, Student Life and Governance (SLG) coordinated student development activities, while moving these online. For this purpose, Student Affairs provided extra data so that students, and particularly the student leaders, could participate effectively in the developmental activities. Furthermore, Student Affairs provided administrative support to student structures,

such as the interim Student Representative Council (SRC), student societies, RAG, and house committees, as well as general student development programmes. In conjunction with Student Ethics and Discipline, SLG was also responsible for order and discipline. However, disciplinary matters, including investigations, disciplinary hearings, and alternative dispute resolution measures, such as discipline through dialogue, and conflict resolution and reparation, were dealt with through the Student Ethics and Discipline Unit. In 2020, because the director position of Student Life and Governance was vacant, the Head of University and Student Liaison performed his role of advocacy, creating opportunities for partnerships and productive relations of student leaders with the University management through SLG as he was acting in the position of the director of SLG.

With the goal of providing support to each student at the University, Student Affairs ensured that aspects of student wellness, including student hunger, basic needs like sanitary towels, psychosocial support, safety and security, risky student behaviour and student governance, were attended to in response to the challenging and changing needs of student communities. Several programmes promoting student ethics were initiated and undertaken by Student Affairs in partnership with both internal and external stakeholders.

Governance of Student Affairs

The Senior Executive Director: Student Affairs, University Relations and UJ Sport provided strategic and executive leadership and oversight to Student Affairs and supported the Division in working on realignment of its purpose to its functional structure. The Senior Director: Student Affairs provided the day-to-day leadership in terms of developing strategic and operational plans for the year and operationalising the strategic decisions of the University. In turn, the Directors of Student Accommodation and Residence Life, and of Student Life and Governance, report to the Senior Director: Student Affairs, as does the Head: University and Student Liaison and the Head: Student Ethics and Discipline. However, as indicated above, the Head: University and Student Liaison was acting in the position of Director: Student Life and Governance as this latter position was vacant.

Furthermore, two heads of functions reported to the Director: Student Accommodation and Residence Life, namely the Head: Privately Owned Student Accommodation (POSA) and the Head: Residence Operations. Another two heads of functions reported to the Director: Student Life and Governance, namely the Head: Student Governance and the Head: Student Life, which were once again reviewed to enhance their efficiency and effectiveness. Student Affairs formed a Student Affairs Management Team (SAMT), drawing together the Senior Director: Student Affairs, the two directors of subdivisions and the six heads of functions. The SAMT functioned optimally and enhanced the Division's level of responsiveness to student needs, particularly during the period of the nationwide lockdown, and in transitioning from contact classes to online teaching and learning.

Student Affairs provided administrative and managerial support to several student governance structures. These were the interim Central Student Representative Council (CSRC) and the four interim campus SRCs (all together constituting the interim UJSRC of 2020). The 16-member interim CSRC consisted of eight selected members plus the chairpersons and secretaries of the interim campus SRCs. Each interim campus SRC had 10 members, and this brought the total number of the interim SRC members to 48. In addition, the house committees, student societies, RAG and various student committee structures benefited from the administrative and managerial support of Student Affairs.

The House Committee Primaria Council, made up of the chairpersons of all UJ residence house committees and day-house committees, one for each of the 26 residences and seven day-houses, formed the core of the student governance structures in the residences. Several consultative subcommittees were in place, to provide support to the house committees. These consisted of mentors and the residence academic advisors who facilitated the residence academic programme. In addition, the Residence Monitoring Committee, comprising a residence manager, house committee members, house wardens and the Head: Student Life, was responsible for monitoring residence operations and maintenance matters. Lastly, the Residence Oversight Committee comprised staff and students who monitored the residence induction programme during the first three months of the academic year and reported on activities in residences that were not in line with UJ values.

Student Ethics and Discipline constituted the Student Disciplinary Committees, which dealt with most of the reported disciplinary cases. The Student Disciplinary Committees were constituted with a chairperson, an assessor, an SRC representative and Student Ethics and Discipline officials who acted as presenters and

administrators during the student disciplinary hearings. The appointed chairpersons were external legal experts. Student Affairs submitted quarterly reports on student disciplinary cases, detailing trends, statistics and findings to Senate and Council.

The management of Student Affairs held monthly meetings with the interim UJSRC, house committees, and RAG committees, as well as quarterly meetings with leaders of student societies, in order to ensure good governance and quality management. However, the frequency of the meetings was impacted by the nationwide lockdown stages. Meetings with the student structures and leaders generally took place online.

The structures of governance mentioned above and the functions and operations of Student Affairs were directed by a number of policies, such as the SRC Constitution, the Electoral Policy, Societies Policy, Policy on Privately Owned Student Accommodation, Student Regulations, and Regulations for Student Discipline.

Risk management

Student Affairs had to ensure that identified risks did not hinder the work of Student Affairs and/or the University, the main risk being that of a disruptive student protest. The following risks were mitigated through the interventions put in place.

Student stability and relations

Student Affairs continued engaging student leaders and formations on issues of dispute, such as the transition of teaching and learning from contact to fully online due to the COVID-19 pandemic and the resultant nationwide lockdown; SRC elections; disciplinary enquiries into a large number of students due to online academic dishonesty; implementation of the amendments to the SRC Constitution and Electoral Policy; and the fee increase for the following year.

Prevention of spread of COVID-19 and further infection of students in the University residences and approved privately owned student accommodation

Students remaining in residences had to sign an undertaking that they would adhere to the regulations and measures meant to prevent infections and/or spread of the Coronavirus. The University provided personal protective equipment like masks and sanitisers to students.

Safety and security of students

With some hard and painful experiences encountered, including the untimely loss of student lives, Student Affairs collaborated with Protection Services and the local police stations. Regular safety and security awareness campaigns were conducted.

Misuse of the POSA payment system

The University through its agent (Fundi) had to intensify and monitor the payments to the service providers who accommodated the UJ students to ensure that the payments corresponded with the number of beds approved to accommodate students.

STRATEGIC FOCUS AND TARGETS

Student Affairs provided support to the six strategic objectives of the University primarily through Strategic Objective Four: enriching student-friendly learning and living experience. At the same time, Student Affairs also contributed to the other strategic objectives.

Strategic Objective One: Excellence in research and innovation

Student Affairs provided excellent accommodation for postgraduate students, which offered the space and resources conducive to creating excellence in research and innovation. In 2020, following on the national lockdown, most postgraduate students opted to remain in residence.

Strategic Objective Two: Excellence in teaching and learning

In 2020, UJ had the capacity to accommodate 34 340 of the enrolled students on- and off-campus, an improvement compared to the 27 251 in 2019. Privately owned student accommodation accounted for 80% (27 587) of the available accommodation. On-campus residences (6 753 beds) had an occupancy rate of 76%:

5 120 students had taken up the occupancy in the beginning of the academic year, but many students left for their places of residence during the nationwide lockdown. In total, 930 students remained in residence during the Level 5 lockdown, before the alert levels were adjusted, which allowed some students to return to residence.

In order to contribute to the University's strategy of improving student success rates and student retention, Student Affairs reviewed the Residence Admissions and Placement Policy, which was later approved by the Management Executive Committee.

Table 55: Key student accommodation statistics

| | Category | Numbers |
|---------------------------------------|--|---|
| On-campus accommodation | Total number of beds available in on-campus residences | 6 753 (excluding 240 beds in Kopano residence, decommissioned due to renovations). |
| | Total number of beds occupied | At the start of the year, 5 120 students took occupancy. During the nationwide lockdown, students moved out of residence, and only 930 students remained. |
| Privately owned student accommodation | Total number of beds available in POSA | 27 587 |
| | Number of POSA beds occupied | About 23 000 beds before students moved out due to the pandemic. |

The improvement in the number of beds complying with UJ standards and the minimum norms and standards of the Department of Higher Education and Training was due to the strict application and monitoring of compliance by both accredited and prospective service providers.

Strategic Objective Three: An international profile for global excellence and stature

Student Affairs continued to contribute to Strategic Objective Three in terms of promoting the participation of international students in the activities of Student Affairs, by ensuring a supportive environment for an enriching student experience.

Approximately 500 international students participated in student societies, such as Golden Key, the International Association of Students in Economic and Commercial Sciences (AIESEC), and the various international student associations. International students were accommodated in residence, and those who could not go home during the nationwide lockdown were allowed to remain in residence.

Strategic Objective Four: Enriching student-friendly learning and living experience

Student Affairs continued with support for students throughout the student life cycle by providing an enriching student-friendly support environment. Interventions included establishing learning and living communities, mitigating student hunger, and providing financial assistance through the SRC Trust Fund and the Student Funeral Assistance Programme. However, from April onwards, interventions and programmes addressing issues of risky student behaviour, safety and security, diversity and tolerance, good conduct and citizenship were largely transitioned to online.

Living and learning communities

The Five-Pillar Model (comprising the Academic, Leadership, Community Engagement, Sport and Social pillars) continued to be promoted in 2020. Academic excellence cut across all the elements of the Five-Pillar Model.

Living and learning communities in the UJ residences were supported through the Residence Academic Advising Programme. About 180 senior students were identified to help junior students, particularly first-year students in residences, with their academic work. However, the programme was disrupted by the lockdown.

Orientation of first-year students

Student Affairs participated in the institutional orientation programme of first-year students (known as the First Year Seminar) at UJ. The Student Affairs calendar and pamphlet containing tips, rules and regulations, which had hitherto been distributed in hard copies during orientation, was this year uploaded onto the Student Portal (uLink).

During the First Year Seminar programme, Student Affairs made several presentations and conducted workshops for faculties, addressing the UJ Student Regulations for student discipline and the expected UJ undergraduate attributes. Over 6 000 students attended these presentations and workshops.

Extracurricular activities

Student Affairs, together with other stakeholders, such as the SRC, house committees, IOHA, Protection Services and the Campus Clinic, coordinated several extracurricular activities and programmes on topics of safety and security and the prevention of risky student behaviour. To this end, the University approved the Charter for the Student Wellness Committee on 9 November 2020.

The number of recognised student societies (which were mainly academic, political, religious, and social organisations) stood at 244 across all campuses. Participation in student organisations was also negatively affected by the nationwide lockdown.

Student leadership development and training

Student Affairs, in partnership with other stakeholders, facilitated a number of student leadership and development opportunities for student leaders. The student leadership involved ranged from the elected positions in the interim SRC, to the executive leadership positions in recognised student organisations.

The training and development opportunities available to student leaders were as follows:

- The induction of the 2020 house committees.
- The induction programme for the interim Student Representative Council.
- The induction programme for the executive committee members of student organisations.

In addition, Student Affairs staff members continued to provide one-on-one coaching to a number of students. Members of the interim SRC were provided with guidance, advice on challenges in their respective academic and leadership roles, and with fee discussions. The interim SRC was assisted in writing reports for the University Council.

Academic integrity campaigns during examinations

Academic integrity campaigns were aimed at combating dishonesty during tests and the examination periods in May/June and October/November. While the conventional way of conducting the campaigns through banners and media continued, the emphasis was on placing messages on academic honesty and integrity on uLink and UJFM. The campaign sent clear, yet stern, messages about academic honesty and integrity in examinations.

Ethical and responsible student behaviour

With the programmes aimed at combating risky student behaviour now coordinated by the Transformation Office, Student Affairs participated in all the initiatives, including the transformation initiatives. Student Affairs further collaborated with IOHA, Campus Health and PsyCaD in dealing with matters of risky student behaviour.

Furthermore, Student Affairs provided support to the Student Committee for Students with Disabilities around the coordination of support for student with disabilities, particularly for the students in residences (e.g. the Caregiver Programme with two caregivers for four students), and the establishment of the Students with Disabilities Council. The support also included assisting the Office for Students living with Disabilities with administrative and managerial responsibilities and preparation for institutional meetings. Major areas advocated for by the Office were paths for blind students and those on wheelchairs.

Student discipline

Student Affairs promoted the ethos of responsible and accountable student behaviour through the management of the student discipline process. Only 22 student disciplinary cases in relation to academic dishonesty were

received and managed for the first semester; however, in the second semester, the cases of academic dishonesty in relation to online assessments rose to 304.

Student welfare and support

In the beginning of the year, before the nationwide lockdown due to COVID-19, 3 547 students were approved for the Student Meal Assistance Programme. These students received two cooked meals a day until the start of the nationwide lockdown. Most of the students went home during the lockdown, and the meal assistance was converted into providing meal packs to deserving students who had remained in residence or were living around the University. Tiger Brands continued to provide meal packs for 500 students.

Student Affairs coordinated the University's response to psychosocial and personal issues affecting students. The issues that were handled included student deaths; assisting students who had been mugged and robbed in and around UJ campuses; students who had experienced trauma; students in distress (financial and emotional); students without accommodation; and students who had attempted suicide.

Student Affairs provided support to the affected students and their friends on campus and to families of the students, where necessary. Most of the incidents were resolved in collaboration with Protection Services, Campus Health, and PsyCaD.

Cultural activities

A number of student organisations, assisted by Student Affairs, organised student cultural activities, such as the traditional First Years' Concert, Residence Song Battle and Sing-It-Out competitions.

Student governance

The elections for the 2021 SRC, the first electronic SRC elections at UJ, took place from 7 to 9 October 2020. However, the elected SRC was scheduled to start its term of office from 1 January 2021. The interim SRC remained in office until 31 December 2020. The elections of the leadership structures of other student organisations and structures, such as house committees, were conducted in October/November 2020 under the leadership and coordination of Student Affairs.

Strategic Objective Five: National and global reputation management

Plans to promote the participation of student leaders and students more generally in activities to enhance the good reputation of the University were unfortunately affected by the nationwide lockdown. These included the Africa-by-Bus and planned international visits.

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT AND REPUTATION MANAGEMENT

Before the lockdown, student organisations and RAG mobilised students to participate in a range of outreach projects, such as donating food and clothing, providing toiletries to children from orphanages, renovating and painting homes, and providing learning materials to pupils in the surrounding schools.

Stakeholder engagement

Internal partnerships

Student Affairs continued to partner with UJ Sport, UJ Arts and Culture, the Division for Internationalisation, Occupational Health and Safety, Operations, Protection Services, Academic Development and Support, the Centre for Psychological Services and Career Development (PsyCaD), the Institutional Office for HIV/AIDS, and the Campus Health Clinics.

External partnerships

Student Affairs continued its partnerships with the City of Johannesburg Urban Development Subdivision, surrounding Johannesburg communities, such as Auckland Park, Rossmore, Melville and Brixton, the City of Johannesburg Ward 69 Councillor, the South African Police Services and the various accredited buildings in the privately owned student accommodation. These partnerships focused mainly on the privately owned student accommodation, as well as on ensuring that UJ students were safe and secure in and around the campuses.

Partnerships with Shanawaz Meat Palace and Tiger Brands ensured that deserving students were provided with meals.

CHALLENGES

Student Affairs faced the following challenges in 2020:

- The interim SRC could not provide leadership to the desired levels as it had to adjust its programmes to accommodate the institutional initiatives dealing with the challenges of COVID-19.
- There were 11 student deaths, and 14 incidents involving students affected by social and safety challenges.
- Student distress remained a serious challenge.
- The rise in academic dishonesty during the implementation of online teaching and learning was a new challenge.

CONCLUSION AND WAY FORWARD

Even though the voter turnout for the SRC elections during the first electronic voting was only 13%, the benefits far exceeded the disadvantages. The infusion of the Fourth Industrial Revolution (4IR) into a number of Student Affairs initiatives and the student leadership processes was progressively realised, e.g. automation of processes, and conducting effective online meetings and training.

Student Affairs, in partnership with students, will continue exploring opportunities for an outstanding and preferred student experience. The following seven priorities remain as the defining factors and drivers for Student Affairs:

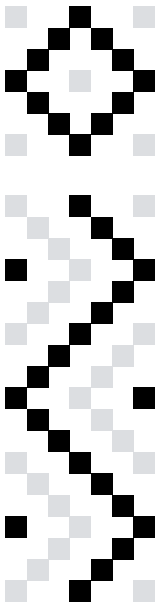
- Student stability and relations
- Provision of student accommodation
- Advocacy for student safety and security
- Student wellness
- Student development and support
- Policy development and review
- Staff capacity-building.



Godfrey Helani (Mr)

Senior Director: Student Affairs





Arts and Culture

UJ Arts and Culture made tangible contributions to the University's international profile and its national and global reputation in 2020. Various programmes and projects presented by the Division attracted local and international attention and several team members were invited to participate in local and international virtual industry forums and workshops. Through the support of research, interdisciplinary collaborations and the development of new African content, the Division supported the University's strategic objective of research and innovation. The Division made meaningful contributions to an enriching student-friendly learning and living experience through the UJ Arts Academy, which offers opportunities to students from across the University.

A highlight of the year was second-year FADA students receiving one of South Africa's most prestigious theatre awards. The Naledi Theatre Award for Best Set Design was awarded to the student cohort that designed the 'Metamorphosis' set, and the production also won the award for Best Lighting and Animation. UJ Arts and Culture's alumnus, Zimkitha Nyoka, won an award for Best Supporting Actress for her role in 'Xova'.

At the beginning of 2020, 4,7% more students than the year before were selected for the UJ Arts Academy. However, of the 546 students whose auditions were successful, only 199 students had qualified for cultural bursaries at the end of the year, as this is dependent on strict attendance and participation criteria. The steep decrease of 49% of students who did not complete programmes, normally around 20%, can be attributed to the advent of the COVID-19 pandemic, which necessitated the redesign of programme offerings and challenged students mentally, emotionally, and financially. The Division's re-designed extracurricular programme, offered to students at no cost, included drama, dance, movement and musical theatre classes that were presented online. Online teaching was augmented by 59 pre-recorded video tutorials across classes and programmes and one-on-one consultations between students, facilitators and coaches. An extensive online poetry programme, comprising weekly sessions, monthly slam competitions and a masterclass series, culminated in an online festival. Additionally, UJ students were given access to free virtual performances and other morale boosting online content and experiences.

Group drama classes made room for a more personalised online one-on-one approach. Dance opportunities included ballet, hip hop, afro-fusion, contemporary and Latin and ballroom. The practical nature of these specialisations made these classes challenging for students and instructors alike. Through a series of ten tutorials, a movement course focusing on fitness and flexibility for performance was offered to all students from across the academy. Musical theatre training was facilitated through a collaborative online process between UJ Arts Academy students and professionals from 'The Prodigal Man Returns' cast. Produced by Lungile Michael Themba Productions, the rehearsal process for this musical revue has given 13 UJ Arts Academy students an opportunity to learn from industry professionals.



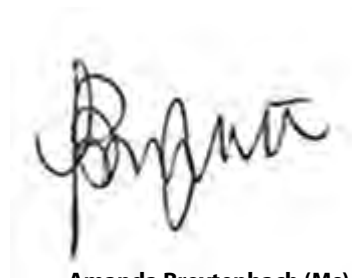
Presented annually since 2009, the 'Izimbongi Poetry Festival' is a showcase of UJ talent and an opportunity for students to collaborate with and learn from professional wordsmiths. In 2020, these opportunities were created through online poetry writing, publishing and performance masterclasses presented by Xabiso Villi, Vangile Gantshe and Flow Wellington. In addition to the final round of the year-long slam competition, a series of video projects, 'Black Lives Matter', 'These Hands', and 'The Pandemic' were filmed and released online.

UJ Choir's much anticipated new album, 'When the Earth Stands Still', was released in 2020 and is available together with previous albums on Spotify, Amazon Music, Google Play, Apple Music and Deezer. After developmental auditions, the 63 members who were selected for the UJ Choir received six video tutorials on vocal technique for choristers, together with live demonstration of the exercises, to enable them to continue their development during the time the choir was unable to rehearse due to the COVID-19 pandemic. UJ Choir participated in the XI Festival Internacional De Coros Universitarios UTE 2020 and was part of a Virtual Choral Celebration of University Choirs hosted by Choral Celebration Network Foundation (CCNF), involving university choirs from all over the world.

UJ students were given free access to virtual performances by world-class performers such as South African performance poet, Lebo Mashile, and stand-up comedian Nicholas Goliath, and were also given access to online content produced by the Division, including its interdisciplinary lockdown projects 'The Pandemic' and 'CURE', which found their way onto the global virtual stage. Additionally, a 3D virtual exhibition, 'Conversing the Land' and a docuseries on Willem Boshoff's 'Blind Alphabet' were accessible to UJ students on the UJ Art Gallery's new online platform, 'Moving Cube'. One of the most innovative visual art platforms in South Africa, it offers an array of 3D and 2D virtual exhibitions, video interviews with artists, curators, and specialists as well as educational programmes, competitions, and fun educational quizzes.

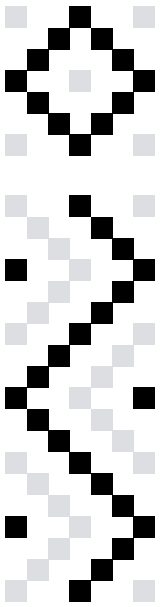
Even though Arts and Culture is not an academic division, when opportunities to support academic activities present themselves, the Division enthusiastically participates. During 2020, the Head of the Division presented a scriptwriting lecture for the foundation phase arts education students of the Education Department, and the curator presented an online credit-bearing module on Practical Curatorship to FADA BTech and honours students. Its partnership with MTN Foundation has also seen the Division offer first-hand professional curatorial practice skills transfer to three BTech students from FADA through the 'UJ & MTN Mentorship Programme', which included a series of masterclasses. Arts and Culture also produced an industrial theatre project for the Department of Geography, Environmental Management and Energy Studies at UJ as part of a master's study measuring the effectiveness of art in transferring scientific information to communities and inspiring change.

Activities presented by Arts and Culture attracted publicity to the advertising value equivalent of R9 935 624, as tracked by the University's media monitoring service, PEAR. The Division's digital footprint has seen an increase of 8,7% with a total of 33 787 followers across its Facebook, Twitter, and Instagram profiles.



Amanda Breytenbach (Ms)

Executive Dean: Faculty of Art, Design and Architecture (Acting)



Sport

INTRODUCTION

The year 2020 has been a challenging one; it forced us to be agile, adaptable and fluid. UJ Sport continues to lead the transformation agenda among universities in South Africa.

The lockdown period has been very challenging for both staff and student athletes. Just before the lockdown period, training sessions had to be modified and remodelled to accommodate fewer players, as precautionary measures were put in place to limit the number of athletes in a confined space at a specific time. Once the lockdown started, we then moved to more isolated methods of training with programmes that players had to perform at home or at student accommodation venues.

This was not well received by some of our student athletes, in terms of available space for training, as some students did not have open spaces to train in and the data needed to receive and send video clips as part of their report after each session. Coaches have been able to modify training programmes suitable to students' living spaces and with no training equipment, and athletes are now very cooperative.

OPERATING CONTEXT

UJ Sport comprises three units, with Sport Clubs as the core component of the division. The other two units provide the necessary support for performance of both students and staff, namely Athlete Support, which is responsible for the physical, emotional, and academic welfare of student athletes; while Support Services is responsible for facilities, events, marketing, communication, and maintenance, including internal UJ Sport transport.

Sport Clubs

The Sport Clubs Unit focuses on talent identification, development, and competitive sport, including retaining athletes who will represent the University in local, national, and international competitions. Staff and students are encouraged to participate in wellness, and recreational projects are important to promote social cohesion and encourage participation for both students and staff.

Our sports clubs are classified in three main categories.

Priority codes/elite sport

- Athletics (men and women)
- Basketball (men and women)
- Cricket (men)
- Football (men and women)
- Hockey (men and women)
- Netball (women)
- Rugby (men and women)

Competitive codes

- Rowing
- Sport for Students with Disabilities (SSD)
- Squash



Social/mass participation

- Chess
- Indigenous games
- Martial arts

Given the challenges that were imposed by the COVID-19 pandemic, University Sport South Africa (USSA) took a decision to cancel all university sports competitions. The cancellation of university sport competitions affected all our teams internally; it was a bitter pill to swallow for both staff and students, as these sports activities are a highlight of every sport student's year. It then became important for UJ Sport to review this and find a way to keep students and staff engaged virtually.

The only sporting code that was able to engage in official university competitions was the Rugby club, which played a few Varsity Cup matches before the implementation of the national lockdown. All other clubs had their activities cancelled at university level, though a few federations (Athletics, Rowing, and Netball) continued with provincial/national competitions. These competitions created opportunities for UJ athletes to be selected to national and provincial teams.

The various clubs introduced a few virtual events. FitCamps were online exercise programmes that were streamed on the UJ Sport Facebook page, which later led to the UJ Gymnasium collaborating with sport clubs to deliver this programme. These were initially held on Mondays, Wednesdays and Fridays, and when the gym began collaborating with the sport clubs, the days were increased to Mondays through to Saturdays. However, after a few weeks, the Saturday had to be cancelled due to low participation.

Realising that there was not much scope for physical activity, we then introduced webinars that focused on engaging with athletes and administrators. The webinars were hosted in collaboration with the UJ Library. They included the following topics: *Return to Play after COVID 19; Athlete to Coach: The Journey; Trapped in a foreign Country; Sport Sponsorship Post COVID-19; Sport Through the Eyes of Women; The Importance of Player Management.*

International Day for University Sport

We hosted the inaugural UJ Virtual Spring Run on 18-20 September in commemoration of the International Day for University Sport. This was a successful project with 195 competing participants; however, only 44 shared their time including their distance. The distances were 2 km, 5 km, and 10 km (run or walk), and the different age groups (under 25; under 35; under 45; under 55; and over 55) for the respective genders.

Athlete Support

The Athlete Support Unit provides services that focus on the wellbeing of athletes. These include Sport Science, Academic, and Psychological Support, including recruitment guidance, Sport Medicine and Rehabilitation, and Gymnasium.

Given the unique challenges of the COVID-19 pandemic, the Unit had to adapt activities to online services to carry out key roles and responsibilities in terms of the pandemic and lockdown restrictions.

The first UJ Sport Virtual Conference was held on 14 and 15 October 2020. The aim of the UJ Sport Conference 2020 was to bring together practitioners in sport medicine, sport science, health professionals, and coaches from school to elite level to share their knowledge, expertise, and experience in athlete support on all levels of sport participation. The conference provided a platform for wide-ranging issues that captured current and innovative developments in sport medicine and support, in the world of the Fourth Industrial Revolution (4IR).

Sport Science

Sport scientists had to come up with sport specific training programmes that would take into consideration space and equipment available for the athletes to train at home. Zoom and WhatsApp were used for training and monitoring of athletes, and for progress monitoring for both the support scientist and coaches. The sport scientists sent weekly updates to coaches.

Academic and psychological support including recruitment guidance

There was a decrease in the number of warnings that student athletes received during the year, including F7s.

Academic check-ins were done by means of Google Forms, and academic support was offered with weekly notes on different strategies to assist with studying. In terms of psychological support, the face-to-face workshops were transferred into weekly activities to assist the student-athletes to cope during this time.

The Unit also assisted the residence students during the lockdown period by checking in on a regular basis. The sport psychology sessions were also conducted online and focused on player thinking styles and strategy sessions for 2021.

Sport Medicine and Rehabilitation

The objective of the Sport Medicine Support Services within the Athlete Support Unit is to provide all athletes affiliated to UJ Sport Clubs, and who are preparing and competing in the Varsity Cup and Varsity Sport competitions, with healthcare and injury management. The Sport Medicine healthcare provider has a significant role to play within the sporting environment in achieving this outcome, by providing services to the teams and coaches and so contributing to the athletes' healthcare needs.

The key specifications for the UJ Sport's medical officer are:

- To advance and support management structures with medical decision making and to assist with the integration of medical services at UJ Sport to promote high-performance initiatives.
- Primary clinical support.
- Pre-medical screenings, including musculoskeletal as well as cardiac screening and examination, head injury screening and assessment.
- Medical consultations as per need.
- Emergency medical services (call-out).
- Player treatment and management (Sport Physician).
- Institution of a prompt referral system.
- Daily support to the team physiotherapist.
- Sport medicine educational services through lecturing on various sport medicine topics.
- Pharmaceutical services.
- Match day sport doctor coverage for UJ sport teams as needed at events.
- Events doctor support.
- Post-match recovery support.
- Research opportunities.
- Chronic and lifestyle disease management and rehabilitation.

Gymnasium

The Gymnasiums closed their doors completely during the lockdown period. During that time, the Gymnasiums focused on keeping the members and followers engaged in regular exercise through social media platforms, as was our primary objective during lockdown.

Support Services

Sports Gala

As 2020 was a historical year in all aspects, even the Sport Gala became a historic virtual event. We pre-recorded the entire event and then aired it through our UJ Sport Facebook page.

The following teams were honoured:

- Athletics
- Basketball Men
- Football Women
- Rugby 7s Men

For the year 2020, we did not award Sportsman and Sportswoman of the Year, because the students did not actively engage in competitions for the year.

HUMAN RESOURCES

UJ Sport has 27 permanent staff members and three fixed-term contracts; the bulk of our staff members are the 51 temporary appointees. Of the permanent staff members, 77% are from designated groups.

LEADERSHIP

- Taren Naidoo is flying the UJ flag high as the SA Hockey Senior National Women's conditioning coach.
- Jabulile Baloyi was appointed as the head coach of the under 20 national football team, which participated in the U20 World Cup Qualifier against Zambia where they drew once and won the second game 2-0.
- Mandla Ngema was the winning coach of both the Varsity Basketball 2019 and the Gauteng University Cup Competition. Mandla was also nominated for and won the Gauteng University Basketball coach of the year for 2020.
- Coach Mike Bester was awarded the Castle Coach of the Year Award by Squash South Africa in October. Many players had been coached by Mike, and his tenure at UJ has been most successful with the domination of the USSA arena.

HIGHLIGHTS

The following UJ Netball players made the elite squads for Gauteng Fireballs and Limpopo Baobabs:

- Liza Kruger, Sinenhlanhla Msomi, Bongiwwe Msomi, Rome Dreyer, Zanele Vimbela and Zene de Waal were all in the provincial teams that competed in the Telkom Netball League.
- UJ Netball had 18 representatives in the Spar National Championships representing the Johannesburg Netball Association. The SA u21 squad was selected in the tournament, with UJ's Boitumelo Mahloko and Nobuhle Sibisi selected.

One of our top rowers, Lebone Mokheseng, attended the SA Under 23 Camp held at the Vaal Dam from 3-10 October 2020. Both Lebone Mokheseng and Murray Bales-Smith are part of the South African training squad for the World Student Championships, which will be held in Chengdu, China, in August 2021.

Lifa Hlongwa, our para rower, came second at the African Rowing indoor Championships, held online on 28 November 2020.

The UJ Women's football team won the Engen Challenge, which was hosted online by Engen. The UJ women competed against the best women's teams in this skills challenge where they were crowned champions.

Three UJ cricketers received awards for their outstanding performance in Central Gauteng Lions Cricket:

- Delano Potgieter (Most improved Lions Player of the Year)
- Joshua Richards (Newcomer of the Year)
- Ryan Rickleton (Fitness Award).

Shaun Williams, one of our senior players, was signed to join the Blitzbokke Sevens Academy.

CONCLUSION AND WAY FORWARD

The COVID-19 pandemic has encouraged us to embrace and use technology to our benefit. Moving forward, the Division will have to diversify its offerings to include more virtual programmes that will include e-sports. Staff and students are encouraged to stay active through the UJ Active Programme, which will be launching a hiking club in 2021.



Nomsa Mahlangu (Ms)
Senior Director: Sport





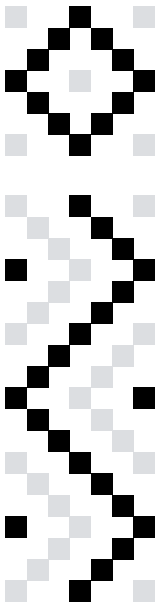


2535
879

GMB

MODEL:428

7239
572



Management and Administration: Human Resources

OVERVIEW

During 2020, the Human Resources (HR) Division's journey of change continued, albeit with the Coronavirus pandemic challenges. The entrenchment of the Fourth Industrial Revolution (4IR) in HR was fast-tracked, with the paradigm shift caused by the pandemic 'new normal' calling for new and innovative ways of working, as we continued to transition from the old to the new. Collaboration tools demonstrated that working in a different location from the normal office space could also enhance productivity, which brought some other challenges never experienced before.

As an HR community we embraced the change and adopted new ways of doing things, thus ensuring business continuity as well as providing support and platforms for staff to engage effectively. Through its Employment Relations (ER) and Organisation Development (OD) Units, the Division ensured that a healthy relationship was maintained with staff and labour through continuous engagements and updates. The development of the online institutional performance management system, Phases 1 and 2 of the organisational review and design process, as well as executive recruitment were focal points of delivery for the HR Division moving towards 2021. The employee life-cycle processes were performed online, including normal recruitment, which resulted in the filling of key positions.

The following policies/procedures were developed or reviewed to ensure alignment and compliance with legislation and best practice:

- Grievance Procedure
- Disciplinary Code and Procedure
- UJ Retirement Policy
- Training and Development Policy
- Performance Management Policy
- Conditional Appointments
- Policy: Employee Wellness
- Policy on Incapacity Management
- Guidelines and Procedures on Disability and Incapacity Management
- Policy on Sabbatical Leave
- Policy on Standby and Callout Duty
- Recruitment of International Staff Guidelines
- Talent Pipeline Framework
- Vice-Dean Appointment Process



OPERATING CONTEXT

To give effect to its mandate of efficient and effective people management, the Division is divided into units structured to serve the needs of the institution. The Office of the Executive Director: HR is responsible and accountable for all HR-related matters.

HR comprises the following units:

- Human Resources Business Partnering (HRBP)
- Organisational Development (OD)
- HR Operations and Human Resources Information Systems (HRIS)
- Data Analysis and Management
- Employment Relations and Wellness
- Human Resources Services: Remuneration and Benefits

STRATEGIC INITIATIVES DURING 2020

This section, in summary, reflects progress, key achievements, challenges, trends, and some key risks within the HR Division.

Human Resources Business Partnering (HRBP) Unit

The HR Business Partnering team serves as the key driver in the provision of HR services to meet the needs of the institution and facilitate the delivery of institutional objectives. The team also adapted to the new way of working and was successful in the delivery of the following key focus areas.

A total of 109 vacancies across the institution were finalised. The vacancy rate on 31 December 2020 was 8,07%, which is higher than the University prescribed rate of 7%. The higher vacancy rate can be attributed to the moratorium on filling support/service positions until the first quarter of 2020; a phased recruitment process based on motivations from line function ELG members; and travel bans, which also delayed the process for the recruitment of international staff. HR also facilitated the recruitment processes for executive positions and of prolific, highly ranked academics with remarkable scholarly profiles, in line with UJ's strategic needs.

Key projects and initiatives were delivered across the institution through the HR business partners as the client-facing unit. This included vacancy management, the annual performance management process, and the annual position budgeting process.

Apart from providing day-to-day guidance to management and employees on HR policies and procedures, as well as ensuring good governance to mitigate risks, the colleagues have also secured:

- Performance contracting compliance.
- The conclusion of first and second phase employment relations matters.
- Review and refinement of the University Induction Programme, to ensure optimal attendance.
- Employee wellness caring, where requested.

To improve ongoing efficiency and effective service delivery, shared platforms were established on SharePoint and OneDrive to share shortlisting and interview documentation with selection panels and internally within HR.

The utilisation of these platforms has created easier management of information and allows for updates in real time; various individuals could be invited to edit documents, thereby reducing delays, and ensuring better efficiencies.

Despite challenges experienced by the HR Business Partnering Unit, and especially in dealing with key vacancies, the Unit continued to commit to the institution's high service delivery expectations and is always seeking ways to improve its stature by aiming for consistent, timeous, and credible HR service delivery.

Organisational Development Unit

The Organisational Development Unit continues to play a critical role in building the University's capacity to achieve greater effectiveness by developing, improving, and reinforcing strategies, structures, and processes.

Organisational design and review

HR undertook an organisational design and review project to review the service delivery models and structures of the support service divisions within the University. The main objective of the review process was to provide

strategies on how to manage the organisational structures, to ensure effective costing of the structures, and of vacancy management. The other objective was to review the 75:25 support vs academic staff ratio, to ensure strategic staff allocation in support divisions.

The project initially commenced with one support division, namely the Finance Division, and was then extended to some other support divisions, which then constituted Phase 1 of the project. After realising the positive impact of the project, management decided to further expand the process to all remaining support service divisions, and this became Phase 2. The applicable organisational design and review activities for Phase 2 took place in 2020 with the responsible ELG and MEC members. By the end of 2020, all support service divisions had developed and recommended service delivery models and macro structures. Recommendations were presented for deliberation, some approved and others with a decision still pending.

The University of Johannesburg also recognises the importance of building its human capital/resources to ensure sustainability as part of organisational development. As such, the institution continuously seeks to improve the skills of its employees across all occupational categories to keep up with emerging and changing economic and environmental factors. The Learning and Development budget, which focused on skills development, included generic, managerial, technical, and 4IR-related training categories, as well as qualifications or part qualifications. A total number of 1 676 staff members attended our training offerings throughout the year. A total of 114 interventions were offered – of which 61% were offered online.

The GES 4.0 Change Management Project Team was established to support the GES 4.0 initiative. The project team developed a change management plan with interventions to support the various 4IR-related projects. Although some interventions were implemented, the project experienced a major adverse impact due to the COVID-19 pandemic in 2020.

In response to the above, the change management team implemented other interventions, engaging with staff members to ascertain the impact of remote working and automation of some of the business processes, as well as providing emotional support to staff members. This was delivered through the Online Communication Platform created and hosted by the Organisational Development Unit. In total, 573 staff attended these online interventions in 2020.

HR received a Discretionary Grant from the Education SETA, which was used to fund the Higher Certificate in Project Management, a full qualification on NQF Level 5 presented by the School of Management, through the College of Business and Economics.

Another milestone for HR within the governance domain was the timely submission of the Workplace Skills Plan to the relevant SETA, following successful consultation with key stakeholders including organised labour.

Workforce analysis and employment equity (EE) statistics

■ UJ overall workforce as at 31 December 2020

The statistics on the UJ workforce showed an increase in staff over the past five years. As in the past, this is the result of a deliberate strategy of creating more positions in the academic and research environments. This focus on increasing the academic workforce yielded good results, with the academic and research headcount increasing from 1 158 in 2016 to 1 270 in 2020.

Table 56: UJ workforce over the past five years¹

| | 2016 | 2017 | 2018 | 2019 | 2020 |
|--------------------------------------|--------------|--------------|--------------|--------------|--------------|
| Academic and research staff | 1 158 | 1 186 | 1 222 | 1 283 | 1 270 |
| Support staff | 2 501 | 3 164 | 3 105 | 3 080 | 3 048 |
| UJ Executive Leadership Group | 25 | 20 | 23 | 23 | 23 |
| Total | 3 684 | 4 370 | 4 350 | 4 386 | 4 342 |

¹ Support staff include the support services that were insourced (1 072 employees).

The academic and research headcount increased by 8,82% from 1 158 in 2016 to 1 270 in 2020, but decreased slightly from 2019 to 2020. The vacant position count for academic and research positions in 2020 reflects 1 270 filled positions and 199 vacant positions, of which some are filled by temporary staff.

Based on the categories used when reporting annually to the Department of Employment and Labour on the UJ Employment Equity status, the total academic and research staff complement at the end of 2020 was 1 270, of whom 615 were female and 655 male. For ease of reference, international staff were included in these two figures.

When focusing on South Africans, there were 313 black females, 294 black males, 239 white females and 197 white males. Of the 227 international staff, 63 were female and 164 male. The black academic and research staff component increased from 39,03% in 2016 to 48% in 2020. The number of female academic and research staff increased from 47,15% in 2016 to 48,3% in 2020, but has shown a decrease from 2019 to 2020, with 49,03% in 2019. Female associate professors and professors are now at 37,5%: a total of 130 was achieved, against the target of 123.

The increase in the support staff headcount in 2017 was related to the insourcing of Protection Services staff, cleaning staff and a few grounds staff members; but over the past three years, the support workforce contracted from 3 164 in 2017 to 3 048 (excluding the 23 ELG members of staff) in 2020, which equates to 116 fewer positions filled. This decrease can be attributed to the moratorium on the filling of vacant positions in support environments implemented in August 2018, and to the latest organisational redesign process. The position count for support staff positions for 2020 reflects 3 048 filled positions and 258 vacant positions, of which some are filled by temporary staff.

Based on the categories used when reporting annually to the Department of Employment and Labour on the UJ Employment Equity status, the total support staff complement was 3 071 of whom 1 594 were female and 1 477 male. (For ease of reference, international staff were included in these two figures.)

When focusing on South Africans, there were 1 321 black females, 1 329 black males, 261 white females, and 124 white males. The total number of international staff was 36, of whom 12 were female and 24 male.

The UJ Annual Performance Plan

The UJ Annual Performance Plan (APP) is revised annually to promote, inter alia, employment equity and transformation. The COVID-19 pandemic has had an impact on achieving targets regarding the appointment of academics during 2020.

Targets achieved in 2020

Table 57: UJ APP targets achieved in 2020 (based on HEMIS rules)

| Indicator | Target | Achieved |
|---|--------|----------|
| Number of black (SA) associate professors and professors | 77 | 84 |
| Permanent and fixed-term academic staff by rank (associate professors and professors) | 330 | 347 |
| Percentage permanent and fixed-term academic staff with doctorates | 50,5% | 50,7% |
| Number of black permanent and fixed-term academic staff | 628 | 629 |
| Number of female associate professors and professors | 123 | 130 |
| Number of academic staff recruited who are working in 4IR (accumulative) | 7 | 14 |

The number of academic and research staff with doctoral degrees increased by 21, year-on-year, and the target of 50,5% was surpassed in 2020 with an increase to 50,7%. Over the past five years, the percentage has increased from 42,2% to the current pleasing 50,7%. The University encourages and supports staff at lecturer level to obtain a doctorate, to ensure that the senior lecturer level is well developed for progression to associate professor and professor.

Targets not achieved in 2020

Table 58: UJ APP targets not achieved in 2020 (based on HEMIS rules)

| Indicator | Target | Achieved |
|--|--------|----------|
| Number of international permanent and fixed-term academic staff | 239 | 232 |
| Percentage permanent and fixed-term academic staff with master's degrees | 43% | 41,8% |
| Number of female academic staff | 650 | 633 |
| Number of academic staff with a disability | 16 | 15 |

■ **Percentage international permanent and fixed-term academic staff**

The underachievement on this indicator could be attributed to the ban on international travel due to COVID-19.

■ **Percentage permanent and fixed-term academic staff with master's degrees**

The underachievement could be attributed to the non-filling of vacancies due to COVID-19 as well as to the increase in the number of staff with a doctorate.

■ **Number of female academic staff**

The target was set at 650 and 633 was recorded.

■ **People with disabilities**

The target set for academic and research staff with a disability was 16, and the total recorded was 15. The total number of staff with disabilities in the institution is 45, representing 1,04% of the total staff complement. This number is still below the economically active population target of 3% drawn from the Gauteng statistics, against which the institution benchmarks.

Academic and research staff promoted in 2020

In terms of academic and research staff promotions, Senex approved 70 promotions in 2020 compared to the 50 promotions in 2019. Of the total number of staff promoted, 38 (54,29%) were female and 32 (45,71%) male, including 18 international staff, of whom seven were female and 11 male. For the first time, significantly more designated South African staff were promoted: 35 of the 70, as compared to both the 17 non-designated South African staff and the 18 international staff; and of the designated staff who were promoted, 20 were female. It appears that UJ's various interventions seeking to support the development of designated staff and of female staff are now proving successful.

The Executive Leadership Group employment equity profile in 2020

The number of the Executive Leadership Group has remained constant over the past three years. At the end of 2020, the headcount was 23 with one vacancy. The ELG black gender profile has shifted notably from 2017 to 2019. Black female representation was 32% in 2017, 43,48% in 2019, and 47,8% in 2020. Of the 23 ELG members, there were 11 black females, four black males, three white females, and five white males.

Executive recruitment and global excellence and stature (GES)

The HR Division facilitated the recruitment and review process of high-level executive positions, which culminated in the following appointments and re-appointments in 2020:

- Executive Dean: Humanities, appointed from 1 May 2020.
- Executive Dean: Faculty of Art, Design and Architecture, to commence employment in second quarter of 2021.
- Deputy Vice-Chancellor: Academic: Designate, appointed from 1 January 2021.
- Executive Dean: Law appointed from 1 March 2021.
- Dean: Johannesburg Business School, appointed from 1 March 2021.
- Senior Director: Strategic Initiatives and Administration, appointed from 1 January 2021.
- Senior Director: Academic Development and Support, appointed from 1 January 2021.
- Senior Director: Postgraduate School, appointed from 1 February 2021.



- Reappointment of the Executive Dean: College of Business and Economics (CBE), with effect from 1 January 2020.
- Reappointment of the Executive Dean: Faculty of Science, with effect from 1 January 2020.

At the core of UJ's vision and mission of global excellence and stature lies the ability to attract and retain accomplished academic and research staff. In line with the GES Strategy 1.0 and GES 4.0, the number of international scholars appointed has continued to rise since inception in 2014. The University has introduced a multidisciplinary catalytic initiative for the Fourth Industrial Revolution (4IR). In addition to the existing GES 1.0 drive, positions were created to directly develop UJ's 4IR agenda. The GES appointment details are as follows:

- Distinguished Visiting Professors (DVP) – 59 (of the 59 appointed DVPs, 15 are contributing to the 4IR agenda).
- Distinguished Professors – 3.
- Directors of Institutes – 4.

The following appointments are directly linked to the 4IR strategy:

- Professors of Practice – 5.
- Visiting Professors – 4.
- Visiting Associate Professors – 5.
- Senior Research Associates – 2.

Human Resources Operations and Human Resources Information Systems (HRIS) Unit

In terms of background, during 2020, the two Units complemented each other with their focus on data governance. Despite the challenges of COVID-19 in terms of remote working and insufficiencies around data, outdated laptops, and COVID-19 related illnesses, staff rose to the occasion. Systems were kept stable, appointments and terminations of staff were processed timeously, and development work was undertaken.

Several focal points received attention, and progress was made in terms of:

- Enhancements to the Online Temporary Appointment and Claims System (OTACS), needing cross-functional interventions with Finance, ICS, and the developers Red Edge, together with governance reporting on process challenges experienced.
- Significant progress made regarding the development of a Web app to generate appointments in an automated way, with the project to be finalised in 2021.
- Progress was made regarding the development of an online Declaration of Interest system. The automated workflow will be rolled out in 2021.
- Internal and external audits were managed together with the B-BBEE audit.
- Outdated organisational structures were updated continuously.
- A framework was put in place for the tracking of and reporting on special appointments.
- The Human Resources Schedule of Submissions was effectively managed to ensure timeous and up to standard reporting.

Data Analysis Unit

The data analyst in HR provides support to the HR team and broader University of Johannesburg (UJ) community by introducing technology, business, and data improvements. Several systems have been developed by the employee, and these systems have created greater efficiency and agility for the HR Division. These improvements have resulted in a higher level of confidence in HR data, and reports are better aligned to the source systems.

While 2020 was a challenging year, several improvements were implemented by the Unit, which included the development and deployment of the online Performance Management System, the HR e-forms application and a significant improvement in data quality.

Performance Management

Several initiatives have been undertaken in the past to source and automate solutions that will enable a fully adopted and automated performance management (PM) solution. While much work has been done by several units, it was not fully successful due to the complexities internal to UJ, as well as in terms of what enterprise systems were able to offer.

In February 2020, it was resolved that the online automated PM system be developed internally and customised to UJ, to support some of the complexities that had been identified. The development of the system was to be

done by the HR data analyst. Following a comprehensive business process review and engagement with HR stakeholders as well as with the broader UJ community, the system development began. The project consisted of a six-month development process, and with several iterations through a consultation process with various stakeholders, the PM system was fully developed. Application testing began and was concluded in August 2020.

A user guide was developed to support the system, and in October 2020, the PM management system was deployed to production and the application went live.

Engagements were set up with the change management teams to launch the system for the 2021 PM cycle. Training schedules were designed, and a training plan was developed by the HR data analyst to demonstrate the system and its functionality. It is envisaged that training will begin in January 2021.

HR e-forms

The HR e-forms application provides HR administrators with the ability to extract real-time information from source systems, primarily from Oracle EBS, and to populate forms, which are then converted to documents in PDF formats with a click of a button. These documents include employee confirmation, visa, maternity leave and special appointment letters. It further caters for independent contractor appointments and certificates of service.

In the past, the HR administrators needed to traverse several screens within Oracle EBS to manually extract information and paste this information into a document, print the document, sign and stamp, and thereafter scan and email this document to the employee requesting it. It took on average up to 15 minutes to compile a single document.

With the introduction of the HR e-forms, the system caters for the extraction, compilation, signature, and stamp, and converts the document to PDF format instantaneously. This has resulted in significant time saving. Data quality has also seen an improvement as the system utilises the information from the source system. Incorrect data in source would immediately reflect incorrectly on the documents and letters. To date, more than 3 000 documents had been generated programmatically by the system.

Data quality

The first phase of data quality (DQ) measures was launched during 2019, with improvements in data realised. The second phase was initiated in January 2020. As the HR data analyst now had a greater understanding of the data he was presented with, new and improved DQ processes and deviations were identified and resolved. To date, a total of 19 DQ deviations have been measured across the full dataset. These deviations are measured at set intervals through a programmatic script, and the deviations are communicated systemically to stakeholders within HR.

The DQ deviations are further measured utilising analytics tools, which provide a view of improvements and areas that require immediate and urgent interventions. Significant improvements in data quality have been realised with overall improvement in reporting.

Employment Relations and Wellness Unit

Employment relations

The objectives of the Employment Relations Unit for 2020 continued to be the effective management of discipline, grievance, collective labour engagements, and the fair and consistent application of the UJ conditions of services.

The collective bargaining environment significantly improved over challenges encountered in the past, where consultative structures were managed in an ad hoc and non-structured manner. As a result of a joint bargaining process of the University with the two recognised unions, namely the National Union of Metalworkers in South Africa (NUMSA) and the National Education Health and Allied Workers Union (NEHAWU), a constitution of the collective bargaining and consultative forum was finalised and implemented.

With this achievement, the University has successfully integrated both unions into one negotiating/consultative bargaining forum. The parties concluded an agreement formalising the formation of the Bargaining and Consultative Forum.

The year 2020 held significant challenges, yet despite these, the University and its stakeholders concluded agreements related to Protection Services, whereby shift patterns, hours of work, and leave arrangements were regulated. Much more clarity has been achieved, which will ultimately result in the consistent application of practices related to all our Protection Services staff members. Furthermore, the agreement with Cleaning Services was reviewed in line with sector developments. The agreement was finalised to the satisfaction of all stakeholders involved.

Owing to the COVID-19 pandemic challenges and its effect on the continued sustainability of the higher education sector, the University and the unions followed a cautious approach and delayed any salary increases until more certainty is established in terms of the income streams of the University. Negotiations will recommence during March 2021.

A continuous process of streamlining ER processes was adopted to offer efficient and effective service in response to challenges imposed by the COVID-19 pandemic on day-to-day operations. This saw efficient services rendered amidst these difficult times, with technology being used to implement various ER policies, procedures, and services. Continuous online engagement sessions were held with union partners to ensure that essential services delivery and other employment relations matters were addressed timeously.

Some changes have been effected to the conditions of services to improve clarity, especially around the application of statutory leave. Disciplinary matters were dealt with as per the required legislation.

In terms of recognised unions, the membership of organised labour remains mainly unchanged.

Employee wellness

The UJ Employee Wellness Programme offers a comprehensive and multidisciplinary solution to promote, improve, and optimise the health, wellbeing, and high performance of UJ employees. UJ uses the combined services delivery model, where some of the services are outsourced to an external service provider, Careways, and other services are rendered internally by the Wellness team.

The year under review was extraordinary. With the emergence of the unprecedented COVID-19 pandemic and the subsequent lockdown, unique challenges were presented around business continuity, and therefore some of the planned wellness interventions had to be amended to respond to the challenges of COVID-19. Since the lockdown, many people have experienced uncertainty, fear, and feelings of anxiety, which may harm the wellbeing of employees and their productivity.

The following interventions were executed, to offer support to employees.

Table 59: Interventions offered

| Interventions presented | Key focus area |
|---|--|
| A survey was conducted to assess employees' reactions to the COVID-19 pandemic and ensuing lockdown. | The survey aimed to identify employees' concerns following the lockdown, perceptions of the organisation's supportive efforts during the lockdown, and possible wellness related topics of interest following the lockdown. A total of 437 employees participated. |
| Sixteen educational messages were sent out to employees. | Weekly articles on COVID-19 and other wellness related topics, such as mental health and stress. |
| An online session with PsyCaD and the Transformation Unit. | Workplace reimaged. |
| Message to staff with a link for the employee to contact Careways for confidential support. | Information about Careways offering. |
| Two online live Facebook sessions. | Breaking stigma surrounding COVID-19. |
| An online line manager training session. | Managing new dynamics in a changing work environment. |

| Interventions presented | Key focus area |
|---|--|
| Three online sessions on returning to work, offered in conjunction with Primary Healthcare. | Returning to work amid COVID-19. |
| Seven group trauma debriefing sessions. | Sessions relating to COVID-19 infections and bereavement associated with the passing away of an employee. |
| Information session with secretaries to ELG. | Boundaries during the lockdown and dealing with emotional challenges. |
| The Unit also observed Condom Week. | More than 6 000 condoms were distributed to staff during the Condom Week Campaign, and employees were educated about the use of a female condom. |
| Online sessions on the 'Pink Drive' campaign. | 70 employees attended the breast cancer awareness function. |

Human Resources Services: Remuneration and Benefits Unit

As one of the pillars of the broader Human Resources Division, the Remuneration and Benefits Unit's primary responsibility is to provide strategic direction to the University of Johannesburg with regard to the remuneration and benefits function. It harnesses all remuneration processes to assist the Division to ensure a competitive employee value proposition that positions the University of Johannesburg as an attractive employer of choice.

A positive element of the COVID-19 pandemic was a significant reduction of many cost elements, which are the major drivers of recruitment costs within overall University expenditure. During 2020, there was a 44,93% net reduction in these costs due to the strategic downward management of recruitment costs. This is in line with the objective of ensuring financial sustainability in terms of the strategic imperative of aligning remuneration costs within the Council determined threshold. Among other achievements of this challenging year was the successful replacement of the medical aid brokers for the University of Johannesburg through an open tender process. This was the outcome of substantive negotiations confirming positive employer-employee relations, which further corroborates our intentions of being a caring employer.

All planned normal projects and key activities as per our annual calendar were delayed or deferred due to COVID-19 disruptions. The annual salary increases together with a market adjustment of the 65th percentile project were not implemented, due to the unknown impact that the COVID-19 pandemic would have on institutional finances. A new incentive scheme was not further developed as planned, again because of the unknown future relating to the financial situation. The annual Long Service Awards function, which recognises our long-serving employees, had to be put on hold to comply with the social distancing regulations. Furthermore, the Council on Higher Education (CHE) presented another challenge by requiring that the University undertake a major remuneration survey of all salaries and payments made from 2005 until 2019 to all staff. All this made it impossible for the Unit to simply perform according to its normal calendar.

RISK MANAGEMENT

The reality of the COVID-19 pandemic has forced the University to include a response to the pandemic in its operational plans to ensure business continuity. Hence, in 2020, the Human Resources Risk Register was updated and revised, in line with the Risk Management Committee (RMC) resolutions regarding specific measures to deal with COVID-19 disruptions. In line with UJ's continuous, risk-conscious management approach, action plans are regularly proposed with regard to the risks listed below:

- National outbreak of COVID-19 (Coronavirus).
- Inadequate attraction, retention, and succession planning.
- Usage of the Online Temporary Appointment and Claims System (OTACS) and process.
- Inability to meet EE targets in the academic environment.
- Psychological issues that may lead to mental abnormalities impacting on staff wellbeing.



- Lack of data integrity.
- The UJ's B-BBEE Scorecard (skills development).

SIGNIFICANT ACCOMPLISHMENTS IN 2020

In general, the Division has achieved key milestones in 2020 despite the changes in the way of working. Accomplishments included the following:

- Development of the online Performance Management system.
- Key executive positions filled, including the recruitment of highly cited researchers.
- Online HR platform developed to facilitate staff engagement and online training interventions.
- The academic and research workforce increased from 1 126 as of 31 December 2015 to 1 270 end 2020 (figures are actuals and not for HEMIS purposes).
- A number of APP targets were achieved; but further improvement is needed.
- The change in medical aid brokers after a successful tender, as agreed in the substantive negotiations.
- Key agreements with our union stakeholders, which benefited both employees and the University.
- Huge reduction in recruitment costs, due to COVID-19 enforced working arrangements.

CONCLUSION AND WAY FORWARD

The Human Resources Division has never explored the benefits and value of telecommuting. Now that the lockdown has forced every company in every industry to rely on telecommuting to keep things going, it is quite clear that much can be done while working from home. This is the time to explore the values of remote working and of physical presence and to make a significant transition that can ultimately save office space and cost.

HR processes and technology have found room to improve when interrogated, challenged, and redesigned to meet business operational requirements if done with collaborative effort. There is potential for further automation and streamlining.

The way forward is to increase our use of new technologies, with digital transformation having an impact on the future workforce and workplace. UJ would benefit by exploring this future way of work, which has been seen to be beneficial to both staff members and the institution during the lockdown.



Tokoza Kwinane (Ms)
Executive Director: Human Resources



André Swart (Prof)
Chief Operating Officer



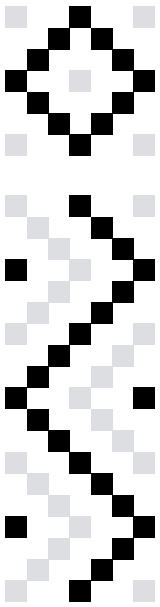
Tshilidzi Marwala (Prof)
Vice-Cancellor and Principal





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Management and Administration: Support Services

OVERVIEW

The University of Johannesburg's (UJ's) Strategic Object Four, enriching student-friendly learning and living experience, and Objective Six, fitness for global excellence and stature, have import for the following support services divisions of the University:

- Office of the General Counsel
- Information Communication Systems
- Academic Planning, Quality Promotion and Academic Staff Development
- Institutional Planning, Evaluation and Monitoring
- Operations (including Protection Services and Campuses)

Furthermore, in 2020, the encompassing Registrar's Portfolio included:

- Central Academic Administration (including Student Marketing and Alumni)
- Corporate Governance
- University Secretariat
- Occupational Health Practice
- Primary Healthcare Service
- Institutional Office for HIV and AIDS (IOHA)

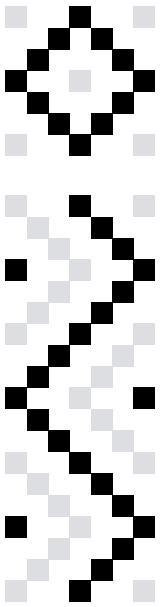
The operating context and governance as well as the performance review of all these support services divisions are reflected in this report.

Reports of the various support services serve at the relevant Management, Senate and Council committees.

Tshilidzi Marwala (Prof)

Vice-Cancellor and Principal





Registrar's Portfolio

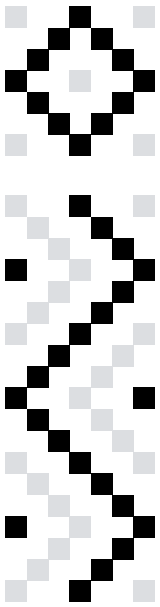
The primary focus of the various units in the Registrar's Portfolio is on Strategic Objectives Four and Six: An enriching student-friendly learning and living experience, and fitness for global excellence and stature. These units contribute to these objectives, on the one hand, through a focus on the health and wellness of students as a precondition to their academic and personal fulfilment as members of the university community; and on the other, through ensuring aspects of the quality underpinning an excellent academic experience. The latter ranges from the quality of institutional governance, through the administration of the student life cycle to the operational quality of support units. A recent addition to the Registrar's Portfolio has been Student Marketing, Alumni, and Convocation, to further enhance student life-cycle management.

Beyond these two core strategic objectives, the units under the Registrar's stewardship also impact, in most cases rather less directly, on the other strategic goals of the University. In addition, increasing numbers of staff are contributing research papers to national, and on occasion, international conferences. In short, the work of these units is focused on and underpinned by a strong commitment to the institutional strategic goals, and to the overarching goal of global excellence and stature.

Kinta Burger (Prof)

Registrar





Central Academic Administration

OPERATING CONTEXT & GOVERNANCE

The term academic administration refers to the management and governance of the student's academic life cycle, from application to graduation. Central Academic Administration (CAA) operates to enable the University's fitness for purpose and adequate support of its primary academic strategic objectives. The institutional Academic Administration Coordination Committee (chaired by the Registrar) oversees academic administration governance and meets regularly. The following other specialised committees are operational: Admission Committee, Assessment Committee, Registration Committee, Timetable Committee, and Graduation Committee, all chaired by the Registrar. In addition, various specialised operational committees exist within Central Academic Administration to attend to operational matters.

The Senior Director: Central Academic Administration (CAA) reports to the Registrar. Each faculty has a Head of Faculty Administration reporting to the relevant Executive Dean. However, a dual governance system exists, and the Registrar is ultimately accountable for academic administration quality. The annual external student data audit is submitted to DHET via the Registrar's Office. The current student data system is ITS Integrator 4 from Adapt IT, which is integrated with other systems, like the CELCAT system for timetable optimisation, Perceptive Content (document management and storage system) and Blackboard (learning management system).

Central Academic Administration governance is divided into the following units: Faculty Coordination (including Academic Structure, Registration Logistics, Certification, Graduations, and Alumni), HEMIS Coordinator, Student Enrolment Centre (including Student Call Centre and Student Marketing), Assessment, and Timetabling. The following governance committees report to the Senate Executive Committee (Senex): Admission Committee, Academic Administration Coordination Committee, Registration Committee, Timetable Committee, and Graduation Committee. Each committee operates in accordance with the relevant charter approved by Senex.

RISKS AND MANAGEMENT OF RISKS

A risk mitigation strategy for academic administration, focusing on the student's academic life cycle, was developed a while ago and has been continually refined based on the effectiveness of risk mitigation strategies. The risks related to academic administration are governed by Central Academic Administration and managed within the faculties and the academic life-cycle based institutional committees reflected in the overview above. The academic administration risks are listed below. Their potential impact on the institution and the effectiveness of the mitigation strategies are reviewed annually.

A large number of late enquiries/walk-ins in January

To mitigate any risks related to late applications/walk-ins, the University again decided not to allow any physical



walk-ins during the week following the release of the Grade 12 results. To further mitigate the risk of walk-ins, a comprehensive communication campaign was launched to inform prospective applicants of the application deadlines and to inform them that no walk-ins would be allowed on any campus in January.

Immediately after the release of the NSC results, UJ calculated the final admission status of applicants and accepted or declined applicants whose Grade 12 results met/did not meet the final admission requirements. Applicants in all categories were informed through an SMS and email of their final admission status. Application statuses were also available on the UJ home page. All four UJ campuses were closed during the week before the release of the final Grade 12 results, and students were only allowed on campus, among other reasons, to submit study visas.

Anybody who wanted to enquire whether UJ still had space available in a particular course or wanted to change to a different course had to use the Late Enquiry System via the UJ website or call centre. This system was made available for five days after the release of the Grade 12 results for the late enquiries to be processed for all the campuses.

The Late Enquiry System incorporates the Grade 12 results and IEB results for all provinces for the past nine years. This means that Grade 12 learners only have to submit their ID number for the system to evaluate their enquiry. After submitting an ID number, the Late Enquiry System automatically verifies whether the person qualifies (based on the individual requirements) for any course where there still is space available.

The system was enhanced with a pin verification process for applicants with a valid student number and also did not display back to the person making the enquiry any personal information (e.g. full name, surname, or ID number). Instead, this personal information was masked with "*" to prevent the unauthorised use of data. In total, 94 000 people utilised the system, with more than 17 500 being able to log a formal enquiry. In the previous year, a total of 86 000 people had used the system, with more than 14 500 being able to log a formal enquiry.

CAA launched an intelligent digital assistant in July called MoUJi. During registrations, we implemented with great success a chatbot to assist with general enquiries. This chatbot was enhanced by integrating our student administration systems to offer applicants and students a new self-service option. MoUJi simulates human conversation using concepts of artificial intelligence. It is designed to assist prospective students, registered students, alumni, and guests who may be interested in UJ with all the enquiries related to the University.

This initial chatbot offered assistance in the form of standard answers to general questions related to applications and registrations. The enhanced chatbot or digital assistant can now provide applicants or students with personal details, assist in amending contact details, view academic and residence admission statuses, and access class timetables, examination results, and financial statements. MoUJi was also integrated into Facebook (a social media platform) to assist with enquiries in real-time through the personal chat option.

Registration

A medium-risk classification was again assigned to provide for heightened visibility and responsiveness by public order policing. As mentioned above, strict access control measures to all campuses were in place during the period following the release of the Grade 12 results in January 2020, while at the same time, adequate support was ensured for entrants who wished to submit late applications, register online and off-site, and have queries answered.

Comprehensive risk mitigation strategies were put in place for registration, with a focus on online services. CAA has made excellent progress with the implementation of online registrations and is considered a leader in the domain of online applications, late enquiries, and registrations.

- Only online, off-site registrations were accepted, with limited resources available on campus for students who did not have access to facilities to register online. (Assisted on-site registrations have decreased dramatically from 40% of the student population a few years back to less than 15% annually).
- More online services were introduced, e.g. for F7 appeal motivations, course changes after registration and sick or special assessment applications.
- Strict access control at campus entrances was implemented, with security vetting stations to assist with enquiries. For 2020, all the faculties were available in these vetting areas to assist with enquiries ranging from possible bursary opportunities to the issuing of official academic records.

- An extended call centre managed more than 103 000 calls in January and the chatbot assisted with an additional 30 000 application and registration enquiries.

Coronavirus pandemic

CAA instantly responded to the national lockdown, brought about by the Coronavirus pandemic, by activating the disaster recovery plan and initiating remote working for all the departments. Every business process continued effectively without interruption. Even the call centre staff received calls remotely on their computers, and replacement certificates were printed remotely and couriered to alumni.

After the April recess was extended due to the national lockdown, the 2020 (and subsequently the 2021) academic calendar had to be adjusted, at short notice, to move academic activities for the rest of the year. The 2021 academic calendar had to make space for the end of year supplementary assessments, which had to move out to January 2021 from November 2020 to allow for enough academic time in 2020. The first-year students in 2021 were also impacted by the news that the final Grade 12 results would only be released six weeks later than usual in 2021.

The later release of the Grade 12 results created a challenge because senior students could register and continue academic activities three weeks before the first years. To reserve the spaces for first years in programmes, the registration system had to be enhanced to facilitate quotas for the different student categories.

In-person graduations had to be cancelled at short notice. Instead, the 14 000 graduates in 2020 were graduated in absentia at virtual graduation ceremonies. To also allow access to graduates' academic results (without having to visit the campus), CAA developed an electronic academic record (with a secure, official digital stamp and Registrar's signature), which were made available to graduates and current students in April. The electronic academic record could also be emailed securely to third parties or prospective employers by the graduate. To enhance the virtual graduation experience, CAA developed a mobile app where graduates could take a selfie with a virtual background of the graduation hall or standing next to the Vice-Chancellor (VC) or Registrar wearing a graduation gown.

To assist graduates in getting their certificates, CAA created an online booking system for drive-through collections. This drive-through service allowed graduates to make a booking for a specific date and time and to receive the certificate safely, without having to leave the vehicle.

Owing to the decision to move teaching and learning activities online, many modules had to adopt a new assessment method. The academic structure for many modules had to change from a summative assessment principle approach (e.g. tests and exams) to continuous assessment (e.g. regular assignments, projects and online quizzes or open book tests). To facilitate this need, CAA had to update large parts of the calculation criteria database to align with the emergency COVID-19 regulation changes approved by Senate. Online assessments also had to be facilitated at short notice with three online proctoring (invigilation) systems, which were piloted during the year.

In order to elevate the support for online enquiries, CAA implemented the virtual assistant (MoUJi), which integrated with the student management system to assist students with their enquiries personally (e.g. getting their personal results, admission status, balance, or timetable for a student).

Student Marketing was also impacted negatively, as they could not visit and market UJ at schools. To assist the student marketers, given that they could not physically visit schools (and because the UJ campuses were closed for visitors), CAA developed virtual campus tours for the UJ website. Visitors to the site could experience virtual reality tours, which placed them virtually in the most important locations on each campus. For marketing purposes, branded VR headsets and cloth face masks were handed out at schools, and all the student marketing engagements moved online through webinars and Facebook live broadcasts.

The virtual nature of teaching and learning required a virtual voting system for the SRC voting process. The previous year CAA had implemented an online voting system for the Executive Committee of Convocation, which (in collaboration with Corporate Governance) was enhanced to also cater to this need.

STRATEGIC FOCUS AND TARGETS

The realisation of goals and targets in 2020

Student marketing

The student marketing function plays a critical role in the University's marketing strategy by creating the required awareness among high school learners of the different qualifications offered by UJ. Learners can then make more informed decisions regarding their career and study choices.

The following activities were planned, but due to COVID-19 restrictions, specific campaigns had to be cancelled, while others were very successfully converted into virtual interactions:

- Orange Carpet campaign – continued on a virtual platform. The Orange Carpet (top achiever) category of applications increased from 2 160 in 2019 to 2 653 in 2020.
- UJ Open Days – all on-campus functions had to be cancelled due to COVID-19.
- About 20 virtual seminars/webinars took place for Grade 9s, Grade 11s and Grade 12s, with online attendees having opportunities to interact with presenters by asking questions. On several occasions, specific faculty marketers were also involved in virtual discussions.
- Apply-on-time and No walk-ins marketing campaigns continued and were supported virtually.
- Hamlet and Othello productions (generally hosted at the UJ Arts Centre on campus) had to be presented virtually to schools with a UJ marketing video to encourage learners to make UJ their choice of university for further studies.
- 2 000 UJ branded virtual reality headsets, cloth face masks and marketing material were distributed to the top 50 feeder schools of UJ.

In 2019, CAA introduced new digital marketing and virtual engagement strategies for student marketing. This past year, the strategy was accelerated by COVID-19 and had to be expanded with virtual engagements through social media channels. The VR (virtual reality) headsets designed last year were handed out to learners to do virtual campus tours of UJ. CAA is investigating the possibility of creating an augmented reality virtual assistant in the VR tour.

Applications

The University again promoted the use of the online application system by means of the 'no application fees' policy. A total of 99% of all applicants applied online as opposed to 97% in 2019 and 96% in 2018. Applicants received an automated response (acknowledgement of receipt) after the submission of the application.

Furthermore, the online pre-screening of applicants against their Grade 11/12 results (while they are in the process of completing the online application) allowed the applicant to select a qualification suited to their specific results. This pre-screening function indicated when they did not meet the minimum entrance requirements in a chosen programme. Applicants were, however, still allowed to select any qualification of interest during the online application process.

The number of headcount applicants (including short learning programmes) in 2020 was 247 073 compared to 235 382 in 2019 and 204 557 in 2018. A database of unsuccessful yet qualifying applicants was developed to use as a 'selection list' in case enrolment targets were not met. Owing to the impact of COVID-19, UJ decided to extend both the undergraduate and postgraduate closing dates by one month each.

CAA was proud to announce the launch of UJ's intelligent digital assistant (MoUJi). During registrations, a chatbot was implemented with great success to assist with general enquiries. This chatbot has now also been enhanced by integrating our student administration systems to offer applicants and students a new self-service option. The enhanced chatbot or digital assistant can now provide applicants or students with personal details, assist in amending contact details, view academic and residence admission statuses, and access class timetables, examination results, and financial statements.

To further assist applicants with career guidance during the application phase, the UJ website was enhanced to focus more on essential career guidance. The University career guidance system increased traffic from 909 users to 3 379 users in the three months (Quarter 1) before the lockdown. This equates to a Quarter 1 increase in 2020 of 271,73% compared to Quarter 1 of 2019. This career guidance portal continues to grow each year, and UJ will be actively marketing and expanding on the services in the future.

The student management system was also enhanced to facilitate a double admission in the new year for final selections with an automated cancellation of the second choice not registered for. In the past, an applicant could only be accepted for one programme at a time. This means that an applicant could now be accepted for both choices in the new year (concurrently) and decide for which programme he or she wants to register. The second choice would not be delayed in the admission process anymore. This is regarded as a very significant enhancement to the final selection process.

Registration

UJ reached most of the set enrolment targets in the registration categories for the year. A student satisfaction rate of 80% was reached for registration, proving that students are satisfied with the process and support. UJ also launched several additional online programmes in 2020 (including a fully online MBA), and CAA will continue developing and integrating systems to streamline and improve our online services.

Owing to the impact of COVID-19 on teaching and learning, academic regulations were amended to temporarily allow all programmes to be offered online without major changes affecting the academic structure. Some leniencies in the calculation criteria for faculties were also approved, with some modules moving from final summative assessments to continuous assessment. This concession of being offered online was also extended to contact based short learning programmes

The development of an electronic sign-off process of the calculation criteria by faculties (to monitor and maintain good governance within the domain) was fully developed in 2020 and will go live early in 2021.

The UJ chatbot was integral in successfully managing the demand relating to the increased application and registration enquiries in January 2020. Early in the year, CAA collaborated with the Marketing and Brand Office to expand the chatbot to assist with social media enquiries. This proved to be very valuable in helping with real-time online enquiries, 24 hours a day. CAA will also investigate the possibility of expanding the chatbot to allow for interactive interactions with school learners via an augmented reality virtual assistant who can answer questions and assist with the application process.

Timetables

Owing to COVID-19, UJ decided early in the pandemic that the campus lecturing and examination timetables should stay the same for the rest of the year, regardless of the move to online teaching and learning. This strategy proved to be a very effective way of making sure that online academic activities did not overlap nor assessments clash.

The CELCAT timetable optimisation software, which was implemented a few years ago, has been utilised over the past few years to optimise the DFC, APB and SWC lecturing timetable. In 2019, the whole Kingsway Campus lecturing timetable was re-set and re-optimised from a zero base, using the automation functionality of the CELCAT software for implementation in the 2020 academic calendar. This comprehensive project was concluded successfully and was fully implemented in 2020. The APB Campus lecturing timetable is scheduled for optimisation in 2021 for the 2022 academic year.

Challenges experienced in 2020 related primarily to the COVID-19 pandemic and its impact on the University's modes of teaching and learning and assessments (continuous assessments, examinations, and tests). After moving to fully online teaching and learning from April, many changes were made to the 2020 and 2021 academic calendars. Much re-planning, timetable re-formatting, and re-publication of information had to be implemented, and sometimes at very short notice.

Assessment

The Management of Assessment Marks System (MAMS), Submission of Assessment Papers Secured System (SAPSS) and Online Declaration of Confidentiality and Conflict of Interest were also enhanced in 2020. These systems have increased the governance of marks and assessment logistics and reduced the risks relating to the collection, printing and storing of assessment papers.

Enhancements to the SAPSS system were prioritised with functionalities added, such as a warning to the HOD of similarities between the papers submitted for the main, supplementary and special assessments,

and randomising the selection of assessment papers in terms of the order in which they will be used (main, supplementary and special assessments). Further enhancements were also completed to ensure a more user-friendly system experience. CAA will be initiating a major revamp/rewrite of the MAMS system in 2021 to bring it in line with the latest technology.

Owing to the early onset of COVID-19 and the urgent move to online assessments for universities, UJ also had to investigate and procure licences for online proctoring (invigilation) systems. The three systems used in 2020 were Proctorio, Examity and an in-house developed system called the Invigator. In 2021, the central pool of invigilators will also be utilised to assist with the online assessment onboarding (verifying that the candidates are who they say they are – identity verification before the assessment is released to the candidates) and the review of system-generated transgressions, after the assessments. To this effect, the Assessment Department is implementing a central control room to monitor online assessments and video invigilation surveillance during in-person assessments.

Graduations and certification

Because of COVID-19 restrictions on gatherings, in-person graduation ceremonies had to be cancelled for the year. To allow graduates access (as soon as possible) to their digital certificates to assist them in seeking employment or applying for further studies, two virtual graduation ceremonies were hosted for more than 14 000 graduates. The virtual ceremony format was that of a pre-recorded celebration video in which the VC awards the qualifications in absentia. Digital certificates were made available very early on the digital certificate platform, long before the virtual graduation ceremonies were released. The use of the digital certificate platform use increased from 13 000 users in 2019 to almost 30 000 users in 2020.

The University is still planning in-person celebrations at a later stage as soon as the government restrictions are lifted on public gatherings during the COVID-19 pandemic.

In a first for a South African university, UJ introduced not only a virtual graduation selfie application (where graduates were able to take a graduation selfie (photo), while 'standing around' virtually at the graduation ceremony, and 'dressed' in the graduation attire), but also electronic academic records. Graduates (and current students) can now send a secure electronic academic record to themselves or to a third party, for example, a prospective employer (free of charge). The electronic academic record is an official document that is digitally stamped and signed by the Registrar. This follows the introduction, in recent years, of a qualifications verification system that enables its graduates to access their qualifications digitally (and share with third parties or possible employers), also at no cost.

Owing to the sensitivity around close contact and gatherings, the Certification Office introduced an innovative drive-through collection process to assist with collecting certificates. Graduates made use of an online booking system to secure an appointment date and time to order a certificate that would then be prepared and issued at the first-year parking area's security office, without the need to leave the car or visit any department on campus.

External auditors again performed the annual compliance audit to verify whether all certificates issued had been duly authorised. No exceptions were recorded, as has been the status quo for several years now.

Alumni

The Alumni Office's primary focus is to facilitate and maintain effective contact with its worldwide alumni community, to keep them informed of University activities. The involvement of alumni is crucial to the University's sustainability and growth and provides essential ties between the past and the present. The alumni network helps serve alumni needs and encourages their involvement and support in preserving the brand and stature of the University. Regular communication on UJ activities or events is shared with 80 000 active email subscribers from our 200 000 alumni worldwide (from UJ and founding institutions). Because of these efforts, many alumni have updated their communication details and opted in for regular communication campaigns from UJ.

The fifth edition of the digital Alumni *Impumelelo* magazine was delivered in July 2020, which shared success stories of illustrious alumni and also valuable insights into the pandemic and how the University has successfully moved to online teaching and learning while managing the risks.

In May 2020, the ITS iEnabler alumni database system was launched. This is a new internal centralised system, integrated with the student management system, which assists the office with alumni data management. The system manages the subsidised alumni and convocation records, allows alumni themselves to update personal details online, and also manages affinity groups.

Alumni Connect is an online platform, which facilitates the virtual interaction and engagement of alumni. This year the system was also expanded for use by pre-alumni. Pre-alumni are final-year students who will be graduating in the next few months. The system also promotes affinity groups and chapters, allows alumni to re-connect with classmates (locally and abroad), receive news and event updates, and makes available ongoing educational opportunities and employment offerings. Alumni were also given special access (at no cost) to register for two online modules (Artificial Intelligence and African Insights).

The USA Chapter launch was planned for 22 April 2020, to establish a USA Alumni Affinity group. Unfortunately, this in-person event also had to be cancelled at the last minute due to the national lockdown. However, this event was rescheduled and successfully hosted on 17 September, virtually, with several influential speakers from the University and illustrious alumni in the corporate industry based in the USA. The main objective of this event was for the Vice-Chancellor and Principal to engage USA alumni and create awareness of different platforms, opportunities, and benefits of being actively involved with UJ.

The AGM of the UJ Convocation was held on 12 October. This virtual event had the largest number of attendees attending an AGM meeting to date. The VC, President of Convocation, members of the Executive Committee of Convocation and Registrar participated in the virtual live event.

The Alumni Office also hosted a virtual mining affinity group event in collaboration with the Department of Mining within the Faculty of Engineering and the Built Environment. The event's objective was to bring alumni together and introduce them to the Chair of Council, Mr Mike Teke, who has been extremely successful in the mining industry. This event was very informative and well attended, with a high level of participant engagement.

CONCLUSION AND WAY FORWARD

Central Academic Administration adapted very well to the challenges faced in 2020, brought about by the pandemic, and successfully executed all the required business processes. All the business processes were impacted, and from March, had to revert to the Division's business continuity plan, due to the national lockdown and move to online teaching and learning. The academic calendar had to be revised in a very short time to make sure we could accommodate and catch up on as many academic activities as possible. However, the supplementary assessments had to be moved to the following year, to create enough space.

All the performance targets were met with the Registration and Application student surveys achieving 80%. The final selection process of undergraduate students, including the massive influx of late enquiries, was executed successfully. The alumni systems were expanded to facilitate better engagement with alumni, wherever they may find themselves worldwide. The USA Chapter was launched successfully, and we had the most attendees ever at the annual AGM of Convocation. In 2021, CAA will continue to expand the off-campus alumni benefits and launch more alumni chapters to facilitate engagement and support greater collaboration with alumni.

The risk of late walk-in applications was effectively mitigated using the electronic late application enquiry system, also available via mobile devices with internet access. An extended call centre was also available to assist applicants with application enquiries. Our chatbot proved to be a great help with the high volume of enquiries during registrations and throughout the rest of the year. MoUJi (our intelligent digital assistant or chatbot) not only assisted with general enquiries, but has also been enhanced through the integration of our student administration systems to offer applicants and students a new self-service option. MoUJi was also integrated with the social media platform and is designed to assist prospective students, registered students, alumni, and guests interested in UJ with all enquiries related to the University.

Sustained excellence in data quality was achieved with all the reporting deadlines met on time with minimal errors (taking into account the size, shape and complexity of UJ). More than 14 000 qualifications were awarded

in absentia at virtual graduation ceremonies. The media noted the graduation selfie app to be an innovative and unique way of allowing graduates to experience graduation excitement virtually.

Additional measures to minimise potential disruptions occasioned by the COVID-19 pandemic prevented any significant disruptions of academic activities.

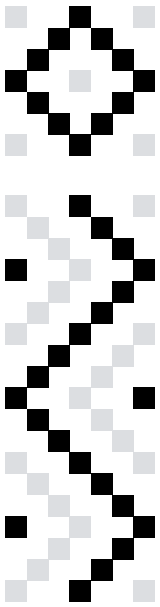
Central Academic Administration successfully performed and completed all life-cycle processes. We look forward to 2021 with confidence, as we continue to mitigate the risks and challenges created by the pandemic, take our operations further online, and embrace the opportunities created by the Fourth Industrial Revolution.

A handwritten signature in black ink, appearing to read 'Tinus van Zyl', with a stylized, overlapping loop structure.

Tinus van Zyl (Dr)

Senior Director: Central Academic Administration





Corporate Governance

OPERATING CONTEXT

CORE BUSINESS

The Corporate Governance Division functions within the Registrar's Portfolio in the broader University context. The Division operates in accordance with the legislative framework of the Republic of South Africa and specifically, the Higher Education Act 101 of 1997 (as amended). The core functions are driven in alignment with the Institutional Statute of the University of Johannesburg as well as relevant institutional policies.

The Division comprises five units, namely Governance, Records and Contract Management, Qualification Verifications, Events Management, and the UJ Graphic Design Studio. The Division, although diverse in nature, strives to align the manner in which it functions in accordance with best practice. These units have a footprint on all four campuses and are technology driven, which includes internal as well as external systems.

STRATEGIC FOCUS

The COVID-19 pandemic presented as a disruptor to the operations of this Division. This unforeseen context urged the Division to review and implement an expeditious plan of action in response to working within the context of COVID-19. This plan was executed to ensure that the Division responded in a manner that did not compromise its strategic focus.

The Division adopts Objective Six, fitness for global excellence and stature, as the strategic objective to which it aligns itself. In line with this objective, the achievement of the several units in the Division included the following.

Governance

University Academic Regulations

A working group was assigned to oversee the amendments to the Academic Regulations and alignment to new and amended policies. An addendum was added to the 2020 Academic Regulations to cater for COVID-19 and the implications thereof.

Additional information was included on Concurrent Selections, POPIA, Procedure Pertaining to Deceased Students and Appeals against Academic Exclusion. Certain clauses were also rephrased for the purpose of providing clarity. Minor editing was also done.

These regulations were posted on the intranet, UJ website and uLink.

Policy Review Management

Corporate Governance's role regarding the policy environment is two-pronged. The first focus area entails monitoring review dates of UJ governance documents and alerting policy owners when the relevant policy documents are up for review. The second focus area involves the upkeep and continuous update of governance



documents on the institution's intranet and website, in line with the UJ Policy Grid. During 2020, a total of 41 governance documents were amended and approved.

B-BBEE certification

The Corporate Governance Division coordinated the B-BBEE status preparation around the identified B-BBEE pillars. The verification process entailed the collection of data and information relating to the elements of the UJ Annual Performance Plan. Interviews were conducted with senior management and other personnel of the University. The University was recognised as a Level 5 contributor.

Nominations and elections

Nominations and elections were executed for various positions on statutory committees as well as within faculties. The online voting system was enhanced to cater for the Student Representative Council Campus Elections as well as the Central Elections. The nominations and elections conducted for the University of Johannesburg for 2020 posed no risks.

Senate membership list and attendance

The Corporate Governance Division, together with the heads of faculty administration, facilitated the coordination of the Senate list to ensure that Senate membership was compliant with the Institutional Statute and Senate Charter. There were six Senate meetings for the year of which two were special Senate meetings. Owing to the global pandemic, five out of six meetings were held online. This resulted in an increase in attendance by Senate members.

Management of the Commissioners of Oath appointment process

The Corporate Governance Division oversees the management and appointment of Commissioners of Oath for the University in accordance with the relevant legislation. For 2020, the University had 74 Commissioners of Oath across all four campuses.

Records Management Unit

The Records Management Unit is responsible for overseeing the life-cycle management of records and contracts for the University in both electronic and paper formats. The Electronic Document and Records Management System (EDRMS) is utilised to drive the record and contract management processes. Service providers are also utilised for purposes of off-site storage and archiving of physical paper records.

Contract management

The contract management environment provides oversight to numerous categories of contracts for the University. The majority of contracts captured stemmed from the non-academic environments. Currently, UJ has a total of 5 782 contracts, in various life-cycle stages, which are secured as vital records within the EDRMS. Statistics for 2020 indicate that of the 5 782 contracts, 294 are new contracts, 367 contracts have an active status and 111 contracts have reached an expiration date. In order to ensure business continuity, the Unit alerted contract owners to submit contracts electronically as opposed to physically delivering the hard copies to the Unit.

Records management

The Unit's core function is to oversee the life-cycle management of records in relation to governance documentation pertaining to records management and in accordance with relevant legislation. Services were also provided to the UJ community to facilitate the life-cycle management of records.

Numerous solutions were maintained in both the paper and EDRMS environment. In total, ten projects relating to the EDRMS were identified for 2020, of which seven were successfully completed. Some enhancements to existing solutions were also completed successfully. The national lockdown had an impact on certain projects not being completed due to the nature of the project, which required access to the onsite servers at ICS.

Access to information

During 2020, a total of 12 171 requests pertaining to qualification verifications, transcript supplement requests, academic record requests, PAIA requests, as well as POPIA update requests and internal requests for information

were processed. The stated number of requests included services provided to four contracted verification agencies. This process is deadline driven and is guided by POPIA and PAIA requirements to ensure that UJ is not placed at any risk for unlawful divulgence of personal information. In comparison with 2019, a decrease was noted in the number of requests for access to information and third-party verifications. This trend most probably resulted from the COVID-19 pandemic and its effects on the world of work.

Events Management

The Events Management Unit is mandated to oversee high-profile events for the UJ Council, Vice-Chancellor, and the Executive Leadership Group.

COVID-19 had a major impact on the Events Management team.

During 2020, the event coordinators were only able to host six face-to-face events and 17 online events on behalf of the Executive Leadership Group. Owing to the global pandemic, the University was required to suspend its autumn, winter and spring graduation ceremonies. Two virtual graduation ceremonies were held whereby the qualifications were conferred in absentia. On 11 May 2020, the first virtual graduation ceremony was held to accommodate 12 794 graduates from the March, April and May ceremonies. On 19 October 2020, the second virtual graduation ceremony was held to accommodate 1 255 graduates.

UJ Graphic Design Studio

The UJ Graphic Design Studio is the in-house design studio of the University of Johannesburg. Internal clients pay a minimal design fee for projects, and these funds are utilised to support the needs of the Studio. The Studio has the latest design hardware and software. Uninterruptible power supply (UPS) is also available for production to continue in case of power failures or load shedding. Owing to the global pandemic, the UJ Graphic Design Studio experienced an increase in requests for digital advertising campaigns, social media adverts and requests for material that could be published online. The UJ Graphic Design Studio successfully completed 580 projects comprising 7 082 designed pages in 2020. The number of projects decreased in comparison to the 737 projects in 2019.

MAJOR ACCOMPLISHMENTS DURING 2020

- The Division's utilisation of the automated alert notifications regarding policies within Perceptive Content presented as an opportune tool in a context where digital operations took precedence. This tool proved to be beneficial in providing reminders at set intervals to policy owners as a means of tracking the review and approval process. This tool was coupled with emails sent to policy owners to cater for a more human touch, and the responses of recipients were noteworthy.
- The Division was involved in the execution of the first online SRC elections. The online voting system was reviewed and enhanced to accommodate the special needs of SRC elections. The system set-up and the elections were executed successfully.
- The Hive system, which was developed as an order platform for the Qualification and Verification Unit, went live in 2020. This system provided communication and reporting tools required by the Unit for monitoring orders as well as evaluating trends and gaps that could inform future refinements to the system. The second phase of customisation will follow during the course of 2021. The Unit noted the significant active client engagement on the platform.
- The migration of records to the new Perceptive Content Server was successfully completed without any lapse in service delivery or downtime of the system.
- Staff within the Division were required to function under a novel working environment where home and work became intertwined spaces. Under these circumstances, staff tried to adapt to this new way of work with encouragement and check-ins by management on ways of improving operations.

RISKS AND CHALLENGES

Under normal circumstances, the key risks within the Division would relate to instances of non-compliance, specifically regarding governance related documents, protection of personal information as well as access to information, contract management and records management. The 2020 context was COVID-19 driven, hence the risks and challenges indicated below are reflected in accordance with this frame of reference.

Identified risks and challenges include:

- The Qualification and Verification Unit is client facing. One of the major disruptors to the operations presented when on-site operations were halted due to the national lockdown. This ruptured the processes of this Unit, which requires face-to-face interaction with clients and internal stakeholders of UJ. As a result, the Unit used digital interventions, when off-site, and then replicated the same process manually. This created an unnecessary workload. The processes for this portfolio will be reviewed to better align with the 4IR agenda that UJ is driving.
- Fear and uncertainty from both staff and clients presented during face-to-face interactions, even with adherence to the required PPE and social distancing rules and restrictions.
- UJ will need to engage with international verification and other such bodies regarding the University's 4IR stance to operations. This challenge results from requests from such bodies for materials required in a hard-copy format, as opposed to their adopting a more digital, 4IR approach.
- The delays experienced with access to historical data, specifically regarding transcript supplement documents, hindered turnaround times and placed reputational risk on the Division and faculties.
- Contracts signed are not always submitted to the Division for relevant filing/storage. This results in high risk for the institution in terms of data integrity and when audits are conducted.
- Set procedures in terms of the storage of physical records could not be executed due to the national lockdown.
- Staff within the Division were required to function off-site for most of the year. Although work continued, the nature of some portfolios required on-site functions, which depended on specific resources. Events Management at UJ was significantly impacted in performing their portfolio because of the restrictions imposed by COVID-19.
- COVID-19 has clearly infiltrated work spaces and the home environment. Staff found themselves having to adopt dual roles in their home space, which now also served as a work space. The dynamics of navigating brought with it high levels of stress.

The Division adopted mitigating strategies to reduce the identified risks under the guidance of the institution.

CONCLUSION AND WAY FORWARD

The Corporate Governance Division played a critical role in the University and provided services to both internal and external clients. The Division continually strives to close the gaps identified in the areas of governance, including access to information, and contract and records management. The Division acknowledges that Events Management will need to re-strategise the format of events to ensure that the human aspect of services offered is not compromised. In the context of COVID-19, the UJ Graphic Studio has noted a shift in demand of services from printed to digital media formats. This shift informs a need for swift adoption of newly aligned processes that respond to the growing demands from internal and external stakeholders.

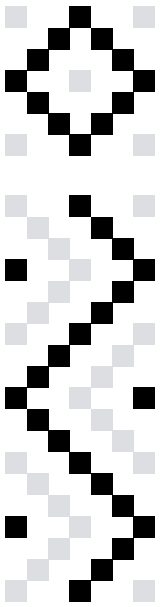
The Division looks forward to quality engagement with various stakeholders during 2021 and will continue to explore innovative methods to promote quality service delivery through the effective utilisation of technology.



Kinta Burger (Prof)

Registrar





University Secretariat

HIGHLIGHTS/ACHIEVEMENTS FOR 2020

The evaluation of University Secretariat services to statutory committees according to the 2020 performance evaluations, administration section, reflects sustained excellence, as illustrated below:

- Council and its committees: 4.8 (2019 – 4.6).
- Senate and its committees: 4.5 (2019 – 4.5)
- MEC and its committees: 4.7 (2019 – 4.5).

Note: The ratings for the services rendered by the University Secretariat are consistently higher than any of the ratings in the other three categories, namely: (a) organisation of the committee, (b) execution of functions, and (c) role of the chairperson and members.

While it is the committee members' responsibility, the University Secretariat staff will quality check documents, if time permits, before they are submitted to the committees.

Highlights/achievements (in addition to compiling agendas and writing minutes):

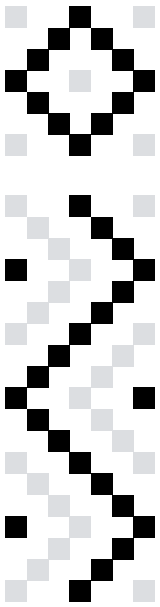
- Implementing online meetings (either via Zoom or MS Teams). Assisting other staff in using MS teams.
- Taking on additional work resulting from the COVID-19 pandemic: 87 special MEC meetings, 24 special MECA meetings, and 33 COVID-19 Coordinating Committee meetings.
- Reviewing the statutory committee charters.
- Benchmarking with local and international universities on best practices within the University Secretariat environment.
- Providing informal skills development sessions to UJ staff on agenda compilation and minute writing. Staff also provided telephonic advice on meeting-related matters as and when required.
- Amending the Council Delegation of Authority Grid and the Senate Delegation of Authority Grid (both were approved in 2020).
- Implementing a slight amendment in the format of minuting for identified committees. The new format will be implemented for all committees in 2021.
- Drafting a document to guide committee members on what is expected from them (this was introduced based on several comments included in the 2019 performance reviews of some committees).

Challenges in 2020

- Late submission of documentation for inclusion in agendas remains a challenge.
- Linked to the late submission of documentation was the poor quality of some of the documents submitted to meetings (poorly written/factually incorrect information).

Kinta Burger (Prof)
Registrar





Occupational Health Practice

BACKGROUND

The Registrar's Portfolio is home to the Occupational Health Practice (OHP). The OHP is represented on all campuses through the campus health clinics. (The clinic model accommodates both the OHP and the Primary Healthcare Service).

Since its inception in 2004, the OHP has matured into a comprehensive medical service consisting of a team of eight people. Three full-time occupational health nursing professionals assume responsibility for the four campuses (DFC and SWC Campuses are combined). The rationale for appointing such professionals per site is to allow in-depth knowledge of each site, its processes, staff risk profiles, risks, and hazards. The chosen model enables rapid response to anomalies, emergencies, and incidents, and allows for trust to develop between the staff and OHP. An occupational medicine practitioner is the designated medical officer and visits three days per month. An administrative assistant manages logistics, and two student assistants take care of essential filing and deliveries.

The Occupational Health Practice derives its fundamentals and foundations from the International Commission of Occupational Health and the International Labour Organization. Occupational health is a globally advanced nursing/medical discipline as a specialist role for professionally registered nurses and doctors. Local regulatory and professional authorities further define and control professional scopes of practice. The UJ Occupational Health Practice operates under the designation of the Director-General: National Department of Health, whereby nurses are authorised to practise and dispense medication at an institution.

Approach

The health risk based approach of the OHP implies regular inclusive collaboration and consultation with the Occupational Safety Department, Risk Management, Operations, Primary Healthcare and Event Risk Management, internal to UJ, and with external peers in healthcare, food safety, travel medicine and agencies, such as the World Health Organization and the International Commission on Occupational Health. Professional-ethical practice is evidence based and therefore dynamic in nature.

Clientele

Employees are our primary clientele; however, contractors, students and visitors may further be adopted as clients to this practice in case of on-site injuries or exposure to occupational health risk. A legal mandate defines the clientele in programmes, such as occupational health risk assessment and the medical surveillance programmes, based on their occupational health risk exposure profiles. Consistent, high client satisfaction rates and positive narrative feedback exceeding 95% were received.

OVERVIEW 2020

The seven focus areas of the OHP portfolio were suspended indefinitely when the COVID-19 pandemic hit South Africa. Advancing the OHP's routine goals had to cease completely upon national lockdown. All activities were stopped in favour of working from home, with limited essential staff working at one clinic (APK). The objective was to have a layer of safety for essential staff and the 940 students remaining on site.

From August, all campus clinics were opened and staffed to manage emergencies and COVID-19 related matters. This approach matched the levels of returning students and staff. The total number of staff who contracted COVID-19 amounted to 122; 19 employees contracted the virus at work, with two known COVID-19 deaths. An average of 14 days' follow-up telephone contacts was done per staff member, excluding contacts. (This was later reduced to 10 days.)

The seven focus areas of the UJ OHP portfolio include indicators of risk assessment and control programmes, which were severely affected by the pandemic. They are as follows, with a summary of performance.

Health risk assessment (legal mandate)

The occupational health risk profile was refined in December 2019 after three years of data collection. The proportion of high risks decreased from 37% in 2018 to 16%. Moderate risks rose slightly, and low risks increased significantly from 31% to 45%. The overall health risk trend therefore was towards lower risk. The relatively higher number of moderate and especially of low risks could be ascribed to unceasing risk identification, reporting and mitigating efforts. DFC remained the campus with the largest number of high risks, followed by APK.

The total number of planned health risk assessment across all campuses was 131 units, with 29 units completed. The outstanding 102 units were carried over to 2021-2023.

Medical surveillance (legal mandate)

The medical surveillance target for 2020, for all four campuses combined, was 1 086, according to the health risk assessment findings. However, the combined number of medicals achievable, in terms of available personnel, stood at 656; this left a total of 430 medicals outstanding. The highest difference was on APK, with 284 outstanding medicals. For this reason, a locum Occupational Health nursing professional was appointed early in January to assist with the outstanding medicals. With her immediate engagement, there was early completion of 167 medical assessments on APK; and finally, a total of 199 medicals were completed on all four campuses, prior to lockdown.

Radiation

Radiation dosimetry results displayed no deviations beyond reference ranges – thus there was no occupational overexposure of radiation to workers at UJ.

Food safety monitoring

Food safety results outperformed the international norm. An average total food safety score of 94% was attained at Quarter 1 in comparison to the global norm of 85%. The Quarter 2 and Quarter 3 rounds were cancelled because no food providers remained open on-site. During the Quarter 4 round conducted during October, surface swabs for COVID-19 were taken, and all results were negative. An average total food safety score of 84% was attained for Quarter 4, with an annual score of 89%.

Executive resilience programme

Three employees were assessed.

Event medical risk assessment and resourcing

Twelve events were managed on all campuses, and no incidents were reported. This included registrations for 2020.

Medical response to disaster and ER24 rollout

The ER24 Emergency Medical Care contract was activated in April 2018, and comprehensive induction, orientation and awareness interventions have been completed, resulting in a stable and effective system of work. The Trigger number (010 205 3050) appears on intranet banners and is available to all staff and students. Control rooms and requesting departments/faculties have received posters. Event medical standby services are operational and effective. This Practice enabled a comprehensive, professional COVID-19 screening service at UJ access points during the first return of staff and students to campuses.

Travel medicine

In total, 15 staff members were assessed pre- and post-travel, and travel bags were issued. Vaccines were

administered to 17 permanent employees. The annual Influenza Campaign in April and May – free of charge on all campuses – had to be cancelled due to the reprioritisation of available vaccines nationally to healthcare sectors.

Contact sessions

Contact sessions with Occupational Health clients across all campuses totalled 674, excluding COVID-19 related cases. Owing to further face-to-face clinical work and given a hybrid plan to allocate staff from both the Occupational Health Practice and the Primary Healthcare Service to resource clinics as from August, no further dedicated contact sessions were reflected. The contact with clientele was reported in daily clinic visit reports.

KEY/UNIQUE CONTRIBUTIONS TOWARDS GES IN THE REPORTING PERIOD

Rapid, creative, and dedicated response to the pandemic

The pandemic has prompted unique and rapid responses, which included daily capturing, follow-up contact with all positive cases and those in isolation, comprehensive consultancy with line managers on clinical management in their domains, briefings at the COVID-19 Coordinating Committee, development of the UJ COVID-19 dashboard on uLink, maintaining a travel register and assessment of risks to each traveller, development of an online self-disclosure facility, and deep involvement in setting up screening services at access points, in collaboration with stakeholders. Staff roles had to be redesigned and work rerouted to ensure completion. Intense research was undertaken to stay abreast of scientific evidence for practice during the pandemic. Legal developments were followed and implemented as they emerged. Administrative duties included reporting to DHET, the City of Johannesburg's Public Health and Environmental Health Departments, the Department of Employment and Labour and the Workman's Compensation Commissioner.

HEDA repository for all UJ health risk assessments since 2005

The OHP Dashboard on the HEDA system has been developed in collaboration with DIPEM and is far advanced. The entire repository of health risk assessments since 2005 and quarterly reports are further accommodated on the site and are accessible to internal stakeholders. Graphics reflect performance on legally required medical surveillance targets. Health risk assessments and medical surveillance answer to the legal mandates of this portfolio. Refinements towards the five remaining key areas in the portfolio are currently under way. The platform for the Occupational Health Practice created on the HEDA system has proved highly successful.

UJ Occupational Health Risk profile

The composition of a qualitative UJ Occupational Health Risk profile, based on a control banding approach, has resulted in a global UJ view on risk types and their ratings. The profile is updated as new health risk assessments become available and can be viewed on HEDA.

Digital transformation

Digital transformation and the impacts of 4IR on future healthcare are being followed on various platforms.

AREAS REQUIRING ATTENTION

The psychological impacts of the pandemic on staff will have long-term consequences. Its acute risk management should in future be assimilated into the Business Continuity Plans.

Key short-, medium- and long-term initiatives in support of enhancing the excellence and stature of UJ

Short- and medium-term initiatives

Compliance with two legal mandates when safe

- Health surveillance of UJ staff is undertaken to prevent impacts of occupational stressors, such as chemicals, biological agents, physical stress, noise, and radiation, on health. We conduct lung function tests, blood tests, hearing tests and medical assessments on all staff potentially exposed. The UJ Medical Surveillance Programme is formatted on annual/bi-annual cycles.
- Occupational Health Risk Assessments and Occupational Hygiene surveys: an annual Health Risk Audit Plan is followed to accommodate the prescribed intervals. For acute/emerging risk, additional surveys are designed and arranged.

Surveillance and preparation for global/local emerging communicable disease, such as Coronavirus-related disease, Malaria, Influenza, Polio, Ebola viral disease and Measles.

Long-term initiatives

- Strong bilateral collaboration with equivalent peers in Occupational Health, the Medichem Scientific Committee, legislative reviews for Technical Committee 7 in the Department of Labour, and consistent contact with the International Commission for Occupational Health.
- Innovative introduction of digital health technologies in the UJ Occupational Health Practice's system of governance and reporting, as well as operational digitisation, where possible.
- Trendsetting in OHP governance at a higher education institution.
- Evidence-based practice, research and epidemiological studies.

CONCLUSION

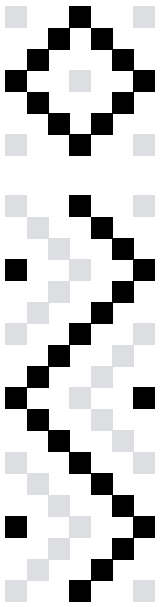
The period was focused on rapid and appropriate, evidence-based response to the emerging pandemic. The response was managed through relevant documents and dashboards, compliance, and reporting. It included intensive caring for the sick, while they were recovering. In-depth knowledge of the developing story at UJ and early interventions resulted in containment of outbreaks and an extremely high recovery rate.



Kinta Burger (Prof)

Registrar





Primary Healthcare Service

OVERVIEW

The year 2020 for Primary Healthcare Service was fraught with numerous new challenges and demanded brand-new innovations in order to mitigate unprecedented dilemmas. As a result of these dilemmas, total consultations at the clinics declined from the year 2019 to the year 2020 by 75,37%. The number of employees consulting at the clinics, however, increased by 6,6% during that same period. Increments in the number of employee consultations are undesirable as the clinics are mainly intended to serve students' needs. Family planning consultations at the clinics decreased by 78,5% from the year 2016 to the year 2020, accompanied by a 68,9% decrease in sexually transmitted diseases over a five-year period from 2016 to 2020. The decrease in STIs suggests a reduced rate in risky sexual behaviour because of effective information dissemination via our PHC clinics and partners such as IOHA. The HIV testing service was successfully moved from the PHC clinics to IOHA in 2019, increasing the potential for higher rates of HIV testing awareness campaigns. In 2020, vaccinations were provided to 184 patients by the PHC clinics, representing a decrease by 76,7% from the 790 vaccines provided in 2019. Travel health services were accessed by a total number of 63 clients in 2020, representing a decrease by 87,6% from the total of 511 clients in 2019.

While the focus was on achieving goals for 2020, some programmes had to be put on hold, among which was the first aid training for students. Some challenges related to the rollout of planned activities were mainly due to the COVID-19 pandemic and in part due to challenges outside our span of control. Most programmes and resources had to be redirected to the COVID-19 project. Challenges related to our supporting the COVID-19 project included our having two professional nurses over the age of 60 and one with a chronic condition. It was nevertheless a successful year with most objectives being achieved.

OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

Primary Healthcare Service is a division that focuses on student health and wellness and reports to the Registrar's Portfolio. The services are offered to UJ students and staff at no cost to the patient. The service is available on all campuses and is managed by primary healthcare nurse practitioners (PHCNPs). The medical doctor provides clinical services to all clinics and provides support to nursing staff.



GOVERNANCE

The core operational functions include the provision of primary healthcare (PHC), which focuses on treating minor ailments, sexual reproductive health (SRH), event medical planning for sports, health promotion, screening and monitoring of chronic conditions and travel medicine; in addition, HIV testing continues to be done for clinical reasons as determined by the healthcare professional (HCP). PHCNPs are suitably qualified and licensed to practise under the Nursing Act 33 of 2005. They are licensed to perform clinical services, including assessing, diagnosing, and prescribing medication according to Subsection 56(6) of the Act. All have a dispensing licence, which is a requirement for all clinicians. The clinics are managed by PHCNPs, with a sessional medical practitioner providing additional medical support, as is the statutory requirement of the licence to practice.

The Division operates and is guided by its vision – to be a leader in excellent healthcare service delivery, and its mission of providing the UJ community with optimum preventative, promotive and curative healthcare, while making use of appropriate referral systems.

RISK MANAGEMENT

The following are key risks and mitigations:

- Accidental exposure to infectious agents for patients, staff and students resulting from needlestick injuries. This is mitigated by the availability of vaccination against Hepatitis A and B to students in the Faculty of Health Sciences (FHS); treatment for the prevention of HIV infection is provided to those exposed via accidental needle pricks or spillage of body fluids.
- COVID-19 infection: The exposure to infectious agents has been greatly increased by the novel Coronavirus infection. The risk is applicable to both staff and students since it is highly infectious. Implementation of various infection prevention and control measures is in place and assessed daily.
- Travel health risks: This risk is managed through pre- and post-travel assessments with information alerts circulated via uLink and Facebook. This was applied with tight control and assessment of destination countries for travellers. Control and assessment became more stringent in terms of the COVID-19 compliance regulations.
- Delay in medical response due to unforeseen circumstances poses a risk, such that patients may not receive prompt high-level intervention from an emergency medical service provider. The service is currently provided by ER24.
- An emerging risk: Fewer termination of pregnancy (TOP) clinics offered by the Department of Health. This is a persistent risk, which has been mitigated by re-introduction of such services at Hillbrow CHC, Lillian Ngoyi Clinic and Rahima Moosa Hospital. The referral system was improved greatly.
- Risky sexual practices among the students with concomitant unplanned pregnancies, STIs, HIV infection, etc. This is mitigated by availability of a wide variety of SRH services, collaboration with IOHA and improvement in health promotion platforms.

STRATEGIC FOCUS AND TARGETS

Departmental objectives aligned with UJ's Strategic Plan 2025

- **An enriching student-friendly learning and living experience**
 - Providing excellent PHC with the focus on enhancing the student experience.
 - Following the strategic plan as guided by the DOH.
- **National and global reputation management**
 - Identifying risk in medical management of patients in line with various health regulations, and avoiding adverse events.
- **Fitness for global excellence and stature**
 - Ensuring good governance in relation to human and financial resources to ensure sustainability of the service, while taking care of the environment locally and globally.

Projects planned for 2020/2021

PHC had planned a few activities focusing on enhancement of its offerings, among which were the following:

- First aid training for students.



- Integrated management of HIV/AIDS, including antiretroviral medication.
- Expansion of APK clinic infrastructure.
- Use of Higher Health funding to improve cervical cancer screening for free.

The 4IR-related initiatives were:

- Developing an online booking system for patients.
- Utilising an online client satisfaction survey.
- Expanding health promotion to online platforms, such as Facebook, Twitter.
- Using the virtual platform to improve access in support of the First Year Seminar (FYS) programme.

COVID-19 related activities included:

- Participating in the formation of the COVID-19 Coordination Committee and its Executive Committee.
- Developing and implementing COVID-19 infection prevention and control (IPC) protocols.
- Motivating for funding for COVID-19 related activities, following a thorough needs analysis.
- Drawing up guidelines and SOPs for COVID-19 related challenges, e.g. residence guidelines to promote IPC measures.
- Ensuring availability of nursing personnel for COVID-19 screening.
- Training and developing the UJ community regarding COVID-19.

PRIMARY HEALTHCARE SERVICE PERFORMANCE

Patient consultations

The total number of consultations for the year 2020-2021 provided by healthcare professionals, mainly the nurses and a medical doctor at the clinics, was 6 529, which was a decrease from the 26 512 consultations in the 2019-2020 period. Under normal circumstances, family planning accounts for most consultations, but in 2020 consultations for ENT and mouth related conditions were the highest, at 2 087. Other common conditions ranged from those of the respiratory tract, eye conditions and gynaecological conditions. There was a 75,37% decrease in the number of consultations in 2020 compared with 2019. The decrease is attributed to the COVID-19 lockdown restrictions, which meant that the clinics were operating with a smaller staff complement and only catering to emergency situations for most of the year, and also that for considerable periods, students were not on campus.

Employee vs student healthcare services

Services offered to employees include assistance with minor ailments, screening of chronic conditions and family planning. The number of employees consulting at the clinic dropped from 2017 to 2019, largely credited to the insourcing of contract employees, since they could now access private healthcare using medical aid. A total of 506 employees were seen by health professionals at the clinics in 2020, which is a drop from 1 151 in 2019. The student-to-employee consultation ratio had decreased over a three-year period between 2017-2019 from an annual figure of 9%, to 5,5% and 1,15% respectively. However, in 2020, the student-to-employee consultation ratio increased to 7,75%. This explains the change in operations due to the impact of COVID-19: the clinic became a source for the healthcare needs of all individuals on campus.

Sexual Reproductive Health (SRH) Services

Family planning (FP)

As indicated already, this service was greatly affected because of the pandemic. The contraceptive methods available are the injectable, oral, and subdermal implants, with the intrauterine device (commonly known as the loop) also available for two years now. Condoms are available at many places of convenience in the clinic and around campus. The SRH service is available in part to mitigate against unplanned pregnancies, and to prevent and treat sexually transmitted infections, including HIV. FP was provided to 1 827 clients in 2020, a drop from 8 774 clients in 2019, and was provided to both staff and students across the University. A decrease was noted in FP clients in all four clinics for the 2020 period. Using the formula for population growth rates $(PGR) = \frac{P(t) - P(t_0)}{P(t_0)} \times (t - t_0)$, from the year 2016 up to the year 2020, the annual growth rate for FP consultations was calculated at -0,31%. This may indicate the beginning of a plateau in the usage of FP methods, which is to be expected.

Emergency contraception (EC)

EC, commonly referred to as the 'morning after' pill, was given to 216 patients in 2020, representing an increase of 31,7% from the 164 patients who received it in 2019. This trend may indicate an increase in risky sexual behaviour, although there is still evidence of inconsistent use of preventative methods such as condoms. In total, 356 patients were tested for pregnancy, with 87 students testing positive, a 25,9% decrease from the 336 students who tested positive in 2019. Of the 87 that were diagnosed as pregnant, 33 were referred for termination of pregnancy. Those choosing to terminate are referred for psychological counselling at PsyCaD.

Challenge: The shortage of contraceptives from the DOH has directly and negatively affected those students who became pregnant in this reporting period. This also shows the vulnerability of students and the likelihood of their contracting STIs and HIV, among other diseases.

Sexually transmitted infections (STIs)

In 2017, there were 1 296 students treated for STIs. This number increased by 4% in 2018 to a total number of 1 354 patients, but then dropped in 2019 to a total number of 1 254 patients treated for STIs, signifying a 7,4% decrease from the previous year. In 2020, the total number of patients who were treated for STIs was 357, indicating a 71,5% decrease in the number of these patients. This trend indicates the persistence of exposure to risky sexual behaviour with inconsistent or erratic use of barrier methods, such as condoms; yet such exposure to risky sexual behaviour appears to be gradually decreasing over time.

The cervical cancer screening yielded only 164 tests, with 48 of these tests being funded by the Higher Health project.

Health promotion

This was greatly hampered as most activities involved face-to-face interaction. However, we had to be innovative and used online platforms to gather audiences. Most educational activities were based on updates and changes related to the COVID-19 pandemic. Both staff and students were engaged via MS Teams in collaboration with IOHA, HR, Student Affairs, Protection Services, and the Library. Video material generated by peer educators was shared via Facebook.

HIV testing services (HTS)

A total of 16 clients were tested for HIV in all the clinics in 2020, a significant drop from the total number of 402 clients tested in all the clinics in 2019. This is because HIV testing was moved from the PHC clinics to IOHA, and testing at the PHC clinics is now done on clinical grounds only. All 16 tests were found to be negative.

Vaccinations

These were provided to 184 patients, representing a 76,7% decrease from the 790 vaccines provided in 2019. Vaccinations were administered to FHS students to prevent their facing infection on possible exposure to Hepatitis B during their clinical learning experiences.

Travel health

Travel health is provided to students travelling on UJ assignments. The service was accessed by a total of 63 clients in 2020, an 87,7% decrease from the total of 511 clients who accessed it in 2019. Between the years 2017 and 2018, there was also a 70% increase in the utilisation of travel health services, after the introduction of the Africa-by-Bus initiative. The sharp decline in 2020 may be attributed to the decrease in the amount of travelling done by students for assignments largely because of the COVID-19 pandemic. International travel was prohibited in accordance with the Disaster Management Act 57 of 2002 (DMA), which is still in place at the time of reporting.

Event medical risk

Medical operational plans are required prior to a major sporting event. A single game of Varsity Rugby took place, at which medical standby was provided by ER24 and UJ's clinical staff. Other sporting activities and events could not take place due to precautions against COVID-19.

COVID-19 implications on service provision

Some of the priority targets were not achieved. These include the cervical cancer project, first aid training and the implementation of ARV services. With that said, new targets had to be put in place to respond to the prevailing circumstances.

New targets set and achieved

COVID-19 screening

This was done in the form of screening mechanisms developed and implemented for students at residences and for enabling access to the University. This was initially paper based and later converted to an electronic format where an email was sent to the UJ community prior to accessing the campus. In addition, auxiliary nursing professionals were deployed at the University's main access points to manage those with abnormal findings, such as a fever above 37.5°C, cough, fatigue and so on. This was a successful collaboration with Protection Services to ensure compliance with the Disaster Management Act, the Occupational Health and Safety Act 85 of 1993, and the Department of Health regulations.

Additional nurse

Motivating and building a business case for a temporary appointment of a registered nurse during the December recess period resulted in approval by the MEC. The nurse managed all reported cases of COVID-19 and coordinated record keeping and mobilisation of all resources required in cases of self-isolation, hospitalisation, and discharge of the infected individuals.

Personnel development

Access to online training platforms was provided for healthcare professionals. This online training provided knowledge on COVID-19 infection prevention and control protocols not only to the nurses but to the whole UJ community. Training was provided by the National Institute of Communicable Diseases (NICD), Department of Health, Higher Health, Centres for Disease Control (CDC), Foundation for Professional Development (FPD) and the World Health Organization (WHO). Some training earned CPD points, and in some cases, colleagues were presented with certificates of attendance and competence.

Monitoring of COVID-19 exposed and infected individuals

- Isolated cases: Students who were exposed to the COVID-19 virus were isolated for a 10-day period while being monitored for possible development of symptoms. The cumulative total number of students exposed was 132.
- Positive cases: Only 60 students were reported to have been diagnosed with COVID-19 in the 2020 academic year, which is quite an achievement considering that the University had around 50 000 students registered in the same year. Students reported to have been diagnosed were monitored by the PHC clinicians. No fatalities were reported among the student population.
- The Travel Risk Register was created to monitor students returning into the country to continue with their academic programme. This comprised mainly postgraduate and postdoctoral candidates. Returning was only possible in the latter part of the year, and only 17 students were reported. As part of UJ's protocol, self-isolation was a requirement prior to continuing with normal university activities.

BUSINESS CONTINUITY DURING COVID-19

Clinic operations

- Lockdown Level 5 meant that only essential staff could be physically present at their workplaces. The clinic operated from one campus, with OHP and PHC providing essential and emergency healthcare to those on campus. Only APK Campus was operational; later, when lockdown levels were eased, all campuses became operational.
- A telephonic advisory service was provided to those needing healthcare. Telephonic advice was given to a total of 638 queries in the period beginning from May to December 2020. Referral systems remained in place, especially to facilities testing for COVID-19.

- Collaboration with Protection Services, Residences and Operations worked well and provided relevant support to those infected and exposed to the virus.
- Quarantine facilities were provided for at Plumpudding residence, and emergency healthcare was provided by ER24. Students were transported by the UJ Transport Department to and from hospital, testing sites and clinical learning areas in the case of FHS students.
- Telephonic monitoring of positive cases was done daily and reported on the dashboard displayed on the University's website.
- Staff meetings were held regularly over MS Teams, which ultimately proved a useful means of communicating with colleagues. This was over and above the uses of telephone and WhatsApp.
- Innovation in the form of an online booking system was initiated with support from ICS. The system is only accessible to registered students booking via uLink.
- The renovation of the APK Clinic took place when the lockdown levels were lowered. The boardroom and two consulting rooms were successfully constructed. Only a few structural issues remain. The new expanded space should be ready for use in the second term of 2021.

EMPLOYEE PROFILE

The staff complement remained constant as in the previous year, consisting of 16 permanent and one temporary staff member, including the PHC manager. The profile of employees is 62,5% black and 87,5% female. There were no resignations or staff attrition because of COVID-19. With COVID-19 challenges, the Department had to operate mostly without three of the professional nurses, due to advanced age (>60) and comorbidities. The challenge was to provide them with work while at home, where they undertook the monitoring of COVID-19 cases. OHP and HR provided guidance on the management of such instances. By year end, only one employee out of 16 had gone on sick leave. Only one employee reportedly contracted the disease, but the same employee recovered fully.

Training and development

- The three-day course on Understanding suicide and suicide prevention was provided by the Vista Academy at the STH. This was made possible by the funding from Higher Health and attended by PHC clinicians, coordinators, and counsellors from IOHA.
- The annual South African Association for Campus Health Services (SAACHS) conference hosted by the KZN region was attended by three nursing colleagues.
- One PHCNP is studying for a BCur, majoring in Occupational Health, and one administrative assistant is finalising her BA Communications degree.

RESOURCE MANAGEMENT AND SUSTAINABILITY

Financial governance

- The Division operates four cost centres and has utilised 64% of the operational budget. This lower use of the operational budget was due to the limited services provided, as a result of fewer students being on campus during lockdown.
- Expenditure planned for the year had to be adjusted to cater for the current COVID-19 challenge. The expansion of the clinic commenced when the lockdown restrictions were eased.
- Furniture and equipment were purchased. A vaccination fridge with a special feature of a 48-hour hold in case of electrical shutdown was also purchased.
- PPE, consisting of surgical masks, gloves, face shields, gowns, shoes, and caps, was ordered via the procurement procedures prescribed by the University. Additional thermo-scanners and clinical electronic thermometers had to be purchased in response to COVID-19.
- The payments for the screening by nursing professionals were also included in the adjusted budget. The overall costs incurred because of the COVID-19 pandemic amounted to R624 423.93 and were covered by the central budget.

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT AND REPUTATION MANAGEMENT

Leadership

External

- Sr Geya is chairperson of the South African Association for Campus Health Services (SAACHS) and is responsible for the strategic direction of the association. In the executive committee, Mr Ntshabele occupies the position of editor of the association's publication.
- Mr T Ntshabele is an executive member of the South African Nursing Council. He is serving his third year of a five-year term.
- The Department of Health (DOH) and City of Joburg (CoJ) health officials were also supportive in providing testing facilities and information as and when required.
- The Ampath laboratories were also very supportive in testing students from the Faculty of Health Sciences, in particular. Students were in various parts of the country, and all needed a negative PCR (polymerase chain reaction) COVID-19 result before allocation to the clinical facilities.
- Higher Health donated PPE in the form of gloves, masks, face shields and information brochures and posters. These were shared with various departments within the University, but were mostly used in the clinics.
- The Chinese Embassy also donated 10 000 face masks for use by the clinical staff.

Internal

- The clinic collaborated with other UJ departments providing protective personal equipment (PPE). The Library and UJ Makerspace used their 3D facilities to create face shields (visors) for use by nursing and administrative staff as part of PPE against COVID-19 infection.
- The Nursing Department in the Faculty of Health Sciences successfully applied for funding and had students tested for COVID-19 prior to allocation to the clinical areas via the PHC departmental interventions. Another department needing the same service was the Social Work Department in the Faculty of Humanities.
- Sr Geya sat on the COVID-19 Coordinating Committee and contributed productively towards providing the University community with the necessary support.
- The reporting of COVID-19 cases is done by various individuals and departments, and this is followed up with case management and support. This includes allocating a nurse and providing support such as isolation and basic nutrition needs in collaboration with the Student Affairs Division. One of the anticipated challenges going forward is the high number of students who will need to be isolated, and making sure that contact tracing is successful.
- The provision of screening at the campus entrances was a coordinated effort among various departments, including Campuses, Protection Services, and ICS.
- Protection Services, OHP, Occupational Safety, Operations, ICS, Student Affairs, and many other divisions within UJ played an important role in ensuring compliance with COVID-19 regulations by both staff and students.

CONCLUSION AND WAY FORWARD

The Division was generally successful in implementing basic services and responded successfully to challenges brought on by COVID-19. Ongoing plans to address the presence of COVID-19 are still in our midst. These plans will include strategies on achieving compliance with the prevention of infection protocols already in place.

Objectives and targets for the period 2021-2022

- Improve the provision of sexual reproductive health services (SRH).
- Implement the antiretroviral programme.
- Screen for non-communicable diseases.
- Monitor traveling students strictly, considering potential COVID-19 risk.
- Provide health promotion in close collaboration with other departments, i.e. Student Affairs, IOHA, Library.
- Ensure emergency medical care continues with support from ER24 and Protection Services.
- Continue supporting UJ Sport in first aid requirements, event risk assessment and medical stand-by at sporting events.



- Ensure close relations with other departments in continuing to ensure that COVID-19 infection prevention and control strategies remain in place.
- Engage with the DOH COVID-19 vaccination programme within legal constraints.

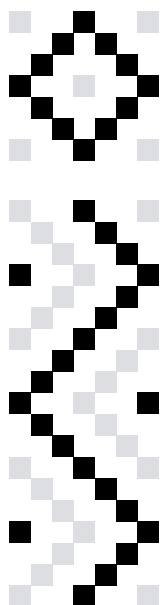
Full implementation of all plans will be a function of the continued presence of COVID-19.

A handwritten signature in black ink, appearing to read 'Kinta Burger', is centered on the page.

Kinta Burger (Prof)

Registrar





Institutional Office for HIV and Aids (IOHA)

OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

The mandate of the Institutional Office for HIV and AIDS (IOHA) is to fulfil a coordination role for the HIV/AIDS programme following the 2013 White Paper for Post-School Education and Training (PSET) (2013), the Transformation Framework for Higher Education (HE) (2015), the National Strategy Plan (NSP) for Human Immunodeficiency Virus (HIV), Tuberculosis (TB) and Sexually Transmitted Infections (STIs) (2017), the Adolescent and Youth Policy (2017), and the Social Inclusion Policy Framework of PSET (2016). It functions within the legal and management framework of the University of Johannesburg under the Charter of UJ's HIV/AIDS Committee to ensure the realisation of the strategy.

The Office is also mandated to facilitate a combination of prevention interventions and strategies to reduce new HIV infections, provide a holistic service for HIV/AIDS-related matters, and to provide health promotion within the UJ community. The core operational function includes HIV prevention through sexual and reproductive health and rights (SRHR), peer education, community engagement, mass HIV counselling and testing, and care and support for people living with HIV. The purpose of the report is to provide an overview of the coordinated institutional HIV/AIDS response, which is monitored and evaluated by the HIV/AIDS Committee.

ACHIEVEMENTS IN 2020

Health promotion, HIV, TB and STIs prevention, care and support

Health promotion and HIV prevention

For the first time, the year's February testing campaign #Healthyisthenewsexy made the testing consent forms available online. The process started with APB and progressed to APK, and after that continued with SWC and DFC. Even though there were challenges with Wi-Fi in some areas, most of the consent forms were completed online. Overall, students and staff responded positively, as the process minimised waiting time and manual statistics counting.

At the first quarter testing campaign, a total of 2 734 were tested, compared to 3 892 in 2019, which represents a 30% decrease. The quarterly target of 3 615 was also not met, which represents a 24% decrease. This is attributed to the Coronavirus pandemic, which led to the cancellation of mass events; thus, TB Day scheduled for March had to be cancelled. Additionally, scheduled weekly additional testing had to be suspended to avoid exposing students to groups and putting them at risk of infection. In March, as a result, most of the students were not available, which impacted our meeting the quarterly targets.

In the second and third quarters, health promotion was facilitated online. There were increased engagements on our social media platforms, including Facebook and WhatsApp groups. April to July's health promotion schedule was compiled for online delivery and covered various topics such as HIV, STI and TB prevention, mental and physical health, and risky behaviour.

Online health screening tools for TB, HIV, STIs, substance abuse, gender-based violence, safe sex, unplanned pregnancy and contraception and mental health were compiled to allow students to do self-screening if they felt that they might be at risk with respect to any of these health promotion issues. This also assisted in avoiding any unnecessary burdening of primary healthcare services.

After campus reintegration, HIV testing services resumed on Alert Level 1, based on the risk-adjusted strategy. In response to this, the team went to the different residences on all campuses to provide continued HIV testing services (HTS). The residence managers received the proposal well, and an agreement was reached to conduct testing in the residences between October and November. As a result, 11 residences were visited for HTS. On APK, IOHA partnered with Quadcare Health Services at the Student Centre to provide services at no cost to students. A total of 541 clients were tested.

The cumulative total was at 3 333 clients compared to 12 733 in 2019, a 73% decrease from the set annual target of 12 575. Only 7% of the UJ community was tested compared to 25% in 2019. There is no doubt that the COVID-19 epidemic had a significant impact on the medical prevention of HIV due to lockdown restrictions.

Regarding the profile of those testing, 1% identified as gender non-conforming (a vital category for our social inclusion strategy), 98% were students (as HR Wellness is responsible for target testing for staff), and 67% of clients were females. This is consistent with the national profile, where the majority of people testing are females. Also, 19% of people tested were first-time testers, and most students tested were from CBE, followed by FEBE, which might have been due to their availability on campus compared to other faculties.

Different barrier methods were available across campuses. Correct and consistent use of barrier methods, such as male and female condoms, has been identified as an effective means of protecting against STIs, including HIV. Additionally, condoms remain the only contraceptive method that provides dual protection, i.e. against both STIs and pregnancy. Therefore, increased awareness and availability remain essential prevention strategies.

HIV care and support

The care and support programme is a pillar developed through the UJ Wellness Programme. It aims to ensure optimal health and functioning for students and staff infected with HIV at UJ, by providing social and educational support.

Considering the COVID-19 epidemic, arrangements were made with Helen Joseph Hospital to allow students to receive treatment from their local clinics or pharmacies, to ensure continued treatment adherence. The students responded well, and their feedback indicated that the process worked well and was efficient.

The UJ care and support programme also had to transition online when the South African lockdown was suddenly instituted; from that time, social media (a WhatsApp group), individual chats and phone calls were used to engage with the students. The group has 40 members. WhatsApp was used to check up on quiet group members, and phone calls were made to engage with members who were willing and wanted to talk.

In 2020, the total number of students and staff who tested positive was 10. The prevalence rate remained below 1%. According to Stats SA 2019, it is estimated that the national HIV prevalence is 13,6%, with Gauteng province's prevalence estimated to be 13,5%. Therefore, UJ's prevalence rate is relatively low compared with the national and provincial statistics, based on the number of people tested.

Campaigns and awareness programmes

Integrated approaches have been identified as influencing behavioural change among our student community. Edutainment is one of the multi-pronged strategies utilised in preventing HIV and AIDS infections and have been recommended as a useful tool that can be used to build behavioural change. Approaches included:

Campaigns and events

These are based on IOHA programmes aimed at fast-tracking the response to HIV and AIDS prevention and health promotion through comprehensive combination strategies. They include Health and Wellness Screening, Men's Health, Women's Health (ZAZI), LGBTI-MSM, Healthy Living and Social Media. The topics discussed included masculinity, toxic masculinity, gender-based violence (GBV), women empowerment, men's health, cancer, stigma and discrimination, self-love, and social inclusion.

Residence programmes

Risky student behaviour (RSB) programmes: Risky student behaviour continues to be a concern within various university communities and is seen to impact student health and wellness, academic performance, and social integration. Providing health and wellness programmes to address risky student behaviour within the residences is critical in extending services to students who might not access health services during their busy daytime academic schedules.

During February and March, health and wellness presentations were hosted at various residences on DFC, APK, APB and SWC. These included the execution of SRHR dialogues, facilitated by the peer educators upon request. Most dialogues tackled issues surrounding sexual reproductive health rights (SRHR) and prevention methods. Dialogues were further requested during the Valentine's Day period to address love, sex and how individuals can use barrier methods appropriately. Attendance on contact dialogues is still not pleasing, as only 106 students were reached across all campuses. Hence, in April, the Office partnered with Student Affairs leadership to explore online partnerships using different social media platforms, such as WhatsApp. It was also agreed that Facebook could reach more students, and the approach is having positive results.

Additionally, the Health Promotion team contacted various residences across all four campuses, engaging in their WhatsApp groups and sharing content from our social media pages. There was contact with 25 internal residences, i.e. on APK 9, on APB 3, on SWC 3, and on DFC 10.

Digital marketing and awareness initiatives

The use of digital marketing to promote campaigns and encourage conversation has increased our followers' online presence, especially during the lockdown. Measuring the impact of our campaigns and hot topics as regards health promotion, sexual reproductive health and rights provides the Office with more clarity on issues students find of interest and want to know more about.

In March, South Africa was placed on lockdown to flatten the curve of the spread of COVID-19. From that time we noted an increase in the number of risky behaviours within the digital platforms, such as hook-ups (young people using social media platforms to meet at public places with strangers for sex), the availability of home-brewed alcohol and drug abuse.

The IOHA team, in partnership with peer educators, acted decisively and came up with robust online programmes that would mitigate these behaviours, encouraging people to wait until it is safe. The team compiled a comprehensive social media plan for daily topics to address health promotion (COVID-19, mental health, and sexual reproductive health), women empowerment, men's health and LGBTI+ (Safe Zone) wellness.

Social media

Monthly updates regarding the IOHA social media platforms show that IOHA continues to have a substantial social media presence, which increases social mobilisation, access to topics and awareness of events. The statistics show that males participate more on social media than females; therefore, the platform will capitalise on engaging them and increasing awareness of their topics.

In proving ourselves to be a centre of excellence in HIV and AIDS management, we increasingly utilised social media websites, such as Facebook and Twitter, to promote our initiatives and projects. Online campaigns increased, and the social reach yielded successful results as per reviews of statistics on these platforms.

Facebook statistics and demographics

IOHA has seen changes in terms of the type of posts, their impact, the audience, and people who follow the page. With universities following the digital route more and more for conveying their messages, the Facebook

page has seen tremendous growth. Posts are more structured in terms of content schedule and interaction, and involvement of the audience is snowballing.

- The year indicated a total increase from 535 to a total of 1 937 followers, and from 641 to a total of 2 062 fans. This is due to the level of content posted daily, supporting engagement, and sharing of information.
- Quarter 1 of 2020 saw a decline in engagement compared to Quarter 1 of 2019, 7 618 and 19 173, respectively. The decrease was partially due to the cancellation of face-to-face events in adhering to government lockdown regulations and the introduction of online campaigns. However, Quarters 2, 3 and 4 showed tremendous success and a positive increase in numbers, i.e. 22 821, 14 972, and 9 459 in 2019 and 88 241, 100 953, and 41 200 in 2020. The change indicated that digital campaigns have greater impact than face-to-face events, with a considerable increase in interaction and in critical information sharing. The IOHA Facebook page saw an increase in engagements (as distinct from followers and fans) from 66 425 in 2019 to 238 012 in 2020, an audience engagement increase of 171 587.
- The increase is attributed to campaigns and events such as the Phenomenal Women Awards, UJ Virtual Men's Conference build-up and the main event, UJ Virtual High Tea, Iconic Man Nominations, entrepreneurship initiatives and daily topics. The increase in online campaigns, events and discussion has maximised the digital space, and additional sharing of posts through WhatsApp groups further stimulated conversation.
- An analysis of fan geographical areas indicates that the page has fans from South Africa, Botswana, India, Kenya, Lesotho, Namibia, Nigeria, the USA, Zambia and Zimbabwe. The most prominent cities of origin are Johannesburg, Soweto, Pretoria, Cape Town and Tembisa.
- Lastly, the dominant languages are English and French. The page's dominant age group is the 25-34 year bracket, closely followed by age bracket 18-24.
- IOHA has posted more than 150 online social media posts since the start of April 2020.

IOHA Twitter page

The IOHA Twitter page earned 93 064 impressions for 2020 compared to 35 417 in 2019. This is a significant increase of 57 647. The positive growth is due to the Mental Health campaign around COVID, human trafficking dialogue, disability month, phenomenal women nominations and more. The increase in the audience showed that followers related well to the topics.

Website

The number of people visiting the IOHA website has increased year-on-year, standing at 647 in 2018, at 940 in 2019 and at 1 078 in 2020. This is due to changes and streamlining of the website. The website was simplified in terms of information posted, with people being redirected to the social media pages for interaction and assistance, should they require more information. Social media are also better for visual postings, such as pictures and video. These take up considerable website memory, which UJ has restricted to allow quicker access via laptop or mobile.

UJFM slots #Positive conversation

IOHA continues to communicate and educate through its weekly UJFM slot on Thursdays. The partnership has borne great fruits in terms of informing the UJ community and external listeners on students' plights and ways of overcoming day-to-day challenges. In terms of the social media schedule, various themes were followed, with guests being invited for the different slots. The topics were around sexual reproductive health, risky behaviour, and health promotion. More attention should be paid to measuring the show's impact.

IOHA in the media

IOHA uses internal resources and external media platforms to raise awareness of its various initiatives. Projects published in the media were Positive Conversations Magazine through the UJ student newsletter, International Pride Month, GBV article in the UJ student newsletter, UJ Women's Day event media release, and Men's Conference through the UJ website and uLink.

Curriculum integration, research and innovation

HIV curriculum integration is implemented through innovative and participatory approaches aiming at producing AIDS competent graduates and at strengthening prevention messages regarding HIV and AIDS. This is done through internships, training workshops.

Internship programme

In contributing positively towards 'graduateness' and the HIV curriculum integration programme, IOHA hosted three Community Development and Leadership students from the Social Work Department. The interns were exposed to several IOHA projects and helped build a stable platform to enhance SRHR issues within the University community and beyond. Additionally, in partnership with the Sociology Department, IOHA supervised three student interns. One student from Marketing was also accepted for an internship.

First Year Seminar (FYS)

HIV/AIDS programme coordinators, together with the senior peer educators, formed part of the FYS programme. The Office was invited to present at various faculties and departments to introduce the students to the health and wellness team (IOHA and Campus Health). The presentation included the survival tool kit, a health and wellness video, services rendered by the Office, and location and contact details. In addition to making the presentation, this was an excellent opportunity to recruit students to join the peer education programme.

Training workshops

In February, IOHA engaged in an exciting and interactive HIV training session with the FADA students. The presentation focused on HIV prevention, sexually transmitted infections (STIs) as well as the HIV transmission process, looking at transmission primarily through bodily fluids.

Additionally, the Office was invited to conduct workshops for Psychology interns, Law students and Student Affairs leadership groups.

IOHA was invited to present at workshops organised by Students Affairs on COVID-19 preparedness for students at residences. The purpose was to empower them on campus reintegration, behaviour modification and reinforcement of lifestyle modification to prevent the spread of the disease. IOHA's presentation emphasised facts about COVID-19, associated risky behaviours and suggested safe coping mechanisms. The training on campus reintegration continued in the second semester for both internal and external residences.

Peer education programme

The 2020 peer educators' recruitment commenced in February. The recruitment took place through various avenues such as social media, UJFM, and during the First Year Seminar (FYS) and other departmental presentations. Approximately 450 students showed interest in the peer educator programme; however, only 181 actively participated in programmes during Quarter 1.

The database grew from 181 during Quarter 1 to 235 in the Quarter 2, with an additional 54 peer educators recruited into peer education. There was also a spike with 11 gender non-conforming peer educators joining the programme in Quarter 2. The uptake was assisted by the facilitation of inclusive topics, which encouraged marginalised students to join the programme. In addition, the online dialogues helped immensely with the retention of peer educators during the lockdown period.

On 7 to 9 July 2020, IOHA conducted its first annual virtual Peer Education Training session with 260 students attending training during the three days, i.e. 97 students on the first day, 84 on the second day, and 79 on the third day. The Office partnered with internal and external stakeholders to facilitate different topics, such as gender sensitisation and leadership empowerment.

E-Learning module

Much progress has been made regarding registering the peer education module as a short learning programme. The draft document was completed and submitted to the Faculty of Education Curriculum Committee, with the formal name being Peer Education in Health and Wellbeing. The plan is to see it approved in the first semester of 2021.

Leadership

IOHA alumni

As of May 2020, the LINK Alumni has grown to 1 580. This is due to ongoing recruitment during lockdown via various WhatsApp groups and referrals. DFC Campus remains the highest in terms of recruitment.

Virtual events

Owing to the COVID-19 pandemic, IOHA engaged with the UJ community through various online webinars. IOHA hosted its sixth edition of the Annual High Tea and Phenomenal Women Awards in August 2020. The event forms part of its Cover-Up Campaign to empower young girls to make responsible choices and rise above the pressures and difficulties in society. This year was no different with the theme 'Women Empowerment: Celebrating Diversity in Women' #IAMENOUGH, which attracted students and staff for a two-hour session of robust discussion and networking. They were followed by the first UJ Phenomenal Women Awards Ceremony. The awards comprised three categories, namely Leadership, Entrepreneurship Innovation and Technology, and Social Justice. Candidates were nominated and voted for online.

Diverse femininities

True diversity for women means more than just embracing women; it is beyond race and gender. Critical areas for diversity for women are culture, race, ethnicity, disability, religious or spiritual beliefs and gender, including transgender, intersex, generation, sexual orientation (lesbian, gay, bisexual and heterosexual). Virtual discussion was facilitated between women showing leadership in their fields and living on their own terms. The discussion was relevant and engaging; such similar discussions need to be planned in future.

UJ Men's Conference and Iconic Man Awards

The University of Johannesburg, in partnership with Student Affairs, hosted the first Annual UJ Men's Conference. Following the success of the previous two Student Youth Conferences held in 2017 and 2018, which focused on health promotion and responsible lifestyles among students in higher education, the 2020 conference specifically aimed to address men in higher education institutions on health-related topics, masculinity, and sexual diversity. As a build-up to the conference, social media campaigns were initiated using video, content, UJFM and an online campaign discussing the theme 'The traditional vs 21st century man'. Some of the insightful conference speakers included Craig Wilkinson, Prof Langa, Prof Grace Khunou, Sibusiso Ngobeni, Xolani Sifundza, and Logic Modibedi. Through the identified issues, the conference created awareness among students on related topics that will encourage positive development while advocating for behaviour modification through dialogue, education, positive re-enforcement, and Ubuntu principles. The conference total reach was 11 788.

The virtual Pride Afrique Festival took place in August, with the Safe Zone team forming an integral part of the festivities. The virtual Pride Afrique celebration of LGBTIQ pride seeks to promote and celebrate LGBTIQ people and groups across the African continent and the diaspora. It is about who we are, what we do to contribute to our societies, and what resources we have at our disposal. A video collage was also submitted from IOHA to highlight some of the work the Safe Zones team has done over the years, and to spread its footprint to the African continent, as part of the UJ strategy on national and global reputation management. This was also done to strengthen internal and external partnerships and to achieve programme objectives efficiently.

Virtual poster exhibition

For Women's Month, as part of the FADA/IOHA curriculum integration initiative and in collaboration with the University of Johannesburg's Sisterhood Programme, students were required to research, ideate, develop, and deliver a set of informative posters for a social awareness campaign advocating for gender equality, linked with the 2020 theme of 'Celebrating Diversity in Women'. The posters were shared on our social media pages; our students and followers voted based on interaction with each poster, and winners were announced.

Innovation

The COVID-19 pandemic has brought about change, both good and bad. On the events front, the limitation of face-to-face contact and gatherings has forced a new normal, which IOHA embraced through online interventions. The change has had the most significant impact on public reach in all the years, and indicates that digital campaigns have a more substantial impact than face-to-face events. It has also contributed to the sharing of critical information with a bigger audience.

In commemoration of World AIDS Day, IOHA was invited to a panel discussion by UNICEF student teams at Tilburg University (Netherlands). The aim was to share experiences from the South African context about destigmatising HIV/AIDS. The University received positive feedback regarding the strides it has made towards an HIV programme that seeks to ensure inclusivity and stigma eradication.

CHALLENGES

Owing to COVID-19, services such as testing services for HIV, the distribution of barrier methods, and screening of students and staff for STIs and TB were put on hold, and therefore, as a result, all targets set for 2020 were impacted. Students who required the services were referred to outside facilities.

The Higher Health funded Student Health and Wellness project started to be implemented in February by procuring health promotion materials, such as blood pressure machines and scales to strengthen screening during testing campaigns. Owing to the lockdown, not much was done on other planned activities, such as cervical smear screening.

CONCLUSION AND WAY FORWARD

The strategic focus for 2021

Sustain excellence in the provision of an enriching student-friendly learning and living experience by initiating, facilitating, coordinating, and implementing the University's HIV and AIDS strategy to the UJ community.

Prevention of HIV, TB and STIs

Medical prevention

Owing to COVID-19, HIV testing services could not be implemented as planned. Thus, to increase the availability of services, a self-testing option will be explored and implemented after obtaining the necessary approvals and putting risk mitigation in place.

Distribution of barrier methods, including those needed by the LGBTI+ community, such as dental dams and finger condoms.

HIV, TB and STIs care and support

Active mobilisation for HIV positive students to join the UJ care and support programme:

- The utilisation of social media platforms to recruit and inform students about the available UJ care and support programme.
- Continued use of the digital media platform to support students through one-on-one discussions, the peer buddy programme, and the WhatsApp social group.
- Base our response on HIV, TB and STIs in human rights principles and approaches (equal treatment and social justice).
- Focus on minority groupings, stigma, discrimination, and human rights through partnering with Social Work and Life Orientation departments on research focusing on marginalised groups, to implement services informed by best practice.
- This year, one of the Social Work students researched risky behaviour among the LGBTI+ community and available support services at UJ. This is part of the collaborative project with the Social Work Department on student sexual reproductive health, which has run from 2016 onwards.
- Continue to challenge issues relating to stigma and discrimination by creating awareness of special days, such as Zero Discrimination day, LGBTI+ history month, and disability awareness.
- Host an online LGBTI+ Youth Conference in the second semester, in partnership with internal and external stakeholders.

National and global reputation management

Establish global excellence and stature in HIV, TB and STIs prevention, care and support through social mobilization and partnerships by:

- Addressing RSB matters through:
 - Continuing with target programming for women and girls, men, LGBTI+ as well as teaching and learning.
 - Advocating for a better institutional structure on issues relating to behaviours that put students at risk, by promoting healthy living, a planned interdepartmental collaboration, addressing identified issues of concern for students, utilising an asset-based approach to achieve positive change, and using students' and staff's own knowledge, skills and lived experience of the problems they encounter in their own lives.



- Including sexual health in teaching and learning as the second curriculum, to contribute positively towards graduate competencies through peer education, internships, student assistants, workshops, dialogues.
- Sustaining an innovative, inclusive programmatic approach to campaigns, events, teaching and learning through annual calendar and digital marketing.

Leadership influence, visibility, and stature

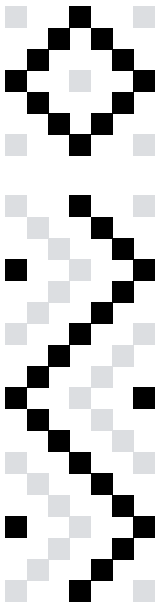
- Advising the MEC on RSB-related matters.
- Submitting reports for discussion at relevant university committees.
- Facilitating shared accountability for implementing the National Strategy Plan and the UJ HIV, TB and STI strategy.



Kinta Burger (Prof)

Registrar





Office of the General Counsel

The Office of the General Counsel (OGC) was established on 1 January 2016. It comprises a small team of four legal professionals and an executive personal assistant. The professional members of the team are the General Counsel (GC), the Director: Contracts, the Director: Litigation and General Affairs, and a Legal Advisor. All the professional members are corporate counsel under the Legal Practice Act 28 of 2014. They are by law required to carry out their duties impartially and objectively, and to avoid subordination or undue influence of their judgment by others. The Director: Contracts emigrated during the reporting year but continued to work remotely for the OGC until 30 September 2020. The five-year term of office of the GC expired on 31 December 2020 and he resumed his duties at the Faculty of Law as from 1 January 2021.

The OGC seeks to be a trusted partner of UJ's governance and management structures, its office-bearers, and employees in respect of institutional affairs, whom the Office sees these as its clients. It seeks to achieve this aim by being recognised for its creativity, expertise and commitment to the University's vision, mission, and values.

The OGC assists its clients to conduct the University's business, where it involves legal dimensions, effectively and in accordance with legal and policy requirements. The members of the OGC are not only experts on these requirements, but are problem solvers committed to helping resolve issues in a practical, timely and efficient manner and advising on proactive measures to mitigate problems.

The OGC seeks to be alert to legal risks presented by proposed courses of action, while being sensitive to the responsibility of the University management to determine what level of legal risk is ultimately acceptable. Moreover, the OGC emphasises the need for innovation and creativity by assisting University managers in developing new and useful approaches to the challenges and opportunities presented to the institution. To this end, emphasis is placed on early involvement in emerging issues and activities. The objective is to provide legal services of a quality commensurate with the University's commitment to global excellence and stature in all of its activities, particularly as it asserts its leadership position in the Fourth Industrial Revolution.

The main subject matters to which the Office attended during 2020 were:

- Business transactions
- Commercial matters
- Educational affairs
- Contracts
- Litigation
- The legal impact of regulations made and directives issued under the Disaster Management Act 57 of 2002 (DMA) in response to the COVID-19 pandemic, on all activities and functions of the University.



The OGC assists all the faculties and divisions with their day-to-day legal challenges, ranging from litigation to amendment of policies and procedures and contract development. It advises them on legal dimensions in their dealings with third parties, and obtains and provides legal opinions regarding complex legal issues.

Following 2016, when the work of the Office was dominated by issues that arose from the #FeesMustFall and #OutsourcingMustFall movements, 2017 was dominated by matters arising from the University's property holdings. As from 2018, the focus of the OGC gradually shifted to matters arising from the University's commercialisation domain and academic enterprises. As could be expected, the declaration of a national state of disaster under the DMA on 15 March 2020 introduced a significant amount of work for the OGC. These included staying abreast of all notices and regulations promulgated in terms of the DMA, advising thereon and drafting University documents to comply with the regulatory framework, including notices, policies, and declarations, giving advice on contracts, particularly in respect of force majeure clauses triggered by the national state of disaster, considering and giving advice on insurance issues in relation to COVID-19, and adapting to new ways of conducting litigation during COVID-19.

South Africans are increasingly becoming a litigious society. Although severely impacted by the measures introduced to curb the spread of COVID-19, the courts nevertheless continued to operate to some extent, mostly on an online basis. Seventeen active matters (compared to 20 in 2019 and 13 in 2018) were managed during the year. Hearings in which the University was a party were conducted in the Constitutional Court, Supreme Court of Appeal, High Court, Magistrates' Court and Small Claims Court. The litigation covered a wide range of law, including construction law, law of contract, constitutional law (human rights) and labour law. Six of the matters involved current or former students. The litigious matters managed by the OGC included disputes with three former members of Council and six former employees. Litigation was more or less equally spread between those arising directly from the University's academic activities and those arising from support functions.

Owing to the public interest in the matter, reference can be made to the litigation arising from the conduct of the previous Chair of Council of the University, Dr Roy Marcus, and the previous Deputy Vice-Chancellor, Mr Jaco van Schoor (who was also a member of Council at some stage), in respect of the commercialisation activities in which UJ was involved. Civil proceedings were instituted against them and five other defendants in the High Court. The total amount of the monetary claims against the defendants is R20 419 675.20. The University also seeks orders declaring (a) Dr Marcus and Mr Van Schoor as delinquent directors in terms of the Companies Act 71 of 2008, and (b) the agreement to form a commercialisation partnership between Clarify Investment Corporation (Pty) Limited and the University to be invalid and of no force and effect. Pleadings closed but due to the new pre-trial procedures introduced by the Judge President and the long waiting list for civil trials, it is not expected that the matter will come to trial within the next three years.

Although the insurers of the University take over the legal defence of claims made against the University that are covered by insurance contracts, it remains the obligation of the OGC to provide the legal practitioners appointed by the underwriters with information and documentation, and to assist them with the often difficult process of navigating the academic domain, which is regulated by legislation with which private practitioners are not always familiar. Public universities are complex institutions, regulated by a layer of laws and regulations, which can be compared to the layers of an onion. On the outside are international law and the national laws of other countries, which become increasingly important as the University pursues its vision of global excellence and stature. Then follows the Constitution of 1996; the general law of the country; statutes containing provisions, particularly applicable to organs of state and public bodies; the Higher Education Act 101 of 1997 and the UJ Institutional Statute; and finally the Companies Act, which governs the companies of which the University is a shareholder.

More mundane attendances arising from the Property Management Office included conveyancing and town-planning issues, and dealing with problematic tenants.

The OGC represented the University in three complaints lodged with Chapter 9 institutions (two with the Public Protector and one with the South African Human Rights Commission). No adverse findings have yet been made against the University by any Chapter 9 institution. It may well be that all three of the matters concerned have simply died a natural death, since the University has not had recent correspondence from these institutions.

The OGC also acts as the presenter of cases to Council and its subcommittees, for example, in terms of the Policy: General Standard to Serve on UJ Structures and Participate in UJ Activities. It also represents the University in respect of claims submitted to the University's pension funds in terms of Section 37D of the Pension Funds Act 24 of 1956.

Despite the COVID-19 pandemic, there was not a significant drop in the contracts reviewed in terms of the Policy on Contract Development. A vetting certificate is issued for contracts that comply with the provisions of this policy. There was a marked increase in contracts submitted to the OGC for vetting, following the discovery of irregularities in the University's commercialisation domain. The range of activities of a university is much wider than in many multinational corporations, which limit their focus to specific activities. Contracts within the realm of academic activities include those that focus on teaching and learning, research and development, and community engagement. At the same time, commercial contracts are concluded to ensure the smooth running of a modern city university. Special attention was paid to the agreements to acquire immovable property for the University, which are regulated by legislation particularly applicable to public universities. The increasing pressure on the OGC to vet contracts is illustrated by the fact that while on average 31 vetting certificates per month were issued over the first nine months of the reporting year, this increased to on average 45 vetting certificates per month over the final three months.

Although face-to-face training sessions could not be held, a number of online workshops were presented to various divisions of the University to discuss the impact of the Protection of Personal Information Act 4 of 2013 (POPIA), which came into force on 1 July 2020. There is a grace period of 12 months within which the University must take steps to become fully compliant with the Act. The OGC led the process, which resulted in the award of a Request for Proposal (RFP) to service providers to conduct a gap analysis regarding the University's readiness to comply fully with the POPIA within the grace period. The OGC also presented a number of online workshops to various divisions regarding contract negotiation and development.

The demands on the OGC for legal advice relating to the Companies Act of 2008 for the commercial entities in which UJ holds shares continued to increase during 2020. Particular attention was given to the activities of UJInvnt (Pty) Limited. The GC is the University's shareholder representative on the board of the company.

As a public higher education institution, there are several statutes that impose special duties on the University, for example, the Promotion of Access to Information Act 2 of 2000, the Promotion of Administrative Justice Act 3 of 2000, and the Intellectual Property Rights from Publicly Financed Research and Development Act 51 of 2008. Providing advice in respect of this legislation, and applying the provisions of these statutes in a wide range of contexts, form a substantial part of the work rendered by the OGC.

During the reporting year, the OGC dealt with legal issues pertaining to various trusts to which the University is a party. These trusts include the UJ Trust, the Metlife Trust, BKM Trust, UJCLET Trust, and the UJ Entrepreneurial Trust.

All professional members of the OGC are also members of the Legal Practitioners' Forum (LPF), a forum open to all the legal advisors of universities. Regrettably, the activities of this forum were mostly put on hold by the regulations imposed to curb the spread of COVID-19.

The stature enjoyed by the professional members of the OGC is illustrated in many ways. The GC and the Director: Contracts served on the Legal Advisory Committee of Universities South Africa (USAf). The Director: Contracts served as one of six members of a working group advising USAf on the POPIA code of conduct for universities. The Director: Contracts completed her doctoral qualification during the year. By the end of the reporting year, the Director: Litigation and General Affairs had completed all her coursework modules for the LLM programme in Intellectual Property Law, with distinction. The Legal Advisor completed her Postgraduate Diploma in Compliance, with distinction. The Director: Litigation and General Affairs presented and facilitated a session as a member of the Advisory Board of the World Litigation Forum at a conference in Dubai in January 2020. The GC and the Director: Contracts wrote a peer-reviewed chapter in a book on public universities as organs of state.

Structures on which members of the OGC served and attended, included the committee dealing with TIA (Technology Innovation Agency) seed funding; the MEC Commercialisation Committee; the Fourth Soweto Residence Steering Committee; the Compliance and King IV Implementation Steering Committee; the Campus

Protection Society of Southern Africa; and the Safety, Security and Tertiary Management Committee. On this latter serve, among others, representatives from the South African Police Services, the Johannesburg Metro Police and our neighbouring peer institution.

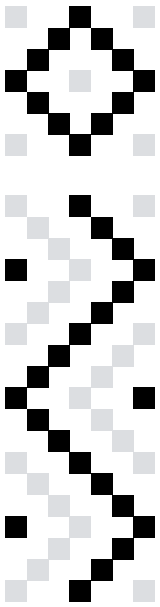
As students become more litigious, it is necessary for members of the OGC to assert themselves increasingly in the academic domain. So, for example, the OGC proposed amendments to the academic regulations and academic policies, in view of lessons learned in dealing with litigation and disputes. The OGC also advised on amendments to the SRC Electoral Policy and actively advised the Electoral Committee on the SRC elections.



Patrick O'Brien (Prof)

General Counsel





Information Communication Systems (ICS)

OVERVIEW

The Information Communication Systems Division (ICS) is the internal Information and Communication Technology (ICT) service provider to the University of Johannesburg (UJ) and the institution's central ICT Division. ICS provides enterprise ICT systems and services for all UJ staff, students, and partners, through efficient and effective planning, implementation, and support for ICT innovations.

ICS has 151 employees consisting of management, professionals as well as entry-level employees. Below are the ICS employee statistics on gender and race:

- Gender
 - 75% Male
 - 25% Female
- Race
 - 76% Black
 - 16% White
 - 4% Indian
 - 4% Coloured

SUMMARY OF KEY ACHIEVEMENTS

ICS achieved the following critical deliverables in 2020.

IT risk management

At the top of the priority list of risks in 2020 are cyber-attacks on UJ infrastructure and systems. ICS conducts frequent scans on UJ's infrastructure to identify and remediate vulnerabilities with defined and integrated vulnerability management processes. The network's perimeters were upgraded. The support team monitors the network to protect the University against unsolicited users.

The standard and procedures for user access management empower both ICS and business system users to place sufficient controls to mitigate risks. The standards have assisted in remediating audit findings.

The Coronavirus outbreak was also rated as a priority risk, as it could impact operations, staff health and wellness, and delivery on key projects. The University provisioned data to staff and students to ensure business continuity. Through participation in the COVID-19 Coordination Committee, ICS also developed and regularly reviewed plans to ensure continuity on some projects.

In collaboration with the UJ Protection Services Department, ICS put plans in place to prevent losses of IT equipment on the Soweto Campus and improved surveillance and access control for the microcomputer laboratories on this campus.

Cybersecurity user awareness

A cybersecurity user awareness programme was defined and approved in 2020. ICS could not implement some of the elements of this programme due to COVID-19. ICS conducted a user awareness programme for different UJ departments, including the Library, FEBE, and CAT, since these departments also support the University's IT applications and infrastructure. The awareness programme sensitises UJ system users to prevalent cyber-attacks and creates a cyber-apt community of users.

ICT governance implementation

The ICT governance structures instituted in 2019, in line with the UJ IT Governance Framework, are instrumental in shaping the management and control of IT assets. ICS implemented the following committees:

- The Enterprise Architecture Committee provides a platform to integrate and evaluate new IT initiatives.
- The IT Audit and Risk Committee manages audit and risk assessments.
- The Information Security Steering Committee deliberates all vulnerability assessment levels in an integrated manner and reports on remediation.

IT threat management

To improve threat detection, incident management, and management of IT vulnerabilities in UJ, ICS has deployed a variety of tools to reduce information security incidents and vulnerabilities:

- Vulnerability Management (Qualys)
- Symantec Endpoint Encryption
- Cofense Security Awareness tool.

ICS also entrusted an independent service provider, specialising in information security and cybersecurity threat management, to perform an external security assessment and penetration test to gain visibility of the state of vulnerabilities affecting our external, internet-facing systems applications.

Network and Wi-Fi infrastructure upgrade

ICS initiated projects to upgrade the network and Wi-Fi infrastructure across all campuses by installing new network equipment known as switches, controllers, and Wi-Fi access points. The upgrade aims to increase Wi-Fi coverage and improve performance.

ICS provided the UJ Island with Wi-Fi coverage in critical areas, such as the dining hall, rooms, and conference facilities. The ICS Department deployed new network and Wi-Fi equipment at the Kopano residence near the DFC Campus. On behalf of the Protection Services Department, ICS coordinated the project to install a new fibre network on the APK and APB Campuses.

SMS system upgrade

ICS undertook a project to upgrade the SMS system to send messages in bulk to the student community to a cloud-hosted solution. Users of this system can log in via the internet without requiring that they be on a particular campus. ICS sent 120 000 SMSes per month for 2020.

Network security upgrade

To further strengthen the University's IT infrastructure security, ICS installed an additional firewall for the APK data centre. This device prevents any unauthorised access to the University's information.

Furthermore, with firewall devices, ICS further segmented and separated network communication by implementing firewalls for computer labs, Protection Services traffic, voice traffic firewalls and an inter-campus firewall.

ICS also initiated more security-related projects, namely perimeter firewall upgrade and firewall assurance projects.

Telephone system upgrade

ICS fully centralised the UJ telephone system with licenses hosted in the cloud, eliminating the need for physical servers.

The ICS Division enhanced the telephone system's security by installing a session border controller (SBC) device. The SBC is a special-purpose device that protects and regulates network communication flows. As the name

implies, session border controllers are deployed at network borders to control communication sessions. ICS onboarded a new telephone service provider.

Remote working initiatives

With the advent of the COVID-19 pandemic and the need for remote and online working due to lockdown restrictions, ICS deployed softphones to critical personnel, for example, helpdesk agents, procurement personnel and finance personnel. The softphone is a software program for making telephone calls over the internet using computers and laptops. For online meetings, UJ used the Microsoft Teams tool for continuity.

ICS enabled staff to work remotely by deploying a virtual private network (VPN) client-to-staff computers. This VPN client allowed secure access to UJ's resources, for example, servers and production systems, over the internet.

Student management system

During the annual registration period, the ITS system used to manage student applications and registration experiences was strained due to the number of students using the system for registration purposes. ICS performs an annual stress test of the registration and late application process to identify any system issues that can slow down or stop the registration process. If the system fails, the University's risk is relatively high. ICS uses the stress test to identify bottlenecks and potential issues that can be addressed or noted to reduce the risk.

One of the areas identified as a potential risk was that of late applications, which were moved from the on-premises environment to a hosted solution at AdaptIT to reduce the ITS infrastructure load. As the solution runs on the AdaptIT hardware, this process will not interfere with the registration process. ICS did the stress testing in November 2020. During the stress testing, ICS compared the 2019 and 2020 user stress tests, and the results were significantly better in 2020.

User account automation on Active Directory (AD)

ICS has been using Microsoft Identity Management (MIM) to synchronise biographical user data, such as name, surname, office contact details, and designation, from the HR Oracle system to the Outlook Address Book (residing in Active Directory). MIM also disables the account if an employee resigns and leaves the employment of the University.

In 2020, ICS embarked on the MIM Enhancements Project. The MIM system now caters for full automation of staff AD accounts, namely creating new accounts, adding and creating an email address, and the automatic management of these accounts throughout the staff members' life cycle at UJ. In 2020, ICS reconfigured the system after much interaction and planning with HR and other stakeholders.

Microsoft Azure Cloud Services

In 2020, by means of workshops, ICS completed the project of architecturally designing and securing the Microsoft Azure platform for production workloads. ICS obtained critical information from key domains within ICS dealing with governance, subscription management, naming conventions, resource management, security, networks and connectivity. ICS used this information to compile a functional specification for the UJ Azure cloud environment.

The identified services included multiple uplinks for redundancy into Azure from the various sites: Azure firewall and identity management, Azure Monitor, Azure defender, web applications with Azure Front door as well as backups to Azure, where ICS will aim to phase out the need for backup tapes and hardware/services that this requires. ICS migrated the chatbot and log analytics workspaces used for our SQL database and active directory assessments from the old Azure environment to the new environment.

Moving traditional servers to Azure will not be cost-effective, and hence applications and services will need to be adapted to function in a cloud environment as software as a service (SaaS) or platform as a service (PaaS).

Office 365 Advanced Threat Protection (ATP)

In the fight against cybersecurity attacks, ICS implemented a new application, Office 365 Advanced Threat Protection. It is a cloud-based email filtering service that can help protect UJ from malware and viruses. UJ

staff rely heavily on emails to do business and to communicate with colleagues, collaborators, and customers. However, email is also the most prolific attack vector that threat actors actively use to target and compromise our users and breach our security environment.

After implementation, there was immediate reporting on spoofed domains, spam and phishing attacks, and top targeted users. Monitoring and implementation of mature processes continue and assist in increasing the cybersecurity posture of the University.

Central Academic Administration

Management of Marks System (MAMS)

In 2020, ICS made changes on MAMS to optimise user experience. The COVID-19 pandemic and the national lockdown necessitated that student assessment, applied differently by each faculty, module and exam type, be reformed.

Submission of Assessment Papers Secured System (SAPSS)

Earlier in the year, ICS enhanced the system to allow it to select different sizes and colors of answer books and reformat special instructions. To maintain the quality standards of exams, it became necessary to improve the system for randomisation of question papers, i.e. the system automatically and randomly selects a question paper between the two assessment types (primary and supplementary).

Declaration of confidentiality

In 2018, ICS developed a system for all staff to declare online if they have a conflict of interest regarding student marks. In 2019, ICS implemented notifications and functionality for line managers to mitigate logged submissions, and ICS also enhanced the information about the conflict itself. In 2020, ICS improved the application with new functionalities to accommodate requirements by stakeholders.

Research and Innovation

University Research Committee (URC)

In late 2020, new requirements were built for the URC, whereby the research officer can download an application in PDF. The system integrates to the Oracle system, where the user's information gets pulled automatically.

University Capacity Development Grant (UCDG)

The UCD grant is a consolidation and extension of the former Teaching Development Grant (TDG) functions and the Research Development Grant (RDG). This grant aims to enhance the research and teaching ability of universities and to improve research productivity through a focus on developing the research capabilities of academic staff in need of development in this area. An automated funding program was designed to replace the current manual form.

Office of the Chief Operating Officer

Protection Services – Event Management System

ICS developed a system for the process of managing risk when the University hosts significant events. There is a fair amount of coordination required internally – UJ partners with the SAPS, ambulance services, and the City of Johannesburg for these events.

Human Resources – Temporary Employee Application (TempEmp)

The Temporary Employee portal, used to capture the employee's details, was enhanced so that fields on the web app validate with Oracle's fields, i.e. capture the same data type and format set on the Oracle application.

Teaching and Learning

Community-based engagement (CBE)

The College of Business and Economics (CBE) runs Community Engagement Projects (100 projects reported annually) through the Community Engagement Committee. ICS has automated the form to aid quality data capturing of the community engagement projects and the storage descriptors of each project, some of which run only annually and some for several years.

Faculty Higher Degrees Committee (FHDC)

For the Faculty of Humanities, ICS automated the manual application form, which will help streamline and simplify the current process of forwarding requests and proposals by candidates who may get admitted to a master's or doctoral programme.

Student Affairs

ICS developed a system to enable students to apply online for registration funding from the SRC Trust Fund and meal assistance. ICS enhanced the application to allow attaching a consent form (for those under 18 years using a passport), affidavits, consent letters, part-time curricular courses and for administrators to view approved documentation.

ITS Integrator system database upgrade

The upgrade of the ITS Integrator system database was from Version 12c to 19c. The upgrade will ensure the system is stable and remains fully supported by the database product owner.

ITS Personnel iEnabler User Access module

ICS completed the implementation of the Personnel iEnabler User Access module. ITS users make use of this module to apply for Integrator menu options. It comes standard and fully licensed with the subsequent ITS Integrator versions. The Personnel iEnabler provides seamless, end-to-end automation to control user access to the ITS Integrator system. The process eliminates the paperwork involved in applying for access to Integrator menu options. Users can use it for admission in one sitting without moving from one office to another, resulting in a reduction of the costs of printing access request forms.

Oracle Procurement Cloud System

ICS collaborated with the Financial Expenditure Division to implement Oracle Fusion Cloud Sourcing, Contract Management and Supplier Qualification Management modules. The project's objective is to streamline the sourcing and tendering process and reduce the manual work effort of the overall sourcing and contracting process.

Oracle licence assurance

ICS engaged an Oracle licence assurance service provider to assess the usage of Oracle licences to ensure compliance with the current UJ Oracle licence agreement. An independent supplier provided the University of Johannesburg with a recommendation report on use and gaps. ICS proactively resolved the non-compliance of licences to avoid penalties from Oracle.

Data Governance assessment project

ICS appointed a third-party supplier to assess current UJ data governance maturity, identify the gaps, define roles and responsibilities for data governance structures, make recommendations on the implementation roadmap, and plan to roll out data governance within UJ.

Business Intelligence (BI) system projects

ICS integrated the BI system with more than 20 source systems within the UJ environment and other external systems for better reporting and analytics. ICS developed BI dashboards and reports for various University departments to reduce the manual effort in reporting.

IT Asset Management System

ICS went through a process of documenting the policies and procedures for IT Asset Management. The Asset Management system enables the effective management of all computer hardware and software by adopting and implementing an ICT asset management process and controls and the automation thereof, aligning to best practices.

This system will assist with the following:

- Better management of IT assets.
- Ensure software licence compliance.
- Easier reporting.
- The system will assist relevant stakeholders in making data-driven decisions on IT asset management.

Modernised IT Service Strategy

ICS developed a modern IT Service Strategy with four fundamental principles that will tailor best practices to ensure that the institution achieves its strategic objectives. The principles are:

- Enhanced capability and competency.
- Service orientated processes.
- Improved quality of service.
- Digital enablement.

The Service Strategy will help ICS deliver better, cost-effective, and efficient ICT services to all UJ stakeholders. An operating model identifies customer service and technology components required to service the customer effectively.

Audio-visual (AV) Monitoring and Management System – smart and connected classrooms

ICS implemented the Crestron Fusion AV Monitoring and Management system to enable 80 venues on APK and SWC Campuses to manage, monitor, and control equipment remotely.

Project benefits include:

- Quick resolution of AV incidents.
- Live monitoring and reporting of AV equipment.
- AV equipment uptime improvement.

Audiovisual Hardware Refresh – 44 teaching and learning venues

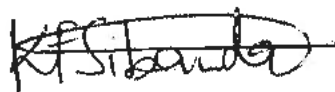
Owing to aging audiovisual infrastructure in the teaching and learning venues on all UJ campuses, ICS embarked on a project to refresh the aged hardware. The Department of Higher Education and Training (DHET) funded the project. The project included installing the latest audiovisual technology (smart classroom) in 44 teaching and learning venues on three campuses, namely SWC, APB, and DFC.

Student computing desktop replacement – micro computer laboratories (labs)

ICS has replaced a total of 1 635 computers in the student computing labs across all four campuses. The replacement is a continuous improvement process for the student computing environment and will equip the laboratories with modern computers to meet students' expectations. All leased computers in the student laboratories were returned to the third-party supplier, InnoVent.

CONCLUSION

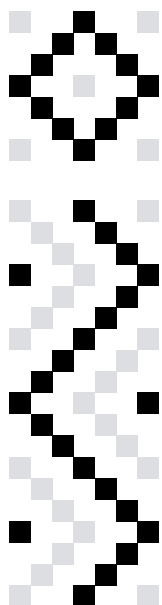
In conclusion, ICS will continue its drive to ensure that the skills gap is breached by continuing with LinkedIn and Pluralsight technical and professional training to improve all ICS employees' technical skills. These two training platforms provide ICS employees with access to thousands of courses authored by industry experts, including mock-up tests, labs, hands-on learning, and recognised certification in various IT technical fields.



Khathu Sibanda (Ms)

Chief Information Officer





Academic Planning, Quality Promotion and Academic Staff Development

OVERVIEW

The Division for Academic Planning, Quality Promotion and Academic Staff Development (DAPQPASD) is responsible for academic planning within the University and for supporting the intellectual, professional, and personal development of academics. The Division comprises two centres, namely the Centre for Academic Planning and Quality Promotion (CAPQP), and the Centre for Academic Staff Development (CASD). Activities of the Division and the Centres are integrated to achieve a strategically informed, targeted approach to meet the goals of the University. A key priority is to provide academics with the skills needed to develop innovative ways of responding to a rapidly changing higher education environment. This is to ensure curriculum and academic transformation at UJ.

In addition to the core work of the two centres, the Division completed the following in 2020:

- Comments on the Higher Education Qualification Sub-framework for the proposed review.
- Institutional Response to the Council on Higher Education (CHE) Consultation on the Quality Assurance Framework (QAF).

Under the stewardship of the Deputy Vice-Chancellor: Academic, the Division worked to provide support for the University's transition to remote teaching and learning. In this regard, a number of documents were developed to support this transition, including an analysis of the plans submitted by faculties/college for the transition both for 2020 and 2021.

The following critical internal documents were developed or amended, and were approved in 2020 by the University governance structures:

- Academic Programme Policy
- Plagiarism Policy
- Policy on Authorship.

The Division also managed and produced the QA Report on the Transition to Remote Teaching and Learning, an internal quality assurance review of the experiences of staff and students on the changes to teaching and learning necessitated by the COVID-19 pandemic.

Dr Kirti Menon (Senior Director) and Ms Gloria Castrillón (Director) continued to represent UJ in finalising the amendments to the CHE's *Quality Assurance Framework* as members of the QAF Working Group. Ms Kibbie Naidoo (Director) is the convenor of the Teaching Advancement at Universities (TAU) Project. She is the coordinator of the Southern African Learning and Teaching (SAULT) Forum. She serves on the National Coordinating Committee of the National Framework for the Enhancement of Academics as Teachers. She is also on the editorial board of the *SOTL in the South* journal.



SPECIAL PROJECTS

The Accelerated Academic Mentoring Programme (AAMP) provides career development opportunities and inputs to develop the next cohort of academic leaders. There has been a significant increase in the number of AAMP participants over the three years. In Level 1, participation increased from 133 in 2018 to 165 in 2020. In Level 2, participation increased from 97 in 2018 to 184 in 2020. For Level 3, participation increased from 55 in 2018 to 73 in 2020. These increases are an indication of the programme's growing popularity among staff, as well as a positive reflection on the efforts made by the respective units towards ensuring its success. Another positive element about the growing numbers of participants is the noticeably high number of female participants across the three levels, which increased from 58% in 2018 to 67% in 2020. This paints a positive picture of the perceived value of interventions offered by the programme. The success of AAMP is defined in terms of successful promotion applications and improvement of doctoral qualifications. In total, 36 AAMP participants were promoted to senior positions in the 2019/2020 period. The Division has made it a priority to strengthen the mentoring aspect of the programme in 2021.

A second project, the New Generation Academic Programme (nGAP), is an initiative funded by DHET in partnership with universities. Each nGAP scholar is allocated a mentor as well as a reduced teaching workload, to allow them to focus on their doctoral research. To date, the University has a total of 29 nGAP posts hosted by different faculties, 24 have been taken up and five are still in progress. Since its inception, the nGAP has produced five doctorates, and the majority have made significant progress in their studies.

The Division also coordinates and manages the Assistant Lecturers (AL) Development Programme. The AL programme is an initiative to add stature to flagship departments, to accelerate the transformation of the academic cohort in terms of race, and to assist in departments with high enrolments and an unfavourable staff/student ratio. The programme budget makes provision for 75 ALs in an academic year. By the end of 2020, 73 were appointed into the programme. To date, 50 ALs have been appointed into full-time positions, and two of these lecturers have taken up nGAP positions.

In 2020, the Department of Higher Education and Training (DHET) selected the University of Johannesburg as the lead implementers of the national Future Professors (FPP) Phase Two Programme. The FPP is a competitive and selective programme of the DHET to prepare promising early-career academics to become a new cohort of South African professors across disciplines. The programme comprises three cohorts to be trained over five years, with each cohort undergoing an intense two-year developmental programme to achieve the outcomes of the programme. A total of R70 229 574.26 has been allocated for the implementation of the FPP Phase Two. The FPP Project Office has put structures in place to support the implementation of the programme. The University also participates in the FPP Phase One implemented by the DHET since 2019 and coordinated by the University of Stellenbosch. Dr Khumisho Moguerane from the Department of History was selected as part of the first cohort of this Phase One Programme.

The University further participates in the Nurturing Emerging Scholars Programme (NESP), also funded by DHET. The NESP programme recruits honours graduates demonstrating 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. UJ has been awarded four scholarships in Phase One of the programme in the following fields: Podiatry, Zoology, Biochemistry, and Mechanical Engineering.

CENTRE FOR ACADEMIC PLANNING AND QUALITY PROMOTION

The CHE's National Doctoral Review site visit was held virtually from 20 to 23 October 2020. Reports received from UJ participants in the four-day site visit indicated that the visit was constructive. The report from the CHE is expected in the first half of 2021.

The introduction of monthly meetings of the Programme Working Group (PWG) has enhanced the turnaround time of submissions to and approval by Senex of programmes and SLPs. Q&A sessions hosted online provide support and assistance to committee members and faculty staff and build capacity in quality assurance across various functional areas of the University. All internal programme amendments are reviewed by CAPQP at the request of Senex and are noted in the PWG minutes.

The Division submitted a comment on the Policy and Criteria for Credit Accumulation and Transfer within the National Qualifications Framework (as amended, 2020) on 12 December 2020.

CAPQP's Academic Planning team submitted ten new programme accreditation applications to the CHE in 2020, including four multi-/interdisciplinary applications. In terms of approvals, the following can be reported:

- DHET approved 11 PQM applications (eight new and three amendments).
- The HEQC approved amendments as follows: four title changes, two site of delivery changes, eight CESM additions, and four newly accredited programmes.
- The University received five conditional accreditations and three non-accreditations from the CHE. The non-accreditations were all successfully addressed, and the programmes accredited. Five of the nursing postgraduate diplomas (including the three initial non-accreditations) are now all accredited; prior to commencement conditions related to outstanding South African Nursing Council (SANC) information. SANC's promulgation of the postgraduate diploma requirements had delayed the release of their approval letters required to complete the accreditation process.
- The Master of Philosophy and the Doctor of Philosophy were accredited in 2020 and provide for a wide range of multidisciplinary research projects.

SAQA now has speedier processes and has registered 16 long-outstanding and three new qualifications for UJ.

Quality promotion activities, including programme reviews, continue and, despite the lockdown and the need to work in the virtual space, 18 programme reviews are currently in process. Of the 18, seven will be completed in Semester 1 of 2021; and the remainder will begin in Semester 2. CAPQP reports on the reviews twice a year at the Senate Teaching and Learning Committee (STLC).

Support for the professional body accreditations and reviews has been provided by CAPQP in the Faculties of Health Sciences and Engineering and the Built Environment, in which 12 departments will be having accreditation visits by the Engineering Council of South Africa (ECSA) and one by the South African Council for Planners (SACPLAN). Reviews of the UJ research entities have been requested by the University Research Committee, and the first phase of this commenced in October 2020 with four such entities: Institute for Pan-African Thought and Conversation; Johannesburg Institute for Advanced Studies; University of Johannesburg Confucius Institute; and the Institute for Intelligent Systems. The Centre of Visual Identities in Art and Design began the process in January 2021, and twelve additional reviews are scheduled to be initiated in 2021.

CENTRE FOR ACADEMIC STAFF DEVELOPMENT (CASD)

Excellence in teaching and learning is one of the institution's strategic objectives, and the Centre for Academic Staff Development (CASD) plays a central role in the achievement of this objective. It does this by providing developmental opportunities for academic staff, newly appointed academic heads of departments and tutors to enhance their practice as facilitators of learning. Opportunities provided include workshops, seminars, individual consultations, teaching and module reviews, mentorship, tutor training and check-ins, as well as a formal qualification in higher education, the Postgraduate Diploma in Higher Education (PGDipHE).

ONLINE PROFESSIONAL DEVELOPMENT

CASD created a variety of pathways to communicate and engage with academic staff remotely. In addition to the use of WhatsApp groups, telephone and emails, a staff development community was created on Blackboard. The Academic Preparation Programme for newly appointed staff and assistant lecturers was held in January and July and was attended by 49 and 155 academic staff, respectively. As of March 2020, all workshops were offered online and were well attended by 446 staff in the first semester and 372 in the second semester. Important to note is that online workshop attendance has increased significantly. The HOD induction programme for new HODs was early in March 2020 and was attended by 22 new HODs. The induction programme addresses different topics to provide new HODs with an overview of the role and responsibilities of HODs. Four follow-up workshops on different topics were held. The topics were on managing your departmental finances; how to manage a department during COVID-19; an update on HR matters; as well as the why and how of short learning programmes.

TPAC reviewed 108 portfolios for promotion in 2020.

TEACHING AND MODULE EVALUATIONS

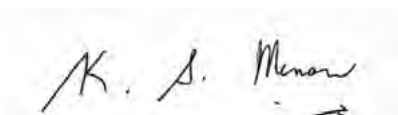
Teaching and module evaluations were useful in providing feedback about students' experiences of online teaching and learning. For this reason, a set of ten teaching and ten module evaluation questions that reflect the shift to remote teaching and learning were developed. A total of 7 183 teaching and module evaluations were processed in 2020.

Postgraduate Diploma in Higher Education (PgDipHE)

Participation in the PgDipHE has increased over the years with 22 registered students in 2020. The Postgraduate Diploma in Higher Education is normally offered through online and face-to-face interactions. CASD converted all the face-to-face sessions to online sessions. Facilitators communicated with students via WhatsApp groups and email, especially where participants did not have constant Wi-Fi access. Ten students who completed the requirements for the programme graduated in 2020 and eight students will graduate in 2021.

Blended tutoring programme

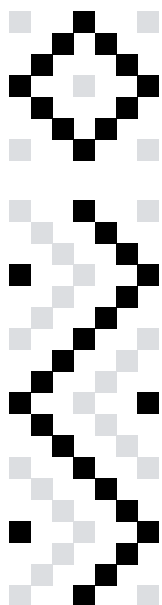
The UJ tutoring programme received international accreditation from the College Reading and Learning Association. In line with this, tutor training was offered in a blended manner, which comprised both face-to-face and online training. From the end of January to the middle of March, 39 face-to-face training sessions were offered at three levels (Level 1 for new tutors, Level 2 for tutors entering the second year of tutoring, and Level 3 for tutors who have tutored for more than two years, and for senior tutors). A total of 1 063 tutors were trained during this period.



Kirti Menon (Dr)

Senior Director: Academic Planning, Quality Promotion
and Professional Academic Staff Development





Institutional Planning, Evaluation and Monitoring

OVERVIEW

The work of the Division for Institutional Planning, Evaluation and Monitoring (DIPEM) encompasses a number of important activities in support of the strategic, institutional and enrolment planning processes of the University. Much of the data, analyses and reports it produces are incorporated in other sections of this Annual Report, and are not repeated here. The work of DIPEM is organised into three functional areas: planning, evaluation and monitoring, and institutional research. As custodian of the Higher Education Data Analyser (HEDA) portal, which gives access to student and staff HEMIS data, the Division is responsible for providing reports, analyses, information and datasets to Council, Senate, the MEC, the Registrar, individual DVCs, and relevant governance committees. It also provides data as part of departmental projects, programme and faculty reviews, and for ranking purposes. A critical function is ensuring data integrity and quality, and the consistent use of data categories and definitions across different domains.

KEY ACHIEVEMENTS

Enrolment planning

In the planning area, enrolment planning is seminal, as it must be aligned with national imperatives and priorities, and forms the basis for the determination of the University's teaching input subsidy. A six-year enrolment plan from 2020-2025 was agreed with the Department of Higher Education and Training at the end of 2018, and 2020 was thus the first year of the current cycle. In 2019, as in every year, an internal enrolment plan for the following year, i.e. 2020, had been developed by DIPEM in consultation with the faculties, to take into account changed contextual realities and faculty planning at programme level. In 2020, DIPEM monitored the implementation of the 2020 enrolment plan with constant data analyses and advice. Given initial under-enrolment in 2020, DIPEM assisted with the provision of data analyses to inform mitigation strategies. The introduction of weekly meetings with each faculty and relevant support divisions during the enrolment process also served to enhance the implementation process and to create better overall coherence and cohesion across the various role-players, such as Finance and the Student Enrolment Centre.

DIPEM led the process of developing the enrolment plan for 2021, which was approved by Senate in late 2020. A new data input process from the faculties was introduced in 2020, which successfully streamlined the process of plan development. Given the realities of the COVID-19 pandemic, DIPEM also conducted scenario planning and undertook analyses of the risks for enrolment in 2021.



Strategic planning

The maintenance and updating of the UJ Strategic Plan 2025 falls to the Division, as well as data collection and reporting on both the UJ Annual Performance Plan (a subset of the Strategic Plan) and the DHET Annual Performance Plan (APP) required by regulation. The results of these are presented elsewhere in the Annual Report, but they do indicate improved performance in many areas, including research and teaching and learning. In 2020, there were only a few changes to the KPIs in these reports after review by senior management, resulting in a slight reduction in the number of KPIs in the Strategic Plan from 90 to 87.

Academic reintegration planning

The COVID-19 pandemic necessitated a rapid shift to online teaching and learning and a lockdown that prevented students from accessing the campus. As the various alert levels changed, national regulations allowed for only certain proportions of the student body in discrete categories to be reintegrated to contact sessions. DIPEM was instrumental in the planning process and for identifying the students who could be permitted to return at various stages.

Evaluation and monitoring

Much of the monitoring work of the Division is undertaken in the context of formal reporting on UJ's Annual Performance Plan, but separate analytical reports on matters of importance to the MEC and governance committees are also produced. In 2020, DIPEM produced reports on undergraduate student success rates, throughput rates and dropout rates, as well as a number of analyses that informed presentations to MEC and Council. A new benchmarking app was developed in the HEDA environment, which allows users to quickly compare relevant UJ data points with a significant number of selected South African universities. This includes an infographic on the main data parameters on UJ for display on its website. The Division also assisted both Campus Health and the Postgraduate School with the development of analytic tools. The Division was also responsible for the provision of data and analyses, which informed UJ's self-evaluation report for the external doctoral review by the Council on Higher Education.

Ranking submissions

UJ participates in a number of international ranking systems, while being well aware of their limitations, as they provide international recognition for its accomplishments and assist in building its national and global academic reputation.

The University actively submits data to a number of ranking systems, including those by Quacquarelli Symonds (QS) and Times Higher Education (THE). Within these, there are a number of subsystems, subject rankings and rankings of young universities. The BRICS ranking subsystem was discontinued in 2019, thus there was no 2020 edition. Aside from QS and THE, there are many other ranking systems that collect their own information, with the consequence that ranking results are released at certain times of the year on an almost weekly basis. DIPEM tracked these results, compared them with past results, and compared them with the performance of our peer national institutions for the MEC and for the Division of University Relations. In 2020, institutional data were submitted to both QS and THE, in line with their data definitions, and for the first time, UJ submitted data in all 17 areas of the Times Higher Education Impact Rankings. This is a new ranking system, based on the United Nations' Sustainable Development Goals (SDGs), which attempts to move beyond the traditional measurement indicators to assess a university's impact in relation to a range of major social and economic issues. The submission requires information of various sorts as evidence – numbers, policies, and institutional programmes in support of SDGs. In its first participation in the overall THE Impact Ranking process, UJ was placed 75th in the world. The UJ submissions were commented on and complimented in a number of national and international conferences held by the THE.

UJ's performance in the various rankings systems is reported on elsewhere in the Annual Report, but in general, it continued to improve in 2020, and the number of subjects featuring in the rankings systems grew markedly.

Institutional research

The Division is responsible for conducting annual student experience surveys among undergraduate and postgraduate students and a graduate employability survey, all of which provide invaluable insights into areas

of strength in the University, as well as those that require more concerted attention. In 2020, DIPEM introduced a number of changes. Given the shift to online teaching and learning necessitated by the COVID-19 pandemic, the Undergraduate Experience Survey was combined with the Centre for Academic Technologies' (CAT) annual survey on online teaching and learning, and the survey instruments were all adapted to take the pandemic context into account. In addition, DIPEM introduced a new survey of postgraduates who had failed to re-register in 2020, as the first in a proposed series of more extended 'dropout' surveys.

CONCLUSION

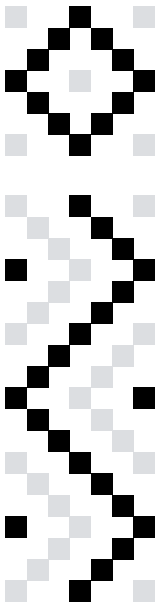
The Division continued in 2020 to provide high-quality reports and analyses to its many stakeholders, which enabled the University to constantly assess progress towards achieving its objectives. The development of more sophisticated monitoring tools was undertaken, with a number of successful improvements implemented. The COVID-19 pandemic introduced some disruptions, such as the need to plan the academic reintegration process, but all the main functions of planning, evaluation and monitoring, and institutional research were performed successfully.



Denyse Webbstock (Dr)

Senior Director: Institutional Planning Evaluation & Monitoring





Operations

Operations is a non-academic support division that offers services to faculties, academic support departments, students, staff, and other stakeholders. It is tasked with maintaining all academic and support facilities in order for them to be readily available, accessible, functional, and safe. Activities include the maintenance and cleaning of buildings, infrastructure, installations, sports fields, and gardens and the development and upgrading of infrastructure in accordance with the clients' needs, with the objective of supporting teaching, learning, research, student life and the development of fitness for global excellence and stature through the fulfilment of the following six strategic objectives of the University:

- Excellence in research and innovation
- Excellence in teaching and learning
- International profile for global excellence and stature
- Enriching student-friendly learning and living experience
- National and global reputation management
- Fitness for global excellence and stature

The Operations Division is divided into a number of support departments:

- Central Technical Services (CTS)
- Property Management
- Occupational Health and Safety
- Logistics

All departments have the joint aim of promoting UJ as a preferred academic institution of choice for students and staff, by rendering services to support and promote the core business of the University, in whatever form possible – and within the means of the staff and resources available to this Division. The overarching goal of this expansive support is to enable the overall drive for excellence at UJ.

During 2020, the single greatest challenge in the history of the Operations Division struck – the COVID-19 pandemic. Operations being an on-campus support division was directly involved in maintaining the operations required by a university, irrespective of conditions in the environment. Protection Services staff, maintenance and development staff, and property management staff were still required to continue the required service, notwithstanding the type/level of the lockdown that the society as a whole was experiencing. Staff working from home were able to do so because of the manner in which on-campus services were kept running, even at the most difficult of times. For this, UJ can only express its gratitude to the staff who displayed exceptional levels



of loyalty and resilience. As a direct result, Operations also spearheaded a review of the UJ Business Continuity Plan processes, to extend the normal building, equipment, technology, human resources and third party (BETH3) continuity planning to include a risk review for extraordinary events that require a more adaptive, less tick-box, continuity planning approach.

SIGNIFICANT RISKS AND RISK MITIGATION DURING 2020

- Lack of human resource capacity in Central Technical Services (CTS), Property Management and Logistics is abating, albeit slowly. A few key posts, e.g. the Operations maintenance manager post, are still unfilled, although attempts at filling posts continued even during the most difficult days of 2020. In some departments, the ratio of temporary to permanent staff is still too high – putting Operations at risk of the loss of valuable institutional knowledge, should temporary posts be filled by new persons in terms of the requirements of the Labour Relations Act. As a result, early in 2020, the middle management posts of the three departments were filled and a further improvement in delivery can be expected as a result. The in-depth investigation into the structure of all departments in Operations undertaken in late 2019 and reported on by 21st Century is still being considered for implementation. Discussions early in 2020 suggested that, if all the recommendations of the report are accepted, Operations will be better structured for the changing environment with sustainability, primary healthcare and environmental aspects all better catered for. The realignment of some departments in Operations to reflect more modern professional groupings is also to be welcomed. Staff churn remains a problem, and unexpectedly, more staff left in 2020 than in previous years, moving to both external and other internal posts, leaving Operations still trying to fill a few critical posts in 2021.
- The Library Upgrade project – the lift required for people with disabilities (PWD) in the DFC Library Coffee Shop was eventually funded and will be completed early in 2021.
- Renewal of maintenance contracts was a new risk identified in 2017. Operations now has completed a review process of all service level agreements (SLAs), and as a result, all existing SLAs are now in a planned continuous renewal programme. The post of maintenance manager has been vacant since 2015, but a headhunting process identified a candidate and the new person will be joining UJ in 2021 – thereafter risks due to planned and scheduled preventative maintenance should become less of a concern.
- During 2020, Operations continued to work to resolve audit findings resulting from the 2018 Audit Review. This resulted in the new 2020 Capital Projects Planning and Execution external audit review completed with no significant or major audit findings and only a single minor concern that was already addressed in 2020.
- The significant backlog maintenance project is ongoing. Special emphasis was placed on this, especially at the residences, to eliminate some of the recurring backlog issues. This was made possible through additional DHET and UJ funding. But funding became an unexpected problem during 2020 when DHET requested the return of unencumbered funds from previous allocations. As a result, Operations returned more than R30 million to the CFO for return to DHET.
- Rezoning of newly acquired properties from residential, business, etc. to educational (Media24 building – rezoning from special to business) is still proceeding slowly. During 2019, the final proposal for the development of the space between APK and APB Campus areas as an addendum to the original 2013 UJ Masterplan was delivered to Property Management and CTS for review. The ability to implement this was considered, but the decision was made to rather proceed with the full Campus Master Plan redevelopment, rather than to proceed with possible development based on the original 2013 CMP. Further review of ownership of individual free standing properties has confirmed that the long-term impact of individual small unit ownership is a significant cost to UJ – as a result, a proposal was made to the MEC to consider the rationalisation of UJ property ownership during 2020.
- Town planning applications on SWC: Consent use and township establishment for the various properties that form the SWC Campus are proceeding slowly. Town planning applications on DFC for erf consolidation as well as the master consolidation of APB Campus have also been lodged and were expected to be completed in 2020, but as a result of the City of Johannesburg's (CoJ) offices being closed for extended periods in 2020 this target was not met. Site development plans on SWC and DFC were lodged during 2020 for a variety of projects of CTS, such as the fourth Soweto student residence, the new Science and Engineering Building,



the Rescue and Simulation Centre on DFC, the extensions of the D Lab Roof development on APK, and the upgrading of various venues on APB.

- Heritage management of buildings is a growing concern, and applications in terms of the National Heritage Resources Act are being lodged for alterations to and demolition of all buildings older than 60 years on UJ campuses.
- Student Centres: Management of outstanding debt, health audits and corporate governance controls of external tenants in the Student Centres became an area of major effort in 2020. To address the losses of tenants due to the closing of the campuses during the Alert Level 4 and 5 lockdown periods, a rental holiday was proclaimed and for the remainder of 2020, rentals were scaled based on an “actual feet on campuses” metric rather than the fixed rentals prescribed in the contracts. Property Management and UJ Finance have had a number of interactions with the goal of developing a new, equitable mechanism for awarding contracts to potential tenants in the Student Centres, but a first attempt to elicit new tenants using a tender based process was met with little market enthusiasm. As a result of COVID-19 and reduced student numbers, 2020 saw a dramatic increase in the number of tenants making payment arrangements.
- Overall occupational health and safety compliance remains in the mid-80% (2020: 85,5%) and while this is a very good compliance rating, there are small high-risk areas that need addressing. During 2020, this process was slowed because of restricted access to the campuses.
- Storage of hazardous chemicals, which is not up to standard at the laboratories on DFC, is being addressed. Final specs for freestanding cabinets and a memo for the appointment of a sole provider were forwarded to the project manager. In 2020, the quotation was forwarded to the project leader for the work connecting the freestanding cabinets to the extraction system, and this should happen early in 2021.
- C Laboratory Chemical Stores had not been compliant prior to 2019, but the installation of additional chemical storage cabinets had taken place and the project was completed in February 2020.
- Escape doors at Kilimanjaro, Ndlovukazi and Horizon residences are presently still not all fire compliant. A tender process was started in 2019 and implemented only partially due to funds being limited, but there is a concern with the number of fire escape doors being vandalised by students. In residences such as Habitat and Oppierif, this has been a matter of ongoing concern for OHS during 2020.
- Fire alarms were to be installed at 29 residences across all campuses as a result of changes in the DHET Norms and Standards for Residences, which had led to a review of UJ residences. In 2020, this process was halted, even though a tender process had commenced, because of the return of funds by Operations to DHET. This will be addressed as a matter of real urgency in 2021, using part of the strategic intervention funds allocated by the CFO, and will be completed in 2021 and 2022 according to plan.
- The main fire pump room in the QK Building is presently not in operation due to faulty pumps and a fault on the electronic control panel. An order has been placed to replace the faulty equipment, but this is taking longer than expected, so that there is a residual fire risk in the QK Building.
- Because of the hard lockdown, risks around the intercampus bus service provider (Stabus) were highlighted as significant, but the bus service performed better than expected in 2020.

STRATEGIC FOCUS AND TARGETS ACHIEVED IN 2020

Owing to a further improvement in staff capacity during 2020, workload scheduling has been restricted further; however, until the last posts are filled, the portfolio approach, which formed the basis of the restructuring discussion, will not be implemented. During 2020, there has been a clearer allocation of projects to the various project managers, and a more consistent use of external resources has seen a distinct improvement in project management reporting and performance. However, as a result of the initial Alert Levels 5 and 4, 2020 was a disappointing year in terms of project spending. Less than 70% of projected spending was achieved in 2020, even though at the end of year spending accelerated dramatically. Certain key initiatives remain from 2020 to be achieved in 2021, specifically related to a new process of documenting ‘wish list’ projects from various UJ internal departments – which now runs to more than 40 projects with a value in excess of R180 million – so that longer-term planning and prioritisation are now becoming a real possibility. Lastly, it is important to note that there is an increasing number of requests for Operations to provide additional venues and office space for departments, as well as increased requests for environmental management and emergency power.

Infrastructure Portfolio

Space management activities align their support by providing information about space use, and for space planning purposes. The DHET Gazetted Space Norms and Standards with regard to the provision of student accommodation align with Strategic Objective Four. These relate to the various refurbishment projects undertaken from 2017 to 2020 (with some ongoing into 2021 due to the funding reallocation requested by DHET in 2020), to address the amount and the standard of student accommodation. The application of the DHET Norms and Standards is also informing the development of new residences and office space – to the dismay of some clients who are pushing for above standard spaces.

Campus Master Planning Portfolio

The process to start the development of the new Campus Master Plan was also impacted by the COVID-19 event. As a result, the tender process was extended, and by the end of 2020 a recommendation had been made to the Tender Committee to appoint a professional team that had demonstrated an exceptional understanding of the needs of UJ in a new phase of development. While awaiting the appointment, projects such as the acquisition of the Media24 premises continued with the planning required to convert what is essentially an open plan office structure into the new premises for the Johannesburg Business School and the Graduate School of Architecture in 2021.

Student Residence Portfolio

After a significant number of residence upgrade projects had been completed in 2016, Phase Two of the project was completed in 2017, Phase Three was completed in 2018, and Phase Four was completed in 2019, thereby completing the final stage of the present DHET IEG funding for student residence accommodation refurbishment – during which time more than R100 million was spent on residence refurbishment. During 2020, the fourth student residence on the Soweto Campus was started and would have been completed, if not for COVID-19 lockdowns. The new completion date is for students to start using the new 503- bed residence in June 2021. On the DFC Campus, the Kopano residence refurbishment project was completed in mid-2020, allowing for significantly improved accommodation for 244 students. Design and development processes for the Robin Crest DFC residence refurbishment project (started in 2019) were completed in 2020 and funds obtained, so the project will commence early in 2021. This project will see more than R20 million spent on upgrading of student accommodation.

Teaching Support Portfolio

This portfolio has delivered a number of completed projects. It included projects that support the improvement of laboratory facilities, the completion of the DFC Civil Engineering Building upgrade, completion of the QK Building BEng Tech refurbishment to create additional lecture venues, and the APK and APB Library heating, ventilation, and air conditioning (HVAC) projects. The portfolio also includes wayfinding projects, the improvement of accommodation, participation in community projects and other initiatives that either create or improve the overall experience of staff, students, and visitors at UJ.

Sustainability Portfolio

The second phase, 1.4 MWe photovoltaic solar project, worth about R16 million, was completed in October 2020 and has now been producing for more than two months on the three campuses where the project was installed. As a result, the initial performance goals are being achieved, and Operations is planning for a group of third-phase projects that may total another 1.0 MWe solar. These projects will encompass the Media24 building, the SWC residences, and a second project on the DFC Campus. Designs and tendering should be completed in mid-2021 for installation during 2021-2022. This is part of a series of a further ten such projects to reduce UJ peak load energy costs across all four campuses. By the completion of the project, more than 20% of UJ's total electrical energy consumption will be generated renewably, and through high-efficiency equipment, such as reverse heat pumps and LED lighting, more than 15% savings will also be achieved.

During 2020, a start was also made, together with the student transport bus support company, to investigate the use of electric buses. The company and UJ are looking at implementing bus charging stations on all the campuses, allowing continual recharging of the buses at every stop during the day. During 2020, more residence

geysers were converted to use either gas or other fuels to heat water, or were replaced with reverse heat pumps that are 70% less electricity intensive for the same thermal effect. A tender for reducing lighting and thermal conditioning, using motion and thermal detection in lecture venues and other occasionally used spaces, was halted in 2020 due to funding constraints but will be revived in 2021.

Occupational Health and Safety Support Portfolio

Risks specifically addressed in 2020 include: all radio links at SWC were updated; the fire panels at Hector Petersen residence (SWC) were reprogrammed; core drilling was completed in the basement of QK Building so the Civil Water Lab and Resolution Circle storeroom are now dry for the first time since occupying the building; a Certificate of Compliance (COC) has been received for the fire reticulation in the QK Building; a major fire water leak in the APK Library was repaired; a faulty booster gauge was repaired at Moshate Heights residence (APK); a fire water leak at Sophiatown residence (APK) was repaired and additional shut-off valves were installed; the gas leak at the Gauta residence boilers was repaired; some chemical storage cabinets were installed at Zoology (DFC); a potable water leak at Ulwazi residence (SWC) was repaired and the connected fire water line was rerouted; booster pumps at Mayine residence APB (off-campus) were replaced and hydrant gauges at Mayine, Ndlovukazi and Horizon residences were also replaced; a COC Certification for C1 Lab (227, 221) and C2 Lab (115, 120, 122, 123, 124) was obtained; a COC for the new back-up generator room at DFC was received; sprinkler pumps were repaired at JBS Towers and a water leak at a fire hydrant was repaired.

A total of 110 staff members were trained on health and safety matters, and 309 staff members on emergency procedures. Seven health and safety representatives, 36 fire marshals and 71 first aiders were appointed, while 95 new staff members were inducted into emergency procedures. Ten fire related incidents were reported during 2020, and 24 injuries on duty were reported to the Compensation Commissioner.

OHS conducted 12 evacuation drills in 2020, evaluated 120 off-campus student accommodations, conducted eight health and safety reps meetings and 34 safety inspections, and six surveys were undertaken. In total, 1 555 students were trained in emergency procedures and 74 contractors were inducted into UJ safety related matters, with only four contravention notices issued to contractors for non-conformance with safety.

Total waste generated in 2020 was 1409.30T; total waste recycled was 673.860T (47,81%); and total hazardous waste generated was 31.767T (16.05T medical and chemical waste, 2,717T fluorescent tubes, and 13.00T fat waste). Total hazardous waste recycled was 15.714T (49,46%), consisting of fat waste, wet waste, printer cartridges and fluorescent tubes. All recycling targets were met in 2020, notwithstanding COVID-19.

As a result of the COVID-19 pandemic, the UJ COVID Coordinating Committee instructed Occupational Health and Safety to install 1 927 signs, 439 foot pedal operated sanitizers and 169 waste boxes. Similarly, as a result of the pandemic, a revised version of the standard UJ safety file documentation was produced and 74 contractors' safety files and a further 18 tenant safety files were approved. At this point in the pandemic, 23 specific risk assessments related to the virus have been completed.

Logistics Support Portfolio

Logistics supported students, academics, support staff and visitors in line with the student/ UJ academic and general events calendar with a 48-hour response time, with transport bookings making use of the various available resources, such as the car pool and the PWD vehicles.

Logistics was affected more than most departments because of the COVID-19 pandemic. Student intercampus bus transport was halted for a large part of 2020, and an agreement was reached with the service provider on a reduction in invoicing related to the fixed versus variable costs, leading to an overall savings of more than R8.25 million on the contract. By year end, the service was again operating at 45%, even though fewer than 2 000 students and staff were making use of the service every day (down from an average of over 11 000 in 2019).

UJ Finance, together with Logistics, has considered the use of an Uber product that will allow certain UJ staff to use Uber drivers directly, utilising an application that will directly link to UJ Finance for approvals and cost recovery. This will reduce the load for certain types of vehicle requests in the future if it is finally implemented.

The further integration of Logistics transactions into Archibus is being actively investigated and in 2021 will lead to a move away from a paper based request and provisioning system to a real-time app based system fully integrated with Archibus.

Notable achievements

31 projects with a value of greater than R157.7 million were completed during 2020 – a decrease in project value for completed projects of approximately 49% – which is in line with the number of days lost due to the various lockdown levels and the restrictions originally placed on the construction industry when the lockdown level was reduced to Alert Level 2. (The number of lost working days in extension of time claims exceeded 75 working days for more than one contract.)

■ **Strategic projects completed during 2020**

- C Lab Physics Undergraduate Laboratory – APK
- Design, supply, installation, and commissioning of a 1.4 MWp photovoltaic energy generating system
- Sievebeek Kopano Refurbishment Project
- DFC Landscape and Open Space Project

■ **Notable priority projects completed during 2020**

- DFC 150-seater undergraduate Chemistry Laboratory in the QK Building
- APK B Les 100 and 101 lecture venues were refurbished
- C2 Lab Floors 2 and 3: replacement of infrastructure and utility pipelines
- STH refurbishment including a complete exterior building repaint
- APB – FADA exterior building repainting project
- APK B2 4IR Schneider Lab for the Faculty of Engineering and the Built Environment
- C Lab Shimadzu Innovation Centre for the Faculty of Science

■ **Strategic projects completed with a budget saving during 2020**

- Kopano residence refurbishment project (more than R3 million savings)
- AVU facility job (more than R1.2 million savings)
- Alterations to Chemistry Lab 3310-3313 on DFC for Applied Chemistry (more than R1.1 million savings)

No strategic projects experienced overspend during 2020.

■ **Significant projects in process of completion in 2021**

- SWC fourth residence
- FHS Rescue Simulation Centre on DFC
- Science and Engineering Building on DFC
- UJ Campus Master Plan
- Media24 Lecture Venues Project

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT, NATIONAL AND GLOBAL REPUTATION MANAGEMENT

Operations had fewer engagements with external stakeholders during 2020, as a result of the COVID-19 pandemic and the resulting lockdowns. Those that did take place included:

- City Power, to resolve billing discrepancies and to ensure compliance during construction projects.
- Continuous consultation with the Johannesburg Road's Agency (JRA), Johannesburg Development Agency (JDA) and Johannesburg Property Company (JPC) with regard to current and future development projects by both the CoJ and UJ.
- Continuous liaison with ward councillors regarding the following: Community and City Council projects, UJ projects and their impact on community and surrounding environment, facilitation of collective projects and forums, e.g. improvement task teams, rejuvenation and refurbishment of wards, servitudes, street children, traffic intersections, DFC/APB surrounding projects, Egoli Gas development and Corridors of Freedom Projects.
- Property Management specifically represents UJ in the Melville to Braamfontein Urban Design Cycling Project and the City of Johannesburg's Corridors of Freedom (Empire/Perth Corridor) Project.
- International University COVID-19 project: involving the Universitas 21 university partners where the ED: Operations was able to share UJ's experiences and achievements during the initial stages of the pandemic, as there was a worldwide rush to address student and staff concerns relating to campus access and viral risks.

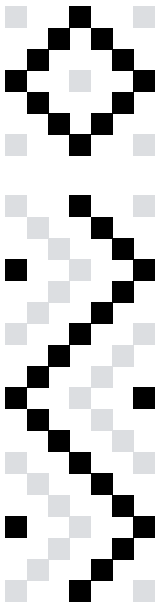


- Johannesburg Water, with regard to connections and terminations and the need to address local water and sanitation issues around campuses – especially the stormwater and sewer problem in Katjiefiering Road on APB Campus.
- The Department of Higher Education and Training – two remote/virtual meetings about funding and project performance.

In conclusion, 2020, the year of the pandemic, was a year of significant frustrations coupled with exceptional resilience and achievements displayed by the staff of all the Operations departments. The ability of staff, while working from home and other spaces, to achieve significant parts of the targets that had been put in place without the advance knowledge of the pandemic was heartening and bodes well for Operations at UJ in 2021.

A handwritten signature in black ink, appearing to read 'André Nel', with a stylized flourish at the end.

André Nel (Prof)
Executive Director: Operations



Protection Services

PURPOSE

The purpose of this report is to provide an overview to DHET, outlining the challenges experienced and the achievements of the Protection Services Department during the 2020 academic year. Furthermore, the report will provide an overview of the strategic interventions planned for the 2021 academic year and beyond.

Synopsis of challenges encountered

The single biggest challenge faced by Protection Services during the 2020 academic year was to create an enabling environment for the continuation of University operations in the face of a global pandemic.

- Ensuring the safety and security of Protection Services staff working on the frontline.
 - The limited availability of personal protective equipment (PPE) due to global demand and stockpiling posed a major challenge to Protection Services during the initial phases of the pandemic. Organised labour flagged this issue as a risk and threatened to withdraw their labour as a result.
- Limiting risk of transmission through contact with surfaces.
 - During the initial phases of the pandemic, essential staff and campus residents were screened by completing paper-based registers. This process was highly inefficient and also impacted on traffic flow onto the campuses.
 - UJ's access control system was configured for dual-factor authentication, i.e. card and fingerprint, to grant access to campuses.
- Adapting security operations to Government's risk-adjusted strategy.
 - Protection Services continuously needed to adjust operational plans in response to the regulations and limitations implemented by government as the country moved between the various lockdown levels.
- Monitoring and enforcing COVID-19 regulations on campuses.
 - Ensuring that staff, students, and visitors adhered to regulations once they had passed screening processes.
- Managing of the first cluster of reported cases of COVID-19 within the Department.
 - In line with national trends, medical and frontline workers were most susceptible to infection from the virus.
- Crime prevention both on and off campus in the COVID-19 context.
 - Many institutions or organisations experienced a spate of vandalism and theft of critical infrastructure throughout the year. Schools and railways were among those who were most affected.
- Student unrest
 - The threat of protest posed a risk of disruption to the academic programme, specifically during the first quarter.

Synopsis of achievements and strategic interventions

Notwithstanding the challenges faced, Protection Services had several achievements and implemented strategic interventions during the 2020 academic year.

- Averted disruptions to the academic programme.
- Implemented a steady supply chain of PPE for frontline staff.
 - The supply of PPE was supplemented through donations arranged through the UJ Confucius Institute.
- Reconfigured the access control system configuration from dual-verification mode (i.e. card and fingerprint) to card only in order to curb or minimise the risk of spreading the virus. This also became a directive from government.
- Collaborated with support domains to design and implement revised access control and screening protocols for the reintegration of staff and students.
- Collaborated, with support departments, an electronic screening solution for COVID-19 to replace paper-based screening techniques.
- Implemented a system of monitoring compliance at all campuses through surveillance monitoring from the Central Control Room as well as patrols by security officers.
 - This is an ongoing intervention and will remain a priority for the 2021 academic year.
- Implemented crime prevention operations to minimise opportunistic and violent crimes during the reporting period.
- Implemented the Doornfontein Campus Improvement District (DFC-CID).
- Concluded an addendum to the Protection Services Collective Agreement, which enhanced the efficiencies of the Department.
- Implemented an optimised Protection Services management structure.
- Hosted high-profile events and dignitaries, which included the funeral service of Dr Richard Maponya.

COVID-19

The risk-adjusted strategy of government and commensurate changes in regulations tested the agility and resilience of Protection Services as the country moved through the various alert levels. Protection Services continuously needed to adapt security and screening plans to ensure the safety and security of staff, students, and visitors.

Essential services

Protection Services staff members worked on a full complement, as a designated essential service, since the declaration of the national state of disaster in March 2020, despite the regulations imposed on movement as well as public transport. Absenteeism and late-coming were very limited throughout the year, which demonstrated tremendous resilience and commitment of Protection Services staff to the University.

Protection Services management wishes to acknowledge the commitment and contributions of its staff members during this period.

Personal protective equipment (PPE)

The PPE supply shortage was resolved through engagement with organised labour under the direction of Employment Relations as well as interventions by Procurement. These domains walked the extra mile to maintain labour relations and to source PPE through various smaller suppliers. There is currently a centralised tender in place to procure PPE for UJ and to ensure that UJ benefits from economies of scale.

Campus control points and electronic screening

In order to ensure effective and efficient screening services at the various campuses, Protection Services collaborated with several support environments, including ICS, Campuses, Occupational Health Practice (OHP), Primary Healthcare Service (PHS), and Operations to design and implement campus control points (CCPs) and related processes for screening purposes. Protection Services as well as medical personnel managed by OHP and PHS staffed the CCPs in order to ensure compliance with regulations as well as the management of suspected cases.

The effectiveness and efficiency of these points are reviewed continuously and adjusted to operational requirements as well as to changing alert levels. The processes and procedures are also communicated regularly to the UJ community through the COVID-19 Coordinating Committee (CCC). These processes were evaluated and commended by a delegation from DHET, led by the Deputy Minister, prior to the reintegration of staff and students.

Protection Services also collaborated with numerous stakeholders from the support divisions, including ICS, OHP, PHS, the Office of the General Counsel (OGC), Student Affairs and Procurement to design and implement a mobile electronic screening solution to replace paper-based screening.

Staff and students received an email every day, which also gave them the capability of completing a screening questionnaire online. The system provides a QR barcode to the individual if they successfully complete the screening process. In the event that an individual acknowledges having any of the symptoms, the system automatically prompts the individual to remain at home and seek medical attention.

In addition to the COVID-19 screening application, mobile devices also provided a number of other scanning applications, which were developed to support various core business activities within the University. These applications include, but are not limited to, the Meal Assistance Programme, graduations, assessments, visitor management, and intercampus bus services. The system went live on 17 June 2020 and has significantly enhanced the effectiveness and efficiency of screening operations at the CCPs.

Confirmed COVID-19 cases

During the first wave of the pandemic, Protection Services reported 11 confirmed cases within the Department. In total, 10 cases were confirmed on APK and one case on APB. Protection Services collaborated with the OHP and immediately initiated contact tracing and decontamination protocols, which helped to flatten the curve of infection within the Department.

This outbreak led to a number of improvements in business processes and infrastructure within the Department. Protection Services improved the Chase Incident Management System to ensure that automatic notifications are sent instantly to all role players, such as the UJ Compliance Officer, the PHS, PsyCaD and Student Affairs, to enable them to act promptly and appropriately whenever a case is reported. Protection Services is currently working with Central Technical Services (CTS) to improve the ventilation and circulation of the APK offices in Operations.

Regrettably, a member of the Protection Services management team, who also suffered from comorbidities, passed on as a result of the infection. Another member of staff sadly passed away later in the year, after contracting the virus while being hospitalised for another condition.

DFC – City Improvement District (CID)

The sense of safety and security of staff, students, and visitors off-campus and specifically in the areas surrounding the Doornfontein Campus has progressively diminished over the past few years. These stakeholders have expressed their concerns on numerous occasions and on various platforms, which included the VC Campus engagements. In engagements with the affected stakeholders, the following issues were highlighted:

- Overall urban decay of the surrounding areas, which include:
 - The lack of waste management and overall cleanliness.
 - The deficiency of municipal maintenance relating to road, water, and lighting infrastructure.
 - The illegal occupation of municipal property by individuals as well as pop-up taxi ranks, which often result in vandalism.
- Increase of criminal activity (often violent) off-campus and in the immediate surrounding areas as a result of:
 - The scarcity of visible policing and security infrastructure.
 - Inefficiencies in the legal system, which result in criminals being back on the streets within days of being arrested.

While the stakeholders at the campus appreciated the safe-route and mobile-panic application initiatives deployed by the University, they outlined that the concerns above could not be addressed through security mechanisms only, but that a far more coordinated and robust strategy was required. In the course of consulting with internal and external stakeholders, it was established that a number of CIDs had emerged to the north and south of the campus, e.g. Yeoville and Maboneng. As a result, criminals and other elements have been pushed towards the Doornfontein Campus.

In November 2020, Protection Services implemented the first phase of a CID on DFC in conjunction with Urban Space Management (USM), an NGO that was established in August 2016. Phase 1 includes:

- The deployment of private security officers to patrol the DFC-CID area.
- Optimisation of safe-route patrol vehicles to respond to incidents.
- The deployment of a cleaning team to ensure that the area is cleaned and to report any municipal management issues, e.g. defective lights, potholes, running water, lack of waste collection.

These teams work as a collective to address any issues off-campus. The final phase of the project is currently work in progress and entails the installation of additional cameras in the CID zone, which will be monitored from a central control room.

CRIME

In November 2020, a BusinessTech (2020) article unpacked the quarterly crime statistics published by the South African Police Service (SAPS) and Statistics SA. These statistics addressed the second quarter of the 2020/2021 period, covering criminal activity reported between July and September 2020. The data showed an increase in criminal activity almost across the board when comparing numbers to the previous quarter, i.e. April to June 2020, which was largely attributed to the previous quarter being during heightened lockdown.

Scrutiny of criminal reports during lockdown suggested a substantial reduction in criminal activity during the initial stages of hard lockdown (Alert Level 5). Most apparent was a 72% reduction in murders, and an 81% reduction in carjacking. Assaults, attempted murders, robbery, and rape followed similar trends.

Having said that, the number of incidents returned to normal levels as alert levels eased. Insurers and tracking companies reported that vehicle theft and hijacking numbers were back to their pre-lockdown levels by July 2020.

In order to get a more comprehensive picture of the crime situation in South Africa, one needs to compare the year-on-year numbers. According to a BusinessTech (2020) article, Statistics South Africa published its latest Victims of Crime (VoC) survey in December 2020 and outlined that thousands of crimes went unreported in the country. Furthermore, this survey provided additional insight into the official crime statistics published by SAPS in November.

South Africa's official crime statistics only reflect incidents and crimes reported to and discovered by SAPS. The data do not necessarily give a full picture of the true crime levels in the country.

On the other hand, the VoC survey provides insight into criminal activity from victims' experiences and reveals inconsistencies between incidences of reported crime and actual crime in South Africa. A large number of crimes are still unreported and as such are not incorporated into the official SAPS data.

For instance, the SAPS data show that an estimated 1.2 million incidences of housebreaking occurred, affecting 891 000 households in 2019/2020, while the VoC survey shows that only 52% of households that experienced housebreaking actually reported it to the SAPS. This would translate into the 'real' number of break-ins being closer to 2.3 million.

The 2020 crime statistics reported to Protection Services for the 2020 academic year declined in comparison to the 2019 crime statistics, which is in line with the national trends outlined above. This steep decline in the number of cases reported could to a certain extent be attributed to the COVID-19 lockdown regulations as well as to the limited numbers of students and staff members who were on campus during the period under review.

Having said that, Protection Services was still challenged to adapt strategies to combat criminal activities both on- and off-campus in the COVID-19 context, as the country progressed through the various alert levels. Actions taken to deal with this crime challenge are discussed below.

Safeguarding the University properties and premises

It was noted that even with the decline in overall crime, the vandalism at schools across the country was rampant during the COVID-19 lockdown and the number of incidents in Gauteng and KwaZulu-Natal was extremely high. This led to significant challenges for the Department of Basic Education in reopening schools across the country.

Furthermore, the Passenger Rail Agency of South Africa (PRASA) suffered disasters, which were exacerbated by rampant vandalism of infrastructure, particularly in Gauteng. With sections of Gauteng's rail network not in operation due to the COVID-19 lockdown, infrastructure became an easy target for criminals.

Sadly, universities were not immune to these activities and also suffered losses. To minimise this risk, Protection Services conducted regular patrols and inspections of high-risk facilities both on- and off-campus. Furthermore, Protection Services collaborated with internal and external stakeholders to mitigate the risks outlined above.

Common (unarmed) robbery on- and off-campus

The majority of common (unarmed) robbery incidents were committed off-campus, mainly at the beginning of the year, as robbers targeted new students for their laptops and mobile phones. In some instances, the suspects snatched the bags of the victims and drove off in a car. Protection Services responded to this challenge by intensifying the off-campus patrols by means of the safe-route patrol vehicles and handed over incidents to SAPS.

Armed robbery off-campus

Armed robbery incidents remained a cause for concern, particularly on DFC, and the majority of these incidents were committed around Joe Slovo Road, Doornfontein. The incidents occurred mainly at intersections where drivers stopped at traffic lights while pedestrians were on route to public transport hubs. These incidents occurred mainly during peak hours in the morning and afternoon.

As an immediate intervention to mitigate these risks on DFC, Protection Services deployed an additional tactical response vehicle at the identified hot spots. This deployment was later withdrawn due to the COVID-19 lockdown and while the University activities were suspended. Security patrol and CCTV monitoring were also intensified on all campuses.

Theft both on- and off-campus

The majority of incidents of theft on-campus occurred through the negligence of owners, with students becoming victims due to their own negligence. This is indicative that students continue to neglect their duty to take care of their belongings, particularly during examinations, despite the provision of safekeeping facilities by the University. Similarly, perpetrators are increasingly taking advantage of the opportunities arising through student negligence to steal laptops, mobile phones, and other electronics. As an intervention, Protection Services conducted, among others, sting operations and increased security patrols in identified problematic areas to mitigate the risk.

Gender-based violence

The number of cases reported to Protection Services decreased significantly during 2020 and is in accordance with national trends.

Student unrest

Student unrest posed a challenge in 2020 on a national level. The issues around which students mobilised nationally in the first quarter included:

- Financial exclusion (based on historical debt and registration fees).
- Access to academic transcripts and degrees.
- Challenging the deployment of private security on campuses.
- Disbursement of NSFAS allowances and withdrawal of funding for certain programmes.
- Access to student accommodation.

This unrest and these violent standoffs between protestors and security resulted in significant losses, damage to property because of arson, as well as disruptions to the academic programme at several higher learning institutions during the first quarter of 2020. However, Protection Services, in collaboration with support environments within the University and law enforcement agencies, successfully averted attempts by students to disrupt university programmes through joint risk mitigation efforts.

STRATEGIC INTERVENTIONS

In order to heighten the feeling of safety and security on campus and to improve the efficiency and professionalism of the Department, Protection Services will:

- Introduce a pilot project for the establishment of an empowerment centre for survivors of GBV on DFC.

- Continuously enhance access control and screening protocols to mitigate the risk of infection among University stakeholders across the campuses.
- Enhance the physical security infrastructure and facilities on-campus to improve the overall customer experience.
- Modernise and integrate security systems.
- Optimise existing resources, in view of a shrinking resource base.
- Intensify compliance with the COVID-19 regulations and other relevant protocols.
- Further improve the incident management system.

CONCLUSION

The challenges of 2020 served as a catalyst for Protection Services to improve the overall efficiency and effectiveness of the Department through the enhancement and automation of systems and processes. Protection Services was also able to fast-track the training and development of staff members through the rollout of new technologies.

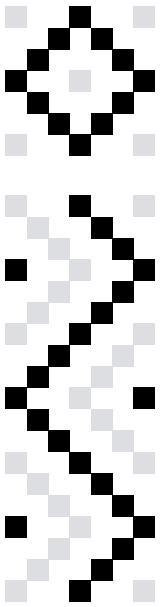
Protection Services remains focused on its mission of creating an enabling environment through professional, effective, and efficient client service. The key drivers in this regard are to create a culture of support, respect, and congruency among all team members as well as the modernisation of security technologies.

Protection Services is pleased with its accomplishments and thankful to our colleagues in support environments, our dedicated staff and service providers.



André Arendse (Mr)

Senior Director: Protection Services



Campuses Division

OVERVIEW

The Campuses Division is responsible for providing faculties and other support divisions within the institution with the clean and well-maintained facilities needed for their teaching, research, and other functions, to ensure that they can perform their work without interruption. In addition, the Division looks after the sports fields for the UJ sports teams to fulfil their mandates. It is also tasked with maintaining grounds and gardens. The Division, in conjunction with the Occupational Safety Department, also ensures that the institution is safe and secure and complies with all safety regulations. Activities on the UJ Island are also addressed. This report presents an overview of performance trends in key measures and the extent to which the 2020 targets have been achieved.

Through the execution of its functions, the Campuses Division aligns with the following strategic objectives of the institution:

- Excellence in research and innovation
- Excellence in teaching and learning
- International profile for global excellence and stature
- Enriching student-friendly learning and living experience
- National and global reputation management
- Fitness for global excellence.

2020 was a year with various challenges. Load shedding with its associated problems was back from the beginning of the year. During the year, some UJ campuses were without electricity on certain days for at least four hours, and this before the national lockdown started. Standby generators ensured that activities could continue on the affected campuses.

The lockdown saw a remarkable reduction of activities on the campuses due to the COVID-19 pandemic, and a concomitant reduction of Campuses staff, as only essential workers could be on campus.

Cleaning staff had to be on campus because more than 1 000 students were still in the University residences. All other Campuses staff were at home during lockdown Levels 4 and 5. Maintenance staff were on standby and only came to campus to deal with reported issues. The state of the gardens, sport grounds and buildings declined during this period, as no routine maintenance could be done.

During the first three weeks of the lockdown (March 2020), external service providers were sourced to assist with the cleaning of the student residences. UJ cleaners were gradually brought back from April 2020. They came in groups to avoid congestion in public transport, at the institution's entrances and exits and in their work places. As the lockdown alert levels changed, the arrangements were also adjusted for the cleaning department staff coming to work.

With the national lockdown moving to Level 3 at the beginning of June 2020, the Division was able to bring back a third of the operational staff. Cleaning staff were under a lot of pressure because more cleaning was required than normal. All areas that were touched frequently needed to be cleaned and sanitised regularly. If a person was positively diagnosed with COVID-19 on a campus, deep cleaning of the area was required. Because of the pressure on cleaning, the on-campus cleaning staff were increased to 50% from 1 July 2020, in alternating groups. The national lockdown was moved to Level 2 on 18 August 2020, and all cleaning staff returned to the campus.

During the third quarter of 2020, more areas were decontaminated in the institution, as more people came back to the University. Sanitiser stations were set up all over the University, and the cleaning staff were tasked with refilling empty sanitiser bottles.

The COVID-19 pandemic directly affected the cleaning staff, as they were at the forefront in fighting the pandemic. Training on how to deal with the virus, and how to safeguard oneself while so doing was provided to the cleaning staff, while dealing with COVID-19 protocols was handled by the campus health departments. Overall, staff were concerned about their health, but slowly they adjusted to the 'new normal'; and by the end of the year, the maintenance and cleaning staff had managed to restore the campus to the same state as before the first lockdown in March 2020. Better planning and execution helped the Division to improve delivery of various services to clients. Maintenance staff made use of the opportunity of fewer people on campus to make progress with projects and routine maintenance on the campuses. During this period, the Division did not receive many requests for maintenance because most staff members were at home.

Maintenance calls that were made came from residence students. In total, 20 932 calls were received for various issues:

- APK: 8 753 logged calls
- APB: 4 755 logged calls
- DFC: 4 719 logged calls
- SWC: 2 772 logged calls.

The UJ Island was only engaged at the beginning of the year and hosted 11 events in 2020. These happened in January/February 2020 before COVID-19 hit the country.

STRATEGIC OVERVIEW

Divisional objectives

Some of the issues mentioned above have assisted in driving the Division's strategic objectives in support of the institutional objectives. Further contributions of the Division to the institution's strategic objectives are discussed below.

- **Strategic Objective One: Excellence in research and innovation**
 - Infrastructure portfolio: All research institutes and houses were closed between March to the end of June 2020. Maintenance work in these areas continued, to keep them in good condition.
- **Strategic Objective Two: Excellence in teaching and learning**
 - The Division upgraded some of the facilities for teaching and learning. Assessments of teaching venues and laboratories were also done. The most critical aspect was the air conditioning in lecture venues and laboratories, dealt with between June and December 2020. Libraries continued to be cleaned daily and were decontaminated when there was a need to do so.
- **Strategic Objective Three: International profile for global excellence and stature**
 - The Sports Fields subdivision of the Campuses Division came back to very poorly maintained fields when staff returned to work in June 2020. Staff members worked around the clock to ensure that the sports fields were prepared and well-kept for when they were needed. The same happened to the Garden and Grounds subdivision.
- **Strategic Objective Four: Enriching student-friendly learning and living experience**
 - Student residences were attended to, even though there were challenges with water in some residences. All work needed for residence refurbishment was identified per residence, which allowed UJ to work

towards addressing these challenges. Most of these challenges can be categorised by problem type and by frequency. For example, requests/calls regarding lights, doors and plugs were by far the most frequent aspects reported.

■ **Strategic Objective Five: National and global reputation management**

- Although operational projects do not directly support Strategic Objective Five, the establishment and activation of the Campus Master Plan Steering Committee will assist with all portfolios and initiatives by providing a platform through which to support national and global reputation management.

■ **Strategic Objective Six: Fitness for global excellence and stature**

- Central Technical Services (CTS) and the maintenance departments identified the following initiatives: improvement of the campus libraries; wayfinding projects; improvement of accommodation; participation in community projects; and initiatives that either create or improve the overall experience of staff, students, and visitors at UJ.

EMPLOYEE PROFILE

The Division has more than 900 employees who are mostly black; fewer than five are white.

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT, NATIONAL AND GLOBAL REPUTATION MANAGEMENT

The building of the fourth Soweto student residence created an opportunity for the community around the campus to benefit from the project. An agreement was reached with the main contractor to subcontract about 30% of certain trades to the local community. This arrangement is monitored by the office of the ward councillor where the campus is situated. The Soweto Campus Director had several meetings with community people and the ward councillor.

GOVERNANCE FRAMEWORK

The Campuses Division reports to the Operations Department and to the following UJ Council Committees:

- Planning and Resources Committee of Council (by presenting quarterly reports highlighting activities of the previous quarter).
- Risk Management Committee of the MEC.
- Transformation Committee of the MEC.

RISK MANAGEMENT

The Campuses Division, jointly with Operations, manages the Risk Register by consistently identifying and forwarding new risks to be added to the Operations Risk Register. The monitoring and mitigation of risk areas that have financial, environmental, and reputational impact will continue to be prioritised. A number of mitigating measures have been put in place to address areas that require more focus, and appropriate accountability has been assigned.

Risks/challenges and mitigation interventions/initiatives

- Insufficient parking space on DFC Campus: Plans are needed to address this challenge. Currently, it is first-come-first-served to find parking. The COO and the Executive Director have made plans to address this risk, even though the solution might take a while to materialise.
- Load shedding, which cannot be addressed in the short term.
- Water challenges at campuses during outages. Boreholes have been completed for APB, APK and SWC; DFC will be attended to later.
- Littering across campuses. Cleaning campaigns are arranged on an annual basis to create awareness among staff and students. Continuous awareness campaigns are done throughout the institution to create a culture of cleanliness within UJ.
- Vulnerable employees have been moved to less risky areas where there is no congestion, on campus and outside campus.
- Contracts that have expired or are on a month-to-month basis. Audits of all contracts are being done to deal with this issue.

RESOURCE MANAGEMENT AND SUSTAINABILITY

All the maintenance initiatives are aimed at providing a proactive service to the campuses rather than a reactive service. As part of the effort to be proactive, the campus maintenance teams do regular inspections on the campuses and meet regularly with student residence managers.

Budget control of the repairs and maintenance budget was effective and maintenance services could be provided for the whole year. In line with planning, smaller preventative maintenance projects could be undertaken at the end of the year. Campus management will continue to monitor the expenditure on campuses and to apply budget control.

CONCLUSION AND WAY FORWARD

2020 was a year of rethinking our practices within UJ and what we need to do to still be relevant to the University and to South Africa at large. Several old beliefs and ways of doing things have been turned on their heads.

The national lockdown affected projects on the campus. The biggest impact was on the construction of the fourth student residence on the Soweto Campus. The planned completion date for the fourth residence on campus has been extended to June 2021. This residence project was used to build a relationship with the community around the Campus. Campus management is constantly looking at ways to improve our working relationship with the community around the Campus. The biggest challenge is that the community is informal and always changes, and this does not fit easily with the formal processes of UJ. By keeping an open door to the community and constantly informing them of how to work with UJ, campus management tries to keep a good relationship with the community.

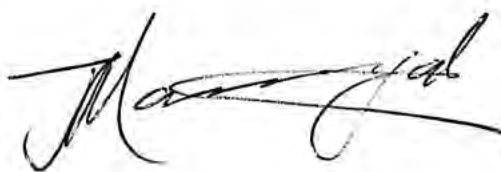
The balance between maintenance that is requested and the available resources needs to be refined. The applied budget controls were effective. With minor changes, the same budget controls will be applied in 2021. The managers are constantly working with staff to motivate them to use the system correctly and to work towards a proactive delivery of service. Campuses started with a process to streamline the structure of staff on the campuses.

An important focus of the Operations staff on the campus remains that of maintenance; the Campuses Division will thus work closely with CTS for any projects for which the campuses should take responsibility. The 'new normal', where several staff members in other divisions are working remotely, has added strain to communication with these divisions. Better planning and proper formal communication will help to solve the communication problems.

As a contribution to the 4IR initiative of UJ, the Campuses Division will concentrate on the following:

- Sampling high-tech equipment and clocking devices.
 - Sampling the latest high-tech equipment for cleaning, sport fields and gardening will encourage productivity.
 - Using technology to clock in and out and for quality assurance will be an added advantage to the workers.
- Water supply and wastewater drainage:
 - UJ needs technologies that can monitor our water reticulation systems and inform us whenever there is a leak or abnormal use and the location thereof. Similarly, the automation of the irrigation system (as is happening elsewhere) will help to save water.

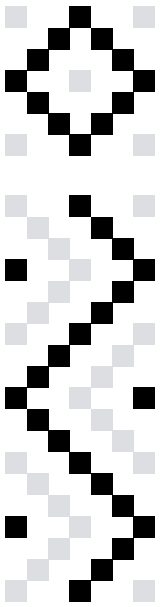
The relationship with internal stakeholders was enhanced in 2020, as evidenced by the involvement of various stakeholders on the UJ campuses. These engagements will be further enhanced in 2021.



Joe Manyaka (Dr)
Senior Director: Campuses







Financial Sustainability

OVERVIEW

The Chief Financial Officer is responsible for the executive management of finance at the University of Johannesburg. This section of the Annual Report focuses on the following:

- Policy framework
- Governance framework
- Financial risks and risk management
- Focus for 2020
- Financial performance

POLICY FRAMEWORK

In addition to the national legislation regulating financial governance, the following policy frameworks have reference within the institution:

- National legislation and national/international directives and standards on financial management
- UJ Financial Strategy and Five-year Plan, approved by Council
- Financial policies and procedures
- Fundraising Policy
- Policy on Student Fee Structure
- Financial and contract delegation of authority
- National Student Financial Aid Scheme Rules and Regulations
- Risk Management Policy
- Procurement policies and procedures.

GOVERNANCE FRAMEWORK

The following Council committees play a major role in oversight of the University's financial governance:

- Executive Committee of Council (Exco)
- Audit and Risk Committee of Council (ARCC)
- Financial Sustainability Committee of Council (FSCC)
- Investment Committee of Council (ICC)

In addition to the Council committees, the Management Executive Committee (MEC) oversees executive management related to the management of finance. The MEC Risk Management Committee (MECRMC) is chaired by the Chief Financial Officer (refer to Statement on Risk Management, Section Four in this Annual Report). In addition to this, the MEC Tender Committee is responsible for the consideration of tenders, in accordance with the tender policies and procedures, the procurement policies and procedures and the financial and contract delegation of authority approved by Council.



The MEC Commercialisation Committee assists MEC and Council in executing governance in the innovation and commercial structures in accordance with the vision, mission, and core values of the University, the approved strategic objectives and the principles of corporate governance, within the legal and management framework of the University.

The following divisions reported to the Chief Financial Officer during the year under review:

- Financial Governance and Revenue
- Finance Expenditure
- Revenue Administration, which comprises Student Finance and Institutional Fundraising.

FINANCIAL RISKS AND RISK MANAGEMENT

The COVID-19 pandemic has been topmost on our risk radar during this year, impacting a number of the other significant risks. The following material risks related to financial management and operations of this portfolio were reflected on the Institutional Risk Register.

- Financial sustainability of the University, influenced by:
 - Poor economic growth, exacerbated by the COVID-19 pandemic and the state of the South African economy, which resulted in a general decline in funding available from the State for subsidies and other grants and increased levels of irrecoverable student debt.
 - Uncertainty as to the level of future subsidy allocations as a result of the impact of COVID-19 on University enrolments and research productivity.
 - A decline in externally generated funding for scholarships and contract research.
 - Suboptimal occupancy of University residences as a result of the COVID-19 lockdown.
 - Inadequate funding for the missing middle students and increasing demand for free education resulting in an increasing trend of non-payment of fees by this group of students.
 - Continued uncertainty around university fee increases in the future.
 - Increases in staffing costs resulting from the scarcity of and high demand for qualified academic and professional staff, as well as the organised labour demands for salary adjustment.
 - Ageing infrastructure.
- Stringent cost control measures and continuous exploration of alternative sources of income and student funding are in place to mitigate the financial sustainability risk.
- Inefficiencies in NSFAS administration processes, which result in delayed communication of funding decisions and disbursement of allowances to students, expose the University to the risk of student protest. We continue to engage with NSFAS and the student body to mitigate this risk.
- The COVID-19 pandemic has brought about a number of challenges for the global, national and university community. These include liquidity and going concern status of universities. We continue to closely monitor these and put in place mitigating controls. The pandemic has also presented an opportunity to test institutional business continuity plans, which have responded very positively to the crisis.

Financial sustainability of the University

The financial sustainability of the University is one of the key focus areas of Council and the MEC. The risks listed in the paragraph above affect the financial sustainability of the University over the long term. These risks are actively managed through the MEC, FSCC, ARCC and the ICC. Strategies adopted to manage these risks include:

- A five-year financial strategy approved by Council. This is reviewed quarterly and amended as necessary.
- An annual budget that is based on the University's strategic objectives and the five-year financial strategy, approved by Council.
- A strategy to increase the University's third-stream income.
- A student debt collection strategy aimed at maximising the collection of outstanding debt.
- Sound investment strategy aimed at ensuring returns that will sustain current reserves and fund capital investment, capital replacement and the necessary maintenance of the assets and facilities.
- Various strategies to raise external funding across all faculties and departments.
- Thorough evaluation of all capital projects to ensure affordability of initial outlay and subsequent maintenance and utility costs.



Financial sustainability risks associated with student funding

A critical dependency for the University's financial sustainability is an appropriate annual tuition and residence fee increase and an adequate state subsidy, which will allow the University to provide quality teaching and learning, research and community service.

The state has made additional funding available through the block grant from the Department of Higher Education and Training (DHET). However, this increase is less than the higher education inflation and, coupled with the less than optimal increase in fees, translates into a decline in subsidies in real terms.

The reduction in tax collection due to poor economic growth poses a significant risk to the level of future state funding allocations. The uncertainty extends to DHET block and earmarked grants, National Student Financial Aid Scheme (NSFAS) bursaries as well as National Research Foundation (NRF) grants and bursaries.

The above uncertainties will affect our ability to fund our activities in the medium to long term. Several strategies have been put in place to mitigate this risk and reduce the level of reliance on state funds, which include increased external fundraising, increased focus on continued education programme offerings and more stringent cost containment measures.

Our fees increased by 5,3% and 7,3% for tuition and residences, respectively. This is in line with the recommendations of the Minister of Higher Education and Training. The DHET continued to provide the gap grant funding for qualifying students in the year under review, with this grant now included in the block grant. This amount was applied towards reducing the 2020 student debt for qualifying students and will phase out from 2022.

The Minister instituted a task team in 2019 to advise on the framework for future tuition and residence fee increases for universities. The project was put on hold during the year and as such we still await its conclusion and the Minister's announcement in this regard.

Increase in irrecoverable student debt

The University is acutely aware of the economic status of our students and their parents. The COVID-19 pandemic as well as the uncertainty as to the fee landscape has negatively impacted our ability to collect outstanding student debt.

Collecting student debt on time remains a challenge with students tending to postpone the settlement of outstanding debt until registration for the next year. The impact of COVID-19 has exacerbated the situation, with our outstanding debt increasing by 17% to R537 million.

It is a priority of the Finance Division, however, to ensure that all fees raised are collected. In order to ensure this, the University employs various strategies to collect the outstanding amounts; one of these is to manage our NSFAS allocation effectively to ensure that we assist as many students as possible with this resource. We also actively engage our bursary providers to obtain more resources to assist students. The University also provides, out of its own funds, various forms of assistance for both academically and financially deserving students.

Although we explore all possibilities to assist students, it is a fact that we do have to use normal collection strategies to collect a certain portion of our book. To this end, we have clearly laid-out guidelines, both for our staff and for our collection agencies. However, the announcement by the Minister that universities should refrain from withholding academic records of students with outstanding fees limits our ability to collect fees from those students who can afford to pay.

We will continue to manage this risk actively.

Inadequate student funding

UJ received an allocation of R2.2 billion from NSFAS in 2020 covering tuition fees, accommodation, meals, books, and other living allowances for 24 958 students. This is an increase of 29% on the previous year.

Notwithstanding the increased funding allocation, the timing of communication of funding decisions continues to be a challenge administratively and poses a risk to our enrolments and student debt recovery. NSFAS withdrew funding for a considerable number of students in June 2020 due to students not meeting the

income threshold, or students exceeding the number of years that can be funded. The timing of these NSFAS verifications poses a significant risk for the University as these students are unlikely to settle their debt once the funding is withdrawn. We continue to engage and offer assistance to NSFAS to find sustainable solutions to this and other administrative inefficiencies.

Despite the state interventions in place, we still have a significant number of students who struggle to settle their fees. In response to this, and as in the past years, the University designated R20 million of its operating budget for the SRC Trust Fund, which paid for registration fees for 2 434 students who would have otherwise not been able to study in 2020. This amount was further complemented with funds raised through the institutional Fundraising Unit. Despite the tough economic climate, the University still raised an astounding R195 million (2018: R268 million) for the missing middle fund, with a steady increase in funds generated from corporate South Africa and internationally.

The University continues to invest heavily in providing funded access for students from our most vulnerable communities, with 10% of our operating budget allocated to financial assistance for low income and missing middle students. In response to the COVID-19 impact, further funding was made available from our operating budget this year to provide all students with data bundles to ensure they were able to access the online classes and learning material. Funding was also prioritised for electronic learning devices for students who could not secure their own.

It is important to note that the UJ Council also has an obligation to maintain the assets and infrastructure at a level required to provide a quality service. An adequate level of reserves, on which investment income is earned, is required to fund the expenditure on infrastructure maintenance.

The uncertainties above pose a risk of the University not being financially sustainable at both the operating and reserve levels.

Increase in staffing costs

The scarcity of and high demand for qualified academic and professional staff pose a significant risk for the financial sustainability of universities nationwide. In addition, three years ago, the University insourced approximately one thousand staff who had previously performed outsourced services. The additional costs associated with the insourcing pose a risk to the financial sustainability of the University.

To stay competitive, it is important for the University to invest in appropriate strategies to retain its staff, and to balance this with affordability is critical to our long-term financial sustainability.

General financial risk management

The University's activities expose it to a variety of financial risks: market risk (including currency risk, cash flow, interest rate risk and price risk), credit risk, liquidity risk and operational risk. The University's overall Risk Management Programme focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on the financial and other performance of the University.

The Finance Division, under policies approved by the ARCC, which provide written principles for overall risk management, carries out financial risk management. ARCC oversees the manner in which management monitors compliance with the risk management policies and procedures, and reviews the adequacy of the risk management framework in relation to the risk faced by the University. ARCC is assisted in its overseeing role by internal audit, which undertakes both regular and ad hoc reviews of risk management controls and procedures, the results of which are reported to ARCC.

Credit risk

Credit risk is the risk of financial loss to the University, if a client, student or counterparty to a financial transaction fails to meet the University's receivables from students and clients. Owing to the wide spread of our students and clients, the University has no significant concentration of credit risk arising from its contractual obligations.

In a higher education environment, it is not possible to manage credit risk ex ante at the level of individual transactions with students. Creditworthiness cannot be assessed during registration. The credit risk is managed ex post by means of effective debt collection, including the sensible application of the withholding of examination

results and financial exclusions, as well as the use of debt collection attorneys and agencies. As already indicated above, this risk is ever increasing as students expect free tertiary education.

The University also raises other trade receivables for the sale of goods and the delivery of services. It has measures in place to ensure that sales of goods and delivery of services are to clients with an appropriate credit history. It does not insure its students or other receivables.

Liquidity risk

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they fall due. The University's approach to managing liquidity is to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation. The liquidity risk is minimised by weekly cash-flow projections and effective working capital management.

The University's liquidity risk consists mainly of the outstanding student and other receivable amounts, borrowings, accounts payable, accrued liabilities, student deposits received and employment benefits. The liquidity risk is managed by conducting cash flow forecasts on a weekly basis, in order to maintain sufficient funds to fund the business from cash generated by operations and funds generated from investments. The guaranteed state subsidy also assists in managing this risk.

Currency risk

The University does not operate internationally but, on occasion, there are foreign-currency denominated purchases. The University is exposed to foreign currency risk when purchases are denominated in a currency other than South African rand. Management has introduced a policy that requires that all material foreign currency transactions be hedged with a forward-exchange contract. At year-end, there were no material outstanding forward-exchange contracts. When necessary, forward-exchange contracts are rolled over at maturity.

Interest rate risk

The University has large interest-bearing investments. Its investment policy allows management to invest working capital in interest-bearing, short-term investments for up to one year. The period of each investment is linked to the cash-flow requirements to fund the University's operations. These short-term investments are invested with the five major South African commercial banks at the ruling interest rate on the day of investment. The rates are fixed for the period of the investment.

The University's investment policy determines that the University's fund managers manage all long-term investments, including capital and money market investments, under mandate agreements. These agreements specify the asset allocation matching the risk that the University is prepared to take. The mandates further specify the investment returns required by the University. These measures are in place to ensure that the various fund managers manage the interest rate risk within the levels accepted by the University. The University's Finance Committee of Council, with the assistance of the Investment Committee, oversees its long-term investments.

Market risk

Market risk is the risk that changes in market prices, such as foreign exchange rates and interest rates, may affect the University's income or the value of its holdings of financial assets. The objective of market risk management is to manage and control market risk exposures within acceptable parameters, while optimising the return on risk.

Operational risk

Operational risk is actively managed. The University maintains systems of internal control over income and expenditure, financial reporting and safeguarding of assets against unauthorised acquisition and use or disposition of such assets. Internal auditors monitor the effectiveness of the internal control systems and report findings and recommendations to the MEC and ARCC. Corrective steps are taken to address control deficiencies and other opportunities for improving the systems, when identified. Council, operating through its ARCC, oversees the financial reporting process. Marketing and branding strategies are in place, however, to ensure consistent student intake, in accordance with the approved Enrolment Plan.

FINANCIAL PERFORMANCE

Despite operating in an environment mired with funding constraints, we entered this past financial year with strong momentum. We managed our budgets effectively, well on track to achieve our approved operating budget of a R10 million surplus, until we were then impacted by COVID-19 and the stringent lockdown protocols, which posed a significant risk to our going concern and liquidity. We responded quickly and decisively to the pandemic and realigned our financial plans accordingly, being deliberate about achieving maximum cost savings in the year to cushion the impact of the uncertainty on future income generation. This has resulted in a strong balance sheet, with enhanced liquidity and cash flow profile.

The University has achieved an operating surplus of R530 million against a projected operating surplus of R10 million. The income generated during the year exceeded our budget by 4% (budget: R4.424 billion vs actual R4.613 billion). This is largely due to the inclusion of the gap grant in our block grant; higher than expected earmarked grants; as well as higher than budgeted investment income resulting from improved investment strategies. Our student fees were lower than budget as a result of delayed completion of residences under refurbishment and the discount offered to compensate students for the COVID-19 lockdown.

Our actual expenses for the year were at 92% of budget (budget: R4.415 billion vs actual R4.083 billion). A large component of the saving is from vacant positions not filled during the year. In response to the uncertainties posed by the COVID-19 pandemic, a moratorium was placed on the filling of non-critical vacancies. Further savings were achieved from other areas like travel and conferencing, utilities, printing and scheduled maintenance of facilities that could not be undertaken. The savings were utilised to fund the unplanned costs associated with the pandemic, such as data bundles and mobile computing devices for staff and students as well as the costs of cleaning and personal protective equipment.

The actual outcome of the comprehensive and consolidated operating results of both the budgeted and the non-budgeted cost centres as well as subsidiary entities is a surplus of R767 million (2019: R708 million), after accounting for income from investments, including fair value adjustments on available-for-sale financial assets, and actuarial gains and losses on post-retirement benefits. The growth is largely as a result of the positive performance of equity markets in the last quarter of 2020.

Our financial position remains strong with consolidated net assets of R7.7 billion (2019: R6.4 billion). The amount spent during the year on infrastructure developments is R226 million.

UJ places a high premium on sound corporate and financial management and does everything in its power to ensure that finances are managed in a transparent and judicious manner. This includes ensuring that a responsible level of reserves is maintained with a view to long-term institutional sustainability, which includes that academic quality and requisite infrastructure be maintained throughout. These reserves take the form of funds intended for various environments and to be used only according to specific guidelines and conditions.

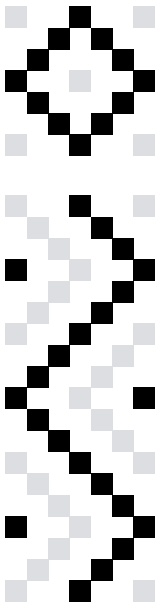
Council-controlled reserves at year-end amounted to R2.167 billion (2019: R1.492 billion), which represents 94% of annual permanent remuneration. The growth in Council-controlled reserves is earmarked for infrastructure expansion and GES 4.0 catalytic interventions, to the extent that the level of these funds does not go below 50% of annual permanent remuneration.

Our liquidity position also remains strong with the ratio of our current assets to current liabilities at 1.5 up from 1.4 in 2019.



Nolwazi Mamorare (Ms)
Chief Financial Officer





Financial Governance and Revenue

OPERATING CONTEXT, GOVERNANCE AND RISK MANAGEMENT

Financial viability, stability and sustainability for the University of Johannesburg continue to drive the Financial Governance and Revenue (FinGov) Department in achieving sound financial management. Efficiency and effectiveness underpin our planning, controlling, organising, and directing activities, to facilitate decision making and to support the University in achieving its strategic objectives.

2020 is a year that tested the robustness of our financial processes and systems in ensuring financial sustainability in the short to medium term, given the impact of the COVID-19 pandemic globally. Through our primary support functions, comprising financial planning, transitioning, advice, monitoring and reporting, which we provided to the University and its stakeholders, we were able to deliver on our mandate and navigate the challenges characterising the environment. In the previous year, we had embarked on efficiency projects. These projects included automation of processes and systems, business process mapping, reorganisation of support functions and the recruitment of key staff within the Department. This allowed us to achieve our strategic goals, which remained unchanged at a Finance Division level. These strategic goals encompass:

- Ensuring financial viability, stability, and sustainability to support the GES 4.0 drive.
- Enhancing the reengineering of the financial information system business process, in line with 4IR.
- Promoting good governance, transformation, and empowerment.
- Formalising strategic partnerships across the University.

These goals are informed by our vision and mission:

- Vision – Finance as a world-class empowered strategic partner striving for excellence and stature.
- Mission – To ensure financial viability, stability, and sustainability for the University through sound financial systems, digitalisation, and good governance.

The 2020 financial year saw the following activities undertaken within FinGov: completion of statutory audits, the 2020 budget reprioritisation, an approved sustainable budget for 2021, completion of internal audit reviews as per the three-year rolling internal audit plan, and enhancement of risk management and governance activities, including fraud prevention and compliance risk management.

Strategic goals for 2020

Over and above the operational activities, the key strategic goals planned for the 2020 financial year encompassed the following:

- Implementation of efficiencies and automation of processes within FinGov, including a review of finance policies and procedures to ensure continued adherence to good financial governance within the institution.
- Continued stakeholder engagement internally and externally, including USAf involvement through the Financial Executives' Forum, benchmarking of best practice with peers in the sector, and a review of support services through engagement with the UJ community.



- Continued implementation of cost savings and other austerity measures to ensure financial sustainability.
- Finalisation of winding down of identified commercial entities.
- Implementation of system harmonisation of entities, with system utilised by the University for standardisation and cost optimisation.
- Continued timely submission of financial reports internally and to external stakeholders.
- Improved collection rate on sundry debtors and reduction in cost of debt collection.
- Implementation of the investment strategies of the University and the UJ Trust.
- Improved cash flow forecasting to influence decision making and alignment with approved investment strategy.
- Continued strengthening of the control environment.

A substantial number of the above goals were achieved, although completion of some was delayed due to the impact of the pandemic on business operations. These latter goals will be taken forward into the 2021 financial year to ensure full completion.

In addition to the divisional efficiency Finance Redesign project, in 2020, the Finance Division embarked on a Financial Sustainability project. This is a result of the pandemic's negative impact on the economy, which is putting pressure on income levels and thus on liquidity in the short term, and on the University's sustainability in the medium to long term. An intensive reprioritisation of resources was undertaken, in addition to a heightened control environment and a more focused approach on driving efficiencies and automation to support remote working conditions.

A change management intervention was held with the FinGov leadership in 2019, with continued implementation into 2020 based on learnings and commitments as per the resultant action plan. The intervention was focused on facilitating more strategically inclined performance in effecting improved output and contribution to the attainment of the Finance Division's strategic goals. The outcome of this has been an increased awareness among the leadership of the importance of operating strategically and providing financial management support that is relevant to our stakeholders. This was supplemented by the Manager's Toolkit training provided by the Johannesburg Business School (JBS) to the FinGov's full staff complement, to enhance leadership skills.

SUBDEPARTMENT HIGHLIGHTS

Key functions are highlighted within each of the four subdepartments making up Financial Governance and Revenue, namely Budget and Project Management (BPM), Risk Management and Assurance (RMA), Strategic Financial Projects (SFP) and Treasury and Reporting (T&R). A summary of key developments is provided.

Budget and Project Management (BPM)

The BPM team is the key client-facing component within not only FinGov but the Finance Division as a whole, with the financial business partners as the primary contact between the Division and various stakeholders in the University. The client base of the Budget and Project Management Department spans all the domains of the academic, support and commercial entities, requiring dedicated services in meeting diverse requests. Service delivery is thus achieved through dedicated financial business partners, accountants, and financial officers.

Key functions within this area relate to the provision of financial management information by way of internal financial reports, to assist managers of the various environments in their decision-making processes towards achieving short-, medium- and long-term institutional goals. The information provided includes budget compilation in accordance with budget guidelines, research income and expenditure reporting, variance analysis, project accounting and reporting, and outcomes of agreed-upon procedures.

Staffing and process changes were made to streamline functions within this subdepartment, resulting in the appointments of the Director and Senior Manager: Research as part of the departmental management team, as well as consolidation of the commercial entities' client portfolio within this team. Business processes and reports continued to be reviewed annually to ensure quality reporting.

Successes for 2020

- Successful completion of agreed-upon procedures (AUPs) assurance engagements for provisioning to our funders (19 AUPs in total) – all without material findings.

- Completion of subsidiary audits (final and interim audits), with A Million Up spanning four financial years (2017-2020).
- Completion of the School of Tourism and Hospitality (STH) files posting via the interface automation, the posting of which has been problematic over the past few years and has required extensive reconciliations and manual processing for accurate financial reporting.
- Agility in financial planning, and in provision of financial management support under constrained circumstances, such as remote working and limited financial resources institutionally. This necessitated a Budget 2020 reprioritisation in a bid to ensure financial sustainability through cost optimisation, while also operating remotely. Thus, continuity of support services aligned to the University's calendar of activities was ensured.
- The 2021 budget process was completed within the requisite timelines despite the challenging circumstances under which it was compiled: a challenging and uncertain economic climate, and input from various stakeholders to ensure transparency and fairness, while operating remotely.
- Successful key resourcing within the subdepartment with the filling of two strategic vacant posts, those of the Director and the Senior Manager: Research.
- Contribution to the net surplus achieved for the year through strict control of the budget and collaboration with faculty and divisional heads, to ensure that the core functions and UJ key strategic initiatives were not undermined. This resulted in efficiencies and savings of expenses.

Key focus areas for the subdepartment for the 2021 financial year

In enhancing client-centric financial management support, BPM will embark on the following key focus areas in addition to the strategic goals rolled over from the previous year:

- Improved query resolution.
- Enhanced reporting.
- Improved turnaround associated with cost centre creation.
- Implementation of budget control in partnership with the T&R subdepartment.
- Implementation of control enhancements emanating from the various assurance engagements undertaken within the subdepartment.
- Capacitating staff in alignment with the service delivery model underpinning the Finance Redesign efficiency project.

Risk Management and Assurance (RMA)

Risk management forms an integral part of the financial and operational governance processes of the University in order not only to ensure good management practices, but also to assist the University in achieving its strategic goals and objectives. The objective of the University's risk management strategy is to identify, assess, and manage risks early and to implement mitigation measures to minimise them.

The Risk Management and Assurance subdepartment is characterised by activities in the following areas: Risk Management, Fraud Risk Management, Insurance, Assurance, and Business Continuity Management (BCM). A new addition is the formalisation of compliance risk management, with an implementation project currently under way.

Risk Management provides a mechanism for management to assess risks within their processes and thus prevent or minimise loss in the event of an uncertainty. The subdepartment is further responsible for ensuring that the University's insurance process is carried out through comprehensive insurance cover. To this end, improvements were realised in the insurance renewal process, thereby providing more complete and updated information, and facilitating adequate cover to safeguard our assets. This process was also concluded timeously.

Assurance processes, such as internal audit, external audit, and audit of agreed-upon procedures, are further managed by RMA. Oversight of the risk management processes resides with the Audit and Risk Committee of Council (ARCC), and the management of risks is the responsibility of the MEC Risk Management Committee (RMC). A tender process for the appointment of external auditors was undertaken by the team, resulting in the appointment of SNG Grant Thornton (SNGGT) as the University's main external auditors, and of PricewaterhouseCoopers (PwC) as the external auditors for our commercial entities and for assurance engagements relating to agreed-upon procedures as directed by our funders.

In order to navigate an evolving risk landscape, risk registers are reviewed on a regular basis and adapted to include emerging factors that could influence the risk profile of the environment. Risks that remained at the forefront of the University's strategic planning processes during 2020 were as follows:

- The national state of disaster because of the global COVID-19 pandemic. The ongoing health risk, as well as the business risks in terms of resourcing, teaching, and learning, and financial implications were continuously evaluated in order to ensure proper planning for potential eventualities.
- Financial sustainability of the University. This risk was greatly impacted by the emerging global pandemic. The socioeconomic impact on many households as well as the financial impact on institutions, such as the Department of Higher Education and Training and NSFAS, resulted in a knock-on effect on the University, which was analysed in-depth during the past year.
- The impact of load shedding. The UJ Business Continuity Plan is centred on reliable energy supply, and therefore load shedding in households impacts both staff and students who are working off-site. Controls that were implemented, and which will be further expanded going forward, relate to the installation of alternate power sources across campuses, prioritising emergency and common areas that need to be optimised.

The University continues its efforts to build a strong foundation and ensure an integrated approach to risk management, being informed by internal and external environmental factors, internal audit, governance, ethics, and effective business continuity.

Successes for 2020

- The focus for the financial year was to ensure adherence to good governance. Therefore, the Fraud Prevention Policy and Procedure, the Risk Management Policy and Procedure, the Business Continuity Policy and the Insurance Policy and Procedure were reviewed to align with the principles of King IV, and were presented to the RMC for recommendation to Council.
- A panel of forensic investigators has been actively assisting with forensic investigations and providing recommendations on control weaknesses.
- A focused awareness drive of the UJ Ethics Hotline saw an increase in the number of cases reported; cases were actively investigated and feedback provided.
- A survey was conducted to establish the level of awareness with regard to ethics and reporting.
- RMA commenced the process of developing fraud risk registers for the support environment, with the intention of having these developed for all environments within the University. This will result in the development of the institutional Fraud Risk Register, which will be presented to the RMC for approval.
- Continuous change in the risk profile required active management of the institutional Risk Register, which was presented to all committees; in this way, the subdepartment ensured that information was always kept up to date.
- RMA worked in partnership with Internal Audit in effectively carrying out a rolling three-year plan to improve process flow, relevance and value-add.
- A quarterly communication for awareness raising was implemented to mitigate the high number of insurance claims and associated risks. Further information was shared with affected departments and faculties on a quarterly basis.

Key focus areas for the subdepartment for the 2021 financial year

In supporting the University as it strengthens its control environment and overall governance, RMA will embark on the following key focus areas in addition to strategic goals rolled over from the previous year:

- Improvement in insurance management support.
- Enhancement of fraud prevention activities and processes.
- Improved business continuity management support.
- Implementation of compliance risk management.

Strategic Financial Projects (SFP)

The Strategic Financial Projects subdepartment underwent reorganisation of activities in the last quarter of the year: with the new focus associated with the management of the divisional financial projects, while financial management support towards commercialisation activities within the University was transferred to the BPM

subdepartment. Table 60 indicates entities supported by the SFP subdepartment up until the point of transfer of activities to the BPM subdepartment during the last quarter of the year.

Table 60: Commercial entities

| Name of Entity | Relationship | Commercial Entities Support |
|-------------------------------------|------------------|---|
| UJInvnt (Pty) Ltd | Holding company | Statutory services; Financial management services |
| Resolution Circle | Subsidiary | Reporting; Board administration |
| UJ Properties | Subsidiary | Statutory services; Financial management services; Board and Manco administration |
| Million Up Investments (MUI) | Subsidiary | Reporting; Financial management services; Board administration |
| City Lodge Educational Trust (CLET) | UJ – Beneficiary | Financial management services |
| University Sports Company | Investment | Statutory services; Financial management services |
| Sabinet Ltd | Investment | Reporting |

There has been a significant decline in activities as a result of a decreased client portfolio, continued winding down of identified commercial entities and trusts and reduced statutory administration. As a result, activities within this subdepartment were reorganised and functions allocated to other FinGov subdepartments.

Successes for 2020

- Continued progress in winding down of the commercial entities.
- Improved Board reporting and administration.
- Completion of subsidiary 2019 statutory audits with no material findings.
- Effective management of information flow to the liquidators and the auctioneers regarding the financial information and assets of the entities undergoing liquidation, i.e. Photovoltaic Technology Intellectual Property (PTIP) and Thin Film Solar Technologies (Pty) Ltd (TFST), Gradnet Portal (Pty) Ltd, eyeThenticate (Pty) Ltd, IntelliLAB (Pty) Ltd, and Naledi Computer Systems (Pty) Ltd.
- Coordination of CEP/SLPs optimisation in a bid to further grow the University's third-stream income.

Implementation of efficiencies identified

- As part of the operational efficiency drive required of respective departments within the Finance Division, this subdepartment supported management and oversight structures in the commercialisation space, such as the running of MANCO for UJ Properties and improving reporting to the various structures (subsidiary Boards, UJ oversight committees, i.e. MEC Commercialisation Committee (MECCC), MEC, Financial Sustainability Committee of Council (FSCC)).
- In addition, a guideline on statutory requirements for commercial entities was drafted. Efficiencies associated with implementation are still to be assessed.
- Coordinated and managed achievement of deliverables concerning the Financial Sustainability Project.
- Successful implementation of DraftWorx for use by the financial reporting team, thus concluding the compilation of Annual Financial Statements for subsidiaries on DraftWorx.

Key focus areas for the subdepartment for the 2021 financial year

With the Finance Division looking to realise efficiencies as we position ourselves as a world-class empowered strategic partner striving for excellence and stature, it becomes key for our efficiency projects to be resourced accordingly and thus well managed within this subdepartment. SFP will be embarked on the following key focus areas in addition to strategic goals being rolled over from the previous year:

- Deliver on Finance Redesign activities to realise division-wide efficiencies on the following key pillars – processes, systems, structure, and people.
- Deliver on other efficiency drives:
 - Change Management Intervention (client centricity focus).
 - Financial Sustainability Project (financial health focus).
- Continued coordination of CEP/SLPs optimisation.
- Finalisation of liquidation/winding down processes.
- Close out of Community Innovation Fund (CIF) project.

Treasury and Reporting (T&R)

The Treasury and Reporting subdepartment encompasses the following activities: financial reporting, investment management and accounting, cash management, sundry debtor management (all debtors other than students), credit card administration, creating and maintaining the chart of account structures on all systems, tax administration and compliance, compilation and management of income budget, and budget system administration. In addition, the subdepartment serves as Enterprise Resource Planning (ERP) subsystem owners for the General Ledger and the Accounts Payable and Tax Administrator modules, thus being responsible for all period-end procedures, system error logging, testing of upgrades, enhancements, and patches.

A number of assurance reviews were undertaken in 2020, highlighting the importance of governance associated with system administration (Oracle and IDU). Management has committed to effecting the controls necessary to ensure integrity of financial data. A number of system enhancements and automations are also in progress, to support efficiencies factored into our processes, with the ERP enhancement likely to be the most significant project, and likely to run over the next three years.

Successes for 2020

- The Council approved the enhanced Financial Sustainability Model (FSM), which identified drivers under the control of the University that are used in the management and mitigation of financial risk. The FSM also identified the need for third-stream income and for planning of major strategic projects and initiatives.
- We maintained continuity of operations, despite having to adjust to remote working in an environment characterised by manually informed processes.
- The audited Consolidated and Separate Annual Financial Statements were completed and submitted timeously, including first time disclosure of newly adopted International Financial Reporting Standards: IFRS-16 regulations, with no significant audit findings.
- We successfully implemented the document draft software, DraftWorx, and successfully drafted and published all 2019 Annual Financial Statements from this solution.
- Completed and submitted all other external stakeholder financial reports and audits on time with no significant audit findings. Enhancement of monthly management accounts reporting.
- Increased dependence on the Financial Sustainability Model during 2020, given the more rigorous management of financial resources amidst uncertainty and economic downturn.
- Compilation of the short-term investment strategy, due for approval by relevant oversight structures in 2021.
- Positive returns on our overall investment portfolio, with our return on short-term investments exceeding expectations because of high volumes of cash.
- Optimised UJ's liquidity and financial sustainability by updating and submitting daily cash flow reports along with scenario-based forecasting and planning.
- Successfully implemented Kofax, an automation solution within the accounts receivable environment, which allows for faster turnaround times for issuing and filing of invoices and thus more efficient management of sundry receivables.
- Involvement alongside peers in the departmental compilation of the Fraud Risk Register as part of the newly implemented Fraud Prevention Strategy.
- Compliance with the taxation regime, including the now effective Carbon Tax and Foreign Donor Funding Projects impacting VAT.



Key focus areas for the subdepartment for the 2021 financial year

In supporting the University with financial reporting, liquidity and sustainability management, T&R will embark on the following key focus areas addition to strategic goals rolled over from the previous year:

- Automation of budget control in partnership with the BPM subdepartment.
- Automation of General Ledger Journals, thus strengthening the control environment.
- Implementation of 'Visa Intellink' for expense allocation and reporting on procurement cards.
- Implementation of the approved Investment Strategy.

CONCLUSION

The financial management landscape has been characterised by increasing compliance requirements, complexities and use of technology, more so after the impact of the pandemic on most operational environments. This informs how the Department engages with its activities, constantly seeking to effect enhancements in processes and the resultant support provided to the University and its stakeholders.

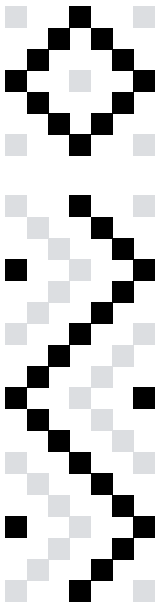
We look forward to taking learnings from 2020 into 2021, in realising our vision of being a world-class empowered strategic partner striving for excellence and stature.



Lerato Riba (Ms)

Executive Director: Financial Governance and Revenue





Revenue Administration

OPERATING FRAMEWORK

Revenue Administration is a subdivision in the Finance Division that came into being in May 2019. The Division comprises two sections, the Student Finance Department and the Development and Fundraising Office. The Division is responsible for administering the funds on behalf of external funders (Bursaries and NSFAS), including student debt collection, for cash-paying students, and coordinating and executing fundraising processes strategically.

Student Finance

The Student Finance Department is responsible for the administration of the entire financial aid and student debtors function. We aim to provide an outstanding student experience, achieve global stature, and provide excellent service to all our stakeholders, students, parents, donors, and sponsors, using 4IR technologies. In particular, the Department seeks to provide online student services to registered students and alumni students across the continent. Student Finance is decentralised across all campuses, with all student finance functions offered on each campus.

We continue to strive to become a benchmark for all student finance services across the university sector. This goal has been partially achieved, with our senior employees occupying strategic positions in various committees across the education sector. Additionally, Revenue Administration continues to gather momentum by becoming the only student finance department to offer over 70% of its services online. As demand for online services has risen significantly over the past year and continues to do so, due to the uncertainty over the duration of the COVID-19 restrictions, our paperless strategy is also on course for complete implementation in 2021. A full strategic review was carried out, and some improvement areas were identified. In addition, decreasing workforce productivity due to external factors, i.e. the COVID-19 pandemic, directly affected our staff productivity. Student debtors' ability to pay overdue accounts was also negatively impacted by the pandemic, loss of jobs and decreased income source.

The Revenue Administration Division has four senior managers working across all four campuses.

Bursaries

The Bursaries Unit manages both internal and external bursaries. The Unit's core mandate is to ensure good governance and solid internal control in administering internal funds and funds disbursed on behalf of external bursary funders. In addition to administering funds to students, the Bursaries Unit plays a crucial role in fundraising for bursaries for the missing middle students.

Successes

The successes in the Unit can be attributed to our hardworking staff, supported by our strong belief in service excellence:

- Growth in external bursaries – External bursaries are a strategic focus. Active interaction with bursary providers and other external sources of funding resulted in a slight increase in 2020. The increase in external funding was achieved despite a poorly performing economy due to the pandemic.
- In partnership with the Development Office and other UJ departments, the Bursaries Unit raised R224 million for student bursaries. The funds have since assisted more than 2 400 students to date.
- Continuous engagement with our funders resulted in strong partnerships and our subsequently securing bursaries for needy students.
- Continuous engagement with other support divisions and faculties about registration and funding for students resulted in strengthened relationships and aligned processes between the faculties, support divisions and the Student Finance Department.
- More emphasis was put on ongoing staff training for change management and to be ready for transformation in the ever-changing landscape created by 4IR.

Challenges

- The ongoing unfavourable economic climate and student unrest remain challenges when collecting student debt. Some companies that sponsor students at UJ are also becoming increasingly remiss at paying the funds they have committed.
- Capacity constraints arise from the challenges presented by COVID-19 and the ever-increasing administrative requirements from bursary providers, who request invoices, refunds, and reconciliations.
- Currently, the government and SETAs award over 40% of the funds received from fundraising. The University seeks to diversify the funding pot and generate more funding from other sectors, including international sponsorships.

Plans for 2021

- Automation of the bursary application process for external funding, and real-time reports using business intelligence.
- International fundraising for both local and international students.
- Timely submission of external funder reconciliations.
- Increased external bursary funding and less reliance on internal bursary funding.
- A detailed analysis of active sponsors in the UJ database in order to strengthen partnership and collaborations and also to revive lapsed donors.

Student debt

Student debt for cash-paying students is administered through payment agreements between the student, parents, and the University. Total outstanding fees are payable in August every year. Student Finance is responsible for student debt collection, including the administration of accounts that have already been handed over to the attorneys. The decrease in student fee payment is a concern. However, we note that the increased NSFAS funding has reduced the number of students who were previously considered cash-paying students. The total outstanding debt is recorded at R537 million, including outstanding debt for non-registered students.

Bursary performance

Bursaries decreased to R704 million in 2019 for both internal and external funding. The decrease was expected due to the number of students who are withdrawing from their bursaries and opting for NSFAS funding.

NSFAS

NSFAS is an acronym for the National Student Financial Aid Scheme. NSFAS is a statutory body, funded primarily by South Africa's national Department of Higher Education and Training, which provides study loans and bursaries to academically deserving and financially needy students who wish to study at one of South Africa's public higher education institutions. NSFAS has appointed the University of Johannesburg (UJ) to administer funds on its behalf at UJ.

Following an announcement by the President in December 2017 and confirmed through budget allocations from National Treasury in February 2018, the Department of Higher Education and Training (DHET) introduced

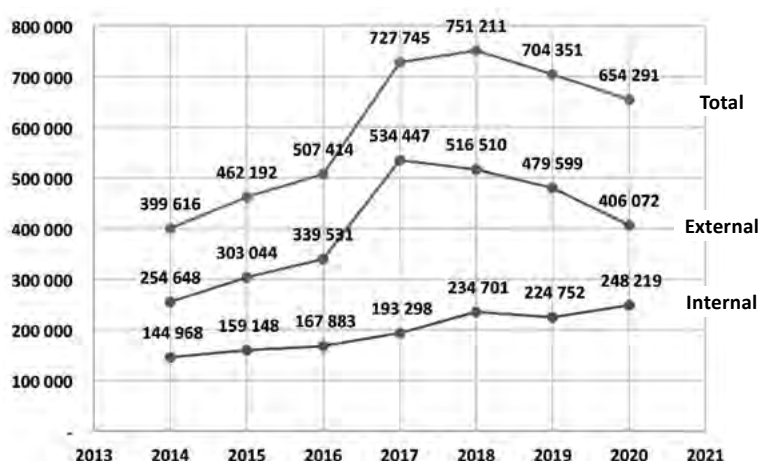


Figure 7: Bursary growth

the new DHET Bursary Scheme for 2018, providing fully subsidised funding for poor and working-class students at public universities. The Bursary Scheme has been implemented by the National Student Financial Aid Scheme (NSFAS) from the 2018 academic year onwards.

The new Bursary Scheme gives effect to the government's vision to ensure that all academically deserving students from poor and working-class backgrounds, who are admitted to study at public universities, are provided with financial support to succeed in their undergraduate study programmes. The bursary scheme supports the goals of the National Development Plan (2012) and the White Paper on Post-School Education and Training (2013), to expand access to higher education for deserving students through financial support from government, and to support greater student success and throughput.

UJ administered bursaries and loans on behalf of NSFAS for 25 481 students in the 2020 academic year. The total funding allocated to UJ was R2 239 690 923.

Table 61: 2020 allowances disbursed to NSFAS students

| | |
|-------------------------|--------------|
| Accommodation allowance | R836 123 450 |
| Book allowance | R128 808 283 |
| Living allowance | R404 804 950 |

The remaining R900 million of the total NSFAS funding allocation is earmarked for tuition fees and residences.

2020 challenges

The challenges below were documented and discussed with all relevant NSFAS structures. Some items were adequately addressed; however, challenges are ongoing and require regular engagement with NSFAS.

- Increased staff constraints in the UJ Financial Aid Office. The nationwide lockdown due to COVID-19 has affected normal business operations because not all staff members in the team possessed a laptop at the time when lockdown was implemented.
- Data integrity issues that led to incorrect students being funded by the scheme. Nationally, 5 000 students were unfunded by NSFAS late in the year after the SARS assessment outcomes. UJ was affected by this decision as well.
- Increased cash disbursement to students' personal bank accounts is a major concern. The funds might not be used for the intended purposes.
- Consent forms for accommodation were not submitted timeously, which increased the number of queries to the NSFAS office during the lockdown.



2020 successes

- Increased numbers of funded students.
- The increase in numbers of students receiving allowances, as opposed to high dependency on the meal assistance programme.
- Improved cash flow as a result of fast-tracked payments from NSFAS.
- A fairly good relationship with the NSFAS administrator, which has allowed meaningful engagement on student funding matters.
- Development of a new functionality that will allow students who are eligible for NSFAS and bursary allowances to upload the support documents in order to receive the allowance online. Previously, students had to email or submit these documents to the Bursary or NSFAS offices.

The increase in student funding is a relief to students and the University. Our strategy is to maintain the current number of funded students, while minimising the high dependency on NSFAS, which is currently at R2.2 billion for 25 481 students.

Student Debtors and Systems

This Unit manages a wide array of responsibilities, including debt collection, sending out statements to students and external sponsors, assisting students with payment plans for tuition fees, and daily interaction with students on all general financial queries. Student Debtors has offices on all four campuses.

Student debt overview

Student debt for cash-paying students is administered through payment agreements between the student, parents, and the University. The full outstanding fees are payable in August every year. Student Finance is responsible for student debt collection, including the administration of accounts that have already been handed over to the attorneys. The decrease in student fee payments is a concern. However, we note that increasing NSFAS funding has reduced the number of students who were previously considered cash-paying students.

The overall student debt has increased over the past three years; however, the line item for cash-paying students shows an improved recovery year-on-year. The overall increase is attributed to non-payment of debt, but also to interest charged on the outstanding debt.

Table 62 is a debt trend comparison for the past three years.

Challenges

- The ongoing unfavourable economic climate, exacerbated by the COVID-19 pandemic, remains a challenge that negatively impacts our success in collecting student debt.
- Communication with students continues to be a challenge. Current platforms in use to contact debtors are emails/SMSes/student portals/hard copy statements.
- The increasing number of students with historical debt proves to be a challenge and, as a result, affects the University cash flow.

Improvements

- A new functionality that will allow students to retrieve an official date-stamped financial statement online. The same statement is also available in the back office, and users can email the statement directly from the system to an external client (e.g. sponsors and parents).
- An enhanced functionality was developed, which allows Student Finance to link qualifications to different payment requirements to allow a student to register. The minimum payment is validated at registration according to the qualification for which the student is registering, to determine whether the student has fulfilled the minimum payment required for the specific qualification. For example, online qualifications need a 100% payment before a student can register.
- An enhanced functionality was developed, which will release an academic record for paid qualifications. Previously, if a student registered for a second qualification and fell in arrears with payments on the second qualification, the academic record for the first paid-up qualification was also retained. The new functionality allows the academic record for the paid-up qualification to be obtained, but still blocks the academic record for the unpaid qualification.

Table 62: Student debt trend comparison

| STUDENT DEBT TREND - 31 December 2020 | | | | | |
|--|---------|----------------------|----------------------|----------------------|----------------------|
| | REF | 2020 | 2019 | 2018 | 2017 |
| Total Bursaries outstanding | | R 68 511 511 | R 104 508 912 | R 93 402 178 | R 37 534 713 |
| Total NSFAS outstanding | | R 750 934 | R 264 340 236 | R 29 934 313 | R 71 083 995 |
| Cash paying debit balances | D | R 248 589 238 | R 239 684 163 | R 189 564 230 | R 198 506 888 |
| | B | R 317 851 683 | R 608 533 311 | R 312 900 721 | R 307 125 596 |
| Carried forward from | | 2019 | 2018 | 2017 | 2016 |
| Bursaries debit balances | | R 8 860 883 | R 2 751 697 | R 3 524 241 | R 2 928 191 |
| NSFAS debit balances | | R 7 998 703 | R 4 497 638 | R 16 482 259 | R 1 629 312 |
| Cash paying debit balances | D | R 49 908 864 | R 29 731 215 | R 29 025 498 | R 33 612 862 |
| | | R 66 768 449 | R 36 980 550 | R 49 031 998 | R 38 170 364 |
| Carried forward from | | 2018 | 2017 | 2016 | 2015 |
| Bursaries debit balances | | R 1 249 085 | R 2 184 257 | R 475 937 | R 626 674 |
| NSFAS debit balances | | R 492 128 | R 53 285 359 | R 1 297 025 | R 665 071 |
| Cash paying debit balances | D | R 5 379 836 | R 18 733 132 | R 4 082 807 | R 5 060 190 |
| | | R 7 121 049 | R 74 202 748 | R 5 855 769 | R 6 351 935 |
| Total outstanding balance | A | R 391 741 181 | R 719 716 609 | R 367 788 487 | R 351 647 896 |
| Total outstanding for non-registered students (Provision made) - from past years | E | 233 796 861 | 172 604 977 | 162 056 576 | 136 541 523 |
| Registered & Non-registered | A+E | 625 538 042 | 892 321 587 | 529 845 063 | 488 189 419 |
| Total Student Fee income | F | 1 990 266 865 | 1 955 156 147 | 1 746 484 333 | 1 717 323 163 |
| Total 2020 outstanding balance as % of Total Fees | A/F | 20% | 37% | 21% | 20% |
| Current year (2020) outstanding balance as % of Total fee income | B/F | 16% | 31% | 18% | 18% |
| Outstanding Cash paying students balance as % of Total fee income | D/F | 15% | 15% | 13% | 14% |
| All (Registered and not registered) outstanding fees as a % of total fee income | (A+E)/F | 31% | 46% | 30% | 28% |

Development and Fundraising

The Development and Fundraising Office is responsible for raising funds in aid of UJ's priority projects, and it facilitates both faculty and core projects. The Office's projects are mandated by members of the Management Executive Committee (MEC), which include the Vice-Chancellor, Chief Financial Officer, Deputy Vice-Chancellor: Research and Internationalisation, and other members of the Executive Leadership Group. The Development and Fundraising Office is predominantly aligned with GES Objective Six: fitness for global excellence and stature, and more specifically, with KPA 69: externally generated unencumbered funding. The Office also supports



research funding generation, more specifically, industry-aligned research funding, and together with Student Finance, missing middle funding solicitation.

Achievements

The Development and Fundraising Office has integrated well into Revenue Administration and has found synergies with the Bursaries Unit in raising funds.

The Office has six permanent and one contract staff member who focused on supporting various faculty research-fundraising initiatives, and on fundraising towards the missing middle student cohort. The Acting Senior Manager: Development and Fundraising resigned in May 2020 and the Senior Manager: Bursaries was seconded to the Development Office from June 2020.

In total, the University raised R269 million in unencumbered funding (mainly for bursaries) in 2020, as captured by the Finance Division's Student Finance Department. Statistics and numerical reports on the funds raised are reflected in both the Finance and the Research Divisions, respectively. This success was achieved despite the challenges presented by the COVID-19 pandemic.

Projects in line with UJ's 4IR strategy, the UJ Talent Pipeline Programme focusing on 4IR-ready graduates and the 4IR Research Chairs were supported by industry and governmental organisations. In total, the Office supported faculties in bringing in R46 million in research funding.

Some successes with faculty and divisional donor initiatives included:

- Wholesale and Retail SETA donated R7.86 million towards the Research Chair in the College of Business and Economics.
- The Manufacturing, Engineering and Related Services SETA (MERSETA) donated R30 524 963.00 towards student bursaries.
- The Health and Welfare SETA committed R14.2 million towards the unfunded podiatry students.

The Office worked very closely with the Bursaries Unit and faculties to secure student bursaries to the value of R196 million.

Opportunities and strategic interventions

The Development and Fundraising Office continues to fully align with the University's 4IR strategic drive. In addition, the UJ Talent Pipeline Programme and the 4IR Research Chairs have spearheaded new projects that align with 4IR.

UJ successfully contracted with Accenture to bring a 4IR internship programme to UJ graduates at the Devland project. The Devland project was donated to UJ by an external stakeholder in 2017.

With over R269 million raised in 2020 from fundraising initiatives, UJ was successful in securing funds from the stakeholders despite the devastating impact of COVID-19. The successes could be attributed to the type of projects that UJ embarked on, such as the missing middle bursaries, which remain crucial to the economic needs of the country, the focus on customised 4IR programmes and research, and the more coordinated approach in fundraising with the internal stakeholders.

Challenges

The UJ targets for unencumbered funding have consistently increased over the last five years. These targets have mostly been met, or even exceeded, with the assistance of Student Finance and the investment of SETAs in the missing middle initiative. However, the Development and Fundraising Office's capacity has not increased, and the Office has also seen the resignation of key senior staff members.

The COVID-19 pandemic presented new challenges and affected the fundraising strategy for the Development and Fundraising Office. Most organisations reprioritised their budgets, and therefore their focus areas changed. The funding outcomes for most of the applications made earlier in the year were either declined or delayed. Owing to all these challenges, the fundraising strategy is now focused on business needs, such as the 4IR Future Talent Pipeline Programme, 4IR short learning programmes and business initiatives with UJ institutes, academia, and centres, such as the UJ Process, Energy and Environmental Technology Station (UJ-PEETS). However, to answer the unique demands of fundraising for these projects, different skills are required within the Office.

There is still much reliance on governmental funding, with 63% of funding coming from the SETAs, only 23% from private sources and 6% from international funders. To ensure more sustainable funding, the Development and Fundraising Office will continue to focus more on private and international funding in 2021. This will be achieved through close collaboration with the Internationalisation Division and the Alumni Office within UJ.

Quality Management

The Student Finance Division continually strives to improve business processes in a rapidly changing environment, where administrative requirements are greatly increased as students struggle to fund tertiary education.

In order to ensure quality, management places reliance on the following:

- Feedback from both internal and external stakeholders.
- Addressing student complaints/compliments and adjusting business processes, where possible, to achieve service excellence.
- Annual internal and external audits.
- Internal reviews of faculties and other support divisions.
- Unplanned audit-based requests from external sponsors.
- The annual performance review of all staff members.
- Continuous staff training.

Risk Management

This Unit is responsible for the recording of the institutional risks pertaining to its environment in the UJ Risk Register. Risks are discussed on a continual basis with the Senior Director, and the Director: Insurance and Risk.

The major risks of this Unit are:

- Bad debt risks faced by all universities, because of the decrease in government funding and the current financial climate.
- Future operational developments from NSFAS, which may impact negatively on university enrolments.
- Irrecoverable NSFAS debt, which impacts on cash flow.
- The NSFAS maximum amount allowed to fund each student is limited and, in some cases, does not cover the full cost of the student per year.
- Irrecoverable debt from defaulting external sponsors requires us to assess and monitor the payment trends for existing sponsors/donors.
- The physical security risk due to handling of cash. The use of external cash management companies as well as a focus on physical security within each environment mitigates this risk.
- The risk of fraud (internally and externally) and error. We rely on reviews and audits to identify high-risk areas. To mitigate this risk, the 'ears-to-the-ground' approach assists, and we fully investigate all claims of fraud using external forensic companies.

Strategic focus and targets

The strategic objective of this Unit is to drive service excellence and to ensure effective and efficient business processes in order to deliver value to the internal customers, i.e. faculties and support divisions, research divisions and external customers – students, external bursary providers and other external stakeholders.

Student Finance strives to provide service excellence by ensuring that all clients are provided with a one-stop service on all campuses.

- Ensure continuous engagements with relevant stakeholders to strengthen partnerships.
- Develop, together with external collectors, an innovative way to ensure that the student debt that is nearing prescription period is activated.
- Develop a strategy for a continued unqualified audit reporting year-on-year.
- Increase the focus on strong credit control – sound controls to minimise the University risk, and effective acknowledgement of debt management.
- Employees play an important role in enhancing the global excellence and stature of UJ. A sound performance management system tracks staff progress and identifies developmental areas.

Staff profile

The Revenue Administration Division has gone through a transformation phase since 2012, whereby over 60% of staff in junior and management levels are black. Just over 29% of the staff members are white, 8% are coloured and 2% are Indian.

It is a divisional strategy to seek to acquire skills internally before searching for external candidates.

COMMUNITY SERVICE, STAKEHOLDER ENGAGEMENT AND REPUTATION MANAGEMENT

The Revenue Administration Division seeks to strengthen relationships with internal and external stakeholders. It is as important to form strategic partnership with faculties and other support divisions as with external partners.

Student Finance staff participate in Mandela Day and the University Staff Day on an annual basis. These engagements all form part of staff and stakeholder engagement. The Division seeks to create awareness among staff of the UJ values, honesty, and integrity, which have a direct effect on the reputation of the institution.

RESOURCE MANAGEMENT AND SUSTAINABILITY

Staff wellness and training are fundamental components in the Revenue Administration Division. The Division ensures the safeguarding of the University resources by way of keeping asset registers per staff member, and enforcing UJ financial policies and procedures. All expenditure within the Division was incurred according to the budget control parameters.

CONCLUSION AND WAY FORWARD

The Revenue Administration Division has now finalised its business process review. The revised processes will improve customer experience and turnaround time, in resolving queries.

The Revenue Administration Division contributed substantially to the UJ fundraising initiatives, which managed to raise R268 million in student bursaries and research initiatives. The Division takes pride in the success of fundraising and also in helping to shape the future of the African child and advancing the University.

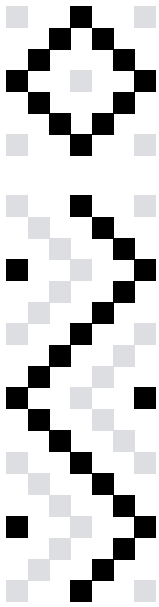
The Division will accelerate partnerships with other donors to ensure that NSFAS students who have tuition fees in excess of the maximum cap set by NSFAS get funding to cover the shortfall.



Mzwakhe Matukane (Mr)

Senior Director: Revenue Administration





Finance Expenditure

OVERVIEW

The Finance Expenditure Division was established to manage the expenditure cycle and activities relating to the acquisition and payment of goods and services. Finance Expenditure (FINEX) serves the University in fulfilment of the four strategic objectives of the University:

- Excellence in research and innovation
- International profile for global excellence and stature
- National and global reputation management
- Fitness for global excellence and stature.

Aligned to the institutional Finance Strategy, FINEX's ultimate goal is to be a strategic partner to the University while striving for excellence and stature.

To ensure financial viability, stability and sustainability of the University, the FINEX specific, mission-related goals and aims are:

- Ensure financial viability, stability and sustainability to support the GES 4.0 drive.
- Enhance reengineering of the financial information system business process in line with Industry 4.0.
- Promote good governance, transformation, and empowerment.
- Formalise strategic partnerships across the University.

This is achieved through the FINEX departments:

- Accounts Payable
- Fixed Assets
- Payroll
- Supply Chain Management – Procurement, Tenders, Warehousing and Distribution, Supplier Management as well as Contracts and Commodities Management resort under Supply Chain Management.

STRATEGIC FOCUS AND TARGETS

Finance Expenditure aims to provide value adding services and continuous improvement in support of UJ's overall objectives. The team is committed to act in accordance with best practices to ensure innovation and cost-effective approaches to meeting and exceeding our internal and external customers' expectations.

Transformation of business processes

Transformation of our business processes became critical to enable FINEX to deliver on its mandate. Through the Finance Redesign Project, robust engagement was held with regard to services we offer; the manner in which these offerings are made; whether we could not consider alternative ways; and ultimately, how do we become 'finance of the next generation'.

Key pillars were technology, business processes, people, and structure. For ease of dissemination and engagement, the pillars were augmented with change management and communication. These engagements were later enhanced to also address the financial sustainability of the University.

Implementation of the Finance Operating Model and the Service Delivery Model became essential to ensure the needed transformation.

Value proposition

FINEX undertook robust reviews of its business processes and solutions on offer. Key to customer service excellence and stature was the overhaul of traditional ways of doing business, and finding optimal ways of navigating the new normal. FINEX leveraged technology as an enabler to deliver value.

2020, the year of the 'new normal', tested whether the efficiency projects, which had been undertaken and implemented, were indeed successful.

Transition in the age of disruption

To ensure continuity of critical University business, FINEX navigated the year by:

- Creating an enabling environment
 - KOFAX was instrumental in ensuring that University key accounts could be paid with ease.
 - The Division was able to support teaching and learning through:
 - Logistics management with regard to the acquisition and distribution of student devices to various destinations.
 - Support in provisioning student data.
 - Mechanisms for staff data support.
 - Strategic contracts were rolled out to minimise possible risk exposures.
 - The supplier portal was activated to enable interaction with the University.
- Simplifying policies and procedures
 - As a key challenge, emergency procurement was used to support the business units to ensure continuity of services.
 - Emergency Procurement was invoked to enable an acquisition process, which was supported by proper governance during the Level 5 lockdown period.

Agility of the team

Our capacity to service customers was effectively managed, while ensuring flexibility in governance relating to services delivery. FINEX operations continued unhindered even during a period of disruption. Maintaining a balance between operational continuity and employee wellness remains critical as we navigate the new normal.

HIGHLIGHTS FOR THE DIVISION

Value analysis and value engineering remain the key objectives in minimising costs in the acquisition process.

In 2020, we continued with our financial sustainability reforms, including:

- Expenditure control
- Demand management
- Strategic sourcing
- Business process reengineering
- Systems efficiency assessment
- Data cleansing
- Compliance framework and governance enhancement.

Expenditure control

Uniformity in expense management with a view to redefining the cost base enabled the necessary value engineering for the year. Spending analysis and segmentation enabled the implementation of needed reforms in support of business units.

Supply chain performance

Supplier data analytics provided the intelligence needed to understand commodities on offer and services being rendered by University suppliers. These analytics enabled a full understanding of the spend category, supplier market assessment to investigate alternatives on offer, and ascertaining capabilities and capacity of suppliers and classifying them accordingly.

The review improved the supplier database and facilitated the necessary cleansing, which enabled targeted sourcing to meet the supplier and enterprise development (SED) imperatives in the acquisition process. This eased the transition of the Procurement Department to a focus on commodities for improved results.

Remuneration costs

Analytics of the University remuneration costs highlighted the following exceptions, which had to be closely monitored:

- Appointments past the retirement period.
- Secondary appointments and enforcement of rules.
- Temporary appointments and enforcement of rules.
- Overtime claims in excess of regulated hours and related exceptions.
- General controls related to claims and allowances paid out.

Ensuring compliance of the University's remuneration costs with South African laws and regulations remains the key objective of the Payroll Department. Payroll is a key stakeholder in Human Resources projects and plays a significant role in the implementation of benefits and rewards. Nurturing of sound relations with the Human Resources Division is imperative.

Demand management

Financial reforms introduced during 2020 helped ensure demand management, which is aligned with the University's goal of financial sustainability. The 2020 budget, as approved, was re-prioritised to meet the new demands brought about by the lockdown. PPE acquisition and essential technology support became critical for the University to meet its objectives. The Division was instrumental in ensuring implementation of the revised demand plans and in being responsive to any urgencies that arose.

Procurement planning enabled collaboration and a coordinated approach in getting to the desired results. Urgent requirements were met, while ensuring compliance with the regulations and remaining within available budget.

Preferential procurement goals

To ensure spending aligned to UJ B-BBEE goals, procurement was monitored for alignment with the preferential procurement goals. The qualifying spend managed to ensure maintenance of the University B-BBEE scorecard at Level 5.

Strategic sourcing

Cooperation from business units is critical for the successful implementation of strategic contracts. This forms part of reducing processing costs to gain value for money in transacting and to create efficiency in operations. Supply chain plays an integral part in assisting the University to achieve its objectives.

Sourcing activities

Spending within the University occurs through three key processes: the procurement process, the tendering process, and ad hoc payment requests through Accounts Payable.

An analysis of total UJ expenditure shows that in 2020, the University had a total spend of R927 656 032.00 on the procurement of goods, works and services. This indicates that operations continued without hindrance even during the disaster period. Table 63 gives a breakdown.

Effective tendering administration ensured the successful delivery of key projects. Effective expediting of purchase orders reduced the overall percentage of overdue orders.

Table 63: Values and quantity of orders processed per different procurement processes

| | Procurement | Tenders | Ad hoc | Total |
|------------------------------|--------------|--------------|-------------|--------------|
| Quantity of orders processed | 11 929 | 1 141 | 2 298 | 15 368 |
| Value of orders processed | R240 851 459 | R629 406 608 | R57 397 965 | R927 656 032 |

Accounts Payable

Accounts Payable processed R1.1 billion in payments during the year (2019: R1.3 billion). This is an indication of the slump in economic activities during 2020. However, key services for the University were delivered and paid without hindrance.

Asset Management

The Fixed Assets Department is responsible for ensuring that all assets of the University are accounted for in the University assets register. Compliance with the International Financial Reporting Standard (IFRS) is critical for the Division.

The total asset book stands at R3.6 billion with a net book value of R2.4 billion. In total, 5 602 additions were made to the fixed assets book during 2020. Assessment of the useful life of University assets, of impairment of assets and of residual values are on-going administrative tasks of the Department. Barcoding and survey of assets are part of the administrative activities within the Department. Disposal of assets within the University should take place in consultation with the Department.

Supplier and Enterprise Development Programme

FINEX offers a developmental initiative focusing on small suppliers, the Small Business Enrichment Programme (SBEP). The third cohort enrolled successfully into the programme. Classes were maintained virtually. 120 candidates participated in 2020, and all are due to graduate during 2021. The Business Turnaround Strategy presentations were completed during November 2020 with a 100% attendance.

The top 30 performing candidates, and those who achieved a 100% class attendance for the 2020 SBEP were selected to do individual company recordings. Video recordings took place on 26 and 27 November 2020 at JBS and were finalised on 1 December.

The Supplier and Enterprise Development initiative continued on its upward trend with now well over 600 small suppliers graduating from the programme.

Technopreneurship Programme

The year saw us collaborating with the Applied Information Systems Department on the Technopreneurship programme, giving SMMEs the opportunity to enhance their skills in ICT solutions, web designing and technology. The programme continued with virtual sessions. Other outreach initiatives were disadvantaged by the lockdown restrictions.

GOVERNANCE AND RISK MANAGEMENT

The Division mitigates its risks by ensuring continuous assessment of risk in critical activities and incorporating mitigation measures into the business processes. The main exposure for Finance Expenditure is with regard to reputational, regulatory, and financial risks.

Control environment assessment

To ensure credibility of the operations, staff rotation is a necessity to mitigate against staff becoming familiar with service providers and to ensure improvement in the accuracy of results. The Finance Expenditure business model had to be reviewed, to ensure that it was fit to support the University's overall objectives.

Value chain assessments

Key changes were introduced beginning of 2020, in line with the business efficiency reforms, to improve the Division's business partnering. A shared service was introduced in Payroll with the integration of the Temp Payroll

team with the Permanent Payroll team for optimal use of the available resources. This improved the team's functionality and its partnerships with stakeholders. A key benefit has been the uniformity in the appointment process and improvement in the support required from Human Resources and the Finance Business Partners.

Business process reviews

In promoting operational efficiency and encouraging compliance, a number of tools were implemented, and their efficiency was tested during 2020 with remote operations.

- ProcureCheck is an analytical solution that provides greater insight and intelligence in uncovering multidimensional relationships of suppliers, and comprehensive intelligence across the financial crime universe, including politically exposed persons. This tool is invaluable in the due diligence processes required by the University.
- KOFAX, the automated invoice approval process, went live during 2019, and its effectiveness was further tested during the lockdown period. This helped in ensuring that suppliers are paid timeously without the hindrance of an outstanding invoice.
- ORACLE, the Cloud Project for the iContracting, iSourcing and iSupplier Portal, was fully rolled out during the lockdown period.
- Inbound and outbound travel restrictions impacted the assessment of the efficiency of the Amadeus Online Travel booking tool.

Legislative/standards changes and impact on operations

For the Division, which is rule based, compliance with various norms and standards, including legislation, is critical:

- Compliance with tax laws and related annual amendments.
- Compliance with Section 34 of the Higher Education Act, as amended from time to time, to minimise conflicts of interest.
- Compliance with the B-BBEE Act.
- Compliance with the Accounting Standards.

Business continuity

With the outbreak of the COVID-19 pandemic, business continuity became fore to the operations, and urgent interventions had to be explored to minimise disruption of services. The following critical risks were monitored.

Deviation from applicable policies

Transgression of policy remains the biggest frustration in the operations. Acquisition of goods or services without following a proper process denies the University an opportunity to test the market and ascertain whether the prices being presented are the most economical.

Pre-payments

The economic climate has put pressure on the acquisition process and resulted in a steep increase in requests for prepayments. For 2020, R13 890 279.38 was paid in prepayment for goods and services. Completeness or full delivery of these acquisitions remains a priority. Cooperation from business units is critical to ensure practical completion of projects and/or full delivery of goods.

Ad hoc payments

Analysis of the requests indicates that ad hoc payments arose mainly from poor planning by business units, resulting in these requests becoming urgent. Our spending analysis showed a decrease in ad hoc payments that could have gone through the procurement process.

Fraud and corruption

Fraud and corruption remain a major concern in our operations. Efforts to combat fraudulent and corrupt activities are ongoing.

Assets management

Monitoring of assets below the capitalisation threshold (i.e. < R10k) creates a big exposure in ensuring full compliance with International Financial Reporting Standards. Verification per location remains vital, and continuous stakeholder engagement will help mitigate the current exposure.

Other

Other challenges faced by the Division were:

- Staff burnout due to capacity constraints and the related moratorium on filling of vacant positions within support departments.
- The impact of load shedding on critical operations.
- Work-home life balance as the new normal, imposed by the lockdown.

STAKEHOLDER ENGAGEMENT

Customer centricity is critical for FINEX as an effective and efficient strategic partner of UJ stakeholders. As a result, engagements with faculties and divisions have become an annual event, to allow us to understand the needs of the business units, create awareness of FINEX processes and to build healthy working relationships.

A similar initiative was carried out with suppliers, in an effort to achieve greater efficiency and effectiveness. This improved the participation of suppliers in the UJ procurement process.

RESOURCE MANAGEMENT

Employee profile

The Division has a staff complement of 96 active members; 66 of the staff are female and 30 are male.

As at 31 December 2020, 11% of FINEX's staff in key positions are nearing retirement in the short to medium term. Organisational redesign has helped to identify key positions and enable succession planning to minimise the strain these exits will cause.

Continuous professional development

Continuous professional development of the Expenditure Staff is a key focus within the Division. Other developmental initiatives included conferences and attendance of update sessions. Professional affiliation is critical to keep abreast of developments in the industry. The Division is a member of:

- The Chartered Institute of Purchasing and Supply (CIPS)
- The South African Payroll Administrators (SAPA)
- The South African Institute of Chartered Accountants (SAICA)
- The Association of Certified Fraud Examiners (ACFE).

CONCLUSION AND WAY FORWARD

The improvement of customer service requires a coordinated effort, and to achieve this, the review and enhancement of business processes from time to time, in line with global best practice, is a necessity; this will be ongoing.

Initiatives planned for 2021 include:

- Continuous spending analysis to help in the rollout of strategic contracts and strategic sourcing initiatives across the University.
- Augmenting or amplifying technology initiatives to enhance customer experience.
- Value proposition assessments for improved stakeholder partnerships.
- Implementation of University organisational redesign recommendations for an improved value chain.

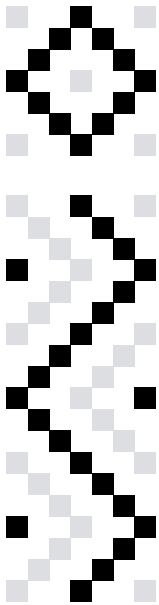
The Expenditure Division commits to remaining a value for money service, which is effective and efficient for the UJ community. With the steep decrease in the currency and many job losses/business closures due to the economic meltdown, it is necessary that we remain prudent in our spending to ensure the sustainability of the institution.



Sarah Makinta (Ms)

Executive Director: Expenditure





UJ Trust

OVERVIEW & CONTEXT

The University is the sole beneficiary of the UJ Trust. The UJ Trust allocates, on an annual basis, funds to the University for specific agreed-upon strategic initiatives of the University.

It is still a sad reality that finances continue to be one of the main reasons keeping students from academic success, and therefore this is one of the areas where the UJ Trust supports the University. Since the establishment of UJ, the Trust has distributed a total of R503 million to the University towards research development for centres, underprivileged student support and postgraduate bursaries.

2020 FUNDS ALLOCATION

In the year under review, the trustees considered and approved motivations for disbursement of R25 million and R38 million to UJ with respect to the 2019 and 2020 financial years, respectively.

In the interest of ensuring business continuity and sustainability in the face of the COVID-19 pandemic, it became critical for the University to continue to offer teaching and learning and research programmes during the national lockdown period. The 2020 Academic Calendar was accordingly reviewed with all academic and research programmes hosted and provided in full on virtual platforms, with completion of the year in December 2020.

To enable this, investment became necessary for the requisite infrastructure, and as such, the University invested in the following unplanned expenditure:

- Mobile devices and data for students and staff.
- Infrastructure to improve stability of servers and networks.
- Personal protective equipment, sanitation, and testing equipment.

The disbursement to the University was utilised to fund some of these costs.

FINANCIAL PERFORMANCE

The Trust holds its funds in long-term investments managed by independent fund managers. The funds are invested in local and foreign assets (equity, bonds and deposits), carefully selected under agreed-upon mandates. These investments are made up of two balanced fund portfolios at Coronation and Ninety One, with a total market value of R854 917 685 at end of 2020. The fund portfolios aim to outperform the composite benchmark through investing in multiple balanced funds. This multi-manager mandate implements its portfolio construction with risk management as its core focus.

The Trust achieved a net return of 9,36% in the year under review against a benchmark return of 6,5%, while its peer group showed an average return of 6,12% with average annual fees of 0,48%.

The Board of Trustees approved a revised investment strategy for the Trust, to be implemented in 2021. The new strategy is not that different from the existing strategy, although it suggests that risk management be improved by the introduction of a Liquidity Portfolio and a Growth Portfolio.

TRUSTEES

The Trust Deed of the UJ Trust indicates that the UJ Trust's Board of Trustees should consist of a minimum of ten trustees, and no more than one-third of the trustees may be members of the Council or of Senate or employees of the University. Two vacancies, which have since been filled, existed during the year under review.

The following trustees represented the UJ Trust in 2020:

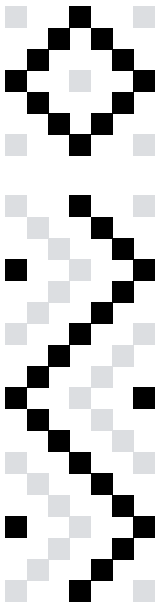
- Prof A Dempsey
- Mr D Desai – from 15 May 2020 to 30 June 2020 (deceased)
- Dr ME Gama (Chairperson)
- Advocate S Khumalo
- Prof LG Mpedi
- Prof PH O'Brien – until 15 May 2020 (resigned)
- Mr S Rossouw
- Advocate M Rasivhetshele – from 15 May 2020
- Mr M Teke – from 15 May 2020
- Ms N Zikalala – from 15 May 2020



Nolwazi Mamorare (Ms)

Chief Financial Officer





Resolution Circle

INTRODUCTION

Resolution Circle is 100% owned by the University of Johannesburg and offers skills training mainly in the Electrical, Electronic and Mechanical Engineering disciplines. With its workshops and practical approach, it is in a unique position to give trainees exposure to industry-related skills training.

The company was founded in 2012, with funding from both the National Skills Fund (NSF) and the University of Johannesburg (UJ). Resolution Circle's mission is to provide practical and hands-on skills training to Engineering students, supported through industry partnerships. Our vision is to be(come) the recognised market leader in South Africa for technical training.

Resolution Circle is first and foremost a training hub, which prides itself on providing skills training opportunities, practical in-service project training, and various short learning and candidacy programmes to technical students, to address the ever-changing world of Engineering and Engineering Technology. Professional training at Resolution Circle bridges the many gaps that exist between theory and practice. More often than not, theory is very difficult to apply. Our philosophy is simple, in that experienced operators or practitioners really are the best examples of work in practice. We believe in collaborative training that leans on expertise available in the company. By developing this expertise and learning from practitioners, economically viable programmes become possible.

Resolution Circle has state-of-the-art equipment with over 60 professional employees recruited from industry. The 300-seat workshop with industry grade equipment provides training under supervision of experienced artisans. Students are divided into groups of 15 to 20, and each group is allocated to a specific key trade area. Each trade is supervised by a dedicated artisan/instructor supported by training assistants (who themselves are in the process of registering as Engineering technicians and technologists).

Our main focus for the past seven years has been to provide technical training for national diploma work-integrated students in the Automation, Computer Systems, Electrical, Electronic, Instrumentation and Process Control, and Mechanical Engineering disciplines. The initial focus was on Engineering diploma students from Universities of Technology, including CUT, DUT, MUT, TUT, VUT and UJ, Unisa, and WSU. More than 2 100 National Diploma in Engineering students from these universities have completed the WIL component of their university curriculum programme at the Resolution Circle facilities. In 2020, we enrolled 200 Engineering Diploma students from 10 different TVETs who started their P1 programme.

Resolution Circle has started diversifying away from a purely MERSETA-driven training model, based on University of Technology Engineering diploma students only. Since 2019, Resolution Circle has been successful in securing funding from four other SETAs to accommodate not only University of Technology Engineering diploma students, but also apprenticeships, candidacies (post qualification), and short learning programmes (SLP) and the TVET National Accredited Technical Education Diploma (NATED) work-integrated learning programme. We are in discussion with five more SETAs, but we have not been able to secure funding from them as yet.



We applied for accreditation at the Quality Council for Trades and Occupations (QCTO) in various trades. We were accredited for Electrical and Plumbing in 2020 and Mechanical Fitting in 2019. We have been audited for Boilermaking, Energy, Instrumentation, Turning and Welding.

We were officially recognised by the Engineering Council of South Africa to conduct candidacy programmes. We launched our candidacy programme, sponsored by the Transport Education Training Authority (TETA), and started with our first 20 candidates followed by 10 more who will register as either technicians or technologists at the Engineering Council of South Africa.

We have signed MOUs with nine TVETs: six based in Gauteng, Central Johannesburg College (CJC), Ekurhuleni East (EEC), Sedibeng, Southwest Gauteng (SWG), Tshwane South, Western, one in the Free State, Flavius Mareka, one in Mpumalanga, Gert Sibande, and one in North West, Orbit. We have trained over 300 students from TVETs in Gauteng. We are currently training over 200 who will finish in 2022.

We are engaging with Buffalo City (EC), Capricorn (LP), Coastal (KZN), Enhlanzeni (MP), Northlink (WC), Vhembe (LP), and Vuselela (NW) TVET colleges.

OTHER ACTIVITIES

For the past five years, we have been involved in retraining technical high school teachers for the Gauteng, North West and Limpopo Departments of Education, with specific focus on Boilermaking, Electrical, Electronics, and Fitting and Turning.

There was no further development during 2020 for what was to be the second year of a five-year programme for a four-week skills development programme for unskilled matriculated learners for the Gauteng Department of Infrastructure Development (GDID). The specific training tracks are Automation, Bricklaying, Boilermaking, Carpentry, Electronics, Electrical, Fitting and Turning, and Plumbing.

We offer short learning programmes (SLP) in Fibre Optics, Programmable Logic Controllers, and Solar Photo Voltaic (PV) Design and Installation. These courses are credit bearing and geared towards the logbook and qualification criteria of the various institutions of learning that we serve. New courses, Additive Manufacturing, Computer Numerically Controlled (CNC) Machining, Internet of Things, and Robotics, tie in with UJ's focus on the Fourth Industrial Revolution (4IR).

We support and manage UJ's maintenance programme on two of UJ's campuses. The maintenance tracks, which are managed, staffed, and supported by Resolution Circle, are Electrical, Carpentry, and Plumbing. These tracks employ qualified artisans and junior technicians and are supported by WIL P2 students. The practical application and training within this programme are invaluable in skills development. We closed 2 629 job tickets during 2020.

FINANCIAL PERFORMANCE

The final result was a deficit of R9.8 million for the year under review against a breakeven budget. Revenue generated in 2020 was R31 million, significantly lower than the R61 million generated in 2019. This was occasioned by Gauteng Department of Infrastructure Development work planned not realising, lack of new funding from the SETAs, and project delays occasioned by the onset of the COVID-19 pandemic. A positive third quarter again followed by a difficult fourth quarter was not sufficient to cover the initial losses. Our total expenses, which include distribution and other operating expenses, amounted to R41 million for the year (2019: R54 million), so while our expenses were significantly lower, it was not sufficient to offset the much lower revenue. While our total liquidity position remains a concern, discussions with the shareholders are under way to explore opportunities for the restructuring of our balance sheet.

FUTURE

At NQF Level 6 or above

To facilitate the technical component of WIL for TVET lecturers to obtain a qualification as lecturer. TVET lecturer training might initially also occur at NQF Levels 4 and 5.

There is a particularly high need to upskill the TVET lecturers. Our focus will be on the practical and WIL components of this upskilling process, and specifically on those relating to knowledge of and mastering the technical skills in the workshop. We are working closely with the Faculty of Education regarding the technical WIL component in a new qualification at NQF Level 7, which is being developed. In the meantime, we will also work closely with private training providers who are offering training to lecturers at NQF Levels 4, 5 and 6, where again we will focus on the practical (WIL) component.

At NQF Level 5, we have the opportunity to train already qualified artisans to become master artisans. This is in conjunction with the Johannesburg Business School, to not only train them on technical aspects, but on business management aspects too.

Below NQF Level 6

For TVET students to obtain their national diplomas (NQF Level 6) by having completed their N6 certificates and following our WIL programme; or to qualify as artisans (NQF Level 4) or artisanal aides (assistants) (NQF Level 2) in their respective trades.

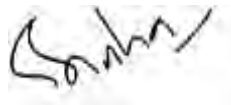
At NQF Level 1

There are many funded programmes (non-accredited or non-credit bearing) to facilitate training of technical skills that are not necessarily connected to trade theory at TVETs. We have effectively trained the EPWP trainees at this level. Future cohorts will probably be trained at NQF Level 2.

Further opportunities

We have also encountered opportunities to take over the management of other artisanal training centres. The most immediate ones (public and private sector) are based in Ekurhuleni and Rosslyn.

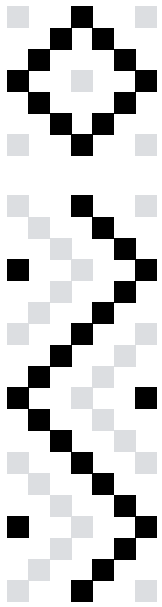
All of the above cover the traditional trades; we can also expand in developing and training the technical skills required for the Fourth Industrial Revolution (4IR). This can be at all the levels mentioned above. The focus on already qualified artisans and technicians is to upskill or reskill them. This presents a great opportunity and a way to differentiate ourselves from traditional artisanal training centres.



Saurabh Sinha (Prof)

Deputy Vice-Chancellor: Research and Internationalisation





B-BBEE Compliance

PREFERENTIAL PROCUREMENT REPORT AS AT 31 DECEMBER 2020

The B-BBEE rating of the University of Johannesburg for the year ended 31 December 2020 is a discounted Level Six (6).

From the score achieved, the University of Johannesburg is a Level Five (5) Contributor to BEE but as it has not met the subminimum under the Skills Development priority element it was discounted a level. The final level awarded was that of a Level Six (6) Contributor to BEE.

The University achieved 60% BEE Procurement Recognition Level and is an empowering supplier.

The cumulative scorecard is as follows:

| Element | Weighted Points | UJ Points 2016 | UJ Points 2017 | UJ Points 2018 | UJ Points 2019 | UJ Points 2020 |
|-------------------------------------|-----------------|----------------|----------------|----------------|----------------|----------------|
| Management Control | 20 | 11.67 | 13.45 | 13.43 | 13.46 | 13.92 |
| Skills Development | 30 | 26 | 19.69 | 10.14 | 12.29 | 8.80 |
| Enterprise and Supplier Development | 54 | 27.99 | 28.4 | 46.69 | 45.49 | 48.01 |
| Socio Economic Development | 5 | 5 | 5 | 5 | 5 | 5 |
| Total Points | 109 | 70.66 | 66.54 | 75.26 | 76.2 | 75.73 |
| B-BBEE Level | | 7 | 8 | 5 | 5 | 6 |

Assessment of the elements:

1. Management Control

For the period under review, the University scored 13.92. Intervention programs implemented are starting to show steady progress towards achievement of targets.

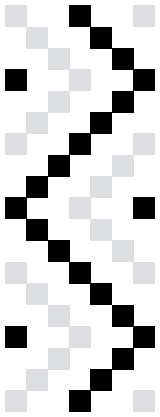
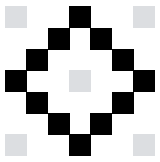
2. Skills Development

8.80 points were achieved for Skills Development. The University was not able to meet the subminimum required for this priority element. Not achieving the minimum 40% of the target set out in the skills development element resulted in the University being discounted a level.

Interventions are underway to ensure that the limitations met with this element are achieved.

- no points were scored for expenditure on Learning Programmes for disabled black employees;
- no points were scored for number of black people participating in Learnerships;





- no points were scored for number of black previously unemployed participating in Learnerships; and
- no points were scored for number of black people absorbed by the University at the end of the Learnerships.

3. **Enterprise and Supplier Development**

The University had to achieve a minimum of 40% on each of the targets set out in the three of the sub-elements of the enterprise and supplier development, these are:

- Preferential Procurement;
- Supplier Development; and
- Enterprise Development

For the period under review 48.01 points were achieved for Enterprise and Supplier Development.

Partnering with the right supplier remains critical to ensure that UJ spending is made with contributing suppliers.

The Supplier Enrichment Program is the main attributor to the development, mentoring and graduation of emerging suppliers. The program enabled achievement of the full bonus points.

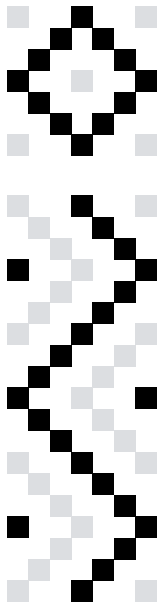
4. **Socio Economic Development**

Full points (5) have been achieved for Socio Economic Development.

Nolwazi Mamorare (Ms)

Chief Financial Officer





B-BBEE Rating Certificate



Honeycomb BEE Ratings

0861 HONEYCOMB

BROAD-BASED BEE VERIFICATION CERTIFICATE

We Certify that
University of Johannesburg

Company Address: Cnr Kingsway & University Road, Auckland Park, Johannesburg.
VAT Number: 4900127681

*Has been verified for compliance with the B-BBEE Act No. 53 of 2003 and the Codes of Good Practice
Gazette No. 38766 of May 2015 and has achieved the following:*

BEE RATING
Level Six (6) Contributor
(Generic – Specialised Scorecard)

BEE PROCUREMENT RECOGNITION LEVEL
60%

| Analysis | Score | Element | Results |
|------------------------------------|------------------------------------|-----------------------------------|----------------|
| Black Ownership | N/A | Ownership | N/A |
| Black Woman Ownership | N/A | Management Control | 13.92 |
| Black Designated Group | N/A | Skills Development | 8.80 |
| Black Youth | N/A | Enterprise & Supplier Development | 48.01 |
| Black Disabled | N/A | Socio-Economic Development | 5.00 |
| Black Unemployed | N/A | Total | 75.73 |
| Black People Living in Rural Areas | N/A | Y.E.S. Initiative Implemented | No |
| Black Military Veterans | N/A | Y.E.S. Target Achieved | N/A |
| Black New Entrants | N/A | Number of Levels Promoted | N/A |
| Exclusion Principle Applied | N/A | Certificate Number | HR_GEN_2413_21 |
| Modified Flow Through Principle | N/A | Version Number | 1.0 |
| Empowering Supplier | Yes | Issue Date | 18 June 2021 |
| Discounting Applied | Yes | Expiry Date | 17 June 2022 |
| Financial Period Reviewed | 01 January 2020 – 31 December 2020 | Revision Date | N/A |



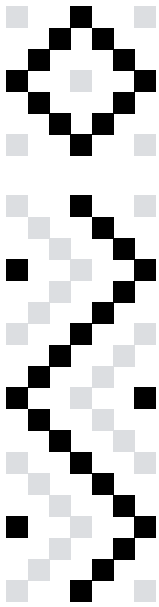
Verification Manager
Zinaid Vallee
Honeycomb BEE Ratings



Sanas
Black Star



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086 Honeycomb or (011) 880 1630 • info@honeycomb-bee.co.za • www.honeycomb-bee.co.za



Chairperson of Finance Committee of Council Report

OVERVIEW

UJ achieved positive operating results during the year under review, despite a tough economic environment. The COVID-19 pandemic and the stringent lockdown protocols posed a significant risk to our going concern and liquidity, to which we responded quickly and decisively by realigning our financial plans accordingly, being deliberate about achieving maximum cost efficiencies in the year to cushion the impact of the uncertainty on future income generation. This has resulted in a strong balance sheet, with enhanced liquidity and cash flow profile.

The financial principles adopted by UJ clearly state that the University will at all times endeavour to ensure a match between recurring expenses and recurring income, and this assisted in managing the finances during this tough and uncertain period. Non-recurring income is used to finance once-off capital expenditure, to further enhance the overall sustainability of the University and for strategic interventions of a non-recurring nature.

The University has achieved an operating surplus of R530 million against a projected operating surplus of R10 million with operating income exceeding our budget by 4% and expenses at 92% of budget. A large component of the surplus is from deliberate cost efficiency measures put in place in response to the uncertainties posed by the COVID-19 pandemic, and from improved short-term cash management and investment strategies.

The actual outcome of the comprehensive and consolidated operating results of both the budgeted and the non-budgeted cost centres as well as subsidiary entities is a surplus of R767 million (2019: R708 million), after accounting for income from investments, including fair value adjustments on available-for-sale financial assets, and actuarial gains and losses on post-retirement benefits. The growth is largely as a result of the positive performance of equity markets in the last quarter of 2020.

Our financial position remains strong with consolidated net assets of R7.7 billion (2019: R6.4 billion). The amount spent during the year on infrastructure developments is R226 million.

UJ places a high premium on sound corporate and financial management and does everything in its power to ensure that finances are managed in a transparent and judicious manner. This includes ensuring that a reasonable level of reserves is maintained with a view to long-term institutional sustainability, which includes that academic quality and requisite infrastructure be maintained throughout. These reserves take the form of funds intended for various environments and to be used only according to specific guidelines and conditions.

Council-controlled reserves at year end amounted to R2.167 billion (2018: R1.492 billion), which represents 94% of annual permanent remuneration. The growth in Council-controlled reserves will help cushion the impact of any possible future reductions in subsidy allocations and is earmarked for infrastructure projects and GES 4.0 catalytic interventions, to the extent that the level of these funds does not go below 50% of annual permanent remuneration.

Our liquidity position also remains strong with the ratio of our current assets to current liabilities at 1.5, up from 1.4 in 2019.

The poor economic growth, exacerbated by the COVID-19 pandemic and the state of the South African economy, poses a significant risk to the level of future state funding allocations and our ability to collect student debt. The state funding uncertainties extend to DHET block and earmarked grants, National Student Financial Aid Scheme (NSFAS) bursaries as well as National Research Foundation (NRF) grants and bursaries.

The University is acutely aware of the economic status of our students and their parents. The COVID-19 pandemic as well as the uncertainty as to the fee landscape has negatively impacted our ability to collect student debt, with our outstanding debt increasing by 17% to R537 million over the past year. However, in line with its strategy, the University continued to invest heavily in providing funded access for students from our most vulnerable communities, with 10% of our operating budget allocated to financial assistance for low income and missing middle students.

With remuneration costs accounting for 64% of the operating budget, increases in staffing costs resulting from the scarcity of and high demand for qualified academic and professional staff, as well as the organised labour demands for salary adjustment, put additional strain on the already limited resources. Various strategies were introduced to manage the costs and balance the academic to support staff ratio, without compromising our ability to fulfil the University strategy. These reforms include a moratorium on filling of non-critical vacant positions within support divisions and a review of staff benefits and rewards.

In light of the above income and cost pressures, it is clear that alternative income sources, which include additional income generated from the strong balance sheet as well as third-party financial contributions, will remain very important in supporting and funding future strategic initiatives. Efforts in this regard will be elevated.

The University has put a significant amount of effort into ensuring that our procurement practices are aligned to best practice, to ensure that our sourcing strategy accurately addresses UJ's context, reduces our costs and contributes towards improving our BBBEE scorecard. These include a proactive procurement approach underpinned by proper needs analysis, streamlined sourcing within the University and introduction of key strategic contracts to maximise value for money and economies of scale.

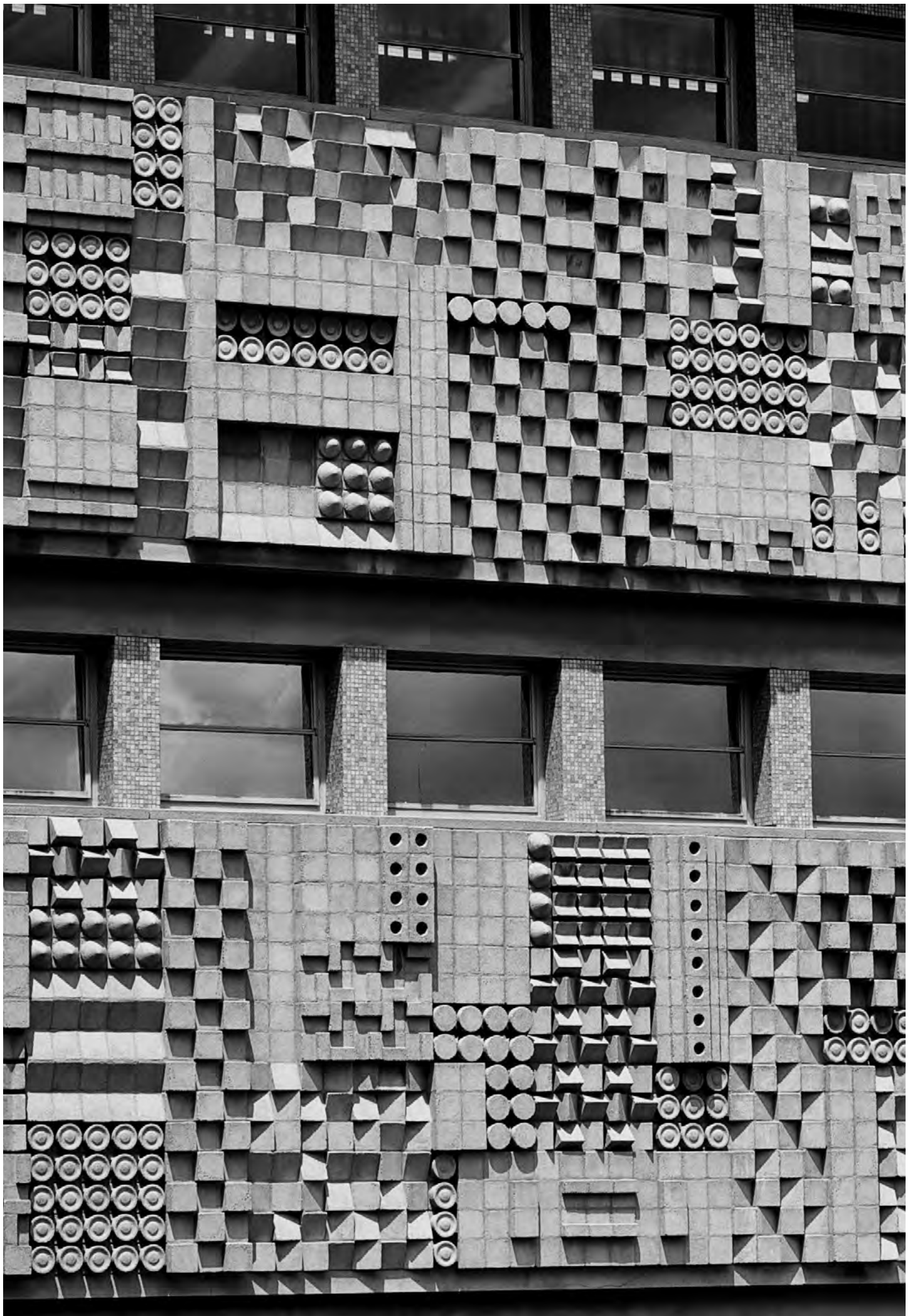
Our focus is continued vigilance on good governance to enable the University to remain financially sustainable, re-establish its commercialisation activities and thereby generate the much needed third-stream income. The uncertainties created by the COVID-19 pandemic are being managed closely. While our outlook remains positive, we are continuously revising our five-year financial plan to take into consideration all these unprecedented risks. We are convinced that, based on the financial position, UJ is adequately funded and will be able to successfully execute its mandate in 2021 and beyond.

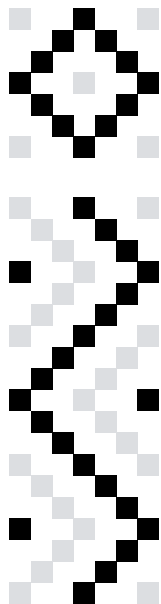


Kone Gugushe (Ms)

Chairperson: Financial Sustainability Committee of Council





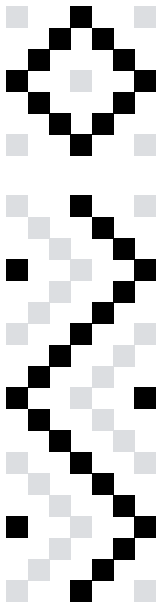


Consolidated and Separate Annual Financial Statements

FOR THE YEAR ENDED 31 DECEMBER 2020

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Statement of Responsibility of the Members of Council

FOR THE YEAR ENDED 31 DECEMBER 2020

The Council is responsible for the maintenance of adequate accounting records and preparation, integrity and fair presentation of the consolidated and separate financial statements of the University of Johannesburg and its subsidiaries. The auditors are responsible for reporting on the fair presentation of the consolidated and separate annual financial statements.

The consolidated and separate financial statements presented on pages 464 to 551 of this Annual Report for 2020 have been prepared in accordance with International Financial Reporting Standards, and the requirements of the Higher Education Act of South Africa as amended, and include amounts based on judgements and estimates made by management. The Council has also prepared other information as required to be included in this Annual Report and is responsible for both its accuracy and consistency with the consolidated and separate financial statements.

The going concern basis has been adopted in the preparation of the consolidated and separate financial statements. The Council has no reason to believe that the University of Johannesburg and its subsidiaries is not a going concern in the foreseeable future based on forecasts and available cash resources. The viability of the institution is supported by the content of the consolidated and separate annual financial statements.

The consolidated and separate annual financial statements have been audited by SNG Grant Thornton, who were given unrestricted access to all financial records and related data, including minutes of all meetings of the Council and its committees. The Council believes that all representations made to the independent auditors during their audit are valid and appropriate.

APPROVAL OF THE CONSOLIDATED AND SEPARATE ANNUAL FINANCIAL STATEMENTS

The consolidated and separate financial statements presented on pages 464 to 551 of this Annual Report were approved by the Council on 24 June 2021 and signed on its behalf by:

MS Teke
Chair of Council

T Marwala (Prof)
Vice-Chancellor and Principal

N Mamorare
Chief Financial Officer





Independent Auditor's Report

To the Minister of Higher Education and Training and the Council of the University of Johannesburg

Report on the Audit of the Consolidated and Separate Financial Statements

Opinion

We have audited the consolidated and separate financial statements of the University of Johannesburg and its subsidiaries (the group) set out on pages 463 to 547 which comprise the consolidated and separate statement of financial position as at 31 December 2020, the consolidated and separate statement of profit or loss and other comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, as well as notes to the consolidated and separate financial statements, including a summary of significant accounting policies.

In our opinion, the consolidated and separate financial statements present fairly, in all material respects, the consolidated and separate financial position of the group as at 31 December 2020, and its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa, 1997 (Act no.101 of 1997).

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the auditor's Responsibilities for the audit of the Consolidated and Separate Financial Statements section of our report.

We are independent of the group in accordance with the Independent Regulatory Board for Auditors' *Code of Professional Conduct for Registered Auditors* (IRBA Code) and other independence requirements applicable to performing audits of financial statements in South Africa. We have fulfilled our other ethical responsibilities in accordance with the IRBA Code and in accordance with other ethical requirements applicable to performing audits in South Africa. The IRBA Code is consistent with the corresponding sections of the International Ethics Standards Board for Accountants' *International Code of Ethics for Professional Accountants (including International Independence Standards)*.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of the Council for the Consolidated and Separate Financial Statements

The council which constitutes the accounting authority is responsible for the preparation and fair presentation of the consolidated and separate financial statements in accordance with International Financial Reporting Standards and the requirements of the Higher Education Act of South Africa, 1997 (Act no.101 of 1997), and for such internal control as the accounting authority determines is necessary to enable the preparation of the consolidated and separate financial statements that are free from material misstatement, whether due to fraud or error.



In preparing the consolidated and separate financial statements, the accounting authority is responsible for assessing the group's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the accounting authority either intends to liquidate the group or to cease operations, or has no realistic alternative but to do so.

Auditor's Responsibilities for the Audit of the Consolidated and Separate Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated and separate financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated and separate financial statements.

A further description of our responsibilities for the audit of the consolidated and separate financial statements is included in the annexure to the auditor's report.

Report on Other Legal and Regulatory Requirements

Report on the audit of the annual performance report

Introduction and scope

In accordance with the Public Audit Act 25 of 2004 (PAA) and the general notice issued in terms thereof, we have a responsibility to report on the usefulness and reliability of the reported performance information against predetermined objectives for selected objectives presented in the annual performance report. We performed procedures to identify material findings but not to gather evidence to express assurance.

Our procedures address the usefulness and reliability of the reported performance information, which must be based on the university's approved performance planning documents. We have not evaluated the completeness and appropriateness of the performance indicators included in the planning documents. Our procedures do not examine whether the actions taken by the university enabled service delivery. Our procedures do not extend to any disclosures or assertions relating to the extent of achievements in the current year or planned performance strategies and information in respect of future periods that may be included as part of the reported performance information. Accordingly, our findings do not extend to these matters.

We evaluated the usefulness and reliability of the reported performance information in accordance with the criteria developed from the performance management and reporting framework, as defined in the general notice, for the following selected objective presented in the university's annual performance report for the year ended 31 December 2020:

| Objectives | Pages in the annual performance report |
|---|--|
| Strategic Objective Two – Excellence in Teaching and Learning | 78 |

We performed procedures to determine whether the reported performance information was consistent with the approved performance planning documents. We performed further procedures to determine whether the indicators and related targets were measurable and relevant, and assessed the reliability of the reported performance information to determine whether it was valid, accurate and complete.

We did not identify any material findings on the usefulness and reliability of the reported performance information for this objective:

- Excellence in Teaching and Learning

Other matter

We draw attention to the matter below:

Achievement of planned targets

Refer to the annual performance report on pages 76 to 80 for information on the achievement of planned targets for the year.

Report on the audit of compliance with legislation

Introduction and scope

In accordance with the PAA and the general notice issued in terms thereof, we have a responsibility to report material findings on the university's compliance with specific matters in key legislation. We performed procedures to identify findings but not to gather evidence to express assurance.

We did not identify any material findings on compliance with the specific matters in key legislation set out in the general notice issued in terms of the PAA.

Other Information

The group's accounting authority is responsible for the other information. The other information comprises the information included in the Annual Financial Statements which includes the Department of Higher Education and Training consolidated and separate Statements of Profit or Loss and other Comprehensive Income. The other information does not include the consolidated and separate financial statements, the auditor's report and those selected objectives presented in the annual performance report that have been specifically audited and reported on in the auditor's report.

Our opinion on the financial statements and findings on the reported performance information and compliance with legislation do not cover the other information and we do not express an audit opinion or any form of assurance conclusion on it.



In connection with our audit of the consolidated and separate financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated and separate financial statements and the selected objectives presented in the annual performance report, or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on the work we have performed, on the other information obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Internal control deficiencies

We considered internal control relevant to our audit of the consolidated and separate financial statements, reported performance information and compliance with applicable legislation; however, our objective was not to express any form of assurance on it. We did not identify any significant deficiencies in internal control.

Other reports

We draw your attention to the following engagements conducted by various parties that had or could have an impact on the matters reported in the University's annual financial statements, reported performance information, compliance with applicable legislation and other related matters. These reports did not form part of our opinion on the annual financial statements or our findings in the reported performance information or compliance with legislation.

Audit related services - Agreed upon procedures

| Engagement name | Description of engagement | Period end | Firm performing the engagement | Status | Expected date of issuing report |
|---|---|-------------|--------------------------------|----------|---------------------------------|
| Financial data of DHET | Verification of financial data from the annual financial statements | 31 Dec 2020 | SNG Grant Thornton | Complete | June 2021 |
| BRITISH COUNCIL GRANT (USDP) | Verification procedures performed over the grant received from DHET and its correct utilisation | 31 Dec 2020 | PwC | Complete | February 2021 |
| UCDP -Future professors Programme | Verification procedures performed over the grant received from DHET and its correct utilisation | 31 Dec 2020 | PwC | Complete | February 2021 |
| UNIVERSITY STAFF DOCTORAL PROGRAMME (USDP-ADAPTT) | Verification procedures performed over the grant received from DHET and its correct utilisation | 31 Dec 2020 | PwC | Complete | February 2021 |



| | | | | | |
|--|---|--------------|--------------------|----------|---------------|
| UCDP - NESP programme | Verification procedures performed over the grant received from DHET and its correct utilisation | 31 Dec 2020 | PwC | Complete | February 2021 |
| NRF (Grant Deposit, SKA, CIMERA, Main Project) | Verification procedures performed over the grant received from National Research Foundation and its correct utilisation | 31 Dec 2020 | PwC | Complete | March 2021 |
| Wheelchair Roller Project | Verification procedures performed over the grant received from the funder and its correct utilisation | 31 Oct 2020 | PwC | Complete | April 2021 |
| Annual Performance Plan | Verification of indicators included in the Annual Performance Plan. | 31 Dec 2020 | SNG Grant Thornton | Complete | June 2021 |
| ILLUMINATE | Verification procedures performed over the grant received from the funder and its correct utilisation | 30 Sept 2020 | PwC | Complete | April 2021 |
| INDUSTRIAL THINK TANK PROGRAMME (CCRED) | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | Complete | May 2021 |
| RESEARCH & COLLABORATION DEVELOPMENT GRANT | Verification procedures performed over the grant received and its correct utilisation | 31 Dec 2020 | PwC | Complete | May 2021 |
| University Capacity Development Programme (UCDP) | Verification procedures performed over the grant received and its correct utilisation | 31 Dec 2020 | PwC | Complete | May 2021 |
| COVID RESPONSIVENESS GRANT (Multimodal Teaching & Learning Plan) | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | Complete | May 2021 |
| DHET Infrastructure | Verification procedures performed over the grant | 31 Mar 2021 | PwC | Complete | May 2021 |



| | | | | | |
|---|---|-------------|-----|-------------|-----------|
| | received and its correct utilisation | | | | |
| NEW GENERATION OF ACADEMICS PROGRAMMER GRANT (NGAP) | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | Complete | May 2021 |
| Foundation grant | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | Complete | May 2021 |
| Teaching development collaboration Grant | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | Complete | May 2021 |
| Health Science Clinical Grant | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | Complete | May 2021 |
| TEACHER EDUCATION FOR INCLUSIVE TEACHING PROJECT (TEIT) | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | Complete | May 2021 |
| PRIMARY EDUCATION GRANT (PRINTED) | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | Complete | May 2021 |
| Technology Innovation Agency (TIA) | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | Complete | June 2021 |
| Advance Diploma Technical & Vocational Teaching | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | In progress | July 2021 |
| HEALTH SCIENCE CLINICAL | Verification procedures performed over the grant | 31 Dec 2020 | PwC | In progress | July 2021 |



| | | | | | |
|------------------------|--|-------------|-----|-------------|-----------|
| Confucius Institute | Verification procedures performed over the grant received from the institute and its correct utilisation | 31 Dec 2020 | PwC | In progress | July 2021 |
| CANSA RESEARCH FUNDING | Verification procedures performed over the grant received and its correct utilisation | 31 Mar 2021 | PwC | In progress | Sept 2021 |
| Research publications | Verification of research publications | 31 Dec 2020 | PwC | Complete | May 2021 |
| HEMIS | Verification of various information relating to the HEMIS submission to DHET | 31 Dec 2020 | PwC | In progress | July 2021 |



Vincent Motholo
 SizweNtsalubaGobodo Grant Thornton Inc.
 Director
 Registered Auditor
 25 June 2021
 Johannesburg



Annexure to audit report – Auditor's responsibility for the audit

As part of an audit in accordance with ISAs, we exercise professional judgement and maintain professional scepticism throughout our audit of the consolidated and separate financial statements, and the procedures performed on reported performance information for the selected objectives and on the University of Johannesburg's compliance with respect to selected subject matters/focus areas.

Annual Financial Statements

In addition to our responsibility for the audit of the consolidated and separate financial statements as described in the auditor's report, we also:

- Identify and assess the risks of material misstatement of the consolidated and separate financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University of Johannesburg and its subsidiaries' internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the council.
- Conclude on the appropriateness of the council's use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the University of Johannesburg and its subsidiaries ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated and separate financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the University of Johannesburg and its subsidiaries to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated and separate financial statements, including the disclosures, and whether the consolidated and separate financial statements represent the underlying transactions and events in a manner that achieves fair presentation. Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the group to express an opinion on the consolidated and separate financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

Communication with those charged with governance

We communicate with the council regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.





We also confirm to the council with a statement, that we have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, actions taken to eliminate threats or safeguards applied.



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Statements of Financial Position

| Figures in R `000 | Notes | Consolidated 2020 | Consolidated 2019 | University 2020 | University 2019 |
|--|-------|----------------------|----------------------|--------------------|--------------------|
| Assets | | | | | |
| Non-current assets | | | | | |
| Property, plant and equipment | 6 | 2,679,070 | 2,520,466 | 2,515,391 | 2,383,634 |
| Intangible assets | 7 | 17,559 | 12,484 | 17,552 | 12,481 |
| Investment in subsidiaries, joint ventures, associates and other investments | 8 | 4,112 | 3,357 | 98,652 | 97,703 |
| Loans to subsidiaries, joint ventures and associates | 8 | 2,296 | 16,264 | 14,306 | 6,298 |
| Financial assets at fair value through profit or loss | 11 | 4,091,015 | 3,831,353 | 3,236,097 | 2,986,661 |
| Long term employee benefits | 20 | 503,060 | 64,321 | 503,060 | 64,321 |
| Total non-current assets | | 7,297,112 | 6,448,245 | 6,385,058 | 5,551,098 |
| Current assets | | | | | |
| Inventories | 9 | 7,183 | 4,441 | 7,126 | 4,441 |
| Trade and other receivables | 10 | 547,627 | 398,666 | 532,787 | 394,837 |
| - Student fees | | 89,228 | 169,993 | 89,287 | 165,802 |
| - Other receivables | | 458,399 | 228,673 | 443,500 | 229,035 |
| Cash and cash equivalents | 12 | 1,144,530 | 1,531,626 | 1,125,866 | 1,513,519 |
| Short term deposits | 13 | 820,000 | - | 820,000 | - |
| Total current assets | | 2,519,340 | 1,934,733 | 2,485,779 | 1,912,797 |
| Total assets | | 9,816,452 | 8,382,978 | 8,870,837 | 7,463,895 |
| Equity and liabilities | | | | | |
| Equity | | | | | |
| Non-distributable reserves | | 2,695,833 | 2,530,668 | 2,532,147 | 2,393,834 |
| Funds invested in property, plant and equipment | | 2,695,833 | 2,530,668 | 2,532,147 | 2,393,834 |
| Reserve funds | | 4,975,874 | 3,900,889 | 4,176,507 | 3,118,047 |
| <i>Restricted use funds</i> | | <i>1,464,398</i> | <i>1,266,015</i> | <i>738,937</i> | <i>556,460</i> |
| Student residences funds | | 165,344 | 145,400 | 165,344 | 145,399 |
| Trust/donor/bursary funds | | 1,299,054 | 1,120,615 | 573,593 | 411,061 |
| <i>Unrestricted use funds</i> | | <i>3,511,476</i> | <i>2,634,874</i> | <i>3,437,570</i> | <i>2,561,587</i> |
| Designated/committed funds | | 1,270,899 | 911,253 | 1,270,899 | 911,253 |
| Undesignated funds | | 2,240,577 | 1,723,621 | 2,166,671 | 1,650,334 |
| Total equity | | 7,671,707 | 6,431,557 | 6,708,654 | 5,511,881 |



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Statements of Financial Position

| Figures in R `000 | Notes | Consolidated 2020 | Consolidated 2019 | University 2020 | University 2019 |
|---|-------|----------------------|----------------------|--------------------|--------------------|
| Liabilities | | | | | |
| Non-current liabilities | | | | | |
| Provisions | 14 | 71,017 | 55,017 | 71,017 | 55,017 |
| Borrowings | 18 | 263 | 1,673 | 263 | 1,673 |
| Lease liabilities | 16 | 5,927 | 8,609 | 16,952 | 8,609 |
| Deferred income | 19 | 202,254 | 274,275 | 202,254 | 274,275 |
| Long term employee benefit obligation | 20 | 222,310 | 245,118 | 222,310 | 245,118 |
| Total non-current liabilities | | 501,771 | 584,692 | 512,796 | 584,692 |
| Current liabilities | | | | | |
| Provisions | 14 | 66,112 | 68,793 | 66,112 | 68,793 |
| Trade and other payables | 15 | 1,217,315 | 1,020,271 | 1,217,011 | 1,014,715 |
| Student deposits and accounts in credit | 17 | 205,254 | 178,782 | 200,497 | 173,526 |
| Borrowings | 18 | 533 | 610 | 533 | 610 |
| Lease liabilities | 16 | 3,175 | 3,110 | 14,649 | 14,515 |
| Deferred income | 19 | 150,585 | 95,163 | 150,585 | 95,163 |
| Total current liabilities | | 1,642,974 | 1,366,729 | 1,649,387 | 1,367,322 |
| Total liabilities | | 2,144,745 | 1,951,421 | 2,162,183 | 1,952,014 |
| Total equity and liabilities | | 9,816,452 | 8,382,978 | 8,870,837 | 7,463,895 |



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Statements of Profit or Loss and Other Comprehensive Income

| Figures in R `000 | Notes | Consolidated 2020 | Consolidated 2019 | University 2020 | University 2019 |
|---|-------|----------------------|----------------------|--------------------|--------------------|
| Revenue | | 4,793,264 | 4,602,298 | 4,784,187 | 4,593,294 |
| State appropriations - subsidies and grants | 21 | 2,572,792 | 2,447,941 | 2,572,792 | 2,447,941 |
| Tuition and other fee income | 22 | 1,974,901 | 1,958,361 | 1,965,824 | 1,948,794 |
| Research income | 23 | 245,571 | 195,996 | 245,571 | 196,559 |
| Other operating income | 24 | 312,136 | 358,253 | 340,132 | 339,695 |
| Operating income | | 5,105,400 | 4,960,551 | 5,124,319 | 4,932,989 |
| Personnel costs | 25 | (2,901,270) | (2,789,945) | (2,869,777) | (2,753,685) |
| Depreciation | 6 | (82,637) | (104,725) | (91,321) | (114,070) |
| Amortisation | 7 | (1,538) | (3,559) | (1,534) | (3,529) |
| Bursaries awarded | 26 | (495,231) | (479,423) | (495,231) | (479,423) |
| Impairment of student and other debt | | (198,147) | (56,782) | (197,246) | (56,675) |
| Other expenses | 27 | (1,096,759) | (1,331,531) | (1,108,505) | (1,327,488) |
| Operating profit | | 329,818 | 194,586 | 360,705 | 198,119 |
| Impairment losses | 28 | (8,139) | (150) | (3,127) | (150) |
| Finance income | 29 | 39,270 | 36,055 | 38,073 | 34,214 |
| Finance costs | 30 | (23,826) | (4,986) | (24,943) | (5,038) |
| Income from investments | 31 | 245,065 | 268,861 | 214,523 | 234,870 |
| Investments fair value gains | 32 | 185,658 | 214,568 | 139,238 | 156,075 |
| Profit for the year | | 767,846 | 708,934 | 724,469 | 618,090 |
| Other comprehensive income | | | | | |
| <i>Items that will not be subsequently reclassified to profit or loss</i> | | | | | |
| Actuarial gains on defined benefit plans | | 472,304 | 38,318 | 472,304 | 38,318 |
| Total comprehensive income | | 1,240,150 | 747,252 | 1,196,773 | 656,408 |
| Profit for the year attributable to: | | | | | |
| - University | | 767,846 | 708,934 | 724,469 | 618,090 |
| | | 767,846 | 708,934 | 724,469 | 618,090 |
| Comprehensive income attributable to: | | | | | |
| - University | | 1,240,150 | 747,252 | 1,196,773 | 656,408 |
| | | 1,240,150 | 747,252 | 1,196,773 | 656,408 |



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Statements of Changes in Equity - Consolidated

| Figures in R `000 | Undesignated Funds | Designated / Committed Funds | Total Unrestricted use funds | Trust / Donor / Bursaries Funds | Student Residence Funds | Total Restricted use funds | Funds invested in Property, Plant and Equipment | TOTAL |
|---|--------------------|------------------------------|------------------------------|---------------------------------|-------------------------|----------------------------|---|------------------|
| Consolidated | | | | | | | | |
| Balance as at 01 January 2020 | 1,723,621 | 911,253 | 2,634,874 | 1,120,615 | 145,400 | 1,266,015 | 2,530,668 | 6,431,557 |
| Profit for the year | 522,278 | - | 522,278 | 213,558 | 32,010 | 245,568 | - | 767,846 |
| Actuarial gains and (losses) on defined benefit plans | 472,304 | - | 472,304 | - | - | - | - | 472,304 |
| Total comprehensive income | 994,582 | - | 994,582 | 213,558 | 32,010 | 245,568 | - | 1,240,150 |
| Movement in funds | (477,626) | 359,646 | (117,980) | (35,119) | (12,066) | (47,185) | 165,165 | - |
| Balance as at 31 December 2020 | 2,240,577 | 1,270,899 | 3,511,476 | 1,299,054 | 165,344 | 1,464,398 | 2,695,833 | 7,671,707 |
| Balance as at 01 January 2019 | 1,576,087 | 727,409 | 2,303,496 | 878,939 | 124,804 | 1,003,743 | 2,377,066 | 5,684,305 |
| Profit for the year | 570,396 | - | 570,396 | 111,791 | 26,747 | 138,538 | - | 708,934 |
| Actuarial gains and (losses) on defined benefit plans | 38,318 | - | 38,318 | - | - | - | - | 38,318 |
| Total comprehensive income | 608,714 | - | 608,714 | 111,791 | 26,747 | 138,538 | - | 747,252 |
| Movement in funds | (461,180) | 183,844 | (277,336) | 129,885 | (6,151) | 123,734 | 153,602 | - |
| Balance as at 31 December 2019 | 1,723,621 | 911,253 | 2,634,874 | 1,120,615 | 145,400 | 1,266,015 | 2,530,668 | 6,431,557 |



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Statements of Changes in Equity - University

| Figures in R '000 | Undesignated Funds | Designated / Committed Funds | Total Unrestricted use funds | Trust / Donor / Bursaries Funds | Student Residence Funds | Total Restricted use funds | Funds invested in Property, Plant and Equipment | TOTAL |
|---|--------------------|------------------------------|------------------------------|---------------------------------|-------------------------|----------------------------|---|------------------|
| University | | | | | | | | |
| Balance as at 01 January 2020 | 1,650,334 | 911,253 | 2,561,587 | 411,061 | 145,399 | 556,460 | 2,393,834 | 5,511,881 |
| Profit for the year | 511,097 | - | 511,097 | 163,410 | 49,962 | 213,372 | - | 724,469 |
| Actuarial gains and (losses) on defined benefit plans | 472,304 | - | 472,304 | - | - | - | - | 472,304 |
| Total comprehensive income | 983,401 | - | 983,401 | 163,410 | 49,962 | 213,372 | - | 1,196,773 |
| Movement in funds | (467,064) | 359,646 | (107,418) | (878) | (30,017) | (30,895) | 138,313 | - |
| Balance as at 31 December 2020 | 2,166,671 | 1,270,899 | 3,437,570 | 573,593 | 165,344 | 738,937 | 2,532,147 | 6,708,654 |
| University | | | | | | | | |
| Balance as at 01 January 2019 | 1,344,336 | 727,409 | 2,071,745 | 410,902 | 124,803 | 535,705 | 2,248,023 | 4,855,473 |
| Profit for the year | 568,276 | - | 568,276 | 17,003 | 32,811 | 49,814 | - | 618,090 |
| Actuarial gains and (losses) on defined benefit plans | 38,318 | - | 38,318 | - | - | - | - | 38,318 |
| Total comprehensive income | 606,594 | - | 606,594 | 17,003 | 32,811 | 49,814 | - | 656,408 |
| Movement in funds | (300,596) | 183,844 | (116,752) | (16,844) | (12,215) | (29,059) | 145,811 | - |
| Balance as at 01 January 2019 | 1,650,334 | 911,253 | 2,561,587 | 411,061 | 145,399 | 556,460 | 2,393,834 | 5,511,881 |

Notes:

1. "Unrestricted Use" funds available as referred to in note 3.
2. "Restricted Use" funds available as referred to in note 3.
3. "Non-Current Investment Revaluation" and "Funds invested in Property, Plant and Equipment" are Non-Distributable Reserves.
4. "Transfers between funds" include funds reclassified for projects and initiatives approved by the Council, amongst others.



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Statements of Cash Flows

| Figures in R `000 | Notes | Consolidated 2020 | Consolidated 2019 | University 2020 | University 2019 |
|---|-----------|----------------------|----------------------|--------------------|--------------------|
| Cash flows from operating activities | | | | | |
| Cash generated / (utilised) from (in) operating activities | 35 | (580,322) | 294,125 | (510,044) | 330,626 |
| Interest paid | 30 | (23,580) | (4,960) | (23,460) | (4,564) |
| Interest received | 29 | 39,270 | 36,055 | 38,073 | 34,214 |
| Net cash flows (used in) / from operating activities | | (564,632) | 325,220 | (495,431) | 360,276 |
| Cash flows from / (used in) investing activities | | | | | |
| (Increase)/Decrease in loans to related parties | 33 | (300) | 6,186 | 1,488 | 804 |
| Interest income | 31 | 204,609 | 217,896 | 187,345 | 201,724 |
| Dividends income | 31 | 40,456 | 50,965 | 27,178 | 33,146 |
| Proceeds from sales of property, plant and equipment | | 1,227 | 1,005 | 1,227 | 1,005 |
| Purchase of property, plant and equipment | | (247,077) | (232,497) | (209,616) | (257,428) |
| Aquisition of other receivables | | (184,000) | - | (184,000) | - |
| Purchases of intangible assets | | (6,543) | (1,470) | (6,535) | (5,842) |
| Purchase of financial assets | 11 | (3,904,857) | (2,457,483) | (1,241,110) | (2,001,764) |
| Proceeds from disposal of financial assets | | 4,277,492 | 2,330,803 | 1,547,970 | 1,939,931 |
| Cash flows from / (used in) investing activities | | 181,007 | (84,595) | 123,947 | (88,424) |
| Cash flows used in financing activities | | | | | |
| Repayment of lease liability | 35 | (3,224) | (872) | (14,685) | (12,561) |
| Repayment of finance cost on lease liability | 35 | (246) | (26) | (1,483) | (474) |
| Cash flows used in financing activities | | (3,470) | (898) | (16,168) | (13,035) |
| Net (decrease) / increase in cash and cash equivalents | | (387,095) | 239,727 | (387,652) | 258,817 |
| Cash and cash equivalents at beginning of the year | | 1,531,625 | 1,291,899 | 1,513,518 | 1,254,702 |
| Cash and cash equivalents at end of the year | 12 | 1,144,530 | 1,531,626 | 1,125,866 | 1,513,519 |



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Accounting Policies

1. General information

The consolidated and separate financial statements were authorised for issue by the Council on 24 June 2021.

The University of Johannesburg is a Higher Education Institution governed by the Higher Education Act 1997 (Act no 101 of 1997 as amended) and is domiciled in South Africa.

The university is incorporated as a University and domiciled in South Africa. The address of its registered office is Cnr University and Kingsway Roads, Auckland Park.

2. Basis of preparation and summary of significant accounting policies

The principal accounting policies adopted by the University of Johannesburg and its subsidiaries are set out below. These policies have been applied consistently to all the years presented, unless otherwise stated. The financial statements are presented in South African Rands (thousands, except where specifically disclosed).

The consolidated and separate financial statements of the University of Johannesburg and its subsidiaries have been prepared in accordance with International Financial Reporting Standards ("IFRS"). The separate financial statements of the University of Johannesburg have been prepared per the requirements of the Minister of Higher Education and Training as prescribed by the Higher Education Act, 1997 (Act No. 101 of 1997) as amended.

The financial statements have been prepared on a historical cost basis, except for the following:

- certain financial assets – measured at fair value, and
- defined benefit pension plans – plan assets measured at fair value.

The preparation of financial statements in conformity with International Financial Reporting Standards requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying the group's accounting policies. The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the consolidated and separate financial statements are disclosed in note 4.

Going concern

The consolidated and separate financial statements of the University of Johannesburg have been prepared on a going concern basis. Additional information is disclosed in note 38.

2.1 Consolidation

Subsidiaries

Subsidiaries are all entities (including structured entities) over which the group has control. The group controls an entity when the group is exposed to, or has rights to, variable returns from its involvement with the entity and has the ability to affect those returns through its power over the entity. Subsidiaries are fully consolidated from the date on which control is transferred to the group. They are deconsolidated from the date that control ceases.

The group applies the acquisition method to account for business combinations. The consideration transferred for the acquisition of a subsidiary is the fair values of the assets transferred, the liabilities incurred to the former owners of the acquiree and the equity interests issued by the group. The consideration transferred includes the fair value of any asset or liability resulting from a contingent consideration arrangement. Identifiable assets acquired and liabilities and contingent liabilities assumed in a business combination are measured initially at their fair values at the acquisition date.

Acquisition-related costs are expensed as incurred.

University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

If the business combination is achieved in stages, the acquisition date carrying value of the acquirer's previously held equity interest in the acquiree is re-measured to fair value at the acquisition date; any gains or losses arising from such re-measurement are recognised in profit or loss.

Inter-entity transactions, balances and unrealised gains on transactions between group entities are eliminated. Unrealised losses are also eliminated. When necessary, amounts reported by subsidiaries have been adjusted to conform with the group's accounting policies.

Disposal of subsidiaries

When the group ceases to have control any retained interest in the entity is remeasured to its fair value at the date when control is lost, with the change in carrying amount recognised in profit or loss. The fair value is the initial carrying amount for the purposes of subsequently accounting for the retained interest as an associate, joint venture or financial asset. In addition, any amounts previously recognised in other comprehensive income in respect of that entity are accounted for as if the group had directly disposed of the related assets or liabilities. This may mean that amounts previously recognised in other comprehensive income are reclassified to profit/loss.

Associates

Associates are all entities over which the group has significant influence but not control, generally accompanying a shareholding of between 20% and 50% of the voting rights. Investments in associates are accounted for using the equity method of accounting. Under the equity method, the investment is initially recognised at cost, and the carrying amount is increased or decreased to recognise the investor's share of the profit or loss of the investee after the date of acquisition. The group's investment in associates includes goodwill identified on acquisition.

If the ownership interest in an associate is reduced but significant influence is retained, only a proportionate share of the amounts previously recognised in other comprehensive income is reclassified to profit or loss where appropriate.

The group's share of post-acquisition profit or loss is recognised in the statements of profit or loss and other comprehensive income, and its share of post-acquisition movements in other comprehensive income is recognised in other comprehensive income with a corresponding adjustment to the carrying amount of the investment. When the group's share of losses in an associate equals or exceeds its interest in the associate, including any other unsecured receivables, the group does not recognise further losses, unless it has incurred legal or constructive obligations or made payments on behalf of the associate.

The group determines at each reporting date whether there is any objective evidence that the investment in the associate is impaired. If this is the case, the group calculates the amount of impairment as the difference between the recoverable amount of the associate and its carrying value and recognises the amount adjacent to share of profit/(loss) of associates in the statements of profit or loss and other comprehensive income.

Profits and losses resulting from upstream and downstream transactions between the group and its associate are recognised in the group's financial statements only to the extent of unrelated investor's interests in the associates. Unrealised losses are eliminated unless the transaction provides evidence of an impairment of the asset transferred. Accounting policies of associates have been changed where necessary to ensure consistency with the policies adopted by the group.

Dilution gains and losses arising in investments in associates are recognised in the statements of profit or loss and other comprehensive income.



Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

2.2 Foreign currency translation

Functional and presentation currencies

Items included in the consolidated and separate financial statements of each of the University's entities are measured using the currency of the primary economic environment in which the University operates ("the functional currency"). The consolidated and separate financial statements are presented in South African Rand ('R') which is both the University's functional and presentation currency.

Transactions and balances

Foreign currency transactions are translated into the functional currency using the exchange rates prevailing at the dates of the transactions. Foreign exchange gains and losses resulting from the settlement of such transactions and from the translation at year-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in profit or loss.

All foreign exchange gains and losses are presented in the statement of profit or loss and comprehensive income within 'other operating expenses'.

2.3 Property, plant and equipment

An item of property, plant and equipment that qualifies for recognition as an asset is initially measured at its cost.

The cost of an item of property, plant and equipment includes:

- its purchase price, including import duties and non-refundable purchase taxes, after deducting trade discounts and rebates.
- any costs directly attributable to bringing the asset to the location and condition necessary for it to be capable of operating in the manner intended by management.
- the initial estimate of the costs of dismantling and removing the item and restoring the site on which it is located, the obligation for which an entity incurs either when the item is acquired or as a consequence of having used the item during a particular period for purposes other than to produce inventories during that period.

After initial recognition, property, plant and equipment is measured at cost less any accumulated depreciation and any accumulated impairment losses.

Subsequent expenditure incurred on items of property, plant and equipment is only capitalised to the extent that such expenditure enhances the value or previous capacity of those assets. Repairs and maintenance not deemed to enhance the economic benefit or service potential of items of property, plant and equipment are expensed as incurred.

Where the entity replaces parts of an asset, it derecognises the part of the asset being replaced and capitalises the new component.

Depreciation of an asset commences when it is available for use, and ceases at the earlier of the date that the asset is classified as held for sale, or the date that the asset is derecognised.

Land is not depreciated. Depreciation on other assets is calculated using the straight-line basis to write down the cost less residual value of each asset over its estimated useful life, as follows:

University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

| Category | Years |
|---|----------------|
| Buildings | 80 years |
| Building Lifts | 60 years |
| Air-conditioner plants | 20 years |
| Electric generators | 25 years |
| Air-conditioners | 22 years |
| Uninterrupted power supply | 20 years |
| Furniture and equipment (including gas boilers) | 20 to 22 years |
| Computer equipment | 12 years |
| Vehicles | 17 years |
| Network and mainframe computer equipment | 15 years |

Material improvements to buildings, plant and equipment are capitalised while maintenance and repair work is charged to the statement of profit or loss and comprehensive income in the financial period in which it is incurred. It is policy that the university only capitalise assets with a value in excess of R10 000, any other assets are expensed in the year that they are acquired.

The residual values and useful lives of assets are reviewed, and adjusted, if appropriate, at the end of each reporting period.

Gains and losses on disposals are determined by comparing the proceeds with the carrying amount and are recognised in operating profit/(loss).

Impairments

The entity tests for impairment where there is an indication that an asset may be impaired. An assessment of whether there is an indication of possible impairment is done at each reporting date. Where the carrying amount of an item of property, plant and equipment is greater than the estimated recoverable amount, it is written down immediately to its recoverable amount. The resulting impairment loss is recognised immediately in profit or loss, and future depreciation charges are adjusted in future periods to allocate the revised carrying amount, less its residual value, on a systematic basis over its remaining useful life.

Where the estimated impairment loss exceeds the carrying amount of the asset to which it relates, the resulting liability is only recognised if it is required by another standard.

Compensation from third parties for items of property, plant and equipment that were impaired, lost or given up are included in profit or loss when the compensation becomes receivable.

Derecognition

The carrying amount of an item of property, plant and equipment is derecognised when the asset is disposed of or when when no future economic benefits are expected from its use or disposal. The gain or loss arising from the derecognition of an item of property, plant and equipment is included in profit or loss when the item is derecognised. Gains are classified as other gains on the face of the statements of profit or loss and other comprehensive income.

2.4 Intangible assets

Initial measurement

Intangible assets are initially measured at cost.

Separately acquired assets are initially measured at their purchase price, including import duties and non-refundable purchase taxes, after deducting trade discounts and rebates, and any directly attributable cost of preparing the asset for its intended use.



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

Artwork acquired by way of a donation is measured at a nominal value plus any costs incurred to bring the specific artwork into use.

Acquisitions as part of a business combination are initially measured at fair value at acquisition date.

Acquisitions by way of a government grants are initially measured at fair value.

Internally generated goodwill is not recognised as an asset.

The cost of assets acquired through an exchange of assets is measured at fair value at acquisition date unless the exchange lacks commercial substance, or the fair value of neither the asset received nor the asset given up is reliably measurable. The acquired asset is immediately measured in this way even if the asset given up cannot immediately be derecognised. If the acquired asset is not measured at fair value, its cost is measured using the carrying amount of the asset given up.

Internally generated brands, publishing titles, customer lists and items similar in substance are not recognised as intangible assets.

Subsequent measurement - Cost model

After initial recognition, intangible assets are measured at cost less any accumulated amortisation and any accumulated impairment losses.

Amortisation

An intangible asset is regarded by the entity as having an indefinite useful life when, based on an analysis of all of the relevant factors, there is no foreseeable limit to the period over which the asset is expected to generate net cash inflows. Intangible assets with an indefinite useful life are not amortised, but is tested for impairment annually and whenever there is an indication that the intangible asset may be impaired. The intangible asset's determination as having an indefinite useful life is also reviewed annually to determine whether events and circumstances continue to support the indefinite useful life assessment. Reassessing the useful life of an intangible asset as finite rather than indefinite is an indicator that the asset may be impaired.

Artwork has been identified as having an indefinite useful life as there is no foreseeable limit to the period over which the asset is expected to generate net cash inflows

For other intangible assets amortisation is allocated on a systematic basis over its useful life. Where an intangible asset has a residual value, the amortisation amount is determined after deducting its residual value.

The residual values of intangible assets are assumed zero unless:

- there is a commitment by a third party to purchase the asset at the end of its useful life; or
- there is an active market for the asset and:
 - residual value can be determined by reference to that market; and
 - it is probable that such a market will exist at the end of the asset's useful life.

Residual values as well as the useful lives of all assets are reviewed annually. Changes in residual values are treated as a change in estimate and treated in accordance with the relevant accounting policies.

The classification of useful lives and amortisation methods for the various classes of assets are as follows:

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Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

| Category | Years |
|----------|------------------------|
| Software | 10 years |
| Artwork | Indefinite useful life |

Impairments

Assets that have an indefinite useful life, for example artwork, are not subject to amortisation and are tested annually for impairment. Assets that are subject to amortisation are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less cost to sell, and value in use. For the purposes of assessing impairment, assets are grouped at the lowest levels for which there are separately identifiable cash flows (cash-generating units).

Retirements and disposals

An asset is derecognised on disposal or when no future economic benefits are expected from its use or disposal. The gain or loss on disposal is recognised in profit or loss.

2.5 Financial Assets

The University classifies its financial assets in the following measurement categories:

- those to be measured subsequently at fair value through profit or loss, and
- those to be measured at amortised cost.

The classification depends on the purpose for which the financial assets were acquired. Management determines the classification of its financial assets at initial recognition.

a) Trade and other receivables

The University classifies its financial assets at amortised cost only if both of the following criteria are met:

- the asset is held within a business model with the objective of collecting the contractual cash flows, and
- the contractual terms give rise on specified dates to cash flows that are solely payments of principal and interest on the principal outstanding.

They are included in current assets, except for maturities greater than 12 months after the reporting date, which are classified as non-current assets.

The University's trade receivables comprise student receivables, which are amounts due by customers for the services performed in the ordinary course of business. The University holds student receivables with the objective to collect the contractual cash flows and therefore measures them subsequently at amortised cost using the effective interest method.

Other receivables are amounts that generally arise from transactions outside the usual operating activities of the University.

b) Fair value financial assets through profit and loss

The University classifies the financial assets as fair value through profit or loss, as the cash flows from the instruments are not solely payments of principle and interest. They are included in non-current assets unless the University intends to dispose of the investment within 12 months of the reporting date.

Mandated external investment managers carry out the investment of the University's funds. The funds are managed in three separate Balanced Fund Portfolios. The main objective of these portfolios is long term growth.



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Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

Recognition and measurement

Financial assets are recognised on the trade date, which is the date that the University commits to purchase or sell the asset. Financial assets are initially recognised at fair value plus transaction costs. Financial assets are subsequently carried at fair value through profit or loss. Changes in the fair value of financial assets at fair value through profit or loss are recognised in other gains/(losses) in the statement of profit or loss and other comprehensive income as applicable. Financial assets are derecognised when the rights to receive cash flows from the investments have expired or have been transferred and the University has transferred substantially all risks and rewards of ownership.

The fair value of investments is based on quoted closing prices as this is most representative of fair value in the circumstance.

Dividends on investments are recognised in the statement of profit or loss and comprehensive income as part of other income when the University's right to receive payments is established.

Impairment of financial assets

(a) Assets carried at amortised cost

The University applies the IFRS 9 simplified approach to measuring expected credit losses which uses a lifetime expected loss allowance for all trade and other receivables.

Trade and other receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include, amongst others, the non-registration of a student, the failure of a debtor to engage in a repayment plan with the University, and a failure to make contractual payments resulting in a breach of contract.

Impairment losses on trade and other receivables are presented as net impairment losses within the statement of profit or loss and comprehensive income. When a trade or other receivable is uncollectible, it is written off against the provision for impairment.

If, in a subsequent period, the amount of the impairment loss decreases and the decrease is due to a change in assumption, the reversal of the previously recognised impairment loss is recognised in the statement of profit or loss and comprehensive income.

Derecognition

The group derecognises a financial asset only when the contractual rights to the cash flows from the asset expire, or when it transfers the financial asset and substantially all the risks and rewards of ownership of the asset to another party. If the group neither transfers nor retains substantially all the risks and rewards of ownership and continues to control the transferred asset, the group recognises its retained interest in the asset and an associated liability for amounts it may have to pay. If the group retains substantially all the risks and rewards of ownership of a transferred financial asset, the group continues to recognise the financial asset and also recognises a collateral borrowing for the proceeds received. Gains and losses on financial assets measured at amortised cost are recorded in profit and loss.

Offsetting financial instruments

Financial assets and liabilities are offset and the net amount reported in the statement of financial position when there is a legally enforceable right to offset the recognised amounts and there is an intention to settle on a net basis, or realise the asset and settle the liability simultaneously.



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Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

2.6 Cash and cash equivalents

Cash and cash equivalents comprise cash on hand and demand deposits, together with other short-term, highly liquid investments maturing within 90 days from the date of acquisition that are readily convertible into known amounts of cash and which are subject to an insignificant risk of changes in value.

Cash and cash equivalents are initially measured at fair value and are subsequently measured at amortised cost. Impairment on cash and cash equivalents is measured on a 12 month expected loss basis and reflects the short maturities of the exposures. The Group considers that its cash and cash equivalents have low credit risk based on the external credit ratings of the counter parties with whom balances are held.

2.7 Trade and other payables

Trade payables are current obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities.

Recognition

Trade payables are measured initially at fair value and subsequently measured at amortised cost using the effective interest method.

Derecognition

The group derecognises trade payables when, and only when, the group obligations are discharged, cancelled or they expire. The difference between the carrying amount of the liability derecognised and the consideration paid and payable, including any non-cash assets transferred or liabilities assumed, is recognised in profit or loss

2.8 Inventories

Recognition

Inventories are recognised as an asset when

- it is probable that future economic benefits associated with the item will flow to the entity; and
- the cost of the inventories can be measured reliably.

Measurement

Inventories are measured at the lower of cost and net realisable value using the first-in-first-out method

Net realisable value is the estimated selling price in the ordinary course of business less the estimated costs of completion and the estimated costs necessary to make the sale.

2.9 Tax

The University is exempt from income tax in terms of Section 10(1)(cN) of the Income Tax Act. Subsidiary entities are not exempt from income tax and are liable for normal South African Income Tax.



University of Johannesburg

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Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

Current tax assets and liabilities

Current tax for current and prior periods is, to the extent unpaid, recognised as a liability. If the amount already paid in respect of current and prior periods exceeds the amount due for those periods, the excess is recognised as an asset.

Current tax liabilities (assets) for the current and prior periods are measured at the amount expected to be paid to (recovered from) the tax authorities, using the tax rates (and tax laws) that have been enacted or substantively enacted by the end of the reporting period.

Deferred tax assets and liabilities

A deferred tax liability is recognised for all taxable temporary differences, except to the extent that the deferred tax liability arises from the initial recognition of an asset or liability in a transaction which at the time of the transaction, affects neither accounting profit nor taxable profit (tax loss).

A deferred tax asset is recognised for all deductible temporary differences to the extent that it is probable that taxable profit will be available against which the deductible temporary difference can be utilised. A deferred tax asset is not recognised when it arises from the initial recognition of an asset or liability in a transaction at the time of the transaction, affects neither accounting profit nor taxable profit (tax loss).

A deferred tax asset is recognised for the carry forward of unused tax losses to the extent that it is probable that future taxable profit will be available against which the unused tax losses can be utilised. Deferred tax assets and liabilities are measured at the tax rates that are expected to apply to the period when the asset is realised or the liability is settled, based on tax rates (and tax laws) that have been enacted or substantively enacted by the end of the reporting period.

2.10 Leases

The University leases various buildings and vehicles. Rental contracts are typically made for fixed periods of 6 months to 4 years. Contracts may contain both lease and non-lease components. The University allocates the consideration in the contract to the lease and non-lease components based on their relative stand-alone prices. However, for leases of real estate for which the University is a lessee, it has elected not to separate lease and non-lease components and instead accounts for these as a single lease component.

Lease terms are negotiated on an individual basis and contain a wide range of different terms and conditions. The lease agreements do not impose any covenants other than the security interests in the leased assets that are held by the lessor. Leased assets may not be used as security for borrowing purposes.

Assets and liabilities arising from a lease are initially measured on a present value basis. Lease liabilities include the net present value of the following lease payments:

- fixed payments (including in-substance fixed payments), less any lease incentives receivable,
- variable lease payment that are based on an index or a rate, initially measured using the index or rate as at the commencement date,
- the exercise price of a purchase option if the University is reasonably certain to exercise that option, and
- payments of penalties for terminating the lease, if the lease term reflects the University exercising that option.

Lease payments to be made under reasonably certain extension options are also included in the measurement of the liability.

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Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

The lease payments are discounted using the interest rate implicit in the lease. If that rate cannot be readily determined, which is generally the case for leases in the University, the lessee's incremental borrowing rate is used, being the rate that the individual lessee would have to pay to borrow the funds necessary to obtain an asset of similar value to the right-of-use asset in a similar economic environment with similar terms, security and conditions.

Lease payments are allocated between principal and finance cost. The finance cost is charged to profit or loss over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability for each period.

Right-of-use assets are measured at cost comprising the following:

- the amount of the initial measurement of lease liability,
- any lease payments made at or before the commencement date less any lease incentives received,
- any initial direct costs, and
- restoration costs.

Right-of-use assets are generally depreciated over the shorter of the asset's useful life and the lease term on a straight-line basis. If the University is reasonably certain to exercise a purchase option, the right-of-use asset is depreciated over the underlying asset's useful life.

Payments associated with short-term leases of equipment and vehicles and all leases of low-value assets are recognised on a straight-line basis as an expense in profit or loss. Short-term leases are leases with a lease term of 12 months or less, with not expectation of renewal. Low-value assets comprise IT equipment and small items of office furniture, which has an individual asset cost below R100 000.

2.11 Provisions and contingencies

Provisions are measured at the present value of the expenditures expected to be required to settle the obligation using a pre-tax rate that reflects current market assessments of the time value of money and the risks specific to the obligation. The increase in the provision due to passage of time is recognised as interest expense.

Provisions for legal claims are recognised when the University has a present legal or constructive obligation as a result of past events, it is probable that an outflow of resources will be required to settle the obligation and the amount has been reliably estimated. Provisions are not recognised for future operating losses.

A contingent liability is:

- a possible obligation that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity; or
- a present obligation that arises from past events but is not recognised because it is not probable that an outflow of resources embodying economic benefits will be required to settle the obligation, or the amount of the obligation cannot be measured with sufficient reliability.

A contingent asset is a possible asset that arises from past events and whose existence will be confirmed only by the occurrence or non-occurrence of one or more uncertain future events not wholly within the control of the entity.

Contingent assets and liabilities are not recognised, but details are disclosed in the notes to the annual financial statements.

2.12 Revenue

Revenue mainly comprises the fair value of the consideration received or receivable for the rendering of services in the ordinary course of the University's activities. Revenue is shown net of value-added tax, rebates and discounts and after eliminating internal income within the group.



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Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

To determine whether to recognise revenue, the Group follows a 5-step process:

- 1 Identifying the contract with a customer
- 2 Identifying the performance obligations
- 3 Determining the transaction price
- 4 Allocating the transaction price to the performance obligations
- 5 Recognising revenue when/as performance obligation(s) are satisfied.

The University recognises revenue when the amount of revenue can be reliably measured, it is probable that future economic benefits will flow to the University and when specific criteria have been met for each of the University's activities as described below. The amount of revenue is not considered to be reliably measurable until all contingencies relating to the activity have been resolved.

Tuition and other fee income

Revenue from tuition, other related fees and residence fees, is recognised over time in the accounting period in which the service relates. When the University is not able to reasonably measure the outcome of the obligation under the contract but expects to recover the costs incurred in satisfying the obligations to date, revenue shall be recognised only to the extent that expenses incurred are eligible to be recovered. Deposits and over payments provided by prospective students are treated as current liabilities until the amount is billed as due.

State appropriations – subsidies and grants

State subsidies and grants for general purposes are recognised as revenue in the financial year to which the subsidy relates. Subsidies for specific purposes, e.g. capital expenditure, are brought into the appropriate fund at the time they are available for expenditure for the purpose provided. However, if the funding is provided in advance of the specified requirement (i.e. the University does not have immediate entitlement to it), the relevant amount is retained as a liability until the University has complied with all the conditions attached to the construction of the asset, after which the grant is deducted from the carrying amount of the asset. Subsidies and grants are in the scope of IAS 20.

Research income

a) Research income in the scope of IAS 20

Revenue is recognised in the financial period in which the University becomes entitled to the use of those funds. Funds in the possession of the University that it cannot use until some specified future period or occurrence are recognised upon receipt and thereafter are held in a reserve fund until the financial period in which the funds may be used.

Research income is recognised and accounted under IAS 20.

b) Research income in the scope of IFRS 15

Research income within the scope of IFRS 15 is recognised over time. The amount of research income in the scope of IFRS 15 is not material.

2.13 Donations

Bursary and research donations are recognised on receipt of contract. These donations are included in 'other operating income' in the statement of profit or loss and comprehensive income and/or in 'student deposits and accounts in credit' in the statement of financial position, depending on the contract.

2.14 Other income

Occasional sales and services are recognised in the period in which they accrue. Income from such sales and services are included in 'other operating income' in the statement of profit or loss and comprehensive income.

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Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

2.15 Dividends and interest receivable

Dividends are recognised when the right to receive payment is established. Interest income is recognised in profit on a time proportion basis using the effective interest rate method.

2.16 Income received for designated purposes

Income received for designated purposes may arise from contracts, grants, donations and income on specifically purposed endowments. In all cases, any such revenue or other operating income is recognised in the financial period in which the University becomes entitled to the use of those funds. Funds in the possession of the University that it cannot use until some specified future period or occurrence are recognised upon receipt and are thereafter held in a reserve fund until the financial period in which the funds may be used.

There are grants with no specific conditions in relation to either the expense they aim to compensate, the period in which they need to be spent or conditions to repay when certain conditions are not fulfilled, etc.

Private gifts, grants and donations with no specific condition in relation to either the expenses they aim to compensate, the period in which they need to be spent or conditions to repay when certain conditions are not fulfilled, etc. but with stipulation that the grant should be used to compensate certain type of expenditure (e.g. bursaries, research (whether in general of within certain areas)) are recognised as income at the fair value of the consideration received or receivable in the period in which they are received or the University becomes entitled to it.

Any unspent portion of such grant, at the end of the financial year, is transferred on the statement of change in funds to Restricted Funds (separately from unrestricted funds / council controlled funds). When expenditure are incurred in following years, a transfer from these Restricted Funds is made to unrestricted funds / council controlled funds.

2.17 Rental Income

Where the University retains the significant risks and benefits of ownership of an item under a lease agreement, it is classified as an operating lease. Receipts in respect of the operating lease are recognised on a straight-line basis in the statement of profit or loss and comprehensive income over the period of the lease.

2.18 Finance Income

Finance income is recognised on a time proportion basis, taking account of the principal outstanding and the effective rate over the period to maturity, when it is determined that such income will accrue to the University.

2.19 Employee obligations

Pension obligations

The University operates various pension schemes. The schemes are generally funded through payments to trustee-administered funds, determined by periodic actuarial calculations. The University has both defined benefit and defined contribution plans.



University of Johannesburg

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Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

The University contributes towards the following retirement funds:

- The University of Johannesburg Pension Fund, which is a defined contribution plan; and
- The University of Johannesburg Provident Fund, which is a defined contribution plan.

A defined contribution plan is a pension plan under which the University makes fixed contributions into a separate entity. The University has no legal or constructive obligations to pay further contributions if the fund does not hold sufficient assets to pay all employees the benefits relating to employee service in the current and prior periods.

The retirement funds are managed by Boards of Trustees and are registered in terms of the provisions of the Pension Funds Act.

The University also contributes to risk benefits e.g. funeral, group and disability plan.

These plans cover most of the University's employees. Foreign staff do not belong to any of these funds.

Current service costs, interest costs and expected return on plan assets (to the extent that the plan is funded) is recognised in the statement of profit or loss and comprehensive income, within 'personnel' costs.

The liability in respect of defined benefit pension plans is the present value of the defined benefit obligation at the reporting date less the fair value of plan assets, together with adjustments for actuarial gains/losses and past service cost. The defined benefit obligation is calculated annually by independent actuaries using the projected unit credit method. The present value of the defined benefit obligation is determined using interest rates of government securities that have terms to maturity approximating the terms of the related liability.

In determining whether the University has access to a surplus on the plans, the plan rules are considered. Where the plan rules are silent on the allocation of surpluses or the allocation is under the control of the trustees only the amounts allocated to the employee surplus account plus the present value of the difference in each year between the estimated service cost and the contribution rate recommended by the actuary/valuator is recognised as a surplus. Where a surplus in the fund is automatically allocated to the University or a fixed portion of a surplus is automatically allocated to the University the full accounting surplus plus the present value of the difference in each year between the estimated service cost and the contribution rate recommended by the actuary/valuator is recognised as a surplus.

Actuarial gains and losses arising from experience adjustments and changes in actuarial assumptions are charged or credited to other comprehensive income in the period in which they arise.

Past-service costs are recognised immediately in income, unless the changes to the pension plan are conditional on the employees remaining in service for a specified period of time (the vesting period). In this case, the past-service costs are amortised on a straight-line basis over the vesting period.

The liability of the University in respect of the defined contribution portion of the Pension Funds and the Provident Fund is limited to the monthly contributions that the University pays on behalf of its members in terms of their service contracts.

The assets of the various Funds are held independently of the University's assets in separate trustee-administered Funds.

Post-retirement medical benefits

The University settled its obligation to provide medical benefits to certain employees after retirement by a single deposit into the pension fund on behalf of the employees involved and has no further obligation. These employees were from the ex-RAU.

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Accounting Policies

Basis of preparation and summary of significant accounting policies continued...

The University provides post-retirement medical aid benefits to certain qualifying employees from the former Technikon Witwatersrand ("TWR") and Vista University ("VISTA"). The University provided a once off voluntary buy-out offer to qualifying employees to transfer their post-retirement medical aid benefit into their current retirement fund. The University has no further obligation for these employees. Provision is made for the unfunded future medical aid contributions of employees and pensioners. Current service costs are charged to the statement profit or loss and of comprehensive income. The current service cost is determined by independent actuaries on an annual basis taking into account the University's funding of the post-employment benefits.

Actuarial gains and losses arising from experience adjustments and changes in actuarial assumptions are charged or credited to other comprehensive income in the period in which they arise. Certain employees from the ex-TWR and ex-Vista are eligible for post-retirement medical benefits. These employees were appointed before certain dates and they are eligible for these benefits in terms of their employment contracts. These conditions were transferred to the University of Johannesburg and its subsidiaries at the time of the merger.

Long service awards

The University awards long service cash payments to qualifying staff as predetermined milestones are reached for uninterrupted service. These cash awards are subject to income tax as prescribed by South African Revenue Services.

2.20 Government grants - Deferred income

Grants from the government are recognised at their value where there is a reasonable assurance that the grant will be received and the University will comply with all attached conditions.

Government grants relating to costs are deferred and recognised in the statement of profit or loss and comprehensive income over the period necessary to match them with the costs that they are intended to compensate.

Government grants relating to property, plant and equipment are deducted in calculating the cost of the asset. The grant is carried as a liability in the statement of financial position until the University has complied with all the conditions attached to the construction of the asset, after which the grant is deducted from the carrying amount of the asset.

2.21 Borrowings

Borrowings are recognised initially at fair value, net of transaction costs incurred. Borrowings are subsequently stated at amortised cost; any difference between the proceeds (net of transaction costs) and the redemption value is recognised in the statement of profit or loss and comprehensive income over the period of the borrowings using the effective interest method.

Borrowings are classified as current liabilities unless the University has an unconditional right to defer settlement of the liability for at least 12 months after the reporting date.

2.22 Deferred Compensation

Deferred compensation is a benefit to exceptional performers identified within the University. The main purpose was for the University to establish a mechanism to position itself to attract and retain talent on a more sustainable basis. The scheme is based on a 3 year withdrawal cycle where the identified employee is required to display consistent achievement, demonstrate exemplary leadership and should be going beyond the call of duty.



University of Johannesburg

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Accounting Policies

3. Fund allocation

Equity is divided into the following categories:

- Utilised funds
- Available funds
- o Restricted funds
- o Unrestricted funds
- Designated/Committed funds
- Undesignated funds

Utilised funds

These are funds utilised for acquisitions of property, plant and equipment.

Available funds

These funds comprise income received, the use of which is legally beyond the control of the Council. These funds are accounted for under the following headings:

- o National Research Foundation and similar funds – restricted use
- o Endowment funds – restricted use
- o Bursaries and scholarship funds – restricted use
- o Residences funds - restricted use
- o Funds attributable to fair value adjustments
- Available funds, unrestricted use

This grouping comprises income and funds that fall under the absolute discretion or control of the Council. Unrestricted use funds are divided into two categories:

a) Designated-use funds

These are funds designated by the Council for identified purposes. Until such designated amounts are used for the identified purpose, they are disclosed but identified separately as part of “unrestricted funds”. Under the grouping “Designated-use funds” a further category is used, namely “Committed funds”, this involves funds for projects and initiatives approved by the Council. Designated-use funds are accounted for under the following headings:

- Designated funds
- o Personal research funds
- o Departmental reserve funds
- o Departmental bursaries funds
- o Division reserve funds
- o Bursaries and scholarships
- o Maintenance of property, plant and equipment
- o Replacement of plant and equipment
- o Acquisition of library and art collections



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Accounting Policies

Fund allocation continued...

- Committed funds
 - o Capital projects
 - o Future pension fund shortfalls

b) Undesignated -use funds

These comprise funds arising from profit and losses that are available to the Council in its unfettered and absolute control over allocations to fund the activities of the University.

4. Critical accounting estimates and judgements

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Critical accounting estimates and assumptions

The University makes estimates and assumptions concerning the future. These estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. Estimates made in accounting will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

Provision for post-retirement medical aid liability

Principal actuarial assumptions for the post-retirement medical aid liability for the period ended 31 December 2020 are disclosed in note 20.1. Changes in assumptions may result in changes in the recognised provision for post-retirement medical aid liability.

Depreciation of property, plant and equipment

Depreciation on assets is calculated using the straight-line method to write off the cost less residual values over their estimated useful lives. The residual values and useful lives of assets are reviewed, and adjusted if not appropriate, at each reporting date.

Pension fund obligations

The present value of the pension obligations depends on a number of factors that are determined on an actuarial basis using a number of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions will impact the carrying amount of pension obligations. The University determines the appropriate discount rate at the end of each year. This is the interest rate that should be used to determine the present value of estimated future cash outflows expected to be required to settle the pension obligations. Other key assumptions for pension obligations are based in part on current market conditions. Additional information is disclosed in note 20.2.

Impairment of related party loan

Management assesses financial assets for impairment at each year end. If the asset's fair value is below cost and considered to be significant or prolonged an impairment will be recognised in the statement of profit or loss and other comprehensive income. The impairment assessment with regards to the loan receivable from Photovoltaic Technology Intellectual Property (Pty) Ltd requires significant judgement. The full loan was not impaired as the University expects to recover R2.2m in 2021 from the final distribution account.



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Accounting Policies

Critical accounting estimates and judgements continued...

Residual values and useful lives of assets

The residual values and useful lives of assets are reviewed, and adjusted, if appropriate, at the end of each reporting period. Any changes in useful lives, are accounted for as a change in estimate with the depreciation charge adjusted in the current year. The adjustments only apply to assets which still had a book value at the time of adjustment. The useful life of all zero value assets is reviewed on an ongoing basis.

Fair value and provision for credit losses

IFRS 9's impairment requirements use forward-looking information to recognise expected credit losses – the 'expected credit loss (ECL) model'. Instruments within the scope of the requirements included loans and other debt-type financial assets measured at amortised cost, trade receivables and loan commitments.

The University considers a broader range of information when assessing credit risk and measuring expected credit losses, including past events, current conditions, reasonable and supportable forecasts that affect the expected collect ability of the future cash flows of the instrument.

In applying this forward-looking approach, a distinction is made between:

- financial instruments that have not deteriorated significantly in credit quality since initial recognition or that have low credit risk ('Stage 1') and
- financial instruments that have deteriorated significantly in credit quality since initial recognition and whose credit risk is not low ('Stage 2').

'12-month expected credit losses' are recognised for the first category (ie Stage 1) while 'lifetime expected credit losses' are recognised for the second category (ie Stage 2).

Measurement of the expected credit losses is determined by a probability-weighted estimate of credit losses over the expected life of the financial instrument.



Accounting Policies

5. Changes in accounting policies and disclosures

Standards and Interpretations effective and adopted in the current year

During the year, the following amendments to IFRS became effective:

| | Effective date: Years beginning on or after | Expected impact |
|--|---|-----------------|
| <p>IFRS 3 Business Combinations - Definition of Business: The amendments:</p> <ul style="list-style-type: none">- confirmed that a business must include inputs and a process, and clarified that:- the process must be substantive; and- the inputs and process must together significantly contribute to creating outputs.- narrowed the definitions of a business by focusing the definition of outputs on goods and services provided to customers and other income from ordinary activities, rather than on providing dividends or other economic benefits directly to investors or lowering costs; and- added a test that makes it easier to conclude that a company has acquired a group of assets, rather than a business, if the value of the assets acquired is substantially all concentrated in a single asset or group of similar assets. | 01 January 2020 | Not material |
| <p>IFRS 7 Financial Instruments: Disclosures - Interest Rate Benchmark Reform: The amendments to IFRS 9, IAS 39 and IFRS 7 amend requirements for hedge accounting to support the provision of useful financial information during the period of uncertainty caused by the phasing out of interest-rate benchmarks such as interbank offered rates (IBORs) on hedge accounting.</p> <ul style="list-style-type: none">- The amendments modify some specific hedge accounting requirements to provide relief from potential effects of the uncertainty caused by the IBOR reform.- In addition, the amendments require companies to provide additional information to investors about their hedging relationships which are directly affected by these uncertainties. | 01 January 2020 | Not material |



Accounting Policies

Changes in accounting policies and disclosures continued...

IFRS 9 Financial Instruments - Interest Rate Benchmark Reform: The amendments to IFRS 9, IAS 39 and IFRS 7 amend requirements for hedge accounting to support the provision of useful financial information during the period of uncertainty caused by the phasing out of interest-rate benchmarks such as interbank offered rates (IBORs) on hedge accounting.

- The amendments modify some specific hedge accounting requirements to provide relief from potential effects of the uncertainty caused by the IBOR reform.

- In addition, the amendments require companies to provide additional information to investors about their hedging relationships which are directly affected by these uncertainties.

01 January 2020

Not material

IFRS 16 Leases - COVID-19 -Related Rent Concessions: Amendment providing lessees with an exemption from assessing whether a COVID-19 -related rent concession (a rent concession that reduces lease payments due on or before 30 June 2021) is a lease modification.

01 June 2020

Not material

IAS 1 Presentation of Financial Statements - Definition of Material: The amendments clarify and align the definition of 'material' and provide guidance to help improve consistency in the application of that concept whenever it is used in IFRS Standards.

01 January 2020

Not material

IAS 8 Accounting Policies, Changes in Accounting Estimates and Errors - Definition of Material: The amendments clarify and align the definition of 'material' and provide guidance to help improve consistency in the application of that concept whenever it is used in IFRS Standards.

01 January 2020

Not material



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Consolidated and Separate Financial Statements for the year ended 31 December 2020

Accounting Policies

Changes in accounting policies and disclosures continued...

IAS 39 Financial Instruments: Recognition and Measurement - Interest Rate Benchmark Reform: The amendments to IFRS 9, IAS 39 and IFRS 7 amend requirements for hedge accounting to support the provision of useful financial information during the period of uncertainty caused by the phasing out of interest-rate benchmarks such as inter bank offered rates (IBORs) on hedge accounting.

- The amendments modify some specific hedge accounting requirements to provide relief from potential effects of the uncertainty caused by the IBOR reform.

- In addition, the amendments require companies to provide additional information to investors about their hedging relationships which are directly affected by these uncertainties

01 January 2020

Not material

The University of Johannesburg and its subsidiaries will apply the following standards on the said effective dates.

| | Effective date: Years beginning on or after | Expected impact |
|---|---|--|
| IFRS 1 First-time Adoption of International Financial Reporting Standards - Annual Improvements to IFRS Standards 2018–2020: Extension of an optional exemption permitting a subsidiary that becomes a first-time adopter after its parent to measure cumulative translation differences using the amounts reported by its parent, based on the parent's date of transition to IFRSs. A similar election is available to an associate or joint venture. | 01 January 2022 | Management has performed a high level impact assessment and are not expecting any material changes |
| IFRS 3 Business Combinations - Reference to the Conceptual Framework: The amendment updates a reference in IFRS 3 to the Conceptual Framework for Financial Reporting without changing the accounting requirements for business combinations. | 01 January 2022 | Management has performed a high level impact assessment and are not expecting any material changes |
| IFRS 4 Insurance Contracts - Extension of the Temporary Exemption from Applying IFRS 9 defers the fixed expiry date of the following temporary exemptions from applying IFRS 9 to annual periods beginning on or after 1 January 2023: - A temporary exemption from IFRS 9 granted to an insurer that meets specified criteria; and - An optional accounting policy choice allowing an insurer to apply the overlay approach to designated financial assets when it first applies IFRS 9. | 01 January 2022 | Management has performed a high level impact assessment and are not expecting any material changes |



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Accounting Policies

IFRS 9 Financial Instruments - Annual Improvements to IFRS Standards 2018–2020: The amendment clarifies which fees an entity includes when it applies the '10 per cent' test in assessing whether to derecognise a financial liability.

01 January 2022

Management has performed a high level impact assessment and are not expecting any material changes

IFRS 17 Insurance contracts - IFRS 17 creates one accounting model for all insurance contracts in all jurisdictions that apply IFRS.

- IFRS 17 requires an entity to measure insurance contracts using updated estimates and assumptions that reflect the timing of cash flows and take into account any uncertainty relating to insurance contracts.

- The financial statements of an entity will reflect the time value of money in estimated payments required to settle incurred claims.

- Insurance contracts are required to be measured based only on the obligations created by the contracts.

- An entity will be required to recognise profits as an insurance service is delivered, rather than on receipt of premiums.

- This standard replaces IFRS 4 – Insurance contracts.

01 January 2023

Management has performed a high level impact assessment and are not expecting any material changes

IAS 1 Presentation of Financial Statements - Classification of Liabilities as Current or Non-current: Narrow-scope amendments to IAS 1 to clarify how to classify debt and other liabilities as current or non-current.

01 January 2022

Management has performed a high level impact assessment and are not expecting any material changes

IAS 16 Property, Plant and Equipment - Property, Plant and Equipment: Proceeds before Intended Use: The amendments prohibit an entity from deducting from the cost of an item of property, plant and equipment any proceeds from selling items produced while bringing that asset to the location and condition necessary for it to be capable of operating in the manner intended by management. Instead, an entity recognises the proceeds from selling such items, and the cost of producing those items, in profit or loss.

01 January 2022

Management has performed a high level impact assessment and are not expecting any material changes

IAS 37 Provisions, Contingent Liabilities and Contingent Assets - Onerous Contracts—Cost of Fulfilling a Contract: The amendments specify which costs should be included in an entity's assessment whether a contract will be loss-making.

01 January 2022

Management has performed a high level impact assessment and are not expecting any material changes



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Notes to the Consolidated and Separate Financial Statements

Figures in R '000

6. Property, plant and equipment

Balances at year end and movements for the year

| | Land & Buildings | Building Lifts | Buildings - ROU | Uninterrupted power supply | Vehicles | Vehicles - ROU | Furniture & equipment | Computer equipment | Electric generators | Air-conditioner plants | Air-conditioners | Network & Mainframe computer equipment | Total |
|--|------------------|----------------|-----------------|----------------------------|---------------|----------------|-----------------------|--------------------|---------------------|------------------------|------------------|--|------------------|
| Reconciliation for the year ended 31 December 2020 - Consolidation | | | | | | | | | | | | | |
| Balance at 1 January 2020 | | | | | | | | | | | | | |
| At cost | 2,107,302 | 58,233 | 3,930 | 67,692 | 47,784 | 9,141 | 866,094 | 96,230 | 27,008 | 15,238 | 51,296 | 159,615 | 3,509,563 |
| Accumulated depreciation | (356,840) | (13,544) | (1,105) | (47,306) | (28,621) | (457) | (366,215) | (30,457) | (12,292) | (4,704) | (22,059) | (105,497) | (989,097) |
| Net book value | 1,750,462 | 44,689 | 2,825 | 20,386 | 19,163 | 8,684 | 499,879 | 65,773 | 14,716 | 10,534 | 29,237 | 54,118 | 2,520,466 |
| Movements for the year ended 31 December 2020 | | | | | | | | | | | | | |
| Additions from acquisitions | 114,627 | 15 | 675 | 2,067 | 2,134 | | 70,700 | 43,401 | 661 | | 1,244 | 6,972 | 242,495 |
| Depreciation | (25,507) | (890) | (1,126) | (1,442) | (1,537) | (1,814) | (33,230) | (8,602) | (740) | (724) | (2,590) | (4,434) | (82,636) |
| Remeasurement of lease liability | - | - | - | - | - | (68) | - | - | - | - | - | - | (68) |
| Disposals | - | - | - | - | (107) | | (2,651) | (1,164) | | | | (1,285) | (5,207) |
| Depreciation on disposals | - | - | - | - | 107 | | 1,531 | 1,124 | | | | 1,257 | 4,019 |
| Property, plant and equipment at the end of the year | 1,839,582 | 43,815 | 2,374 | 21,011 | 19,760 | 6,802 | 536,229 | 100,532 | 14,637 | 9,809 | 27,891 | 56,628 | 2,679,070 |
| Closing balance at 31 December 2020 | | | | | | | | | | | | | |
| At cost | 2,226,770 | 58,250 | 4,605 | 69,759 | 49,745 | 9,073 | 934,001 | 137,696 | 27,668 | 15,238 | 52,540 | 165,303 | 3,750,648 |
| Accumulated depreciation | (387,188) | (14,435) | (2,231) | (48,748) | (29,985) | (2,271) | (397,772) | (37,164) | (13,031) | (5,429) | (24,649) | (108,675) | (1,071,578) |
| Net book value | 1,839,582 | 43,815 | 2,374 | 21,011 | 19,760 | 6,802 | 536,229 | 100,532 | 14,637 | 9,809 | 27,891 | 56,628 | 2,679,070 |
| Assets with zero net carrying value as at 31 December 2020 included in the balances above (cost price). | | | | | | | | | | | | | |
| | 7,952 | 1,200 | - | 25,040 | 9,700 | - | 30,850 | 12,710 | 1,800 | - | 2,762 | 53,728 | 145,742 |
| During 2020, the useful lives of specific asset categories were adjusted with the following reduction in current year depreciation. The reduction in depreciation will be recovered over the remaining useful lives of the asset, to the same value. | | | | | | | | | | | | | |
| | - | (1,028) | - | (3) | (504) | - | (13,127) | (2,852) | (247) | (1,547) | - | (2,660) | (21,968) |

As of 31 December 2020, included in the carrying amount for Land & Buildings, is property to the value of R153 864 (2019: R106 490) that is still under construction.
As of 31 December 2020, assets to the accumulated amount of R755 737 (2019: R712 599) were capitalised and written off in full as a result of government grants received (note 2.20 and note 19).
As of 31 December 2020, included in the carrying amount for Land & Buildings, is Land to the value of R115 620 (2019: R115 620).

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Consolidated and Separate Financial Statements for the year ended 31 December 2020

Notes to the Consolidated and Separate Financial Statements

Figures in R '000

Property, plant and equipment continued...

| | Land & Buildings | Building Lifts | Buildings - ROU | Uninterrupted power supply | Vehicles | Vehicles - ROU | Furniture & equipment | Computer equipment | Electric generators | Air-conditioner plants | Air-conditioners | Network & Mainframe computer equipment | Total |
|--|------------------|----------------|-----------------|----------------------------|---------------|----------------|-----------------------|--------------------|---------------------|------------------------|------------------|--|------------------|
| Reconciliation for the year ended 31 December 2019 - Consolidated | | | | | | | | | | | | | |
| Balance at 1 January 2019 | | | | | | | | | | | | | |
| At cost | 2,010,958 | 58,232 | - | 67,073 | 43,113 | - | 829,241 | 43,371 | 21,682 | 15,240 | 49,624 | 141,804 | 3,280,338 |
| Accumulated depreciation | (353,294) | (12,118) | - | (45,094) | (27,315) | - | (317,896) | (25,061) | (11,365) | (3,980) | (18,948) | (91,987) | (907,058) |
| Net book value | 1,657,664 | 46,114 | - | 21,979 | 15,798 | - | 511,345 | 18,310 | 10,317 | 11,260 | 30,676 | 49,817 | 2,373,280 |
| Movements for the year ended 31 December 2019 | | | | | | | | | | | | | |
| Additions from acquisitions | 96,349 | - | 3,930 | 726 | 5,618 | 9,141 | 38,024 | 53,590 | 5,355 | - | 1,769 | 17,994 | 232,497 |
| Depreciation | (23,474) | (1,426) | (1,105) | (2,215) | (2,193) | (457) | (49,257) | (6,058) | (936) | (725) | (3,186) | (13,693) | (104,725) |
| Adjustment | 19,923 | - | - | - | - | - | - | - | - | - | - | - | 19,923 |
| Disposals | - | - | - | (107) | (948) | - | (1,079) | (497) | (29) | - | (96) | (182) | (2,938) |
| Depreciation on disposals | - | - | - | 3 | 889 | - | 846 | 427 | 9 | - | 74 | 182 | 2,428 |
| Property, plant and equipment at the end of the year | 1,750,462 | 44,689 | 2,825 | 20,386 | 19,163 | 8,684 | 499,878 | 65,773 | 14,716 | 10,534 | 29,236 | 54,118 | 2,520,466 |
| Closing balance at 31 December 2019 | | | | | | | | | | | | | |
| At cost | 2,107,302 | 58,233 | 3,930 | 67,692 | 47,784 | 9,141 | 866,094 | 96,230 | 27,008 | 15,238 | 51,296 | 159,615 | 3,509,563 |
| Accumulated depreciation | (356,840) | (13,544) | (1,105) | (47,306) | (28,621) | (457) | (366,215) | (30,457) | (12,292) | (4,704) | (22,059) | (105,497) | (989,097) |
| Net book value | 1,750,462 | 44,689 | 2,825 | 20,386 | 19,163 | 8,684 | 499,879 | 65,773 | 14,716 | 10,534 | 29,237 | 54,118 | 2,520,466 |

Assets with zero net carrying value as at 31 December 2019 included in the balances above (cost price).

During 2019, the useful lives of specific Computer equipment and Network & Mainframe computer equipment asset categories were adjusted with the following reduction in current year depreciation. The reduction in depreciation will be recovered over the remaining useful lives of the asset, to the same value.

As of 31 December 2019, included in the carrying amount for Land & Buildings, is property to the value of R106 490 (2018: R62 748) that is still under construction.

As of 31 December 2019, assets to the accumulated amount of R712 599 (2018: R646 598) were capitalised and written off in full as a result of government grants received (note 2.20 and note 19).

As of 31 December 2019, included in the carrying amount for Land & Buildings, is Land to the value of R115 620 (2018: R112 168).





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Consolidated and Separate Financial Statements for the year ended 31 December 2020

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Figures in R '000

Property, plant and equipment continued...

| | Land & Buildings | Building Lifts | Buildings - ROU | Uninterrupted power supply | Vehicles | Vehicles - ROU | Furniture & equipment | Computer equipment | Electric generators | Air-conditioner plants | Air-conditioners | Network & Mainframe computer equipment | Total |
|--|------------------|----------------|-----------------|----------------------------|---------------|----------------|-----------------------|--------------------|---------------------|------------------------|------------------|--|------------------|
| Reconciliation for the year ended 31 December 2020 - University | | | | | | | | | | | | | |
| Balance at 1 January 2020 | | | | | | | | | | | | | |
| At cost | 1,951,631 | 53,312 | 27,024 | 67,692 | 47,521 | 9,141 | 865,748 | 94,492 | 27,008 | 15,238 | 51,226 | 159,615 | 3,369,648 |
| Accumulated depreciation | (345,758) | (13,078) | (12,652) | (47,306) | (28,391) | (457) | (364,950) | (28,887) | (12,292) | (4,704) | (22,042) | (105,497) | (986,014) |
| Net book value | 1,605,873 | 40,234 | 14,372 | 20,386 | 19,130 | 8,684 | 500,798 | 65,605 | 14,716 | 10,534 | 29,184 | 54,118 | 2,383,634 |
| Movements for the year ended 31 December 2020 | | | | | | | | | | | | | |
| Additions from acquisitions | 79,135 | 15 | 23,230 | 2,067 | 2,134 | - | 65,562 | 43,313 | 661 | - | 1,244 | 6,972 | 224,334 |
| Depreciation | (23,286) | (769) | (12,651) | (1,442) | (1,508) | (1,814) | (32,810) | (8,555) | (740) | (726) | (2,587) | (4,434) | (91,322) |
| Remeasurement of lease liability | - | - | - | - | - | (68) | - | - | - | - | - | - | (68) |
| Disposals | - | - | - | - | (172) | - | (2,651) | (1,164) | - | - | - | (1,285) | (5,272) |
| Depreciation on disposals | - | - | - | - | 172 | - | 1,531 | 1,124 | - | - | - | 1,257 | 4,084 |
| Property, plant and equipment at the end of the year | 1,661,722 | 39,481 | 24,951 | 21,011 | 19,756 | 6,802 | 532,430 | 100,323 | 14,637 | 9,809 | 27,841 | 56,628 | 2,515,391 |
| Closing balance at 31 December 2020 | | | | | | | | | | | | | |
| At cost | 2,030,593 | 53,329 | 50,254 | 69,759 | 49,482 | 9,073 | 928,658 | 136,641 | 27,668 | 15,238 | 52,470 | 165,303 | 3,588,468 |
| Accumulated depreciation | (368,871) | (13,848) | (25,303) | (48,748) | (29,726) | (2,271) | (396,228) | (36,318) | (13,031) | (5,429) | (24,629) | (108,675) | (1,073,077) |
| Net book value | 1,661,722 | 39,481 | 24,951 | 21,011 | 19,756 | 6,802 | 532,430 | 100,323 | 14,637 | 9,809 | 27,841 | 56,628 | 2,515,391 |

Assets with zero net carrying value as at 31 December 2020 included in the balances above (cost price).

During 2020, the useful lives of specific asset categories were adjusted with the following reduction in current year depreciation. The reduction in depreciation will be recovered over the remaining useful lives of the asset, to the same value.

As of 31 December 2020, included in the carrying amount for Land & Buildings, is property to the value of R153 044 (2019: R109 916) that is still under construction.

As of 31 December 2020, assets to the accumulated amount of R755 737 (2019: R712 599) were capitalised and written off in full as a result of government grants received (note 2.20 and note 19).

As of 31 December 2020, included in the carrying amount for Land & Buildings, is Land to the value of R101 420 (2019: R101 420).

| | | | | | | | | | | | | | |
|---|-------|---------|---|--------|-------|---|----------|---------|-------|---------|-------|---------|----------|
| Assets with zero net carrying value as at 31 December 2020 included in the balances above (cost price). | 7,952 | 1,200 | - | 25,040 | 9,700 | - | 30,850 | 12,710 | 1,800 | - | 2,762 | 53,728 | 145,742 |
| During 2020, the useful lives of specific asset categories were adjusted with the following reduction in current year depreciation. | - | (1,028) | - | (3) | (504) | - | (13,127) | (2,852) | (247) | (1,547) | - | (2,660) | (21,968) |

University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Notes to the Consolidated and Separate Financial Statements

Figures in R '000

Property, plant and equipment continued...

| | Land & Buildings | Building Lifts | Buildings - ROU | Uninterrupted power supply | Vehicles | Vehicles - ROU | Furniture & equipment | Computer equipment | Electric generators | Air-conditioner plants | Air-conditioners | Network & Mainframe computer equipment | Total |
|---|------------------|----------------|-----------------|----------------------------|---------------|----------------|-----------------------|--------------------|---------------------|------------------------|------------------|--|------------------|
| Reconciliation for the year ended 31 December 2019 - University | | | | | | | | | | | | | |
| Balance at 1 January 2019 | | | | | | | | | | | | | |
| At cost | 1,856,005 | 53,312 | - | 67,073 | 42,849 | - | 826,360 | 41,328 | 21,681 | 15,238 | 49,554 | 141,804 | 3,115,204 |
| Accumulated depreciation | (324,087) | (11,777) | - | (45,094) | (27,117) | - | (316,806) | (23,274) | (11,365) | (3,980) | (18,935) | (91,987) | (874,422) |
| Net book value | 1,531,918 | 41,535 | - | 21,979 | 15,732 | - | 509,554 | 18,054 | 10,316 | 11,258 | 30,619 | 49,817 | 2,240,782 |
| Movements for the year ended 31 December 2019 | | | | | | | | | | | | | |
| Additions from acquisitions | 95,672 | - | 27,024 | 727 | 5,618 | 9,141 | 40,471 | 53,658 | 5,356 | - | 1,768 | 17,994 | 257,428 |
| Depreciation | (21,717) | (1,303) | (12,652) | (2,215) | (2,160) | (457) | (48,993) | (6,038) | (936) | (725) | (3,181) | (13,693) | (114,070) |
| Disposals | - | - | - | (107) | (948) | - | (1,079) | (497) | (29) | - | (96) | (182) | (2,939) |
| Depreciation on disposals | - | - | - | 3 | 889 | - | 846 | 427 | 9 | - | 74 | 182 | 2,428 |
| Property, plant and equipment at the end of the year | 1,605,873 | 40,233 | 14,372 | 20,386 | 19,130 | 8,684 | 500,798 | 65,605 | 14,716 | 10,534 | 29,184 | 54,118 | 2,383,631 |
| Closing balance at 31 December 2019 | | | | | | | | | | | | | |
| At cost | 1,951,631 | 53,312 | 27,024 | 67,692 | 47,521 | 9,141 | 865,748 | 94,492 | 27,008 | 15,238 | 51,226 | 159,615 | 3,369,648 |
| Accumulated depreciation | (345,758) | (13,078) | (12,652) | (47,306) | (28,391) | (457) | (364,950) | (28,887) | (12,292) | (4,704) | (22,042) | (105,497) | (986,014) |
| Net book value | 1,605,873 | 40,234 | 14,372 | 20,386 | 19,130 | 8,684 | 500,798 | 65,605 | 14,716 | 10,534 | 29,184 | 54,118 | 2,383,634 |
| Assets with zero net carrying value as at 31 December 2019 included in the balances above (cost price). | | | | | | | | | | | | | |
| | 3,068 | 1,200 | - | 25,040 | 9,873 | - | 32,309 | 13,597 | 1,800 | - | 2,762 | 54,789 | 144,438 |
| During 2019, the useful lives of specific Computer equipment and Network & Mainframe computer equipment asset categories were adjusted with the following reduction in current year depreciation. The reduction in depreciation will be recovered over the remaining useful lives of the asset, to the same value. | | | | | | | | | | | | | |
| | - | - | - | - | (539) | - | (9,225) | (1,193) | - | - | - | - | (10,957) |

As of 31 December 2019, included in the carrying amount for Land & Buildings: is property to the value of R62 523 (2018: R62 523) that is still under construction.

As of 31 December 2019, assets to the accumulated amount of R646 598 (2018: R646 598) were capitalised and written off in full as a result of government grants received (note 2.20 and note 19).

As of 31 December 2019, included in the carrying amount for Land & Buildings: is Land to the value of R97 968 (2018: R97 968).



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Consolidated and Separate Financial Statements for the year ended 31 December 2020

Notes to the Consolidated and Separate Financial Statements

Figures in R `000

7. Intangible assets

Reconciliation of changes in intangible assets

| | Computer software | Artwork | Total |
|---|-------------------|--------------|---------------|
| Reconciliation for the year ended 31 December 2020 - Consolidated | | | |
| Balance at 1 January 2020 | | | |
| At cost | 52,523 | 1,532 | 54,055 |
| Accumulated amortisation | (41,571) | - | (41,571) |
| Net book value | 10,952 | 1,532 | 12,484 |
| Movements for the year ended 31 December 2020 | | | |
| Additions | 6,543 | 70 | 6,613 |
| Amortisation | (1,538) | - | (1,538) |
| Disposals | (1,170) | - | (1,170) |
| Amortisation on disposals | 1,170 | - | 1,170 |
| Intangible assets at the end of the year | 15,957 | 1,602 | 17,559 |
| Closing balance at 31 December 2020 | | | |
| At cost | 57,600 | 1,602 | 59,202 |
| Accumulated amortisation | (41,643) | - | (41,643) |
| Net book value | 15,957 | 1,602 | 17,559 |
| During 2020, the useful lives of specific asset categories were adjusted with the following reduction in current year amortisation. | (767) | - | (767) |
| The reduction in amortisation will be recovered over the remaining useful lives of the asset, to the same value. | | | |
| Artwork was tested for impairment and the recoverable amount was found to be higher than the carrying amount. | | | |
| Reconciliation for the year ended 31 December 2019 - Consolidated | | | |
| Balance at 1 January 2019 | | | |
| At cost | 51,128 | 1,459 | 52,587 |
| Accumulated amortisation | (38,159) | - | (38,159) |
| Net book value | 12,969 | 1,459 | 14,428 |
| Movements for the year ended 31 December 2019 | | | |
| Additions | 5,070 | 74 | 5,144 |
| Amortisation | (3,559) | - | (3,559) |
| Disposals | (3,674) | - | (3,674) |
| Amortisation on disposals | 147 | - | 147 |
| Intangible assets at the end of the year | 10,953 | 1,532 | 12,486 |
| Closing balance at 31 December 2019 | | | |
| At cost | 52,523 | 1,532 | 54,055 |
| Accumulated amortisation | (41,571) | - | (41,571) |
| Net book value | 10,952 | 1,532 | 12,484 |



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Consolidated and Separate Financial Statements for the year ended 31 December 2020

Notes to the Consolidated and Separate Financial Statements

Figures in R `000

Intangible assets continued...

During 2019, the useful lives of specific asset categories were adjusted with the following reduction in current year amortisation.

(1,525) - (1,525)

The reduction in amortisation will be recovered over the remaining useful lives of the asset, to the same value.

| Reconciliation for the year ended 31 December 2020 - University | Computer software | Artwork | Total |
|---|-------------------|--------------|---------------|
| Balance at 1 January 2020 | | | |
| At cost | 52,227 | 1,532 | 53,759 |
| Accumulated amortisation | (41,278) | - | (41,278) |
| Net book value | 10,949 | 1,532 | 12,481 |
| Movements for the year ended 31 December 2020 | | | |
| Additions | 6,535 | 70 | 6,605 |
| Amortisation | (1,534) | - | (1,534) |
| Disposals | (1,170) | - | (1,170) |
| Amortisation on disposals | 1,170 | - | 1,170 |
| Intangible assets at the end of the year | 15,950 | 1,602 | 17,552 |
| Closing balance at 31 December 2020 | | | |
| At cost | 57,592 | 1,602 | 59,194 |
| Accumulated amortisation | (41,642) | - | (41,642) |
| Net book value | 15,950 | 1,602 | 17,552 |
| During 2020, the useful lives of specific asset categories were adjusted with the following reduction in current year amortisation. | (767) | - | (767) |
| The reduction in amortisation will be recovered over the remaining useful lives of the asset, to the same value. | | | |
| Artwork was tested for impairment and the recoverable amount was found to be higher than the carrying amount. | | | |
| Reconciliation for the year ended 31 December 2019 - University | | | |
| Balance at 1 January 2019 | | | |
| At cost | 46,459 | 1,459 | 47,918 |
| Accumulated amortisation | (37,766) | - | (37,766) |
| Net book value | 8,693 | 1,459 | 10,152 |
| Movements for the year ended 31 December 2019 | | | |
| Additions | 5,799 | 74 | 5,873 |
| Amortisation | (3,529) | - | (3,529) |
| Disposals | (31) | - | (31) |
| Amortisation on disposals | 17 | - | 17 |
| Intangible assets at the end of the year | 10,949 | 1,533 | 12,482 |



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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

Intangible assets continued...

Closing balance at 31 December 2019

| | | | | |
|--------------------------|--|---------------|--------------|---------------|
| At cost | | 52,227 | 1,532 | 53,759 |
| Accumulated amortisation | | (41,278) | - | (41,278) |
| Net book value | | 10,949 | 1,532 | 12,481 |

During 2019, the useful lives of specific asset categories were adjusted with the following reduction in current year amortisation.

(1,525) - (1,525)

The reduction in amortisation will be recovered over the remaining useful lives of the asset, to the same value.

8. Subsidiaries, joint ventures, associates and investments

8.1 Investments in subsidiaries and other entities

| | | | | |
|--|--------------|--------------|---------------|---------------|
| Cost of investment in commercial entities | - | - | 108,386 | 108,131 |
| Impairment of investments in commercial entities | - | - | (13,845) | (13,845) |
| Other investments | 4,111 | 3,357 | 4,111 | 3,417 |
| | 4,111 | 3,357 | 98,652 | 97,703 |

8.2 Investment in associates and joint ventures

| | | | | |
|---|--------------|--------------|---------------|---------------|
| Cost of investment | 9,141 | 9,141 | 9,141 | 9,141 |
| Accumulated provision for impairment of investment | - | (9,141) | - | (9,141) |
| Write-off of investment | (9,141) | | (9,141) | |
| Carrying amount of investment – 31 December | - | - | - | - |
| Total investments in subsidiaries, joint ventures and associates | 4,111 | 3,357 | 98,652 | 97,703 |

Photovoltaic Intellectual Property (Pty) Ltd (PTIP), is an associate of the University. The University's shareholding is 38.4%. The company does not share the same year end as the University, as its year end is 28 February. There were no changes to the University's shareholding in PTIP during 2020 and 2019.

Upon decision of the joint shareholders, PTIP was put in business rescue in May 2018 with a view to orderly wind down the entity and maximise possible return from disposal of assets. The business rescue plan which made provision for the orderly winding down of the company was published and voted on and adopted by the shareholders and creditors on 19 November 2018.

8.3 Loans to subsidiaries and other entities

| | | | | |
|---|---------|---------------|---------------|------------|
| Total loans to commercial entities | 4,224 | 10,493 | 85,111 | 72,951 |
| Re-payment of loans | - | - | (527) | - |
| Accumulated provision for impairment of loans | (4,224) | - | (72,574) | (72,424) |
| | - | 10,493 | 12,010 | 527 |



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|--|----------------------|----------------------|--------------------|--------------------|
| <i>Subsidiaries, joint ventures, associates and investments continued...</i> | | | | |
| 8.4 Loans to associate | | | | |
| Total loans to associate opening balance | 86,034 | 95,380 | 86,034 | 95,380 |
| Additional loan to associate | - | 654 | - | 654 |
| Accumulated provision for impairment of loan | - | (80,263) | - | (80,263) |
| Write-off of loan | (83,738) | - | (83,738) | - |
| Loan repayment received | - | (10,000) | - | (10,000) |
| Carrying amount of loan - 31 December | 2,296 | 5,771 | 2,296 | 5,771 |
| Total loans in subsidiaries, joint ventures and associates | 2,296 | 16,264 | 14,306 | 6,298 |

Impairment losses

The full Impairment on the PTIP loan has been accounted for in 2020, except for the amount of R2,295 as the final liquidation and distribution account was received including the final payment of R2,295 in January 2021.

9. Inventories

| | | | | |
|---------------------|-------|-------|-------|-------|
| Consumables at cost | 7,183 | 4,441 | 7,126 | 4,441 |
|---------------------|-------|-------|-------|-------|

The cost of consumables recognised as an expense and included in items within 'other operating expenses' amounted to Consolidated R16 636 / University R16 636 (2019: Consolidated R17 211 / University R17 211).

The University does not hold any inventories as security.

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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

10. Trade and other receivables

| | | | | |
|--|----------------|----------------|----------------|----------------|
| Trade receivables | 643,951 | 932,717 | 640,144 | 928,526 |
| NSFAS and other student receipts | (279,441) | (624,290) | (279,441) | (624,290) |
| Provision for impairment | (275,282) | (138,434) | (271,416) | (138,434) |
| Student receivables - net carrying amount | 89,228 | 169,993 | 89,287 | 165,802 |
| Other receivables | 458,399 | 228,673 | 443,500 | 229,035 |
| Advances and pre-payments | 14,980 | 38,109 | 14,927 | 35,852 |
| Deposits | 7,343 | 3,084 | 2,280 | 2,483 |
| Staff loans, receivables and advances | 289 | 204 | 289 | 204 |
| Value added tax | 7,672 | 606 | 6,541 | - |
| Property transfers | 184,000 | - | 184,000 | - |
| Non-student receivables - net carrying amount | 244,115 | 186,670 | 235,463 | 190,496 |
| Non-student receivables | 252,844 | 196,882 | 244,109 | 200,625 |
| Less: Provision for impairment | (8,729) | (10,212) | (8,646) | (10,129) |
| Other receivables - net carrying amount | 547,627 | 398,666 | 532,787 | 394,837 |

The fair value of student and other receivables approximate their book values as shown above.

Included in Property transfers is R184m due to the ongoing process of the purchase of a Media24 building.

The University does not hold any receivables as security.

Refer to note 34 for disclosure relating to the University's exposure to credit risk, as well as a reconciliation of the movement in the provision for impairment of student and other receivables.

Trade receivables

As of 31 December 2020, student receivables of Consolidated R89 228 / University 89 287 (2019: Consolidated R169 993 / University R165 802) were past due date but not impaired. These relate to students for whom there is no recent history of default (i.e. making regular payments). Students whose terms have been negotiated also fall in this category.

The ageing of these receivables is as follows:

| | | | | |
|--|---------------|----------------|---------------|----------------|
| Students enrolled in current year | 89,228 | 169,993 | 89,287 | 165,802 |
| Students enrolled in current year | 89,228 | 169,993 | 89,287 | 165,802 |

As of 31 December 2020, student receivables of Consolidated R275 282 / University R271 416 (2019: Consolidated R138 434 / University R138 434) were impaired and provided for. The individually impaired student receivables mainly relate to students experiencing financial difficulty with their payments. It is expected that a portion of the student receivables will be recovered from collection efforts both from the University and collection agents.

The ageing of this provision is as follows:

| | | | | |
|---|----------------|----------------|----------------|----------------|
| Students enrolled in current year | 117,801 | 11,633 | 113,935 | 11,633 |
| Students enrolled in prior year | 82,964 | 64,953 | 82,964 | 64,953 |
| Students enrolled more than two years ago | 74,517 | 61,847 | 74,517 | 61,847 |
| Students enrolled in current year | 275,282 | 138,434 | 271,416 | 138,434 |

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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

Trade and other receivables continued...

The creation and release of the provision for impaired student receivables has been included in other operating expenses in the statement of profit or loss and comprehensive income. Amounts charged to the statement of profit or loss and other comprehensive income are generally written off when there is no expectation of recovering any additional amounts.

Other receivables

As of 31 December 2020, other receivables of Consolidated R252 844 / University R244 109 (2019: Consolidated R196 882 / University R200 625) were fully performing.

The ageing of these receivables are as follows:

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Not past due | 170,440 | 171,733 | 161,705 | 160,476 |
| Past due | 82,404 | 25,149 | 82,404 | 40,149 |
| | 252,844 | 196,882 | 244,109 | 200,625 |

As of 31 December 2020, other trade receivables of Consolidated R8 729 / University R8 646 (2019: Consolidated R10 212 / University R10 129) were impaired and provided for. Due to the nature of these receivables and a history of low defaults credit losses are deemed minimal. Some credit losses have been provided for based on an individual evaluation of individual trade receivables and historical default rates. It was assessed that a portion of the other trade receivables is expected to be recovered.

The ageing of the provision is as follows:

| | | | | |
|----------------|--------------|---------------|--------------|---------------|
| Up to 3 months | - | 3,151 | - | 3,068 |
| > 3 months | 8,729 | 7,061 | 8,646 | 7,061 |
| | 8,729 | 10,212 | 8,646 | 10,129 |

Movements in the provision for impairment of other trade receivables are as follows:

| | | | | |
|---|--------------|---------------|--------------|---------------|
| At 1 January | 10,212 | 13,100 | 10,129 | 12,550 |
| Provision for impairment | 6,908 | 404 | 6,908 | - |
| Receivables written-off during the year | (8,391) | (3,292) | (8,391) | (2,421) |
| At 31 December | 8,729 | 10,212 | 8,646 | 10,129 |

The creation and release of the provision for impaired other trade receivables has been included in other operating expenses in the statement of profit or loss and other comprehensive income. Amounts charged to the statement of profit or loss and comprehensive income are generally written off when there is no expectation of recovering any additional amounts.

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11. Financial assets at fair value through profit or loss

Consolidated

| | Cost 2020 | Fair Value 2020 | Cost 2019 | Fair Value 2019 |
|---|------------------|--------------------|------------------|--------------------|
| Opening balance 1 January | 3,544,326 | 3,831,352 | 3,288,461 | 3,468,682 |
| Net additions and disposals during the year | 100,553 | 97,427 | 255,865 | 262,633 |
| Investments fair value gains/(losses) (note 32) | - | 162,236 | - | 100,037 |
| | <u>3,644,879</u> | <u>4,091,015</u> | <u>3,544,326</u> | <u>3,831,352</u> |
| Check | | - | | - |

Fair value financial assets include the following:

| | Cost 2020 | Fair Value 2020 | Cost 2019 | Fair Value 2019 |
|--------------------------------|------------------|--------------------|------------------|--------------------|
| Government bonds and stocks | 378,127 | 394,885 | 277,168 | 283,068 |
| Listed - stocks and debentures | 419,673 | 440,915 | 406,005 | 440,939 |
| Listed - shares | 2,578,961 | 2,990,307 | 2,448,215 | 2,690,118 |
| Fixed deposits | 53,890 | 51,227 | 60,460 | 62,464 |
| Other deposits | 183,244 | 183,557 | 328,007 | 330,289 |
| Endowment policies | 30,985 | 30,123 | 24,472 | 24,474 |
| | <u>3,644,879</u> | <u>4,091,015</u> | <u>3,544,326</u> | <u>3,831,352</u> |

University

| | | | | |
|---|------------------|------------------|------------------|------------------|
| Opening balance 1 January | 2,788,450 | 2,986,662 | 2,585,717 | 2,712,724 |
| Net additions and disposals during the year | 125,248 | 122,123 | 202,733 | 207,984 |
| Investments fair value gains/(losses) (note 32) | - | 127,312 | - | 65,954 |
| | <u>2,913,698</u> | <u>3,236,097</u> | <u>2,788,450</u> | <u>2,986,662</u> |

Fair value financial assets include the following:

| | | | | |
|--------------------------------|------------------|------------------|------------------|------------------|
| Government bonds and stocks | 315,329 | 328,780 | 223,711 | 228,375 |
| Listed - stocks and debentures | 331,799 | 343,657 | 314,018 | 336,225 |
| Listed - shares | 2,011,204 | 2,311,618 | 1,874,592 | 2,042,178 |
| Fixed deposits | 53,890 | 51,227 | 60,460 | 62,463 |
| Other deposits | 170,492 | 170,692 | 291,195 | 292,948 |
| Endowment policies | 30,985 | 30,123 | 24,474 | 24,473 |
| | <u>2,913,698</u> | <u>3,236,096</u> | <u>2,788,450</u> | <u>2,986,662</u> |

A register of the investments can be obtained from the University of Johannesburg's Treasury office. The fair value of the investments is based on the closing market values and other appropriate valuation methodologies as at 31 December 2020. The valuations are performed by independent fund managers who manage the University's investments under agreed mandates.



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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

12. Cash and cash equivalents

| | | | | |
|--------------------------------------|------------------|------------------|------------------|------------------|
| Cash at bank and in hand | 159,377 | 155,670 | 140,713 | 137,563 |
| Short term cash deposits | 1,805,153 | 1,375,956 | 1,805,153 | 1,375,956 |
| Net cash and cash equivalents | 1,964,530 | 1,531,626 | 1,945,866 | 1,513,519 |

The fair value of cash and cash equivalents approximates its carrying amount.

The carrying amount of the University's cash and cash equivalents is denominated in South African Rand (R). The maximum exposure to credit risk at the reporting date is the carrying value of cash and cash equivalents. Management of credit risk is disclosed in note 34.

Short term cash deposits are deposits with a maturity term of less than 3 months.

The following facilities have been approved by ABSA Bank:

| | | | | |
|---|--------|--------|--------|--------|
| Credit cards | 2,000 | 2,000 | 2,000 | 2,000 |
| Fleet cards | 1,200 | 1,200 | 1,200 | 1,200 |
| Letters of credit | 2,000 | 2,000 | 2,000 | 2,000 |
| ABSA housing scheme | 500 | 500 | 500 | 500 |
| Automated clearing bureau credits | 15,900 | 15,900 | 15,900 | 15,900 |
| Automated clearing bureau debits | 4,500 | 4,500 | 4,500 | 4,500 |
| Forward exchange contracts | 300 | 300 | 300 | 300 |
| Foreign exchange settlement limit | 300 | 3,000 | 300 | 3,000 |
| Guarantees | 1,119 | 1,119 | 1,119 | 1,119 |
| ABSA vehicle management solutions proprietary limited | 10,000 | - | 10,000 | - |

The following facilities have been approved by Bidvest Bank:

| | | | | |
|---------|--------|--------|--------|--------|
| Spot | 50,000 | 50,000 | 50,000 | 50,000 |
| Forward | 50,000 | 50,000 | 50,000 | 50,000 |
| Trade | 10,000 | 10,000 | 10,000 | 10,000 |

13. Short term deposits

| | | | | |
|---------------------|---------|---|---------|---|
| Short term deposits | 820,000 | - | 820,000 | - |
|---------------------|---------|---|---------|---|

Short term deposits are deposits with a maturity term of greater than 3 months.

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Notes to the Consolidated and Separate Financial Statements

| Figures in R `000 | Consolidated 2020 | Consolidated 2019 | University 2020 | University 2019 |
|--|----------------------|----------------------|--------------------|--------------------|
| 14. Provisions | | | | |
| Non-current provisions | | | | |
| Provision for Deferred Compensation | | | | |
| Opening Balance | 1,534 | 19,798 | 1,534 | 19,798 |
| Additions | - | - | - | - |
| Utilised during the year | (362) | (18,264) | (362) | (18,264) |
| Closing balance | 1,172 | 1,534 | 1,172 | 1,534 |
| Provision for City of Johannesburg | | | | |
| Opening Balance | 53,483 | 30,074 | 53,483 | 30,074 |
| Additions | 16,537 | 23,948 | 16,537 | 23,948 |
| Utilised during the year | (175) | (539) | (175) | (539) |
| Closing balance | 69,845 | 53,483 | 69,845 | 53,483 |
| Total non-current provisions | 71,017 | 55,017 | 71,017 | 55,017 |
| Current provisions | | | | |
| Leave pay provision | | | | |
| Opening Balance | 68,793 | 66,867 | 68,793 | 66,867 |
| Additions | 50,491 | 43,000 | 50,491 | 43,000 |
| Utilised during the year | (53,172) | (41,074) | (53,172) | (41,074) |
| Closing balance | 66,112 | 68,793 | 66,112 | 68,793 |
| Total current provisions | 66,112 | 68,793 | 66,112 | 68,793 |
| 15. Trade and other payables | | | | |
| Financial Instruments | | | | |
| Current | | | | |
| Trade Payables | 53,249 | 74,872 | 52,426 | 74,171 |
| Accruals | 103,327 | 90,513 | 102,892 | 87,412 |
| Other payables | 1,060,739 | 854,596 | 1,061,693 | 852,674 |
| | 1,217,315 | 1,019,981 | 1,217,011 | 1,014,257 |
| Non-Financial Instruments | | | | |
| Current | | | | |
| Income Tax payable by subsidiaries | - | 290 | - | - |
| Value added tax | - | - | - | 458 |
| | - | 290 | - | 458 |
| Total trade and other payables | 1,217,315 | 1,020,271 | 1,217,011 | 1,014,715 |

The fair values for trade and other payables above approximate their carrying amounts.

Included in the other payables is Bursaries of Consolidated R945 573 / University R945 573 (2019: Consolidated R718 898 / University R718 898), Unallocated deposits of Consolidated R54 690 / University R54 690 (2019: Consolidated R71 148 / University R71 148), SARS of Consolidated R54 938 / University R54 938 (2019: Consolidated 73 334 / University 73 334).



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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

16. Leases

Lease liability

| | | | | |
|-------------|-------|-------|--------|--------|
| Current | 3,175 | 3,110 | 14,649 | 14,515 |
| Non-current | 5,927 | 8,609 | 16,952 | 8,609 |

The University has leases for buildings and vehicles. With the exception of short-term leases and leases of low-value underlying assets, each lease is reflected in the consolidated statement of financial position as a right-of-use asset and a lease liability. The University classifies its right-of-use assets in a consistent manner to its property, plant and equipment (note 6).

The table below describes the nature of the University's leasing activities by type of right-of-use asset recognised in the consolidated statement of financial position:

| Right-of-use asset | No. of right- of- use assets leased | Range of remaining term | Average remaining lease term | No. of leases with extension option | No. of leases with option to purchase | No. of leases with termination option |
|---------------------|---|-------------------------------|------------------------------------|---|---|--|
| Consolidated | | | | | | |
| Buildings | 2 | 2-3 years | 2 years | - | - | - |
| Vehicles | 16 | 3-4 years | 3 years | - | - | - |
| University | | | | | | |
| Buildings | 3 | 2-3 years | 2 years | - | - | - |
| Vehicles | 16 | 3-4 years | 3 years | - | - | - |

The Group has elected not to recognise a lease liability for short term leases (leases with an expected term of 12 months or less) or for leases of low value assets. Payments made under such leases are expensed. (note 27)

The lease liabilities are secured by the related underlying assets. Future minimum lease payments at 31 December 2020 were as follows:

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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

Leases continued...

| | Within 1 year | 1-2 years | 2-3 years | > 3 years | Total |
|---------------------------|------------------|---------------|--------------|--------------|---------------|
| Consolidated | | | | | |
| 31 December 2020 | | | | | |
| Lease payments | 3,666 | 3,796 | 2,435 | 1,383 | 11,280 |
| Finance charges | (492) | (734) | (568) | (384) | (2,178) |
| Net present values | 3,174 | 3,062 | 1,867 | 999 | 9,102 |
| 31 December 2019 | | | | | |
| Lease payments | 3,535 | 3,652 | 2,954 | 3,817 | 13,958 |
| Finance charges | (249) | (489) | (549) | (952) | (2,239) |
| Net present values | 3,286 | 3,163 | 2,405 | 2,865 | 11,719 |
| University | | | | | |
| 31 December 2020 | | | | | |
| Lease payments | 16,365 | 16,495 | 2,435 | 1,383 | 36,678 |
| Finance charges | (1,717) | (2,408) | (568) | (384) | (5,077) |
| Net present values | 14,648 | 14,087 | 1,867 | 999 | 31,601 |
| 31 December 2019 | | | | | |
| Lease payments | 16,233 | 3,652 | 2,954 | 3,817 | 26,656 |
| Finance charges | (1,542) | (489) | (549) | (952) | (3,532) |
| Net present values | 14,691 | 3,163 | 2,405 | 2,865 | 23,124 |

17. Student deposits and accounts in credit

| | | | | |
|----------------------------|----------------|----------------|----------------|----------------|
| Student accounts in credit | 165,900 | 148,881 | 165,900 | 148,881 |
| Income received in advance | 38,434 | 29,684 | 33,677 | 24,428 |
| Deposits | 920 | 217 | 920 | 217 |
| | <u>205,254</u> | <u>178,782</u> | <u>200,497</u> | <u>173,526</u> |



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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

18. Borrowings

| | | | | |
|--|-----|-------|-----|-------|
| a) Government loans secured by increment guarantees | 796 | 1,406 | 796 | 1,406 |
| Interest is charged at fixed rates for each loan that range between 8% and 14% per annum. These loans are repayable in annual payments of R879 514 over periods that range from 11 to 19 years. The annual interest and redemption payments are subsidised by the government at a rate of 85%. | | | | |
| b) Loans secured by Government guarantees | - | 877 | - | 877 |
| Interest is charged at fixed rates for each loan that range between 7.5% and 17.5% per annum. These loans are repayable over periods that range from 20 to 40 years. The annual interest and redemption payments are subsidised by the government at a rate of 85%. | | | | |
| | 796 | 2,283 | 796 | 2,283 |

The repayment dates of the University's borrowings at the reporting dates are as follows:

| | | | | |
|-----------------------|-------|-------|-------|-------|
| Up to 1 year | 533 | 610 | 533 | 610 |
| Between 1 and 2 years | 263 | 796 | 263 | 796 |
| Between 2 and 5 years | - | 877 | - | 877 |
| | 796 | 2,283 | 796 | 2,283 |
| Less: current portion | (533) | (610) | (533) | (610) |
| | 263 | 1,673 | 263 | 1,673 |

The carrying amounts of short-term borrowings approximate their fair values as the impact of discounting is not significant. The University has no undrawn borrowing facilities.

19. Deferred income

The Department of Higher Education and Training has been through a process commencing with the development of the Macro Infrastructure Framework (MIF) and culminating with detailed one-on-one discussions with each University regarding their funding applications which were uploaded onto the MIF web-based platform. Funds are allocated to each University in line with infrastructure plans based on the principles agreed upon through the MIF.

| | | | | |
|--|------------------|------------------|------------------|------------------|
| Opening balance as at 1 January | 369,438 | 274,539 | 369,438 | 274,539 |
| Grants received during the year | 58,933 | 160,900 | 58,933 | 160,900 |
| Grants to be returned | (32,394) | - | (32,394) | - |
| Grants utilised to reduce asset cost | (43,138) | (66,001) | (43,138) | (66,001) |
| | 352,839 | 369,438 | 352,839 | 369,438 |
| Non-current portion of deferred revenue | (202,254) | (274,275) | (202,254) | (274,275) |
| Current portion transferred to current liabilities | (150,585) | (95,163) | (150,585) | (95,163) |
| | (352,839) | (369,438) | (352,839) | (369,438) |



University of Johannesburg

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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

20. Retirement benefit assets and obligations

| | | | | |
|--|----------------|----------------|----------------|----------------|
| Post-retirement medical benefits (note 20.1) | 177,967 | 200,326 | 177,967 | 200,326 |
| UJ Long service awards (note 20.4) | 44,343 | 44,792 | 44,343 | 44,792 |
| | <u>222,310</u> | <u>245,118</u> | <u>222,310</u> | <u>245,118</u> |

Reconciliation of the actuarial gains / (losses) on long term employee benefits:

| | | | | |
|----------------------------------|---------------|----------------|---------------|----------------|
| Post-retirement medical benefits | 32,242 | 34,940 | 32,242 | 34,940 |
| UJ Pension fund | 34,023 | (31,097) | 34,023 | (31,097) |
| UJ Disability fund | 4,173 | (9,002) | 4,173 | (9,002) |
| UJ Long service awards | 5,033 | 3,945 | 5,033 | 3,945 |
| | <u>75,471</u> | <u>(1,214)</u> | <u>75,471</u> | <u>(1,214)</u> |

Reconciliation of the change in asset limit:

| | | | | |
|--------------------|----------------|---------------|----------------|---------------|
| UJ Pension fund | 394,221 | 49,743 | 394,221 | 49,743 |
| UJ Disability fund | 2,612 | (10,211) | 2,612 | (10,211) |
| | <u>396,833</u> | <u>39,532</u> | <u>396,833</u> | <u>39,532</u> |

| | | | | |
|---|----------------|---------------|----------------|---------------|
| Net Actuarial gain(losses) on defined benefit plans | <u>472,304</u> | <u>38,318</u> | <u>472,304</u> | <u>38,318</u> |
|---|----------------|---------------|----------------|---------------|

| | | | | |
|-----------------------------|---------|--------|---------|--------|
| UJ pension fund (note 20.2) | 503,060 | 64,321 | 503,060 | 64,321 |
|-----------------------------|---------|--------|---------|--------|

Amounts for the latest actuarial valuation and previous three periods are as follows:

| | 2017 | 2018 | 2019 | 2020 |
|---|------------------|------------------|------------------|----------------|
| Defined benefit obligation (note 20.1 and 20.4) | (266,738) | (266,573) | (245,118) | (222,310) |
| Fair value of plan assets (note 20.2) | 65,024 | 62,182 | 64,321 | 503,060 |
| Retirement benefit obligation (asset) | <u>(201,714)</u> | <u>(204,391)</u> | <u>(180,797)</u> | <u>280,750</u> |

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Retirement benefit assets and obligations continued...

20.1 Post-retirement medical benefits - Wholly unfunded

The University provides post-retirement medical benefits to certain qualifying employees in the form of continued medical aid contributions. Their entitlement to these benefits is dependent on the employee remaining in service until retirement. The accumulated post-retirement medical obligation and annual cost of those benefits is determined annually by independent actuaries. The actuarially determined liability based on the University's current practice of funding a portion of its retirees and in service members medical aid was valued at 31 December 2020.

| | | | | |
|---------------------------------|------------------|------------------|------------------|------------------|
| Present value of the obligation | (177,967) | (200,326) | (177,967) | (200,326) |
| | <u>(177,967)</u> | <u>(200,326)</u> | <u>(177,967)</u> | <u>(200,326)</u> |

Reconciliation of the movement in the defined benefit obligation:

| | | | | |
|--|------------------|------------------|------------------|------------------|
| Present value of obligation: beginning of the year | (200,326) | (223,597) | (200,326) | (223,597) |
| Current service cost | (2,373) | (3,108) | (2,373) | (3,108) |
| Interest cost | (20,317) | (21,453) | (20,317) | (21,453) |
| Benefits paid | 12,807 | 12,892 | 12,807 | 12,892 |
| | <u>(210,209)</u> | <u>(235,266)</u> | <u>(210,209)</u> | <u>(235,266)</u> |

Less remeasurements:

| | | | | |
|--|-----------------|-----------------|-----------------|-----------------|
| - (Gain)/loss from change in financial assumptions | (23,890) | (13,705) | (23,890) | (13,705) |
| - (Gain)/loss from change in demographic assumptions | (8,352) | (21,235) | (8,352) | (21,235) |
| | <u>(32,242)</u> | <u>(34,940)</u> | <u>(32,242)</u> | <u>(34,940)</u> |

| | | | | |
|--|------------------|------------------|------------------|------------------|
| Present value of obligation: end of the period | <u>(177,967)</u> | <u>(200,326)</u> | <u>(177,967)</u> | <u>(200,326)</u> |
|--|------------------|------------------|------------------|------------------|

The risks faced by UJ as a result of the post-employment healthcare obligation are as follows:

- Inflation: The risk that future CPI Inflation and healthcare cost Inflation are higher than expected and uncontrolled.
- Longevity: The risk that pensioners live longer than expected and thus their healthcare benefit is payable for longer than expected.
- Open-ended, long-term liability: The risk that the liability may be volatile in the future and uncertain.
- Future changes in legislation: The risk that changes to legislation with respect to the post-retirement healthcare liability may increase the liability for UJ.
- Future changes in the tax environment: The risk that changes in the tax legislation governing employee benefits may increase the liability for UJ.
- Perceived inequality by non-eligible employees: The risk that dissatisfaction of employees who are not eligible for a post-employment healthcare subsidy.
- Administration: Administration of this liability poses a burden to UJ.
- Enforcement of eligibility criteria and rules: The risk that eligibility criteria and rules are not strictly or consistently enforced.



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|-------------------|----------------------|----------------------|--------------------|--------------------|

Retirement benefit assets and obligations continued...

In estimating the unfunded liability for post-employment medical care, the following assumptions are made:

| | | | | |
|---|-----------|-----------|-----------|-----------|
| Effective date of assumptions | 31-Dec-20 | 31-Dec-19 | 31-Dec-20 | 31-Dec-19 |
| Post retirement plan | | | | |
| Discount rate | 12.90% | 10.50% | 12.90% | 10.50% |
| Health care cost inflation | 9.10% | 7.90% | 9.10% | 7.90% |
| Expected retirement age | 65 yrs | 65 yrs | 65 yrs | 65 yrs |
| CPI Inflation | 3.50% | 5.90% | 3.50% | 5.90% |
| UJ's best estimate of contributions and benefits expected to be paid to the plan during the annual period beginning after reporting date: | (12,686) | (11,397) | (12,686) | (11,397) |

The sensitivity of the defined benefit obligation to changes in the weighted principle assumptions is:

| | Change in assumption | Impact on defined benefit obligation | |
|---------------------------|-------------------------|---|---|
| | | Increase in assumption | Decrease in assumption |
| Healthcare cost inflation | 1,00% | Decrease by 9.1% | Increase by 10.7% |
| Discount rate | 1,00% | Increase by 10.8% | Decrease by 9.1% |
| | | Increase by 1 year in assumption | Decrease by 1 year in assumption |
| Expected retirement age | | Decrease by 2.4% | Increase by 2.2% |

The above sensitivity analyses are based on a change in an assumption while holding all other assumptions constant. In practice, this is unlikely to occur, and changes in some assumptions may be correlated. When calculating the sensitivity of the defined benefit obligation to significant actuarial assumptions the same method has been applied as when calculating the pension liability recognised within the statement of financial position.

The methods and types of assumptions used in preparing the sensitivity analysis did not change compared to the previous period.



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|-------------------|----------------------|----------------------|--------------------|--------------------|

Retirement benefit assets and obligations continued...

20.2 Pension obligations - Wholly funded

The University has established post retirement pension schemes that cover all employees. The assets of the fund are held in an independent trustee administered fund in terms of the Pensions Fund Act of 1956, as amended. The pension fund is valued by independent actuaries on an annual basis using the Projected Unit Credit Method.

The latest full actuarial valuation of the pension fund was performed on the 31 December 2020. Contributions to the provident fund are charged to the statement of profit or loss and comprehensive income in the year in which they are incurred.

| | | | | |
|---|----------------|---------------|----------------|---------------|
| Balance at end of the year | | | | |
| Present value of the obligation | (789,004) | (768,770) | (789,004) | (768,770) |
| Fair value of plan assets | 1,384,114 | 1,348,019 | 1,384,114 | 1,348,019 |
| Unrecognised surplus due to IAS 19(a) limit | (90,178) | (513,056) | (90,178) | (513,056) |
| Defined benefit surplus at 31 December | <u>504,932</u> | <u>66,193</u> | <u>504,932</u> | <u>66,193</u> |

The paragraph 65 limit ensures that the asset recognised in the financial position is subject to a maximum of the present value of any economic benefits available to the University in the form of refunds or reductions in future contributions.

Reconciliation of the present value of the obligation

| | | | | |
|---|----------------|----------------|----------------|----------------|
| Defined benefit obligation at beginning of the year | 768,770 | 809,364 | 768,770 | 809,364 |
| Member contributions | 1,400 | 1,593 | 1,400 | 1,593 |
| Service cost | 4,733 | 5,156 | 4,733 | 5,156 |
| Interest cost | 66,551 | 72,134 | 66,551 | 72,134 |
| | <u>841,454</u> | <u>888,247</u> | <u>841,454</u> | <u>888,247</u> |
| Remeasurements: | | | | |
| - Actuarial (gain)/loss | 16,438 | (24,036) | 16,438 | (24,036) |
| Benefit payments | (68,888) | (95,441) | (68,888) | (95,441) |
| Defined benefit obligation at 31 December | <u>789,004</u> | <u>768,770</u> | <u>789,004</u> | <u>768,770</u> |

Reconciliation of the fair value of plan assets

| | | | | |
|--|------------------|------------------|------------------|------------------|
| Fair Value of assets as at 1 January | 1,348,019 | 1,312,612 | 1,348,019 | 1,312,612 |
| University contributions | 2,759 | 3,075 | 2,759 | 3,075 |
| Member contributions | 1,400 | 1,593 | 1,400 | 1,593 |
| | <u>1,352,178</u> | <u>1,317,280</u> | <u>1,352,178</u> | <u>1,317,280</u> |
| Remeasurements: | | | | |
| -Net interest income/expense | 118,409 | 119,119 | 118,409 | 119,119 |
| -Actuarial gain/(loss) | (17,585) | 7,061 | (17,585) | 7,061 |
| | <u>100,824</u> | <u>126,180</u> | <u>100,824</u> | <u>126,180</u> |
| Benefits paid | (68,888) | (95,441) | (68,888) | (95,441) |
| Fair Value of assets as at 31 December | <u>1,384,114</u> | <u>1,348,019</u> | <u>1,384,114</u> | <u>1,348,019</u> |



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|-------------------|----------------------|----------------------|--------------------|--------------------|

Retirement benefit assets and obligations continued...

| | | | | |
|---|---------|---------|---------|---------|
| The actual return on plan assets is as follows: | 100,824 | 126,180 | 100,824 | 126,180 |
|---|---------|---------|---------|---------|

The risks faced by UJ as a result of the defined benefit obligation are as follows:

- Inflation: The risk that future CPI Inflation is higher than expected and uncontrolled. This would lead to greater than expected pension and salary increases which would increase the liability to the University.
- Longevity: The risk that pensioners live longer than expected and thus their healthcare benefit is payable for longer than expected.
- Open-ended, long-term liability: The risk that the liability may be volatile in the future and uncertain.
- Future changes in legislation: The risk that changes to legislation with respect to the post-retirement liability may increase the liability
- Future changes in the tax environment: The risk that changes in the tax legislation governing employee benefits may increase the liability
- Administration: Administration of this liability poses a burden to UJ.

The assets of the University of Johannesburg Defined Benefit Pension Fund were invested as follows:

| | | | | |
|---------------|--------------|--------------|--------------|--------------|
| Cash | 4.99% | 8.40% | 4.99% | 8.40% |
| Equity | 43.19% | 43.91% | 43.19% | 43.91% |
| Bonds | 22.16% | 21.11% | 22.16% | 21.11% |
| Property | 1.16% | 2.26% | 1.16% | 2.26% |
| International | 26.42% | 22.26% | 26.42% | 22.26% |
| Other | 2.08% | 2.06% | 2.08% | 2.06% |
| Total | 100 % | 100 % | 100 % | 100 % |

Plan assets are valued at the current market value as required by IAS 19 as at 31 December 2020.

| | | | | |
|---|-------|-------|-------|-------|
| Discount rate | 8.10% | 9.00% | 8.10% | 9.00% |
| Inflation rate | 3.50% | 4.60% | 3.50% | 4.60% |
| Salary increase rate | 4.50% | 5.60% | 4.50% | 5.60% |
| Pension increase allowance (Ex-NTRF) | 1.93% | 2.53% | 1.93% | 2.53% |
| Pension increase allowance (Other pensioners) | 2.28% | 3.64% | 2.28% | 3.64% |

| | | | | |
|--|-------|-------|-------|-------|
| UJ's best estimate of contributions expected to be paid to the plan during the annual period beginning after reporting date: | 1,428 | 4,859 | 1,428 | 4,859 |
|--|-------|-------|-------|-------|

Sensitivity Analysis

It is important to treat the results of the valuation with a degree of caution, as they are extremely sensitive to the assumptions used.

The valuation results set out above are based on a number of assumptions. The value of the liability could turn out to be overstated or understated, depending on the extent to which actual experience differs from the assumptions adopted



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Retirement benefit assets and obligations continued...

We recalculated the liability to show the effect of:

- the discount rate assumption on the defined benefit obligation by adding and subtracting 1% to the discount rate; and
- the inflation assumption on the defined benefit obligation by adding and subtracting 1% to the inflation rate.

| | Obligation | +1% | -1% |
|----------------------------|------------|-----------|-----------|
| Discount rate | | | |
| Defined benefit obligation | (789,004) | (726,573) | (868,008) |
| Change | | (7.9%) | 10.00% |
| Inflation rate | | | |
| Defined benefit obligation | (789,004) | (837,046) | (747,933) |
| Change | | 6.10% | (5.2%) |

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|-------------------|----------------------|----------------------|--------------------|--------------------|

Retirement benefit assets and obligations continued...

20.3 Disability Fund

The University provides post-retirement disability benefits to certain qualifying employees in the form of continued disability contributions. Their entitlement of these benefits continue to the end of the year in which the claimant reached the age of 65 and increase annually. The accumulated disability obligation and annual cost of those benefits is determined annually by independent actuaries. The actuarially determined liability which is reduced by the payments received from reinsurers was valued at 31 December 2020.

Balance at end of the year

| | | | | |
|---|-----------|-----------|-----------|-----------|
| Present value of the obligation | (40,879) | (45,324) | (40,879) | (45,324) |
| Fair value of plan assets | 180,757 | 172,540 | 180,757 | 172,540 |
| Unrecognised surplus due to IAS 19(a) limit | (139,878) | (127,216) | (139,878) | (127,216) |
| Defined benefit surplus at 31 December | - | - | - | - |

The paragraph 65 limit ensures that the asset recognised in the financial position is subject to a maximum of the present value of any economic benefits available to the University in the form of refunds of reductions in future contributions.

Reconciliation of the movement in the defined benefit obligation:

| | | | | |
|--|----------|----------|----------|----------|
| Present value of obligation: beginning of the year | 45,342 | 34,073 | 45,342 | 34,073 |
| Current service cost | 1,502 | 1,159 | 1,502 | 1,159 |
| Interest cost | 3,220 | 2,519 | 3,220 | 2,519 |
| | 50,064 | 37,751 | 50,064 | 37,751 |
| - Actuarial (gain)/loss | 1,469 | 18,293 | 1,469 | 18,293 |
| Benefits paid (net of reinsurance proceeds) | (10,636) | (10,702) | (10,636) | (10,702) |
| Present value of obligation: end of year | 40,897 | 45,342 | 40,897 | 45,342 |

Reconciliation of the movement in the plan assets:

| | | | | |
|---|---------|---------|---------|---------|
| Present value of assets beginning of the year | 172,540 | 160,617 | 172,540 | 160,617 |
| Contributions (net of reinsurance premiums) | (1,502) | (1,159) | (1,502) | (1,159) |
| Value of assets as at 31 December | 171,038 | 159,458 | 171,038 | 159,458 |
| Remeasurements: | | | | |
| -Net interest income/expense | 13,211 | 13,352 | 13,211 | 13,352 |
| -Actuarial (loss)/gain | 5,642 | 9,291 | 5,642 | 9,291 |
| | 18,853 | 22,643 | 18,853 | 22,643 |
| Benefits (net of reinsurance premiums) | (9,134) | (9,561) | (9,134) | (9,561) |
| Value of assets as at 31 December | 180,757 | 172,540 | 180,757 | 172,540 |
| The actual return on plan assets is as follows: | 18,853 | 22,643 | 18,853 | 22,643 |

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|--|----------------------|----------------------|--------------------|--------------------|
| Retirement benefit assets and obligations continued... | | | | |
| The assets of the University of Johannesburg Disability Fund were invested as follows: | | | | |
| Cash | (0.13%) | (0.37%) | (0.13%) | (0.37%) |
| Equity | 46.60% | 44.61% | 46.60% | 44.61% |
| Bonds | 19.19% | 17.72% | 19.19% | 17.72% |
| Property | 3.20% | 7.41% | 3.20% | 7.41% |
| International | 28.96% | 26.81% | 28.96% | 26.81% |
| Other | 2.18% | 3.82% | 2.18% | 3.82% |
| Total | 100 % | 100 % | 100 % | 100 % |

Plan assets are valued at the current market value as required by IAS 19 as at 31 December 2020.

Claimants

| | | | | |
|----------------------------------|-------------|-------------|-------------|-------------|
| Number of members | 21 | 25 | 21 | 25 |
| Annual benefit | 9,022 | 10,125 | 9,022 | 10,125 |
| Annual reinsured benefit | 1,259 | 1,830 | 1,259 | 1,830 |
| Benefit weighted average service | 58.2 yrs | 58.0 yrs | 58.2 yrs | 58.0 yrs |
| Effective date of assumptions | 31 Dec 2020 | 31 Dec 2019 | 31 Dec 2020 | 31 Dec 2019 |

The principal assumptions used for accounting purposes were as follows:

| | | | | |
|--------------------------------|-------|-------|-------|-------|
| General inflation rate | 2.40% | 3.70% | 2.40% | 3.70% |
| Discount rate | 5.60% | 7.90% | 5.60% | 7.90% |
| Expected increases in benefits | 3.40% | 4.70% | 3.40% | 4.70% |

The University's best estimate is that no contributions are expected to be paid to the plan during the annual period beginning after reporting date.

The sensitivity of the defined benefit obligation to changes in the weighted principle assumptions is:

| | Impact on defined benefit obligation | |
|----------------|--------------------------------------|--|
| | Change in assumption | Increase in assumption Decrease in assumption |
| Inflation rate | 1.00% | Increase by 5,3% Decrease by 4,9% |
| Discount rate | 1.00% | Decrease by 4,0% Increase by 4,4% |

The fund is not registered with the FSB.

The benefits of the fund are payable to the current claimants under the fund.

The fund liability is reduced by the payments received from the reinsurers.

The employees of the University of Johannesburg are entitled to a disability benefit which is housed in a fund. The University of Johannesburg contributes to the insurance policy for the disability funding of their permanent employees. However there is nothing in the fund rules that eliminates the University of Johannesburg's obligation to the employees in the event of the insurance policy not being able to cover the deficit or in the event that there is insufficient assets in the fund. The benefit paid to the disabled employee does not depend on the length of service.



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Retirement benefit assets and obligations continued...

The University of Johannesburg entered into a contract with Guardrisk Life Limited under which Guardrisk Life Limited (Insurer) has underwritten, on payment of a lump sum due in terms of this policy, to provide assurance for eligible employees of the University of Johannesburg.

An eligible employee is an employee of the University of Johannesburg who is employed for at least 24 hours a week. The assurance provided is in respect of disability of a member to the fund. Guardrisk Life Limited has now undertaken to manage the fund and the disability claims. The entity previously had a fund with Momentum. There are members of this fund which have become partially disabled. The initial Momentum Disability Policy will continue to pay 75% of the disability claimant's benefits; the remainder is paid by Guardrisk Life Limited now. The effective date for the policy is 1 January 2016 per the signed contract. The premium was paid on 1 December 2014 and the balance sheet and income statement of this insurance policy was accounted from this date.

A member's membership of the fund shall be terminated on the earliest of the following events:

- a) The death of the member; or
- b) The member attaining normal retirement age; or
- c) The member ceasing to be a member of the Fund; or
- d) Discontinuance of the payment of premiums in respect of a member; or
- e) Absence of the member as defined; or
- f) The permanent departure of the member from the territories in terms of the contract unless accepted in writing.

The University of Johannesburg (Policy holder) shall bear the cost of the premiums required to provide the Benefits to the Members and shall pay the premiums and administrative charges due to the Insurer. The amount of premiums payable to secure the Benefits under this policy shall be calculated by the Insurer in accordance with the scale of premium rates in force under this policy at the date of calculation and will be based on information given to the Insurer by the Policy holder. The profit accumulation of the fund may be used to maintain benefits that could be adversely affected by circumstances beyond the control of the Policy holder. This utilisation of the profit share shall constitute a claim against the policy. The maximum accumulated value of claims may not exceed the accumulated profit. The Insurer's liability in this regard will not exceed the Benefit for which the Policy holder has paid premiums to the Insurer. In this case UJ might have an obligation towards the employees should the policy not have sufficient funds. The contract with Guardrisk life Limited did not impact on any previous accounting treatment and is accounted for on the same basis as in the past.

The risks faced by UJ as a result of the defined benefit obligation are as follows:

- Inflation: The risk that future CPI Inflation is higher than expected and uncontrolled. This would lead to greater than expected benefit
- Long-term liability: The risk that the liability may be volatile in the future and uncertain.
- Future changes in legislation: The risk that changes to legislation with respect to the post-retirement liability may increase the liability for
- Future changes in the tax environment: The risk that changes in the tax legislation governing employee benefits may increase the liability



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|-------------------|----------------------|----------------------|--------------------|--------------------|

Retirement benefit assets and obligations continued...

20.4 Long service award

The University awards long service payments to qualifying staff as predetermined milestones are reached. The actuarially determined liability which is reduced by the provision made by the University was valued at 31 December 2019. This obligation is funded from University's reserves.

Reconciliation of the movement in the long service award obligation:

| | | | | |
|--|----------------------|----------------------|----------------------|----------------------|
| Present value of obligation: beginning of the year | 44,792 | 42,976 | 44,792 | 42,976 |
| Current service cost | 5,700 | 5,687 | 5,700 | 5,687 |
| Interest cost | 3,935 | 3,944 | 3,935 | 3,944 |
| | <u>54,427</u> | <u>52,607</u> | <u>54,427</u> | <u>52,607</u> |
| - Actuarial (gain)/loss | (5,033) | (3,945) | (5,033) | (3,945) |
| Benefits paid | (5,051) | (3,870) | (5,051) | (3,870) |
| Present value of obligation: end of period | <u>44,343</u> | <u>44,792</u> | <u>44,343</u> | <u>44,792</u> |
| The University's best estimate of awards expected to be paid to employees during the annual period beginning after reporting date: | 4,021 | 5,051 | 4,021 | 5,051 |
| The significant actuarial assumptions were as follows: | | | | |
| Discount rate | 10.00% | 9.30% | 10.00% | 9.30% |
| Salary inflation | 6.50% | 6.40% | 6.50% | 6.40% |
| CPI inflation | 5.00% | 4.90% | 5.00% | 4.90% |
| Expected retirement age | 65 yrs | 65 yrs | 65 yrs | 65 yrs |

The sensitivity analysis of the liability to changes in the principal assumptions is:

| | Change in assumption | Increase in assumption | Decrease in assumption |
|-------------------------|-------------------------|------------------------|------------------------|
| Discount rate | 1% | Decrease by 6.9% | Increase by 7.8% |
| Salary inflation | 1% | Increase by 7.7% | Decrease by 6.9% |
| Expected retirement age | 1 year | Increase by 12.3% | Decrease by 10.4% |



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|--|----------------------|----------------------|--------------------|--------------------|
| 21. State appropriations - subsidies and grants | | | | |
| Block grant | 2,436,000 | 2,346,636 | 2,436,000 | 2,346,636 |
| University capacity development | 54,505 | 47,553 | 54,505 | 47,553 |
| Foundation phase development | 52,427 | 44,137 | 52,427 | 44,137 |
| Interest and redemption of government approved loans | 767 | 730 | 767 | 730 |
| Clinical training of health professionals | 16,137 | 8,885 | 16,137 | 8,885 |
| nGAP | 12,956 | - | 12,956 | - |
| | 2,572,792 | 2,447,941 | 2,572,792 | 2,447,941 |
| 22. Tuition and other fee income | | | | |
| Tuition Fees | 1,699,779 | 1,683,976 | 1,699,779 | 1,684,565 |
| Registration Fees | 33,461 | 35,202 | 33,461 | 35,202 |
| Levy Income | 30,995 | 33,336 | 30,995 | 33,336 |
| Deposit Income Retained | - | 219 | - | 219 |
| Other Fees | 210 | 272 | 210 | 272 |
| Tuition and other related fees | 1,764,445 | 1,753,005 | 1,764,445 | 1,753,594 |
| Residence Fees | 210,456 | 205,356 | 201,379 | 195,200 |
| | 1,974,901 | 1,958,361 | 1,965,824 | 1,948,794 |
| 23. Research income | | | | |
| Research income NRF | 135,393 | 136,871 | 135,393 | 136,871 |
| Contract Research International | 29,412 | 14,282 | 29,412 | 14,282 |
| Contract Research National | 68,863 | 35,803 | 68,863 | 36,366 |
| Non-Obligated Research income | 11,818 | 9,040 | 11,818 | 9,040 |
| Research donations | 85 | - | 85 | - |
| | 245,571 | 195,996 | 245,571 | 196,559 |
| 24. Other operating income | | | | |
| Sundry income | 8,837 | 5,044 | 8,872 | 4,810 |
| Hire out of facilities | 4,612 | 7,083 | 4,625 | 8,136 |
| Consultation/Evaluation income | 5,313 | 26,423 | 5,313 | 26,423 |
| Project income | 76,324 | 24,710 | 73,873 | 21,780 |
| Public sales and services | 52,471 | 111,420 | 34,870 | 79,973 |
| Other income | 4,887 | 9,063 | 4,887 | 9,063 |
| Insurance claim | 2,237 | 753 | 2,237 | 754 |
| PPE gains | 39 | 495 | 39 | 495 |
| Donations | 157,416 | 173,262 | 205,416 | 188,261 |
| Total other income | 312,136 | 358,253 | 340,132 | 339,695 |

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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

25. Personnel costs

| | | | | |
|---|------------------|------------------|------------------|------------------|
| Academic professionals | 1,230,286 | 1,147,682 | 1,230,286 | 1,132,766 |
| Support personnel | 1,443,932 | 1,400,727 | 1,412,439 | 1,382,522 |
| Other post-retirement costs | 12,652 | 10,849 | 12,652 | 10,708 |
| Pension cost - defined contribution plans | 207,175 | 219,727 | 207,175 | 216,871 |
| Pension cost - defined benefit plans | 7,224 | 10,960 | 7,224 | 10,817 |
| | 2,901,269 | 2,789,945 | 2,869,776 | 2,753,685 |

Average number of personnel in service at the University of Johannesburg and its subsidiaries during the year:

| | | | | |
|-----------|-------|-------|-------|-------|
| Full Time | 4,498 | 4,348 | 4,411 | 4,348 |
| Part Time | 3,622 | 3,674 | 3,167 | 3,674 |

26. Bursaries Awarded

| | | | | |
|---------------------------|---------|---------|---------|---------|
| Student bursaries awarded | 495,231 | 479,423 | 495,231 | 479,423 |
|---------------------------|---------|---------|---------|---------|

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|--|----------------------|----------------------|--------------------|--------------------|
| 27. Other expenses | | | | |
| Other expenses comprise: | | | | |
| Auditors remuneration | 14,420 | 18,256 | 14,364 | 18,230 |
| - external audit | 7,205 | 8,152 | 7,205 | 8,164 |
| - internal audit | 4,662 | 5,164 | 4,662 | 5,164 |
| - other audit services | 2,553 | 4,940 | 2,497 | 4,902 |
| Advertising | 38,727 | 34,754 | 38,317 | 34,188 |
| Bank charges | 7,160 | 4,908 | 7,103 | 4,836 |
| Books and periodicals | 137,584 | 135,088 | 137,584 | 135,088 |
| Cartridges | 2,665 | 4,214 | 2,663 | 4,211 |
| Cleaning | 23,946 | 17,473 | 23,342 | 16,824 |
| Conference registration fees | 8,254 | 15,769 | 8,251 | 15,768 |
| Consulting fees | 71,769 | 82,290 | 69,786 | 80,612 |
| Copyright fees | 6,125 | 5,900 | 6,125 | 5,900 |
| Corporate functions | 2,706 | 9,592 | 2,706 | 9,592 |
| Cost of sales | 2,178 | 8,915 | 2,178 | 8,812 |
| Data lines | 6,924 | 7,140 | 6,924 | 7,140 |
| Foreign exchange (gains)/losses | 1,198 | (2,574) | 1,198 | (2,574) |
| Fuel, Oil and Gas | 7,947 | 8,675 | 7,608 | 8,393 |
| Functions and entertainment | 14,892 | 32,837 | 14,668 | 45,557 |
| Grants and donations | 679 | 17 | 41,337 | 17 |
| Insurance | 12,131 | 11,133 | 12,127 | 11,124 |
| Leases of low value assets | 810 | 26,196 | 810 | 25,733 |
| Legal expense | 11,966 | 10,139 | 11,740 | 10,124 |
| Medical Aid Pensioners | 12,638 | 10,708 | 12,638 | 10,708 |
| Membership fees | 9,076 | 10,887 | 9,031 | 10,852 |
| Municipal rates, taxes and electricity | 154,108 | 184,909 | 146,727 | 175,864 |
| Other expenses | 145,433 | 158,841 | 128,359 | 184,806 |
| Printing | 19,410 | 26,989 | 19,211 | 26,719 |
| Protective clothing | 5,970 | 5,744 | 5,751 | 5,420 |
| Repairs and maintenance | 117,640 | 121,284 | 121,923 | 126,062 |
| Security contracts | 22,536 | 26,663 | 22,536 | 26,663 |
| Services Rendered - outsourced | 41,473 | 48,487 | 40,662 | 48,776 |
| Short-term leases | 43,142 | 13,220 | 41,164 | 30,923 |
| Software licenses | 68,300 | 55,959 | 67,651 | 55,534 |
| Staff development | 11,748 | 17,456 | 11,430 | 16,860 |
| Stationery | 3,337 | 4,365 | 3,261 | 4,292 |
| Student expenses | 9,430 | 68,306 | 9,430 | 19,006 |
| Tax expense in subsidiaries | (203) | 731 | - | 10 |
| Teaching and laboratory consumables | 28,880 | 34,243 | 28,584 | 33,820 |
| Telephone and fax | 3,750 | 3,390 | 3,330 | 2,999 |
| Travel and accommodation | 28,010 | 108,627 | 27,986 | 108,599 |
| | 1,096,759 | 1,331,531 | 1,108,505 | 1,327,488 |



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| Figures in R `000 | Consolidated 2020 | Consolidated 2019 | University 2020 | University 2019 |
|---|----------------------|----------------------|--------------------|--------------------|
| 28. Impairment (losses) | | | | |
| Loans to subsidiaries and other entities (note 4) | 3,127 | 150 | 3,127 | 150 |
| Other | 5,012 | - | - | - |
| | 8,139 | 150 | 3,127 | 150 |
| 29. Finance income | | | | |
| Student fees | 33,886 | 28,651 | 33,730 | 28,455 |
| Current accounts | 5,384 | 7,404 | 4,343 | 5,759 |
| | 39,270 | 36,055 | 38,073 | 34,214 |
| 30. Finance costs | | | | |
| Borrowings | 277 | 628 | 158 | 232 |
| Lease obligations | 247 | 45 | 1,483 | 493 |
| Defined benefit plan | 23,302 | 4,313 | 23,302 | 4,313 |
| | 23,826 | 4,986 | 24,943 | 5,038 |
| 31. Income from investments | | | | |
| Dividends on fair value through profit or loss financial assets | 40,456 | 50,965 | 27,178 | 33,146 |
| Interest on fair value through profit or loss financial assets | 204,609 | 217,896 | 187,345 | 201,724 |
| | 245,065 | 268,861 | 214,523 | 234,870 |
| 32. Investments fair value gains/(losses) | | | | |
| Fair value movement transfer on disposal of investments | 34,313 | 114,531 | 22,818 | 90,121 |
| Profit on sale of investments | 45,216 | 235,042 | 31,884 | 180,427 |
| Loss on sale of investments | (10,903) | (120,511) | (9,066) | (90,305) |
| Unrealised fair value movement transfer on investments | 151,345 | 100,037 | 116,420 | 65,954 |
| Unrealised profit | 180,723 | 4,064,510 | 142,316 | 2,873,550 |
| Unrealised loss | (29,378) | (3,964,473) | (25,896) | (2,807,597) |
| Fair value movement on investments | 185,658 | 214,568 | 139,238 | 156,075 |



University of Johannesburg

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Figures in R `000

33. Related parties

The University of Johannesburg controls or owns shares of the following entities:

| Entity and principal business activities | Year End | Shareholding | Principal place of business |
|---|-------------|--------------|--|
| <ul style="list-style-type: none"> • Million Up Trading (Pty) Ltd <p>The principal activities of this company is to provide accommodation to students.</p> | 31 December | 100% | Cnr University and Kingsway Rd, Auckland Park |
| <ul style="list-style-type: none"> • Resolution Circle (Pty) Ltd <p>Resolution Circle is a training hub that prides itself on providing experiential learning opportunities to undergraduate electrical and mechanical engineering students from universities of technology, practical in-service project training, various short-learning and candidacy programs applicable to the ever-changing world of engineering and engineering technology.</p> | 31 December | 100% | Qoboza Klaaste Building, 20 Heights St, Doornfontein |
| <ul style="list-style-type: none"> • UJ Properties (Pty) Ltd <p>The principal activities of this company is engaged in property holding and operates principally in South Africa.</p> | 31 December | 100% | Cnr Barry Hertzog Rd and Napier Rd, Richmond |
| <ul style="list-style-type: none"> • Gradnet Portal (Pty) Ltd <p>The principal activities of this company is to supply online services to students and alumni of education institutions. Inactive, company in process of liquidation</p> | 31 December | 100% | Cnr University and Kingsway Rd, Auckland Park |
| <ul style="list-style-type: none"> • University of Johannesburg / City Lodge Educational Trust <p>The Trust is a separate entity with the University being its sole beneficiary. The principal activity of the Trust is to maintain its assets for capital growth and for the sole benefit of the University through an annual distribution. The funds are managed by an independent Board of Trustees, 2 appointed by City Lodge and 2 appointed by the University of Johannesburg.</p> | 30 June | N/A | Cnr University and Kingsway Rd, Auckland Park |
| <ul style="list-style-type: none"> • UJ Trust <p>The UJ Trust is a related party to the University of Johannesburg by virtue of control vesting in the Trustees, as appointed by the University, as well as the University being its sole beneficiary. The Trust's main objective is to support the strategic objectives of the University financially in its capacity as a PBO.</p> | 31 December | N/A | Cnr University and Kingsway Rd, Auckland Park |

University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

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Figures in R `000

Related parties continued...

| | | | |
|---|-------------|------|---|
| <ul style="list-style-type: none"> IntelliLAB (Pty) Ltd <p>IntelliLAB is a Media Production Company. Its objective is to create innovative video content for mostly TV channels, but also to integrate all possible media channels. Inactive, company in process of liquidation.</p> | 31 December | 100% | Cnr University and Kingsway Rd, Auckland Park |
| <ul style="list-style-type: none"> UJInvnt (Pty) Ltd <p>The Company is a wholly-owned (100%) private holding company of the Shareholder, established for the following purpose:</p> <ul style="list-style-type: none"> * the commercialisation on behalf of the University including, but not limited, to the following: Intellectual Property, providing technical and training services, consultancy services and courses; and * a Company that will hold shareholding on behalf of the Shareholder, and act as the Holding Company for commercial activities. | 31 December | 100% | Cnr University and Kingsway Rd, Auckland Park |

The University of Johannesburg has an interest in the following companies:

All related parties with a Year End's other than December are consolidated up to December.

| | Year End | Shareholding | | Principal place of business |
|--|-------------|----------------------------|--------------------------|---|
| | | University of Johannesburg | Non-controlling interest | |
| <ul style="list-style-type: none"> Naledi Computer Systems (Pty) Ltd <p>The principal activities of this company is to provide computer related services, products and technology. Inactive, company in process of liquidation.</p> | 31 December | 80.00% | 20.00% | Forty Four Main Street, Johannesburg |
| <ul style="list-style-type: none"> Photovoltaic Intellectual Property (Pty) Ltd <p>The principal activities of this company is to research, develop and manufacture a renewable energy photovoltaic panel. Inactive, company in process of liquidation.</p> | 28 February | 38.44% | N/A | Zidela House, 30 Techno Avenue, Techno Park, Stellenbosch |
| <ul style="list-style-type: none"> EyeThenticate (Pty) Ltd <p>Retina scanning technology. Inactive, company in process of liquidation.</p> | 28 February | 43.80% | N/A | Cnr University and Kingsway Rd, Auckland Park |



University of Johannesburg

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Related parties continued...

- Youth Development Institute of South Africa

31 December

50.00%

N/A

Cnr University
and Kingsway Rd,
Auckland Park

YDISA was established to conduct youth development research, develop youth development programmes and projects, implement in pilot youth development programmes, develop models for the youth sector, manage and disseminate youth development knowledge and inform youth related policies. Inactive, company in process of deregistration.

- Praestet (Pty) Ltd

31 December

N/A

N/A

115 Roseways 17
Tyrwhitt Avenue
Roseways

Production of paediatric hospital beds that effectively facilitates treatment of children in hospital. Shareholding still in process of being resolved.



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|-------------------|----------------------|----------------------|--------------------|--------------------|

Related parties continued...

33.1 Key Management personnel

The following are considered to be related parties to the University:

- University Council members; and
- Management comprises the members of the Management Executive Committee, Executive Deans of Faculties, and Executives.

Compensation paid to key management and members of Council

Salaries and other short-term employee benefits

| | | | | |
|------------------------|---------------|---------------|---------------|---------------|
| - members of council | 848 | 650 | 848 | 650 |
| - management (note 40) | 62,740 | 75,345 | 62,740 | 75,345 |
| | <u>63,588</u> | <u>75,996</u> | <u>63,588</u> | <u>75,996</u> |

Members of Council

| | | | | |
|-------------------|------------|------------|------------|------------|
| Baleni MF | 82 | 66 | 82 | 66 |
| Ditsego T | - | 4 | - | 4 |
| Dlamini S | 38 | 34 | 38 | 34 |
| Gebhardt CR | 4 | 4 | 4 | 4 |
| Gugushe K | 76 | 69 | 76 | 69 |
| Hildebrandt D | 51 | 25 | 51 | 25 |
| Kakana X | 42 | 68 | 42 | 68 |
| Khosa G | 51 | 35 | 51 | 35 |
| Khoza M | 42 | 13 | 42 | 13 |
| Khumalo M | 55 | 21 | 55 | 21 |
| Mateza L | 19 | 4 | 19 | 4 |
| Matlala Z | 50 | 36 | 50 | 36 |
| Memela Khambule T | - | 19 | - | 19 |
| Ndema Y | 69 | 66 | 69 | 66 |
| Rowland W | 114 | 112 | 114 | 112 |
| Teke MS | 90 | 70 | 90 | 70 |
| Van Staden C | 13 | 4 | 13 | 4 |
| | <u>848</u> | <u>650</u> | <u>848</u> | <u>650</u> |

University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Notes to the Consolidated and Separate Financial Statements

Figures in R `000

Related parties continued...

Payment to members of Council

Payment for attendance at meetings of the Council and its sub-committees

| To whom paid | Number of Members | Attendance at meetings – aggregate amount paid R'000 | Reimbursement of expenses - aggregate paid |
|-------------------------|----------------------|--|--|
| 31 December 2020 | | | |
| Chair of Council | 2 | 159 | - |
| Chairs of Committees | 6 | 354 | 2 |
| Members of Council | 8 | 335 | - |
| 31 December 2019 | | | |
| Chair of Council | 2 | 136 | - |
| Chairs of Committees | 6 | 275 | 9 |
| Members of Council | 8 | 235 | - |
| Non Council Members | 1 | 4 | - |



University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Notes to the Consolidated and Separate Financial Statements

Figures in R '000

Related parties continued...

33.2 Related party transactions and balances

Loans to related parties:

| Consolidated | Photovoltaic Intellectual Property (Pty) Ltd | | Praetet (Pty) Ltd | | Zepher | | Total | |
|----------------------------|--|----------|-------------------|-------|--------|------|---------|----------|
| | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 |
| Opening balance | 5,772 | 15,118 | 3,335 | 3,335 | 589 | 589 | 9,696 | 19,042 |
| Loans advances during year | - | 654 | 300 | - | - | - | 300 | 654 |
| Loans repayment received | - | (10,000) | - | - | - | - | - | (10,000) |
| Reallocation/Write off | (3,476) | - | - | - | - | - | (3,476) | - |
| Impairment of loan | - | - | (3,635) | - | (589) | - | (4,224) | - |
| Closing balance | 2,296 | 5,772 | - | 3,335 | - | 589 | 2,296 | 9,696 |

University

| Photovoltaic Intellectual Property (Pty) Ltd | Resolution Circle (Pty) Ltd | | A Million Up Investments 76 (Pty) Ltd | | Praetet (Pty) Ltd | | Zepher | | Total | |
|--|-----------------------------|----------|---------------------------------------|---------|-------------------|--------|--------|------|---------|----------|
| | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 |
| Opening balance | 5,772 | 15,118 | 527 | 5,190 | 12,971 | 5,699 | 589 | 589 | 19,859 | 26,596 |
| Loans advances during year | - | 654 | - | - | - | 7,272 | - | - | 150 | 8,076 |
| Loans repayment received | - | (10,000) | (527) | (4,663) | (961) | - | - | - | (1,488) | (14,663) |
| Reallocation/Write off | (3,476) | - | - | - | - | - | - | - | (3,476) | - |
| Impairment of loan | - | - | - | - | - | - | (589) | - | (739) | (150) |
| Closing balance | 2,296 | 5,772 | - | 527 | 12,010 | 12,971 | - | 589 | 14,306 | 19,859 |

The loans are unsecured, bear no interest and have no repayment terms.

Investments in related parties:

| University | UJivnt (Pty) Ltd | | UJ Properties (Pty) Ltd | | Gradnet Portal (Pty) Ltd | | Total | |
|-------------------------|------------------|------|-------------------------|--------|--------------------------|-------|--------|--------|
| | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 | 2020 | 2019 |
| Opening balance | 45 | - | 90,636 | 90,636 | 3,605 | 3,605 | 94,286 | 94,241 |
| Investments during year | 255 | 45 | - | - | - | - | 255 | 45 |
| Closing balance | 300 | 45 | 90,636 | 90,636 | 3,605 | 3,605 | 94,541 | 94,286 |



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|-------------------|----------------------|----------------------|--------------------|--------------------|

Related parties continued...

33.3 Related party transactions and balances

The following transactions were carried out with related parties

(a) Purchase of goods and services

Purchases of services:

| | | | | |
|----------------------------------|---|---|--------|--------|
| from Resolution Circle (Pty) Ltd | - | - | 7,437 | 22,237 |
| from UJ Properties (Pty) Ltd | - | - | 11,044 | 10,557 |

(b) Sale of goods and services

Sale of services:

| | | | | |
|--|-----|-----|-------|-------|
| to Resolution Circle (Pty) Ltd | - | - | 253 | 2,295 |
| to Youth Development Institute of South Africa | 12 | 508 | 12 | 508 |
| to UJ Properties (Pty) Ltd | - | - | 590 | 3,625 |
| to University Sports Company (Pty) Ltd | 315 | 458 | 315 | 458 |
| to Gradnet Portal (Pty) Ltd | - | - | - | 13 |
| to Million Up Trading (Pty) Ltd | - | - | 3,401 | 2,340 |

(c) Year-end balances arising from purchases of goods/services

Payables to related parties:

| | | | | |
|-----------------------------|---|---|-------|-------|
| Resolution Circle (Pty) Ltd | - | - | 373 | 949 |
| UJ Properties (Pty) Ltd | - | - | 1,058 | 1,015 |

(d) Year-end balances arising from sales of goods/services:

Receivables from related parties:

| | | | | |
|-------------------------------------|----|----|----|----|
| Resolution Circle (Pty) Ltd | - | - | 95 | - |
| UJ Properties (Pty) Ltd | - | - | 20 | - |
| University Sports Company (Pty) Ltd | 26 | 34 | 26 | 34 |

(f) Donations to and from related parties:

Donation to related parties:

| | | | | |
|------------------------------|---|---|--------|---|
| Million Up Trading (Pty) Ltd | - | - | 40,658 | - |
|------------------------------|---|---|--------|---|

Donation from related parties:

| | | | | |
|----------|---|---|--------|--------|
| UJ Trust | - | - | 48,000 | 15,000 |
|----------|---|---|--------|--------|

University of Johannesburg

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Notes to the Consolidated and Separate Financial Statements

Figures in R `000

34. Financial risk management

Overview

The University's activities expose it to a variety of financial risks: market risk (including currency risk, interest rate risk and price risk), credit risk and liquidity risk. The University's overall risk management program focuses on the unpredictability of financial markets and seeks to minimise potential adverse effects on the financial performance of the University.

This note explains the group's exposure to financial risks and how these risks could affect the group's future financial performance. Current year profit and loss information has been included where relevant to add further context.

| 34.1 Risk | Exposure arising from | Measurement | Management |
|-------------------------------|--|--|---|
| Market risk – currency | Future commercial transactions | Cash flow forecasting and sensitivity analysis | Forward exchange contracts |
| Market risk – interest rate | Interest bearing investments (long and short term) | Sensitivity analysis | Bank diversification (short term). |
| Market risk - security prices | Investments in equity securities | Sensitivity analysis | Portfolio diversion |
| Credit risk | Cash and cash equivalents, trade receivables, derivative financial instruments, debt investments and contract assets | Aging analysis and credit ratings | Diversification of bank deposits, credit limits and letters of credit. Investment guidelines for debt investments |
| Liquidity risk | Borrowings and other liabilities | Rolling cash flow forecasts | Monitoring daily cash levels and requirements |

Risk Management is carried out by the Finance Division under policies approved by the Audit and Risk Committee of Council which provides written principles for the overall risk management. The Audit and Risk Committee oversees the manner in which management monitors compliance with the risk management policies and procedures and reviews the adequacy of the risk management framework in relation to the risk faced by the University. The Audit and Risk Committee is assisted in its oversight role by Internal Audit, which undertakes both regular and ad hoc reviews of risk management controls and procedures. The results of these reviews are reported to the Audit and Risk Committee. Internal Audit follows a risk based audit methodology primarily based on the University's risk registers.

34.2 Market risk

Market risk is the risk that changes in market prices, such as foreign exchange rates and interest rates, may affect the University's income or the value of its holdings of financial assets. The objective of market risk management is to manage and control market risk exposures within acceptable parameters, while optimising the return on investments. This is principally done by way of mandate agreements with the Fund Managers which specify the asset allocation to manage the risk profile of the investments. The University has no portfolios that have speculative characteristics and return targets are over the long term. For the spread of the various investment types, refer to note 11.

i) Currency risk

The University does not operate internationally, but on occasion there are foreign currency denominated transactions. Management has introduced a policy which requires that all material foreign currency transactions should be hedged with a forward exchange contract. At year-end there were no material outstanding forward exchange contracts. When necessary, forward exchange contracts are rolled over at maturity.

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|-------------------|----------------------|----------------------|--------------------|--------------------|

Financial risk management continued...

ii) Interest rate risk

The University has large interest-bearing investments. Its investment policy allows management to invest working capital in interest-bearing, short-term investments up to one year. The period of each investment is linked to the cash-flow requirements to fund the University's operations. These short-term investments are invested with the five major South African commercial banks at the ruling interest rate on the day of investment. The rates are fixed for the period of the investment. The amount invested in this manner is specified in note 11.

A 1% change in the interest rate could have a Consolidated R18 052 / University R18 052 (2019: Consolidated R13 760 thousand / University R13 760 thousand) interest income influence on an annual basis.

This would actually never realise, as the average period of investment is three to nine months and therefore the amount will be a fraction of Consolidated R18 052/ University R18 052 (2019: Consolidated R13 760 thousand / University R13 760 thousand).

The University's investment policy determines that all long-term investments, including capital and money market investments are managed by the University's Fund Managers under mandate agreements. These agreements specify the asset allocation matching the risk that the University is prepared to take.

The mandates further specify the investment returns required by the University. These measures are in place to ensure that the various Fund Managers manage the interest rate risk within the levels accepted by the University. The University's Investment Committee oversees its long-term investments. The investments subject to a possible interest rate fluctuation are detailed in note 11.

iii) Price Risk

The University and its subsidiaries are exposed to equity securities price risk because of investments held by the University and classified on the consolidated statement of financial position as fair value through profit or loss financial assets. The University and its subsidiaries are not exposed to commodity price risk. To manage its price risk arising from investments in equity securities, the University and its subsidiaries diversifies its portfolio. Diversification of the portfolio is done in accordance with the limits set by the Investment Committee and the limits are included in the mandate agreement which the University and the Fund Managers concluded.

| | | | | |
|-------------------|-----------|-----------|-----------|-----------|
| Listed equities | 2,990,307 | 2,690,000 | 2,311,618 | 2,042,000 |
| 10% change impact | 300,000 | 269,000 | 200,000 | 204,200 |

For the period ended 31 December 2020, if the FTSE/JSE CAPI index increased/ decreased by 10% with all other variables held constant and all the University's equity instruments moved according to the historical correlation with the index, the non-current investment revaluation amount on the statement of financial position would be Consolidated R2 990 million / University R2 312 million (2019: Consolidated R2 690 million / University R2 042 million) higher/lower. Due to the unpredictability of equity market returns and the asset allocation of various fund managers, a general indicative percentage of 10% is used to highlight the changes in market value on equity investments. The indicative 10% does not allow for the sensitivity in equity valuations due to the asset allocation difference between various fund managers.



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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

Financial risk management continued...

34.3 Credit risk

Credit risk is the risk of financial loss to the University if a customer, student or counter party to a financial asset fails to meet its contractual obligations, and arises from the University's receivables from students and customers, its debt investments and cash and cash equivalents.

The counterparties to investments, derivatives and cash and cash equivalents are limited to high-credit-quality financial institutions. The University has policies that limit the amount of credit exposure to any one financial institution.

The University follows a multi-manager approach to the management of investments in order to limit investment risk. Funds are invested in divergent portfolios subject to mandates developed to contain risk within set parameters. In order to hedge investment funds against fluctuations, the portfolio managers are allowed to invest a maximum of 20% of the available funds abroad.

All funds are invested with BB+ rated financial institutions, or guaranteed by the government.

Receivables comprise of outstanding student fees and a number of customers, dispersed across different industries and geographical areas. The University is exposed to credit risk arising from student receivables related to outstanding fees. The risk is mitigated by requiring students to pay an initial instalment in respect of tuition and accommodation fees at registration, the regular monitoring of outstanding fees and the institution of debt collection action in cases of long outstanding amounts. In addition, students with outstanding balances from previous years of study are only permitted to renew their registration after either the settling of the outstanding amount or the conclusion of a formal payment arrangement.

i) Student and other receivables

In a higher education environment, it is not possible to manage credit risk ex ante at the level of individual transactions with students. Credit worthiness cannot be assessed during registration. The credit risk is managed ex post by means of effective debt collection, including the sensible application of the withholding of examination results and financial exclusions, as well as the utilisation of debt collection attorneys and agencies.

The University's policy with regard to the collection of student receivables states the following:

- 60% of a student's total fees must be paid by 30 April of the study year.
- 100% of a student's total fees must be paid by 31 August of the study year.
- If the student fails to meet this financial obligation, the outstanding amount is handed over to a debt-collecting agency.

At year end all student receivables are past due as the last due date is 31 August of that period. In calculating the provision, the student receivables balance is stratified between NSFAS receivables and other student receivables. In calculating the provision for other student receivables a historical loss rate is used and the impact of forward looking information is not material. In calculating the provision for NSFAS receivables, the probability of default is determined using an appropriate credit rating.

Details of the student receivables as at 31 December 2020:

| | | | | |
|--|-----------|-----------|-----------|-----------|
| Student receivables | 364,510 | 308,427 | 360,703 | 304,236 |
| - fully performing | - | - | - | - |
| - past due but not impaired (4 months overdue) | 89,228 | 169,993 | 89,287 | 165,802 |
| - impaired (more than 4 months overdue) | 275,282 | 138,434 | 271,416 | 138,434 |
| Less: Provision for impairment | (275,282) | (138,434) | (271,416) | (138,434) |
| Student receivables – net carrying amount | 89,228 | 169,993 | 89,287 | 165,802 |



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|-------------------|----------------------|----------------------|--------------------|--------------------|

Financial risk management continued...

The University also raises other trade receivables for the sale of goods and the delivery of services. It has measures in place to ensure that sales of goods and delivery of services are made to customers with an appropriate credit history. It does not insure its student or other receivables.

The University's credit terms with regard to other receivables are:

- Full payment is required within 60 days from statement date;
- The University will charge interest on arrear amounts in terms of the Prescribed Rate of Interest Act (No. 55 of 1975), as amended; and
- Credit facilities will be suspended when debtor accounts are outstanding in excess of 90 days from the date of statement, unless alternative payment arrangements have been negotiated.

The following actions are taken in respect of overdue invoices:

- Outstanding for 60 days: A reminder letter requesting immediate payment is enclosed with the statement of account.
- Outstanding for 81 days: The statement of account is accompanied by a letter of demand stating that legal action will be taken
- Unpaid debts over 102 days: When a letter of demand has been sent and no payment or communication has been received from

Details of the other receivables as at 31 December 2020 are as follows:

| | | | | |
|---|---------|----------|---------|----------|
| Other receivables | 467,128 | 238,885 | 452,146 | 239,164 |
| - fully performing | 458,399 | 228,673 | 443,500 | 229,035 |
| - past due but not impaired | - | - | - | - |
| - impaired | 8,729 | 10,212 | 8,646 | 10,129 |
| Less: Provision for impairment | (8,729) | (10,212) | (8,646) | (10,129) |
| Other receivables – net carrying amount | 458,399 | 228,673 | 443,500 | 229,035 |

Student receivables

| | | | | |
|--|----------|----------|----------|----------|
| At 1 January | 138,434 | 137,621 | 138,434 | 137,621 |
| Provision for receivables impaired | 191,954 | 56,272 | 191,954 | 56,272 |
| Receivables written off during the year as uncollectable | (58,964) | (55,459) | (58,964) | (55,459) |
| At 31 December | 271,424 | 138,434 | 271,424 | 138,434 |

Ageing of provision for impairment

| | | | | |
|---|---------|---------|---------|---------|
| Handed over to collecting agencies – 2018 | 74,517 | 61,847 | 113,935 | 61,847 |
| Handed over to collecting agencies – 2019 | 82,964 | 64,953 | 82,964 | 64,953 |
| 4 Months overdue | 117,801 | 11,633 | 74,517 | 11,633 |
| | 275,282 | 138,434 | 271,416 | 138,434 |

Other receivables

| | | | | |
|--|---------|---------|---------|---------|
| At 1 January | 10,212 | 13,100 | 10,129 | 12,550 |
| Provision for receivables impaired | 6,908 | 404 | 6,908 | - |
| Receivables written off during the year as uncollectable | (8,391) | (3,292) | (8,391) | (2,421) |
| At 31 December | 8,729 | 10,212 | 8,646 | 10,129 |



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| Financial risk management continued... | | | | |
| Ageing of provision for impairment | | | | |
| Handed over to collecting agencies – 2017 | - | 666 | - | 666 |
| Handed over to collecting agencies – 2018 | 878 | 1,040 | 878 | 1,040 |
| Handed over to collecting agencies – 2019 | 2,095 | - | 2,095 | - |
| Handed over to collecting agencies – 2020 | 1,515 | - | 1,515 | - |
| Impaired as at reporting date | 6,399 | 8,506 | 2,428 | 8,423 |
| | <u>10,887</u> | <u>10,212</u> | <u>6,916</u> | <u>10,129</u> |

As at 31 December, the age analysis of receivables, all of which are due, is as follows:

Student receivables

| | Current Year | Prior Year | More than two years ago | Total |
|-------------------------------|--------------|------------|----------------------------|---------|
| Consolidated - 2020 | | | | |
| Gross receivable | 206,470 | 82,964 | 74,517 | 363,951 |
| Provision for expected losses | 117,801 | 82,964 | 74,517 | 275,282 |
| Expected loss rate | 57 % | 100 % | 100 % | 76 % |
| Consolidated - 2019 | | | | |
| Gross receivable | 181,627 | 64,953 | 61,847 | 308,427 |
| Provision for expected losses | 11,633 | 64,953 | 61,847 | 138,433 |
| Expected loss rate | 6 % | 100 % | 100 % | 45 % |
| University - 2020 | | | | |
| Gross receivable | 202,663 | 82,964 | 74,517 | 360,144 |
| Provision for expected losses | 113,935 | 82,964 | 74,517 | 271,416 |
| Expected loss rate | 56 % | 100 % | 100 % | 75 % |
| University - 2019 | | | | |
| Gross receivable | 177,436 | 64,953 | 61,847 | 304,236 |
| Provision for expected losses | 11,633 | 64,953 | 61,847 | 138,433 |
| Expected loss rate | 7 % | 100 % | 100 % | 46 % |

Due to the nature of its operations, the University tracks outstanding fees on an academic year basis. The University considers all prior years' outstanding fees as past due. The University anticipates that the majority of the current year fees will be settled as part of the registration process for the 2021 academic year. It is the University policy that returning students are not allowed to register with outstanding fee debt.

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Financial risk management continued...

Other receivables

| | Current | 0 - 30 days | 30 - 60 days | 60 days + | Total |
|-------------------------------|---------|-------------|--------------|-----------|---------|
| Consolidated - 2020 | | | | | |
| Gross receivable | 219,512 | 9,708 | 6,528 | 17,096 | 252,844 |
| Provision for expected losses | - | - | - | 8,729 | 8,729 |
| Expected loss rate | 0 % | 0 % | 0 % | 51 % | 3 % |
| Consolidated - 2019 | | | | | |
| Gross receivable | 146,373 | 16,310 | 7,115 | 27,084 | 196,882 |
| Provision for expected losses | - | - | 3,151 | 7,061 | 10,212 |
| Expected loss rate | 0 % | 0 % | 44 % | 26 % | 5 % |
| University - 2020 | | | | | |
| Gross receivable | 210,777 | 9,708 | 6,528 | 17,096 | 244,109 |
| Provision for expected losses | - | - | - | 8,646 | 8,646 |
| Expected loss rate | 0 % | 0 % | 0 % | 51 % | 4 % |
| University - 2019 | | | | | |
| Gross receivable | 150,116 | 16,310 | 7,115 | 27,084 | 200,625 |
| Provision for expected losses | - | - | 3,068 | 7,061 | 10,129 |
| Expected loss rate | 0 % | 0 % | 43 % | 26 % | 5 % |

The creation and release of the provision for impaired receivables have been included in 'other current operating expenses' in the statement of profit or loss and comprehensive income. Amounts are charged to the provision account when there is no expectation of recovering additional cash. After a receivable amount is written off, the collection process is continued by the collection agencies.

The credit risk identified above relates to the disclosure presented in Note 10.

The other classes within other receivables do not contain impaired assets. The maximum exposure to credit risk at the reporting date is the carrying value of each class of receivable mentioned above. The University does not hold any collateral as security.

Credit quality of financial assets

The credit quality of financial assets that are fully performing, as well as those that are past due but not impaired can be assessed by reference to external credit ratings (if available) or to historical information about counter party default rates.



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|--|----------------------|----------------------|--------------------|--------------------|
| Financial risk management continued... | | | | |
| Trade receivables | | | | |
| Counter parties without external credit rating: | | | | |
| - Current students which will register in 2021. | 89,228 | 169,993 | 89,287 | 165,802 |
| These students are still studying and had no defaults in the past. | | | | |
| The University expects them to pay their outstanding fees during the 2021 registration period. | | | | |
| This is interest and dividends receivable at year end from the available-for-sale financial assets which are all invested at BB+ (2019: BB+) rated entities. | | | | |
| - Other receivables | 244,115 | 186,670 | 235,463 | 190,496 |
| Group 1 * | 517,343 | 356,663 | 508,750 | 356,298 |
| Cash and cash equivalents | | | | |
| BB+ (2019: BB+) Rating: | | | | |
| - Prime South African Bank | 1,805,152 | 1,419,499 | 1,805,152 | 1,419,499 |
| | 1,805,152 | 1,419,499 | 1,805,152 | 1,419,499 |
| Fair value financial assets | | | | |
| BB+ (2019: BB+) Rating: | | | | |
| - Government stocks and bonds | 394,885 | 283,068 | 328,780 | 228,375 |
| - Listed stocks and debentures | 440,915 | 440,939 | 343,657 | 336,225 |
| - Listed shares all top 40 companies | 2,990,307 | 2,690,118 | 2,311,618 | 2,042,178 |
| - Fixed and other deposits, prime South African Banks | 234,784 | 392,753 | 221,919 | 355,411 |
| - Endowment policies, top 40 South African insurance companies | 30,123 | 24,474 | 30,123 | 24,473 |

*Group 1 – New customers (less than 2 months).

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Financial risk management continued...

34.4 Liquidity risk

Liquidity risk is the risk that the University will not be able to meet its financial obligations as they fall due. The University's liquidity risk consists mainly of borrowings, accounts payable, accrued liabilities and student deposits received and post employment benefits. Liquidity risk is minimised by the University's substantial cash and cash equivalent balances. The University's approach to managing liquidity is to ensure as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the University's reputation. Liquidity risk is managed by monitoring the daily borrowing levels and by conducting cash flow forecasts on a weekly basis in order to maintain sufficient funds to fund the business from cash generated by operations and funds generated from investments.

The table below analyses the University's financial liabilities according to relevant maturity groupings based on the remaining period at the statement of financial position date to the contractual maturity date. The amounts disclosed in the table are the contractual undiscounted cash flows.

| | Less than 1 year | Between 1 and 2 years | Between 2 and 5 Years | Over 5 Years | Total |
|---------------------|---------------------|--------------------------|--------------------------|--------------|------------------|
| Consolidated | | | | | |
| 31 December 2020 | | | | | |
| Borrowings | 533 | 263 | - | - | 796 |
| Accounts payable | 1,217,315 | - | - | - | 1,217,315 |
| | 1,217,848 | 263 | - | - | 1,218,111 |
| 31 December 2019 | | | | | |
| Borrowings | 610 | 796 | 877 | - | 2,283 |
| Accounts payable | 1,019,981 | - | - | - | 1,019,981 |
| | 1,020,591 | 796 | 877 | - | 1,022,264 |
| University | | | | | |
| 31 December 2020 | | | | | |
| Borrowings | 533 | 263 | - | - | 796 |
| Accounts payable | 1,217,011 | - | - | - | 1,217,011 |
| | 1,217,544 | 263 | - | - | 1,217,807 |
| 31 December 2019 | | | | | |
| Borrowings | 610 | 796 | 877 | - | 2,283 |
| Accounts payable | 1,014,257 | - | - | - | 1,014,257 |
| | 1,014,867 | 796 | 877 | - | 1,016,540 |



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Financial risk management continued...

34.5 Capital risk management

The University and its subsidiaries' objectives when managing reserves and working capital are to safeguard the ability of the University and its subsidiaries to continue as going concerns and to maintain an optimal structure to reduce the cost of capital.

In order to maintain the capital structure, the University and its subsidiaries have ensured a sound financial position by limiting exposure to debt and increasing investment and cash balances. This objective is met by a well planned budget process each year in which the critical strategic objectives of the University and its subsidiaries are addressed. The University also has a short and medium term infrastructure maintenance plan which is adequately resourced from available funds.



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Financial risk management continued...

34.6 Financial instruments by category

The accounting policies for financial instruments have been applied to the line items below:

| | Loans & receivables | FVPL | Total |
|---|------------------------|-----------|--|
| Consolidated | | | |
| 31 December 2020 | | | |
| Fair value through profit or loss financial assets | - | 4,091,015 | 4,091,015 |
| Trade and other receivables (excluding prepayments) | 547,627 | - | 547,627 |
| Cash and cash equivalents | 1,964,530 | - | 1,964,530 |
| | | | Financial liabilities at amortised cost |
| Financial liabilities | | | |
| Borrowings | | | 796 |
| Trade payables | | | 1,217,315 |
| 31 December 2019 | | | |
| Fair value through profit or loss financial assets | - | 3,831,352 | 3,831,352 |
| Trade and other receivables (excluding prepayments) | 398,666 | - | 398,666 |
| Cash and cash equivalents | 1,531,626 | - | 1,531,626 |
| | | | Financial liabilities at amortised cost |
| Financial liabilities | | | |
| Borrowings | | | 2,283 |
| Trade payables | | | 1,020,271 |
| University | | | |
| 31 December 2020 | | | |
| Fair value through profit or loss financial assets | - | 3,236,097 | 3,236,097 |
| Trade and other receivables (excluding prepayments) | 532,787 | - | 532,787 |
| Cash and cash equivalents | 1,945,866 | - | 1,945,866 |

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Financial risk management continued...

| | | | Financial liabilities at amortised cost |
|-----------------------|--|--|---|
| Financial liabilities | | | |
| Borrowings | | | 796 |
| Trade payables | | | 1,217,011 |

31 December 2019

| | | | |
|---|-----------|-----------|------------------|
| Fair value through profit or loss financial assets | - | 2,986,662 | 2,986,662 |
| Trade and other receivables (excluding prepayments) | 394,837 | - | 394,837 |
| Cash and cash equivalents | 1,513,519 | - | 1,513,519 |

| | | | Financial liabilities at amortised cost |
|-----------------------|--|--|---|
| Financial liabilities | | | |
| Borrowings | | | 2,283 |
| Trade payables | | | 1,014,715 |

34.7 Fair value estimation

The University applies IFRS 7 for financial instruments that are measured in the balance sheet at fair value; this requires disclosure of fair value measurements by level of the following fair value measurement hierarchy:

- Quoted prices (unadjusted) in active markets for identical assets or liabilities (level 1).
- Inputs other than quoted prices included within level 1 that are observable for the asset or liability, either directly (that is, as prices) or indirectly (that is, derived from prices) (level 2).

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Financial risk management continued...

The following table presents the Consolidated assets and liabilities that are measured at fair value at 31 December 2020:

| | Level 1 | Level 2 | Total |
|--|------------------|----------------|------------------|
| Consolidated | | | |
| Fair value through profit or loss financial assets | | | |
| - listed shares | 2,990,307 | - | 2,990,307 |
| - listed stocks and debentures | 440,915 | - | 440,915 |
| - government stocks and bonds | 394,885 | - | 394,885 |
| - fixed deposits | - | 51,227 | 51,227 |
| - other deposits and loans | - | 183,557 | 183,557 |
| - endowment policies | - | 30,123 | 30,123 |
| Borrowings | - | (796) | (796) |
| | 3,826,108 | 264,111 | 4,090,219 |

The following table presents the Consolidated assets and liabilities that are measured at fair value at 31 December 2019:

| | Level 1 | Level 2 | Total |
|--|------------------|----------------|------------------|
| Consolidated | | | |
| Fair value through profit or loss financial assets | | | |
| - listed shares | 2,690,118 | - | 2,690,118 |
| - listed stocks and debentures | 440,939 | - | 440,939 |
| - government stocks and bonds | 283,068 | - | 283,068 |
| - fixed deposits | - | 62,464 | 62,464 |
| - other deposits and loans | - | 330,289 | 330,289 |
| - endowment policies | - | 24,474 | 24,474 |
| Borrowings | - | (2,283) | (2,283) |
| | 3,414,125 | 414,944 | 3,829,069 |

The following table presents the assets and liabilities that are measured at fair value at 31 December 2020:

| | Level 1 | Level 2 | Total |
|--|------------------|----------------|------------------|
| University | | | |
| Fair value through profit or loss financial assets | | | |
| - listed shares | 2,311,618 | - | 2,311,618 |
| - listed stocks and debentures | 343,657 | - | 343,657 |
| - government stocks and bonds | 328,780 | - | 328,780 |
| - fixed deposits | - | 51,227 | 51,227 |
| - other deposits and loans | - | 170,692 | 170,692 |
| - endowment policies | - | 30,123 | 30,123 |
| Borrowings | - | (796) | (796) |
| | 2,984,054 | 251,246 | 3,235,300 |



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Financial risk management continued...

The following table presents the assets and liabilities that are measured at fair value at 31 December 2019:

| | Level 1 | Level 2 | Total |
|--|------------------|----------------|------------------|
| University | | | |
| Fair value through profit or loss financial assets | | | |
| - listed shares | 2,042,178 | - | 2,042,178 |
| - listed stocks and debentures | 336,225 | - | 336,225 |
| - government stocks and bonds | 228,375 | - | 228,375 |
| - fixed deposits | - | 62,463 | 62,463 |
| - other deposits and loans | - | 292,948 | 292,948 |
| - endowment policies | - | 24,473 | 24,473 |
| Borrowings | - | (2,283) | (2,283) |
| | 2,606,778 | 377,601 | 2,984,379 |

The fair value of financial instruments traded in active markets is based on quoted market prices at the reporting date. A market is regarded as active if quoted prices are readily and regularly available from an exchange, dealer, broker, industry group, pricing service, or regulatory agency, and those prices represent actual and regularly occurring market transactions on an arm's length basis. The quoted market price used for financial assets held by the University is the current quoted closing prices as this is most representative of fair value in the circumstance. These instruments are included in level 1. Instruments included in level 1 comprise primarily listed equity investments classified as trading securities or fair value through profit or loss.

The fair value of financial instruments that are not traded in an active market is determined by using valuation techniques. These valuation techniques maximise the use of observable market data where it is available and rely as little as possible on entity specific estimates. If all significant inputs required to fair value an instrument are observable, the instrument is included in level 2. Call accounts are valued at cost plus accrued interest. Interest is accrued on a straight-line basis. Transactions and balances in foreign currencies are translated into functional currency using exchange rates prevailing at the time of the transaction or valuation where items are remeasured. Foreign exchange gains/losses are recognised in the income statement. Borrowings are valued at amortised cost using an effective interest method.

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|--|----------------------|----------------------|--------------------|--------------------|
| 35. Cash flows from operating activities | | | | |
| Profit for the year | 767,846 | 708,934 | 724,469 | 618,090 |
| Adjustments for: | | | | |
| – increase in student credit losses provision (note 10) | 136,848 | 813 | 136,848 | 813 |
| – (decrease) in non-student credit losses provision (note 10) | (1,483) | (2,888) | (1,483) | (2,421) |
| – depreciation (note 6) | 82,636 | 104,725 | 91,322 | 114,070 |
| – amortisation (note 7) | 1,538 | 3,559 | 1,534 | 3,529 |
| – profit on disposal of property, plant and equipment | (39) | (495) | (39) | (495) |
| – finance income (note 29) | (39,270) | (36,055) | (38,073) | (34,214) |
| – interest income on investments (note 31) | (204,609) | (217,896) | (187,345) | (201,724) |
| – finance cost (note 30) | 23,826 | 4,986 | 24,943 | 5,038 |
| – impairment losses (note 28) | (8,139) | 150 | (3,127) | 150 |
| – dividends received (note 31) | (40,456) | (50,965) | (27,178) | (33,146) |
| – investments fair value (gains)/losses (note 32) | (185,658) | (214,568) | (139,238) | (156,075) |
| – movement in post-retirement obligations and assets (note 20) | (461,547) | (23,912) | (461,547) | (23,912) |
| – foreign exchange losses on operating activities (note 27) | (1,198) | 2,574 | (1,198) | 2,574 |
| – non-cash movement on borrowings (note 18) | (1,487) | (8,354) | (1,487) | (628) |
| Changes in working capital: | | | | |
| – receivables and prepayments (note 10) | (100,326) | 67,713 | (85,449) | 53,873 |
| – trade and other payables (note 15) | 197,044 | (91,079) | 202,296 | (62,627) |
| – student deposits and income received in advance (note 17) | 26,473 | (48,223) | 26,972 | (47,375) |
| – deferred income (note 19) | 50,421 | 94,899 | 50,421 | 94,899 |
| – short term deposits (note 13) | (820,000) | - | (820,000) | - |
| – inventory (note 9) | (2,742) | 207 | (2,685) | 207 |
| | (580,322) | 294,125 | (510,044) | 330,626 |

In the statement of cash flows, proceeds from the sale of property, plant and equipment comprise:

| | | | | |
|-----------------------------|--------------|--------------|--------------|--------------|
| Profit on disposal (note 6) | 39 | 495 | 39 | 495 |
| Net book amount (note 6) | 1,188 | 510 | 1,188 | 510 |
| Proceeds from disposal | <u>1,227</u> | <u>1,005</u> | <u>1,227</u> | <u>1,005</u> |



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|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

Cash flows from operating activities continued...

Net Debt Reconciliation

| | | | | |
|--|------------------|------------------|------------------|------------------|
| Cash and cash equivalents | 1,964,530 | 1,531,626 | 1,945,866 | 1,513,519 |
| Borrowings - repayable within one year | - | (610) | - | (610) |
| Borrowings - repayable after one year | (796) | (1,673) | (796) | (1,673) |
| | <u>1,963,734</u> | <u>1,529,343</u> | <u>1,945,070</u> | <u>1,511,236</u> |

| | Other Assets | Liabilities from financing activities | | |
|--|------------------|---------------------------------------|--------------------------------|------------------|
| | Cash | Borrowings due within 1 year | Borrowings due after 1 year | Total |
| Consolidated | | | | |
| Net debt as at 1 January 2019 | 1,291,899 | (8,354) | (2,283) | 1,281,262 |
| Cash flows | 239,727 | 7,744 | 610 | 248,081 |
| Net debt as at 31 December 2019 | <u>1,531,626</u> | <u>(610)</u> | <u>(1,673)</u> | <u>1,529,343</u> |
| Cash flows | 432,904 | 610 | 877 | 434,391 |
| Net debt as at 31 December 2020 | <u>1,964,530</u> | <u>-</u> | <u>(796)</u> | <u>1,963,734</u> |
| University | | | | |
| Net debt as at 1 January 2019 | 1,254,702 | (628) | (2,283) | 1,251,791 |
| Cash flows | 258,817 | 18 | 610 | 259,445 |
| Net debt as at 31 December 2019 | <u>1,513,519</u> | <u>(610)</u> | <u>(1,673)</u> | <u>1,511,236</u> |
| Cash flows | 432,347 | 610 | 877 | 433,834 |
| Net debt as at 31 December 2020 | <u>1,945,866</u> | <u>-</u> | <u>(796)</u> | <u>1,945,070</u> |

Reconciliation of liabilities arising from financing activities

| | 2019 | Cash flows | Non - cash changes New leases | 2020 |
|----------------------|--------|------------|-------------------------------------|--------|
| Consolidation | | | | |
| Lease liabilities | 23,124 | (16,168) | 24,645 | 31,601 |
| University | | | | |
| Lease liabilities | 23,124 | (16,168) | 24,645 | 31,601 |

36. Commitments

| | | | | |
|--|---------|---------|---------|---------|
| Commitments – approved, not contracted for | 227,084 | 170,659 | 227,084 | 170,659 |
| Commitments – contracted | 91,375 | 52,201 | 91,375 | 52,201 |

This represents capital expenditure budgeted for at reporting date, but not yet recognised in the consolidated and separate financial statements. This expenditure will be financed from designated funds.

Bank Guarantees:

| | | | | |
|----------------------------|-----|-----|-----|-----|
| SA Post Office | 250 | 250 | 250 | 250 |
| City Power of Johannesburg | 110 | 110 | 110 | 110 |

University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Notes to the Consolidated and Separate Financial Statements

| Figures in R `000 | Consolidated 2020 | Consolidated 2019 | University 2020 | University 2019 |
|-------------------|----------------------|----------------------|--------------------|--------------------|
|-------------------|----------------------|----------------------|--------------------|--------------------|

37. Contingencies

37.1 The City of Johannesburg

The University has contingent liabilities in respect of legal claims arising in the ordinary course of business. It is not anticipated that any material liabilities will arise from the contingent liabilities other than those provided for in (note 14).

A contingent liability exists with regards to The City of Johannesburg for incorrect allocation of charges. A contingent asset exist with regards to City of Johannesburg municipality for incorrect charges billed towards the University's account.

During 2020 the University exchanged different communications with CoJ personnel to resolve all queries but with little success. The University will negotiate an escalation process in 2021 again with City of Johannesburg to ensure all queries are resolved within a reasonable period.

| | | | | |
|--------------------------------------|--------------|--------------|--------------|--------------|
| Incorrect allocation of charges | 8,324 | 8,327 | 8,324 | 8,327 |
| Incorrect charges to be claimed back | (1,600) | (2,138) | (1,600) | (2,138) |
| Net contingent liability | 6,724 | 6,189 | 6,724 | 6,189 |

37.2 Photovoltaic Intellectual Property (Pty) Ltd (PTIP)

A shareholder of PTIP is claiming an amount of R60 million from the University on the grounds that the conduct of two representatives of the University caused his shareholding to lose that value. The University is defending the claim.

38. Going concern and Covid impact

The University considers itself a going concern as evidenced by financial outcomes of the 2020 financial year where revenue levels and cash position at year end increased resulting in a more favourable financially sustainable and liquid position at year end as evidenced by our reserves position (unrestricted, undesignated funds).

Per the 2021 budget, the annual increase in the main source of operational income, government subsidy, is confirmed to be at a similar quantum to prior year's, which when modelled from a liquidity and sustainability perspective alongside fee income and third stream income, will provision for the University's operations into the foreseeable future.

There is however still significant economic uncertainty resulting from the Covid pandemic and existing macroeconomic factors that impact the financial sustainability of the University such as potential decline in subsidy allocation due to decline in the national fiscus, reduced research productivity and competing sector needs e.g. NFSAS funding; decline in student debt collection, third party funding for scholarships and contract research attributable to financial pressures emanating from declining economy; and uncertainty on future fee increases. These factors are more external in nature and managed through among other avenues prudent expenditure management, extensive fundraising drive and intensive effort in growth of third stream income.

From an internal factors perspective, the University has been able to service its obligations being primarily short term in nature while maintaining liquidity (as evidenced by year end cash position) and a healthy surplus attributable to prudent expenditure management and savings realised from reduced operational activity resulting from the national lockdown restrictions. Additional, unplanned compliance and precautionary expenses were incurred and supplemented by government funding through the Covid Responsiveness Grant, donation from the UJ Trust and reprioritised expenditure savings from the operational budget. These trends will continue into the 2021 financial year where the approved budget is premised on support for revenue-generating activities while prudence exercised with expenditure management.

At this stage the external factors indicted above are considered a remote possibility with the impact of COVID-19 not viewed as impacting the going concern principle, nor having a material impact on the financial statements.



University of Johannesburg

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39. Events after balance sheet

No adjusting or significant non-adjusting events have occurred between the 31 December reporting date and the date of authorisation.





University of Johannesburg

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Notes to the Consolidated and Separate Financial Statements

Figures in R `000

40. Executive Remuneration 2020

| Designation | Name | Salary | Allowances | Employer Contributions | Total | Leave Days sold | Merit and Other Payments | Total |
|--|---------------|-----------|------------|------------------------|-----------|-----------------|--------------------------|----------------|
| Vice-Chancellor & Principal | T Marwala | 3,996,144 | 95,543 | 359,856 | 4,451,543 | 171,282 | 877,945 | 5,500,770 * |
| Registrar | I C Burger | 2,442,448 | 20,765 | 348,124 | 2,811,337 | 108,197 | 178,961 | 3,098,495 |
| Deputy Vice-Chancellor Academic | A Parekh | 2,930,980 | 48,069 | 420,166 | 3,399,215 | 130,808 | 408,944 | 3,938,967 |
| Deputy Vice-Chancellor Research & Internationalisation | S Sinha | 2,675,007 | 31,149 | 303,843 | 3,009,999 | - | 191,222 | 3,201,221 |
| Chief Financial Officer | N Mamorare | 2,735,776 | 31,140 | 243,074 | 3,009,990 | - | 331,766 | 3,341,756 |
| Chief Operating Officer | A Swart | 2,760,760 | 31,149 | 399,740 | 3,191,649 | 122,824 | 348,635 | 3,663,109 |
| Chief People Officer (previously referred to as DVC Employees & Student Affairs) | K C Mketi | - | - | - | - | - | - | - |
| General Council | P H O'Brien | 2,256,151 | 31,149 | 321,571 | 2,608,870 | 284,491 | 145,398 | 3,038,760 |
| Senior Executive Director in the Vice-Chancellor's office | NY Vukuza | 2,489,122 | 24,000 | 303,878 | 2,817,000 | - | 282,206 | 3,099,206 |
| Executive Dean College of Business & Economics | D Van Lill | 2,198,613 | 31,465 | 250,947 | 2,481,025 | 76,394 | 134,189 | 2,691,609 |
| Executive Dean Faculty of Art, Design & Architecture | F Freschi | - | - | - | - | - | - | - |
| Executive Dean Faculty of Education | S J Gravett | 1,959,598 | 50,765 | 307,031 | 2,317,394 | 89,199 | 136,599 | 2,543,192 |
| Executive Dean Faculty of Engineering & the Built Environment | D Mashao | 1,898,108 | 20,765 | 231,726 | 2,150,599 | - | 146,038 | 2,296,636 |
| Executive Dean Faculty of Health Sciences | S Khan | 1,695,596 | 20,765 | 150,654 | 1,867,015 | - | 180,157 | 2,047,171 |
| Executive Dean Faculty of Humanities | A B Broadbent | 621,214 | 6,922 | 55,195 | 683,331 | - | - | 683,331 ** |
| Executive Dean Faculty of Humanities | K Naidoo | 1,096,919 | 13,844 | 133,915 | 1,244,677 | - | 6,945 | 1,251,622 *** |
| Executive Dean Faculty of Law | L G Mpedi | 1,879,359 | 20,765 | 245,411 | 2,145,535 | 82,589 | 120,822 | 2,348,947 |
| Executive Dean Faculty of Science | D Meyer | 2,004,888 | 20,765 | 244,762 | 2,270,415 | - | 229,963 | 2,500,378 |
| Chief Information Officer | KF Sibanda | 1,696,565 | 20,765 | 150,740 | 1,868,070 | - | 215,777 | 2,083,847 |
| Executive Director Academic Development & Support | R P Ryan | 1,995,386 | 20,765 | 285,381 | 2,301,533 | 194,896 | 460,926 | 2,957,355 **** |
| Executive Director Expenditure | S M Makinta | 1,690,210 | 74,765 | 212,938 | 1,977,913 | - | 190,978 | 2,168,892 |
| Executive Director Financial Governance & Revenue | L Riba | 1,646,318 | 20,765 | 200,987 | 1,868,070 | - | 122,630 | 1,990,700 |
| Executive Director Human Resources | T L Kwinana | 1,666,034 | 20,765 | 211,059 | 1,897,858 | 36,532 | 185,345 | 2,119,734 |

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| Executive Director Library and Information Centre | | KM Frahm-Arp | | | | | | | |
|---|--|--------------|-------------------|----------------|------------------|-------------------|------------------|------------------|-------------------|
| Executive Director Operations | | AL Nel | | | | | | | |
| Executive Director Research & Innovation | | C B Nonkwelo | | | | | | | |
| | | | 1,694,475 | 19,590 | 152,830 | 1,866,895 | - | 85,653 | 1,952,548 |
| | | | 1,619,717 | 20,765 | 227,588 | 1,868,070 | 50,335 | 90,038 | 2,008,443 |
| | | | 1,699,524 | 122,472 | 207,482 | 2,029,478 | - | 183,872 | 2,213,350 |
| | | | 49,348,910 | 819,674 | 5,968,897 | 56,137,481 | 1,347,547 | 5,255,009 | 62,740,038 |

The merit and other payments includes payments made during the year for annual performance plans that was withheld and payable during 2020, as well as payments for staff retention incentives.

* Remuneration of the Vice Chancellor and Principal

| | |
|------------------------------|------------------|
| Annual Remuneration | 2,646,000 |
| Accommodation Fringe Benefit | 960,108 |
| Non Pensionable Salary | 390,036 |
| Total Salary | 3,996,144 |

^ The Vice Chancellor and Principal donated R132 003 of his Annual Remuneration to the Solidarity Fund.

** Term concluded 31 April 2020

*** Appointed 01 May 2020

**** Retired 31 December 2020





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Executive Remuneration 2019

| Designation | Name | Salary | Allowances | Employer Contributions | Total | Leave Days sold | Merit and Other Payments | Total |
|--|---------------|-----------|------------|------------------------|-----------|-----------------|--------------------------|-----------------|
| Vice-Chancellor & Principal | T Marwala | 3,803,510 | 95,543 | 342,490 | 4,241,543 | 163,205 | 1,693,647 | 6,098,395 * |
| Registrar | I C Burger | 2,326,323 | 20,765 | 331,365 | 2,678,453 | 103,086 | 819,191 | 3,600,730 |
| Deputy Vice-Chancellor Academic | A Parekh | 2,790,823 | 48,069 | 399,939 | 3,238,831 | 37,396 | 1,256,384 | 4,532,611 |
| Deputy Vice-Chancellor Research & Internationalisation | S Sinha | 2,290,075 | 31,149 | 259,925 | 2,581,149 | - | 1,914,470 | 4,495,619 |
| Chief Financial Officer | N Mamorare | 2,385,227 | 171,140 | 211,773 | 2,768,140 | - | 1,986,285 | 4,754,425 |
| | A Swart | 2,314,828 | 171,149 | 335,172 | 2,821,149 | 103,190 | 943,203 | 3,867,542 |
| Chief People Officer (previously referred to as DVC Employees & Student Affairs) | K C Mketi | 1,715,845 | 20,766 | 194,677 | 1,931,288 | - | 2,060,135 | 3,991,423 ** |
| General Council | P H O'Brien | 2,148,883 | 31,149 | 306,090 | 2,486,122 | - | 677,801 | 3,163,923 |
| Senior Executive Director in the Vice-Chancellor's office | NY Vukuza | 2,049,928 | 164,000 | 250,072 | 2,464,000 | - | 731,127 | 3,195,127 |
| Executive Dean College of Business & Economics | D Van Lill | 2,083,596 | 31,465 | 237,704 | 2,352,765 | - | 608,350 | 2,961,115 |
| Executive Dean Faculty of Art, Design & Architecture | F Freschi | 1,376,739 | 15,574 | 170,217 | 1,562,530 | 209,855 | 106,982 | 1,879,368 *** |
| Executive Dean Faculty of Education | S J Gravett | 1,856,024 | 50,765 | 290,875 | 2,197,664 | 59,216 | 540,734 | 2,797,614 |
| Executive Dean Faculty of Engineering & the Built Environment | D Mashao | 1,799,302 | 20,765 | 219,498 | 2,039,565 | - | 277,940 | 2,317,505 |
| Executive Dean Faculty of Health Sciences | S Khan | 1,339,333 | 104,804 | 119,000 | 1,563,137 | - | 311,338 | 1,874,475 **** |
| Executive Dean Faculty of Humanities | A B Broadbent | 1,766,591 | 20,765 | 156,847 | 1,944,203 | 134,722 | 476,218 | 2,555,144 |
| Executive Dean Faculty of Law | L G Mpedi | 1,781,521 | 20,765 | 232,479 | 2,034,765 | 78,329 | 1,638,211 | 3,751,305 |
| Executive Dean Faculty of Science | D Meyer | 1,900,523 | 20,765 | 231,846 | 2,153,135 | - | 641,686 | 2,794,821 |
| Chief Information Officer | KF Sibanda | 1,608,214 | 20,765 | 142,786 | 1,771,765 | - | 414,261 | 2,186,026 |
| Executive Director Academic Development & Support | R P Ryan | 1,891,522 | 20,765 | 270,343 | 2,182,630 | 84,016 | 409,580 | 2,676,226 |
| Executive Director Expenditure | S M Makinta | 1,599,415 | 74,765 | 201,701 | 1,875,882 | - | 479,119 | 2,355,001 |
| Executive Director Financial Governance & Revenue | L Riba | 1,377,017 | 20,765 | 167,983 | 1,565,765 | - | 184,515 | 1,750,280 |
| Executive Director Human Resources | T L Kwinana | 789,589 | 10,383 | 100,028 | 900,000 | 69,299 | 324,259 | 1,293,558 ***** |

University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

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Figures in R '000

| Executive Director Library and Information Centre | | KM Frahm-Arp | 19,590 | 131,455 | 1,609,590 | - | 373,971 | 1,983,561 |
|---|--|--------------|------------------|------------------|-------------------|------------------|-------------------|-------------------|
| Executive Director Operations | | AL Nel | 20,765 | 215,595 | 1,771,765 | - | 410,299 | 2,182,064 |
| Executive Director Research & Innovation | | C B Nonkwelo | 20,765 | 196,534 | 1,828,354 | - | 458,999 | 2,287,353 |
| | | | 1,247,964 | 5,716,396 | 54,564,190 | 1,042,314 | 19,738,707 | 75,345,211 |

The merit and other payments includes payments made during the year for annual performance plans, as well as payments for staff retention incentives.

* Remuneration of the Vice Chancellor and Principal

| | |
|------------------------------|------------------|
| Annual Remuneration | 2,520,000 |
| Accommodation Fringe Benefit | 960,108 |
| Non Pensionable Salary | 323,402 |
| Total Salary | 3,803,510 |

^ The Vice Chancellor and Principal donated R221 019 of his Annual Remuneration to the VC Scholarship for the University.

** 1 January 2019 to 31 August 2019

*** 1 January 2019 to 30 September 2019

**** 1 March 2019 to 31 December 2019

***** 1 July 2019 to 31 December 2019





University of Johannesburg

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Statements of Profit or Loss and Other Comprehensive Income

| Figures in R '000 | Notes | Council Controlled - unrestricted | Specifically Funded activities - restricted | Subtotal | Student and Staff accommodation - restricted | Total 2020 | Total 2019 |
|---|-------|--------------------------------------|---|------------------|--|------------------|------------------|
| Consolidated | | | | | | | |
| Total income | | 4,828,239 | 537,697 | 5,365,936 | 209,455 | 5,575,391 | 5,480,035 |
| Recurring items | | 4,828,200 | 537,697 | 5,365,897 | 209,455 | 5,575,352 | 5,479,540 |
| State appropriations – subsidies and grants | 21 | 2,572,792 | - | 2,572,792 | - | 2,572,792 | 2,447,941 |
| Tuition and other fee income | 22 | 1,764,087 | 9,434 | 1,773,521 | 201,379 | 1,974,901 | 1,958,361 |
| Income from contracts | | 69,676 | 181,208 | 250,884 | - | 250,884 | 222,419 |
| For research | 23 | 67,031 | 178,540 | 245,571 | - | 245,571 | 195,996 |
| For other activities | 24 | 2,645 | 2,668 | 5,313 | - | 5,313 | 26,423 |
| Sales of goods and services | 24 | 29,730 | 115,399 | 145,129 | 4,238 | 149,367 | 158,074 |
| Private gifts and grants | 24 | 90,166 | 67,250 | 157,416 | - | 157,416 | 173,261 |
| Sub-total | | 4,526,451 | 373,291 | 4,899,742 | 205,617 | 5,105,359 | 4,960,056 |
| Income from investments | 31 | 127,906 | 116,636 | 244,542 | 523 | 245,065 | 268,861 |
| FV movements | 32 | 139,238 | 46,420 | 185,658 | - | 185,658 | 214,568 |
| Share of profit/(loss) in Associate | | - | - | - | - | - | - |
| Finance income | 29 | 34,605 | 1,350 | 35,955 | 3,315 | 39,270 | 36,055 |
| Non-recurring items | | | | | | | |
| Profit/(loss) on disposal of PPE | 24 | 39 | - | 39 | - | 39 | 495 |

University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Statements of Profit or Loss and Other Comprehensive Income

| Figures in R '000 | Notes | Council Controlled - unrestricted | Specifically Funded activities - restricted | Subtotal | Student and Staff accommodation - restricted | Total 2020 | Total 2019 |
|---|-------|--------------------------------------|---|------------------|--|------------------|------------------|
| Total expenditure | | 4,305,966 | 324,137 | 4,630,104 | 177,442 | 4,807,545 | 4,771,101 |
| Recurring items | | 4,280,792 | 322,034 | 4,602,827 | 177,136 | 4,779,963 | 4,746,018 |
| Personnel | 25 | 2,763,725 | 108,882 | 2,872,607 | 28,663 | 2,901,270 | 2,789,945 |
| Academic professional | | 1,479,145 | 58,274 | 1,537,419 | 15,340 | 1,552,759 | 1,493,178 |
| Other personnel | | 1,284,580 | 50,608 | 1,335,188 | 13,323 | 1,348,511 | 1,296,767 |
| Other current operating expenses | 27 | 1,042,605 | 82,852 | 1,125,457 | 141,864 | 1,267,321 | 1,363,230 |
| Depreciation | 6 | 64,570 | 11,596 | 76,166 | 6,471 | 82,637 | 104,725 |
| Amortisation of software | 7 | 1,387 | 13 | 1,400 | 138 | 1,538 | 3,559 |
| Bursaries awarded | 26 | 381,672 | 113,559 | 495,231 | - | 495,231 | 479,423 |
| Sub-total | | 4,253,959 | 316,903 | 4,570,862 | 177,136 | 4,747,998 | 4,740,882 |
| Finance costs | 30 | 23,707 | 119 | 23,826 | - | 23,826 | 4,986 |
| Impairment (gains)/losses | 28 | 3,127 | 5,012 | 8,139 | - | 8,139 | 150 |
| Non-recurring items | | | | | | | |
| Capital expenditure expensed | 27 | 25,174 | 2,103 | 27,277 | 306 | 27,583 | 25,083 |
| Profit/(Loss) for the year | | 522,273 | 213,559 | 735,832 | 32,013 | 767,846 | 708,934 |
| Other comprehensive income | | | | | | | |
| Actuarial gains and losses on defined benefit plans | 20 | 472,304 | - | 472,304 | - | 472,304 | 38,318 |
| Total comprehensive income for the year | | 994,577 | 213,559 | 1,208,136 | 32,013 | 1,240,150 | 747,252 |





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Consolidated and Separate Financial Statements for the year ended 31 December 2020

Statements of Profit or Loss and Other Comprehensive Income

| Figures in R '000 | Notes | Council Controlled - unrestricted | Specifically Funded activities - restricted | Subtotal | Student and Staff accommodation - restricted | Total 2020 | Total 2019 |
|---|-------|--------------------------------------|---|------------------|--|------------------|------------------|
| University | | | | | | | |
| Total income | | 4,939,141 | 367,555 | 5,306,695 | 209,455 | 5,516,150 | 5,358,148 |
| Recurring items | | 4,939,102 | 367,555 | 5,306,657 | 209,455 | 5,516,112 | 5,357,653 |
| State appropriations – subsidies and grants | 21 | 2,572,792 | - | 2,572,792 | - | 2,572,792 | 2,447,941 |
| Tuition and other fee income | 22 | 1,764,087 | 357 | 1,764,444 | 201,379 | 1,965,824 | 1,948,794 |
| Income from contracts | | 69,677 | 181,208 | 250,885 | - | 250,885 | 222,982 |
| For research | 23 | 67,031 | 178,540 | 245,571 | - | 245,571 | 196,559 |
| For other activities | 24 | 2,646 | 2,668 | 5,314 | - | 5,314 | 26,423 |
| Sales of goods and services | 24 | 51,974 | 73,151 | 125,125 | 4,238 | 129,363 | 124,516 |
| Private gifts and grants | 24 | 178,823 | 26,592 | 205,415 | - | 205,415 | 188,261 |
| Sub-total | | 4,637,353 | 281,308 | 4,918,661 | 205,617 | 5,124,278 | 4,932,494 |
| Income from investments | 31 | 127,906 | 86,094 | 214,000 | 523 | 214,523 | 234,870 |
| FV movements | 32 | 139,238 | - | 139,238 | - | 139,238 | 156,075 |
| Share of profit/(loss) in Associate | | - | - | - | - | - | - |
| Finance income | 29 | 34,605 | 153 | 34,758 | 3,315 | 38,073 | 34,214 |
| Non-recurring items | | | | | | | |
| Profit/(loss) on disposal of PPE | 24 | 39 | - | 39 | - | 39 | 495 |

University of Johannesburg

Consolidated and Separate Financial Statements for the year ended 31 December 2020

Statements of Profit or Loss and Other Comprehensive Income

| Figures in R '000 | Notes | Council Controlled - unrestricted | Specifically Funded activities - restricted | Subtotal | Student and Staff accommodation - restricted | Total 2020 | Total 2019 |
|---|-------|--------------------------------------|---|------------------|--|------------------|------------------|
| Total expenditure | | 4,428,043 | 204,146 | 4,632,189 | 159,493 | 4,791,681 | 4,740,058 |
| Recurring items | | 4,402,869 | 202,253 | 4,605,122 | 159,187 | 4,764,309 | 4,715,137 |
| Personnel | 25 | 2,763,724 | 77,390 | 2,841,114 | 28,663 | 2,869,777 | 2,753,685 |
| Academic professional | | 1,479,145 | 41,419 | 1,520,564 | 15,340 | 1,535,905 | 1,473,772 |
| Other personnel | | 1,284,579 | 35,971 | 1,320,550 | 13,323 | 1,333,872 | 1,279,913 |
| Other current operating expenses | 27 | 1,150,967 | 2,539 | 1,153,506 | 124,870 | 1,278,376 | 1,359,242 |
| Depreciation | 6 | 77,031 | 8,755 | 85,786 | 5,535 | 91,321 | 114,070 |
| Amortisation of software | 7 | 1,405 | 10 | 1,415 | 119 | 1,534 | 3,529 |
| Bursaries awarded | 26 | 381,672 | 113,559 | 495,231 | - | 495,231 | 479,423 |
| Sub-total | | 4,374,799 | 202,253 | 4,577,051 | 159,187 | 4,736,239 | 4,709,949 |
| Finance costs | 30 | 24,943 | - | 24,943 | - | 24,943 | 5,038 |
| Impairment (gains)/losses | 28 | 3,127 | - | 3,127 | - | 3,127 | 150 |
| Non-recurring items | | | | | | | |
| Capital expenditure expensed | 27 | 25,174 | 1,893 | 27,067 | 306 | 27,372 | 24,921 |
| Profit/(Loss) for the year | | 511,098 | 163,409 | 674,507 | 49,962 | 724,469 | 618,090 |
| Other comprehensive income | | | | | | | |
| Actuarial gains and losses on defined benefit plans | 20 | 472,304 | - | 472,304 | - | 472,304 | 38,318 |
| Total comprehensive income for the year | | 983,402 | 163,409 | 1,146,811 | 49,962 | 1,196,773 | 656,408 |



